

Trabajo Fin de Máster

The Impossible Quest:

Increasing Students' Participation and Interaction in the L2
in Secondary Education's EFL Classrooms

La Cuestión Imposible:

Incrementar la Participación y la Interacción en Lengua
Extranjera en las Aulas de Secundaria de Inglés

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Abstract

(English)

The main purpose of this Dissertation is to propose an innovation project which aims at increasing students' participation and interaction in the L2 in Secondary Education's EFL classrooms. In order to do that, a didactic unit has been designed, which includes a combination of methods and approaches which are recommended in the LOMCE Aragonese Curriculum and others which have proven to be the most effective in the teaching of English as a Foreign Language, such as Communicative Language Teaching (CLT) or active methodologies, like the Project-Based Language Learning (PBLL) and Cooperative Learning, as well as Task-Based Language Teaching (TBLT) and the PPP lesson format taught through an inductive approach, and a process-oriented instruction of the written production skill. Other factors have also been taken into account, such as the interaction patterns, the type of feedback provided and the techniques incorporated for differentiation. This learning unit's effectiveness has been critically analysed and discussed in this paper, applying the theoretical and curricular framework previously presented to justify all the decisions taken during its creation. As a conclusion, this didactic proposal seems to have a good chance to work out within an EFL classroom, although it should always be considered that not all classes work in the same way and that we still need to adapt to individual learners' needs and characteristics.

Key words: innovation, participation, interaction, CLT, PBLL, Cooperative Learning, TBLT, PPP model, inductive approach, process-oriented instruction, feedback, differentiation

(Spanish)

El principal propósito de esta disertación es proponer un proyecto de innovación que aspira a incrementar la participación e interacción en la segunda lengua del alumnado en las aulas de inglés como Lengua Extranjera de Educación Secundaria. Para ello, ha sido diseñada una unidad didáctica que combina métodos y enfoques que aparecen recomendados en el Currículo LOMCE Aragonés y otros que han demostrado ser los más efectivos en la enseñanza del inglés como lengua extranjera, como el enfoque comunicativo o las metodologías activas, tanto el Aprendizaje Basado en Proyectos (ABP) como el Aprendizaje Cooperativo, además del Aprendizaje Basado en Tareas, las lecciones que siguen el formato Presentación-Práctica-Producción a través de un enfoque inductivo y una enseñanza de la producción escrita orientada al proceso. También se han tenido en cuenta otros factores, como los patrones de interacción, el tipo de retroalimentación y las técnicas de atención a la diversidad incorporadas. La efectividad de esta unidad didáctica ha sido analizada y comentada críticamente en este trabajo, aplicando el marco teórico y curricular anteriormente presentado con el objetivo de justificar las decisiones tomadas durante su creación. Como conclusión, esta propuesta didáctica parece propicia a funcionar en una clase de inglés, aunque siempre se debe considerar que no todas las clases trabajan de la misma forma y que aún debemos adaptarnos a las características y necesidades individuales del alumnado.

Palabras clave: innovación, participación, interacción, enfoque comunicativo, aprendizaje basado en proyectos (ABP), aprendizaje cooperativo, aprendizaje basado en tareas, modelo Presentación-Práctica-Producción, enfoque inductivo, instrucción orientada al proceso, retroalimentación, atención a la diversidad

1. Introduction

In this paper it is going to be presented and critically commented upon a learning unit which aims at introducing an innovation project to increase students' participation and interaction in the L2 in Secondary Education's EFL classrooms.

Therefore, the purpose of this innovative proposal is to introduce a change in order to fulfil the gap of communication which is still present in high schools where a traditional teaching approach is followed. It will also intend to improve the effectiveness of the lesson plans in high schools where the CLT approach is already being implemented, since some classes are more participative than others, and some of them make an excessive use of the mother tongue when interacting among their members. Hence, this topic is highly relevant for Secondary Education's English lessons.

This specific necessity was identified during my placement period, since I was able to observe that classes from the same grade, 3rd year ESO, with similar backgrounds, both within the multilingual programme and taught by the same teacher, who made use of the CLT approach, behaved quite differently in the English classroom in terms of their participation levels and interaction patterns. These differences had an impact on their linguistic proficiency and learning process, since the higher the participation and interaction, the more exposure to the language they had. However, a high use of the mother tongue also limited students' production of language exponents and the improvement of their interlanguage. Furthermore, I was also able to notice these factors in a 1st year ESO class from PAI (Inclusive Learning Programme) and a 2nd year Baccalaureate, where less communicative outcomes were pursued due to a focus on form, either because of a lack of proficiency in the language in the first case, or due to the pressure to prepare the exam to access university studies in the latter.

As it is regulated by the LOMCE Aragonese Curriculum's Article 29 (Orden ECD/489/2016), this innovation project will be structured and evaluated in order to measure its potential transformative effects in terms of improving the results of learning-teaching processes. The independent variable of this proposal is the learning unit itself, which combines several approaches, methodologies and teaching models that will be introduced along the following sections, whereas the dependent variables are the degree of participation and interaction in the L2 of students, since these influence the learning process.

In order to design the proposed didactic unit, several theories and researches have been reviewed, alongside the LOMCE Aragonese Curriculum, which has been widely taken into consideration at all times. Some relevant literature has been Brown, as the main author in terms of the CLT approach; Ellis and Shintani for TBLT and the use of the mother tongue in the EFL classroom; Mitchell, Myles and Marsden, and their connections between input and interaction in SLA; Criado, who has talked about the modernisation of the PPP lesson format; and further research on the PBL approach.

Throughout the following sections of this Dissertation, there will be included the main purpose and aims of this paper, followed by the justification of the innovation project being proposed. Then, a theoretical and curricular framework will be introduced, which will serve as a basis for the critical analysis of the learning unit. After that, the methodological design adopted in order to create this didactic proposal will be explained step by step. Subsequently, the didactic unit proposed will be critically analysed and discussed, including the evaluation, both diagnostic and of results, which will be employed to consider whether its implementation would be effective in order to increase students' participation and interaction in the L2. Finally, some conclusions will be drawn. The works cited and the appendices mentioned throughout the Dissertation, including previous assignments, the unit's learning objectives, contents, evaluation criteria, lesson plans and materials, will be included afterwards.

Having summarised all the contents of this dissertation, we will start the proposal by focusing on its purpose and aims.

2. Purpose and Aims of the Dissertation

The main purpose of this Dissertation is to propose an innovative methodology which can be adapted to different classes in order to increase students' participation levels and amount of interaction in the L2, which should positively influence the learning process, since a higher exposure to the language is paramount for their interlanguage's development. However, other factors' impact is also considered, such as the topic and learners' interest towards it; their preferred methodology; the degree to which individualised and group work should be combined; and the potential effectiveness of different techniques, such as games, role cards or a point system in order to encourage students' participation, interaction in English and a positive attitude towards the subject.

In terms of the subsidiary aims of this innovation project, the learning unit designed also intends to help learners acquire the vocabulary and grammatical content set by the curriculum for the 3rd year ESO, oral and written comprehension subskills, focusing both on the meaning and the form of the texts, and written and oral production subskills by teaching writing and speaking as processes. Furthermore, it is expected that learners will be able to engage in conversations and cooperate, with the help of differentiation techniques, finding solutions which please every member of the group and negotiating meaning, which improves their interlanguage, comprehension and acquisition of communicative skills and common conversational structures, reducing their use of the mother tongue and learning when it is acceptable to use it. Finally, by working on real-life challenges through a project, students will work with all key competences, they will acquire both fluency and accuracy by practising the language in real-world contexts, and they will be expected to be able to apply the newly acquired knowledge to create a final product, demonstrating their own learning and reflecting on their learning progress.

Since our purpose and aims have been clearly identified, we will focus on the justification for this innovation and the theoretical and curricular framework which has guided the methodological design of this didactic proposal.

3. Justification, Theoretical and Curricular Framework, Methodology

3.a. Justification

The relevance of this innovation project relies on the apparent need, which I have noticed along the Master's Degree and the placement period, to increase students' participation and interaction in the L2 in an EFL classroom within the context of Secondary Education in order to further develop their learning process.

Throughout my placement period, I had the opportunity to observe and compare different classes, from 1st year ESO PAI (Inclusive Learning Programme) to a 2nd year Baccalaureate, and two groups of 3rd year ESO from the multilingual (English and French) programme. Even though all these classes were taught by the same teacher, who closely followed a CLT approach and provided students with positive reinforcement, I was able to identify contrasting behaviours in all of them in terms of their participation levels and interaction patterns, which seems to be linked to their use of the mother tongue. Whereas a class predominantly spoke in English, their participation was limited, due to

their need to ensure that what they were going to say was perfectly accurate. On the other hand, another class was much more participative, but a lot of their comments among students and questions to the teacher were performed in their mother tongue. These differences seemed mostly due to their personality traits and their level of self-esteem and confidence in their English proficiency. Nonetheless, what they had in common is that when working in groups, they all tended to use the L1 to communicate quicker and more effectively towards the completion of the task. Moreover, little time was dedicated to pair or group work, and answers to teacher's questions were very short, devoting more time to teacher talk in most lessons. In addition to this, the analysis of their textbook showed me that communicative outcomes were not one of its main objectives. This encouraged me to design my own materials following a more communicative and meaningful purpose, which has inspired the learning unit used for this Dissertation.

Additionally, the innovation project undertaken for the subject "Innovation and Classroom Research in EFL", which had a similar aim, has allowed me to analyse some background data and the progress of students throughout the unit I implemented, alongside other high schools where teachers worked with different approaches. This has guided my evaluation of the effectiveness of this proposal.

Hence, I believe that creating an innovative proposal which attempts to encourage all types of high-school students to increase their participation in the English classroom and doing so interacting more in the L2 is paramount for the further development of their learning process in our current educational context. For this, several sources, which will be described in the following subsection, have been reviewed.

3.b. Theoretical and Curricular Framework

Participation, interaction and their connection to Second Language Acquisition

The connection between participation, interaction and the development of students' interlanguage, which affects their learning process, has been a common subject of study for language learning researchers since the 1980s, when Stephen Krashen postulated that the student only needed the existence of comprehensible input for their language learning to take place, as long as they were predisposed to pay attention to it, according to the Affective Filter hypothesis. Nonetheless, shortly after, Michael Long came up with the Interaction hypothesis, which claimed that students would benefit from negotiating

meaning with other interlocutors, since it would imply an increased amount of language usage and paraphrasing, making the message more comprehensible and targeted at the learner's needs. Furthermore, Swain backed up this idea because her learners, who were mostly exposed to the language through receptive skills, lacked L2 proficiency and efficient grammatical processing, since their interlanguage was not being developed (Mitchell, Myles and Marsden, 2013).

Several empirical studies have also shown the close relationship between interaction and comprehension, since by negotiating meaning, often producing even more complex linguistic exponents, students are able to carry out the task more efficiently; and interaction and acquisition, as by interacting, students are able to learn communicative strategies and language which will help them interact more proficiently in a similar situation in the future, considering they have noticed and paid attention to new linguistic items (Mitchell, Myles and Marsden, 2013).

Thus, the IRF (Initiation-Respond-Follow-up) interactional pattern has been criticised because it tends to result in teacher-centred discourse, being the lesson mainly devoted to teacher talk, since they control all exchanges, initiating and closing discussions, and deciding their length and participants, which discourages learners' initiative and spontaneity. Nonetheless, as long as they are able to combine the roles of 'instructor' and 'interlocutor', teachers could avoid limiting students' learning opportunities by allowing the production of extended interventions, the use of different linguistic functions and the negotiation of meaning (Ellis, 2008).

In addition to this, it is widely considered by language learning researchers that producing an output is essential in order to enhance learners' fluency. Therefore, interaction would be necessary to both developing and learning to use the interlanguage efficiently and proficiently, since, as Swain postulated, they will be able to identify gaps in their knowledge, and they will have opportunities to analyse them and experiment with new forms (Mitchell, Myles and Marsden, 2013).

At the same time, the type of feedback students are provided with is also related to their interaction and the development of the interlanguage. According to several studies by Lyster, teachers tend to vary the type of feedback according to what they are correcting, and students' tendency to self-repair is closely connected to the type of feedback. Thus, lexical errors are commonly responded with negotiation strategies, such as repetitions, confirmation or comprehension checks, or clarification requests, whereas

grammatical and phonological errors are followed by recasts. Nevertheless, whilst students tended to self-repair their phonological errors after a recast, for grammatical errors, the negotiation strategies were more successful. All in all, it is believed that interactive feedback seems to be more effective for students to amend their interlanguage (Mitchell, Myles and Marsden, 2013).

Active methodologies

The LOMCE Aragonese Curriculum for Secondary Education (Orden ECD/489/2016), in its objectives for the ESO stage, also encourages the development of participation, alongside the practice of tolerance, cooperation and solidarity. For this purpose, it promotes the use of active methodologies, such as PBL and Cooperative Learning.

Project-Based Language Learning (PBL) consists in several organised and sequenced activities with the intention of obtaining a final result or product. This way, students learn by doing and it demands them to apply cross-curricular knowledge. Its essential elements are key knowledge, understanding and success skills; a challenging problem or question; sustained inquiry; authenticity; taking into consideration the students' voice and choices; reflection; critique and revision; and a public product. The project will develop throughout seven steps: activation of previous knowledge schemas and presentation of a challenge; discovery of new information through comprehensible input, interaction and negotiation of meaning; deepening that understanding by applying it into practice; planning and organising demonstration of learning; creating a final product or result; publishing it and share the knowledge; assess learning and reflect on process through self- and peer-assessment. Some of the advantages of using rubrics for learners to pay attention to their learning process are that the objectives are clearly visible for them, and they provide quick and accurate formative feedback, which increases their autonomy.

On the other hand, Cooperative Learning aims at maximising students' learning by combining individual and collaborative activities, so all learners have to interact and share information among them to achieve the expected result. They also have to find solutions which please every member, which increases group cohesion, avoiding individualism and competitiveness (Cascón, 2006). Its essential elements, according to Johnson and Johnson (1989, cited in Panitz, 1999), are positive interdependence; individual and group

responsibility; promotion of equal participation and simultaneous interaction among peers; social, communicative and emotional abilities; and group processing and evaluation. According to Brown (2007), some of its advantages as opposed to individual learning are the promotion of students' intrinsic motivation and their self-esteem, since working in pairs or groups helps building relationships between teammates and lowering students' anxiety. Nonetheless, it is more complex through this approach to adapt to individual learning styles, personalities, and avoid an excessive use of the mother tongue between members.

Regarding the use of the mother tongue, CLT literature has tended to impose the use of the L2 almost exclusively by both teachers and students, since the use of the L1 prevents them from being exposed and producing the target language, which slows down the development of the interlanguage. Still, some authors have advocated that, depending on the contexts and the extent to which it is used, it can be beneficial, as learners would be able to focus on the task if communication difficulties are quickly solved, comparisons could be drawn between the L1 and the L2, and it could even create a non-threatening learning environment, which reduces students' affective filter and foreign language anxiety (Ellis and Shintani, 2014).

Withal, the implementation of small groups has proven to be quite effective due to its diverse advantages towards the efficiency of interaction and the learning process. For instance, it can reduce shyness or foreign language anxiety, since a group has wider resources than just one member (Panitz, 1999). In addition to this, positive interdependence promotes the active participation of all students, enhancing cooperation and organisation among the group (Alcover, 1999).

Concerning seating arrangements, the teacher may opt for sociopetal or sociofugal designs. The former allows for a higher degree of eye contact, more verbal communication, and eases intimacy between members of the group, whereas the latter discourages interaction (Forsyth, 2014). At the same time, the table design could be in the form of a square, a circle, or a rectangle. The first one could either lead to cooperation or competition, whereas a circular design produces the Steinzor effect, making all the members equal, and promoting better interaction between those who are seated face-to-face. However, groups can also be formed taking into consideration students' personality and biographical characteristics (Alcover, 1999).

According to Alonso Tapia (1991), working in cooperative groups can enhance intrinsic motivation, inclusion, and self-esteem. Additionally, other factors which can increase the participation and motivation of students are activating their interest, showing them the relevance of the contents, giving them choices for promoting their autonomy, focusing their attention on different aspects, such as form or meaning, and providing formative feedback, which allows students to see their progress and detect how they can improve.

Differentiation

In regard to differentiation, the LOMCE Aragonese Curriculum aims at an inclusive model, in which resources should be adapted to the particular needs of students by making modifications to the evaluation, methodology and/or timing of contents, or even deleting non-essential contents, as well as differentiating the learning environment. These changes should bear in mind student's readiness levels (cognitive, physical, emotional and social growth), interests, learning profiles and rhythms. Some instructional strategies for taking these measures are using videos, audios, varied texts and organisers, monitoring group work, mixing cooperative learning with independent work, applying a point system, etc.

Furthermore, a model which has commonly been taken into account in order to adapt to learners' individualities has been Gardner's Multiple Intelligences, since the teacher can offer multiple learning opportunities through different types of input and output with the intention of making activities appealing and useful for as many learners as possible, and working on both their strengths and weaknesses (Brown, 2007).

Language support can be provided to students through the scaffolding of activities, allowing wait time, activating previous schemata, pre-teaching vocabulary, giving models, mixing deductive and inductive teaching, constantly asking questions to students and reviewing their knowledge, guided practice, etc.

The CLT approach

The LOMCE Aragonese Curriculum also recommends the implementation of a Communicative Language Teaching (CLT) approach. As it has been mentioned, exposure to input is not sufficient, but communicative interaction and production ease Second

Language Acquisition (SLA). This approach aims at targeting all elements of communicative competence at once: grammatical, discourse, functional, sociolinguistic and strategic features of language, in order to achieve ‘real-life’ communication within the English classroom. Hence, the focus is on both fluency and accuracy, so students reach their fullest potential, to enable them to produce unrehearsed language performance outside the classroom, in real-world contexts. Therefore, the aim is for them to be able to use forms in order to accomplish the meaningful purpose of the task at hand. Another characteristic of CLT is raising students’ awareness of their own learning process and styles so that they can become autonomous and facilitate lifelong language learning. For that, the role of the teacher should be that of facilitator and guide, who encourages students to interact with them or their peers, making them active participants of the process mostly through learner-centred and cooperative learning (Brown, 2007).

Task-Based Language Teaching

However, as Brown (2007) mentions, there is no approach that can satisfy all the criteria needed for an SLA theory. Therefore, CLT can be combined with Task-Based Language Teaching (TBLT). Tasks are characterised by their primary focus on meaning, the need to solve a communication problem in a real-world context, the importance of task completion and the assessment of its communicative outcome (Brown, 2007).

The PPP lesson format and the inductive approach

A model which seems to be the opposite of TBLT is the PPP lesson sequence (Presentation-Practice-Production), since it has been negatively criticised by researchers who support the former approach. However, it has proven to be effective and, nowadays, it has been adapted to be more flexible. Moreover, this format adapts well to the teaching of structures, so it can be particularly useful for the teaching of grammar and vocabulary (Criado, 2013).

In the Presentation stage, the teacher has the control over the learning process. The materials include the contents of the unit and its presentation can either undertake a deductive or an inductive approach. Then, the Practice phase consists in the teacher checking students’ understanding through activities focused on accuracy of forms, leaving fluency for the production step. Finally, students are given more freedom to use

the targeted linguistic exponents through role-plays, discussions, opinion or information-gap activities, etc. (Criado, 2013).

As positive criticism, Criado (2013) points out that this model progresses from declarative to procedural knowledge, and production could even represent an early stage of automatized knowledge. The opportunity to produce output is very beneficial, as we have seen according to Swain's theory previously mentioned. In addition to this, the author defends that by recurring to organisational procedures as PPP, learners know what to expect, which favours a positive attitude towards learning, since they feel safe instead of confused, a common feeling when the teaching procedure is varying all the time. Thus, students benefit from systematic procedures, although too much monotony could cause boredom and demotivation (Criado, 2013).

Still, negative criticism seems to stand out more among researchers. It has been said that its focus on structures is useless, although other authors have advocated that it is not restricted to form and it can be applied to vocabulary, for example. Another criticism is that PPP assumes that after the presentation and practice learners are ready for producing language, and that there is no need for further practice after this sequence takes place. Yet, some authors defend that declarative knowledge is not necessary before the acquisition of procedural knowledge. Furthermore, it is mentioned that the production step does not allow for free language use, as linguistic elements or structures are already prescribed (Criado, 2013).

Nevertheless, Criado (2013) admits that the PPP pattern has evolved towards a more communicative format in the last decades. The main differences with the original format are the inclusion of vocabulary and longer chunks of language, not only structures; and the combination of activities focused on skills and those focused on the message of the text, paying more attention to meaning.

As mentioned above, this teaching of grammar and vocabulary can follow an inductive approach, letting students discover grammatical rules and meanings of words on their own. Some of the advantages of this approach are that learners are more likely to interiorise and include the new rules into their mental schemas, which alongside the cognitive processes involved, would make them more meaningful, functional and memorable; the active participation of learners could potentially increase their attention and motivation towards the task; it could also enhance their problem-solving skills; students will be exposed and have the opportunity to further practice these linguistic

exponents and communicative strategies if the task is carried out cooperatively and interaction takes place in the L2; and it is also good for the development of their autonomy.

Some techniques which can help students acquire an understanding of a grammatical point or a linguistic property of the L2 are Schmidt (1990)'s noticing and Hawkins (1999)'s language awareness. Through noticing, students are made partly aware of the properties of a structure through error correction or raising consciousness on inaccuracies or functional gaps in their speech (Schmidt, 1990). Differently, some examples of language awareness are input enhancement and input flood. The former consists in modifying some features of the original texts, such as changing the colour or the size of the font, or underlining certain structures, making them more noticeable. However, the latter involves exposing students to a large amount of examples of a specific structure, which has artificially been included in the input.

Process-oriented instruction of the written and oral production skills

Another form of ensuring that learners are acquiring the structures seen throughout the unit is process-oriented instruction of writing, rather than writing as a product. Thus, the focus is on the activities which promote the subskills needed and the aspects which learners should be aware of in order to create an effective written piece, such as the audience, the purpose, and the voice they ought to adopt.

The writing process entails five steps. The prewriting stage consists in brainstorming and organising ideas, which will then be used for drafting the text. Then, it is revised, making changes and including feedback to improve it, and edited, correcting any mistake noticed while proofreading it. Finally, the text is ready to be published, presenting and sharing the final product with others.

The activities which can be carried out during the process can be divided into three categories. Generating activities help students decide the topic, focusing activities aid the distinction between main and secondary ideas, whereas structuring activities are fixated on the structure. According to Tribble (1996), this can be achieved through graphic organisers, taking the reader's perspective, receiving feedback from the teacher and peers, and revising the text using the guidelines included in a checklist.

Likewise, the speaking skill can be practiced through many different types of activities, such as addressing an audience, reading out loud, speaking from notes or with visual support, acting out a rehearsed role, or spontaneous speech within a conversation. Nonetheless, depending on the outcome of the activity, they can be split into three groups. Speaking as an interaction encompasses aspects such as opening and closing conversations, small-talk, turn-taking, interruptions and reactions to them, and using an appropriate speaking style. Yet, speaking for transactions concerns communicative strategies, such as explanations, descriptions, asking appropriate questions, justifying opinions, asking for clarifications or confirmations, suggesting, clarifying information, making comparisons, agreeing or disagreeing, etc. Lastly, speaking as performance focuses on the skills needed when presenting in front of an audience, as the use of an appropriate format, structure and sequencing of information, correct pronunciation and grammar, and maintaining the audience engaged.

Therefore, the speaking subskills which should be worked on in the English classroom are planning, formulation and articulation. Similar to the prewriting stage, the planning of an oral production requires learners to brainstorm and organise what they are going to say through graphic organisers. Then, formulation consists in taking the ideas and vocabulary brainstormed and assembling them through lexical, grammatical and phonological processes. Finally, the output is phonologically articulated in an oral presentation or a conversation.

Richards (2008) has suggested some activities for the speaking process. As forms of input to encourage learners to speak, they might be provided with speaking models and be asked questions by their teachers, who could choose topics which are relevant and meaningful to students. During interaction, errors should be accepted as an essential part of the learning process and activities ought to be interactive and appropriate to students' proficiency in order to create them a need to speak in a safe environment. Finally, learners would be pushed to produce an outcome, which can be aided by providing them with models and scaffolding, as well as error correction.

Now that the theoretical and curricular framework consulted has been described, the methodological design of the Dissertation will be explained.

3.c. Methodology

Taking this theoretical and curricular framework into account, the methodological design of this Dissertation has followed several steps.

The starting point of this paper has been the learners' needs detected throughout the Master's degree, both in my placement period and in assignments completed during the course. Therefore, I have included in Appendix 1 the most relevant assignments which serve as evidence of the need for my didactic proposal, since during my placement period, I was able to notice that different classes from the same grade and programme (the multilingual one) had quite different participation levels, extent of the use of the L1 and interaction patterns. On the other hand, the analysis of materials encouraged me to design my own materials, and the innovation project for the subject "Innovation and Classroom Research in EFL" had a similar aim that the one of this paper, testing out students' participation and interaction levels by introducing cooperative strategies, which is only part of this learning unit.

Then, I have further read on the topics which are concerned in this Dissertation: participation and interaction in the L2 in relation to the learning process, alongside some approaches and models I have included in my proposed learning unit, such as CLT, TBLT, PBLT, Cooperative Learning, as well as the LOMCE recommendations and the information relevant to the 3rd year ESO. All this research has been displayed within the previous section, although further detail on the decisions taken will be presented in the critical analysis.

After that, I designed a learning unit which aims at introducing an innovative methodology that can be adapted to different classes and increase their participation and interaction in the English language in order to enhance their learning. In order to do that, it follows PBLT and CLT approaches, including cooperative learning in all lessons, providing an inductive approach towards grammar and vocabulary, process-oriented writing instruction, and focus on reading and listening subskills. The materials used are mainly authentic, although some adaptation may be needed, and students are provided with a real-life challenge for their final products. A variety of scaffolding is included to promote students' production in the L2. Moreover, participation will be ensured by giving learners some type of rule, such as role cards and a point-system. Furthermore, close attention has also been paid to the type of feedback and assessment supplied, and the

choice of topic, since these are important factors which can influence students' affective filters.

Finally, the learning unit has been critically commented upon, contrasting it with the relevant literature and the results of my placement's tests in order to consider whether this innovation proposal would be likely to work out with this purpose in a real secondary EFL classroom. In order to measure this potential change, an evaluation proposal, both diagnostic and of results, has also been described at the end of the paper, consisting in the analysis of academic results, and participation levels and interaction patterns through the use of observation schemas, such as SCORE (Seating Chart Observation Records), as well as considering students' opinions and reflections on the unit, checking if they have acquired the learning outcomes set for the unit.

As mentioned in this methodology, since the theoretical section has been already explained, we will proceed with the critical analysis of the didactic proposal.

4. Critical Analysis and Discussion of the Didactic Proposal

In the following section, it is going to be explained the reasoning behind all the decisions taken during the process of designing the eight 50-minute lessons which integrate the proposed didactic unit, entitled 'I want to be an influencer!', since it deals with the topic of social media. It mainly attempts at increasing students' participation and interaction in the L2 through the implementation of a real-life challenge for students' final products through the introduction of a project which is thought to be both relevant and interesting for students, since they tend to be exposed to them every day. Moreover, as mentioned above, it deeply relies on other approaches which have proven to be effective for our purpose of developing students' interlanguage to enhance the learning process. In addition to this, at the end, it will be proposed a plan for the diagnostic and results' evaluation of this innovation project.

Concerning the context of this learning unit, it has been designed for a 3rd year ESO class, the final year of the first stage of ESO, from the multilingual (English and French) programme in a public high school. Hence, it would be fair to assume that these learners have good proficiency in English, between a B1 and a B2 level according to the CEFR in all skills, although each one of them has ranked their best and worst skill differently, and a positive attitude towards learning languages. In terms of the previous

knowledge, the targeted learners should have acquired the contents established in the LOMCE Aragonese Curriculum for the first and second year of ESO. In addition to this, it is important to bear in mind that it would be their first time learning about *reported speech*, which has been addressed in this unit, but their readiness level should be aligned with this new concept. As for their needs, the group is quite homogenous, as they all share a similar background, considering their previous exposure to the English language and their resources, such as internet connection at home. Even though there are no special needs in the classroom, the individual needs of each student will be paid attention to in the form of scaffolding and other forms of differentiation.

In regard to key competences, the didactic proposal intends to target all of them, as it is established in the LOMCE Aragonese Curriculum alongside the evaluation criteria and the learning standards (Appendix 4).

The Competence in Linguistic Communication (CLC) will be thoroughly worked on along the unit, since it aims at enhancing students' written and oral production of the English language. In order to do so, the different elements of the communicative competence are developed. The linguistic component focuses on both accuracy and fluency, although predominantly the latter, in the learning of vocabulary and grammar, which are integrated with the four main skills. Some activities which serve this purpose are those based on pair or group work in which students need to negotiate meaning, such as answering questions about a Word Cloud, filling in a Compass Points worksheet, playing a TIC TAC TOE game, etc. On the other hand, the sociolinguistic component consists in the exposure to different cultures and accents of the Anglophone world, and the involvement in discussions and authentic activities, as learners need to adapt their discourse depending on the communicative situation they face. For that, they will be exposed to authentic materials, such as videos and texts, by English speakers from several parts of the world, and they will partake in activities which require them to adopt different roles, since they need to reach a common agreement within the group, like the ranking activity, agreeing or disagreeing with statements, inductively finding the rules of *reported speech*, or preparing questions for the interview. Finally, the pragmatic component will be fulfilled if students are able to produce coherent and cohesive oral and written texts. This will be addressed by incorporating a process-oriented writing instruction and providing sufficient scaffolding for the oral production.

Concerning the Social and Civic Competences (SCC), the lessons will deal with social issues related to the topic, such as cyberbullying through the reading comprehension sequence, and the position of women within social media and e-sports with an interview to a person with knowledge on the field. At the same time, students should take an active role throughout the lessons, cooperating, and being respectful and open-minded towards their teammates' opinions during group discussions and the creation of the final products.

Similarly, the Cultural Awareness and Expression (CAE) competence will tackle some cultural issues through the viewing of videos by people from other countries, as learners will be able to see that social media and their uses are similar around the world.

The Digital Competence (DC) will be paramount during the last lessons of the unit, since students will use ICTs in order to browse the Internet and autonomously research relevant information for their projects, as well as designing and creating a poster on the topic of social media using the platform Canva, and preparing the visual support for their oral presentation with a resource of their choice.

This autonomous research will also develop their Competence in Mathematics, Science and Technology (CMST), in view of them having to interpret graphics and/or percentages when looking for information, and making use of them in group discussions or their final products.

Their Sense of Initiative and Entrepreneurship (SIE) will also be challenged, given that they will be responsible for the creation of the final products, having to integrate others' opinions and suggestions, following different stages, such as brainstorming, organising their ideas in an essay planner, or including other groups' feedback into their first draft. This will also promote the development of their leadership and self-organisational skills, for which they will use techniques like the 'What, how, when, who' graphic organiser.

Lastly, the Learning to Learn (L2L) competence will be developed by turning students into the centre of the learning process, making them reflect on their work and progress on their language use by using rubrics and checklists of self- and peer-assessment. Furthermore, they will give peer feedback to the other groups' first draft through a Feedback Carousel activity.

Regarding the specific learning objectives and contents of the proposed didactic unit, they have been carefully selected from the LOMCE Aragonese Curriculum for the 3rd year of ESO.

The specific learning outcomes written (Appendix 2) are aligned with the evaluation criteria chosen, which will be commented upon later on in this section. They have been rigorously worded to ensure they are observable and measurable behaviours. In order to achieve this, an action verb has been used and they have been formulated applying the appropriate terms from the Revised Bloom's Taxonomy, including both objectives which require Lower Order Thinking skills (LOTs), such as identifying general and specific information, and Higher Order Thinking skills (HOTs), like making predictions or producing written and oral products. Nonetheless, it has been said that in EFL concepts are not taught, so these learning outcomes focus on functions, on what the student will be able to do at the end of the learning unit.

Similarly, the specific contents targeted in this unit (Appendix 3) have been selected from the curriculum to match the project's requirements. In other words, an analytical syllabus model, which is compatible with CLT, has been used. Firstly, an engaging topic for the project, useful for learners' needs, and different activities to work on the subskills and functions addressed were designed. Then, it was selected the curricular content which suited the activities best. After that, whole sequences of activities were created, including contents from every section established in the curriculum, since in this subject all contents are relevant at all times and they are not left aside once they have been evaluated. Nonetheless, the selection represents those which are most pertinent for the topic and the activities of the unit, such as the development of written and oral comprehension subskills; the use of communication strategies for the productive skills, as the unit will take a process-oriented approach; the interest towards cultural aspects, since students will be exposed to different input from the Anglophone world; communicative functions so they are able to negotiate meaning during group discussions and express themselves in their written and oral productions; syntactic-discursive structures which are present in the sentences they will read and produce while practising *reported speech*; use frequently used lexicon, formulae and expressions related to social media, ICTs, language and communication, synonyms, antonyms (matching activities) and false friends (TIC TAC TOE game, difference between 'sensitive' and 'sensible', for instance); sound, accentual, rhythmic and intonation patterns to improve their oral

presentations; and graphic patterns and orthographic conventions in order to produce a formal written text.

As it has been previously mentioned, the methodology of the didactic proposal includes the CLT approach, active methodologies like PBL and Cooperative Learning, TBLT, the PPP lesson format with an inductive approach, a process-oriented written production instruction, as well as close attention being paid to interaction patterns, the type of feedback provided and the differentiation techniques incorporated to aid students' production and avoid an excessive use of the mother tongue, in order to connect the increase of participation and interaction with the development of the interlanguage, which means an improvement in the learning process.

Throughout all lessons (Appendix 5), comprehension input, the need for negotiation of meaning with other interlocutors and the production of an output will be present, since it has been proven that the larger exposure to language and its usage by the own learner makes the message even more comprehensible, tasks are carried out more effectively, students can explore communicative strategies, and there is opportunity for incidental learning. Through constant production of output, learners will also be able to identify gaps in their knowledge and learn techniques to fill them, as well as enhancing their fluency. Following the CLT approach, both fluency and accuracy are pursued but the former is given more predominance, since we aim our students to be able to produce unrehearsed language performances. Therefore, all the components of the communicative competence are always targeted (grammatical through the exposure to different linguistic structures and notions, discourse through modelling of written and oral productions, functional by giving a communicative purpose to all activities like reaching an agreement, sociolinguistic with the exposure to different accents and cultures in the input, and strategic as learners are encouraged to learn communicative strategies in order to negotiate meaning).

Thus, learner-teacher interaction and communication between peers is constantly encouraged, being the speaking skill worked upon during all lessons, although fulfilling different roles. For instance, reading out loud is quite common, since every worksheet handed out will be read by several students, such as the challenge letter, the rules of reported speech, the instructions for the +1 thinking routine, and the checklist and the rubric for the final product. Another common activity is spontaneous speech within conversation, predominant throughout the whole learning unit, since in every class there

are activities which require group work, which will be mentioned hereafter. Learners can also be asked to address an audience and speak from notes or with visual support, which would be the case during the oral presentation of their projects.

Speaking can take the form of an interaction, a transaction or a performance. Within the first category, students partake in conversations, interviews, or tell the teacher their findings after the interview, for instance, in the fifth lesson. Transactions include all the activities in which students need to negotiate meaning and, therefore, make use of communicative strategies, such as discussing the Word Cloud's questions, completing the Compass Points about the challenge letter, ranking the most important personality traits for an influencer to have, discussing the rules of reported speech, reporting what the tweets say, or discussing in groups the statements about social media. For this activity, they have some sentences as scaffolding so they learn new structures of how to agree, disagree or partially agree. Group discussions always ask students to reach an agreement in order to ensure a communicative outcome and understanding between classmates, pushing them to actively participate and justify their opinions. Finally, speaking as a performance involves different subskills needed to present in front of an audience, such as using an appropriate structure and sequencing of information, making use of correct pronunciation and grammar, or maintaining the audience engaged, which will be used during the oral presentations in the eighth lesson. For this output, learners are provided with models and a rubric, so they know what it is expected from them. Nonetheless, in this unit the speaking subskills are not the main focus, since more time will be dedicated to the process-oriented instruction of writing. Hence, it would be made predominant in another unit. However, both processes are quite similar, so students will be expected to follow it at home.

In terms of the type of feedback provided to students, we have mentioned that the poster would be assessed through a checklist and the oral presentation using a rubric. Nevertheless, immediate corrective feedback will be given in all lessons, and we will aim at students' self-repair, which should enhance the development of their interlanguage, by using negotiation strategies for grammatical errors and recasts for phonological ones. In addition to this, some activities will be collected in order to provide formative feedback, such as the anchoring activity from the third lesson, the reading comprehension activities, the +1 thinking routine worksheet which will be checked within the classroom, the graphic organiser and the essay planner during the writing process.

Participation will be further encouraged through the implementation of active methodologies: PBL and Cooperative Learning, as they seem to motivate students, encouraging their participation, since they activate their interest and learners are able to see the relevance of the contents. They also have to make choices, which promotes their autonomy.

This learning unit has been designed in the form of a project, ensuring that all the contents and sequenced activities have a connection among them towards the creation of the final products, a poster and an oral presentation. Our aim is to convince adults that social media is not as bad as they seem to think it is, and showing other teenagers that it also has its negative aspects. For this purpose, authentic materials will be used in order to inform students, so they can reflect upon these facts and create a product which responds to the challenge question. They will also critique and revise their and others' work through self- and peer-assessment.

The project will be developed throughout seven stages. Firstly, students will receive a challenge letter in which appears the challenge question mentioned above, alongside the contents of the unit and the relevance of those. Afterwards, students will complete a Compass Points worksheet in order to process the information and reflect on the steps to follow. Then, they will be exposed to new input, such as vocabulary, information through videos, texts, a list of statements, the interview, and reported speech, and they will interact and negotiate meaning in each lesson. After that, they will apply the newly acquired knowledge through different activities, such as the ranking activity, group discussions, exchanging information from the tweets they are given or the text on cyberbullying using reported speech, the poster and the oral presentation. Each of these activities is normally placed at the end of a teaching sequence, since each lesson is designed to predominantly focus on one skill, vocabulary or grammar, without forgetting to integrate all skills in each of them.

Consequently, students will organise their demonstration of learning, which will be worked upon through writing as a process. Then, they have to create their final products, which will be published by sharing their knowledge in the final lesson of the unit. Lastly, students will assess their learning through self-assessment (using the checklist and the rubric) and peer-assessment by completing the Feedback Carousel activity of the seventh lesson.

Regarding Cooperative Learning, it has already been mentioned in the paragraph dedicated to the speaking skill all the activities in which students need to negotiate meaning and reach a common agreement in order to fulfil the communicative outcome. Nonetheless, in order to ensure that decisions satisfy all the members of the group, equal participation and avoidance of an excessive use of the mother tongue, role cards and a point-system are put into practice. The role cards (Appendix 6) imply that students need to adopt new rules within the groups. For example, the language referee and coach needs to ensure that everybody speaks in English and supports everyone's ideas; the facilitator and hand placer makes sure that everyone participates equally and signals when the group is done or needs something from the teacher; the secretary writes everything down; and the spokesperson is the responsible of transmitting the information to the teacher and asking questions. The point-system would be a rewarding strategy, following operant behaviourism theories to reinforce students' positive conducts. Therefore, if they participate actively and predominantly use the English language during several lessons, they will be awarded with a prize, either material or letting them choose something, such as a certain game or activity they like.

Although there are some individual and big group activities, students will mainly be working in small groups of 3 or 4 students, since they have proven to be more effective. There are two options: letting them choose by themselves their groups, which could enhance the feeling of a non-threatening environment and they could share interests; or, if the teacher knows the class well enough, they could form them taking into consideration their personalities, characteristics, and their proficiency in the English language.

As regards to seating arrangements, the sociopetal design will promote participation and interaction among students, although a sociofugal design can be preferred when students are interviewing the guest or paying attention to a video. In terms of the table design, a circular arrangement can be interesting when working within a big group, such as in the TIC TAC TOE game or class discussions, like whilst commenting the +1 thinking routine after the interview. Nonetheless, the square table design could further encourage cooperation within small groups, since they both have a partner seating face-to-face and another one side-by-side. Furthermore, when working in pairs, such as answering the Word Cloud's questions, completing the matching activity or the tweets' exchange, it seems that the side-to-side seating arrangement could prove more effective, since it is the preferred design to have a conversation.

As it can be observed, most activities require pair or group work, so the interaction patterns do not rely too much on teacher talk and teacher-centred lessons. Even though the teacher still controls the timing, the participants and the main content of exchanges, they are able to become another interlocutor, without preventing students' initiative and spontaneity, allowing incidental learning and new linguistic functions to come up. Nevertheless, the teacher does still follow an IRF pattern when asking direct questions to students, such as after watching a video or reading a text, asking students' thoughts on the content of the activities, etc. However, students have the opportunity to respond to the teacher's follow-up, which is known as the 'uptake'.

On the other hand, the sequencing of activities for each lesson has essentially followed three approaches: TBLT, the PPP lesson format and process-oriented instruction.

Lessons following the TBLT approach have three steps: pre-task, task and post-task. In the second lesson, which is mainly focused on the oral comprehension skill, the pre-task aims at working on students' listening subskills, such as guessing the content of a video after being given its general idea, or making predictions of the purpose of the video after watching its introduction. Then, in the while-listening stage, their attention is focused towards the post-task, which has been advanced for them to take relevant notes. Finally, the post-task consists in focusing on the message by orally discussing the differences between what they guessed and what actually took place in the video, and the 'Witness statements' activity, which demands learners to report to a partner everything they remember about the video.

Likewise, the fourth lesson follows a similar structure, but it is focused on the written comprehension skill. In the pre-task, the topic of the text is introduced and learners pay attention to the words in bold, since the text includes both input enhancement and input flood of the words related to the unit. Then, some focus is put on form, since students will include the new vocabulary into a shared Padlet. Afterwards, the main ideas will be skimmed and learners will guess the content. During the task, the text will be read, followed by some comprehension activities focused on meaning, such as filling in the gaps, open, multiple-choice and true/false questions. Lastly, the post-task is a rally coach which integrates other skills and focuses on form, whilst still relevant for students' projects. They will read sentences they found interesting from the text to a partner, who will write it down and report it, using this type of speech, to a third group member.

Noticing techniques will be put into practice to revise this grammatical point, encouraging students to use it when appropriate.

Finally, the TBLT approach is also applied in the fourth and fifth lessons. At the end of the former, for the pre-task, students will prepare questions for an interview. Then, in the fifth lesson, the task is to ask their questions and listen to the interviewee whilst completing their +1 thinking routine worksheet with the main ideas. As a post-task, a class discussion will be held for them to talk about their findings, checking everyone's understanding and promoting the use of reported speech through noticing.

Yet, the PPP lesson format has been employed alongside the inductive approach to carry out the teaching of vocabulary and grammar, since it allows students to focus both on skills and meaning, and acquiring new knowledge autonomously.

In the first lesson, the unit's vocabulary, personality traits and relationship verbs, is presented through a Word Cloud, which includes some questions in order for students to reflect on the words they know, they do not know, synonyms, antonyms, and new words related to the topic. This activity is carried out in pairs, so they can help each other and guess the topic and the meanings together. Then, the vocabulary is practiced through a matching activity, in which they need to find each word's antonym, and a TIC TAC TOE game, in which they need to define the words, being able to use synonyms to express their meaning, and paying attention to false friends (sensible/sensitive). For this, they will have scaffolding in the form of sentence examples for them to be able to contextually guess the meaning. Another practice activity is *Find someone who...*, which consists in interviewing classmates and finding one person who fulfils the sentence which appears in the worksheet, such as "is loyal to their friends". After that, they will produce the vocabulary by completing a ranking activity, having to recall, in the following session, ten personality traits and in small groups, reach an agreement on the three most important ones for an influencer to have in order to succeed. Further production of this vocabulary will take place in their final products.

Moreover, in the third lesson, students are shown a video with input flood and input enhancement, since there are several sentences in reported speech highlighted in bold. Then, they are given a table with sentences from the video, and the words which change from direct to reported speech appear in different colours, so they can guess the rules, since it is their first time learning about this grammatical point. Afterwards, their guesses are checked and rules are briefly deductively explained, followed by handing out

a summary worksheet which students will read out loud, and they will complete an anchoring activity, filling a blank table with the rules and some examples. In order to practice it, they will watch the trailer of the film 'Coco', which will stop for students to type a sentence, turning the direct sentence said in the video for its reported form. As for production, they will complete an information-gap activity, the Tweets' exchange, having to report what a tweet says to a partner, who will try to reconstruct the original tweet.

Finally, the process-oriented instruction of the written production skill has been opted for because it is more beneficial for students to learn writing subskills than only working on the product itself. Therefore, the five steps of the writing process will be worked upon within the classroom.

Firstly, students will be shown a model and the checklist which includes all what has to be present in the final poster. For the prewriting stage, students will discuss their opinions on the texts and videos seen throughout the unit. Then, they will brainstorm what to include in their project following the model given and organise their ideas into an essay planner. Afterwards, the drafting stage will consist in including all these ideas into a poster using the platform Canva. Next, their first draft will be seen by the other groups, who will provide peer-assessment through a Feedback Carousel activity, in which they will point out its strengths, weaknesses, potential improvements and further useful resources. After the teacher has also provided some feedback, each group will revise their work, making changes and including the feedback received, and edit it by making sure that there are no spelling or grammatical mistakes. Finally, they will publish their work by sharing it with the rest of the class during their oral presentations.

Regarding the materials employed for the teaching of this learning unit (Appendix 6), they are all original, excepting the videos and texts selected, which have been adapted to the project by designing comprehension activities about them. A textbook is not made use of, since the one I analysed during my placement period (Appendix 1) was not aligned with CLT principles, since it lacked real-life contexts, communicative outcomes and the production was too controlled. Hence, these materials include more meaningful and relevant activities with communicative outcomes which form part of a wider project, following an integrated skills approach, combining the focus on form and meaning, and allowing both guided and freer practice of linguistic items. In addition, most activities include scaffolding, which helps push students out of their comfort zone and acquire new vocabulary and structures.

In order to further differentiate the learning unit and adapt the resources to students' individual needs, particular interests, learning profiles and rhythms, some instructional strategies have been applied, alongside the combination of videos, texts, graphic organisers, etc. Furthermore, the choice of topic for the project intends to be interesting, appealing and useful for students' daily lives, since they are used to logging in on social media every day, and the contents were chosen because they appeared appropriate for creating the final products on the topic. Then, specific materials were created because they suited the chosen methodology and allowed students to produce the linguistic exponents set for this learning unit.

The scaffolding included throughout the lessons consists in sentence examples for students to contextually infer the meaning of words, and definitions to correct the activity and check their understanding. For a group discussion, complete sentences were included to push students to use some new expressions for agreeing, disagreeing and partially agreeing with their partners before justifying their opinions. On the other hand, the sentences from the lesson devoted to grammar contain input enhancement in order to facilitate the inductive learning of *reported speech*. Moreover, the reading text combines input enhancement and input flood, since there is a lot of words related to social media which appear in bold. Furthermore, a complete worksheet with the explanation of *reported speech* is given to them after the inductive approach takes place, so they can interiorise the rules, in combination with the anchoring activity. Another way of scaffolding has been simplifying authentic tweets, so that learners know how to structure the sentences, since some words were omitted in the original versions. Regarding the final products, a model of a poster will be shown to students to give them an idea of how theirs should look like, as well as a checklist with everything it should incorporate. Finally, a rubric will be also provided to clearly share with them what is going to be evaluated in their oral presentations.

Concerning the specific evaluation criteria and standards (Appendix 4), the ones relevant for the project have been selected from those established for the 3rd year ESO in *Section 14* of the LOMCE Aragonese Curriculum.

Criteria 1.1. and 3.1., and standards 1.1.1., 1.1.2., 3.1.1. and 3.1.2. aim at students being able to understand and distinguish main and specific information, and some details, from oral and written texts by a single or multiple interlocutors.

Criteria 2.1. and 4.1., and standards 2.1.1., 2.1.2., 4.1.1. and 4.1.2. focus on students' production of brief oral and written messages using planning and execution strategies, and appropriate language.

Criteria 1.2., 2.2., 3.2. and 4.2., and standards 1.2.1., 2.2.1., 3.2.1. and 4.2.1. highlight the importance of incorporating their sociocultural and sociolinguistic knowledge in order to be able to understand and infer information from written and oral texts, and their context, and including them in their productions.

As for instruments of evaluation, there will be several, as recommended in the curriculum. Whilst 30% of the grade will account for the formative assessment, counting the oral (+1 thinking routine) and written comprehension activities for a 20% and other activities collected (anchoring activity, graphic organiser and essay planner) for the remaining 10%, 70% will be based on the summative assessment, taking into consideration the final products, the poster (35%) and the oral presentation (35%). The assessment of the former will be through a checklist which specifies everything that should appear in it, whereas the level of performance of the latter will be measured with an analytic rubric, considering timing, structure, content, use of English, pronunciation and fluency, and the visual support of the presentation.

Finally, the assessment of the teaching practice, methodology and learning unit incorporated in this innovation project will consist in an individual evaluation of the teacher by comparing initial results with the class' performance and interaction patterns during and after the implementation of the unit. In order to empirically carry this out, the teacher can fill in an observation scheme to analyse the levels of participation and a SCORE (Seating Chart Observation Records) to register interaction. Then, the English department should also analyse academic results and suggest improvements. Moreover, the students will complete a questionnaire at the end of the unit, grading some statements from 1 (Strongly disagree) to 5 (Strongly agree), which are directly linked to the unit's evaluation criteria and learning outcomes, such as "I have understood the audios and videos we have listened to in class."

Now that the didactic proposal has been critically analysed and discussed, some conclusions will be drawn.

5. Conclusions

Throughout the analysis of the didactic proposal, it can be observed how all the elements included in it have a distinct purpose and their inclusion has not been incidental. All theories, approaches, models and sequences of activities have been designed with the clear aim of boosting students' participation and interaction in the L2 levels within the EFL classroom in the context of Secondary Education, specifically in a 3rd year ESO.

Thus, a project-based learning unit with a real-life challenge has been created bearing in mind the importance of it being interesting and relevant for learners' everyday lives, being social media the topic chosen to achieve the innovation project's purpose, since at this age they are exposed to it almost all the time. Furthermore, the unit combines different approaches and models in order to mix everything which has proven effective for the learning process, with the intention of offering multiple learning opportunities in order to attend students' individual needs, and learning styles and rhythms. Hence, the didactic unit includes approaches which aim at encouraging students to talk in order for them to negotiate meaning and thus, develop their interlanguage, such as CLT, active methodologies (PBL and Cooperative Learning), TBLT, the PPP model with an inductive approach, process-oriented instruction, and the combination of formative and summative feedback. Throughout this paper, each of these has been exemplified with the description of the activities and teaching sequences which correspond to them.

In addition to this, the unit closely follows the recommendations established in the LOMCE Aragonese Curriculum, having designed new materials in order to target all the key competences and teach specific contents in order to fulfil the evaluation criteria and formulate learning outcomes aligned with them. Nonetheless, the specific contents have been selected in order to suit the project's requirements, since an analytical syllabus model has been employed. Yet, contents from every block have been chosen.

Every lesson plan is built in the form of a teaching sequence, following the principles of CLT, PBL and Cooperative Learning, presenting comprehensible input, mainly in the form of authentic materials, creating the need for negotiating meaning, for which a variety of scaffolding is provided, and requiring the production of a communicative output, either orally or written, although the former predominates widely given the approaches followed and the purpose of this innovation project. The aim of this is to generate more exposure and practice of the language and give the opportunity to explore communicative strategies, as well as allow incidental learning to take place.

TBLT is essentially been applied to the lessons regarding the development of oral and written comprehension subskills, being able to combine the focus on meaning and on form, as well as including a communicative outcome. On the other hand, an inductive PPP model is employed for the teaching of vocabulary and grammar, since accuracy was quite important, given it is the first time students learn about *reported speech*. Nonetheless, the production stage also emphasises the need for a communicative outcome, and thus, fluency is also targeted. Still, it has been opted for a process-oriented approach for the teaching of the oral and written production, given the importance of clearly identifying the subskills instead of focusing all the attention on the product itself.

During these lessons, groupings will be varied. However, small groups will outweigh others, since they tend to lower students' affective filter, creating a safe environment in which they can openly talk and share their opinions. It also enhances cooperation among members of the group and organisational skills.

The type of feedback is another factor which could widely influence students' feelings towards publicly speaking in the L2, so immediate corrections, positive reinforcement and formative feedback are paramount in the teaching of this unit, as well as their own involvement in the learning process through self- and peer-assessment.

Overall, it could be said that, according to relevant literature, this didactic proposal seems to have a good chance to work out within an EFL classroom, since it combines several effective approaches, and it is relevant and interesting for students. However, it should always be kept in mind that not all classrooms respond equally to the same input, even if they share common characteristics. Thus, even if this learning unit serves as a basis for implementation, each teacher should adapt it to their individual learners' needs, as well as their personal preferences, readiness levels, learning profiles and rhythms.

Hence, the possible future lines of action in the educational context on this topic may take the form of trial and error, by empirically analysing whether these techniques are satisfactory for a specific EFL classroom in Secondary Education through the comparison of academic results, asking students to complete anonymous questionnaires to check whether the objectives of the innovation project have been met, or directly paying attention to participation levels and interaction patterns using observation schemes and the SCORE (Seating Chart Observation Records).

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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

Appendix 2 Learning Objectives of the Unit

Appendix 3 Contents of the Unit

Appendix 4 Evaluation Criteria of the Unit

Appendix 5 Lesson Plans

Appendix 6 Materials

Appendix 1 - Assignments used as evidence of the necessity of improvement (Own elaboration)

1. Observation Task 2. The use of the mother tongue (L1) – Practicum II



shorturl.at/cfFWY

In this assignment, I analysed the use of the L1 in the EFL classroom, in which contexts and to what extent it is used by both the teacher and the students. In order to do that, I observed several lessons implemented by the same teacher, who followed a CLT approach, in two different multilingual 3rd year ESO groups. Thus, I was able to notice differences between two groups, which although similar in background, significantly differed on the amount of L1 they spoke and the contexts in which they did so.

2. Observation Task 4. Interaction patterns in the lesson – Practicum II



shorturl.at/cfFWY

This assignment focused on the interaction patterns in an EFL classroom, such as the types of exchanges and the amount of student and teacher talk time. In this case, the comparison took place between a 3rd year ESO and a 2nd year of Baccalaureate, which also allowed me to consider whether language proficiency is also an important factor for the analysis of their interventions, alongside the aims and focus on meaning or form of each lesson, the types of activities carried out and the degree of teacher control over them.

3. Analysis of Materials – Practicum II



shorturl.at/cfFWY

The analysis of materials aimed at evaluating whether and to which extent one of the units of the textbook used in the high school where I completed my placement period could be used on its own or adapted to other approaches, in this case, the Communicative Language Teaching (CLT) one. The learning unit selected is the one I could have implemented instead of designing my own materials. In order to do so, some criteria were established and applied in order to consider whether and to which extent the learning unit was compatible with the CLT principles and the LOMCE Aragonese Curriculum.

4. Increasing students' participation and interaction in the L2 by introducing cooperative strategies in the EFL classroom – Innovation and Classroom Research in EFL



shorturl.at/jqS29

In this action research study, my group's intention was to test out whether students' participation and interaction in English in the EFL classroom could be fostered by incorporating cooperative strategies in different classrooms, all of them belonging to the 1st ESO stage and located in Zaragoza. However, the groups included both multilingual and non-multilingual groups, and we had to adapt to each context and learners' needs. With that purpose, we took field notes during the observation period, and we carried out a pre- and a post-implementation questionnaire with both students and the teacher in order to assess the improvements in terms of participation and interaction in the L2 during our implementations, considering, among other factors, the learning environment; students' interest, motivation and satisfaction with the English class; whether they liked the topic and if it had encouraged them to participate more, alongside the materials used and working in small groups, etc.

Appendix 2 - Learning Objectives of the Unit (Own elaboration)

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

- Identify the general and specific information, as well as some relevant details, of oral texts and of authentic or adapted written texts about social media, such as an interview, YouTube videos, articles, blog entries, etc., and carry out some specific tasks, like answering open, multiple-choice and True/False questions, or filling in gaps and tables with appropriate information.
- Make predictions about what the oral and written texts will be about, and contextually guess the meaning of problematic linguistic exponents.
- Orally discuss their opinion, express their ideas and exchange information when participating in formal and informal conversations with a partner or in groups, and reach an agreement, such as inductively guessing the rules of *reported speech*, reporting a message to a partner, or preparing questions for an interview.
- Describe past and recent events, predictions for the future, and justify their opinion.
- Carry out interviews in order to find out personal information about someone, and report their findings.
- Use digital or bibliographical resources to access information.
- Brainstorm, organise their ideas into paragraphs, plan, revise, and edit their written productions on the topic of social media.
- Write and publish brief and simple reports about social media, adjusting to the given models and formulae of the type of text, a poster.
- Produce brief and structured oral presentations on the topic to share their ideas with the rest of the class and answer short questions from the audience.
- Provide peer-assessment and reflect on their own learning process through self-assessment.

Appendix 3 - Contents of the Unit (Selected from the LOMCE Aragonese Curriculum, my translation)

Comprehension abilities and strategies:

- Comprehension of general and specific information of diverse oral texts (talks, interviews, etc.) adequate to their capacity and experience, transmitted orally or through technical media, by several sources (teacher, peers, YouTube, etc.).
- Comprehension of general and specific information of authentic or adapted texts, written in an everyday and common language: news, reports, stories, texts about topics related to other disciplines, etc.
- Autonomous reading of more extensive texts related to their interests, and adapted to their level of proficiency.
- Interpretation of messages: Identification of the main and secondary ideas; distinction between data and opinions; speaker's intention, etc.
- Use of comprehension strategies:
 - Activation of previous knowledge on the topic and the type of task.
 - Identification of the type of text, adapting comprehension to it.
 - Distinction between types of comprehension (general, specific and detailed information; implications).
 - Anticipation to the general content of what they are listening to or reading with the support of verbal and non-verbal, textual and non-textual, elements.
 - Reformulation of hypotheses from the comprehension of keywords or new information.
 - Deduction of meanings from the linguistic or situational context.
 - Strategies to solve specific tasks: Careful reading of all the options before listening to an oral text, identification of participants, note-taking while listening, etc. for oral comprehension; and locating keywords in the questions and the text, look for synonyms, infer meanings, translate, identify relevant information, etc. for the written comprehension.
 - Predisposition to understand the main idea of a text, without needing to understand each one of its elements.
 - Use of digital or bibliographic resources in order to solve comprehension problems.

Production abilities and strategies:

- Oral production of descriptions, narrations and explanations about facts, experiences and diverse contents.
- Composition of creative written texts (reports, blog entries, etc.) about everyday topics and of their interest.
- Spontaneous participation in communicative situations in the classroom and in conversations about everyday topic or of their interest, with different communicative aims, using the conventions characteristic of conversations.
- Use of communication strategies:
 - Planning:
 - Conceive the message with clarity, distinguishing the main ideas and its basic structure.
 - Appropriately use digital or bibliographical resources to prepare monologues, dialogues or group presentations.
 - Adequate the text to its receiver, context and channel, applying the appropriate register and discourse structure in each case.
 - Activate and coordinate one's general and communicative competences with the intention of efficiently carrying out the tasks (revise what it is known about the topic, generate options through a 'brainstorm' technique, organise them in paragraphs, revise the draft, etc.).
 - Locate and use adequately linguistic or thematic resources (use of the dictionary or grammar, ICT resources, ask for help, etc.).
 - Execution:
 - Lean on and exploit previous knowledge (e.g. formulae and already learnt expressions).
 - Write texts with models and guided activities as the starting point.
 - Express the message with clarity, coherence, using an adequate structure and adjusting to the models and formulae of each type of text (interview, description, narration, opinion, etc.).
 - Reflect and apply strategies of self-correction and self-evaluation to enhance the oral and written expression; recognise the error as part of the learning process.

- Compensate the linguistic deficiencies with linguistic, paralinguistic and paratextual procedures: ask for help, clarifications (cooperative strategy); use extra-linguistic sounds and conventional prosodic qualities (voice intensity, tone, volume, pauses, etc.).

Sociocultural and sociolinguistic aspects:

- Social conventions, courtesy norms and linguistic registers (formal, informal, specialised).
- Customs, traditions, everyday life (significant similarities and differences between English-speakers and Spanish-speakers).
- Values, beliefs and attitudes; critical attitude against preconceptions and stereotypes; respectful attitude towards other ways of thinking.
- Appreciation of the English language as an instrument of information, communication and understanding between cultures.
- Interest towards getting in touch with speakers of other languages.

Communicative functions:

- Initiation and preservation of personal and social relations.
- Narration of past or recent events; description of present states and situations; predictions for the future.
- Exchange of personal information, hobbies, opinions and points of view, advice.
- Expression of diverse types of modes (speaker's attitude towards what is happening): prohibition, obligation, suggestions, advice, etc.
- Expression of interest, approval, etc.
- Establishment and preservation of communication, and organisation of discourse.

Syntactic-discursive structures:

- The verb and the verb phrase: irregular verbs.
- The adjective: common adjective endings (e.g. -y, -ing, -ed, -ful, -able, -ive).

- The preposition and the prepositional phrase: Time relations – Time when (*at, on, in*); duration (*for, during, from...to, since, until*), prep. + noun (e.g. *in the morning, on Sunday, at midnight*).
- The simple sentence: statements, negative sentences, questions and commands.
- The compound sentence: coordination (*and, or, but*).
- The complex sentence:
 - Nominal clauses: *That* clauses; *Yes-No* interrogative clauses; *To*-infinitive clauses; Simple reported speech (e.g. *He said that he was coming to the party*).
 - Adverbial clauses: Time (*as, while, as soon as*); place (*where*); condition (*if, unless*; first conditional); reason or cause (*because, since*); purpose (*to* + infinitive; *for* + *-ing*); result (*so*).
 - Other connectors: sequence (*First of all, next, then, after that, finally, etc.*); additive, reinforcing (*also, too, in addition*); concessive, contrastive (*however, on the other hand*); result (*therefore, as a result, consequently, for this reason*); exemplification (*for instance, for example*); and summative (*in conclusion, to sum up*).

Frequently used lexicon:

- Personal identification; everyday activities; work and careers; sports, free time, leisure and culture (music, books, cinema, television); language and communication; ICTs.
- Formulae and expressions.
- Word formation process – Affixation: Prefixes and suffixes for nouns, verbs and adjectives.
- Synonyms and antonyms.
- False friends.

Sound, accentual, rhythmic and intonation patterns:

- Identification of especially difficult phonemes.
- Contracted forms (e.g. *'ll, won't, 'd, mustn't, shouldn't*).
- Recognition of accent, rhythm and intonation patterns.

Graphic patterns and orthographic conventions:

- Recognition and use of all the punctuation signs; usage conventions.
- Control of text processors and dictionaries to solve orthographic doubts in digital texts.

Appendix 4 - Evaluation Criteria of the Unit

- Evaluation Criteria and Learning Standards (Selected from the LOMCE Aragonese Curriculum, *my translation*)

BLOCK 1: Comprehension of oral texts		
EVALUATION CRITERIA	ASSESSABLE LEARNING STANDARDS	KEY COMPETENCES
<p>Crit.IN.1.1. Comprehend general and specific information, and some relevant details, in brief and well-structured oral texts, transmitted orally or through technical means, in different registers, about general, interesting for them or everyday affairs, applying adequate comprehension strategies, identifying the main communicative functions and their associated syntactic-discursive patterns, recognising frequently used lexicon and the basic pronunciation patterns.</p>	<p>Est.IN.1.1.1. Listen to oral texts broadcasted by a single interlocutor (monologues) such as instructions, announcements, songs, presentations, audio or video files on the Internet (clear and simple, at an appropriate speed) with or without visual support, and demonstrate comprehension through different types of tasks (match texts with images, fill in information in a table or gaps, answer open, multiple-choice or True/False questions, etc.).</p>	<ul style="list-style-type: none"> • Competence in Linguistic Communication • Competence in Mathematics, Science and Technology • Digital Competence • Learning to Learn Competence • Social and Civic Competences • Cultural Awareness and Expression
	<p>Est.IN.1.1.2. Listen to oral texts between two or more interlocutors, face-to-face or recorded, such as interviews, conversations (formal or informal), dramatizations, transactions and everyday tasks (e.g. in a shop, hotel, restaurant, civic centres) and understand the general and specific information through specific tasks.</p>	

<p>Crit.IN.1.2. In order to understand the text, know and use sociocultural and sociolinguistic aspects related to daily life (study and work habits, recreational activities), life conditions (environment, social structure), interpersonal relationships, behaviour (non-verbal language) and social conventions (courtesy, register, customs), showing an attitude of confidence to the use of the language as a medium of communication and understanding.</p>	<p>Est.IN.1.2.1. Extract and interpret data about the basic aspects which define the sociocultural and sociolinguistic medium, use this knowledge to enhance oral comprehension, and show initiative in the planning of learning.</p>	<ul style="list-style-type: none"> • Competence in Linguistic Communication • Learning to Learn Competence • Social and Civic Competences • Cultural Awareness and Expression
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BLOCK 2: Production of oral texts		
EVALUATION CRITERIA	ASSESSABLE LEARNING STANDARDS	KEY COMPETENCES
<p>Crit.IN.2.1. Produce brief oral messages (monologues or dialogues) in an appropriate register and simple language about everyday topics, general or of interest, applying appropriate planning and execution strategies, expressing the required communicative functions through the employment of associated linguistic exponents, discursive patterns, frequently used lexicon and basic pronunciation patterns, in order to organise the text with enough coherence and internal cohesion.</p>	<p>Est.IN.2.1.1. Carry out brief and structured presentations (e.g. about their favourite places, preferred meals, past experiences, etc.) with visual support and previous rehearsal, answering short questions from the audience; describe people, objects, places, and situations, with clarity and intelligible pronunciation.</p>	<ul style="list-style-type: none"> • Competence in Linguistic Communication • Competence in Mathematics, Science and Technology • Digital Competence • Learning to Learn Competence • Social and Civic Competences • Sense of Initiative and Entrepreneurship • Cultural Awareness and Expression
	<p>Est.IN.2.1.2. Participate in formal and informal conversations (face-to-face, on the phone or other technical means, academic or work interviews, etc.) to exchange information, and express ideas and opinions in a simple and direct manner.</p>	

<p>Crit.IN.2.2. Incorporate to the production of monologic or dialogic oral texts the sociocultural and sociolinguistic knowledge acquired related to social structures, interpersonal relationships, performance, behaviour and social conventions patterns, acting with the due appropriateness and respecting the most important courtesy norms in the respective contexts, showing an attitude of confidence in the oral use of the language as means of communication and understanding.</p>	<p>Est.IN.2.2.1. Manage themselves correctly in everyday affairs and transactions (e.g. trips, accommodation, restaurants, shopping, leisure, etc.), reacting easily to potential interruptions, applying the basic courtesy norms (greetings, treatment, polite petitions, etc.), and reflect about the language in order to enhance oral productions.</p>	<ul style="list-style-type: none"> • Competence in Linguistic Communication • Digital Competence • Learning to Learn Competence • Social and Civic Competences • Sense of Initiative and Entrepreneurship • Cultural Awareness and Expression
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BLOCK 3: Comprehension of written texts		
EVALUATION CRITERIA	ASSESSABLE LEARNING STANDARDS	KEY COMPETENCES
<p>Crit.IN.3.1. Comprehend general and specific information, and the most relevant details, of brief and well-structured written texts, in different styles, about everyday topics or of interest, applying the appropriate comprehension strategies, identifying the main communicative functions and their associated syntactic-discursive patterns, recognising the frequently used lexicon and the main orthographic, typographic and punctuation rules.</p>	<p>Est.IN.3.1.1. Understand authentic or adapted texts (simple instructions, announcements, recipes, biographies, reports, brief journalistic texts, film reviews, letters, blog entries, web forum messages, etc.) and demonstrate general, specific and detailed comprehension answering specific tasks (e.g. fill in information in a sentence, answer open, multiple-choice or True/False questions, reconstruct a story, etc.).</p>	<ul style="list-style-type: none"> • Competence in Linguistic Communication • Competence in Mathematics, Science and Technology • Digital Competence • Learning to Learn Competence • Social and Civic Competences • Sense of Initiative and Entrepreneurship • Cultural Awareness and Expression
	<p>Est.IN.3.1.2. Autonomously read graded books and juvenile magazines, texts about topics related to other disciplines, brief and simple literary or fictional texts (well-structured and in a standard language), have an idea of the plot, the nature and the relationship between characters, and demonstrate comprehension through the completion of specific tasks.</p>	

<p>Crit.IN.3.2. Know, and use for the comprehension of the text, the sociocultural and sociolinguistic aspects (explicit and some implicit) related to everyday life, life conditions, interpersonal relationships and social conventions, respecting the most important courtesy norms, showing a positive attitude and of confidence in the use of the language as a means of access to the information.</p>	<p>Est.IN.3.2.1. Extract and interpret data about the aspects which define the sociocultural and sociolinguistics medium of the Anglophone communities (introductions, farewells, customs, traditions, cinema, musical manifestations), use this knowledge to improve reading comprehension, and show initiative in the use of digital or bibliographical resources (e.g. dictionaries) to access the information.</p>	<ul style="list-style-type: none"> • Competence in Linguistic Communication • Digital Competence • Learning to Learn Competence • Social and Civic Competences • Cultural Awareness and Expression
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BLOCK 4: Production of written texts: Expression and interaction		
EVALUATION CRITERIA	ASSESSABLE LEARNING STANDARDS	KEY COMPETENCES
<p>Crit.IN.4.1. Produce brief and simple written texts about everyday topics or of interest in different registers, applying basic planning and execution strategies, expressing the required communicative functions through the employment of their associated syntactic-discursive patterns, the frequent lexicon and the main orthographic, typographic and punctuation rules, in order to organise the text with clarity and enough coherence and internal cohesion.</p>	<p>Est.IN.4.1.1. Write formal and informal texts (e.g. notes, announcements, curriculums, brief and simple reports, mails, etc.) and complete questionnaires with personal, academic or work information, adjusting to the given models and the formulae of each type of text.</p>	<ul style="list-style-type: none"> • Competence in Linguistic Communication • Competence in Mathematics, Science and Technology • Digital Competence • Learning to Learn Competence • Social and Civic Competences • Sense of Initiative and Entrepreneurship • Cultural Awareness and Expression
	<p>Est.IN.4.1.2. Describe the physical or abstract qualities of people, objects, places and activities; explain plans and predictions about the future; narrate past or recent acts (real or imaginary); and briefly justify opinions.</p>	

<p>Crit.IN.4.2. Incorporate to the elaboration of texts the sociocultural and sociolinguistic knowledge related to social structures, interpersonal relationships, performance, behaviour and social conventions patterns, respecting the most important courtesy norms, showing an attitude of effort and confidence in the use of the written language.</p>	<p>Est.IN.4.2.1. Write brief messages in blogs, forums, chats and social media, respecting the politeness norms of the Internet; write formal basic and brief correspondence (e.g. letters to public or private entities) respecting the conventions and courtesy norms inherent of this type of texts, and reflect about the working of the language to enhance written expression.</p>	<ul style="list-style-type: none"> • Competence in Linguistic Communication • Digital Competence • Learning to Learn Competence • Social and Civic Competences • Sense of Initiative and Entrepreneurship • Cultural Awareness and Expression
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- **Evaluation Instruments (Own elaboration)**

1. Checklist for the Written Production (Poster)

<u>Submission Checklist</u>	
<p>Length: The poster should not be longer than one page, and all words should be readable without scrolling down in the poster, since it will be printed.</p>	
<p>Structure: The poster clearly includes four sections:</p> <ol style="list-style-type: none"> 1. a list of positive aspects of social media (pros) 2. a list of negative aspects of social media (cons) 3. at least three sentences referring to some details you have found out in the interview 4. your group’s general opinion about social media 	
<p>Vocabulary: The text includes words related to the topic. (Remember you can use vocabulary about <i>personality traits</i> - charming, vain...-, and lexicon you have heard in the videos or read in texts).</p>	
<p>Grammar: The text correctly uses different verb tenses. In the paragraph dedicated to the interview’s ideas, it also includes <i>reported speech</i>.</p>	
<p>Spelling: There are no spelling mistakes.</p>	
<p>Syntactic: The text shows a good use of connectors in order to orderly arrange different ideas in the same paragraph or sentence.</p>	
<p>Semiotic: The poster incorporates images and a background which is appealing and eye-catching for the audience.</p>	
<p>Ortho-typographic: The poster purposefully uses a variety of fonts and colours which are easily readable.</p>	
<p>COMMENTS:</p>	

2. Rubric for the Oral Production (Oral Presentation)

	Outstanding	Very Good	Good	Needs Improvement
Time (1)	The student speaks for 2 minutes. (1)	Less than 30 seconds deviation. (0.75)	Between 30 seconds and 1-minute deviation. (0.5)	Over 1-minute deviation. (0)
Structure (2)	The purpose and topic of the presentation are clearly identified. It follows a coherent structure and makes appropriate use of transitions. It concludes with a distinct conclusive paragraph. (2)	The purpose and topic of the presentation are clearly identified. It does not follow a completely coherent structure and makes use of few transitions. It concludes with a distinct conclusive paragraph. (1.5)	The purpose and topic of the presentation are not very clear. It does not follow a coherent structure and makes use of few transitions. It concludes with a final sentence. (1)	The purpose and topic of the presentation are not clear. It does not follow a coherent structure and does not make use of transitions. It concludes abruptly, without a final idea. (0)
Content (2)	The presentation has covered in detail all the four sections expected (positive aspects, negative aspects, information about the interview, and the group's opinion) and the topic is appropriately explained and developed. (2)	The presentation has covered all the four sections expected (positive aspects, negative aspects, information about the interview, and the group's opinion) and the topic is well explained and developed. (1.5)	The presentation has broadly covered the four sections expected (positive aspects, negative aspects, information about the interview, and the group's opinion) and the topic is explained and quite developed. (1)	The presentation has not covered all the four sections expected (positive aspects, negative aspects, information about the interview, and the group's opinion) and the topic is not appropriately explained nor developed. (0)

<p>Use of English (2)</p>	<p>Language is accurate throughout the presentation. Speakers correctly use the vocabulary related to the topic (e.g. personality traits) and properly make use of different verb tenses, including <i>reported speech</i>. (2)</p>	<p>Language is accurate throughout the majority of the presentation. Speakers correctly use the vocabulary related to the topic (e.g. personality traits) and properly make use of different verb tenses, including <i>reported speech</i>. However, some minor mistakes are made. (1.5)</p>	<p>Frequent mistakes in terms of language are made throughout the presentation. Speakers use the vocabulary related to the topic (e.g. personality traits) and make use of different verb tenses, including <i>reported speech</i>. (1)</p>	<p>A lot of mistakes in terms of language are made throughout the presentation. Speakers do not accurately use the vocabulary related to the topic (e.g. personality traits), and they make use of different tenses, but <i>reported speech</i> is not properly produced. (0)</p>
<p>Pronunciation and Fluency (2)</p>	<p>Pronunciation is very accurate throughout the presentation. Speakers maintain a natural pace, and make use of connectors and pauses in an effective manner. (2)</p>	<p>Pronunciation is quite accurate throughout the presentation, although some mistakes are made. Speakers maintain a good pace, and make use of connectors and pauses in an effective manner sometimes. (1.5)</p>	<p>Pronunciation is intelligible, although frequent mistakes are made. Speakers tend to maintain an either slow or fast pace, make use of few connectors, and often hesitate. (1)</p>	<p>Pronunciation is not accurate, even unintelligible at times, due to the amount of mistakes made. Speakers maintain a too slow or too fast pace, do not make use of connectors, and constantly hesitate. (0)</p>
<p>Visual support (1)</p>	<p>Outstanding choice of visual support, perfectly readable for the audience, without excessive or little text. (1)</p>	<p>Quite good choice of visual support, quite readable for the audience, although there is either excessive or little text. (0.75)</p>	<p>Not the best choice of visual support, enough readable for the audience, but there is either too much or too little text. (0.5)</p>	<p>Poor choice of visual support, it is not readable for the audience, and there is too much or too little text. (0)</p>

- **Grading Criteria (Own elaboration)**

LEARNING UNIT'S MARK	
Skills and Student's Attitude	Grade (%)
In-class Activities (Oral and Written Comprehension)	20%
Activities collected (anchoring activity, graphic organiser and essay planner)	10%
Written Production (Poster)	35%
Oral Production (Oral Presentation)	35%

- **Assessment of the Teaching Practice, Methodology and Unit Plan (Own elaboration)**

END OF UNIT QUESTIONNAIRE	
“I have understood the audios and videos we have listened to in class.”	1 – 2 – 3 – 4 – 5
“I am able to orally exchange information with my classmates and I can express and explain my ideas quite clearly.”	1 – 2 – 3 – 4 – 5
“I was able to understand the texts we have read in class and those sources I found on my own in order to carry out the final product.”	1 – 2 – 3 – 4 – 5
“I can write short texts in order to make descriptions, explain past or future events, and justify my opinion. I am also capable of writing formal texts following a model.”	1 – 2 – 3 – 4 – 5
“I think that with all the activities I was able to relate the topic to my everyday life, my interests and past experiences.”	1 – 2 – 3 – 4 – 5

Appendix 5 - Lesson Plans (Own elaboration)

Learning Unit: I want to be an influencer! (Eight 50-minute sessions)

<u>LESSON 1</u>			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Activity 1. Word Cloud</p> <p>The teacher will show on the screen a picture with a few words related to the topic of ‘Social media’. Then, students in pairs will answer some questions about it:</p> <ul style="list-style-type: none"> • Guess the topic. • Which words do you know? • Which words do you not know? • Can you pair up some words? • Would you be able to add more words? 	<ul style="list-style-type: none"> • Word Cloud with questions 	<p>Pair work</p>	<p>10’</p>
<p>Activity 2. Challenge letter + Compass Points</p> <p>a) A challenge letter will be presented to students in order to present the project and its purpose. Some students will read it aloud.</p> <p>b) After reading it, the whole class will discuss the project orally.</p> <p>c) Then, students will be given a ‘Compass Points’ worksheet in order to process the information (What Excites/Worries them about the project and what steps they will Need to follow as to fulfil it, as well as suggestions on what to do specifically).</p>	<ul style="list-style-type: none"> • Challenge letter • ‘Compass Points’ worksheet 	<ul style="list-style-type: none"> • 3 students will read the challenge letter out loud. • Individually, they will answer the teacher’s questions about it. • In small groups (3-4 students), they will complete the Compass Points worksheet. 	<p>10’</p>

<p>Activity 3. Matching activity</p> <p>Students will be handed out a worksheet in which they will need to match the vocabulary which appeared in the Word Cloud to their antonym in order to check their comprehension of the words. They will see sentence examples in which the word appears in order to be able to contextually guess their meaning.</p>	<ul style="list-style-type: none"> • Matching worksheet • Scaffolding 	<p>Pair work</p>	<p>10'</p>
<p>Activity 4. TIC TAC TOE game</p> <p>Students will practice the vocabulary seen by playing two TIC TAC TOE games, in which they will need to correctly define a word in order to choose a square, and a team will win once they get three in a row. They can also use synonyms or antonyms to get the point. Once again, they will be able to see the sentence examples in order to infer the meaning.</p>	<ul style="list-style-type: none"> • 2 TIC TAC TOE sets with words in them • Scaffolding 	<p>The class will be divided into two big groups, with 7 students each.</p>	<p>10'</p>
<p>Activity 5. Find someone who...</p> <p>a) Students will have a list of statements about personality traits and they will have to interview their classmates in order to find someone who fits each of them. If possible, no name should be repeated.</p> <p>b) Then, students will report their findings to the rest of the class.</p>	<ul style="list-style-type: none"> • 'Find someone who...' worksheet 	<p>Pair work, varying partners, as they will be moving around asking questions to each other.</p>	<p>10'</p>

<u>LESSON 2</u>			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Activity 1. Ranking activity</p> <p>a) Students will list 10 personality traits important for a social media influencer to have to succeed, aiming at refreshing the vocabulary from the previous lesson.</p> <p>b) Then, they will reach an agreement on the 3 most important ones and justify their choice to the rest of the class.</p>	--	Small groups work (3-4 students)	5'
<p>Activity 2. Pre-listening</p> <p>Students will watch two videos in relation to social media.</p> <p>a) For the first one, the video-telling technique will be used for the pre-listening: the teacher will tell them what the video is about (positive aspects of social media) and they will guess some of the main contents it will include.</p> <p>b) As for the second video, students will predict the purpose of the speaker's discourse by the context, once they have seen the introduction to the video.</p>	--	Group work + share with the class	5'
<p>Activity 3. While-listening</p> <p>Students will watch two videos about social media and the teacher will tell them what the post-listening activities are about in order to focus their attention on specific information they need to extract from the videos, of which they will take notes.</p>	<p>- 'Positive Effects Of Social Media' – Live On Purpose TV (https://www.youtube.com/watch?v=qw21TeTxR_A)</p> <p>- 'We Faked A Spain Trip On Instagram For A Week' – As/Is (https://www.youtube.com/watch?v=UAGUtmhpzCc)</p>	Individual work	13'

<p>Activity 4. Post-listening</p> <p>In order to integrate what they have listened to, students will carry out on activity per video.</p> <p>a) For the first video, students will orally discuss the differences between what they guessed and what happened on the video.</p> <p>b) As for the second one, a ‘Witness statements’ activity will take place, in which they will have to report to another student what happened on the video, acting as a witness to a crime reporting to the police.</p> <p>Students with the role of policemen will be given several questions as ideas to ask the witnesses and they will take notes.</p>	<ul style="list-style-type: none"> • ‘Policemen’ worksheet 	<ul style="list-style-type: none"> • Group work • 1 policeman for every 3 students 	<p>12’</p>
<p>Activity 5. Group discussion about social media</p> <p>a) The teacher will hand out a list of statements about social media.</p> <p>b) Students will orally discuss and give their opinion on whether they agree or disagree with the statements, having to reach an agreement within the members of the group at the end.</p> <p>c) The answers will be discussed at the end with the whole class.</p>	<ul style="list-style-type: none"> • List of statements about social media + scaffolding on agreeing and disagreeing 	<p>Small groups work (3-4 students)</p>	<p>15’</p>

LESSON 3

PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Activity 1. Inductive learning of <i>reported speech</i></p> <p>a) Students will watch a video in which <i>reported speech</i> is extensively used and they will pay attention to the sentences in bold.</p> <p>b) Then, they will answer some questions from the teacher:</p> <ul style="list-style-type: none"> • What is <i>reported speech</i> used for? • What happened in the video? <p>c) After that, the teacher will show on the blackboard a table with the sentences which appeared in the video, highlighting in different colours the main characteristics of <i>reported speech</i>. In groups, students will infer the rules of this grammatical point.</p> <p>d) Ideas will be shared and the teacher will correct or add up to students' ideas, explaining anything missing. They will hand out a 'Summary' worksheet with all these explanations, which will be read aloud by the students.</p>	<ul style="list-style-type: none"> • Video on <i>reported speech</i>: https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech • Table with the sentences from the video with input enhancement • 'Reported speech' explanation + Summary worksheet 	<p>Small groups work (3-4 students)</p>	<p>20'</p>
<p>Activity 2. Anchoring activity</p> <p>Once the teacher has handed out the rules, students will fill in a table, including the rules and examples for each type of sentence (statements, commands, offers, and suggestions).</p>	<ul style="list-style-type: none"> • Blank table - worksheet 	<p>Group work</p>	<p>10'</p>

<p>Activity 3. Follow-up activity: practice of <i>reported speech</i></p> <p>Students will watch the trailer of the film ‘Coco’, which will stop in order for them to transform the direct speech of the video into reported speech.</p>	<ul style="list-style-type: none"> Practice video: https://en.islcollective.com/video-lessons/reported-speech-coco 	<p>Each students will go to the front of the class and complete a sentence.</p>	<p>15’</p>
<p>Activity 4. Tweets’ exchange</p> <p>In this information-gap activity, one student will read a tweet and report its content to their partner by using <i>reported speech</i>. Then, their partner will have to recreate the tweet by writing it down in direct speech, as the original one.</p>	<ul style="list-style-type: none"> ‘Tweets’ exchange’ worksheet 	<p>Pair work</p>	<p>15’</p>

<u>LESSON 4</u>			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Activity 1. Pre-reading activity</p> <p>a) The teacher will introduce the topic of cyberbullying and ask students about it, if they know what it is, if they have ever experienced it, either for themselves or seeing it happen to someone else, etc.</p> <p>b) Then, the focus will be on the words in bold, which students will try to define and will write down the new words in a shared Padlet dedicated to vocabulary.</p> <p>c) Then, after skimming for the main ideas through these words, students will try to guess what the author is going to focus on.</p>	--	Teacher – Students	10'
<p>Activity 2. While-reading comprehension activity</p> <p>a) Students will read the whole text, as many times as they need.</p> <p>b) Then, they will complete some comprehension activities, combining filling in the gaps, open, multiple-choice and true/false questions, and they will compare their answers with a partner.</p>	<ul style="list-style-type: none"> • Text 'Cyberbullying on the Rise' • Activities - worksheet 	Individual + Pair work	20'
<p>Activity 3. Follow-up activity: Rally Coach</p> <p>In order to integrate other skills and focus on form, student A will read a sentence they found interesting from the text for their final product to student B, who will write it down and report it to student C. Then, they will rotate their roles.</p>	--	Small groups work (3-4 students)	10'

<p>Activity 4. Prepare questions for the interview</p> <p>a) Now that students know more about the topic, they will be asked to prepare some questions for the interviewee, a social media influencer.</p> <p>b) When every student has at least one question, they will go to the front and write it down in the computer to make sure no questions are repeated.</p>	<p>--</p>	<p>Small groups work (3-4 students)</p>	<p>10'</p>
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LESSON 5

PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Activity 1. Interview</p> <p>a) The interviewee introduces themselves and talks about their position within social media and their general beliefs about it.</p> <p>b) Each student will ask them their question and write the answer down in the '+1 thinking routine' worksheet next to the 'I find interesting...' section, as well as the answers to the questions made by the other group's members in order to gather as much information as possible.</p>	<ul style="list-style-type: none"> • '+1 Thinking Routine' worksheet 	<p>Individual work + Small groups work (3-4 students)</p>	35'
<p>Activity 2. Class Discussion</p> <p>a) The teacher will ask every student about their question and answer received, encouraging them to use <i>reported speech</i>. They will write the sentences on the blackboard and revise the grammatical point deductively.</p> <p>At the same time, students will write the information they find the most interesting from what they hear in the worksheet's 'Plus one...' rows.</p> <p>b) To ensure that everyone listens to each other's answers, the teacher will then ask what each group found more interesting about other groups' questions and answers.</p>	<ul style="list-style-type: none"> • '+1 Thinking Routine' worksheet 	<p>Individual + Group work</p>	15'

LESSON 6

PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Activity 1. Poster structure</p> <p>a) The teacher will explain the structure the poster should follow by handing out to the students a checklist, which they will read aloud, one sentence each.</p> <p>b) Then, the teacher will go group by group showing them a model (WAGOLL) and solving any doubt.</p>	<ul style="list-style-type: none">• Checklist• Model (WAGOLL)	<p>Teacher-centred, goes through groups.</p>	<p>10'</p>
<p>Activity 2. Pre-writing</p> <p>a) First of all, students will be given role cards to ensure that everyone partakes in the group's decisions and does so using the English language.</p> <p>b) In groups, students will discuss their opinion on the texts and videos seen throughout the unit.</p> <p>c) Then, they will brainstorm ideas about what to include in the poster, following the given structure.</p> <p>d) After that, they will organise their ideas into paragraphs using an Essay planner.</p>	<ul style="list-style-type: none">• Role cards• Essay planner	<p>Group work</p>	<p>25'</p>

<p>Activity 3. Organisation</p> <p>Each group will fill in a ‘What, how, when, who’ graphic organiser, so the group detects all that needs to be done in order to produce the final products in this and following lessons.</p>	<ul style="list-style-type: none"> • ‘What, how, when, who’ graphic organiser 	<p>Group work</p>	<p>5’</p>
<p>Activity 4. First draft of the poster using Canva</p> <p>Each group will then use their essay planners to start working on their first draft of the poster in the computers.</p>	<p>--</p>	<p>Group work</p>	<p>10’</p>

<u>LESSON 7</u>			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Activity 1. Finish first draft</p> <p>a) Role cards will be maintained as well throughout this lesson.</p> <p>b) Students will be given some time to finish their drafts.</p>	--	Small groups work (3-4 students)	10'
<p>Activity 2. Feedback Carousel</p> <p>a) Students will have a look at each group's draft and they simultaneously will write down its strengths and weaknesses, make suggestions for improvement, and note down some tools or resources which the group might find useful (links, webpages, images...).</p> <p>b) At the same time, the teacher will also provide each group with feedback and possible improvements.</p> <p>c) After that, the teacher will ensure that the peer feedback is accurate and helpful for students.</p>	<ul style="list-style-type: none"> • 'Feedback Carousel' worksheet 	Group work	15'
<p>Activity 3. Revising, editing and publishing</p> <p>a) Now, students will make changes to improve their writing, including the feedback received.</p> <p>b) Then, students will proofread and correct mistakes, making sure that their text is coherent and cohesive, includes descriptive vocabulary and details, and everything indicated in the checklist.</p> <p>c) Once it is completely finished, students will be ready to publish it, presenting it to the rest of the class in the following class, uploading it to the class' Padlet, sending it to the interviewee, and even posting it on their favourite social media platform. It will also be shared on the high school's website and printed to be shown in the hallway.</p>	--	Group work	25'

<u>LESSON 8</u>	
PROCEDURE	MATERIALS
<p>This class will be dedicated to students’ oral presentations, which they would have prepared and rehearsed at home, taking into account what will be evaluated, since the rubric has been made available for them. They have also previously in the academic year seen a model of the structure of an appropriate oral presentation.</p>	<ul style="list-style-type: none"> • Rubric

Appendix 6 – Materials

1. Word Cloud with questions (Lesson 1, Activity 1) – Own elaboration



- Guess the topic.
- Which words do you know?
- Which words do you not know?
- Can you pair up some words?
- Would you be able to add more words?

2. Challenge letter (Lesson 1, Activity 2) – Own elaboration

Dear students of 3rd year ESO,

In this unit, we will be working on a project about our relationship with social media. At the end, you are going to create a poster to report on everything you learn throughout the following lessons, so pay attention!

With that purpose in mind, we will be reading some texts, watching some videos, learning about ‘reported speech’, and you will have the opportunity to interview someone who works with social media on a daily basis. She has a literary blog (and she is going to have a book published soon), a YouTube channel, and she streams on Twitch!

I hope you find this topic interesting and we can learn some interesting facts about the use we all give to social media. I am also looking forward to read your opinions on the final posters!

Best wishes,

Verónica ☺

3. 'Compass Points' worksheet (Lesson 1, Activity 2) – Own elaboration

Compass Points

What do you think about the letter we have received? Discuss your opinion with your teammates and answer the following questions, considering what you find exciting or worrying about it, what you think you will need to do in the following weeks to prepare for the interview and the final product, and make suggestions if you already have an idea.



E = Exciting

What do you find exciting about this project? Do you like the idea?

W = Worrying

What worries you about it? Are there any negative aspects?

N = Need to do

What can you write about in your project? Is there any aspect of social media you are particularly interested in?

S = Suggestions

Do you already have any idea on what you would like to investigate for the project or ask the interviewee? Do you think it is possible?

4. Matching worksheet (Lesson 1, Activity 3) – Own elaboration

Match the following words with their antonyms:

- | | |
|------------------|---------------------------------|
| 1. Unpredictable | A. Tough / Insensitive |
| 2. Jealous | B. Modest / Humble |
| 3. Lazy | C. Ashamed / Jealous |
| 4. Charming | D. Active / Energetic |
| 5. Stubborn | E. Disloyal |
| 6. Put up with | F. Predictable / Reliable |
| 7. Thoughtful | G. Praise |
| 8. Loyal | H. Unpleasant |
| 9. Sensitive | I. Oppose / Reject |
| 10. Get on with | J. Quiet / Reserved |
| 11. Vain | K. Weak |
| 12. Generous | L. Inconsiderate / Self-centred |
| 13. Sensible | M. Admiring / Proud |
| 14. Strong | N. Look down on / Dislike |
| 15. Tell off | O. Selfish |
| 16. Competitive | P. Altruistic / Generous |
| 17. Proud | Q. Clash / Disagree |
| 18. Selfish | R. Unambitious |
| 19. Talkative | S. Flexible |
| 20. Look up to | T. Foolish / Irresponsible |

5.2 TIC TAC TOE sets (Lesson 1, Activity 4) – Own elaboration

Generous	Selfish	Competitive
Lazy	Loyal	Talkative
Vain	Stubborn	Sensible

Get on with	Sensitive	Charming
Proud	Thoughtful	Unpredictable
Jealous	Look up to	Strong

6. Scaffolding for the Matching activity and the TIC TAC TOE game – sentence examples and definitions (Lesson 1, Activities 3 and 4) – Own elaboration

- **Generous:** *It was so generous of you to lend me the money.*
- **Selfish:** *Let Milly share your toys, Lulu. Don't be selfish!*
- **Competitive:** *You're too competitive - it's meant to be a friendly match!*
- **Lazy:** *He's too lazy to do his homework.*
- **Loyal:** *Jack has been a loyal worker in this company for almost 50 years.*
- **Talkative:** *He is very talkative; he always has something to say.*
- **Vain:** *What I don't like is that he is so vain. He thinks he is better than anyone else.*
- **Stubborn:** *She can be very stubborn; she won't change her mind.*
- **Sensible:** *It would seem more sensible to do the research now before we start with the project.*
- **Get on with:** *I get on very well with her because we share the same interests.*
- **Sensitive:** *I have to be very careful with what I say because she's so sensitive.*
- **Charming:** *Everyone likes her, she is very charming.*
- **Proud:** *I'm very proud of my position in the competition. I came second!*
- **Thoughtful:** *She is extremely thoughtful. She cares more about my well-being than hers.*
- **Unpredictable:** *They are so unpredictable; you can never know what to expect.*
- **Jealous:** *He had always been very jealous of his brother's good grades.*
- **Look up to:** *He looks up to his brother because he is a great athlete.*
- **Strong:** *He has a strong personality, but don't let him bully you.*

Tie-breakers / Extra points:

- **Tell off:** *The teacher told me off for chattering in class.*
- **Put up with:** *He makes a lot of inappropriate jokes. I cannot put up with him anymore.*

Definitions (to check if the answer is correct):

- **Generous:** someone who is willing to give money, help, kindness, etc., especially more than is usual or expected.
- **Selfish:** someone who only cares about what they want or need, without thinking about the needs or wishes of other people.
- **Competitive:** someone who really wants to win or be more successful than other people.
- **Lazy:** someone who is not willing to work hard or make an effort.
- **Loyal:** someone who always offers help and encouragement.
- **Talkative:** someone who talks a lot.
- **Vain:** someone who is too proud of their appearance or abilities.
- **Stubborn:** someone who refuses to change an opinion or decision.
- **Sensible:** someone who acts on good judgement, rationally.
- **Get on with:** to have a good relationship with someone.
- **Sensitive:** someone who gets easily upset by what others say or do.
- **Charming:** someone who is nice and pleasant.
- **Proud:** someone who feels pleasure and satisfaction because they have done, achieved or got something good.
- **Thoughtful:** someone who is kind and always thinks about how they can help other people.
- **Unpredictable:** someone who changes so much that you do not know what they will do next.
- **Jealous:** someone who is unhappy and angry because someone else has something that they want.
- **Look up to:** to respect and admire someone.
- **Strong:** someone who is firm and determined; and it is difficult to argue with.
- **Put up with:** to accept an unpleasant situation or someone who behaves unpleasantly.
- **Tell off:** to speak angrily to someone because they have done something wrong.

7. 'Find someone who...' worksheet (Lesson 1, Activity 5) – Own elaboration

Find someone who...

1. is so charming that nobody can say 'no' when they ask for a favour. _____
2. is so competitive that does not like to lose in any game. _____
3. is very generous and would not doubt to lend you whatever you need. _____
4. is too lazy and always arrives late to all places. _____
5. is loyal to their friends. _____
6. is proud of themselves for how much they have learnt this year. _____
7. is so selfish that never wants to share their things with anyone. _____
8. is so sensible that they always know what the best thing to do is. _____
9. is very sensitive and always thinks about other people's feelings. _____
10. is strong because they practice sports every day of the week. _____
11. is very stubborn and it is very difficult to change their opinion. _____
12. is very talkative, even in class. _____
13. is very thoughtful of others and always wants the best for everyone. _____
14. is so unpredictable that you never know what they are going to say next. _____

8. Video: ‘Positive Effects Of Social Media’ (Lesson 2, Activity 3) – Live On Purpose TV



Live On Purpose TV. (2018). *Positive Effects Of Social Media* [Video]. YouTube. Retrieved from: https://www.youtube.com/watch?v=qw21TeTxR_A

9. Video: 'We Faked A Spain Trip On Instagram For A Week' (Lesson 2, Activity 3) – As/Is



As/Is. (2019). *We Faked A Spain Trip On Instagram For A Week* [Video]. YouTube. Retrieved from: <https://www.youtube.com/watch?v=UAGUtmhpzCc>

10. 'Policemen' worksheet (Lesson 2, Activity 4) – Own elaboration

Witness statements

- **What happened?**
- **Where did this take place?**
- **Why did they decide to do that?**
- **And why do you think some people lie on social media?**
- **Have you ever done something similar? Why?**
- **How often do you use social media?**
- **What does your social media profile say about you?**
- **Do you share both the good and the bad online?**
- **What is your opinion on social media as a whole, positive or negative?**

11. List of statements about social media + scaffolding on agreeing and disagreeing
(Lesson 2, Activity 5) – Own elaboration

Do you agree or disagree with the following statements?

Agreeing	Disagreeing	Partly agreeing
<ul style="list-style-type: none"> • Yes, I agree! • I totally agree! • I couldn't agree more! • That's right! • Absolutely! • Exactly! • Me too! • I see your point. • I see exactly what you mean! • I share your opinion. • You're right. That's a good point. 	<ul style="list-style-type: none"> • I don't agree! • I don't see eye to eye with you. • I totally disagree! • Absolutely not! • That's not right! • I'm not sure about that. 	<ul style="list-style-type: none"> • I agree up to a point, but... • I see your point, but... • That's partly true, but... • I'm not so sure about that.

1. The upside effects of social media beat the negative ones. _____
2. Technological developments only make our lives easier, there are no negative aspects about them. _____
3. With social media, we are able to make deeper connections with other people.

4. Face-to-face interactions can be replaced with online communication, such as the use of Skype. _____
5. It is better for our mental health to be continuously posting our lives on social media, instead of just staring at what other people share. _____
6. By controlling how and how much we use social media, we can reduce its negative consequences and increase the positive ones. _____
7. It is impossible not to be constantly connected, since we may receive important messages from a family member, school, our teacher, our classmates reminding us of some important assignment... _____
8. Many people feel pressured by others' use of social media, because they compare themselves to them and think that they are not good enough; they are not having the 'normal' experiences, they do not travel as much, they do not have good enough grades, etc. _____
9. I assume everything I see on social media is true (tweets, Instagram stories...).

10. People who upload fake information online generally feel bad about it.

12. Video: Daisy's summer job (Lesson 3, Activity 1) – British Council

LearnEnglish Teens |   Reported speech

Reported speech

Daisy has just had an interview for a summer job.

▶ Instructions



BRITISH COUNCIL | LearnEnglish Teens

Daisy's summer job

Reported speech

Daisy has just had an interview for a summer job.

© British Council | Animation by Cambridge English Online Ltd. | www.britishcouncil.org/learnenglishteens

British Council. (2014). *Daisy's summer job*. [Consulted: March 27th 2021]. Retrieved from: <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech?page=3>

13. Table with sentences from the video with input enhancement (Lesson 3, Activity 1) – Own elaboration

Reported Speech	Direct Speech
She said she had the interview at four o'clock.	"I have the interview at four o'clock."
So I told them that I had a main part in the school play.	"I have a main part in the school play."
The teacher told us to bring our mouse the following Monday.	Teacher: "Bring your mouse next Monday."
Mum offered to buy me two books for the World Book Day.	Mum: "Would you like me to buy you two books for the World Book Day?"
Lara suggested that we go in that book shop and buy them there instead of online.	Lara: "Why don't we go in this book shop and buy them here instead of online?"

14. 'Reported speech' explanation - Summary worksheet (Lesson 3, Activity 1) –
Own elaboration

REPORTED SPEECH

Examples:

Reported Speech	Direct Speech
She said she had the interview at four o'clock.	"I have the interview at four o'clock."
So I told them that I had a main part in the school play.	"I have a main part in the school play."
The teacher told us to bring our mouse the following Monday.	Teacher: "Bring your mouse next Monday."
Mum offered to buy me two books for the World Book Day.	Mum: "Would you like me to buy you two books for the World Book Day?"
Lara suggested that we go in that book shop and buy them there instead of online.	Lara: "Why don't we go in this book shop and buy them here instead of online?"

Uses:

We use **reported speech** when we tell someone what someone else said.

a) Reporting statements

Reporting verb

After the subject (the person who said something), we need a *reporting verb*, such as **say** or **tell**. **Tell** always needs an object following it ("I told them that..."), whereas **say** never does ("She said she had...").

We can also use "that" after say or tell, but it is not obligatory ("I told them (that) I had a main part in the school play"; "She said (that) she had the interview at four o'clock").

Changes in the verb

When we change a sentence from direct to reported speech, the main verb always changes. For instance, a verb in present simple would turn into the past simple tense.

Direct speech: "I **have** the interview at four o'clock."

Reported speech: She said she **had** the interview at four o'clock.

Other changes

Other words also need to change, as the person, date or place referred to in direct speech are different when the sentence is reported.

- The subject and object pronouns change:
I → he/she; me → her/him; we → they; us → them.
(I am having... → She said she was having...)
- Similarly, possessive adjectives also change:
My → his/her; our → their.
(“My friend is nervous.” → She said her friend was nervous.”)
- Expressions of time, since the sentence is reported later on in time:
Next (week, year...) → the following (week, year...); today → that day.
- Expressions of place, as it changes as well:
Here → there; this → that; these → those.
(“We meet here every day” → He said they met there every day.
“These are my books.” → She told him that those were her books.)

b) Reported commands

To report commands, we need the structure *told* + object + (*not*) *to* + infinitive. For example:

Dad: “Wear a waterproof coat.” → Dad told me to wear a waterproof coat.

Mum: “Don’t come home too late.” → Mum told me not to come home too late.

c) Reported offers

Regarding offers, the structure would be: *offered* + *to* + infinitive. For instance:

Mark: “Would you like me to sponsor you?” → Mark offered to sponsor me.

d) Reported suggestions

Concerning suggestions, we use the structure *suggested* + *that* + subject + infinitive, such as in:

Jake: “Why don’t we organise a cake sale?” → Jake suggested that they organise a cake sale.

*We cannot use “to” after suggested, but we can use the gerund, *suggested* + *-ing form*:

Jake suggested organising a cake sale.

15. Blank table for the Anchoring activity – worksheet (Lesson 3, Activity 2) – Own elaboration

RULE	EXAMPLE (Direct speech → Reported speech)

16. Practice video: 'Reported Speech – Coco' (Lesson 3, Activity 3) – iSLCollective

Reported Speech - Coco

alejandracono  April 07, 2020



4111 plays | 14 faves | 83 copies

1. Miguel said, "Someone can hear me." Fill the gap.

Más vídeos

Cano, A. (2020). *Reported Speech – Coco*. [iSLCollective]. Retrieved from: <https://en.islcollective.com/video-lessons/reported-speech-coco>

17. 'Tweets' exchange' worksheet (Lesson 3, Activity 4) – Own elaboration

Student A

Using reported speech, tell the partner seating next to you what the singer posted in this tweet:



Take into account that in social media we tend not to write all the words, so the proper message you should transmit is the following:

“(I have) been in the studio all day recording the next one – it’s really so amazing what you all have done here.”

Now, work out together how you would turn the next tweet from this youtuber from the US into reported speech. Each one of you will be able to see half of the tweet.



“I’m going (to) give someone random who retweets this tweet \$10,000 because it’s my birthday [...]”.

Student B

Using reported speech, tell the partner seating next to you what the football player posted in this tweet:



Take into account that in social media we tend not to write all the words, so the proper message you should transmit is the following:

“(It is a) well-earned victory with a great showing from the whole team. Now, (we are) getting prepared for Tuesday! And thank you all for your messages and affection”.

Now, work out together how you would turn the next tweet from this youtuber from the US into reported speech. Each one of you will be able to see half of the tweet.



“[...] and I feel like being nice (you have to be following me so I can dm you the code if you win)”.

18. Text 'Cyberbullying on the Rise' (Lesson 4, Activity 2) – English Online

Rosmanitz, K. *Cyberbullying On the Rise*. [English Online] Retrieved from: <https://www.english-online.at/society/cyberbullying/cyberbullying-on-the-rise.htm>

Cyberbullying on the Rise

Bullying among children and teenagers is not something new but thanks to modern methods of communication it has risen extremely.

Cyberbullying happens when a child or teenager is **threatened, embarrassed** or put in danger by another child or teenager. This is done especially through modern means of communication like the Internet, social media networks or mobile phones.

A study by a Canadian University found out that half of the young people interviewed reported that they were being bullied. One of the reasons is that the use of cell phones has increased dramatically over the past years. Today's children are connected with each other electronically. They call friends whenever they want or communicate with them on Facebook.

This kind of bullying has become extremely popular because it allows teens and children to stay **anonymous**. It is easier to become aggressive towards someone on the Internet than it is face to face. Many think they won't get caught.

Cyberbullying is not as harmless as many people think. In some cases, it has even led to suicide. Many countries have conducted campaigns to make adults and children aware of the dangers of cyberbullying.

Cyberbullies act in many different ways. They **harass** others by sending photos or text messages to cell phones or by posting them on Facebook. Sometimes they send **junk mail** with sexual remarks or steal passwords of other children or teenagers and **log on** to websites with false identities. Children play internet games in which they **tease** each other in various ways.

Many children and **adolescents** act this way out of different reasons. They might be **frustrated** or **jealous** because someone else has better marks. They want to **take revenge** on somebody for something that has happened to them. At other times they do it just for fun or become cyberbullies because they are bored and have nothing else to do. Parents face the fact that they don't know their child is a cyberbully. They realize it when the victim or the victim's parents contact them.

How do you know that a child is being cyberbullied? In many cases they show certain signs, like not being able to sleep or **fear** of using the internet.

There are a few ways to prevent cyberbullying. First of all, it is important to show children that they should respect the private sphere of others. They must be taught that they are responsible for what they do.

For victims it is important not to respond to bullies and ignore them. They should not play a bully's game or answer their emails and text messages. It is also important to get help from parents and teachers. Many children are afraid to tell anyone that they are being **harassed** because they feel **ashamed**. Often schools get involved. They bring together the parents of victims and cyberbullies and talk with them. Cyberbullying does not always end at school. Often, parents go to the police and **press charges** against cyberbullies.

19. Text Comprehension Activities – worksheet (Lesson 4, Activity 2) – Own elaboration

‘CYBERBULLYING ON THE RISE’ – COMPREHENSION ACTIVITIES

Fill in the gaps with information from the text

1. Bullying cases have increased largely due to _____.
2. Cyberbullying mainly takes place between _____ through _____.

Decide if these statements are True or False and justify your answers

3. People tend to be more aggressive in face-to-face situations. _____
4. Cyberbullying is harmless. _____

Answer the following open questions

5. According to the text, are parents aware of their children’s use of technology? What do you think?
6. How are cyberbullying cases often solve?

Choose the correct option to complete the following sentences

7. A child or teenager is being cyberbullied when they are...
 - encouraged, supported or praised
 - made fun of, intimidated or put at risk
 - cheered, threatened or animated
 - one of the above
8. The article mentions several reasons for young people to have been bullied, such as...
 - the recent grow of mobile phones' owners
 - everyone is connected to the Internet
 - children and teenagers are constantly able to communicate with their friends
 - all of the above

9. The text said that cyberbullies' typical actions included:

- sending charming text messages to others
- commenting people's pictures praising them
- sharing or stealing others' personal information (pictures, text messages, passwords...)
- none of the above

10. According to the text, the reasons behind cyberbullies' behaviour are that...

- they do it for fun, to take revenge, or because they are frustrated or jealous of someone else
- they want to get their parents' attention
- they want to get better marks
- all of the above

11. The author said that some of the ways to prevent cyberbullying were...

- showing children that they should respect the private sphere of others and that they are responsible for their actions
- victims should ignore bullies, not answering their emails or text messages
- getting help from parents and teachers
- all of the above

20. '+1 Thinking Routine' worksheet (Lesson 5, Activities 1 and 2) – Own elaboration

PLUS ONE THINKING ROUTINE

During the interview, fill in the “I find interesting...” section with the answer to both your and your group’s questions.

Then, we will share them with the class and in “Plus one...”, you should add the ideas you find most interesting from your classmates’ interventions, as long as you do not have them already.

I find interesting...	
Plus one...	

21. Checklist (Lesson 6, Activity 1) – Own elaboration

<u>Submission Checklist</u>	
<p>Length: The poster should not be longer than one page, and all words should be readable without scrolling down in the poster, since it will be printed.</p>	
<p>Structure: The poster clearly includes four sections:</p> <ol style="list-style-type: none"> 1. a list of positive aspects of social media (pros) 2. a list of negative aspects of social media (cons) 3. at least three sentences referring to some details you have found out in the interview 4. your group’s general opinion about social media 	
<p>Vocabulary: The text includes words related to the topic.</p> <p>(Remember you can use vocabulary about <i>personality traits</i> (charming, vain...), and lexicon you have heard in the videos or read in texts).</p>	
<p>Grammar: The text correctly uses different verb tenses.</p> <p>In the paragraph dedicated to the interview’s ideas, it also includes <i>reported speech</i>.</p>	
<p>Spelling: There are no spelling mistakes.</p>	
<p>Syntactic: The text shows a good use of connectors in order to orderly arrange different ideas in the same paragraph or sentence.</p>	
<p>Semiotic: The poster incorporates images and a background which is appealing and eye-catching for the audience.</p>	
<p>Ortho-typographic: The poster purposefully uses a variety of fonts and colours which are easily readable.</p>	
<p>COMMENTS:</p>	

22. Poster Model (WAGOLL) (Lesson 6, Activity 1) – Glogster

Huizing, K. (2014). *Social Media In The Classroom*. [Glogster] Retrieved from: <https://edu.glogster.com/glog/social-media-in-the-classroom/28771c7uwm4?=&glogpedia-source>



23. Role cards (Lesson 6, Activity 2) – Own elaboration

<p>As the language referee and coach you...</p> <p>Control that your group only speaks in English during the class</p> <p>Support your team's ideas</p> <p>Regularly contribute to the work</p> <p>Say things like "Nice work" or "I think we should..."</p>	<p>As the facilitator and handplacer you...</p> <p>Pay attention to what your teammates say</p> <p>Make sure that everyone participates</p> <p>Regularly contribute to the work</p> <p>Signal when your group has finished</p> <p>You say things like "What do you think?" or "We are done!"</p>
<p>As the secretary you...</p> <p>Write down everything relevant your teammates say</p> <p>Regularly contribute to the work</p> <p>You say things like "Can you repeat that?" or "Should I write that down?"</p>	<p>As the spokesperson you...</p> <p>Present what the team has been working on to the class or the teacher</p> <p>Regularly contribute to the work</p> <p>Say things like "Should I say that?" or "I'm going to say _____, does it sound right?"</p>
<p>Language referee and coach</p>	<p>Facilitator and handplacer</p>
<p>Secretary</p>	<p>Spokesperson</p>

24. Essay planner (Lesson 6, Activity 2) – Own elaboration

ESSAY PLANNER

Group Name: _____

Main ideas: _____

LIST OF POSITIVE AND NEGATIVE ASPECTS OF SOCIAL MEDIA	
PROS	CONS
1.	1.

WHAT WE HAVE LEARNT FROM THE INTERVIEW
1.
2.
3.

OUR OPINION ON SOCIAL MEDIA

25. ‘What, how, when, who’ graphic organiser (Lesson 6, Activity 3) – Own elaboration

PLANNING OUR PROJECT

Now that we know all that we have to do for the final project and we have seen several videos and read texts on the topic, we need to organise the work and decide who is going to do what, how and when in this and the following lessons in order to create a poster and present it to the rest of the class. Let’s see...

What will you do?	How will you do it? (Tools, resources...)	When will you do it?	Who will do it?

26. 'Feedback Carousel' worksheet (Lesson 7, Activity 2) – Own elaboration

Feedback Carousel

Now that you are almost done with your project, your classmates from other groups will have a look at your poster and comment on what they think is good (strengths), what could be improved (weaknesses), ideas on how to make it better (suggestions for improvement), and they can also suggest to you links or tools you can use to add extra information or images.

STRENGTHS	WEAKNESSES
SUGGESTIONS FOR IMPROVEMENT	LINKS, TOOLS...

27. Rubric (Lesson 8) – Own elaboration

	Outstanding	Very Good	Good	Needs Improvement
Time	The student speaks for 2 minutes.	Less than 30 seconds deviation.	Between 30 seconds and 1-minute deviation.	Over 1-minute deviation.
Structure	The purpose and topic of the presentation are clearly identified. It follows a coherent structure and makes appropriate use of transitions. It concludes with a distinct conclusive paragraph.	The purpose and topic of the presentation are clearly identified. It does not follow a completely coherent structure and makes use of few transitions. It concludes with a distinct conclusive paragraph.	The purpose and topic of the presentation are not very clear. It does not follow a coherent structure and makes use of few transitions. It concludes with a final sentence.	The purpose and topic of the presentation are not clear. It does not follow a coherent structure and does not make use of transitions. It concludes abruptly, without a final idea.
Content	The presentation has covered in detail all the four sections expected (positive aspects, negative aspects, information about the interview, and the group's opinion) and the topic is appropriately explained and developed.	The presentation has covered all the four sections expected (positive aspects, negative aspects, information about the interview, and the group's opinion) and the topic is well explained and developed.	The presentation has broadly covered the four sections expected (positive aspects, negative aspects, information about the interview, and the group's opinion) and the topic is explained and quite developed.	The presentation has not covered all the four sections expected (positive aspects, negative aspects, information about the interview, and the group's opinion) and the topic is not appropriately explained nor developed.

Use of English	Language is accurate throughout the presentation. Speakers correctly use the vocabulary related to the topic (e.g. personality traits) and properly make use of different verb tenses, including <i>reported speech</i> .	Language is accurate throughout the majority of the presentation. Speakers correctly use the vocabulary related to the topic (e.g. personality traits) and properly make use of different verb tenses, including <i>reported speech</i> . However, some minor mistakes are made.	Frequent mistakes in terms of language are made throughout the presentation. Speakers use the vocabulary related to the topic (e.g. personality traits) and make use of different verb tenses, including <i>reported speech</i> .	A lot of mistakes in terms of language are made throughout the presentation. Speakers do not accurately use the vocabulary related to the topic (e.g. personality traits), and they make use of different tenses, but <i>reported speech</i> is not properly produced.
Pronunciation and Fluency	Pronunciation is very accurate throughout the presentation. Speakers maintain a natural pace, and make use of connectors and pauses in an effective manner.	Pronunciation is quite accurate throughout the presentation, although some mistakes are made. Speakers maintain a good pace, and make use of connectors and pauses in an effective manner sometimes.	Pronunciation is intelligible, although frequent mistakes are made. Speakers tend to maintain an either slow or fast pace, make use of few connectors, and often hesitate.	Pronunciation is not accurate, even unintelligible at times, due to the amount of mistakes made. Speakers maintain a too slow or too fast pace, do not make use of connectors, and constantly hesitate.
Visual support	Outstanding choice of visual support, perfectly readable for the audience, without excessive or little text.	Quite good choice of visual support, quite readable for the audience, although there is either excessive or little text.	Not the best choice of visual support, enough readable for the audience, but there is either too much or too little text.	Poor choice of visual support, it is not readable for the audience, and there is too much or too little text.