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Trabajo Fin de Máster

A Trivia to the Land of Culture: A didactic unit proposal on the topic of culture, lifestyle and customs to foster motivation and dynamism in an A1 EFL classroom.

A Trivia to the Land of Culture: Una propuesta de una unidad didáctica sobre el tema de la cultura, el estilo de vida y las costumbres para fomentar la motivación y el dinamismo en un aula de A1 de inglés como lengua extranjera.

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To my one and only for his unconditional support

To my sister and parents

Abstract: The didactic unit proposed in this Dissertation emerges as a result of the needs I detected in the observations I carried out in an A1 class of Escuela Oficial de Idiomas Nº1, Zaragoza. This project proposal originates with the aim of solving the lack of motivation from students and the lack of dynamism in the environment of the class. Thus, this didactic unit follows both a project-based approach and a game-based learning approach with gamification as its main technique. Thus, multiple games have been used to teach both grammatical contents and specific vocabulary on the topic of culture, lifestyle and customs. The unit pursues a communicative approach emphasising collaborative pair and group work. All these factors will help students to the creation of the final project that is to design questions for a Cultural Trivia adapted from the well-known board game *Trivial Pursuit.*

Key words: EFL, Gamification, Game-based learning, CLT, PBL, ICT, motivation, dynamism, project, CLIL

Resumen: La unidad didáctica propuesta en este Trabajo de Fin de Máster se inicia como resultado de las necesidades que observé en una clase de A1 de la Escuela Oficial de Idiomas Nº1 de Zaragoza. Esta propuesta surge con el objetivo de solventar la falta de motivación de los alumnos y la falta de dinamismo en el aula. Por tanto, el enfoque principal de esta unidad es el aprendizaje basado en proyectos y el aprendizaje basado en juegos, siendo la gamificación la técnica principal para llevarla a cabo. Numerosos juegos han ido usados tanto para enseñar contenidos gramaticales como para enseñar vocabulario específico sobre el tema de cultura, estilo de vida y costumbres. La unidad persigue un enfoque comunicativo poniendo énfasis en el trabajo colaborativo de parejas y en grupo. Esto ayudará a los estudiantes a la elaboración de un proyecto final que consiste en la creación de preguntas para un Trivial Cultural adaptado a partir del conocido juego de mesa llamado *Trivial Pursuit.*

Palabras clave: EFL, Gamificación, Ludificación, CLT, PBL, TIC, motivación, dinamismo, aprendizaje basado en proyectos, CLIL

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1. INTRODUCTION

Literacy is the ability to access, register and produce knowledge; it is an intrinsic feature of humankind that has evolved through time. Since ancient times literacy has adopted many forms and techniques and has belonged to the highest spheres of society. In the Ancient Egypt, literacy belonged to copyists, in the Middle Ages to monks, and in the 18th century to the illustrates (Area-Moreira et al. 2008: 17-18). It was not until the Western World evolved that literacy widespread to mundane population. Not only mother-tongue literacy became paramount, but also foreign languages did. As far as it concerns this dissertation, we are going to focus on English literacy and English as a Foreign Language (EFL) acquisition.

The acquisition of English as a Foreign Language has historically undergone multiple changes in their methodology. Brown (2007) has gathered all of them in his book *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Initially EFL was connected to an excessive focus on grammar rules, lists of vocabulary and translation. This method was known in the 19th century as The Grammar-Translation Method. However, this method did not stay long since it was questioned as a means of looking for a reformation in EFL teaching. Some reformers tried to make the L2 acquisition more L1-like. This led to the Direct Method, which did not rely on translation by any means nor on the use of L1. In the mid-20th century, the Audiolingual Method was critically rejected by the linguist Chomsky since he claimed that the ability of acquiring knowledge is innate rather than learnt. Chomsky's ideas on L1 acquisition also influenced the Natural Approach, developed by Krashen. Finally, in the 1980s, a radical change took place in terms of language, which adopted the aim of being communicative using language as the main tool to achieve it. From the 1990s onwards, this change resulted in Communicative Language Teaching (CLT) that is a "unified but broadly based, theoretically well-informed set of tenets about the nature of language and of language learning and teaching" (Brown 2007: 46). Together with CLT they go Content and Language Integrated Learning (CLIL). CLIL comprises specific academic language and grammatical structures students need to know in order to communicate in that subject. CLIL is mostly useful for bilingual contexts in which subjects which are commonly taught in Spanish are taught in English. Although these contents that belong to CLIL are not compulsory for them to know at that

moment, they must be familiar with them for the sake of the development of the activities. It is likely students will not be seeing these contents until upper levels.

In the 21st century a paramount change in EFL literacy occurred. Due to the outbreak of the technological revolution, 21st century culture became multimodal, that is, it makes use of diverse sources of ICTs in order to obtain, express and produce information and knowledge (Area-Moreira et al. 2008: 64). On the one hand, audio-visual literacy was developed with the aim of students to be subjects with the ability to analyse and produce audio-visual texts; on the other hand, technological or digital literacy developed with the aim of students to develop computing skills (ibid: 63).

ICTs have taken field propitiating a radical change in all aspects of our daily lives making learners of EFL develop competences they need to use technologies, not only in a healthy but in a critical way in this multimodal culture we are currently living in. Therefore, it creates a gap between those who know how to succeed in this technological world and those who are left behind. It is said that the ones who will succeed in the use of ICTs will be what those who are known as digital natives. They are any young person belonging to the Gen-Z, who was born between 1997 and 2005, and has grown up with screens. Consequently, they are accustomed to use them on their daily basis. On the other hand, the ones who will not be capable of succeeding, will have more probability of being cultural outcasts (Area-Moreira et al. 2008: 39). It is common to believe adults belong to this category, and it is partially true since they have not been taught certain competences to unfold successfully within a digital context (ibid: 148). Adult education needs to be seen as an achievable goal and students need to feel what they are doing is useful outside the class. It has also to consider all the abilities, strategies and experience they have acquired in their jobs or along their life to use them in class. Finally, adult education must be inclusive and integrative for all the students and must not leave anyone out. It is common for adults not to find a real motivation to learn languages since they are not as young as children and see no point on keeping on studying.

During my teacher placement period in Escuela Oficial de Idiomas Nº1 (EOI), I could observe that the age of my students went from eighteen to sixty years old approximately. The EOI is a public institution where modern languages are taught (including Spanish as a foreign language). This institution follows a traditional way of teaching using a textbook as their main resource with a scarcity of ICTs, games or dynamism of any kind. Therefore, this postgraduate dissertation aims for proposing a

didactic unit based on gamification as its main driving for motivation in adult teaching because opposite to what some researchers suggest, not only the implementation of games enhances the learning experience in digital natives but also in adult education (Barab, Gresalfi, Dodge & Ingram 2010; Gee 2004 in Kuo & Chang 2019: 1). Besides, ICTs will be used in the process of playing not only due to their appropriateness to real-life circumstances and the numerous outcomes that they offer to teach and learn EFL, but also due to our students' preferences (Pascual Oliva 2017: 4). Nevertheless, they will not become the main focus of the lesson due to the limitations of adults using them on their own, therefore ICTs will be exclusively utilised inside the classroom.

The purpose of this postgraduate dissertation of the Master's Degree on English Teaching aims to present a didactic unit proposal based on PBLL, that is, to present the lesson with the final aim of a Project using real contexts. PBLL methodology enables students to be aware of their own process of learning by accomplishing a Project making their engagement higher because they learn how to develop important essential teamwork skills such as problem solving, time and task management, self-efficacy, self-control and organisation (Wurdinger and Qureshi 2015: 280). Researchers have discovered that the two main aspects that foster motivation in a project are creativity and organisation, thus aiming for creative games and a well-structured final Project is my ultimate goal in my dissertation. Students will have to work both individually and in teams throughout the whole unit until they reach the time to elaborate, publish and present the final Project. In this case, students will need to create themselves the questions for the final Project that will be an adapted Cultural Trivia from the well-known board game *Trivial Pursuit ®* consisting of questions from culture, lifestyle and customs to name a few. The final product will be used as EOI Library resources students can use to revise.

The framework of this proposal is game-based learning, according to Van Eck, 2006 in Kuo & Chang (2019: 1), there are three major approaches. Either students build games from scratch, teachers build games from scratch, or they adopt already existing games into the classroom. It is undeniable that designing new games is a time-consuming and demanding task, therefore, teachers choose to adapt existing games to the class integrating them into teaching (Zichermann & Cunningham, 2011 in Kuo & Chang (2019: ibid), which is known as gamification. The main aim of gamification is to foster learner's motivation and engagement into their process of English acquisition. Nevertheless, opinions on the effectiveness of gamification as a tool for fostering motivation are

divided, either failure or success. Experts have proved through studies that gamification is proved to affect positively student's performances to a certain extent always depending on the design of the game (Kapp 2012 and Quian & Clark 2016, in ibid). Nonetheless, gamification needs of a project to make sense. It means that the games played in class must be framed within a fixed goal, they need to be well-thought in order for the final Project to make sense. Otherwise, gamification turns into just games without a purpose, the educational purpose (Volodarski 2006: 53).

The topic chosen for this proposal deals with culture and sociolinguistics which is mentioned in the EOI Curriculum (2018). This topic will be dealt in all the four skills (oral comprehension, oral production, written comprehension, written production). The contents gathered within "Competencias y contenidos socioculturales y sociolingüísticos" in all the four skills in the EOI curriculum are the following:

- *La vida cotidiana (actividades diarias, alimentación, compras, ocio, festividades, horarios).*
- *Las condiciones de vida (vivienda y entorno).*
- *Las relaciones interpersonales (familiares, de amistad, entre conocidos y desconocidos).*
- *Kinésica y proxémica (posturas, gestos, expresiones faciales, uso de la voz, contacto visual y físico).*
- *Cultura, costumbres y valores (instituciones, tradiciones, celebraciones, ceremonias).*
- *Convenciones sociales (fórmulas elementales de cortesía y tratamiento).*

These six elements belong to the whole course, therefore there is no need on focusing on all the elements but in some of them only to fit the contents of the lesson. The contents for the current didactic Unit will be *condiciones de vida, proxémica y kinésica, cultura, costumbre y valores y convenciones sociales.* Regarding grammatical content, past simple and present perfect will be the main focus together with other contents such as frequency adverbs, requests, suggestions, opinions, discussions and asking questions will be useful for the development of the unit and worked throughout.

The topic of culture is one of the cores of the 4Cs of CLIL for planning lessons, this means that this topic must be taken carefully into consideration in the EFL classroom since it is a cross-curricular topic with which students will be encountering often in other subjects.

This didactic unit plan proposal following a game-based methodology pursues motivation as one of the main goals, specifically pursues intrinsic motivation, centred on

internal rewards such as satisfaction due to successful work, which is opposed to extrinsic motivation where the main drive is to obtain good marks or avoid any kind of punishment (Dörnyei, 1994: 275). Several experts on the matter of motivation discuss that students who are intrinsically motivated tend to have more willing on challenging themselves as a means to pursue enjoyment in the tasks they are required to do. This kind of motivation increases learner's self-efficacy and creativity (Lin & Wang 2021: 4) and fosters learner autonomy as well (Varaporn, & Sitthitikul, 2019 in Mohammed-Ahmed 2021: 21.

2. JUSTIFICATION

The proposal of the current didactic unit aims to solve two main lacks I identified in my placement period as a training teacher. Although the classes had a communicative focus with plenty oral interaction among students and teacher, and a complete use of the L2, I observed a lack of motivation due to little dynamism in class since the course of the class was based on explanation and practise through drilling. Besides, the only resources used in class were the book and handouts and sometimes they did some pages from the workbook as homework or individual practice.

In order to identify these needs, I carried out two activities during this Master's. On the one hand, the analysis of materials for the module Instructional and Curricular Design (see *Appendix VII*: *activities to detect needs)*, in which I had to analyse critically a didactic unit from the textbook regarding some CLT criteria. On the other hand, the analysis and discussion of the use of L1 in class for the module Practicum II (see *Appendix VII*: *activities to detect needs*). These analyses were key to determine that the teacher widely used L2 in class and students did it too. They seemed to have a positive attitude towards the use of L2 and despite their language limitations, most of them used to use L2 in all contexts. However, I could observe some of the students who did not use L2 as much as their classmates did, was due to a lack of motivation.

Therefore, this unit intends to solve these two necessities following the PBLL method that structures the lessons into stages promoting personal interdependence and cooperative work with the aim of pursuing a cooperative final project in which they have to work together in small working groups creating questions for an adapted Cultural Trivia. This method fosters motivation and communication in the EFL classroom (Poonpon, 2018) and helps develop both interpersonal and social skills.

With the aim of increasing motivation, I chose the culture and sociolinguistics block from the A1 contents since it is a frequent forgotten topic in the EFL classroom, and it is actually unfamiliar for students, so they are more willing to pay attention to new and appealing contents. Moreover, I consider providing a general overview of cultural aspects is nothing but enriching for a beginner EFL student, who finds everything appealing. Furthermore, it is interesting to make clear English does not belong exclusively to the United Kingdom but to many other colonies and English-speaking countries, because English does not belong to a country, but belongs to us all. Apart from this topic being not that common in the EFL class, I think following an inductive approach to grammar and gamification as the main drive for this didactic unit will be motivating for my students making them use L2 with ease. This proposal is also pertinent if we take into account the little amount of proposals regarding gamification in adult education that have been designed for the EFL class. I consider teaching adults has its benefits and drawbacks that need to be considered to exploit to the maximum extent possible in EFL teaching.

3. OBJECTIVES

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

- demonstrate their understanding of the dynamic of the final Cultural Trivia.
- reflect on their own concerns and excitement about the Project.
- reflect on their own strengths and weaknesses.
- apply vocabulary related to the culture, lifestyle and customs in both oral and written productions.
- formulate grammatically correct questions and answers applying past tense verbs both in oral and written formats.
- summarise the main points of an audio-visual text (YouTube video) about cultural shocks.
- select and identify specific and general information from oral texts in the form of an interview.
- select and identify specific and general information from written texts in the form of a script.
- reflect and evaluate other classmates' work.
- reflect on the usefulness of the unit for their learning process.

4. THEORETICAL FRAMEWORK AND LEGAL FRAMEWORK

4.1. Theoretical framework

Throughout history, SLA (Second Language Acquisition) has undergone multiple changes from the most traditional ways of teaching focused on translation and repetition, to the most deviant and radical ones departing from what, until that moment, was known as the norm aiming for acquiring L2 similarly to how babies acquire their L1, in a communicative way, scaffolding learning by try and error. One of the main approaches of SLA is CLT, which was born around the 1990s, it is an approach that aims for the communicative properties of language such as authenticity, real-world simulation and meaningful tasks (Brown 2007: 45).

Although CLT is a deviation from traditional approaches, we must not leave these approaches behind but integrate them altogether in our current classrooms emphasising discourse elements in communication making them real-life like. Not only, as teachers, do we must foster accuracy but also linguistic fluency promoting our students to produce meaningful output unrehearsed as it would happen in a real context outside of the class. Indeed, fluency becomes more important in order to keep learners engaged in the task. Either way, a teacher's job is to provide appropriate feedback to students. As said before, CLT aims for an acquisition of L2 similar to the acquisition of L1, therefore, promoting lifelong language techniques and skills so students can reach their highest potential should be the main drive for all EFL teachers.

CLT suggests a focus on all the components of the communicative competences (grammatical, discourse, functional, sociolinguistic and strategic) and consequently, its main goals must be intertwined with these components. In CLT, form and function have equal relevance in this approach because both of them enable students to accomplish communicative goals. Students must be familiar with both the authentic use of language and the use they make of it through the form. With CLT students are provided with opportunities to be aware of their own process of scaffolding through reflecting on their strengths and weaknesses, as I require them to do on the Compass Points (at the beginning and at the end of the lesson), the oral presentation in teams, and in the self-assessment. This way of learning leaves long-term marks on students making them capable of continuing learning English and other languages outside the classroom (Brown 2007: 47). Finally, CLT is a student-centred approach in which the role of the teacher is diminished

to the extent of becoming a "coach" who guides them through the process of language acquisition (Richards 2006). On the other hand, students have an active role on their own process of learning participating actively, also, cooperative and collaborative learning are emphasised. (ibid)

According to the University of Cambridge, CLIL is the specific academic language and grammatical structures students need to know in order to communicate in that subject. In this unit for instance, there is a grammatical structure that is questions in the passive simple (see *Appendix VI lessons (detailed)*: lesson 2 DISCOVERY- activity which is which?), which is used in CLIL classes but is not taught in EFL classrooms until students are in upper levels. Teachers will indicate students that the structure they are encountering is necessary for the activity, yet not compulsory for them to know for now (as it can be seen in the 'teacher talk section' in *Appendix VI lessons (detailed):* lesson 2 DISCOVERY - activity which is which?). According to some experts, passive forms are complex but needed for CALP (Cognitive Academic Language Proficiency) (Haslam, Wilkin and Kellet, 2005 in Bentley 2010: 8).

Experts argue that among the factors that help students produce significant utterances implementing specific vocabulary and structures we can find collaborative pairs and group work and the use of pictures in class. This latter has been proved to be efficient in a 38% (University of Cambridge ESOL Examinations 2011:5, 11). Thus, these two factors were implemented in my didactic unit in the form of pair and group work and working with image association as in the housing activity or in the which is which game.

Project-based learning (PBL) is also paramount for this proposal of a didactic unit. It is defined as "an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop" (Moss & Van Duzer, 1998: 1 in Poonpon 2018: 2). Similar to CLT, PBL differs from traditional teaching emphasising a student-centred focus integrating real-world tasks. This method provides students with different resources of input allowing students to become familiar with different resources as tools for the lesson. Consequently, these multiple resources will allow students to benefit from the the process of creating and publishing their final product of the Project.

On the other hand, PBL approach not only focuses on the final product but on the making students more aware of their own process of learning. The stages of PBL are

activation, discovery, deepening, planning, creation, publishing and reflection, and assessment; students will be participants of every single stage working in all the four skills (listening, reading, speaking and writing). Several experts agree on the idea that "PBL is potentially motivating, empowering and challenging to language learners, it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities" (Fried-Booth, 1997; Simpson, 2011; Solomon, 2003; Srikrai, 2008; Stoller, 1997; Willie, 2001 in Poonpon 2018: 2).

One of the needs I am seeking to improve is motivation in adult groups. Although they attend classes voluntary and willingly, it is common for them to lose interest in the matter as they see their learning has no point outside the class. Dörnyei 1994 and Richards 2006 suggest some tenets needed to achieve motivation in an EFL classroom; I have focused on some of them such as cooperative group work and the implementation of authentic materials and visual aids. These tenets aim for using language as a means for real communication in real contexts (Richards, 2006 and Brown, 2007). The fact of using authentic materials such as the Trivial board-game, some already-existing games and the YouTube videos have increased the attractiveness of the lessons (Dörnyei 1994).

The current didactic unit pursues intrinsic motivation that aims an internal reward for the students such as satisfaction due to successful work. Opposite to it, there is extrinsic motivation, which its main aim is to obtain good marks in order to avoid any kind of punishment (Dörnyei 1994: 275). Nevertheless, it is considered to be outdated to believe that focusing on extrinsic motivation will inevitably lead into the interest on pleasing the teacher instead of self-determination (Dörnyei 1994: 276). However, experts on the matter suggest that intrinsically motivated students will be more willing to face the challenge of language learning successfully in order to obtain the joy attached to the challenge. Intrinsic motivation increases learner's self-efficacy and creativity (Lin & Wang 2021: 4) and fosters learner autonomy as well (Varaporn, & Sitthitikul, 2019 in Mohammed-Ahmed 2021: 21.

ICTs have become an essential part of our daily day lives since they allow us to have unlimited access to many resources of information. They also benefit the teaching and learning process allowing both teachers and students to give new opportunities of

becoming more creative during the classes. Not only it is teachers' task to take and adapt already existing resources or create new ones from scratch, but students' too (Rozgiene et al, 2008: 10). If students feel part of their own process of learning by creating resources, they will definitely feel more motivated in the EFL classroom. I used YouTube videos in order to work on the communicative skills, by offering real output from which they can take accent, intonation and stress patterns, as well as taking specific vocabulary from the topic in question for this didactic unit. Moreover, videos are useful for students so that they can extract ideas for their final Project, at the same time students can self-asses their own level of proficiency they have in their oral ability and correct it accordingly (Shrosbree 2008). Due to the limitation of the use of ICTs on older people, ICTs will be only used in class by the teacher or in the computer room of the school. There will be no need for students to bring their laptops neither *smartphones* in order to carry out an activity.

My proposal relies on game-based learning, that is an active approach based on the implementation of games in a non-gaming environment. Game-based learning (GBL) is supported by four main principles. The first one is that game-based learning is a problem-based learning. GBL proposes novel scenarios or puzzles for students to figure out. The second one is that feedback is provided as students' progress. The third one is that students learn by doing through the dynamic of try and error. They feel safe in an environment in which it is safe to fail and make mistakes and where problem solving is the main drive. The last principle is that students undergo a progressive growth which is accessible for any student, they build their scaffolding gradually moving forward (MIND Research Institute 2016).

According to Wright (2018), whereas game-based learning is a type of active learning experience within a game framework, which has specific learning objectives and measurable outcomes, gamification is the process of adding game elements or mechanisms to an experience to increase engagement or enjoyment. Gamification is the put-on action of game-based learning.

In my proposal, each lesson have at least one game either adapted or designed from scratch. All the games have a purpose, which is to introduce and practice contents and serve as inspiration for the creation of the final Project. Games have been adapted to the length of the class and the level of the students considering the limitations in terms of language and communicative abilities. Although my students are adults who have a lot of

experience on their lives outside the class, it is interesting not to forget that they are positive and willing receivers of any kind of input in terms of EFL acquisition.

4.2. Legal framework

The legal framework in which this didactic unit is framed is the ORDEN ECD/1340/2018, de 24 de julio, which establishes the Curriculum of Basic, Intermediate and Advanced levels of special regime of language teaching (Currículo de los niveles Básico, Intermedio y Avanzado de las enseñanzas de idiomas de régimen especial) regulated by the Ley Orgánica 2/2006, de 3 de mayo, de Educación, que se imparten en la Comunidad Autónoma de Aragón. According to Artículo 3. *Elementos básicos de los currículos*, a curriculum is a compilation of objectives, competences, contents, pedagogic methods, and assessment criteria that regulate the teaching practice of these teachings (Orden ECD/1340, 2018: 27274). This law comprises the six levels of foreign language learning from A1 to C2. The current law starts three sections Capítulo I: Disposiciones generales, Capítulo II: Organización de las enseñanzas and Capítulo III: Permanencia, evaluación y certificación in which organisation information of the school, rules and special nomenclature are specified. They also contain relevant details of evaluation criteria and level certification. Each level comprised in the curriculum of special regime of language teaching is organised by skills: listening (comprensión de textos orales), speaking (actividades de producción y coproduccion de textos orales), reading (actividades de comprensión de textos escritos) and writing (actividades de producción y coproducción de textos escritos). In each skill the following subsections are objectives, competences and contents, and assessment criteria. The levels are organised in pairs according to the letter, for instance, Nivel Básico gathers A1 and A2, Nivel Intermedio B1 and B2 and Nivel Avanzado C1 and C2. From B1 onwards, there is another recently implemented skill named mediation, which consists of using own words to explain what a written text aims to communicate in a short way avoiding summarising, translating or repeating words. After all levels are specified in terms of skills, it comes the two last sections: Anexo IV: Orientaciones metodológicas and Anexo V: Guía de incorporación del alumnado oficial al nuevo plan de estudios.

5. METHODOLOGY

The methodology utilised in my didactic unit proposal was "backwards design method". This method is useful when you have a clear aim for the unit, in my case is to foster motivation through gamification. Richards (2013) established the steps you need in order to follow this method: first, you need to detect the needs of the group you are implementing this lesson in, then, you need to formulate the learning outcomes I want them to accomplish. After that, you need to select a topic you think it is going to be motivating and appealing, and finally come up with the idea of the final product and assessment criteria. In order to detect those needs I carried out some observation for over a month on this A1 group, my results led to the conclusion that classes followed a more traditional way of teaching lacking any kind of innovation and dynamism of any kind, I managed to set my learning outcomes accordingly. I chose the topic of culture and sociolinguistics because it is not that common to teach cultural aspects in EFL classes and I think students will show more engagement towards never-seen-before contents. I chose the most relevant contents from the EOI Curriculum and then I designed the final product and the assessment criteria of the whole Project.

This didactic unit has been organised around the stages of PBL: activation (lesson 1), discovery (lesson 1.1 and lesson 2), deepening, planning, creation and publishing (lesson 3) and assessment and reflection (lesson 4). The organisation of this unit is due to classes in the EOI are two and a half hours long so one stage must be joined to another stage in the same lesson, otherwise, lessons will be too long and boring for students. Besides, the reason for choosing this organisation is also due to the limitation in terms of space of this Mater's Final Dissertation. Classes in the EOI usually have breaks of around five to ten minutes long, therefore in my proposal there are 10 minutes given to these breaks.

Regarding grammar, it has been taught following an inductive approach in which some examples are shown with flashcards and, students through observation, have to think the pattern of that grammatical structure. After they have figured out the pattern, I will provide some more examples and we will practice more with games.

In order to check the effectiveness of this didactic unit, three tenets are going to be taken into account. Students' results are going to be key on indicating the level of effectiveness of this didactic unit since they will have been working in all the four skills

though four long lessons. Their results will determine whether or not some kind of improvement on motivation and on their marks have been made. Besides, a questionnaire will be caried out at the end of the lesson, in lesson 4 – assessment and reflection stages, in order for students to assess the attractiveness, usefulness and pertinence of the lesson and final Project within the course. The last tenet has to do with the teacher, who will take notes daily as a form of a diary. She will take notes of students' struggles, common mistakes and activities done. In the last lesson (assessment and reflection), the teacher will use a rubric in order to evaluate student's job both individually (activities) and in their small working teams (Project).

6. DIDACTIC UNIT PROPOSAL

6.1. Topic of the unit and context

The didactic unit is called *A Trivia to the Land of Culture* and deals with the topic of culture and sociolinguistics according to the curriculum, more specifically deals with lifestyle, traditions, and customs. This unusual topic has been selected since it is uncommon to teach cultural aspects in an EFL class. Nevertheless, it is equally important to know and be familiarised with the culture of English-speaking countries they may have been to or will be in the future. As the didactic unit is meant to be implemented in adult education, I imagine students could feel identified with any of the situations proposed in the activities due to their experience in life.

This didactic unit is intended to be implemented on an A1 level class of Escuela Oficial de Idiomas Nº1, Zaragoza. This class is made up of twenty-four students from ages comprehended between eighteen to around sixty years old. This group is excellently cohesive since this gap of ages enriches the development of the class since they support each other with their experiences in diverse fields. There are different profiles of beginners, for instance we have some students called *fake beginners*, these are students who know some traces of English they learn ages ago; then there are the absolute beginners, who do not know anything in English, and they start from the bottom; and the beginners who have learnt wrong English structures and vocabulary. These kind of students are the most difficult to teach because they think they know more than they do and what is more, they think what they already know is correct. Therefore, trying to correct their deeply rooted wrong knowledge is a tough and time-consuming job, yet

necessary for them to learn. There are some older students who find it extremely difficult to retain information, these students are known as low achievers, who are a bit slower in processing a great amount of information a time. However, these students are not left behind due to the great cohesion the group where high achievers always help low achievers to pursue the common goal, which is to succeed in their A1 level at the end of the school year. It is worth mentioning that as I am working with an adult group, some situations are necessary to be taken into consideration such as hearing or sighting difficulties for some of them, moreover, they may need some adaptations such as being sat at the front of the class closer to where the speakers are or they may need to get the handouts printed in larger font size.

Regarding their readiness level, as I mentioned before with the low achievers and high achievers, not all of them are at the same starting point. Some of them prove they have some good speaking skills, whereas some others find it hard to even find the exact words, it can be seen they rely too much on translation when it comes to improvise. Therefore, as a means to solve this problem I implemented real-life listening input, making students more familiar to real discourse.

My students are in different stages of life and therefore they have different interests and different experiences as well. Most of them have a job and most of them have superior studies. There are also a small group of students who do not have superior studies due to many different reasons. The most educated students are aware of minimum notions of culture mainly from Spain, and to a minimum extent from abroad.

This unit follows the PBL structure in which there are stages in which the current unit is divided: activation, discovery, deepening, planning, creation, publishing, assessment, and reflection. These stages eventually gather into 4 lessons in total of two and a half hours each (some of them with breaks), which are aimed to lead to the final Project. The final Project consists of a challenge created by the EOI library in which it has given the opportunity to all the students from all the levels to enrich the library with their own resources since the library is growing each year due to the great labour of the librarians. The Library, as a challenge, requires students to create a board game, in this case a trivia in which students are the ones in charge of creating questions. This trivia is a modified and adapted version of the board-game *Trivial Pursuit* named Cultural Trivia. The objective of the traditional well-known board-game is to be the first player to correctly answer questions in each of the six category head boarders located at the ends

of each of the six spokes obtaining one of each coloured pie (or wedges as mentioned further on), then correctly answering the game-winning question at the centre of the board ("How to Play Trivial Pursuit", on Juegos de Triple S (2015). The questions students will have to create are of the three topics worked previously on the lesson. It is needlessly to mention that the game has been reduced in terms of questions and duration due to the students belong to A1 level and limitations in language are evident. Besides, time is limited, and this game is intended to be played within one session. The aim of this final game is to revise all the content seen through the unit as a means of easing the process of acquiring the input received and its posterior processing of that information into knowledge. Thus, students will be creating a Trivia with their own questions about the topic of culture and sociolinguistics in which they will have to compete in two groups creating the more original, interesting, and fun trivia. The best one out of the two proposals will be the winner and will be the resource the library will take for other A1 students to use as practice. This challenge creates competition among groups although at the end of the lesson, both trivia will be chosen as resources so no one feels upset about their work. Students will have to take ideas from the games we will be playing throughout the unit so that they can design the questions and their unique correct answer. The answers will not be multiple choice but close questions. The students will have to play their opposite team's game with questions and answers they have not prepared so the fact of answering questions resembles the most the original game in which you do not know the questions. They will be playing this trivia in the lesson 3.

The class will be divided in two teams resulting in twelve students each. Each team will be divided at the same time into four groups of three people as it will be easier for them to work in small groups. Once the grouping has been made, they will need to find a name that represents them all and stick to it until the end of the lesson, they need to remember it since they are going to be addressed as the name of the team when talking about them. The teacher will have prepared the cards (organised according to colours, one for each topic: yellow, green and brown) and students will only need to add a question, and on the other side the name of each team will be already written (see *Appendix V: cards for questions*). Each group will receive eighteen cards (three of each colour, one for each member of the team). Doing so, students will have to think one question for each category.

In order for the teacher to keep track of the questions, they will go around the teams checking their questions and answers. To assess all questions and answers and to ensure they are valid and correct, students will need to write their names on a piece of paper and write their questions and their answers and hand it in to the teacher at the end of the class, who will read and check them at home and will hand them out the next day to each student. Once all the questions and answers are ready, and all the questions are written on the cards, all of the cards will be mixed in one single deck of cards. The turns will be taken in order, first one member of one team, then one member of another team and so on until the deck of cards is finished.

Students will be playing their opposite team's Trivia. Both teams of twelve people will be playing at the same time, but first one team will make a whole leap by taking one card each member, and then the other team will do the same, once a whole leap is finished, we move to the other team and so on. They will be playing on their own and the teacher will be there as a guide in case they need help with the correct answers, explanations, or use of English. The teacher will also be taking notes of the correct answers the students get individually and as a team. The teacher will be assessing students individually by taking notes when they make any guess right. This assessment will be summed up to the rest of the percentages. In order to win wedges, teams will have to guess minimum two questions correctly of each colour. Once the cards are finished, the game stops and we altogether will make recount of wedges and correct answers.

(The teacher will bring to class the wedges, the printed cards and a picture of the board which will add to the playful environment of the class as decoration).

Regarding the main focus on this didactic unit proposal, I want to achieve motivation through speaking in real-life situations my students can relate to since it is the main feature of CLT (Brown 2007) and intrinsic motivation (Dörnyei 1994). Listening is the second main focus in my unit, specially putting emphasis on real-life sources rather than on recordings. The realia I implemented were YouTube videos. From the beginning of the unit, students can start recalling their previous knowledge in the field of culture, lifestyle and customs by using present simple and continuous. However, after the grammatical content is introduced inductively, they can start putting it into practice. The lesson is taught to build input gradually, starting from the bottom where they begin in lesson 1 – activation, recalling previous knowledge, they go through lesson 2 – discovery, receiving and adding new input and scaffolding it, and at the end on lesson 3 – deepening,

planning, creation and publishing, they are ready to plan, create and publish their final product. Vocabulary is also a focus in the lessons. Each activity overlaps with the previous one taking advantage of previous content to build the next activity. In the last lesson (lesson 4 - assessment and reflection), students need to assess themselves, their peers and the Project with the help of some checklists and a questionnaire.

6.2. Competences and mediation in EOI

Although the content of the EOI Curriculum is not that different from the one in the Secondary Education, EOI curriculum is not based on Key Competences but in Competences. As stated in the Orden EDC/1340 2018, each level from A1 to C2 is organised in the four skills (listening, speaking, reading and writing) and inside each competence there are the following competences:

- *Competencias y contenidos socioculturales y sociolingüísticos*
- *Competencias y contenidos estratégicos*
- *Competencias y contenidos funcionales*
- *Competencias y contenidos discursivos*
- *Competencias y contenidos sintácticos*
- *Competencias y contenidos léxicos*
- *Competencias y contenidos fonéticos-fonológicos*

The content offered in each block of competences is the same for each skill, therefore all contents will be dealt within the four skills. Apart from competences, each skill comprises its own objectives and assessment criteria.

According to the CEFR (Common European Framework of Reference for languages), in order to achieve proficiency in a certain language it is necessary to develop the communicative competence that also requires sociolinguistic aspects such as sociocultural consistency, acquisition experience, feelings and autonomy in the process of learning (Broek and Van den Ende (2013) in Mira-Giménez 2016: 28). Consequently, students become protagonists of their own process of learning, which is focused on the development of competences and strategies they need in order to interact in communicative situations (Quiñonero et al., 2011 in ibid). It is considered to be outdated to think that students had a passive role in class. Luckily, that view changed, and the

process of learning became personalised for every student needing the l*earning to learn competence* (Perez-Cordón 2008 in ibid). Autonomy is indispensable in the EFL classroom as students' needs, motivation, features and resources determine the process of learning and its objectives (Barona Balanta 2015 in ibid).

In 2019 with the new law, one of the most significant changes was the concept of cross-linguistic mediation "mediación lingüística" (which weighs a total of 20% of the total mark) affecting levels from B1 to C2. Being oral comprehension, written comprehension, oral expression and written expression a total of 80% (Cañada-Pujols et al. 2020: 62). The concept of mediation is already mentioned in the CEFR (Common European Framework of Reference for languages) (Council of Europe 2001: 14 in ibid) but it is in the CEFR *Companion Volume with new Descriptors* or Companion Volume where mediation gains more dimension. Whereas CEFR puts emphasis on translation and interpretation as the means to facilitate communication, the Companion Volume goes one step further and adds aspects as construction or transmission of meaning. It is about a point of view in which the mediator needs to interpret meaning from a written or an oral text, including meaning that the interlocutor cannot understand or are prone to misunderstand, adapting the meaning to help participants to understand (Dendrinos 2006: 10-11 in ibid). In general terms, mediation is about making communication work between two or more people who cannot communicate by themselves (Trovato 2013: 107 in ibid).

In order to carry out a good work of mediation it is necessary to take some aspects into account regarding input. Firstly, the addressee has not got direct access to input and asks the mediator to mediate it. The addressee also possesses more input than necessary in order to perform the task. Among that information there is essential information, inadequate information and complementary information. And the input belongs to a prior level to which is examined. In terms of context, mediators need to ask themselves some questions: What is it needed to produce? Who needs it? Why? For what? And how the production must be? (Cañada-Pujols et al. 2020: 65).

On the one hand, the addressee has specific features, and concrete needs and interests that the mediator knows about. On the other, the mediator selects and adapts the input to the addressee's features, needs or interests (ibid).

In regard to assessment criteria, it is a tough matter since not only linguistic aspects interfere, but cognitive, social and cultural aspects as well (Cañada-Pujols et al.

2020) carried out an investigation to present the scales for the assessment of mediation. In order to achieve it, the German Schleswig-Holstein rubric was of great use. This rubric has three blocks: content and structure management, interaction and interculturality management and linguistic elements management. Investigators came up to the conclusion that four criteria were indispensable in order to assess mediation, these are: content and text management, that has to do with the input; communicative situation management linked to situation, context and roles; interaction and content creation management, and language management that has to do with the linguistic aspects of the task such as richness and correct use of vocabulary and grammatical items and pronunciation (Cañada-Pujols et al. 2020:67).

6.3. Objectives and contents

6.3.1 Objectives

Following Finney's syllabus models, I chose a mixed focus to carry out this didactic unit since the main aim of this kind of syllabuses is to improve the needs of a specific group (Finney 2002). In my case, my students need to increase motivation and add dynamism to their classes. In order to solve that need some objectives will be established, this lesson will be put into practice and some outcomes will be met. If those learning outcomes coincide with the proposed objectives, it can be said that this lesson is effective and has effectively solved the need.

In order to establish the objectives for this lesson plan, it is necessary to go back to the EOI curriculum, in specific to the "Criterios de Evaluación" of the A1 level. These criteria coincide for all the blocks in all the skills but adapting the words to fit the skill. A "Criterio de Evaluación" is a statement that describes clearly what it is expected for a student to achieve at the end of the unit. Assessment criteria need to be carefully selected taking into account contents of the unit and procedures our students are going to follow. Therefore, I observed and analysed these given criteria in the curriculum and selected the ones that fitted my unit the best and then I formulated my own objectives following Bloom's taxonomy. I ensured myself to make at least one objective for each skill. However, there are also objectives regarding grammatical and lexicon items.

Objectives must be also aligned with objectives and assessment criteria in order to make sense. The model of syllabus I chose for this unit, a mixed-focus one, will enable students to execute the final Project successfully due to the integration of all elements: semantic-grammatical (past tense verbs and vocabulary related to lifestyle, culture and customs), and linguistic and communicative components related to language functions such as context or pragmatics. Thus, it allows the integration of both lexical and grammatical, linguistic and communicative, comprehension and, culture and sociolinguistic functions always leading to the path of communication within real situations as Finney (2002) suggests.

6.3.2 Contents

The contents of the current didactic unit have also been selected according to the EOI curriculum included in ORDEN ECD/1340/2018, de 24 de julio, and taking into consideration the A1 programme. Students will be acquiring contents from all the four skills: listening, reading, writing and speaking. Nevertheless, due to the communicative nature of this didactic unit due to collaborative work, pragmatic, discursive and communicative functions will also be worked throughout the unit. The contents of this unit will be found at the end of this dissertation in the Appendix section, specifically in *Appendix VIII: Contents*.

The contents selected for this didactic unit are aligned with the objectives and the features of the class as a group. Moreover, since one of the main aims of this unit plan is to foster motivation through an active role in students' own learning process, contents mostly will deal with specific vocabulary related to the topic and the four skills. On the other hand, grammatical forms are less relevant although needed for the achievement of their final Project. As mentioned above, contents and objectives are intertwined, therefore they deal with students' ability to communicate, to produce and to understand oral texts about the topic of culture and sociolinguistics taking careful consideration to communicative and pragmatic functions.

6.4. Activities and sequencing critical analysis

All the activities contained in this unit follow the PBL method and the approach of game-based learning. Both approaches need of a final Project to make sense, therefore, the

students will be working in this unit for two lessons until they reach the stage of planning, creation and publishing in lesson 3 and the assessment and reflection stages in lesson 4. Through these lessons, the four skills will be integrated and worked thoroughly so students can integrate the skills and strategies they need into their final project (Salomon, 2003 in Poonpon, 2008).

Lesson 1 - activation stage serves students to get to know the challenge and Project, they will be able to recall on the topic from what they already know and be presented with the new topic. According to Dörnyei (1994), setting an appealing challenge to students make them connect better with the lesson since they feel attracted to it and engaged with it. This stage is essential to set the path for the unit by engaging them in the unit with general and wide settings in which they can recall own personal experiences and the can feel they are part of the unit. This lesson is also a good time to reflect on their own preoccupations and excitements about the novel Project they are introduced to.

Since classes are two and a half hours long, there will be a 10-minute break between setting the challenge and presentation of the contents of the unit, in this case, grammar. Lesson 1 – activation, continues with a new focus: introducing grammar aspects through an inductive approach. This half of the lesson (lesson 1.1 – discovery) aims for students to be able to establish connections between elements of sentences they may already be familiar with. Once they have established those connections, they will be practising and consolidating the grammar through easy games focusing on speaking. At the end of lesson 1, the topic of the next lesson will be introduced through observing an image. Following on the CLIL suggestions, students will be approached to the topic through images easing the approach and acquisition of new contents. I decided to do this activity at the end of the first lesson as a means to set the path to the following lesson by preparing students to what comes next.

In the following lesson, lesson 2 – discovery, students will be discovering two activities, one related to courtesy formulae and the other to vocabulary. This stage is aimed to integrate and develop skills and vocabulary items that they need to include in their projects (Poonpon 2018). This stage provides students information through visual association by linking images with words. For A1 level students this way of accessing to new information will be easier than providing a list of words. After a break, the listening skill will be worked with a real video of an interview. We will be carrying out a pre-

listening in which students though observing an image will need to reach conclusions and guess information, then a while-listening activity with some gaps to fill and finally, a post-listening activity that required reading a script and analysing in terms of meaning and structures. This lesson (2 - discovery) continues the next day with a brainstorming as an introduction and the creation of a collaborative word cloud, afterwards, two games for consolidating; the first one consists of Linking Column A and B and the second one is the game Which is Which? (see *Appendix III: lesson 2 materials*). For this game I adapted the existing board game *Who is Who?* into something that will fit my contents by designing cards with dates of public holidays. Students will have to rely on their memory and apply it to the game trying to guess their opponent's card by asking yes/no questions.

Next lesson is lesson 3, which covers four stages: deepening, planning, creation and publishing. This stage is fundamental for students to acquire the communicative and pedagogical potential necessary for the achievement of the final project. In order to deepen the received input, students will be playing a quiz on the app Socrative where all contents will be revised (see *Appendix VI: lessons (detailed)*). Students will be doing this quiz in the computer room as bringing their smartphone to class is not compulsory due to age and technology limitations. As they finish answering the quizzes, they will gather in their small working groups and start thinking of their questions for their trivia (planning stage). They have around 40 minutes to do that. The planning stage (*Appendix VI: lessons (detailed)*) is an essential part of the PBL method since it enables students the ability to organise their own Project allowing them the possibility of designing as they prefer aiming for perfection. This stage is paramount since the only competence the EOI curriculum develop (*learning to learn competence*) is developed here. Collaborative decision-making and organisation become the core of this stage. In this same lesson 3, the stages creation and publishing take place. As students design all the questions, they need to write them down in a piece of paper together with student's name and hand it in to the teacher in order to get revised and corrected if needed, and to decide whether or not these questions are suitable for the game. These stages will occur in class just after the teacher has checked every student's questions, and immediately after the teacher approved them, he/she will hand the students in the cards (sorted by colour) where they have to write the questions (one question per card). In the 75 minutes left both teams will swap games and start playing simultaneously under the surveillance of the teacher who will perform the role of a guide instead of an evaluator. By the end of that class, they must

have completed four stages: deepening, planning, creation and publishing. Publishing consists of having finished writing all the questions in the cards and finished playing the game.

Finally, lesson 4, which covers entirely the assessment and reflection stages. These stages are essential since according to Richards (2006) it fosters the *learning to learn competence* by reflecting on one's work and on our peer's work. This final lesson deals entirely with reflection and assessment since all the hard work has been finished and it is be time to focus on how have we performed and how the Project has resulted in terms of solving the detected lack. As a whole, the final Project, or Cultural Trivia, aims for seeking proficiency in student's written and oral expression making use of the grammatical and specialised lexicon items in the form of making and answering unrehearsed questions.

6.5. Materials

All the materials have been specifically designed from scratch for this didactic unit. Following the recommendation of Richards (2006), all of the games and oral texts are extracted from authentic texts in English. Some of the games are adaptation from already-existing ones such as *Who is Who?*, a game consists of guessing your opponent's character by asking yes/no questions. In my case, I named it *Which is Which?* Each student will have a board with twenty two cards with the flag, date and representative picture of a public holiday of an English speaking country. Then, each student will have a card that the opponent has to guess (which is included in the twenty-two cards of the board). Students will need to guess the day of public holiday by asking as many yes/no questions as they need to guess it such as *Is your day celebrated in the USA? Does your day come from a historical/cultural event? Is your day even/odd?* (see *Appendix III: lesson 2 materials* for questions and the cheatsheet). The other games I included in my lessons are traditional games such as Tic Tac Toe, a crossword, a role-play and linking column A and B. Other more innovative ones such as *Which is Which?* and Quizlet or Socrative.

The videos I chose for the listening comprehension were extracted from the interests of my students I observed throughout the year, some of them were interested in discovering more about life and traditions abroad and some of them were interested in

different kinds of living such as living in vans or in a cabin in the woods. Some of them manifested that if they were younger, they would have chosen a different kind of lifestyle and way of living. Therefore, I consider presenting interesting materials with which students find appealing, will result in them connecting easier with the activity (Dörnyei 1994), that is to discover what living in a van is like, or discovering through a third person what it is like to visit other countries and the first impression you get (YouTube videos for listening comprehension activities (see *Appendix III: lesson 2 materials*) and the script for the reading comprehension activity (see *Appendix III: lesson 2 materials*). The reason for choosing these real-life materials was to provide students with real input sources (both orally and written) so that students can be aware of real contexts in which communication takes place (Richards 2006). I ensure that the videos had subtitles, to assure scaffolding so no student is left behind and can follow the video with little effort. Moreover, videos are not longer than 5 minutes, which, for A1 level, is an adequate length. Regarding the reading, it is the script extracted from the vocabulary section, which we will read an analyse thoroughly, looking for unknown words, trying to provide a definition or a synonym among us (teacher and students) and therefore widening their range of words at the same time as teaching strategies for when they do not the exact meaning of a word, how they can analyse and improvise a definition putting in practice non-rehearsed oral expression. Since the reading activity is the script from the previous video, it is also an opportunity to check the answers from the previous activity. These two activities provide enough information for students to obtain inspiration for the questions for the final Project.

Regarding grammar and vocabulary, Quizizz has been the main platform used to present grammar contents, past simple, following an inductive approach by showing them examples of sentences in which a past verb is included either regular, irregular, in negative form or interrogative form (see *Appendix II: lesson 1.1 materials*). I chose ICT resources as the first ones to engage students in the process of discovering only focusing their attention to one thing, the flashcards from Quizizz, which will be projected in the projector (Rozgiene et al, 2008). After the presentation, it comes the traditional game tic tac toe in which they have already the 3x3 grid with verbs in present tense (see *Appendix II: lesson 1.1 materials*). Students (in pairs) will play tic tac toe saying sentences with that verb in the past, if they get it correct, they put either an X or an O on the box until they get three in line. The player who makes more 3 in line wins, and the pair will

exchange their grid to another with different verbs. The next game to consolidate past tense verbs is a crossword (see *Appendix II: lesson 1.1 materials*), they will play individually on a printed copy so it can be easier to assess. The last activity in this block of discovery, they will be using speaking in turns to finally consolidate the grammar items with Taking Chips (see *Appendix II: lesson 1.1 materials*).

Printed version of the sheets 'answer the questions' or 'fill in the gaps' will be handed in and collected at the end of the class for their assessment. A cheat sheet will also be provided in order to guide students with prompts they can use to make the activity easier. Besides, the initial activity compass points (see *Appendix I: lesson 1 materials*) will prep students for the final project. It is worth mentioning that the tools used to assess students and the Project are rubrics, checklists and questionnaires, they asses their performance and the usefulness and pertinence of the unit.

6.6. Specific assessment criteria

The assessment criteria followed in this proposal is both continuous and global. It is global because it takes into account all aspects of learning at the end of the unit, and continuous because it assesses individual activities in the process of making the project. The tools used for the assessment will be rubrics, checklists and a questionnaire, as well as peer-assessment. The assessment criteria have been adapted to the contents and activities included in the unit and following specifications from the curriculum.

The Project Cultural Trivia is going to assess the four skills: writing, reading, listening and speaking. It results in the 80% of the final mark. The Project is going to be assessed following a rubric since its criteria offers a more detailed description of what they are required to do (rubrics have been taken and adapted from Higueras Gimeno 2020) (see *Appendix IV: lesson 4 materials*). As the Project is going to take three skills, not only the final product will be assessed but the process of making it as well. Each skill will be weighted 20% of the total mark.

The sum of the weight of the skills results in: 20% speaking, 20% listening, 20% writing and 20% reading accumulating a total of 80%. The percentage of the writing and speaking skills will be split into two parts weighed 10% each resulting as the following:

Appropriateness and relevance, and correctness and mistakes in writing; and, use of L2, and interaction in the L2 among classmates in speaking. The rest 20% will be dedicated to the activities or games in hard copy they do along the lessons (20% will break down into 5% for organisation and cleanliness, 5% for punctuation and 10% for accuracy on the use of English). Grammar and vocabulary will be assessed indirectly in the final Project as they need to create questions grammatically correct, and in terms of vocabulary, they need to choose the right answer and use accurate vocabulary in the questions as well. Grammar and vocabulary will not be assessed separately but they are integrated in the skills and will be taken into account positively for the final mark. The teacher will be keeping track of the unit's effectiveness through a questionnaire (see *Appendix IV: lesson 4 materials*).

7. CONCLUSION

As a conclusion it could be said that the proposed didactic unit solves the needs that I observed in my EOI A1 class, that are motivation and dynamism. Although the attendance of the students is voluntary because they are adults who are willing to study English, motivation not always goes hand in hand with voluntariness. It is common to find demotivated adults in adult education since they do not find the purpose of studying English outside of the walls of the class, either because they think they are too old for putting it into practice or they compare themselves with other adults of her age who already know languages. In order to bring motivation back to this class I chose the usually forgotten topic of culture, lifestyle and customs in an EFL class. However, I consider it is of equal importance as other current topics they already work on their textbooks.

Besides, as a way of departing from their usual resource, the textbook, I have chosen the PBL approach in which instruction goes hand in hand with game-based learning and a final project. The contents of the unit have been implemented in the unit through games. Students had to play some games of the three topics I selected for them (Social conventions (courtesy formulae), Culture, customs, and values (public holidays) and Life conditions (housing). These three topics have been taught through an inductive approach letting students come to their own conclusions and have been practised playing

games. These three units have provided them with enough information to successfully achieve the goal of the final project. This PBL approach lets teachers assess both students' process of making and the final product, in this case the activities or games throughout and the final product (trivia questions).

ICTs have also been present in this unit, yet only used in class due to the limitation of usage of my adult students. There is no need for them to bring any laptop, *tablet* or smartphone to class. Google Forms, Quizlet, Socrative or projecting images on the screen are some of the forms I used ICTs as a way of departing from the usual and traditional way of teaching of the EOI.

Similar to the approach followed for the activities, grammar instruction has also followed an inductive approach in which students had to infer the patterns of past simple tenses, then practise them orally and in written form and finally consolidate them, doing everything by playing games. The inductive approach also fosters motivation since students are the ones who have the feeling of being protagonists of their own process of learning and they feel they are in charge of the development of the class.

Nevertheless, in order to prove the effectiveness of this unit as a means to solve the lack of motivation, I created a questionnaire for my students to answer. It enables the possibility of students to be critical about the Project and give some suggestions for improvement. Although this unit proposal has not been put into practice in a real context, I can already tell it would have solved the needs this class presented since they are a quite engaged and cohesive group who responds positively in all activities that depart a bit from what they are used to. I also had a positive relationship with my students therefore I believe my Project would have had a positive impact on their process of learning. Nonetheless, some improvements could have been made for the future such as getting to know my students better by starting with them since the beginning of the school year since I struggled sometimes with what they already knew or did not know in order to avoid being repetitive or boring. However, I enabled myself the opportunity to observe individually how they performed, and I was able to locate the low achievers and the high ones.

Thus, even though my students are exposed to a communicative way of teaching in their current classes, it is still quite traditional and can result boring for some students who aim for excellency and fun in class. Therefore, my didactic unit provides enough

skills and strategies to foster motivation, even in the toughest students always aiming for proficiency in the use of English and grammatical items *ad hoc* to their level, communication in real contexts and enjoyment in the process of leaning with topics of their interests.

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9. APPENDICES

APPENDIX I: LESSON 1 MATERIALS

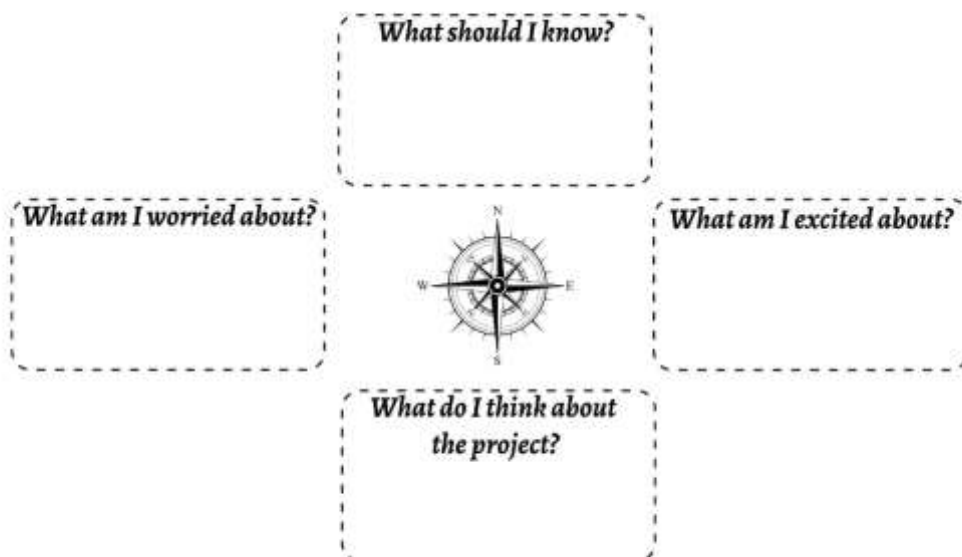➢ **Poster to set the challenge:**

CREATE A TRIVIAL

INSTRUCTIONS

- 2 groups of 12.
- Each group will design questions for 3 wedges.
- You will have to assign a colour for each wedge.
- Topic: lifestyle, culture and customs.
- Your trivial will be played by the other group.
- The group who will guess correctly more questions will get a reward.
- Be as creative as posible!

BEST OF LUCK !!!

➢ **Compass points:**

COMPASS POINTS

Name of the group and names:

What should I know?

What am I worried about?

What am I excited about?

What do I think about the project?

➢ **Cultural shocks video:**

https://www.youtube.com/watch?v=NutQz-MkVYQ

18 Cultural Differences Between the USA and EUROPE

2.366.851 visualizaciones · 12 dic 2017   👍 42.783   👎 6222   ➤ COMPARTIR   ⊒ GUARDAR   ...

➢ **Worksheet Think-Pair-Share activity**

THINK-PAIR-SHARE (WORKSHEET)

- From   what   I   know,   in   _____   they

  _____.

- I   agree   with   the   youtuber   because

  _____.

- I   disagree   with   the   youtuber   because

  _____.

- It   is   common   for   _____   to

  _____.

APPENDIX II: LESSON 1.1 MATERIALS

  ➢ **Quizlet**

https://quizlet.com/_9ybs0k?x=1jqt&i=2cc3ch

Example of a card: front

I phoned you four times last week!

← 1/24 → ⌨ ⛶

Example of a card: back

phoned (phone: llamar por teléfono)

← 1/24 → ⌨ ⛶
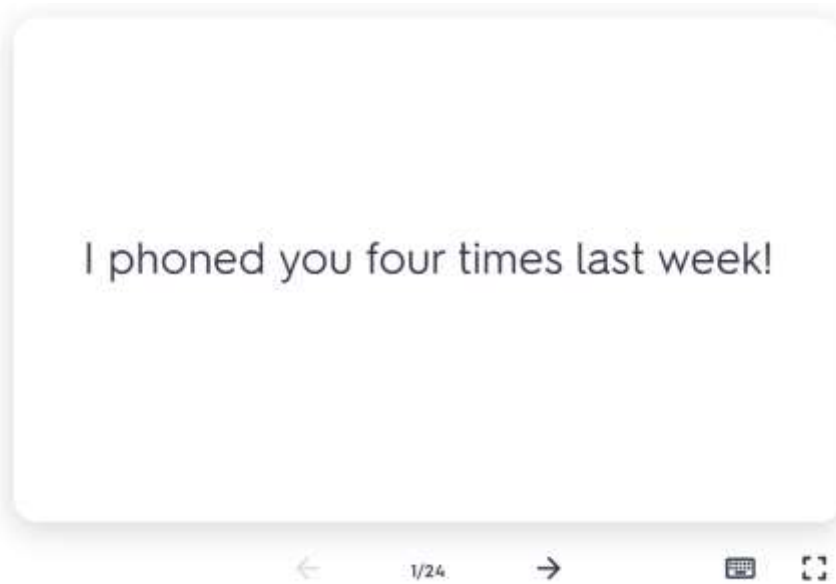
> **Original sentences**

regular	irregular	Negative: did not	¿?: did you
I **phoned** you four times last week!	I **drank** too much last night. I feel dizzy now!	I **did not steal** your umbrella, it's over there!	Did you **feel** good after the vaccine?
She **wanted** to go shopping yesterday.	My dad **became** a doctor 25 years ago.	I did not **put** anything on top of the broken table.	Did you **read** Game of Thrones last summer?
Carla **looked** through the window to find them.	The show **began** 3 minutes later than expected.	He did not **work** well yesterday!	Did you **run** the last10k marathon?
He **moved** home last winter.	I **could** lift the boxes my myself, I am very strong.	I did not **use** my computer last month because I was busy.	Did he **tell** you the surprise?
We **watched** together Romeo and Juliet on TV.	I **rode** my bicycle for 5 hours straight yesterday.	I did not **write** a letter because I don't like my handwriting.	Did he **say** anything interesting?
I **worked** really hard last year in my job.	You **did** nothing to save her, she died alone!	My boss did not **pay** me my salary.	Did you **understand** what the teacher **said**?
The maths exam **started** 15 minutes later.	I **had** an amazing experience in my last job.	We did not **take** the drinks with us.	How long did you **sleep** last night?
I **helped** my dog to get out of the pool.	I **sat** next to you at the cinema.	We did not **find** the chocolate in the supermarket.	Did you **meet** him at your birthday party?
My friend Julia and I **talked** for hours when we **met.**	I **drove** 100km without my seatbelt on!	We did not **ask** the teacher the doubts and now we are lost!	Did my sister **ask** you anything weird?
I **needed** an hour to complete the questionnaire.	I **left** my country when I was 11.	My friend Pablo did not **live** in Canada last year, he **lived** in Alaska.	Did your mother **make** a cake for your birthday?

➢ **Tic Tac Toe game**

TIC TAC TOE

say	sleep	ride
meet	drive	make
leave	need	help

TIC TAC TOE

ask	find	have
meet	talk	move
begin	put	write

TIC TAC TOE

watch	do	look
drink	become	work
pay	understand	talk

TIC TAC TOE

feel	read	steal
phone	have	do
use	call	look

➢ **Crossword**

Past simple A1
Autor: ISABEL GIL DE LA FUENTE

HORIZONTALES	VERTICALES
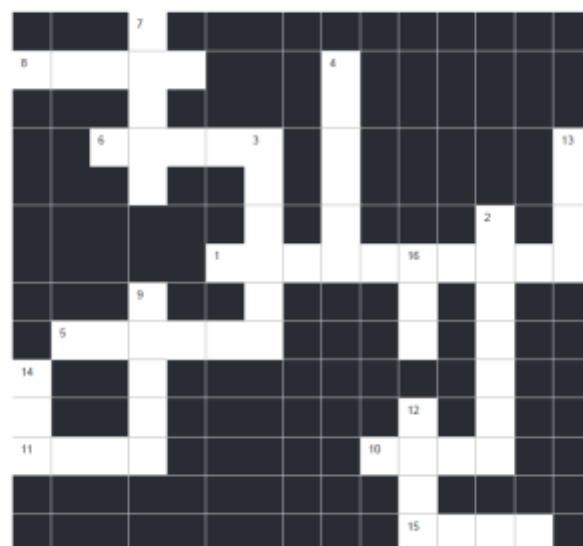
HORIZONTALES

1. (present) I did not .... the instructions and I don't know how to do the exercise

5. (past) I ... from home last year because of COVID

6. (past) I ... for 10 hours last night, like a baby!

8. I didn't ... any letter because I hate my handwriting

10. (past) I ... thirteen books last year

11. Did you ... with Pedro about the party?

15. I ... college when I got pregnant

VERTICALES

2. (past) I ... the Little Mermaid with my niece yesterday afternoon

3. (past) I .... last night but the phone was off

4. (past) I .... a vet because I love animals

7. (past) I didn't ... your makeup, it's in the drawer.

9. (past) I ... too much alchohol last night and I'm hungover now

12. (present) I don't ... good after the vaccine

13. Did my sister ... you for babysitting her baby?

14. I ... my boyfriend on holidays 5 years before getting married

16. Did the teacher ... anything interesting in class?

➢ **Talking chips**

When I was in ___ they...

I agree because ___ was ...

From what I know, in ___ they ...

It was common for ___ to...

I disagree because ___ was not...

➢ **Image to introduce courtesy topic**

Get around in **ENGLISH** Lesson Twenty Five How to be Polite

1. Wrong

HELP!

LIFE BELT

2. Right

Excuse me, Sir. I'm terribly sorry to bother you, but I wonder if you would mind helping me a moment, as long as it's no trouble, of course

LIFE BELT
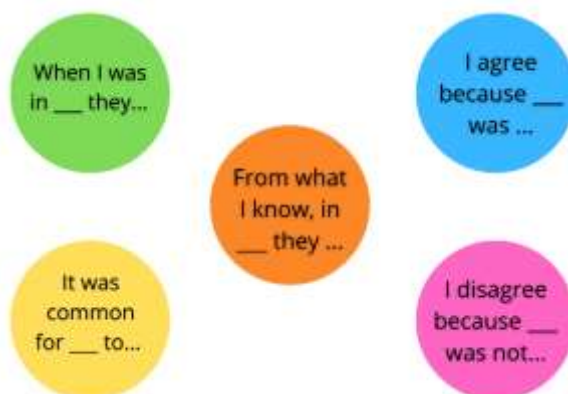
APPENDIX III: LESSON 2 MATERIALS

➢ **Roles**

ROLES FOR ROLE-PLAY

Boss and employee

Customer and employee

Head of the school and child

Old lady and child

Banker and client

Job interview between recruiter and candidate

➢ **Housing images**

Barn

Bungalow

Cabin

Cottage

Treehouse

Ranch-style

Modern house

House

Igloo

Van

Apartment/flat

Mansion

House

Tiny house

Ensuite and shared bathroom

➢ **Word cloud**

Example of expected word cloud:

➢ **Frame of the video**

- **Sarah's interview video**

- **Worksheet while-listening**

QUESTIONS WHILE-LISTENING

1. Maria José and Chase have travelled in the van since _____.

2. Travelling full time has brought them _____.

3. The word that best describes Sarah is _____.

4. She has been travelling in her van for almost _____.

5. Where did she find crystals? _____.

6. Her drawer under the bed doubles as a _____.

7. What's the name of the book Sarah is reading at the moment?

   _____.

8. Who made the spoon Sarah shows? _____.

9. Where is she going next? _____.

10. What's the name of her YouTube channel? _____.

➢ **Script**

SCRIPT SARAH'S INTERVIEW VIDEO

Maria José: Hi friends, I'm Maria José

Chase: I'm Chase

Maria José: And we have been traveling since august of 2018.

Chase: First we were in a school bus now we're in our van and we've been on the road in it for just over nine months, and something that traveling full-time brought us is community.

Chase: That's one thing that we didn't expect when we hit the road and it's been something that's played out true again and again and again and we wanted to take an opportunity to highlight one of our friends who we think is just a gift to the world and we think that you'll see things the way that we see them

Maria José: We hope you enjoy Sarah's tour, we asked her a couple of questions. Let us know in the comments down below who do you like to see next, and we hope you enjoyed today's video.

Chase: Hi Sarah can we come in?

Sarah: Hey guys, welcome to my home!

Chase: Hey, thanks for inviting us over and letting us, you know, see your whole van, and ask you a bunch of random questions. So, what's the first thing you did this morning?

Sarah: We have hammocks set up over there and I went to go journal.

Chase: Did you write anything good?

Sarah: Yes, definitely.

Chase: Awesome. What's one word that describes you best?

Sarah: I would say adventurous.

Chase: I would agree with that. How long have you been on the road?

Sarah: I've been on the road for almost two years now.

Chase: What is your favorite thing that's happened to you this year?

Sarah: In Montana I dug some crystals, so this is some of the courts I got in Montana.

Chase: How do you keep your van organized?

Sarah: Over here I have some hooks, so I have hooks here I have a hook here and a hook here, and I just hang backpacks and my speaker and just different things like that, it's just some extra storage, and it's nice.

Chase: So, you've been traveling for a while. Where are you going next?

Sarah: Next I'm going to Colorado and then I have a flight to Costa Rica so not doing van life over there but that will be really fun.

Chase: How do you host people in your van? And, how many people have you had in your van at one time?

Sarah: Oh... so I have that seat and then I have the bed, people go on the bed and I have this swivel seat over here too so I can swivel this seat and I want to say... maybe six or seven people in here.

Chase: Everyone's always curious, it might be a taboo topic, how do you use the bathroom?

Sarah: So, I don't have a restroom in here but that's fine because I spend a lot of time in nature. I do have a pee jug that I use when I'm in cities but if I'm in nature I just use the restroom outside. I also have this shovel over here that's attached with a carabiner so I can take this carabiner off, and then use this big shovel (I use this for digging crystals too) but I dig a hole in the ground six inches deep, go number two in there, cover it up and put a big rock on top, so that's how I use the restroom in nature.

Chase: What is one bit of advice for someone who might want to start van life?

Sarah: I would say start with what you have whatever car you currently have I traveled in a Honda core, I traveled in a suburban just you know crank down the seats put a little foam pad in, maybe some window covers if you want to get fancy and just start and you'll figure it out you'll figure out what you need.

Chase: That's really big advice. Where do you envision yourself over the next five years?

Sarah: I envision myself still traveling probably, I would say, maybe internationally I think I'll always have a van and if I do have a house or a piece of land, I'll just have that in a van so maybe I'll do something like that in five years.

Chase: You're quite the creative type, so how can all of our friends find you online?

Sarah: I have a YouTube channel where I make short films and videos and vlogs and that's Sarah Yak, and on my Instagram it's @sarahyak_

Chase: Can I look around your van really quick?

Sarah: Of course!!

Chase: You're really taking us.

Sarah: Definitely taking you guys.

Chase: What's your favorite spot in your van?

Sarah: Over here I have this drawer. It's my closet but it also doubles as a seat and so I pull it out, latch it in like this and I can sit and even use this as a table.

Chase: What book are you reading at the moment?

Sarah: Down here I have my journals and books, and so the book I'm reading right now is *Eating Animals* by Jonathan Safran Foer. I highly recommend.

Chase: What lessons have you learned since living in your van?

Sarah: That you don't need a shower every day, you just don't.

Chase: What has this lifestyle allowed you to do more of?

Sarah: Spend time in nature and meet more like-minded people.

Chase: Isn't that the best part about this?

Sarah: It is, meeting you guys, so great.

Chase: Where do you cook?

Sarah: Here I have an induction cooktop that pulls out and then I can just press on, and set the power, but not gonna do that right now.

Chase: Speaking of, what's your go-to meal.

Sarah: Tofu scrambles for breakfast are super good.

Chase: This one I had to ask because we have one, what's your favorite spoon or bowl? If you have one.

Sarah: I have two actually, so I'll show you both of them. This is a bowl, it's a little dirty, but I got this bowl in Bali Indonesia when I went, and this spoon, my friend actually made, she whittled it from some wood in the forest so, pretty cool.

Chase: What is something that makes you smile?

Sarah: Maria José.

Chase: She's the best.

Sarah: She is.

> **Cards 'Which is Which?' game**

25TH APRIL
Anzac Day

LAST MONDAY OF MAY
Memorial Day

5TH NOVEMBER
Guy Fawkes Night

12TH JULY
Orangeman's Day

4TH JULY
Independence's Day

11TH NOVEMBER
Remembrance Day

18TH JANUARY
Martin Luther King's birthday

11TH NOVEMBER
Remembrance Day

3RD MONDAY OF FEBRUARY
President's Day

25 JANUARY
Burns Night

THE MONDAY PRECEDING MAY 24TH
Victoria Day

2ND MONDAY OF JUNE
Queen's Birthday

2ND MONDAY OF OCTOBER
Columbus Day

4TH FRIDAY OF NOVEMBER
Boxing Day

1ST APRIL
April Fools

26TH DECEMBER
Boxing Day

17TH MARCH — St. Patricks Day

23RD APRIL — St. George

30TH NOVEMBER — St. Andrews Day

31TH DECEMBER — Samhain Day

➢ **Cheat sheet**

CHEAT SHEET GAME 'WHICH IS WHICH?'

Is your day celebrated in the United States?

- If the answer is yes → drop those cards that are **not** celebrated in the US
- If the answer is no → drop those cards that are celebrated in the US.

Does your day come from a historical event?

- If the answer is yes → drop those cards that do **not** come from a historical event.
- If the answer is no → drop those cards that come from a historical event.

Is your day even (par)?

- If the answer is yes → drop those cards that are **odd** (impar)
- If the answer is no → drop those cards that are **even** (par)

Is your day odd (impar)?

- If the answer is yes → drop those cards that are **even** (par)
- If the answer is no → drop those cards that are **odd** (impar)

APPENDIX IV: LESSON 4 MATERIALS

➢ **Rubrics and checklists**

Rubric to evaluate the final Project by the teacher (80%)

Criterion	1-Does not meet expetations	2-Needs improvement	3-Good	4-Beyond expectations
(Speaking 10%) Use of the L2	Students do not use at all the L2. The talk mainly in the L1 and no interaction in English is perceived.	Students slightly use the L2 during the class. L1 is the prominent language used but the L2 is also present.	Students use the L2 in many occasions. L1 is present but not as much as English.	Students use the L2 throughout the lesson. The L1 is only used for clarification.
(Speaking 10%) Interaction between in the L2 among students	The interaction in the L2 among students is poor and lacks quality.	There is some interaction among students in the L2.	There is interaction among students in the L2 interaction even is positive.	There is a lot of interaction among students in the L2 during the activities and this interaction even lasts for quite a long time (all the time devoted for the activity).
(Writing 10%) Appropriateness and relevance	Questions are not appropriate for the topic, or they are not relevant	Questions are appropriate for the topic but not very relevant.	Questions are appropriate for the topic and relevant	Questions exceed expectations in terms of appropriateness and relevance.
Writing (10%) Correctness and mistakes	Grammar and vocabulary are not correct al all, there are major spelling mistakes.	Grammar and vocabulary are not correct and there are a few mistakes on spelling	Grammar and vocabulary are correct and there are little mistakes on spelling	Grammar and vocabulary are perfect and there is no mistakes on spelling.
Listening (20%) Understanding	Students does not pay attention to their classmates' questions and	Students find it difficult to understand their classmates' utterances	Students' make an effort on understanding their	Students perfectly understand their classmates' utterances and act accordingly

			classmates' utterances	
Reading (20%) Understanding	Students do not understand what they are reading, and it has to be read multiple times	Students manage to understand what they are reading after a couple of times	Students understand what they read with no major effort	Students understand perfectly what they are reading

questions have to be repeated multiple times

Rubric to evaluate the activities by the teacher (40%)

Criterion	1-Does not meet expectations	2-Needs improvement	3-Good	4-Beyond expectations
Organization and cleanliness (5%)	The activities are neither organised nor clear and the answers are not properly presented therefore it is not readable.	The activities are neither organised nor clear, but the answers are readable	The activities are organised and clear but some answers are not readable	The activities are organised and clear and the ideas are completely readable
Accuracy and Use of English (10%)	The activities have several important mistakes regarding grammar, syntax and lexis, which makes it difficult to understand	The activities have an acceptable use of grammar, syntax and lexis.	The activities have an appropriate and varied use of grammar, syntax and lexis.	The activities use a rich and correct use of grammar, syntax and lexis.
Punctuation (5%)	The student does not follow any type of punctuation.	The student uses the correct punctuation sometimes in the activities.	The student follows the correct punctuation in most parts of the activities.	The student has a perfect punctuation in the activities.

Self-assessment checklist for the final Project for students

Self-assessment checklist for the final project	✓
I have done all of the activities that prepare me to the final project	
I have followed all the steps necessary to create the questions	
My questions are relevant and appropriate for the topic	
I have written two questions of each topic/colour	
My questions are interesting for the game	
I was careful with my spelling and punctuation	
I managed to win any wedge	
I did a good job in my team	
My performance as an individual was positive	
I have compared my compass points and	
I have explained well my strengths and weaknesses as a team	
I have explained well my strengths and weaknesses as an individual	

Peer-assessment checklist for the final Project for students

Peer-assessment checklist for final project	✓
My classmates' questions are interesting for the game	
My questions are relevant and appropriate for the topic	
My classmates were careful with spelling and punctuation	
They have explained well their strengths and weaknesses as a team	
They have explained well their strengths and weaknesses as an individual	
I think my classmates have done a good job as a team	
I think my classmates have performed well individually	
Their performance was positive in general	

➢ **Question cards for each player**

Cards of each player

YELLOW: **Social conventions (courtesy formulae)**

GREEN: **Culture, customs, and values (public holidays)**

BROWN: **Life conditions (housing)**

APPENDIX VI: LESSONS (DETAILED)

Every lesson is intended to be 2 hours 15 minutes long. Some lessons have a 10-minute break around the middle of the class. Lessons with the same colour belong to the same day. There are four lessons in total intended to cover two weeks.

LESSON 1 – ACTIVATION – skills: listening and talking

At the end of the lesson students will be able to:

- Reflect about the challenge and express their opinions about it.
- Recall previous knowledge about the topic of culture.
- Agree and/or disagree on the matter of cultural shocks.
- Use specific vocabulary in conversation.

ACTIVITY (description)	TEACHER TALK	RESOURCES/TOOLS	TIMING
Set the challenge. The teacher will show students a printed copy in a large paper of a colourful poster to set the challenge for the unit. This challenge asks students to create the questions for a *Cultural Trivia* that will be used as EOI library resources for students. Students will be divided into two big teams of twelve students each, who will need to create a trivia each). Each group will be divided into three groups of four at the same time. Each subgroup will have to focus on the topic of two wedges. They will need to work both individually and cooperatively through the unit until they reach the time of creating the questions from scratch in order to shape the game. At	Hello everyone! Have you seen the new proposal of the EOI Library? They asked us to create a trivia so it can be a resource for the library all students can get to revise. Our topic is lifestyle, culture and customs. Don't worry, we will see later on what these topics deal with. Here I have the promotional poster with the instructions. Let's have a look! It says we have to create 2 different trivias and design the questions. And once we have them all completed, you will have to swap Trivias with the opposite team and play it. If you guess correctly at least two questions of each category you will win a wedge (o un quesito), which will be exchanged as a reward on your final mark. The last instruction is to be creative as possible, because obviously, creativity and layout will be taken into account affecting the final mark either positively or negatively.

Before playing, you will need to send me each question and answer you have designed to check they are correct and play the trivials smoothly. One | Poster (see *Appendix I: lesson 1 materials*) | 15 minutes |

the publishing stage, students must have sent the teacher the questions beforehand. Then, each group will show the class their creation. All the members of the group will need to talk for at least 2 minutes explaining how they have organised, how their decision-making process has been, their weaknesses and strengths as a team and individually. By doing so, students will be practising past simple and present perfect. After the two groups have explained their own working process, they will need to play each other's trivias with wedges and tokens (that will be brough to class by the teacher). The way in which they will need to take cards is by randomness taking a card from the deck. By the end of the publishing stage, students will have practised questions and answers, past simple and present perfect as well as specific vocabulary from the unit.	everything is correct, you will need to show your classmates your creations talking for 2 minutes each about your process of creation focusing on your weaknesses and strengths, both individually and as a group. After that, you will swap trivias and play it. Each of you will need to take a card from the deck and answer the question. If your team guess AT LEAST two questions of the same colour correct, you will win a wedge resulting in a reward on your final mark.		
As I finish to explain this, I will ask them if they have understood clearly what I had just	Is everything clear? Any questions? No? Okay. Mmmmm, (student's name) could you tell your classmates in		7 minutes

said, and I will ask some students to rephrase it in Spanish to check understanding.	Spanish the instructions of the game? (student's utterance) Okay, now (student's name), can you remember what you need to do before playing? And (student's name), what happens if you guess two questions correctly? Okay, now it's everything clear. We can move on to the next step. To organise the class into two groups.		
Distribution of the class. The teacher will now divide the class into two balanced teams trying to compensate the low achievers with the high achievers so they can help each other and learn from one another. The distribution will be made at that stage; however, the teacher had thought of each member of the teams previously. They will be given a folded card in which they will need to write their name and a name for their team that represents them all.	I'm going to organise you into two teams of twelve people. In those teams, you will need to group yourselves into four groups of three. I do this so you can work easier in small groups rather than in large groups and it is easier for you to organise the questions. (teacher rearranges the class) Now, I want you to think of a team name that represents you all and I will give you a folded card in which you need to write the name and your names.	Folded cards	7 minutes
Compass Points. Once the class is already divided, students, in their small groups, will fill in the Compass Points printed sheet about the Project in which they will need to write things about: *What am I excited about? What am I worried about? What*	From now on, I want to sit like that (signalling the groups with the hands) because you will work with your partners along this lesson. I will hand you in this handout in which you have a compass and four boxes with a question about this project. I want to you complete it in your small groups in about 6-7 minutes thinking together about the questions (at the same time as the teacher	Compass Points printed sheet (see *Appendix I: lesson 1 materials*)	7 minutes

should I know? What do I think about the project? The teacher will take them all once they have finished.	looks and points at the questions in the sheet): *What am I excited about? What am I worried about? What should I know? What do I think about the project?* Once you have finished, I will take them all.		55
Video about cultural shock to retrieve previous knowledge about culture and prepare students to become familiarised with the topic. We will watch together a video about cultural shocks in Europe by an American man. - Before watching I will ask them what they think a cultural shock is. Then, I will require them to take notes of each point the guy in the video says. - After watching I will ask them again what they think a cultural shock is with the information of the video, and I will ask them to think if they agree or disagree with the points the man on the video show according to what they know about their past experiences visiting European countries or their experience in Spain.	Okay, now we have finished all the instructions and pre activities. Let's start with the lesson. I'm going to play a video of an American guy who travels to Europe and finds some cultural shocks. Do you know what a cultural shock is? Let's watch the video twice, two times, and I will ask you later. While you are watching the video, I want you to take some notes of the points he highlights as cultural shocks.	Video (see *Appendix I: lesson 1 materials*) https://www.youtube.com/watch?v=NutQz-MkVYQ&ab_channel=DrewBinskyDrewBinsky	6 minutes
	Now that you have seen the video, do you have a clearer idea of what a cultural shock is? Have you been taking notes? Because you need them for the next activity. I want to you think if you agree or disagree with the things he said according to your experience travelling in Europe or your experience in Spain.	Their notebooks	5 minutes

Think-Pair-Share. I will hand every student in a worksheet with some prompts to complete their experiences. Some of these prompts will be: • *From what I know, in (e.g. Italy) they…* • *I agree with the youtuber because…* • *I disagree with the youtuber because …* • *It is common for (e.g Italians) to…* Then I will require them to work with their shoulder partner and share their ideas using the ideas they have written in the sheet. The teacher will go round the pairs to provide feedback or to help them (as they want). They will need to use what they already know: present simple, prepositions of place, there is/are/was/were, adjectives.	I'm going to hand you this worksheet that has some prompts or ideas to help you build your thinking and you have to complete it. As you can see, the ideas are "From what I know, in for example Italy, they…", or "I agree or disagree with the youtuber because…" and "It is common for Italians for example to…" and complete them with what you think. Apart from the ideas I give you, you can also use other different phrases that express your agreement or disagreement. Have them all ready because, at the end of the class I will collect them all, alright?	Worksheet (see *Appendix I: lesson 1 materials*)	4 minutes
	Okay, once you have completed the handout with your ideas, I want you to work with your shoulder partner and share your ideas. I will give you 8 minutes to do it.		8 minutes
Finally, I will ask them questions about their partner's experiences. And a final question to all the class.	(Student's name) could you tell my what points you're your partner agree? (…) And disagree? (…). Have you talked about the reasons? (…)		5 minutes

	Now I want you to ask a final question: Would you add anything on the list? Why? Why not? Justify your answer please.		4 minutes

At the end of the lesson students will be able to:

- produce utterances orally using past tenses.
- infer grammatical rules from examples.
- Talk about past experiences using past simple.
- Analyse an image through observation.

ACTIVITY (description)	TEACHER TALK	RESOURCES/ TOOLS	TIMING
Presentation of examples of past simple sentences. - **Quizlet.** I will show my students some flashcards with the help of Quizlet and ask them to observe and come to some conclusions. I will flip the cards now and show the past verb of each card telling students the verb in present tense they correspond to.	Now I want you to look at these flashcards, observe them in detail and tell me what you can take from them. (Students will tell me that they observe sentences with time expressions such as yesterday, last week. Some students will tell me they already know some of the verbs and some are similar to others they know, and the others are completely unknown. They will also tell me in some cases a D is added at the end). Okay, now I will flip the cards and you'll see the past tense verb of each sentence and their meaning. There are verbs that they need to add the particle -ed at the end to form the past simple. These are called regular verbs. As you have noticed, if they word is different from the present tense verb it is called irregular. There are other verbs that although they are written in the same way in present than in the past, they are called irregular verbs as well. For instance: read, rad, read, cut, cut, cut, let, let, let, cost, cost, cost.	Quizlet (see *Appendix II: lesson 1.1 materials*): https://quizlet.com/_9ybs0k?x=1qqt&i=2cc3ch Original sentences (see *Appendix II: lesson 1.1 materials*)	15 minutes
- **Tic tac toe.** I will hand in a worksheet with a table of 3x3 with some verbs in	Now that you know some verbs in the past, I want you to practice with this game called Tic Tac Toe. You need to make 3 in a row. You'll play in pairs,	Tic tac toe's worksheets (see *Appendix II: lesson 1.1 materials*)	15 minutes

		Pen	
present tense. They need to play tic tac toe (3 en raya) to make 3 in a row by making sentences with the verb in the correct past tense. The teacher will walk around the pairs in order to check sentences.	one will be Xs and the other will be Os. As you can see there is a 3x3 grid with some verbs in present tense written on them, in order to get 3 in line you need to make 3 sentences (one with each verb) correct. There are several grids, so if you finish one, you can take another and keep playing.		
- **Crosswords.** To consolidate the past tenses, they will play a crossword.	Now, have you ever played a crossword in English? No? Alright, you are going to play it today!! I'm going to hand you in this worksheet with this crossword. First, you have to guess the correct word and then place it across (signalling across) or down (signalling down) according to the definition. Remember you will need to hand this in to me at the end of the class. When you finish gather on your small working groups because we are going to talk!!	Crossword worksheets (educaplay.com) (see *Appendix II: lesson 1.1 materials*)	12 minutes
Talking chips. Students will now practice past tenses orally by using chips in order to talk. They will discuss in their small working groups the points from the video we watched at the beginning of the class, but this time, students need to use past simple in their sentences.	Now, it's time to speak. I have here some chips in which there are written some stems to start talking. We are going to be using the ideas from the video we have seen at the beginning of this lesson and the notes you have taken from the video and agree or disagree with them. But this time, we are going to talk in past tense, for instance: When I was in Italy, they… From what I remember, in Poland people did/were… You can only participate if you use a chip.	Chips (see *Appendix II: lesson 1.1 materials*)	8 minutes

Introduce the activity. I will show them an image and I will ask them what they can interpret and extract from it.	Finally, I want to show you this image so I can introduce the topic we are going to work today. Let's look at it for a couple of minutes. (2 minutes pass). Come on (student's name), could you please read it aloud for us? (Student reads it) What can we see on the image? (student's responses). What do you think the image tells us?	Image to introduce courtesy (see *Appendix II: lesson 1.1 materials*)	7 minutes
End of the lesson			

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At the end of the lesson students will be able to:

- Practise courtesy formulae orally in pairs.
- Perform in front of the class the role-play they have prepared.
- Infer meaning through linking images to content.
- Produce accurate utterances on the topic of housing.
- Predict content through images.
- Listen and understand a real-life video.
- Read the script and analyse it.

ACTIVITY (description)	TEACHER TALK	RESOURCES/TOOLS	TIMING
Present the activity. First, I will propose my students a real-life situation they can relate to. I will ask them later some questions about how to treat people you don't know yet. In case they do not know the expressions I will provide them and write them on the board in order to provide scaffolding.	Imagine your partner's parents invite you to a dinner to, finally, get to know you. You get there, and for your surprise you find two people you did not expected, and you don't know either. You sit on your assigned seat and they start talking to you… How would you refer to them when you have to talk to them? How would you do it? (Students will say anything) Okay, that's correct if they are your friends, but they are elder people who you don't know. So, what about … ? And in case you want to ask them something, how would you do it?	Board and pen	8 minutes

Role-play. Now, students will have to prepare, practice and perform a role-play using the structures, utterances and sentences from before. The teacher will go around the pairs to check doubts and if every role is clear. Students could ask teacher about the dialogue. Roles will be: boss and employee, customer and employee, head and child, old lady and child, banker and client, job interview between recruiter and candidate.	Now I want you to sit in pairs, I'm going to give to each member of the pair a card with the role you have to perform and the characteristics of the character. You will need to create a dialogue according to your role using the structures, words, and phrases we have just seen. After that, you need to practise it well because you need to perform it in front of the class. I want you to focus on your character to look as realistic as possible. (Students will perform their dialogue now) We will clap and move on to the next activity.	Card with roles (see *Appendix III: lesson 2 materials*)	15 minutes
Present activity. Start the activity by asking if they ever pay attention to the houses the protagonists of their favourite films and series live.	Have you ever thought about the houses the protagonists of your favourite films and series live? Today, we are going to do it. I'm going to show you some images of houses extracted from films or series and I want you to tell me what kind of houses they are if you know it.	Housing images (see *Appendix III: lesson 2 materials*)	5 minutes

Brainstorming (parallel to previous activity). The teacher will be adding the words they say to a word cloud. I will help students coming up with the exact words of the kind of housing of the pictures.	(student's utterances and guesses about the houses) And do you know this one? This is a …. How about this one? …	Word cloud (see *Appendix III: lesson 2 materials*): https://wordart.com/	(5 minutes)
10 minutes break			

Listening. - **Pre-listening: brainstorming and predict content** I will play a video extracted from a real source (YouTube), this video is an interview two friends do to her friend who lives in a van. I will ask students to predict content by telling them a brief summary and showing them a frame of the video.	Now that you have seen the most common type of housing, we are going to watch a video about a girl who is interviewed by two friends of her. (show frame of the video). Where is she? What can you infer about the video with just a frame? What do you think she does in the van?	Frame of the video (see *Appendix III: lesson 2 materials*)	16 minutes
- **While-listening: complete the gaps.** Students will need to complete the gaps as they listen (individually).	Before I hit play, I will hand you in this handout with some questions that will help you to follow better the video. I'll give you a couple of minutes to read it well and we start. Alright, now let's watch the video. (we watch the video). Remember that at	Video (from 02:00 to 08:45) (see *Appendix III: lesson 2 materials*) https://cutt.ly/9nZOVWo Worksheet (see *Appendix III: lesson 2 materials*)	10 minutes

	the end of the class I will collect all the handouts, don't forget to put your names on it.		
- **Post-listening: read script and exploit new terms or synonyms.** I will hand them in a sheet with the script in order to check answers. They will be correcting their left partner's sheet. The script will also be useful for looking for unknown vocabulary, synonyms… Every time they don't know a word, they will have to raise their hand and among all try to find the definition or the synonym.	I will hand you in this sheet with the script of the whole video so we can check the answers together. In order to do so I want you to exchange the sheet with the person on your left. (they swap sheets) Now, I'm going to play the video again and pause it whenever the answer is said, and you have to check the answers. (We finish correcting the sheets, they swap them back). Now we are going to read the whole script looking for unknown words so every time you find a word you don't know, please raise your hand and among all we will try to figure out the meaning by giving a definition or a synonym.	Handout with the script (see *Appendix III: lesson 2 materials*)	20 minutes

At the end of the lesson students will be able to:

- Recall information about dates.
- Answer simple questions.
- Link images and meaning.
- Play in pairs by visual memory.
- Ask questions in present simple and passive simple.

ACTIVITY (description)	TEACHER TALK	RESOURCES/TOOLS	TIMING
Introduction of the activity. Students already know dates so I will be asking them some questions such as *what day is it today? What day was it yesterday?* And we will review the ordinal numbers as well. We will review months of the year and colours. I will ask them if they know any relevant dates or public holidays in England, or in the United States mainly (it is likely they know any highlighted date).	I'm a bit lost, suddenly I don't know which day we are in. Can you help me? What day is it today? (students' utterances). And what day was it yesterday? (Students' utterances). When is your Birthday? (student's name). And (student's name) when is your birthday? Can you (student's name) tell me an important date in your life? Okay, nice, nice… You've helped me a lot. Now I want to ask you something, do you know any relevant date in which they have holidays? (students' utterances).	No resources or tools needed	8 minutes
Brainstorming of English-speaking countries. I will show a world map and ask my students to show me countries where they speak English.	I'm going to show you now a world map and I want you to tell me in which other countries English is spoken? (students' utterances).		
Linking columns game. We will play a game in which they have to link one	Okay, now I will provide you with some relevant dates in which they	No resources or tools needed	5 minutes

column with countries with the other with flags. We will do it orally and together so they can become familiar with flags.	celebrate public holidays or 'días festivos'. Some of them you have already told me and you know them, others I'm sure you will know them and others you may not have a idea but that's why we are here, to learn! We have two columns, one with the name and a representative picture of it and the other with the date and the country in which this festivity is celebrated. I want you to work in groups of 3 and try to match the two columns. Bear in mind the colours because the cards are colour coded: purple-culture, pink-history, blue-religion and yellow-person. When you are finished, we all will check your choosing. (We check their answers and move on to the next activity)		
Game which is which? we will play a modification of the traditional game who is who? By changing people for days of public holidays in the English-speaking countries we saw before. They need to play in pairs each round (and then swap pair and change card to guess).	Now we will play a game I adapted from the game who is who? that you may know, I called it which is which and you have you guess your opponent's card with a festivity we have just linked in the columns by asking yes/no questions. You can use the cheat sheet with the	Cards (see *Appendix III: lesson 2 materials*) Board to place the rest of the cards. Cheat sheet (see *Appendix III: lesson 2 materials*)	38 minutes

I will hand them in a cheat sheet with questions such as: *Is your day celebrated in the United States? Does your day come from a historical event? Is your day even/odd?* Before playing, I will explain my students that the first question is a passive that they don't need to know but it is useful for the game, it is enough to know what it means. I will also explain what even and odd mean. I will tell them than they can use any other question they find interesting and useful in order to guess their opponent's date. All the cards will be printed in coloured cardboard according the following key: purple-culture, pink-history, blue-religion and yellow-person.	procedures according to the answers you get I will hand you in in a minute. (Hands in the sheet) As you can see the first question is a new structure that is not from your level but very useful in many situations. Just for you to know, you don't need to know how to use it but in this case, it is really useful if you want to guess your opponent's card. Obviously, you can make your own questions to guess, feel free to do it! In case you guess your opponent's date you have to take another card and keep asking until you find out. Keep in mind that each card has the colours from the previous activity: purple-culture, pink-history, blue-religion and yellow-person.

End of the class

At the end of the lesson students will be able to:

- Review contents on a quiz.
- Gather in groups and think appropriate questions.
- Play on their own under supervision.

ACTIVITY (description)	TEACHER TALK	RESOURCES/TOOLS	TIMING
Socrative. To review all contents. In class in the computer room so they don't need to bring a smart phone in class or use it.	Now that we are closer to the end, it is time to revise what we have learnt. I have prepared a Socrative for you guys, we are moving to the computer room so you can connect through our computers there. You need to put the code (xxxx) to enter the room and whenever you are ready start the quiz. You will be revising all grammatical and vocabulary items, so it is easier for you guys to recall information for the following task, which is preparing the questions. Take your time, you don't have time limit.	Computers	20 minutes approximately.

Gather in their small working groups and start thinking questions. Each member of the group will need to think of 2 questions of each topic. Students will be handing in the questions as they go to the teacher to check if they are correct both question and answer before playing the game.	Now that you are finished, I want you to gather in your small working groups we created at the beginning of the unit. I will hand you in two cards of three different colours that look like this (shows cards) and you have to write two questions of each colour: yellow for social conventions (courtesy formulae), green for culture, customs and values (public holidays) and brown for life conditions (housing).	Pens and paper Cards for questions (see *Appendix V: cards for questions*)	40 minutes approximately.
Playing the game Students will play their opposite's team trivia for 75 minutes. The teacher will go round the tables serving as a guide to whom students can ask questions, doubts or justifications.	Now everything is ready, I want you to swap your questions to the other team and play it for 75 minutes.	Card with the questions form the opposite team	75 minutes
End of the class			

LESSON 4 – ASSESSMENT AND REFLECTION – skills: reading

At the end of the lesson students will be able to:

- Reflect on their process of learning.
- Reflect on their own process of creation of the project.
- Discuss weaknesses and strengths.
- Reflect on their peers' creations.

ACTIVITY (description)	TEACHER TALK	RESOURCES/TOOLS	TIMING
Self-assessment checklist and comparing compass points and. Students will assess themselves with a checklist and we will compare their compass points sheet with their self-assessment.	Now that we are finished it is really important to assess one's work. Therefore, here you are a checklist to self-assess you. Please be honest with yourselves, this is only to improve.	Compass points sheet completed (see *Appendix I: lesson 1 materials*) Checklist (see *Appendix IV: lesson 4 materials: checklists*)	15 minutes
Peer assessment assessing their mates' trivia. Since they have had to answer the questions from the other team, they will need to assess the questions themselves with a checklist.	Now you have to do the same to assess your peer's or classmate's questions. You will be using the same checklist.	Checklist (see *Appendix IV: lesson 4 materials: checklists*)	15 minutes
Questionnaire assessing the effectiveness of the unit. The teacher will provide students with a questionnaire with questions to assess the effectiveness of the unit.	And now please, we will move to the computer room again and I want you to fill a questionnaire in order to reflect on the unit and I do this because I want to know your opinion on this unit.	Questionnaire (see *Appendix IV: lesson 4 materials: questionnaire*)	15 minutes

APPENDIX VII: ASSIGNMENTS USED AS EVIDENCE OF THE NECESSITY OF IMPROVEMENT

> **Analysis of materials and Observation of the use of L1 in Practicum II portfolio**

https://bit.ly/3h1d0Ej

These two activities were carried out by me (Isabel Gil de la Fuente) for the module Practicum II of the Master's Degree on Teaching, Universidad de Zaragoza. During my placement period, I had to observe an A1 class in Escuela Oficial de Idiomas Nº1 the for a month. In order to reflect on these observation tasks, I analysed the textbook, and I observed the use of the L1 in class by both students and teachers. From what I observed, it could be said that whenever students used L1 it was due to a lack of motivation in class, and they were tired of following the same dynamic every day. Therefore, my proposal for this class is to improve motivation and dynamism implementing a game-based focus with gamification as its main technique.

APPENDIX VIII: CONTENTS OF THE UNIT

CONTENTS OF THE UNIT
Sociocultural and sociolinguistic aspects: - Daily life (festivities) - Lifestyle (housing and environment) - Social conventions (congratulations, acknowledgements, apologies, etc).
Communicative competences: Lexic-semantic contents: - Daily life activities. - Personal identification. - Language (basic terms to describe language, languages) - Travelling and means of transport. - Housing, home y environment. Grammatical contents: - Simple sentence - Compound sentence - And, or, but, because

- Relative pronouns
- Quantifiers
- Past simple (regular and irregular)
- Collocations
- Question making
- Agree and disagree

Pragmatic competences

- Initiation and maintenance of common personal and social relationships: introducing oneself, introducing other person; to greet, to welcome, to say goodbye, to invite, to accept and/or decline an invitation, to thank; to agree and to deny, to apologise.
- Numbers, quantities, prices, schedules and hours
- Narration of past events, description of present situations (and expression of future events).
- To express opinion, believes, knowledge, ignorance, agreement, disagreement, doubt and hypothesis.

Discursive contents
- Type and format of the text
- Language variety
- Register
- Topic: focus and contents:
    - To select lexis
    - To select syntactic structures
    - To select relevant content

Oral comprehension

- To understand basic contact formulae
- To understand brief questions
- To understand information from brief questions
- To understand basic instructions
- To understand brief and simple indications

Oral production

- To produce oral texts face to face in the standard variety of English
- To communicate intelligibly incorporating expression and interaction strategies

Written comprehension

- To understand general information and relevant details from brief texts with a simple and clear structure. These texts will deal with daily topics.

Written production

- To produce brief written texts with a simple structure in the form of questions.
- To use an appropriate register
- To use appropriate ortotypographic and punctuation resources
- To use appropriate expression and discursive strategies to produce an oral text

- These texts will deal with daily topics.