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## Trabajo Fin de Máster

Replacement of the use of the textbook with a learning unit based on ICT tools in the English as a Foreign Language class.

Reemplazo del uso del libro de texto por una unidad didáctica basada en herramientas digitales en la clase de inglés como lengua extranjera.

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**Abstract:** The way in which English as a Foreign Language is usually taught is through the use of only one teaching tool: the textbook and / or the workbook. This is normally neither motivating nor useful enough for the students to the extent that it lacks activities which encourage peer cooperation and interaction and work on the learners' communicative competence. Thus, this work is going to be based on a possible solution for this dynamics: replacing the use of English textbook with a Project Based Language Learning unit constituted by different ICT tools and digital resources which can cover the existing flaws when only taking into consideration textbooks and workbooks for teaching processes.

**Resumen:** La manera en la que el inglés como lengua extranjera se enseña usualmente es a través del uso de una sola herramienta de aprendizaje: el libro de texto y / o el libro de actividades. Normalmente, esto no es motivador ni suficientemente útil para los estudiantes debido la falta de actividades que incentiven la cooperación e interacción entre compañeros o que trabajen la competencia comunicativa de los alumnos. Por tanto, este trabajo va a estar basado en una posible solución para esta dinámica: reemplazar el uso del libro de texto en inglés por una unidad de aprendizaje basado en proyectos constituida de diferentes herramientas TIC y recursos digitales que puedan cubrir los defectos existentes al solo tener en cuenta los libros de texto y de actividades con fines didácticos.

## 1- INTRODUCTION

The concept of innovation is defined in the *Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón* as a “structured and evaluated process that pursues the transformation, through the carried out practices, in order to achieve the improvement of the results in the teaching-learning processes” (Art. 29). Thus, this Master’s Degree Final Project or Trabajo de Fin de Máster (TFM) has been created as an innovation project in order to improve a need that was detected during the Practicum II period: the use of the English textbook in an excessive way. This over-reliance on the textbook, which was used without using any other different learning materials apart from its corresponding workbook, was not effective enough for the students, who did not really like it nor find it very useful to learn English as a Foreign Language. This conclusion was extracted from a survey, which was created in order to ask a relevant sample of people their opinion about the use of the textbook in the English class according to their own learning experience. The results contained in this survey showed that, as it was previously pointed out, most of the students did not favour the use of the textbook as their only learning tool in the English class. Thus, these results provided me the necessary factual information to detect that there was an existing necessity that could be improved. In this way, it can be considered that these data support the relevance needed to start the process of creation of a convenient transformation to the teaching-learning process that I personally experienced during my placement period in the high school. My idea for the transformation process that I have to implement as an innovation project is to create a learning unit based on the use of ICT tools and digital resources as a way to substitute the English textbook. In this way, it should be highlighted that some of the activities that I produced which were used while teaching in the high school followed this direction.

This TFM is based on three works that I developed during the Master’s Degree. The first one is the Practicum II diary; this document allowed me to reflect about the teaching methods that I had witnessed during my observation process and to critically interpret the analysed materials that were used for the learning unit that I had to teach.

Besides, as it was mentioned before some of the activities that I implemented during my teaching time had already been designed with this TFM in mind. Hence, the analysis of materials within the diary gave me the opportunity to check if those materials were effective or not for my main teaching purposes: encouraging communication and student cooperation. These purposes were extracted from the second work that I based myself on: the analysis of materials that was done in the subject *63265 Instructional and Curricular Design in EFL*, which I coursed during the first term of the Master's Degree. This work introduced me to the Communicative Language Teaching (CLT) approach, which is the perspective from which I want to conceive my TFM. This approach is, in my opinion the most useful one in order to properly learn a language since I consider that limiting the teaching scope to activities contained in the Student's book or the Workbook (as it was the case during my observation time) lacks efficacy in order to encourage the communicative competence and the interaction skills of the students and it is usually not motivating enough. Consequently, CLT will be kept in mind during the curricular design of the unit contained within this work and during its posterior interpretation. The third work in which this TFM is based is the survey done in *63267 Innovation and Classroom Research in EFL*, from where I acquired the necessary skills to create a survey required to identify the necessity and act accordingly trying to overcome it through the creation of the learning unit.

Thus, the theoretical framework which supports this paper has been built around literature that covers the explanation of CLT principles such as the works of Brown (2007) or Richards (2006), Second Language Acquisition theories like those of Dörnyei (1994) and curriculum planning foundations and models like those proposed by Scott (2011) or Ur (2012). The methodology which is going to be followed during the unit is Project Based Language Learning (PBL), as interpreted by Pitura and Berlinska-Kopec (2012).

Besides, specific sources regarding the use of the textbook such as Ornstein (1994) or sources which study the use of technologies in education such as Ally and Prieto-Blázquez (2014) have been regarded as well. Moreover, a survey has been designed following the question formats proposed by Dörnyei (2012).

Concerning the Spanish curriculum, this paper will take into account the methodological orientations for *Primera Lengua Extranjera: Inglés* in order to

determine which competences will be worked in this TFM. There are six of them: *Competencia en comunicación lingüística, Competencia digital, Aprender a Aprender, Competencias sociales y cívicas, Sentido de iniciativa y espíritu emprendedor* and *Conciencia y expresiones culturales*, just as they are defined in the *Orden ECD/65/2015 por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*.

Besides, the topic in which the unit is based (the environment) has been extracted from the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, as it is defined as a Key Content which should be included in every educational syllabus.

Regarding the Aragonese curriculum, as it was expressed at the beginning, the *Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón* will be taken into consideration so as to make sure that the project follows the definition of innovation as expressed in the *Artículo 29* of this document. Furthermore, the assessment criteria and the learning outcomes have been extracted from the same document.

This work is composed by these sections: (1) Introduction, (2) Purpose and Objectives, (3) Justification, Foundation and Methodological Design of the TFM, (4) Critical comment, (5) Conclusion, (6) References and (7) Appendices.

## **2- PURPOSE AND AIMS OF THE DISSERTATION**

The fundamental aim of this work is to compose a learning unit constituted by eight lessons which, through the use of different ICT tools or digital resources, can substitute a syllabus based on merely following a textbook and a workbook. The purpose for creating this unit is trying to explore new ways of learning that can be more appealing for students than those that they have had during their previous learning experiences. The activities in this unit are expected to fulfil some needs which the use of the textbook normally lacks: the encouragement of student cooperation, integrating the organizational features of language (grammar and discourse) with the pragmatic aspects (those depending on the means and contexts of production of the language), fostering student's autonomy and giving them an active role during the lessons, etc.

This work thus aims to create a Project Based Language Learning (PBL) unit interpreted from a CLT approach to see if those needs have been properly responded by the tasks.



### **3 - JUSTIFICATION, THEORETICAL AND CURRICULAR FRAMEWORK, METHODOLOGY.**

The learning unit designed for this Master's Degree Final Project was created in order to cover the need that was mentioned in the Introduction section: it was observed during the Practicum II period that my mentor's only teaching tools were the textbook and the workbook. She did not use any different materials and the only digital tools with which she operated were those provided by the publishing house from which the high school acquired the English textbook and workbook. In fact, these digital tools were the book's own computer platform. Therefore, the exercises were the same as those contained in the book but in a different format; they were projected so every student could see them at the same time but, all in all, the activities were not different from those that the students did with their notebooks and pens.

Once this was observed, I tried to interpret whether the students enjoyed this dynamics and found them useful for learning English as a Foreign Language or if they did not. Only through mere observation, it was quite apparent that the answer to this question was negative. However, I decided to design a survey so as to get a statistical base in order to support my conclusion. This survey, which was answered by 95 respondents coming from different environments (students from the high school where I had my Practicum II and students from the Master's Degree from the English speciality and others) and was constituted by 8 questions, was implemented keeping in mind the work we developed in a subject of the Master's Degree: *63267 Innovation and Classroom Research in EFL* since one of its tasks was based on creating a survey. Thus, the questions contained within this questionnaire were written by following the same format that we learnt in this subject and which was based on Dörnyei (2012): the survey is constituted of two open questions (where the respondents could freely express any kind of answer) and six closed questions (four dichotomous question, whose possible answer was Yes / No and two multiple choice questions).

Concerning a brief discussion about the results of the survey, which is contained within the appendices section of this work (7.1), the first thing to highlight is the fact that the questions were asked in the context of when the respondents were learning English in 4<sup>th</sup> ESO (which is the class where I carried out my observation and for who

the learning unit in this TFM was designed). It can be observed in questions 1, 2 and 3 that almost everyone polled studied English as a Second Language and used a textbook in the English subject in 4<sup>th</sup> ESO while only half of them used extra materials. Furthermore, the answers in question 4 which were more frequently repeated conveys the fact that those extra materials were not normally digital but, instead, activities which resembled those within the book. Consequently, the difference was not really relevant. From questions 5 and 6 we can extract the conclusion that the amount of respondents who found the English textbook useful and motivating was quite low (only a 29% of the respondents while a 68% of them thought the opposite) and, at the same time, an important percentage of the 95 respondents (80%) would have liked to use ICT tools to a greater extent. Moreover, it can be observed in question 7 that 68% of the respondents would like to give more importance to technologies than to the book. The answers from question 8 helped me identify what resources the respondents would have liked to used to learn English as a Foreign Language and I therefore integrated those into my own unit.

The results extracted from these answers were the necessary baseline in order to confirm my initial thought and provide me with the justification to create this work. Furthermore, the existence of the observed need can also be supported by Ornstein's (1994) work. He summarized the flaws of the textbooks with these words:

Dependence on the textbook is also linked to the time when a majority of teachers were poorly prepared in subject matter or teaching out of license and read the text one day in advance of the students. Many of today's teachers, while better educated than their predecessors, sometimes lack the time or training to prepare new materials; thus, they continue to rely on the textbook and workbook.

[...] Critics have found that textbooks in nearly every subject and grade level cover too many topics, the writing is superficial, choppy, and lacking in depth and breadth [...] and content wanders between the important and the trivial. They fail to capture the imagination and interest of the students or to make students think and spurn current knowledge about cognitive information and linguistic processing. The so-called best textbooks are often designed to entertain and to be decorative, but they provide only tidbits of information, lack

adequate integration of subject matter, and do not stretch the student's mind. They are unintentionally geared to over-simplify and to limit thinking. Teachers have contributed to the problem, since most teachers emphasize answers to be found, not problems to be solved or thinking processes to be used.

The description given by Ornstein in this article perfectly fits the need that I found in order to develop an innovation project. Constructing a syllabus by merely using a textbook comes from an old-fashioned tradition to interpret education. This is why, from my point of view, I observed that in order to really foster the students thinking skills a unit managed without a book could be highly productive for the learners.

In order to respond to this need, I based myself on the work by Ally and Prieto-Blázquez (2014). They spoke about the benefits of mobile technology in education, specially highlighting the fact that technologies are constantly advancing and that, consequently they cannot be neglected from the educative community. They define technologies as an easy access to information and as an up-to-date way to use relevant educational resources which can help both the students and the experts in any field of study. As it can be extracted from the authors' point of view, the technologies could be a very convenient way to try to improve the lacks that the mere use of the textbook might have according to both the survey's respondents' thoughts and the academic support by Ornstein's article. Thus, I decided to create a learning unit based on the use of different ICT tools and digital resources: Physical means such as computers, mobile phones, projectors or digital screens and also online apps, digital platforms from different organisms such as the BBC or National Geographic, videos, listening resources, etc.

Furthermore, Pitura and Berlinska-Kopec (2012) point out that class work usually focuses on developing those language areas which are tested during school-exit exams (highlighting the language systems such as grammar) but neglecting civic competences (group work) and digital skills. They also emphasize that a project based unit integrating collaboration in groups and the use of technology could be useful to solve this situation. This is why the unit in this work is going to work in that way.

Once the need was detected and the way to work on its resolution was established (trying to substitute the excessive reliance on the textbook with a project

based unit strongly based on ICT tools and digital materials and resources), a topic which could work as a unifying thread throughout the whole unit was selected: Environmentalism. At the end of the unit, the students are expected to be able to realize the importance of nature and of taking care of it accordingly. This topic was selected since it is a current issue present in the students' daily lives. That is why I considered that it could be motivating enough. Furthermore, this decision is also supported by the Spanish curriculum: as it is gathered in the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, the Secondary Education curriculum must include curricular contents related to sustainable development and the environment.

Concerning this work's foundation, conceptualization and approach, it can be firstly asserted that the fact that this unit is strongly constituted by digital resources is based on the main approach that is expected to be followed during every activity: Communicative Language Teaching. As it was mentioned in the introduction, this approach has been chosen since it is an appropriate way in order to create activities which could resolve the faults or lacks that a textbook might have. They have been designed by keeping in mind a series of criteria extracted from the works of several authors explaining their own interpretation of CLT teaching. The first of these authors is Brown (2007), who pointed out that language teaching approached from a CLT perspective should focus on the "pragmatic, authentic, functional use of language for meaningful purposes" and that activities should promote interaction in pairs or groups (cooperation via cooperative learning). These two criteria have been extracted from the analysis of materials I carried out for the Practicum II. In this analysis I came to the conclusion that the textbook I studied could be improved to fulfil the two of them since it lacked authentic use of language (some of the exercises were based on real life situations but in a rather artificial way) and activities that encouraged group work (some of them included pair work but group work was omitted during the whole unit). Thus, in order to cover the need based on Brown's interpretation, I decided to give a great degree of importance to the use of real materials (some of the activities in the unit come from real sources such as the BBC or National Geographic and the students are supposed to analyse the language in them), to real language use (the most clear example is the debate activity in lesson 5, where students need to give arguments in favour or against atomic energy, simulating in this way the usage of English in a real context) and to

activities which are based on student interaction and cooperation in order get a common aim. Some examples of the fulfilment of this criterion are the Kahoot in lesson 3 or the Twitter collaborative activity in lesson 6, among others.

The second of the authors who concerned the CLT approach is Richards (2006), according to his point of view, skills should be worked in an integrated way instead of in an isolated one. This is so because in real life situations skills occur together. The teaching should thus replicate this situation. This criterion was also extracted from my Analysis of Materials. When I tried to find activities in the textbook that followed this criterion during the analysis I found it quite hard. In this way, I tried to design activities that integrated the different learning skills. The best example in the unit is the combination of exercises using the materials extracted from the National Geographic webpage. The students' listening and visual skills are worked through the viewing of a video that explains deforestation's causes and effects. These skills are tested by doing a questionnaire which checks the students' level of understanding about the information in the video. Right after the video, the webpage contains an article that the students are supposed to read, working on their reading skills, and from where they are expected to highlight the most important notions. They will have to explain those notions orally to the rest of their classmates, focusing in this way on their speaking skills. Thus, as it can be seen, this activity and others within the unit are effective in order to integrate every learning skill just as Richards pointed out as necessary. The second criterion extracted from Richard's work in the analysis of materials is that the learner autonomy in terms of giving the students the choice over their own learning (both over the contents and over the way in which they approach them) should be encouraged. Some of the analysed activities in the textbook fulfilled this criterion but, to some extent, the book gave the student too much guidance. In this way, the exercises were a bit unproductive since they did not motivate the students to use their own language. In order to cover this need, the video creation activity in lesson 7 was created. This activity gave the students a baseline (three WAGOLL videos that the students could use as a model) but did not tell the students what path to follow. Instead, it is just a support so they can have a model for creating their own videos, expressing information in a similar way. Thus, it can be concluded that the student's autonomy is fostered by the existence of this activity in particular.

Regarding Second Language Acquisition (SLA) theories that were taken into account when designing the learning unit, one of the main points explored during this essay is student motivation. This concept is used as it was defined by Dörnyei (1994). He remarked that students have to be necessarily motivated in order to get fruitful results when learning a second language. It is therefore one of the most basic pillars in which an effective SLA is supported. Indeed, Dörnyei begins his essay by pointing out: “motivation is one of the main determinants of second/foreign language (L2) learning achievement” (Dörnyei 1994). From my observation process and from the results extracted from the survey, it was quite clear that the students did not feel motivated by the way in which they were taught English; this is, through using the book as the only teaching resource and not as a support or a tool within a larger set. Therefore, I tried to create appealing activities by taking into account Dörnyei’s strategies about how to motivate learners. I specifically focused on the strategies “1) *Include a sociocultural component in the L2 syllabus*, 12) *Increase the attractiveness of the course content*, 14) *Arouse and sustain curiosity and attention*, 15) *Increase students interest and involvement in the tasks*, 29) *Promote the development of group cohesion and enhance intermember relations* and 30) *Use cooperative learning techniques*”.

Concerning strategy 1), the TED Talk by Greta Thunberg in lesson 4 as part as an interactive Edpuzzle video-activity is a good example of including a sociocultural component in the syllabus. She is an important activist in the environmental struggle and, even when she is Swedish, she speaks perfect English. Furthermore, other activities like those extracted from real sources such as the ones explained before (National Geographic, BBC, etc.) show the students good examples of materials produced in the English speaking culture. Thunberg’s Edpuzzle is also a good example of increasing the attractiveness of the course content by the use of authentic materials and visual aids (Strategy 12). There are many other resources whose aim goes in this way: the Mindomo Mindmap, which is visually quite appealing and it is organized in a way that can make the students understand reported speech in an easier way; the initial wordcloud that contains words in the shape of the Planet Earth so it can help students identify the topic of the unit, environmentalism, and some others.

Regarding strategy 14), it can be clearly observed that every lesson is different from the other; they have a common thread (the vocabulary based on the environmentalism and the grammar concerning reported speech) but the activities’

format vary from one lesson to the other. The unit was designed in this way so as to avoid monotony.

The strategy 15) has been followed to the extent that the activities are undoubtedly adapted to the students' interests: they find the use of technologies quite motivating as it was demonstrated by the survey and, besides, some of the resources that have been selected were chosen because the students use them in a daily basis. The Twitter activity is a good example; this social network was used during my implemented unit in the Practicum II since almost every student perfectly knew how to use it without needing any explanation. Furthermore, game-like features are included in this unit: the Flippity Snowman (which functions like the classical Hangman game) or the Kahoot (which is a quiz) perfectly exemplify this strategy.

Finally the strategies 29) and 30) have been implemented during the whole unit since, as it was explained before, one of the main guidelines to follow in order to achieve a successful CLT approach is the encouragement of cooperation and class cohesion. There are a lot of examples in the unit of activities which foster group work. Apart from those exemplified before, we could also highlight others such as the video creation in lesson 7, which is done in groups or the correction of the reported speech interactive exercise in lesson 2, which is also developed through collaboration.

Curriculum design and planning has also been taken into account when creating the learning unit. The theories by two authors have been given special importance: Scott (2011) and Ur (2012). The first of them was regarded when organizing the syllabus; Scott (2011) pointed out that the traditional syllabuses of English were constituted by mainly focusing on grammar. However, a proper syllabus design should be based, on topics that promote communication and in leading the students to participate in activities and tasks that make them develop their thinking skills, avoiding the isolated and decontextualized practice of grammar. This was the case observed when over relying on the textbook: the students learnt the grammar structures when doing exercises in the book that reproduced those same structures. However, they struggled to employ their knowledge when trying to communicate afterwards even when this could be perfectly done through making use of the grammar and vocabulary they had learnt. In this way, the activities contained within the unit aimed to integrate grammar within subsequent activities focused on communication instead of just staying in the

explanation + isolated exercise making stages. For example, the first explanations of the notion of reported speech in the unit are isolated to the extent that they are only focusing on how grammar structures work in those cases but, after the students have understood and consolidated this knowledge, they proceed to carry out tasks that promote working on their communicative skills. For example, the reported speech integrated within a BBC article (Lesson 3 Activity 2.2) is an activity which approaches grammar from an original material instead of in an isolated way.

The second author concerning curriculum design was Ur (2012), whose work has been used in order to identify the type of syllabus that needed to be selected so as to act as a model to frame my own learning unit. According to Ur, each unit within a structural or grammatical syllabus focuses on a grammar feature and the activities relate to it either in a direct way (with grammar explanations and exercises) or in an indirect way (with the use of communicative activities from which the grammar learning casually arises). I would say that the method that my tutor followed could be associated with the first of these two ways (she basically explained grammar and then consolidated it through exercise making) and my learning unit could be more similar to the second one since, as it was previously mentioned, grammar knowledge and understanding comes from the use of communicative activities.

Besides every work mentioned in the theoretical framework that supports this TFM, the Aragonese and Spanish curriculum have also been taken into account so as to design the learning unit in the way that it was designed.

The main element extracted from the Aragonese curriculum is the concept of innovation from the *Artículo 29* in the *Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*. This concept, which is defined in the introduction (Section 1), has been kept in mind when designing the unit, trying to transform an existing reality with the aim of correcting the failures of the previous situation and of improving the teacher-student relationship. Furthermore, the assessment criteria and learning outcomes have been extracted from this document as well.

The Spanish curriculum has been regarded when considering the different competences that will be worked throughout the learning unit contained within this



TFM. These have been extracted from the *Orden ECD/65/2015 por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*. The competences will be deeply analysed in section 4. Furthermore, the topic of the unit (the environment) was chosen paying attention to those contents that need to be included in the curriculum according to the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*. Extracting the topic of the unit from those pointed out as compulsory in the curriculum was important to the extent that selecting the topic of the unit could not be an arbitrary decision and, therefore, I decided to choose the environment and sustainable development in order to work with a topic that was deeply relevant for the students' personal development according to the Spanish law.

Finally, concerning the steps that were taken to create this TFM, the first thing to do was to detect a need during the initial observation process of the Practicum II. Once this necessity was found, I had a tutorial session with my TFM director; in this meeting we discussed the possible paths to follow in order to constitute a learning unit which could mean a positive change in the learning process of the students. We reached the conclusion that a unit based on the use of ICT tools would be productive so as to cover the existing lacks observed in class. Thus, I designed different activities with this format in mind to be implemented during the lessons I taught in the centre. Some of them have also been included in the unit contained in this TFM. When beginning to write the TFM, the first thing to do was to find evidence that justified the need for an innovation project. This was carried out through the survey, which gave me the point of view of 95 respondents, and through the different sources that supported the creation of the unit in the way that it was created. These sources were either general literature (those texts studied during the master's degree's different subjects) or specific literature, which was found by using *Alcorze*, the tool provided by the University of Zaragoza in order to look for different works along the whole database of the University. Thus, by keeping these sources in mind, the lesson plan was designed and, from this baseline, its critical comment was developed afterwards together with the rest of the sections of the TFM.

The effectiveness of the learning unit will be evaluated by the students, who will have the chance to fill in a questionnaire expressing their own thoughts about the activities they have developed, comparing them with the activities that they would

normally carry out when having a learning unit based on following a textbook. This questionnaire, which will be included in the appendices section, (7.3.4) will check the students' opinions about the activities but also possible suggestions for improvement, which will be taken into account in order to modify the unit for later uses.

## **4 – CRITICAL ANALYSIS AND DISCUSSION OF THE DIDACTIC PROPOSAL.**

### **4. A – Learning unit presentation and contextualization.**

The learning unit contained in this work has been conceived as a motivating way to work with a CLT approach without the need to rely on the use of a textbook which, as it is interpreted from the perspective of the survey and of the chosen literature, is not effective enough to foster the students' motivation and to improve their real linguistic skills. In order to get this purpose, the activities needed to be strongly based on English in real life contexts instead of in isolated situations and have to necessarily encourage student cooperation through the development of their communicative skills. Consequently, it was decided that the best way to fulfil these purposes was to create a unit mainly constituted by digital activities: ICT Tools, online resources, etc. Thus, as it can be seen in the lesson plan, the different tasks to do have been designed in this way: by using online apps such as WordArt.com, Google forms, Mindomo, iMovie and Movie Maker, EdPuzzle; online activities with game-like features such as Kahoot or Flippity; social networks such as Twitter or YouTube; the digital version of English-speaking media such as BBC or National Geographic; ICT Tools such as computers, projectors, digital screens and mobile phones. Some of these resources have been extracted from the answers in the survey. This is so because I wanted to focus on the opinions of real students of English so as to create the unit in the most useful way as possible.

The topic to study in the unit is environmentalism. As it was previously explained, this topic was selected because of its daily relevance in the students' lives and because it is expected to be concerned according to the Spanish curriculum for the subject of English in Secondary Education.

The context in which the learning unit is going to be implemented is in the 4<sup>th</sup> ESO A class of the *IES San Alberto Magno*, in *Sabiñánigo (Huesca)*. This is the group that I taught during my teacher traineeship period. The class is composed by 23 students, 12 boys and 11 girls. None of them have special needs and, consequently, significant curricular adaptations are not needed. According to the Common European Framework of Reference for Languages (CEFRL), the expected acquired level of

English at 4<sup>th</sup> ESO is A2. This is to say that the overall level of the class members will vary between an advanced A1 (the students with the lowest level) and B1 or even B2 in exceptional cases. The activities have been thus selected and designed with this level in mind. If any of them are too challenging, the teacher will be available to provide language support through different strategies: explaining the meaning of words and providing similar examples, constant corrective feedback (correcting inaccuracies, pronunciation mistakes, grammar mistakes, etc.) or helping students realize what the most challenging structures are so they can pay special attention to those.

#### **4. B – Key competences**

This learning unit works mainly on six key competences: *Competencia en comunicación lingüística*, *Competencia digital*, *Aprender a Aprender*, *Competencias sociales y cívicas*, *Sentido de iniciativa y espíritu emprendedor* and *Conciencia y expresiones culturales*, according to their definition given in the *Orden ECD/65/2015 por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*. Thus, this section is going to focus on giving a brief description of each of them and on exploring how they are worked in this unit.

*Competencia en comunicación lingüística*: This competence, defined as the result of the communicative actions that happen in social contexts where each individual acts with the rest of the interlocutors through the use of texts in different modalities and formats. These situations which require the use of each subject's communicative skills may involve the use of one or more languages and they are shaped by the individual's previous communicative experiences.

It can be thus observed that this competence has a great importance in this unit since it is worked in different situations. Every cooperative activity in the unit is a social context where the students are expected to communicate with their classmates. They are supposed to be using English every time they interact. This means that through every activity that implies groupwork the student will be developing his / her linguistic competence in a language different from their mother tongue.

Besides, the competence in linguistic communication also represents an intercultural vehicle in order to enrich the students' diversity and their knowledge and

contact with different cultures. This is why some of the activities are a faithful representation of the English speaking culture: those coming from the English speaking media (National Geographic, BBC, Greta Thunberg's speech, etc.) which are supposed to make the students aware of the cultural similarities coming from backgrounds which are different from their own. This discovery process is carried out through the use of English and, thus, the linguist competence is developed not only through communicative situations but also through intercultural ones.

Competencia digital: This competence is that which implies the creative use of ICT so as to reach the expected learning objectives through working with them. It is also conceived as a way to understand a multi-faced language which the books cannot provide: not only textual but also numeric, iconic, visual, graphic and focused on sound.

This competence is vital throughout the unit since it is based on the use of technologies in order to substitute the use of a textbook. Almost every activity within the lesson plan is thus a good example of working on the digital competence. These tools allow the students to experience the English language in the different ways that were pointed out before. For example, the use of videos provides them with the possibility to acquire knowledge through text, sound, graphics, visuals, etc.

Aprender a Aprender: This competence implies the student's ability to initiate, organize and persist in his / her learning, conceiving it as a lifelong process. Some factors are key to fulfil these expectations: the student's motivation (based on the learner's curiosity, need to learn and on having a leading role in his / her learning process and results to) and the development of his / her organizational skills, this is, getting the necessary knowledge to know how to handle the personal learning processes so as to adapt them to the different activities.

Thus, this competence is worked in the unit to the extent that the different activities have been created to foster the students' motivation and autonomy to reflect and handle their own learning processes in order to be successful when doing every task and extract relevant knowledge from them.

Competencias sociales y cívicas: These competences are those which imply the students' ability to interact in a civic way with other people and groups always according to social rules based on mutual respect. Furthermore, they also include being

able to understand social issues and conflicts and to act in the best way to approach them. These competences also prepare the students for their future democratic participation in society. In order to understand all these notions and to be able to fully participate in the social and interpersonal contexts, the students must be able to acquire the necessary knowledge that allows them to comprehend and analyse the social codes and conventions that take part during personal interactions.

These competences are worked in the unit to the extent that a lot of activities in the lesson plan are supposed to be done collaboratively. These social relationships necessary for carrying out the activities successfully will develop the students' interaction skills. Furthermore, the topic of the unit is a social concern. Taking care of the environment with actions such as recycling, promoting the sustainable development, etc. are social acts which the student needs to do when participating in society. A good example of this is the debate about atomic energy. That activity is a simulation of a social issue where the students will need to position, understanding the necessary codes for defending one side or the other and being able to debate from a respectful position while collaborating with their classmates.

*Sentido de iniciativa y espíritu emprendedor:* This competence implies the ability to transform the ideas into actions. This is, acquiring the necessary knowledge to face the different situations and develop the skills to learn how to face them in order to achieve the objective in mind. This competence is the one that fosters the students' analytical and organizational skills and which motivates them to be resolute.

This unit is expected to encourage the students' autonomy; this is not to say that they cannot lean on their classmates since cooperation is highly recommended. However, they must be able to develop their actions without a strong guidance from the teacher, who has to be a support instead of the main conductor of their learning process. Perhaps, the best example of this competence in the unit is the video creation that the students need to do in lesson 7, where students need to show that they have developed their own autonomy to work.

*Conciencia y expresiones culturales:* The cultural competence implies knowing and appreciating the different cultural backgrounds from a respectful perspective. Also, it means interpreting the cultural materials as a means of communication among the different integrants of society, no matter their origin.

As it was explained in the linguist competence, some of the materials selected for the unit have been chosen for the students to become familiar with the English speaking cultural elements so as to deeply understand the intercultural connections with their own context.

#### **4. C – Learning outcomes.**

The learning outcomes are statements that describe the knowledge and skills that the students are supposed to have acquired at the end of the unit. The ones in this unit have been formulated according to the contents that are going to be studied along the whole lesson plan. Thus, there is a special focus on the students being able to identify and to use the vocabulary from semantic field which has been studied, the environmentalism and to properly understand the grammar in order for it to be used for future communicative purposes: The reported speech in its different forms.

Furthermore, the different learning skills have been considered in the same way: the students are expected to understand the information within any kind of text proposed in the unit (both audiovisual and written ones), to produce their own oral and written texts keeping in mind the adequate register and expectations of every situation in which those occur and to be able to engage in conversations, debates and other different ways of oral production.

Moreover, since communication and cooperation have been encouraged along the unit, these have also been regarded as important learning outcomes.

The ability to handle ICT tools which is the key for the whole work's existence, has also been concerned.

#### **4. D – Sequencing and proposed activities.**

The sequencing of activities in the lesson plan is organized according to the Project Based Learning (PBL) stages studied in the subject *63266 Design of Learning Activities for EFL*. The PBL learning was the selected methodology since, as it is pointed out by Pitura and Berlinska (2012) it can be considered as a useful vehicle to help students develop their necessary civic and digital skills. Furthermore, they add that the use of technology can foster the PBL's effectiveness.

Thus, the stages in which the activities are divided are the next ones:

1) Activation stage (Lesson 1): The activities in the first lesson are expected to activate the student's previous knowledge on the topic of environmentalism and to start amplifying it. This is managed through the exposition of a wordcloud which allows students to both think about the words they already knew and to look for other words that are new for them. Moreover, together with the words contained in it, the shape of the wordcloud (The Planet Earth) gives the students the first indication of what the unit will cover. Furthermore, in the activation stage the students are presented their first challenge: creating a similar wordcloud and, afterwards, answering a questionnaire about a National Geographic video which explains deforestation's causes and consequences. This video is a great tool because it is not only constituted by real images but also gives the students written data so they can acquire information through different ways. Besides, in the same webpage an article is contained which concerns the same topic. Reading it and trying to extract the most important ideas will be the students' homework to complete the activation stage. The activities contained in this stage follow Brown's (2007) criterion that language teaching with a CLT approach should focus on the "pragmatic, authentic, functional use of language for meaningful purposes" to the extent that the students need to analyse the language contained within a original sources such as National Geographic. The vocabulary learnt with this resource will be available for its future use in the final project.

2) Discovery stage (Lesson 2): This lesson starts with the first collaborative task the students are going to have in the unit. This kind of group activities are highly favoured from a CLT approach (Brown 2007) and also by Second Language Acquisition theories like Dörnyei's (1994) as it was indicated in section 3. The task consists on commenting the most important ideas the students highlighted within the National Geographic article (Homework from the previous lesson). After that, they have to share and explain their thoughts to their peers orally. In this way the students discover in the second lesson the main dynamics of the unit: using digital resources to foster their cooperation and communicative competence. This activity fulfils as well Richard's criterion: the skills need to be integrated since it is the way in which they will appear in real life situations. The sequencing of these activities covers every language skill: 1<sup>st</sup> Listening (Watching the video and demonstrating its understanding), 2<sup>nd</sup> Reading



(Reading the article) 3<sup>rd</sup> Writing (Writing down the most important ideas) and 4<sup>th</sup> Speaking (Oral exposition of the most important ideas extracted from the text).

After this activity the students are given comprehensible input to start discovering the grammar structure which will be concerned during the unit: reported speech. In this way, they are presented with the first part of a Mindomo mindmap used to explain reported statements. The other two parts of the mindmap contain the explanation of the reported questions and of the reported suggestions, requests and orders. The statements are presented firstly since this part of the mindmap contains the most important changes that happen when using the reported speech structure: verb tense changes, object changes, time expression changes, determiners and adverbs of place. The digital mindmap is a useful tool to the extent that it presents complex information in a quite visual and organized way, which allows the students' mental connections to work in an easier way. In this stage, students are also required to exemplify the grammar they have learnt since the mindmap contains gaps which need to be filled by the students' reasoning. Choosing this tool was determined by Dörnyei's motivational strategies, which were present when creating the activities in the unit to the extent that it is a way to make visually appealing materials for the learners.

3) Deepening stage (Lessons 3-4): In the deepening stage the students are expected to deepen their understanding and their acquired knowledge about both vocabulary (nature and environment) and grammar (reported speech) through communicative processes and reasoning. They are also expected to be able to generalize and generate ideas extracted from the provided input. This is achieved in lesson 3 with the exercises 2.1 and 2.2. In these exercises, the students read an article from the BBC digital platform where some of the sentences are marked in bold. These have to be rewritten using reported speech. As it can be observed, by doing this task the students increase their vocabulary as they read an article and work on their grammar understanding when they change direct speech sentences into reported speech. This is an analytical and reasoning process which fosters their thinking skills. This activity is also a good example of Scott's (2011) pointing: the isolated use of grammar should be avoided. This is the case to the extent that, once the grammar notions have been explained, the students proceed to study it in context (within a real source such as the BBC) instead of in isolated exercises.

The last activity in lesson 3 is also used to deepen the students' vocabulary and it was created attending to one of Dörnyei's principles. He pointed out that game-like features should be used so as to increase the students' interest in the subject and, consequently, the snowman created with the digital app "Flippity" has been used to increase the students' vocabulary with an entertaining and enjoyable game. It has the same format as the classical hangman. Another example of this introduction of game-like features is the presence of a "Kahoot" quiz at the end of lesson 4. It deepens the student vocabulary base through a quiz which, as it was observed during my teaching time (this activity was implemented) highly motivates the students.

The rest of the lesson 4 consists on a deepening on the grammar; the reported questions are explained with the second part of the mindmap explained before and another example of integrated grammar within a real material is used by using the digital app called "Edpuzzle". This activity is based on reporting questions extracted from a TED Talk by Greta Thunberg. It is thus a good example of a criterion by Dörnyei: a sociocultural component should be introduced in the syllabus. The activity is effective in this sense since the students have the chance to listen English in a real context as an example of an intercultural communicative tool.

4) Planning stage (Lesson 5): In the planning stage the students are expected to demonstrate their learning concerning the environmental issues that have been studied during the unit. This is achieved specially by a Tug of War thinking routine. The students are supposed to have a debate between those in favour and those against atomic energy. The input that they are given is an article containing arguments from both sides extracted from a digital platform called "Debatingeurope.eu". In this activity, the students can demonstrate everything they learnt about environmental issues. It fulfils different criteria exposed in the justification section. As it is pointed out by Richards (2006), learner autonomy should be encouraged. This activity gives them the opportunity to orally express their own perspective, consequently fostering their autonomy. Furthermore, Brown's (2007) criteria take place as well: the activity promotes the use of authentic, functional language (it simulates a real life situation that the students might live) and interaction is promoted since the students need to get together in two groups that need internal collaboration to create their debate. This is also supported by Dörnyei's strategies: the activity promotes group cohesion and groupwork in the class.

5) Creation stage / Publishing stage: (Lessons 6-7): The activities in the creation stage are aimed at creating the product resulting from the students' learning process along the unit. Thus, lesson 6 is aimed at the final activities concerning the consolidation of the grammar studied during the unit (reported speech); some of them are the third part of the Mindomo mindmap (reported Orders, requests and suggestions) whose functioning and theoretical justification was already explained, followed by the last part of an online interactive exercise (the previous ones were done as homework) used to finish internalising the grammar knowledge.

The last activity in lesson 6 is based on Brown's (2007) and on Dörnyei's (1994) criteria that interaction, group cohesion and groupwork should be promoted by using appealing activities to the students' interests. In this way, a twitter collaborative activity (Lesson 6 activity 3) was created. The students had to collaborate in groups of four to rewrite ten direct speech sentences using reported speech. As it can be observed, it is the culmination of the grammar learning in the unit; it is the last task based on grammar since it covers every of the different possibilities of reported speech studied. This is one of the activities that I implemented during my teaching time in the Practicum II and it was quite effective to both motivate students and to make them interact using English. This mainly happened because using a social network such as Twitter which most of the students used on a daily basis undoubtedly caught their interest and fostered their communication since they had to reach group agreements in order to answer the sentences.

Thus, once all of the grammar contents of the unit have been covered, the creation process begins in lesson 7 and consists on creating a video (Lesson 7 Activity 3) based on daily actions the students can take to improve the environmental situation. This is their final project and all the learning process that took place during the unit will be demonstrated with this material. They have scaffolding to the extent that they will be shown three WAGOLL videos concerning similar subjects to be used as models and the functioning of the apps needed for creating the videos is going to be duly explained; they will have to transmit information in a similar way as the speakers in the videos. Before creating the video, the students are going to write a brief summary of the structure they want to follow. In this way, this final project constitutes an example of Richards's (2006) criterion that skills should be worked in an integrated way: firstly they develop their listening skills by watching the video, secondly they work on their

writing skills by writing a summary and finally they practice their speaking skills and communicative competence when participating in the video. Besides, Brown's (2007) criterion that the pragmatic, authentic, functional use of language should be encouraged is fulfilled as well since the students explain their perspective about real life situations, in this case, the actions they can take in their daily lives to improve their ecological functioning.

Regarding the publishing stage, the students will post their projects once they are finished into the Twitter accounts they had to create for the previous lesson.

6) Assessment Stage: The assessment stage has been designed attending to Pitura and Berlinska's (2012) explanation:

Assessment in PBL should (1) address products created by students that demonstrate student learning, (2) provide opportunities for self-assessment, student reflection and teacher feedback, (3) allow for the presentation of students products to a wider audience.

In this way, the assessment activities consist on the student presenting the videos they created (where they are expected to demonstrate the learning they acquired during the unit) and receiving feedback about them, both from the teacher and from the students with the use of a peer assessment form (Ap. 7.3.18) and with a compass points self assessment chart (7.3.19) which closes the unit.

#### **4. E – Materials Used.**

7.3.1 – Wordcloud: This wordcloud was created with the digital app WordArt.com and it contains vocabulary from the unit's main subject: environmentalism and ecological issues. It is shaped as the Planet Earth in order to give a clue to the students about what the unit is going to be about. The words contained within it are: Environment, Pollution, Nature, Greenhouse Effect, Ozone Layer, Carbon emissions, Recycle, Cut Down, Waste, Deforestation, Drought and Flood. At the end of the unit the student is expected to know the meaning of all of them but at this initial point some of them might be unknown. Thus, the wordcloud it is used to check the student's initial knowledge about the topic and to start increasing it with this set of words.

7.3.2 – National Geographic Video: This video was extracted from the National Geographic webpage; it explains the causes and consequences of human-driven deforestation. It is quite visual since not only provides images but also text within the video when giving data. It is used to increase the students' knowledge about one of the main causes of environmental damage (deforestation) but also to work on the student's listening and visual comprehension skills.

7.3.3 – Google Forms Questionnaire: Google forms created in order to check the student's understanding of the previous video. It contains questions which cover the information which was expressed in the material 7.3.2.

7.3.4 – National Geographic Article: This article is contained in the same webpage as the video (7.3.2) and it gives a more detailed explanation of the deforestation dynamics since it does not only focus on the natural phenomenon (as the video does) but also on some associations which are trying to fight it. The students will read it at their homes and will need to highlight the most relevant ideas according to their own point of view besides some words whose meaning they don't know. It was selected in order to amplify the range of the students' approach to deforestation but also to work on their reading skills.

7.3.5 – Mindomo Mindmap Part I (Statements): First part of a Mindmap created with the app Mindomo in order to explain the reported speech. This first part focuses on the reported statements. It was created in order to express complex information in an organized and visual way so the explanation could be more effective and easily understood. In the original version, the mindmap contained gaps which the students had to fill in order to work on the grammar structure: the different changes, the exemplifications, etc.

7.3.6 – Reported speech interactive exercise. Ex. 1 (reported statements). This material was extracted from the webpage "Liveworksheets" and it consists on interactive exercises concerning reported speech that the students can do with their computers. The first of them, Exercise 1, addresses the reported statements. This material was chosen to start consolidating the grammar knowledge that was initially explained with the last material, the Mindomo mindmap Part I (7.3.5).

7.3.7 – Piece of news from the BBC Online platform: This piece of news talks about climate change and was extracted from the BBC online platform to work on the students' reading and speaking skills integrated (they have to firstly read and then demonstrate the understanding of the article by answering oral questions) and to later study grammar within a journalistic article: some of the direct speech sentences within the text will be highlighted and the students will have to rewrite them using reported speech.

7.3.8 – Flippity snowman game: This material was created with the app “Flippity” and it is used to amplify the students' vocabulary at this point of the unit. It is a game with the same format as the classical game “Hangman”. It will be used collaboratively, with the class split into two big teams that will compete to guess the words first.

7.3.9 – Mindomo Mindmap (Part II – Questions): Same dynamics as the Mindomo Mindmap Part I (See 7.3.5). This part covers the reported questions.

7.3.10 – Edpuzzle video: This material was created with the app Edpuzzle. As it can be seen, it is based on a TED Talk by Greta Thunberg where she speaks about acting so as to stop climate change. The video stops in different moments which coincide with direct speech questions which the students need to report into past by using reported speech. The students will do this activity with his / her shoulder partner. This material was chosen to the extent that it integrates grammar within a video, which works on the student's listening and visual skills. Furthermore, the fact that it is based on a real life TED Talk by Greta Thunberg adds an important cultural element to the learning process.

7.3.11 – Climate change Kahoot: This material is a quiz created with the app “Kahoot”, from which the students need to answer questions which will be projected in the digital screen. The students answer the questions with their mobile phones in groups of four. They collaborate orally to guess the right answers. This material was chosen to be used since the game-like format that it has is really appealing for the students and it is therefore a good way for them to learn extra vocabulary in an enjoyable way.

7.3.12 – Reported speech interactive exercise. Ex. 2 (Yes/No Questions) and Ex. 3 (Wh-Questions): Same dynamics as the Reported Speech interactive exercise. Ex. 1. (See 7.3.6). This part covers the reported questions.

7.3.13 – In favour or against atomic energy article: This article was extracted from the webpage [debatingeurope.eu](http://debatingeurope.eu), a platform where its participants can debate the issues they care about with European politicians and experts. It contains arguments in favour and against atomic energy which the students will use in its subsequent activity: a debate defending these two positions. Thus, it can be asserted that it was selected as the scaffolding for carrying out the debate afterwards.

7.3.14 – Mindomo Mindmap (Part III – Orders, Requests and Suggestions): Same dynamics as the Mindomo Mindmap Part I and the Mindomo Mindmap Part II (See 7.3.5 and 7.3.9). This part covers the reported Orders, Requests and Suggestions.

7.3.15 – Reported speech interactive exercise. Ex. 4 (Commands): Same dynamics as the Reported Speech interactive exercise. Ex. 1, Ex. 2 and Ex. 3. (See 7.3.6 and 7.3.12). This part covers the reported commands.

7.3.16 – Reported sentences list for the Twitter activity: This material was created for the students to be able to realize that the social networks that they use daily can also have learning purposes. A twitter account was created to tweet the ten sentences that appear in this list: statements, questions and orders requests and suggestions are mixed since all of them have already been explained. The students would then have to create an account of their own as well (one every three students) and use the reported speech to report the sentences in the list by tweeting back.

7.3.17 – WAGOLL videos: These videos were selected from the app “YouTube” as scaffolding for the students’ final project: recording a video of their own speaking about daily actions that they can take to improve their ecological habits. They all contain this kind of actions and the students are supposed to take into account the way in which information is transmitted when creating their own final project.

7.3.18 – Peer assessment forms: This form was created for the students to evaluate their peers work when they develop the exposition of the videos they created. It covers three categories: Content, Presentation skills and Use of English.

7.3.19 - Compass points self-assessment chart: This chart was created for the students to self-evaluate their thoughts about their own personal development along the unit and also to give possible suggestions for improvement to be taken into account during future uses of the unit.

#### **4. F – Assessment criteria.**

This lesson is evaluated according to the *Criterios de Evaluación* and *Estándares de Aprendizaje Evaluables* for 4<sup>th</sup> ESO *Primera Lengua Extranjera Inglés* as they are reflected in the Aragonese curriculum: *Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*. Each of the language skills is covered by one criteria and one / two learning standards: oral texts comprehension (Crit.IN.1.1. / Est.IN.1.1.1.), oral texts production (Crit.IN.2.1. / Est.IN.2.1.1 / Est.IN.2.1.2), written texts comprehension (Crit.IN.3.1 / Est.IN.3.1.1. / Est.IN.3.1.2.) and written texts production (Crit.IN.4.1. / Est.IN.4.1.1 / Est.IN.4.1.2.). Each of these categories will be represented by either one activity or two activities from the lesson plan, which the teacher will evaluate out of ten points. This evaluation will constitute the 80% of the student's total mark. The remaining 20% of the mark will be constituted by the student's continuous assessment, which will be evaluated through a rubric and which basically consists on assessing the students' level of implication and interest and their demonstrated personal work and development from the beginning to the end of the unit. The written texts production criteria will evaluate the students' video since that is the kind of text that they will create as their final product of the project.

Furthermore, there is a system of unit points. There are eight points which will be given to the students if they succeed in doing different activities of the lesson plan. Those points will mean a raise in the students mark (the one resulting from the rubric evaluation); each of the obtained points will add a 0.125 to the total mark of the student (all of them combined add a point). Furthermore, in order for the students to make a special effort trying to get these points (and consequently improving their performances when doing the activities), an agreement has been signed with the local City Council of *Sabiñánigo* (where the centre is located) in order for the students who obtain eight unit points to get a card which will give the students discounts or even free access to the different cultural activities promoted in the town.

The evaluation table and the continuous assessment rubric are contained within the appendices section (7.5).



## 5 – CONCLUSIONS

This work was created with the intention of solving the existing defects in the *modus operandi* that I observed in my tutor's teaching style during the observation period at the beginning of the Practicum II. The most relevant need that was detected and, consequently, the one which was approached in order to try to improve it, was the over-reliance on the use of the textbook / workbook combination without taking into consideration any other different materials. The scope of the textbook is limited and, furthermore, does not fully motivate students to learn English. This need was detected by only observing the students attitude towards the way in which they were being taught English a Foreign Language and confirmed by some data, extracted both from the survey I created basing myself on Dörnyei's (2012) question models and from one academic source: Ornstein (1994), who points out that the use of the textbook has several lacks: he points out that the its writing is superficial and that its content is sometimes trivial; furthermore, they do not capture the students imagination and interest and lack to adequately integrate different subjects.

When the need was detected, I followed some other academic sources in order to figure out how to improve it. Ally and Prieto-Blázquez (2014) regard technologies in the education field as a positive and effective tool in order to increase the students' possible access to information in an interactive way and to, consequently, get important benefits from its use. Furthermore, the results extracted from my survey also concluded that most students of English did not use technological means in their classrooms but they would have liked to have used them. Thus, keeping this perspective in mind, I decided to create a learning unit based on different ICT Tools and resources that could substitute the use of a textbook / workbook. I concluded that the best way to create this kind of unit was through Project Based Language Learning since, as Pitura and Berlinska (2012) explain, is a highly productive in order to integrate the use of technologies into the students' learning process. Thus, the unit was designed by following the PBL stages studied in Master's Degree's subject *63266 Design for Learning Activities for EFL*. The perspective from which the unit was approached was the Communicative Language teaching. The main authors who were taken into account concerning this approach were Brown (2007) and Richards (2006). In this way, the aspects that were mostly favoured when designing the activities were the

encouragement of student cooperation and groupwork, the use of real materials, the integration of skills, the implementation of activities in which communication played an important role and the fostering of students' autonomy.

Furthermore, Second Language Acquisition theories were also taken into account since the activities were designed attending to Dörnyei's strategies in order to foster student motivation in a Second Language Acquisition class: the activities were varied, included sociocultural components, had game-like features, focused on group cohesion, etc.

The syllabus organization was extracted from Scott's (2011) work to the extent that the communicative approach was used but without omitting the study of grammar. He points out that, even when grammar learning and knowledge should not be the end (effective communication is the goal we want to achieve instead), it should be an element to consider within the communicative process. This is why grammar in this unit was not studied through isolated exercises but, instead, it was integrated within activities that activated the students' communicative competence. In this way, I also concluded that my syllabus was a structural or grammatical syllabus but with an indirect approach. As defined by Ur (2012), "communicative activities or texts where the grammar comes up incidentally".

Thus, every described activity and material so far has been designed keeping in mind every literature source that has just been mentioned in this section and framed by the legal documents that have been also described during the different sections of the work.

Regarding possible suggestions for improvement, even when it has been demonstrated that the textbook lacks some learning effectiveness, I would like to explore the possibilities of the unit contained within this TFM in combination with some activities from a textbook since the exercises that are proposed in the books are usually easier to understand by students with a lower level. This would mean that the textbook would be used as a complementary tool (mainly as a support for the students with possible learning difficulties) instead of as the only one taken into consideration when teaching English. Therefore, it could mean in this way solving the imperfections that have been explained during this work without needing to getting rid of the use of this material. Furthermore, this TFM has been designed in a hypothetical situation in

which the COVID-19 did not affect the functioning of the activities. Factors which are quite relevant to keep safety measures in our present reality such as the distribution of the students when doing groupwork, the use of tactile materials such as computers or mobile phones, etc. have not been interpreted as if the context in which the unit is taking place was conditioned by the pandemic. Thus, another possible suggestion for improvement would be to create the activities for the current situation, keeping in this way the necessary measures so as to ensure the students' and the teachers' safety.

This suggestion specially applies to face-to-face teaching because, if online teaching is necessary again, this need would not exist since the unit could perfectly fit online teaching because of its digital nature.

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Orden ECD/65/2015 por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato

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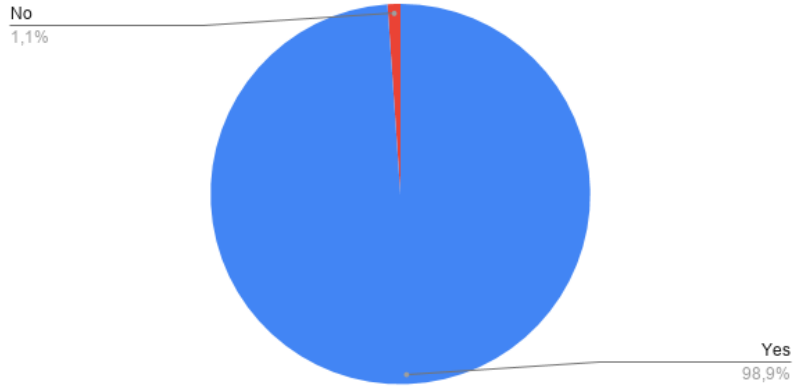
## 7 – APPENDICES

### 7.1 – ASSIGNMENTS USED AS EVIDENCE OF THE NECESSITY OF IMPROVEMENT.

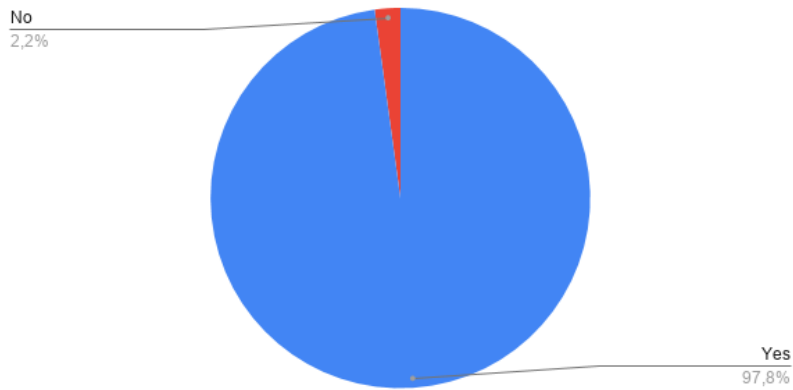
1. Analysis of materials. Subject: 63265 Instructional and Curricular Design in EFL:  
<https://drive.google.com/drive/folders/1rSLDwO8TeuObssNnswr3dsb1uj5rZxFi?usp=sharing>  
Analysis of the activities contained within an English textbook from a CLT perspective.
2. Portafolio Practicum II. Subject: 63268 Practicum II (Esp Lengua Extranjera: Inglés):  
<https://drive.google.com/drive/folders/1rSLDwO8TeuObssNnswr3dsb1uj5rZxFi?usp=sharing>  
Practicum II diary which contains three activities: Analysis of materials, Practicum Reflection and Interaction in the EFL Classroom. The first and the third of these activities have been specially concerned: The first one was used to check the textbook effectiveness and the third one to see the way in which my tutor worked.
3. Questionnaire. Subject: 63267 Innovation and Classroom Research in EFL:  
<https://drive.google.com/drive/folders/1rSLDwO8TeuObssNnswr3dsb1uj5rZxFi?usp=sharing>  
Creation of a questionnaire about self-esteem and self-image. The question format in this work was the same used to create the survey in which to base the TFM.

## 7.2 – SURVEY

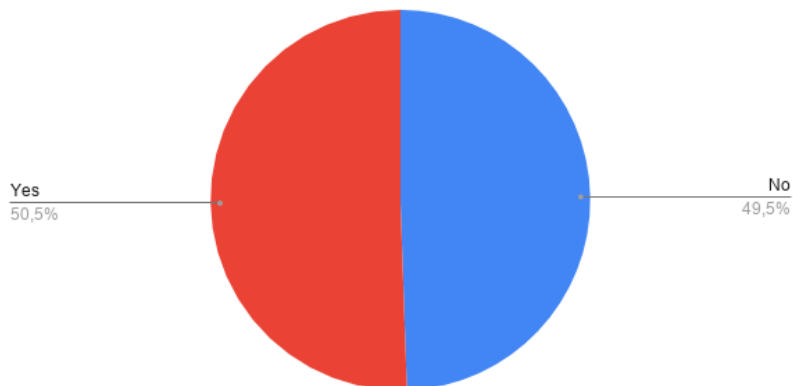
1 - Did you study English as a Second Language when you were in 4th ESO?



2 - Did you use an English textbook when you were in 4th ESO?



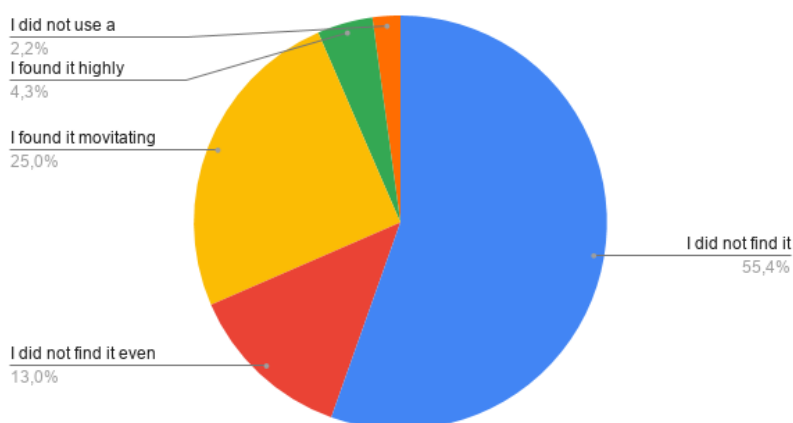
3 - If the answer to question 2 was "Yes", did you have any other materials different from the textbook?



#### 4 - If the answer to question 3 was "Yes", can you describe those materials?

The most relevant answers in this question were: PPT presentations, Reading books, videos, worksheets, tables (irregular verbs or phrasal verbs), extra readings and listenings apart from those from the book, etc.

#### 5 - How motivating was the English textbook for you?



#### Possible Answers

I found it highly motivating and very useful for learning English as a Foreign Language (Green).

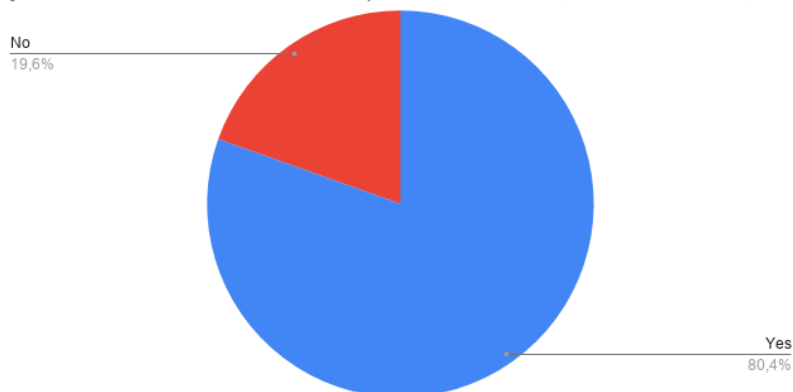
I found it motivating and useful for learning English as a Foreign Language (Yellow).

I did not find it motivating and I don't think it was useful for learning English as a Foreign Language (Blue).

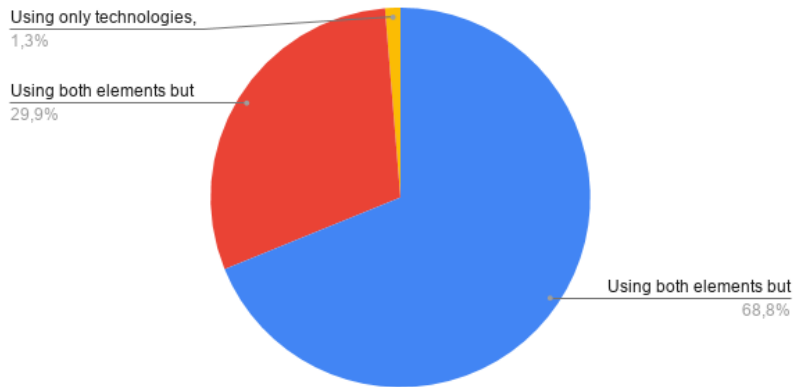
I did not find it even remotely motivating and I don't think it was useful for learning English as a Foreign Language at all (Red).

I did not use a textbook (Orange)

#### 6 - Rather than only using the textbook in the English class, would you have rather used ICT tools (Online resources, social networks,



7 - If the answer to question 6 was "Yes", what do you think would be the best possible use for technologies?



### **Possible answers**

Using only technologies, without using the textbook (Yellow).

Using both elements but giving more importance to technologies (Blue).

Using both elements but giving more importance to the textbook (Red).

### **8 - What kind of ICT tools that you can think of would you use to properly learn English?**

The most relevant answers in this question were: YouTube, Flippity, TED Talks, Edpuzzle, Social Networks, Google forms, Kahoot, Interactive written exercises, Mobile phones, Films and / or series, etc.



7.3 – LESSON PLAN / LEARNING UNIT

# Lesson Plans: Lesson 1 in Activation Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>1- Wordcloud projection.</b> The teacher will project a wordcloud created with the App WordArt.com in the digital blackboard. This is the baseline in order to check the students previous knowledge. The wordcloud is shaped as the Planet Earth in order to connect its meaning to the topic of the unit: environmentalism and nature.</p>	<p>1.1 - Take a look to this word cloud and, together with your shoulder partner talk about the words you see.                      1.2 - Which words do you know? Which words you don't know?                      1.3 - What is the topic that connects every word in this wordcloud?</p>	<p>1 - Wordcloud. (Appendix 7.4.1)                      2 - Computer.                      3 - Projector.                      4 - Digital blackboard.                      5 - WordArt.com  <a href="https://wordart.com/">https://wordart.com/</a></p>	<p>10 min.</p>

## Lesson Plans: Lesson 1 in Activation Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>2.1 - Explanation.</b> The teacher explains the students how to use WordArt.com.</p> <p><b>2.2- Autonomous creation of a wordcloud by the students.</b> The students will need to use the app WordArt.com, whose use has just been explained, in order to create their own wordclouds connected to environmentalism, both in the shape of the cloud and in the words contained in it. This activity will be done as collaborative work. The words in the wordclouds that the students create need to be different to those presented in the initial wordcloud.</p>	<p>2.1 - This app, called WordArt.com, can be used to create wordclouds just like the one I have just showed you. It works in this way (explanation).</p> <p>2.2 - Write all the words you already knew about the topic of environmentalism in order to form a wordcloud. The words need to be different from those that appeared in the initial wordcloud. The wordclouds you create must have the shape of something related to environmentalism. The most complete and original cloud will get the first unit point.</p>	<p>2 - Computers (one per group, available at the computer sciences department of the High School).</p> <p>3 - Projector.</p> <p>4 - Digital blackboard.</p> <p>5 - WordArt.com  <a href="https://wordart.com/">https://wordart.com/</a></p>	<p>25 min.            (10 min - explanation)            (15 min - creation of the wordcloud)</p>

## Lesson Plans: Lesson 1 in Activation Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>3.1 - Video projection.</b> A video extracted from the webpage of National Geographic will be projected. It is entitled "Deforestation explained" and it explains the way in which deforestation caused by human actions affects ecosystems, wildlife, and the climate.</p> <p><b>3.2 - Questionnaire.</b> A questionnaire will be created with Google Forms and the students will have to answer its questions. It is used to check the students' understanding of the video.</p>	<p>3.1 - This video was extracted from the National Geographic webpage. You will watch it two times. In the first one you should watch it carefully, paying attention to both the visuals and the audio. In the second time, take notes in order to answer some questions afterwards.</p> <p>3.2 - This questionnaire should be accessed from your google account (the one provided from the high school) and the questions should be asked to check if you understood the main ideas in the video. The people who answers every question correctly will get a unit point.</p>	<p>1 - Computers (one per student).                  2 - Projector.                  3 - Digital blackboard.                  4 - National Geographic video.  <a href="https://www.nationalgeographic.com/environment/article/deforestation">https://www.nationalgeographic.com/environment/article/deforestation</a>                  (Appendix 7.4.2)                  5- Google forms questionnaire.  <a href="https://docs.google.com/forms/d/12OpAfLCind-cq2LMs_YY9hDoGU-KOxee1LXgl0b1UsE/edit">https://docs.google.com/forms/d/12OpAfLCind-cq2LMs_YY9hDoGU-KOxee1LXgl0b1UsE/edit</a>                  (Appendix 7.4.3)</p>	<p>15 min.                  (5 min - video projection)                  (10 - questionnaire)</p>

**HOMEWORK:** Read the National Geographic article contained underneath the video and write down the five most important ideas. Also, write down five words you don't understand.

## Lesson Plans: Lesson 2 in Discovery Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>1 - Homework check.</b> This will be done collaboratively. The students will discuss in groups of four the ideas they wrote down as the most important ones within the National Geographic article. Once this has been done, a representative of each group will comment them orally to the rest of the class. After this exposition, the class members will present the words they did not understand and the teacher will explain them. The teacher will not translate the words but, instead, will define them so as the students infer their meaning.</p>	<p>1 - Get together with three of your classmates and discuss the ideas that you thought were relevant in the text. Give reasons for it. You will need to do an oral exposition of your points of view afterwards. Once the expositions are finished, we will focus on the words you did not understand.</p>	<p>1 - National Geographic article.  <a href="https://www.nationalgeographic.com/environment/article/deforestation">https://www.nationalgeographic.com/environment/article/deforestation</a>                      (Appendix 7.4.4)                      2 - Pen                      3 - Paper.</p>	<p>25 min.                      (10 min - Group discussion)                      (10 min - Expositions)                      (5 min - Explanation of words that were not understood)</p>

## Lesson Plans: Lesson 2 in Discovery Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>2 - Reported statements explanation.</b> Exposition of a mindmap done with the app Mindomo in order to explain the reported speech. The mindmap also has gaps which the students need to fill in individually. Each of the students is given a paper copy so they can fill in the gaps while the teacher does the same in the digital blackboard. The mindmap will be also posted in "Classroom", the digital platform the students have so they can check the digital version at their homes.</p>	<p>2 - In this mindmap you can see the functioning of the reported statements. You should fill in the gaps within your individual copies while we complete it all together with the computer.</p>	<p>1 - Mindomo Mindmap (Part I - Statements).  <a href="https://www.mindomo.com/mindmap/3a87eb18c677b3f6f55edea036f574b9">https://www.mindomo.com/mindmap/3a87eb18c677b3f6f55edea036f574b9</a>                      (Appendix 7.4.5)                      2- Computer.                      3 - Projector.                      4 - Digital screen.                      5 - Pen.                      6 - Paper copies (One per student). .</p>	<p>25 min.</p>

Homework: Reported speech interactive exercise; Ex. 1 (Statements). (Online).

## Lesson Plans: Lesson 3 in Deepening Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p>1 - <b>Homework check.</b> The teacher will project the online exercise and the students will check their answers in their computers. A brief explanation of every statement presented in this exercise will be done.</p>	<p>1 - Check your answers to the online exercise we had to do. Correct the wrong ones and do not hesitate to ask any doubts you had when doing the exercise at home.</p>	<p>1 - Reported speech interactive exercise. Ex. 1 (reported statements). <a href="https://es.liveworksheets.com/worksheet/en/English_as_a_Second_Language_(ESL)/Reported_speech/Reported_speech_pg1422130ac">https://es.liveworksheets.com/worksheet/en/English_as_a_Second_Language_(ESL)/Reported_speech/Reported_speech_pg1422130ac</a> (Appendix 7.4.6) 2 - Computers (One per student). 3 - Projector. 4 - Digital screen.</p>	<p>15 min.</p>

## Lesson Plans: Lesson 3 in Deepening Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>2.1 - Reading into grammar activity.</b> The students will be given a piece of news from the BBC web page entitled "Climate: World at risk of hitting temperature limit soon". They will read it and the teacher will ask oral questions in order to check their understanding.</p> <p><b>2.2 - Integrated grammar.</b> Some of the sentences in the text will be highlighted in bold. These will correspond to direct speech sentences; the students will have to rewrite them using reported speech. This second part of the activity will be done in groups of four students.</p>	<p>2.1 - Read this text coming from the BBC digital platform. You will have to answer some oral questions once you have finished reading it.</p> <p>2.2 - In groups of four, rewrite the direct speech statements marked in bold in the text into reported statements. If every reported statement is written correctly, you will get a unit point.</p>	<p>1 - Piece of news from the BBC Online platform. <a href="https://www.bbc.com/news/science-environment-57261670">https://www.bbc.com/news/science-environment-57261670</a> (Appendix 7.4.7)</p> <p>2 - Computers (One per student). 3 - Pen. 4 - Paper.</p>	<p>20 min. (10 min - Reading). (10 - Reporting statements exercise).</p>

## Lesson Plans: Lesson 3 in Deepening Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>3 - Flippity Snowman.</b> The class will split into two teams. Each of the teams will pick a representative that will say the letters aloud in order to form words belonging to the semantic field of environmentalism that have been studied during every previous activity. The game has a hangman-like format and the team members that win will get one unit point.</p>	<p>3 - Divide the class in two teams and chose an oral representative. In turns, start choosing letters until you find the hidden word as you would do when playing hangman. The members of the team that is able to guess more words correctly will win one unit point.</p>	<p>1 - Flippity snowman game.  <a href="https://flippity.net/sm.php?c=Brazil,Canada,China,France,Germany,India,Italy,Japan,Russia,South%20Korea,United%20Kingdom,United%20States">https://flippity.net/sm.php?c=Brazil,Canada,China,France,Germany,India,Italy,Japan,Russia,South%20Korea,United%20Kingdom,United%20States</a> (Appendix 7.4.8)            2 - Computer.            3 - Projector.            4 - Digital screen.</p>	<p>15 min.</p>



## Lesson Plans: Lesson 4 in Deepening Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>1 - Reported questions explanation.</b> Exposition of the second part of the mindmap done with the app Mindomo (the first part was the explanation of the reported statements) in order to explain the reported questions. Again, it contains gaps which the students need to fill after the grammar structure has been explained. Each student will be given a paper copy as well, where they will need to complete the gaps individually as the teacher does the same in the digital blackboard. After it is completed, the mindmap will be uploaded to classroom, the students' digital platform.</p>	<p>1.1 - Take a look of the second part of the Mindomo mindmap. I will explain the functioning of the reported questions. 1.2 - On your own paper copy of the mindmap, fill in the gaps as we go on with the explanation.</p>	<p>1 - Mindomo mindmap (Part II - questions). <a href="https://www.mindomo.com/mindmap/3a87eb18c677b3f6f55edea036f574b9">https://www.mindomo.com/mindmap/3a87eb18c677b3f6f55edea036f574b9</a> (Appendix 7.4.9) 2- Computer. 3 - Projector. 4 - Digital screen. 5 - Pen. 6 - Paper copies (One per student).</p>	<p>20 min.</p>

## Lesson Plans: Lesson 4 in Deepening Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>2 - Edpuzzle interactive video.</b> The students work in pairs in order to solve the reported questions contained in an Edpuzzle interactive video. The original video is a TED Talk by Greta Thunberg entitled “The disarming case to act right now on climate change”. The video stops in some of Greta’s direct speech questions which need to be rewritten by the students using reported speech. The questions are answered in an interactive way.</p>	<p>2 - Together with your shoulder partner, pay attention to this speech by Greta Thunberg. The video will stop every time she asks a direct speech question. You will need to rewrite those using the reported speech. Every pair that rewrites every question perfectly will win a unit point.</p>	<p>1 - Edpuzzle video.  <a href="https://edpuzzle.com/content">https://edpuzzle.com/content</a>            (Appendix 7.4.10)            2- Computers (One for each pair of students).            3 - Projector.            4 - Digital screen.</p>	<p>20 min.</p>

## Lesson Plans: Lesson 4 in Deepening Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>3 - Kahoot.</b> The students will need to collaborate in order to answer the questions about climate change vocabulary in this kahoot. It will be done in groups of four. This kahoot will broaden the students vocabulary on the topic since it contains concepts that have not appeared in the learning unit yet.</p>	<p>3 - Assemble in groups of four students and answer the questions in this Kahoot. It is based on climate change. I will ask some extra questions orally so as to make it more complete.</p>	<p>1 - Climate change Kahoot.  <a href="https://embed.kahoot.it/31a50e1e-177e-46e9-bbe4-3e77385795b5">https://embed.kahoot.it/31a50e1e-177e-46e9-bbe4-3e77385795b5</a>                      (Appendix 7.4.11)                      2- Mobile phones (One for each group of four students).                      3 - Computer                      4 - Projector.                      5 - Digital screen.</p>	<p>10 min.</p>

HOMEWORK: Reported speech interactive exercise; Ex. 2 (Yes/No Questions) and Ex. 3 (Wh- Questions). (Online).

## Lesson Plans: Lesson 5 in Planning Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>1 - Homework check.</b> The teacher will project the online exercise and the students will check their answers in their computers. A brief explanation of every reported question presented in this exercise will be done.</p>	<p>1 - Check your answers to the online exercise we had to do. Correct the wrong ones and do not hesitate to ask any doubts you had when doing the exercise at home.</p>	<p>1 - Reported speech interactive exercise; Ex. 2 (Yes/No Questions) and Ex. 3 (Wh- Questions). <a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reported_speech/Reported_speech_pg1422130ac">https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reported_speech/Reported_speech_pg1422130ac</a> (Appendix 7.4.12) 2 - Computers (One per student). 3 - Projector. 4 - Digital screen.</p>	<p>15 min.</p>

## Lesson Plans: Lesson 5 in Planning Stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>2.1 - Tug of war thinking routine.</b> A dilemma will be presented: Are you in favour or against atomic energy? The class will be divided into two groups, each of them standing at the two sides of the classroom: those in favour and those against nuclear energy.</p> <p><b>2.2 - Research and debate.</b> An article which contains arguments from both sides (in favour and against atomic energy) will be given to the students, who will have to highlight the most relevant ideas and express them in an oral debate. The article is extracted from the webpage <a href="http://debatingeurope.eu">debatingeurope.eu</a>, which is a digital platform where anyone can debate about the issues they like with European politicians and experts.</p>	<p>2.1 - Are you in favour or against atomic energy? Position yourself in one of the two sides of the classroom according to your opinion.</p> <p>2.2 - Basing yourself on the information you find in this article, create an oral debate in order to defend your position. The team members with the best presented arguments will win a unit point.</p>	<p>1 - In favour or against atomic energy article. (One copy per student).  <a href="https://www.debatingeurope.eu/focus/infobox-arguments-for-and-against-nuclear/#.YMHV_fnHzIU">https://www.debatingeurope.eu/focus/infobox-arguments-for-and-against-nuclear/#.YMHV_fnHzIU</a> (Appendix 7.4.13)</p>	<p>35 min.</p>

## Lesson Plans: Lesson 6 in Creation stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>1 - Reported Orders, requests and suggestions explanation.</b> Exposition of the third part of the Mindomo mindmap so as to explain the reported orders, requests and suggestions. As it was the case with the first two parts, the individual mindmaps contains gaps which the students need to fill after the grammar structure has been explained and it will be uploaded to classroom, the students' digital platform. Again, each student will have a paper copy whose gaps will be filled individually.</p>	<p>1.1 - Take a look of the third and last part of the Mindomo mindmap. It contains the only reported speech structures that we had not studied yet: the orders, requests and suggestions. 1.2 - On your own copy of the mindmap, fill in the gaps as we go on with the explanation.</p>	<p>1 - Mindomo mindmap (Part III - Orders, requests and suggestions). <a href="https://www.mindomo.com/mindmap/3a87eb18c677b3f6f55edea036f574b9">https://www.mindomo.com/mindmap/3a87eb18c677b3f6f55edea036f574b9</a> (Appendix 7.4.14) 2- Computer. 3 - Projector. 4 - Digital screen. 5 - Pen. 6 - Paper copies (One per student).</p>	<p>20 min</p>

## Lesson Plans: Lesson 6 in Creation stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>2 - Reported Orders, requests and suggestions interactive exercise.</b> The students will complete the last part of the online exercise that they had to do for the reported statements and for the questions. This third part is based on reported orders, requests and suggestions and will be completed individually; each student will use a computer to do it.</p>	<p>2 - Complete the last part of the interactive exercise. We will correct it together afterwards.</p>	<p>1 - Reported speech interactive exercise; Ex. 4 - Commands.  <a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reported_speech/Reported_speech_pg1422130ac">https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reported_speech/Reported_speech_pg1422130ac</a>                      (Appendix 7.4.15)                      2 - Computers (One per student).                      3 - Projector.                      4 - Digital screen.</p>	<p>10 min</p>

## Lesson Plans: Lesson 6 in Creation stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>3 - Twitter collaborative activity.</b> The students will be given ten direct speech sentences (they can be statements, questions or orders/requests/suggestions). They will then have to create groups of three students. Each of the groups will create a twitter account whose name and description has to be related to environmentalism. Using this account, they will rewrite the sentences they were given using reported speech.</p>	<p>3 - Create a twitter account and rewrite these sentences using reported speech. Each sentence should fit within one tweet. Remember that you have to customize the account so as it has a direct relationship with the topic of the learning unit. The group members that rewrite every sentence correctly will get a unit point.</p>	<p>1 - Reported sentences list for the Twitter activity. (Appendix 7.4.16) 2 - Mobile phones. (One for every group of three students).</p>	<p>20 min</p>



## Lesson Plans: Lesson 7 in Creation and Publishing stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>1 - WAGOLL videos.</b>            Three short videos about daily actions the students can take to stop climate change and help the environment will be projected. The students will need to pay attention to the discourse and the register since these three videos will be the model for the students to create a video of their own and the information will need to be transmitted in a similar way.</p>	<p>1 - Pay attention to the information contained in this videos and in the way in which it is transmitted.</p>	<p>1 - WAGOLL Videos.            1.1-<a href="https://www.youtube.com/watch?v=zste8smMudE&amp;ab_channel=GreshamCollegeGreshamCollege">https://www.youtube.com/watch?v=zste8smMudE&amp;ab_channel=GreshamCollegeGreshamCollege</a>            1.2-<a href="https://www.youtube.com/watch?v=cvmUbV4npAs&amp;ab_channel=MadridEasy">https://www.youtube.com/watch?v=cvmUbV4npAs&amp;ab_channel=MadridEasy</a>            1.3-<a href="https://www.youtube.com/watch?v=X2YgM1Zw4_E">https://www.youtube.com/watch?v=X2YgM1Zw4_E</a>            (Appendix 7.4.17)            2 - Computer.            3 - Projector.            4 - Digital screen.</p>	<p>10 min</p>

## Lesson Plans: Lesson 7 in Creation and Publishing stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>2 - iMovie and Movie Maker explanation.</b> The teacher will show the students how to use iMovie and Movie Maker so they can record a video and publish it their Twitter account.</p>	<p>2 - These tools are used to record, edit and publish your videos. Compare with the notes you took previously while you were watching the example videos. You will have to publish the video you record on your Twitter account.</p>	<p>1 - iMovie and Movie Maker. 2 - Computer. 3 - Projector. 4 - Digital screen.</p>	<p>10 min</p>

## Lesson Plans: Lesson 7 in Creation and Publishing stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>3 - Video creation.</b> In this activity, the students will have to create a video speaking about actions they can take in their daily lives to adopt more ecological habits. Before proceeding with the creation of the video, they will write a brief summary of the structure they want to follow with the directives they were given. Then, in groups of four, they will use the explained apps in order to create their own video, which will be published in their twitter account (the one they created in the previous lesson) afterwards.</p>	<p>3.1 - In groups of four, collaborate to create a video explaining some actions that can improve your habits to become more eco-friendly. Take the WAGOLL videos as a model and using the apps iMovie or Movie Maker. You will need to post it in your twitter accounts once it is finished. You should include the vocabulary and some of the grammar structures that we have studied during the unit.</p>	<p>1 - iMovie and Movie Maker. 2 - Computer (one for every group of four students). 5 - Mobile phone (one for every group of four students).</p>	<p>30 min</p>

## Lesson Plans: Lesson 8 in Assessment stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>1.1 - Video projections.</b> The groups of students will project the videos they created and give a brief oral explanation of their process of creation.</p> <p><b>1.2 - Peer assessment.</b> Their class members will need to evaluate their peers' work by developing a peer assessment through a form that will be given to them. Each student will evaluate the members of the different groups, not the members of their own group.</p>	<p>1.1 - Using the class computer, project the videos you created in the last lesson. After that, give a brief explanation of why you chose the topic you selected and about the process you followed to create the video.</p> <p>1.2 - Evaluate what you thought about your classmates' work by filling in this form. The creators of the video with the best reviews will get a unit point.</p>	<p>1 - Students' twitter accounts. 2 - Computer. 3 - Projector. 4 - Digital screen. 5 - Peer assessment forms. (Appendix 7.4.18)</p>	<p>40 min (30 min - Video projection and commentary) (10 min - Peer assessment).</p>

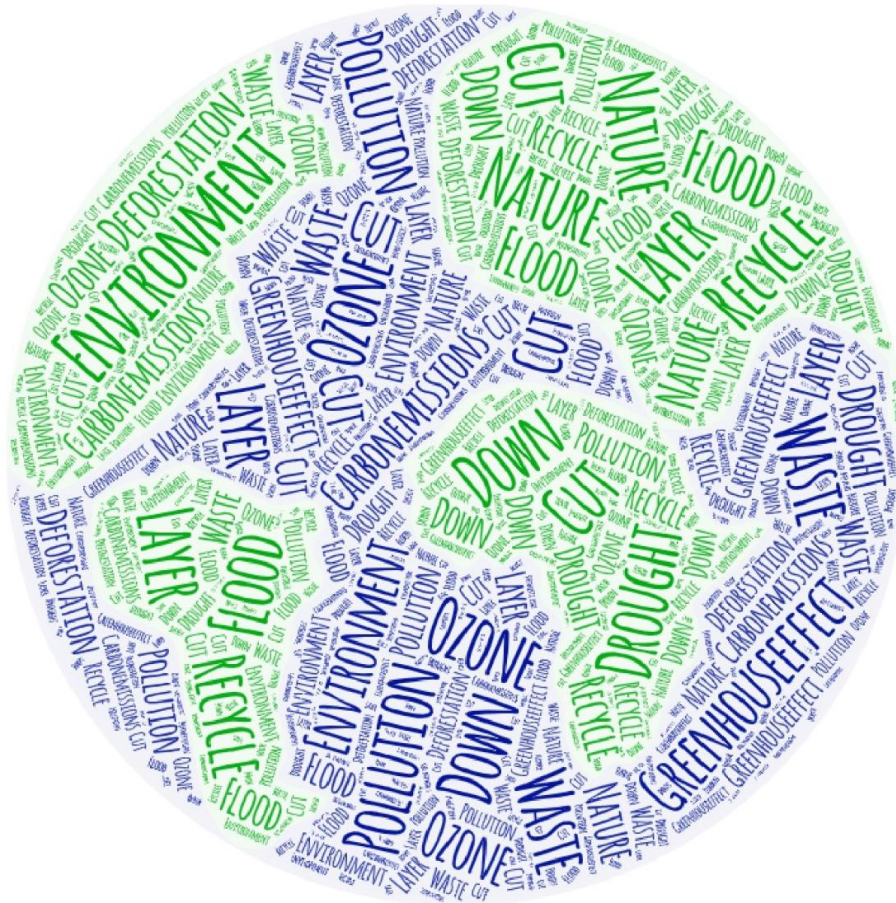
## Lesson Plans: Lesson 8 in Assessment stage.

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES,	TIMING
<p><b>2.1 - Self assessment compass points.</b> The students will fill a compass points chart which will be given to them in order to evaluate their own learning process and thoughts about the learning unit.</p>	<p>2.1 - Complete this compass points' chart to express your thoughts about your personal development in the unit and also for giving possible suggestions for improvement.</p>	<p>1 - Compass points charts (One per student) (Appendix 7.4.19) 2 - Pen.</p>	<p>10 min.</p>

## 7.4 – MATERIALS USED

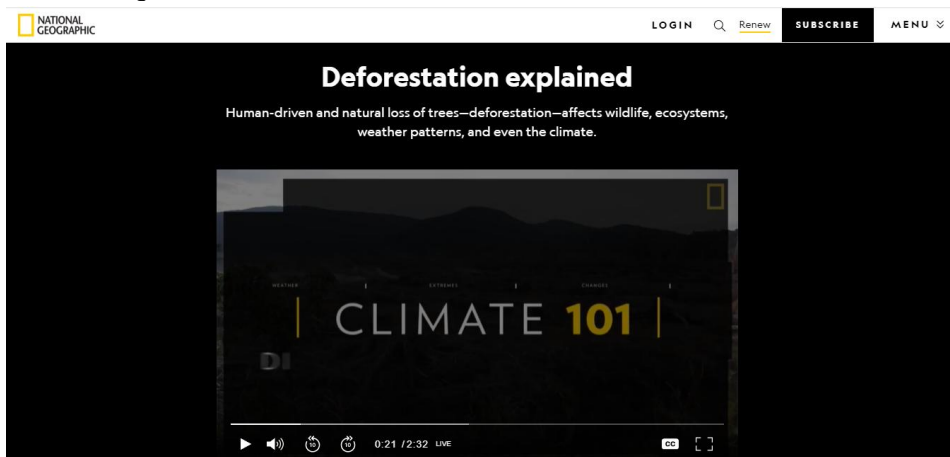
### 7.4.1 – Wordcloud

This wordcloud was created with the digital app WordArt.com and it contains vocabulary from the unit’s main subject: environmentalism and ecological issues.



### 7.4.2 – National Geographic Video.

This video was extracted from the National Geographic webpage; it explains the causes and consequences of human-driven deforestation.



### 7.4.3 – Google Forms Questionnaire.

Google forms created in order to check the students' understanding of the previous video. It contains questions which cover the information which was expressed in the material 7.3.2.

7/6/2021

Deforestation explained - Questionnaire

## Deforestation explained - Questionnaire

1. When could the Rainforest disappear at the current rate of destruction?

\_\_\_\_\_

2. Forestry and Agriculture are responsible for \_\_\_\_\_ of greenhouse gas emissions.

*Marca solo un óvalo.*

26%

23%

19%

34%

24%

3. In what ways does deforestation affect the amount of greenhouse gases in the atmosphere?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Can you name three greenhouse gases that are present in the atmosphere?

\_\_\_\_\_

5. For what percentage of all the world's plants and animals do the rainforests provide a home?

\_\_\_\_\_



6. How many rainforest species go extinct every year?

*Marca solo un óvalo.*

4000 - 6000

3500 - 4500

1000 - 2500

5000 - 7000

7. What are the reasons that motivate human beings to deforestate?

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#### 7.4.4 – National Geographic Article.

This article is contained in the same webpage as the video (7.3.2) and it gives a more detailed explanation of the deforestation dynamics.

BY CHRISTINA NUNEZ



PUBLISHED FEBRUARY 7, 2019 • 6 MIN READ

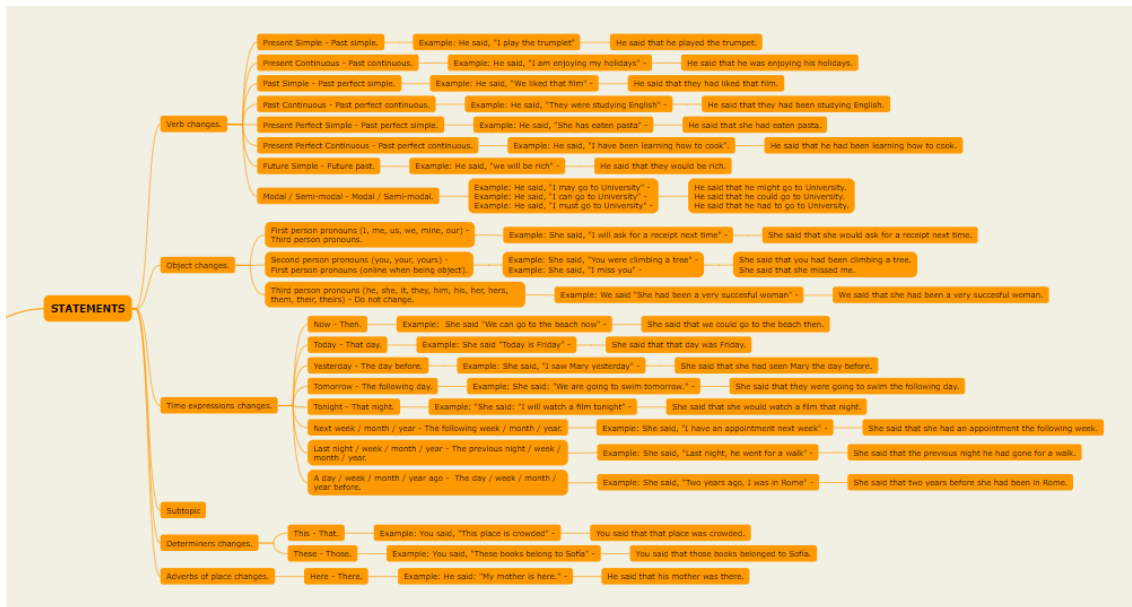
As the world seeks to slow the pace of [climate change](#), preserve wildlife, and support billions of people, trees inevitably hold a major part of the answer. Yet the mass destruction of trees—deforestation—continues, sacrificing the long-term benefits of standing trees for short-term gain.

Forests still cover about [30 percent](#) of the world's land area, but they are disappearing at an alarming rate. Between 1990 and 2016, the world lost 502,000 square miles (1.3 million square kilometers) of forest, [according to the World Bank](#)—an area larger than South Africa. Since humans started cutting down forests, [46 percent](#) of trees have been felled, according to a 2015 study in the journal Nature. About [17 percent](#) of the Amazonian rainforest has been [destroyed](#) over the past 50 years, and losses recently [have been on the rise](#).

We need trees for a variety of reasons, not least of which is that they absorb not only the carbon dioxide that we exhale, but also the heat-trapping [greenhouse gases](#) that human activities emit. As those gases enter the atmosphere, [global warming](#) increases, a trend scientists now prefer to call climate change. Tropical tree cover alone can provide 23 percent of the climate mitigation needed over the next decade to meet goals [set in the Paris Agreement](#) in 2015, [according to one estimate](#).

### 7.4.5 – Mindomo Mindmap Part I (Statements)

First part of a Mindmap created with the app Mindomo in order to explain the reported speech. This first part focuses on the reported statements.



### 7.4.6 - Reported speech interactive exercise. Ex. 1 (reported statements).

This material was extracted from the webpage “Liveworsheets” and it consists on interactive exercises concerning reported speech that the students can do with their computers. The first of them, Exercise 1, addresses the reported statements.

#### 1. REPORTED STATEMENTS

- "We have moved into our new flat". My friend said
- Tokyo is a densely populated city". The teacher said
- "My parents have already seen this film". He said
- "I know exactly what she did yesterday". He told me
- "My sister is working now". He said
- "I'll help you with those exercises tomorrow". Tony said
- "I was waiting for the bus when he arrived". She told me
- "I didn't go to the party". She said
- "We must see these movies tonight". They said
- "I am sure I saw you here last week." My father told Ben

### 7.4.7 - Piece of news from the BBC Online platform.

This piece of news talks about climate change and was extracted from the BBC online platform to work on the students' reading and speaking skills integrated and to later study grammar within a journalistic article. The sentences highlighted in blue are an example of those which will be highlighted for the grammar exercise.

## NEWS

[Home](#) | [Coronavirus](#) | [Video](#) | [World](#) | [UK](#) | [Business](#) | [Tech](#) | [Science](#) | [Stories](#) | [Entertainment & Arts](#) | [Health](#)

[Science](#)

# Climate: World at risk of hitting temperature limit soon

By David Shukman  
Science editor

27 May | [Comments](#)

[Our Planet Now](#)



According to Dr Joeri Rogelj, director of research at the Grantham Institute, Imperial College London, "the 1.5C in the Met Office announcement should not be confused with the 1.5C limit in the Paris Agreement".

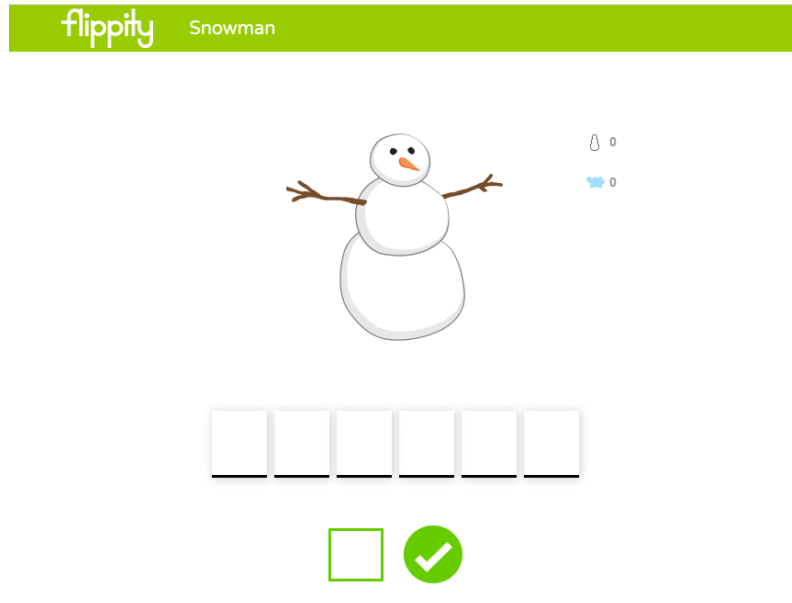
"The Paris targets refer to global warming - that is, the temperature increase of our planet once we smooth out year-to-year variations," he explained.

The WMO's secretary-general, Prof Petteri Taalas, said the results of the new research were "more than mere statistics".

"This study shows - with a high level of scientific skill - that we are getting measurably and inexorably closer to the lower target of the Paris Agreement on Climate Change," he explained.

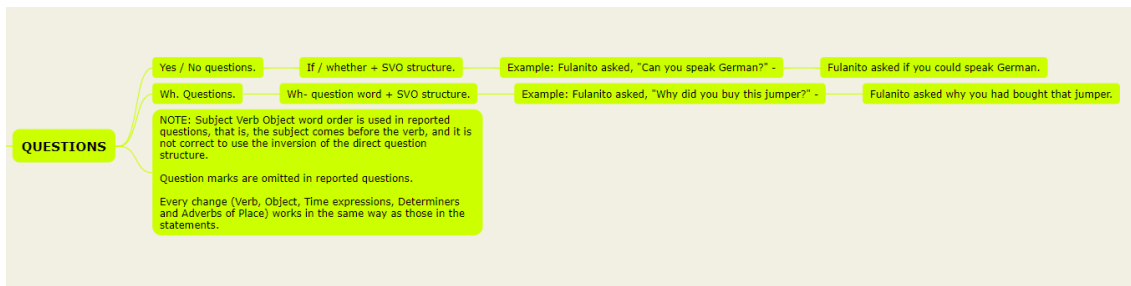
### 7.4.8 - Flippity snowman game

This material was created with the app “Flippity” and it is used to amplify the students’ vocabulary at this point of the unit. It is a game with the same format as the classical game “Hangman”.



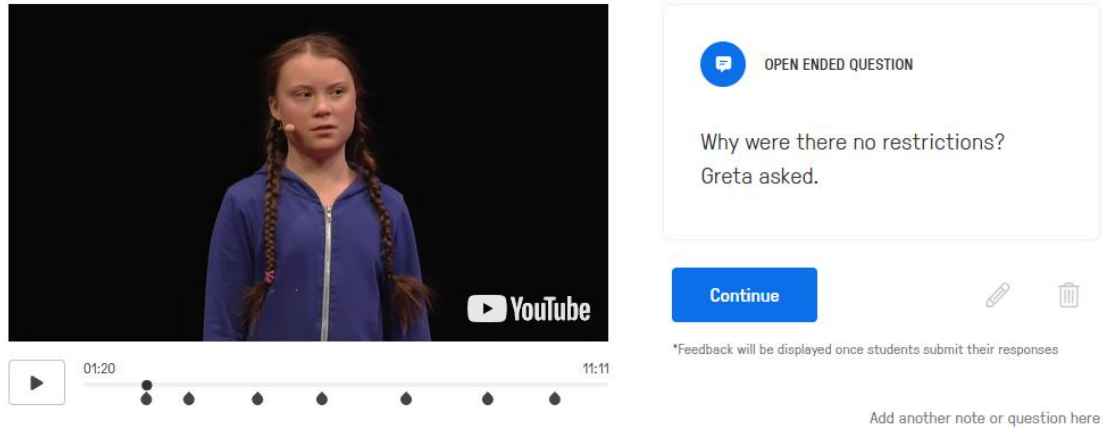
### 7.4.9 - Mindomo mindmap (Part II - questions).

Same dynamics as the Mindomo Mindmap Part I (See 7.3.5). This part covers the reported questions.



### 7.4.10 - Edpuzzle video

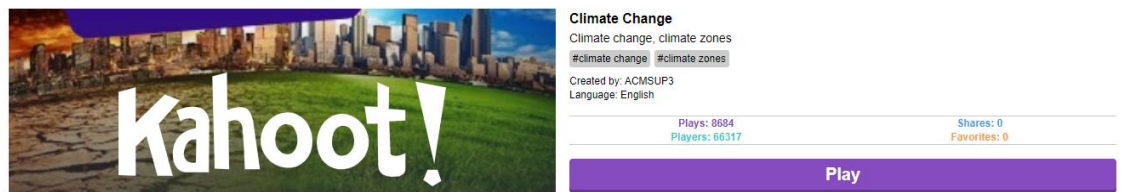
This material is a quiz created with the app “Kahoot”, from which the students need to answer questions which will be projected in the digital screen. The students answer the questions with their mobile phones in groups of four.



The image shows a video player on the left with a woman in a blue hoodie speaking. To the right is a Kahoot! question interface. The question is: "Why were there no restrictions? Greta asked." Below the question is a blue "Continue" button. At the bottom right, there is a link: "Add another note or question here".

### 7.4.11 – Climate change Kahoot.

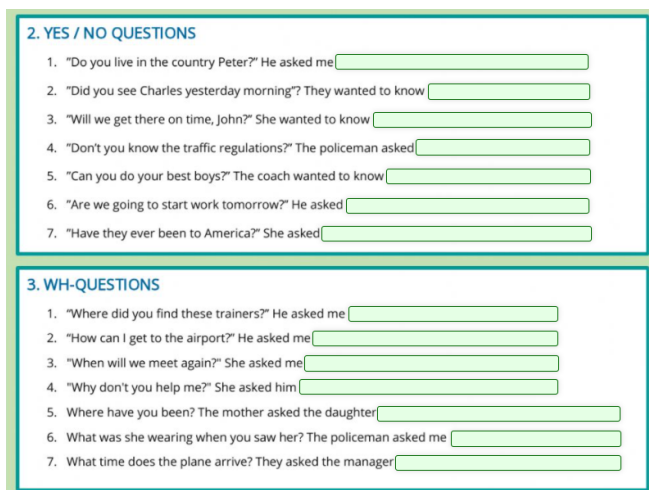
This material is a quiz created with the app “Kahoot”, from which the students need to answer questions which will be projected in the digital screen. The students answer the questions with their mobile phones in groups of four.



The image shows a Kahoot! quiz interface. The title is "Climate Change". Below the title, it says "Climate change, climate zones" and "#climate change #climate zones". It also says "Created by: ACMSUP3" and "Language: English". There are statistics: "Plays: 8684", "Players: 66317", "Shares: 0", and "Favorites: 0". A large purple "Play" button is at the bottom.

### 7.4.12 - Reported speech interactive exercise; Ex. 2 (Yes/No Questions) and Ex. 3 (Wh- Questions).

Same dynamics as the Reported Speech interactive exercise. Ex. 1. (See 7.3.6). This part covers the reported questions.



The image shows two sections of a reported speech interactive exercise. The first section is titled "2. YES / NO QUESTIONS" and contains seven numbered questions, each followed by a blank line for the answer. The second section is titled "3. WH-QUESTIONS" and contains seven numbered questions, each followed by a blank line for the answer.

### 7.4.13 – In favour or against atomic energy article. (From debatingeurope.eu)

This article was extracted from the webpage debatingeurope.eu, a platform where its participants can debate the issues they care about with European politicians and experts. It contains arguments in favour and against atomic energy.

#### 1. IT'S UNSAFE AND EXPENSIVE

The 2011 Fukushima disaster showed the world that nuclear power is clearly fundamentally unsafe. The meltdown at the Fukushima I Nuclear Power Plant was the worst since Chernobyl in Ukraine, 25 years earlier. Public investment in nuclear energy far outstrips investment in renewables. Nuclear plants are also expensive to set up and decommission, and the costs of storing radioactive waste (effectively indefinitely) also have to be considered. If the money pumped into nuclear had been spent on renewables, then the pay-off would have been much greater per euro invested.

#### 2. RENEWABLES

Renewables are ready to take over from nuclear. In fact, we could be producing 100% of our energy from renewables by 2050, and the technology is already ready for market – particularly if the subsidies for fossil fuels and nuclear are cut. Furthermore, if we don't start using renewable now then we may never make the switch, so this is the chance to take that first step.

#### 3. NUCLEAR-FREE WORLD

Even now, Iran is developing a civilian nuclear programme that analysts warn could be used for a covert nuclear weapons capability. Iran says it needs nuclear power to guarantee its energy security, and Europe's diplomatic efforts to convince it otherwise would be much easier if it could be demonstrated that civilian nuclear energy was unnecessary. If Europe really wants a nuclear-free world, then it has to commit to abandoning nuclear technology completely.

#### 1. IT'S SAFE

The technology IS safe, and it's getting safer. Fukushima was an old plant, and the latest generation of nuclear reactor designs are much less likely to meltdown. In addition, earthquakes and tsunamis of the sort that caused the Fukushima disaster are much less common in Europe.

#### 2. CLIMATE CHANGE

We need to use all of the energy sources we have, because renewables aren't yet able to take over from nuclear power. The alternatives to nuclear are coal and natural gas – including unconventional gas resources – and these would be (over the long-run) much more polluting and damaging than nuclear.

#### 3. POTENTIAL

Nuclear fusion would, potentially, solve all of our energy needs. It's a valuable area of research that could guarantee abundant clean energy, so it's worth investing in the technology, continuing to use it and not abandoning it.

### 7.4.14 - Mindomo mindmap (Part III - Orders, requests and suggestions).

Same dynamics as the Mindomo Mindmap Part I and the Mindomo Mindmap Part II (See 7.3.5 and 7.3.9). This part covers the reported Orders, Requests and Suggestions.



### 7.4.15 - Reported speech interactive exercise; Ex. 4 - Commands.

Same dynamics as the Reported Speech interactive exercise. Ex. 1, Ex. 2 and Ex. 3. (See 7.3.6 and 7.3.12).

#### 4. COMMANDS

1. 'Get out of my way.' He told me
2. 'Climb in through the window,' he ordered
3. 'Don't worry about anything until tomorrow, Mrs Pitt,' Her lawyer told her
4. 'Follow that car,' The detective told the taxi-driver
5. 'Don't use bent coins in a slot machine,' I ordered him
6. "Don't argue with your father,' I told my boyfriend
7. 'Take me up to the 33rd floor,' he told the liftman

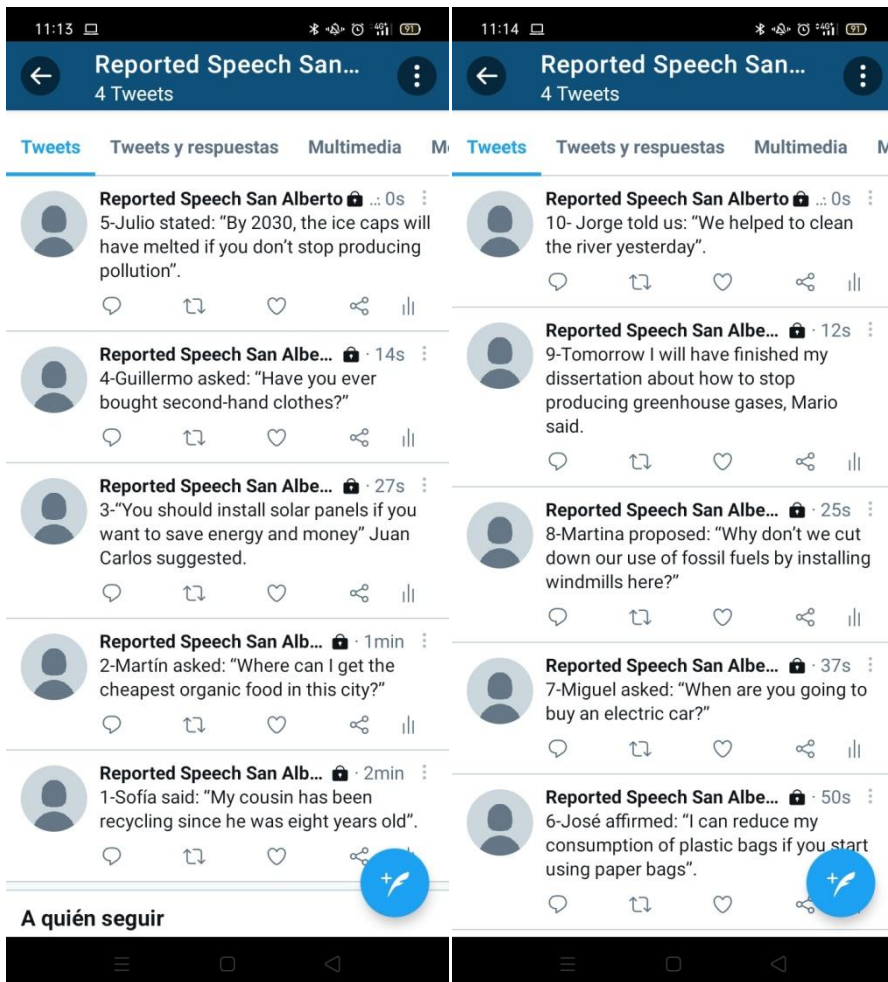


### 7.4.16 – Reported sentences list for the Twitter activity.

The students are supposed to tweet back the sentences contained within this list with their own Twitter account.

Rewrite these sentences using reported speech using your twitter account.

- 1- Sofía said: “My cousin has been recycling since he was eight years old”.
- 2- Martín asked: “Where can I get the cheapest organic food in this city?”
- 3- “You should install solar panels if you want to save energy and money” Juan Carlos suggested.
- 4- Guillermo asked: “Have you ever bought second-hand clothes?”
- 5- Julio stated: “By 2030, the ice caps will have melted if you don’t stop producing pollution”.
- 6- José affirmed: “I can reduce my consumption of plastic bags if you start using paper bags”.
- 7- Miguel asked: “When are you going to buy an electric car?”
- 8- Martina proposed: “Why don’t we cut down our use of fossil fuels by installing windmills here?”
- 9- Tomorrow I will have finished my dissertation about how to stop producing greenhouse gases, Mario said.
- 10- Jorge told us: “We helped to clean the river yesterday”.





### 7.4.17 – WAGOLL videos.

These videos were selected from the app “YouTube” as scaffolding for the students’ final project: recording a video of their own speaking about daily actions that they can take to improve their ecological habits.



How to recycle in Madrid? / Cómo reciclar en Madrid | #EasyTips



#GreshamLectures #Environment #ClimateCrisis  
How Can We Stop Pollution?

**7.4.18 – Peer assessment forms.**

This form was created for the students to evaluate their peers work when they develop the exposition of the videos they created. It covers three categories: Content, Presentation skills and Use of English.

**PEER ASSESSMENT CHART**

Student's name: \_\_\_\_\_

Team members that you are evaluating:  
\_\_\_\_\_

In this table, indicate your overall thoughts about your classmates' work. Mark a cross in the option that best suits your opinion:

<b>Content</b>	Completely agree	Agree	Neither agree nor disagree	Do not agree.	Completely disagree.
My classmates covered their topic in depth.					
The topic my classmates chose is relevant for the unit.					
The arguments my classmates used are logically developed.					
My classmates demonstrated a good knowledge of the topic they chose.					

<b>Presentation skills.</b>	Completely agree	Agree	Neither agree nor disagree	Do not agree.	Completely disagree.
The video that my classmates presented is original and creative.					
My classmates' presentation had a clear and logical structure.					

My classmates' use of the ICT tools (iMovie and Movie Maker) was effective.					
The length of my classmates' video was appropriate to the task.					

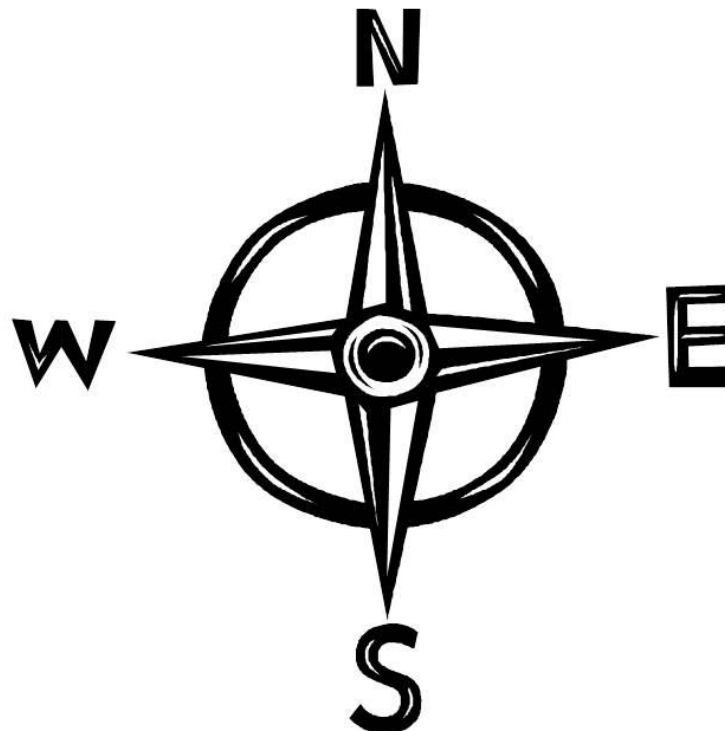
<b>Use of English</b>	Completely agree	Agree	Neither agree nor disagree	Do not agree.	Completely disagree.
My classmates showed a fluent use of English.					
My classmates did not commit grammar mistakes.					
My classmates' pronunciation was perfect.					
My classmates' properly used the vocabulary studied during the unit.					

**7.4.19 – Compass points self-assessment chart.**

This chart was created for the students to self-evaluate their thoughts about their own personal development along the unit and also to give possible suggestions for improvement to be taken into account during future uses of the unit.

**COMPASS POINTS SELF-ASSESSMENT CHART**

N: What do I <b>N</b> eed to improve?	E: What did I found <b>E</b> xciting about the unit?
W: What <b>W</b> orried me the most before starting the unit?	S: What are my <b>S</b> uggestions for improving the unit?



## 7.5 – EFFECTIVENESS OF THE LEARNING UNIT QUESTIONNAIRE.

14/6/2021

Effectiveness of the learning unit.

### Effectiveness of the learning unit.

This questionnaire has been created to check your opinion about the learning unit you have just finished and to see if you have any suggestions for improving it.

1. Do you think that this unit has motivated you more than those units based on following a textbook / workbook?

*Selecciona todos los que correspondan.*

- Strongly agree.
- Agree.
- Neither agree nor disagree.
- Do not agree.
- Do not agree at all.

2. Do you think that this unit has helped you learn more English than those units based on following a textbook / workbook?

*Selecciona todos los que correspondan.*

- Strongly agree.
- Agree.
- Neither agree nor disagree.
- Do not agree.
- Do not agree at all.

3. What is the learning skill that you think you have improved the most with this learning unit?

*Selecciona todos los que correspondan.*

- Listening.
- Reading.
- Speaking.
- Writing.

[https://docs.google.com/forms/d/15uPv6liqbA\\_\\_LbVSDgND4z8WNBR-fVV9LYjaQmucC11/edit](https://docs.google.com/forms/d/15uPv6liqbA__LbVSDgND4z8WNBR-fVV9LYjaQmucC11/edit)

1/3

4. Would you have liked to pay more attention to grammar?

*Marca solo un óvalo.*

Yes

No

5. What are your reasons to chose "Yes" or "No" in the last question?

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6. What are the activities that you liked the most? Why?

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7. What are the activities that you liked the least? Why?

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8. In the future, what model of syllabus would you like to follow to learn English as a Foreign Language?

*Selecciona todos los que correspondan.*

- Using technologies without using the textbook. (This unit's model)
- Using technologies but using the textbook as well.
- Using the textbook without using technologies.

9. What are your suggestions for improvement in this learning unit?

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## 7.6 – LEARNING OUTCOMES OF THE UNIT

These learning outcomes have been extracted from the Aragonese curriculum, from the ORDEN ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón and readapted for its use in the unit.

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

- Understand the information contained in different audiovisual and written texts expressing information about environmentalism and about sustainable development.
- Highlight the most relevant ideas contained in audiovisual and written texts and express his / her point of view towards them.
- Know vocabulary about environmentalism and about sustainable development and to use it for his / her own purposes.
- Comprehend the functioning of the reported speech in its diverse variations and to use this grammar structure when creating audiovisual and written texts.
- Handle different ICT Tools and digital resources in order to improve their learning process.
- Express his / her position about natural issues orally, both in conversation and in a debate-like format.
- Participate in cooperative activities with his / her classmates in order to get successful results when doing activities concerning vocabulary related to the environment and grammar covering the reported speech.
- Rewrite sentences contained within original materials (videos, social networks, etc.) using reported speech in its different formats (Statements, questions, suggestions, requests and orders).
- Simulate real-life communicative situations, both in an individual way and in a group.



## 7.7 – ASSESSMENT CRITERIA

### Assessment tools and strategies: / Procedures for critique and revision:

Evaluation Criteria from Curriculum	Competences worked	Tool or procedure used to assess	Marking Criteria (% of weight within unit)
Crit.IN.1.1. Est.IN.1.1.1.	CCL, CAA, CD, CEC	Lesson 1. Activity 3.2. Questionnaire.	10 %
Crit.IN.2.1. Est.IN.2.1.1 Est.IN.2.1.2	CCL, CAA, CD, CSC, CEC	Lesson 5. Activity 2.2. Research and debate. Lesson 8. Activity 1.1. Video Projections (Final project).	15 % 15 %
Crit.IN.3.1 Est.IN.3.1.1. Est.IN.3.1.2.	CCL, CAA, CD, CEC	Lesson 1. Homework. Writing down the five most important ideas within a National Geographic article.	10 %
Crit.IN.4.1. Est.IN.4.1.1 Est.IN.4.1.2.	CCL, CAA, CD, CSC, CEC	Lesson 7. Activity 3. Video creation (Final project).	30 %
Continuous Assessment	CCL, CAA, CD, CSC, CEC	Continuous assessment rubric.	20%

Each language skill will be evaluated according to either one or two activities in the lesson plan to add a total of 8 points. The other 2 points will be constituted by the student's continuous assessment, evaluated through a rubric. Furthermore, each unit point will add 0.125 points to the total mark obtained by the student once these activities have been evaluated.

### Continuous Evaluation Rubric

	Excellent (15-20 marks)	Good (10-15 marks)	Poor (5-10 marks)	Very poor (0-5 marks)
Interest in the subject.	The student shows a great interest in the subject; constantly asking questions and showing a great enthusiasm about the activities.	The student shows interest on the subject; he / she asks some questions and feels quite motivated about the activities.	The student is not really interested in the subject; he / she barely asks questions and does not feel really motivated about the activities	The student is not interested in the subject at all; he / she never asks questions and feels completely unmotivated about the activities.
Participation.	The student voluntarily answers every question asked by the teacher and is always willing to correct exercises and offer his / her point of view.	The student voluntarily answers some questions asked by the teacher and always answers when he / she is asked to, and is normally willing to correct exercises and offer his / her point of view.	The student does not voluntarily answer questions asked by the teacher but he / she answers when he / she is asked to. The student is not normally willing to correct exercises and to offer his / her point of view.	The student never answers questions, either voluntarily or when he / she is asked to. The student is never willing to correct exercises and to offer his / her point of view.
Personal work.	The student completes every activity on time and makes a strong effort in getting successful results when doing them.	The student completes almost every activity on time and tries to make an effort to get successful results when doing them.	The student barely completes any activity on time and hardly ever tries to make a significant effort to get successful results when doing them.	The student does not complete any activity on time and never tries to make a significant effort to get successful results when doing them.
Personal development	The student shows a great progress from the beginning to the end of the unit. His / her level of knowledge and understanding about the concepts studied in the unit is relevantly higher when finishing the unit.	The student shows a good progress from the beginning to the end of the unit. His / her level of knowledge and understanding about the concepts studied in the unit is higher when finishing the unit.	The student shows a poor progress from the beginning to the end of the unit. His / her level of knowledge and understanding about the concepts studied in the unit has increased but not in a relevant way when finishing the unit.	The student does not show any progress from the beginning to the end of the unit. His / her level of knowledge and understanding about the concepts studied in the unit is exactly the same when finishing the unit than what it was at the beginning.