

Trabajo Fin de Máster

A unit proposal for developing autonomy and motivation through online asynchronous teaching

Una propuesta de unidad para el desarrollo de la motivación y la autonomía a través de la enseñanza online asíncrona

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ABSTRACT:

This dissertation presents an online unit that has been designed to be asynchronous as well as mostly autonomous. This proposal means to tackle a gap on online teaching perceived through a questionnaire and during the Practicum I and II. The perceived gap was a lack of motivation on students when it came to online learning. There are several reasons behind this: letting the students take control of their own process of learning and acquiring a second language thus boosting their motivation and their interest in the topic; giving them the option to choose when they want to learn (when they feel ready to learn); and showing them that an online unit can be as good as a unit taught in class. The topic for the unit is social media because teenagers are in contact with different platforms of social media every day so it is another way of increasing their interest in this unit.

RESUMEN:

Este trabajo presenta una unidad online que ha sido diseñada para ser asíncrona y mayormente autónoma. Esta propuesta intenta abordar una brecha en la enseñanza online percibida en un cuestionario y durante las prácticas del Máster. Esa brecha es una falta de motivación en los estudiantes a la hora de enfrentarse a un aprendizaje online. Hay varias razones detrás de esto: permitir que los estudiantes tomen el control de su propio aprendizaje de un segundo idioma, por lo tanto, se incrementará su motivación e interés en el tema; darles la oportunidad para elegir cuándo quieren hacer las actividades (cuándo están preparados para aprender); y enseñarles que una unidad online puede ser tan buena como una unidad presencial en el aula. El tema para la unidad es redes sociales porque los adolescentes están en contacto con las distintas plataformas online existentes diariamente, así que es otra manera de incrementar su interés en esta unidad.

1. INTRODUCTION:

The year 2020 changed the way in which people lived their lives. Yet the pandemic had a major impact especially on the education community. All that was known to teachers, students and parents changed dramatically from one day to the next because we all had to spend three months in lockdown, not being able to leave our houses. Teachers had to adapt all their materials, unit plans, resources, etc to be able to teach online and complete the ongoing academic year. Moreover, students had to adapt to a new learning context because they went from being in a classroom with direct contact with their teachers where their doubts and questions could be answered face to face and right after the question has been made, to being at home and having to learn to navigate online materials and how to use them to study. Finally those parents that had time had to spend it with their sons or daughters helping them with their online homework or online classes.

After the chaotic finish of the 2019-2020 academic year, the next one began with new protocols in schools, high schools and universities. In most schools students attended face-to-face classes every other week. Half of the students would attend class physically during half of the month and they would rotate. The students that could not attend lessons onsite would have online lessons through Google Meet, Zoom. But this system resulted confusing and stressful for students as well as for teachers because the learning environment would change every week or every other week. This was not helpful for the students' learning process because they benefit from a stable learning environment that does not distract them but rather encourages them to focus on the lesson. So, motivation decreased from having to learn in a different location and also because of the global situation (for a student, not knowing when all would go back to normal became another stressing element combined with the worry about their academic grades). This

global situation affected the general mental health of the population, so it was another added difficulty for students who suffered from being locked inside their houses. According to the CDC, 37% of U.S. high school students suffered mental health issues during COVID-19. In Spain, a *Scientific Reports* study carried out by Juan Pablo Pizarro- Ruiz and Nuria Ordóñez-Cambler (2021) found out that during lockdown, Spanish children and teenagers suffered alteration emotionally and behaviourally.

Apart from the problems that are derived from changing the students' learning environment frequently, there are other issues related to synchronous online teaching. The internet is not always reliable and can lead to technical problems. Online meeting services such as Zoom or Google Meet could malfunction before or during class hours resulting in a waste of useful time for the students and the teacher; time that maybe the teacher could need to be able to teach the full annual program or time that the students could need to solve any possible doubt or questions about the lesson. Those platforms could also make difficult to ask questions. While in-class students only have to raise their hands and wait for the teacher to give them permission to ask the question. All these problems could lead to students losing their interest in learning and acquiring new knowledge, thus decreasing their motivation and their chances at academic success. And according to a study called "Educación online durante el cierre escolar por COVID 19 en España. Percepción del profesorado" by Marta García-Sampedro, Elsa Peña-Suárez and Lucía Rodríguez-Olay (2021), teachers had more negative thoughts towards this kind of teaching than positive ones due to the additional economic burden and the work overload.

For several reasons, this unit has been designed as an online asynchronous unit. First, online asynchronous teaching can have beneficial elements for the students such as

allowing the students to be responsible and in control of their learning process. If they have some kind of autonomy and control it could boost their motivation and help them acquire the second language. They could also adapt the unit to their needs and their time management so that they only do what they can each day; they could be able to do two lessons some days and there could be days that they do not feel focused enough or motivated enough to do any of them. This unit could be a way of ending their aversion towards online teaching and motivate students as well as teachers to rely more in online resources and materials in this globalized world in which the internet has become essential in most of the houses.

2. PURPOSE AND AIMS:

The purpose of this dissertation is to elaborate a teaching proposal which uses ICTs and innovative methodologies to provide students with the opportunity to receive instruction in EFL remotely in the event of a lockdown, during a quarantine period or hospital admissions.

More specifically, one of my aims is to increase students' motivation and enhance language acquisition by designing a unit which students can complete at their own pace and which adapts to their different readiness levels. A second aim is to make students become active learners (instead of being passive listeners) and to foster their autonomy and self-confidence by taking control of the learning process. Students will also gain autonomy with this unit due to its asynchronous and online nature.

Third, I aim to boost memory through the use of visual support and the inclusion of the videos and the practical activities. When the students are able to see the results of their language acquisition, their motivation is likely to be increased. This leads us to the next point.

Fourthly, my objective is to develop the students' competence in ICTs, as this unit is completely online and students will need to use several apps and tools involving different skills.

Finally, another aim of this unit is to develop interaction amongst classmates even though it is online. This interaction will help students to develop communication strategies, receive indirect feedback and find gaps in their interlanguage, therefore contributing significantly to L2 acquisition.

3. JUSTIFICATION:

This didactic unit has been designed to fill a gap I observed while doing several assignments of the Master's degree. One of these assignments was the essay and questionnaire I did for the Innovation and Research subject. I designed a questionnaire to tackle the topic of student's motivation. In that questionnaire I asked students about online teaching and learning and their opinion on the topic. A vast majority answered that they were not feeling motivated nor they could focus on what was being said during the lesson that was being taught via Zoom or Google Meet. That resulted in students spending more time than usual on understanding and acquiring the knowledge taught during the lesson (more reading hours, meetings with the teacher to solve doubts, etc.). In addition, this led to a decrease in student's self-confidence and self perception of the students decreasing and leaving them unmotivated.

When I was writing the final essay of the subject, after analysing the questionnaire, I realized that students could benefit from having some autonomy when it came to online learning. That way they could feel that they had some control in what they were learning and thus show interest and curiosity on the lessons, leading to a boost in motivation. And with motivation, learning and acquisition would be achieved by the students more easily. Dörnyei (1994) said that motivation was one of the main elements in successful language learning. So it seemed important that an online didactic unit fostered motivation to counteract the fact that they are not in a classroom with a teacher (a learning environment to which students are used to). In the essay that I wrote I also named a research study by Özen (2017) which contends that motivation has three elements: setting off a person's conduct that is needed to achieve a specific goal; a guidance of this conduct; and the inner state that starts and guides this conduct.

During my Practicum I, in January, at a high school I became aware of the extent of the trouble teachers went through when students had to shift every week. Fifteen students attended one week and the other fifteen attended the next. This meant that teachers repeated the same explanations two weeks in a row because they were different students. But, in that way, instead of using all the educational time available to both teachers and students, they only used half of that time in learning new and interesting elements while spending the rest of the time revising and reviewing what they had seen previously. This resulted in the students being bored by what they were doing because it was kind of repetitive so they lost whatever motivation they could have about learning a second language.

During my Practicum II, between March and May, I noticed that there were two students who had tested positive for COVID and they were trying to follow their lessons via Zoom. I witnessed all the difficulties they went through (both the teacher and the students). The time that was lost because there were some technical difficulties and a couple of times when the call ended due to internet problems that interrupted the class for everyone: the teacher, the confined students and those who were in the classroom. At one of the lessons they couldn't even start the call so they missed that day's lesson. I realized that this could be solved with an online unit that could be done whenever the students could connect to the internet; and that a bad connection wouldn't be a problem if they did not have to complete the lesson at a specific time. This could save time for everyone involved; a time that would be better used for learning.

All this led me to realize that there should be a better way for balancing online teaching without expecting students to have a reliable connection because sometimes problems could happen; and to let students decide when they are at their best to acquire new

knowledge (in case they have COVID or they are at the hospital for some reason). By doing this unit asynchronous I am giving the students the power and control to choose when and where they want to learn and saving them worries about how they are going to follow the lessons to acquire the required knowledge to pass the tests.

4. METHODOLOGY:

This unit would be uploaded to a web page for sharing data such as Moodle, Google Classroom or Edmodo in the form of a hyperdoc so that students could download it, and do the activities. There would also be links for the students to upload the activities that are going to be assessed. They would also have a shortcut to programme the two meetings with the teacher that are a requirement. This is so that students can ask questions to the teacher and the teacher can see their progress. But by giving them control over the date and hour (within a limited amount of time to choose from), they are not losing much of the autonomy that they had gained with the unit (with the fact that it is online and asynchronous).

I decided to follow a formative assessment throughout the unit because it was the best way to test students' acquisition. They will be assessed on the last activity of each lesson to see how much of said lesson has been acquired and what aspects they need to work on. And at the end of the unit, the last lesson consists of activities that will be also assessed as a final project. By giving the students time between assessments the teacher would be able to examine more easily if they have made progress in their learning. It will also show those aspects or skills that need improvement in order to meet the requirements of the academic year. Another reason for having formative assessment is because differentiated learning had to be taken into account in the classroom. So, formative assessment is a way of trying to test students in several elements so that they could be aware of the elements that may need more effort. It is a way of giving students different opportunities to improve their grades by being aware of their "weaknesses" or to be less anxious about their marks or passing the subject. Instead of having one final exam or test at the end of the lesson that would be their only mark for the subject, they

have several assessments in which they can work and put effort to. They do not risk their final marks on a single day so they are prone to perform better because they feel less pressure.

The online and autonomous nature of the unit does not prevent students from learning the second language. As Lightbown (2000) said “classroom research in French immersion contexts provides some evidence for learners’ ability to acquire language in the absence of direct instruction of particular linguistic features”. So, the fact that students will have to follow the lessons on their own would not handicap them; they will still be able to learn the language.

5. THEORETICAL FRAMEWORK:

According to Dörnyei (1994), what is needed to motivate students is an element inside L2 motivation research in which there has not been enough emphasis in the past. For him, intrinsic motivation makes reference to the kind of motivation that has internal rewards as its base but there are several studies that claim that students are inclined to lose whatever intrinsic motivation they could have about an activity if they have to do it to meet an extrinsic requirement (Dörnyei, 1994). So, the less extrinsic requirements the better, so that students can keep their intrinsic motivation as long as possible.

Also according to Dörnyei (2005), motivation is the main reason students begin to learn a second language while also being the reason why they continue learning it even when it has become a long a tedious process and that high motivation is powerful enough to compensate any lacks in aptitude. In this chapter, he also stated that students of a second language are affected by the quality of the lessons and their learning experience. So, by giving them some control over this experience they could adequate the instruction to their needs and make the experience more enjoyable. He also explained that a controlling teacher decreased students' intrinsic motivation but students who studied an L2 because they were forced to be less affected by this aspect.

Dörnyei (2005) stated that motivation had components specific to learning situations and learner level. Inside that group, he named a subgroup called "course-specific motivational components" with four different elements that influenced motivation on students: interest, relevance, expectancy and satisfaction. Related to learner level motivation, he named a subgroup called "efficacy". The fact that it is asynchronous and that they have power over their learning process may increase their self-confidence and students may start to see themselves as capable of acquiring new knowledge; their

confidence would grow. And all this would end in student's satisfaction with the unit because of all the elements mentioned before: the topic is close to student's everyday lives making it relevant and interesting and their control over it would give him confidence in themselves to do it successfully.

Dornyei (2005) also stated that self-confidence is also relevant within Motivation as a subsystem in foreign or second language learning with almost zero contact with members of the community but there is contact with their culture through media. This self-confidence aspect was first developed by Richard Clément and his associates. This aspect is also related to perceived competence leading to an increase in intrinsic motivation.

Dörnyei (2005) also stated that motivation has changeability, that is, it is expected to go through different phases because it is dynamic. This is also contemplated in the unit because the students can tackle the activities whenever they feel motivated enough to do so. Motivation can also decrease over time; Dornyei defined this as "demotivation" and according to him a high percentage of demotivation in students is related to the classroom and the teacher, so it is not only the subject or the subject's contents what can affect student's motivation.

As I have said before, intrinsic motivation is another important element inside motivation. Malone and Lepper (1988) established several factors which drive intrinsic motivation, including challenge, curiosity, control and fantasy. Cooperation and competition are not as important in this unit because it is online and asynchronous so personal contact between students is limited to a minimum. The model of Self-determination theory by Deci and Ryan (2012) also highlights the importance of control

(autonomy) and challenge, but include a number of other components driving intrinsic motivation, such as relations with other members and the feeling of growth.

In the essay “Technology, Motivation and Autonomy, and Teacher Psychology in Language Learning: Exploring the Myths and Possibilities” by Glenn Stockwell and Hayo Reinders (2019) it is stated that, nowadays, technology, motivation and autonomy are related when we talk about language learning. But first, it is essential to define autonomy. According to this paper, Benson (2013) defined autonomy as “the capacity to take control of one’s learning” (Stockwell and Reinders, 2019, p. 42) and technical autonomy as “the act of learning a language outside the framework of an educational institution and without the intervention of a teacher” (Stockwell and Reinders, 2019, p. 42). This, along with motivation, has been thought to be enhanced by technology because it is able to provide students different opportunities to use (whether through input or output) the language.

Another definition for motivation is found in the essay “Autonomy in language teaching and learning” by Phil Benson (2006) where he quotes Holec (1981) and his definition, “the ability to take charge of one’s own learning” (Benson, 2006, p. 22). This unit matches this definition because students have to take on the responsibility to continue their learning process at home (although guided by the teacher), so the students are not fully autonomous because the materials are still provided by the teacher but they are granted some degree of autonomy. Benson (2006) also talks about Littlewood (1999) and his ‘reactive autonomy’ in which a student is autonomous to organize the resources available to them so that they can reach their goal but they do not create them, that means, they do not choose the materials they just decide what they need to be successful. So, teacher support is also needed in units like this one. This could also be

called 'blended' or 'distributed' learning in which technology and learning are combined with a human factor (Benson, 2006). This is a 'self-access' unit combined with 'distance learning' in which 'strategy training' is combined with 'learner training' is essential because it has been in the field of autonomy for a long time. Learning strategies is really beneficial for students because it helps students to use the target language while being in control what to use, when and how use it.

In the article "Effects of Autonomy-Supportive Teaching on Student Learning and Motivation" by Erin Marie Furtak and Mareike Kunter (2012) is said that too much freedom in relation to materials could end up being counterproductive for students. This is why I provide the materials for the students but I give them the freedom of revising them whenever they feel ready and motivated to learn. It is also argued that motivation could be affected by the environment and its capacity to provide students with autonomy (Furtak & Kunter, 2012). Autonomy-supportive teachers have also been positively related to intrinsic and extrinsic motivation. This paper also claims that an autonomy-supportive learning environment that is also non-controlling can be advantageous for students and their experiences (Furtak & Kunter, 2012).

For the asynchronous aspect of this unit I consulted two texts: "Cognitive approach to distance learning materials preparation adapted to asynchronous mode" by Oleg Zaikine, Emma Kushtina and Przemyslaw Rozewski (2003); and "Learning without Borders: Asynchronous and Distance Learning in the Age of COVID-19 and Beyond" by Anna K. Brady and Deepak Pradhan (2020). In the first one it is said that it is good for students to learn how to learn on their own because they might need to know how to follow a Distance Learning system in their future careers. In this type of education, conventional teaching methods cannot be used (Zaikine et al., 2003), this means that

different methods have to be used because it is a different kind of learning. The students are on their own to examine the materials and the teacher is indirectly involved in their learning by handing them the materials, solving doubts and evaluation procedures (Zaikine et al., 2003). This unit is designed so that the input the students receive is easily inserted in their previous knowledge. They first learn about an element and then they learn how to use that element by practicing through activities because in this type of teaching and learning theoretical knowledge presentation should be used.

In the second one, it is said that this type of education, the asynchronous one, “had improved educational outcomes compared with no educational intervention and comparable effects compared with traditional forms of instruction” (Brady & Pradhan, 2020, p. 234). This type of education gives students flexibility to learn whenever they can. In this type of learning is essential to make sure that students are actively learning and that they are presented with as little passive content as possible. Active techniques of learning will keep students motivated while keeping boredom at bay.

Supporting the learning process differentiated learning is an important aspect in lesson planning because each student has their own pace and rhythm for learning. Differentiated instruction is taking into account the different ways in which a student can learn. There are students that prefer visual materials, others prefer reading materials, others prefer listening to the lesson, etc. The fact that this unit has not a pre-established timetable could help students that could maybe prefer the afternoons to do schoolwork or to learn. Each student also learns differently in the sense that some prefer visual materials; other may prefer audible materials, etc. In this unit there is a variety of resources to tackle the differences among the students so that everyone could find an activity that could help them learn. And the fact that the unit is based on ongoing

assessment is also related to differentiated instruction because that way students could compensate a bad grade of an activity they are not very good doing with a good one from another activity.

Distributed practice, also known as spaced practice, is distributing learning or study over several lessons that are focused on the subject matter that has to be learnt. This has been said to be beneficial in long-term retention and recall. So this is why, in this unit, students learn a specific element in each lesson. There is a lesson for vocabulary, another for grammar, another for listening comprehension skills, another for reading comprehension skills and another for writing skills. And the last one is designed to put all the learning in those specific lessons to the test. I took ideas for every one of those lessons from the multiple readings and PowerPoint with information available in the Master.

When it came to teaching the four skills I searched for inspiration over several PowerPoints of the course. For vocabulary, one of those materials mentioned the importance of vocabulary in understanding correctly the different texts students will come across in their lives. According to the information provided in the slides, learners should understand 98% of a text for them to comprehend the main idea, and to be able to infer the meaning of the elements they do not understand from the rest of the text. And it is also said that students need to come across a new word at least ten times and review it in order to acquire that word.

For grammar, I used PPP in the form of fill in the gaps because it is a way of making sure that students focus on form while following a deductive approach. First, they learn the rule and then they practice it with exercises to see if they understand how that grammatical form, in this case adverbial clauses, is used. Grammar, along with

vocabulary, is a key element when learning a second language because it sets the foundations for the different skills.

For the listening comprehension skill I looked into *Teaching by principles* by Brown (2001). I followed the same pattern to teach different listening strategies that the students could practice to develop this specific skill. This lesson is important because listening skills are the base to follow a conversation that is being carried out in the foreign language. The students had to listen for details and for the general meaning. That way they are developing two basic features that will be useful for them in the future, both in a foreign language and in their native language. They will be able to use these strategies to take notes in different classes, to answer different types of activities and questions in listening comprehension tests, etc.

For the reading comprehension skills, I also looked into *Teaching by principles* by Brown (2001). The two strategies they will further develop are skimming and scanning strategies because according to the text they are probably two of the most important strategies to develop reading comprehension skills (Brown, 2001). To develop reading comprehension skills is important for them because they need to understand what they read, whether it is a long text or a short one. Especially in the globalized world we are living in they will need this skill because English has become an international language used institutionally. This language is also present in their everyday lives through the Internet and social media. This skill will also influence their native language because these two strategies will also develop their language use in general, whether they use one language or another. Authenticity is also important because they need to see real texts that they will encounter in their future. But readability is also important because they have to understand what they are reading to a certain level.

And lastly, for the writing skills lesson, I took into account *Writing* by Christopher Tribble (1996) as well as the same PPT I used for the grammar lesson. For this lesson I introduced generating, focusing and structuring activities. The first ones are aimed to make the students think about what they want to say in their essay which could help them if they have an imaginative block. The second ones help the students narrow those ideas to keep the most important ones; they have to prioritize some ideas over others. And the third ones help students to organize those main ideas and give them an essay-like structure so that they can communicate successfully.

While designing the unit I kept looking to a course PowerPoint about ICTs and technology. The use of these resources is beneficial because they have the capacity to be dynamic in their presentation of new ideas and they provide feedback easily while students are working. Other benefits include motivational activities, a starting point in the exploration of new topics, stimulus to undertake tasks and even make repetitive tasks more interesting. There are many online resources such as visual resource, management and collaboration tools, visual organizers, tools to record your screen, creating student output, etc. All these different tools and resources help students in their individual learning styles, as I have said before.

The unit is framed by the curriculum and thus legally framed by these two documents. LOMCE, Real decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. Orden ECD/494/2016, de 26 de mayo, por la que se aprueba el currículo de Bachillerato y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón.

LOMCE, Orden ECD/2016, de 26 de mayo, primera lengua extranjera: Inglés.

Orden ECD/65/2015, de 21 de enero, 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 curriculum states that the student has to be responsible for their own learning and that is the base of this unit, providing students with autonomy in their learning. This autonomy respects the different rhythms and styles of learning as well as Gardner's claims about multiple intelligences because, in the unit, they have several kinds of activities (PPP, visual aids like the word-cloud, videos, they also have to produce written and oral output, etc.). And the unit is also designed to improve their motivation and creativity with the topic and the activities such as the one in which they have to create a blog post. So this unit and its contents and resources are framed within the curriculum for Secondary School. And, as stated in the table of the Anexo I, each lesson is framed within specific competences and criteria stated in the part dedicated to the 4th of ESO of the curriculum.

6. CRITICAL ANALYSIS:

6.1 PRESENTATION OF THE DIDACTIC UNIT:

The main topic of the unit is “Social Media”. This topic has been chosen to appeal to teenagers. It keeps the students interested and curious, their desire to know increased by the fact that the topic deals with their everyday lives. It is also useful to make them realize the relevance of learning English because they are exposed to English in the majority of the apps they use. Nowadays, they seem quite interested on the internet and social media (especially with the rising fame of Tik Tok). So a topic like this one may be helpful to boost motivation because it deals with something that the students are already interested in during their everyday lives. It may also be helpful for them to learn about the dangers of social media to which they are exposed every time they use Instagram, Twitter, Tik Tok or Snapchat, to name a few. If they know about what they should avoid doing or saying on the internet they would be safer or at least they would be taking precautions. With this unit they would also be capable to see the importance of learning English and the presence of said language in their everyday lives because they are exposed to it daily through social media. The topic would also be a good starting point to make them think about the amount of time they spend on the Internet.

I designed this unit to be used in a class of 4° of ESO at a high school. I chose this level because their English level is higher and they are more mature and responsible of their own learning process but the didactic unit is adaptable to any level. For this unit I chose to separate the different lessons by skills so that students would increase their expectancy and satisfaction because it is more organized and easier for them to follow. That way, students can focus solely on one of them to develop it instead of having all of them in every lesson. In each lesson they have the explanation through two different

mediums: a text and a video. This is meant to target different ways of learning. For example, if they prefer to read their lessons and do summaries and outlines of the lesson the video could be used to solve any doubt they could still have. But if they prefer to watch their lessons, listen to them and take notes the texts can be used as a way of completing any possible gaps of the videos. They are receiving input both ways and after that they will have to produce output to practice what they have learnt about and to be able to identify what they have not understood of the lesson so that the teacher can address it in their meeting. This is followed in the reading and listening comprehension and writing skills. For vocabulary they are presented with the new words in different ways so that students would review them as much as possible. And then, when they would have started to acquire the vocabulary I would introduce those words in context.

I tried to avoid “demotivation” related to the teacher by keeping his/her presence to a minimum to try and keep the students’ motivation as long as possible and as high as possible. The nature of the unit is also beneficial in the sense that studying an L2 at home and possibly seeing results would make students realize that English is not caged to the classroom but instead can be used in many spaces such as our homes.

6.2 KEY COMPETENCES:

This unit tackles almost every key competence throughout the seven lessons that is made of.

Linguistic competence is developed in every lesson because the whole subject is aimed to boosting this competence through improving students’ oral and written skills. Learning vocabulary, for example, will help them to better understand written or oral texts and get the general meaning of what it is being said or written. And practicing reading, listening and writing skills during the lessons will help them in their fluency

when using the language. That is why they are required to use the language within a context while making conscious choices in the forms, structure (when writing an essay, for example), words, etc. For example, in the lesson dedicated to reading skills they have to read about strategies so that they could make conscious choices when they are reading a text and choose those that best fit their needs to complete the activities.

The math, science and technology competence is also promoted throughout the unit because they have to use technology (laptops mainly or any other device that allows them to follow the unit) in order to access the activities. This also makes the students be aware of the world they are living in and how technology in general is developing (internet, mobile phones, tablets, laptops, smart TVs, etc.). But this specific competence is the least promoted during the unit.

The digital competence is fostered throughout the unit because of its online nature in which we encounter a variety of ICTs. Being a digital unit makes possible to provide real contexts while giving students the elements they may need to search for information if they want to further their knowledge, thus fostering their learning. Through digital resources, students can also produce output, written and oral, by means of several apps and web pages. For example, in the last lesson students have to record a video talking about the topic through a web page called Voice Thread. According to the curriculum, the digital competence is a basic element inside the linguistic competence so they both influence each other. It is also commented that the English class is the best environment for the autonomous and responsible usage of the ICTs, which is what this unit precisely promotes.

The learning to learn competence is encouraged because they complete the different lessons on their own. Formative evaluation also plays a key role in this competence

because they can learn from their mistakes and correct them for the next assessment instead of having to prove their knowledge in just one test. This competence is also developed with the readings and the videos that are present in the majority of the lessons. Those readings deal with strategies to improve their skills (reading, listening and writing) by making them conscious about what they should be doing when reading, listening or writing discourses in English. That makes them think about what they have to do when they do the activities, so they are making conscious decisions about the strategies they have to use to complete the assignments. For example, in the reading comprehension skills lesson, the students read and watch a video about several strategies, two of them being skimming and scanning. And then they have to do two activities, in which they have to do precisely that, skim one text and scan another. In the listening comprehension skills lesson, they learn how to listen for details and for the general meaning and then they have activities to practice it. I have also included formative assessment so that they can identify those aspects that have been acquired and those aspects that need improvement.

The social and civic competence is kind of explored through the topic of the unit and through the resources and materials prepared for some of the lessons. Through social media, the students are constantly connected to people from all around the globe because nowadays teenagers are living in a globalized world. That is why, in the materials that they have to read and see, I chose texts talking about depression and, in the first lesson, I chose to include a video in which several teenagers talked about their experiences using social media. That way, the students are learning that there are other points of view (that is why I also included a debate in the lesson) and beliefs as well as realities so that they can respect other people with other opinions and beliefs.

The initiative sense and entrepreneurial spirit competence is closely related to students' confidence in their own capacities. A high self-confidence in their own capacities would indeed increase their intrinsic motivation because they see themselves as capable of completing the assessment successfully. That is also why this unit is asynchronous (kind of a remote learning), so that students will have some responsibility in their learning. They have to show initiative in activities such the blog post and the debate because they have to answer their classmate's blogs and engage in the debate.

6.3 CRITICAL COMMENTARY OF THE OBJECTIVES AND SPECIFIC CONTENTS:

The objectives of this unit are the ones stated on the Appendix III. These general objectives have been designed to help students learn both the importance of learning a foreign language and how that language can help them tap into the globalized world we are living in right now. It will help them understand the importance of learning English to be able to connect with today's world. They will also learn the importance English has in social media nowadays and how they can use said language to their own advantage.

The first objective of my unit has been designed to help students to learn how to think critically and objectively about a current or controversial topic, in this case social media. It is a topic that they can relate to because they are in contact with it every single day through their mobile phones. Teenagers and young adults spend several hours of their days browsing through Instagram, Twitter or Tik Tok and many are unaware of the dangers and risks that these kinds of app have. So maybe, if they are conscious and aware about those dangers they can take safer choices and make decisions based on knowledge. This could also help them see the usefulness of learning a foreign language

(to be able to protect themselves on the Internet by knowing what they have to be aware of) which could end boosting the students motivation to learn and acquire that language.

The second objective is related to improving their use of the language by understanding the input they receive; and to be able to produce output so that they will be able to keep up in a conversation about social media, whether that conversation is oral or written. This objective, just as the one mentioned before, is thought to help students realize the utility and possibilities of learning English and how beneficial it could be for them and their life because they are constantly in touch with social media.

The third objective has been thought so that students will learn to pick up details whether in a conversation, a lecture or reading a text. That way they will be able to detect and notice what details are important in what is being said. This knowledge can end up being useful for the students so that they know how to make notes and what details should be included in a summary while using a foreign language, in this case English. They will know what is important in the discourse. The students will also learn to see “the big picture” and understand what a text (whether written or oral) is about in general. This is also useful for the students’ usage of the language. For example, if they are having a conversation and they do not understand a word the speaker has said they could still answer if they understand the general meaning of what is being said. The same could be applied if said student is reading a text. That student could still understand what the text is about even if there is a word that is not understood.

And the fourth objective deals with the grammatical component of the unit, that is, adverbial clauses. These types of clauses will be helpful in the student’s future because they are widely used. They are also a good way of improving an essay which is something that a student of 4th of ESO will likely have to write in their academic year.

And if they plan to work or study abroad they will need this grammatical resource to read and understand written texts (as it is commonly used in academic contexts) and also to understand a conversation framed in a formal or semi-formal environment. Adverbial clauses are a form of subordination so, it is important that the students know how to identify them and understand which sentence is the main one.

The specific contents for this unit have been selected or specifically designed and created by me for this unit. But the type of syllabus I decided to follow for this unit is a skill syllabus which is a kind of syllabus that focuses on teaching students the different skills that are required for using the language. Students will learn how to write a specific kind of essay, how to look for details when listening a conversation, a lecture, etc. as well as getting the main picture of what it is being said. I chose this kind of syllabus because I think students will benefit from knowing what skill they are learning in each lesson and the way it can be improved to end up being able to use it. Dividing it into skills will allow them to focus on said skill without getting distracted on the others, making them seize those 50 minutes and really improve that skill instead of changing the focus every 10 minutes.

6.4 BRIEF DESCRIPTION OF THE ACTIVITIES:

As I have said previously, this unit has been designed for students that need to stay away from class due to health issues so that they can follow the lessons from home. I wanted to begin the unit with some light-hearted activities such as wordclouds, videos and a debate with their classmates in order to raise the students' interest. The debate will let them feel as a part of the group instead of being isolated. That way they will feel inclined to keep on doing the activities while boosting their motivation to learn the

target language. They will also be in control of their learning process and gain autonomy to follow their own learning rhythms.

The first lesson will act as an introduction to the topic of the unit. The students will start the unit with a wordcloud with vocabulary related to the topic. Then, they will search those words that they do not understand and this will help them start acquiring those words, improving their vocabulary. Then they will have to see a video about the topic and answer some questions. After all these activities they will have to debate with their classmates about the topic using the target language. This will provide them with an opportunity to use the language and produce output. These are activation activities that aim to activate previous schemas and engage students.

The second lesson plan is focused on vocabulary because in order for the students to advance in their learning process they need to widen their vocabulary. Vocabulary is essential for them to comprehend the language, both written and oral, because if they lack a significant amount of vocabulary they will not be able to follow a conversation or read a text in its entirety and know what is it about. With the words of the wordcloud I have created a game in which they have to connect synonyms. That way for every word they know they will learn a new one. The same concept is behind the activity in which they have to match synonyms with their antonyms. Then they will learn new collocations because they have to match them with their meanings. This will enrich their vocabulary, making their future essays more complete and complex. Collocations are as important as single-word vocabulary, which is why I have included them in the lesson. And as final activity I wanted them to see the words that they had seen in previous activities in context. This will help them acquire those words and collocations because they will see possible uses for those words.

The third lesson focuses on the grammatical aspect of the unit. Grammar is very important for correct language use, especially in written form. They have to know and understand the grammatical rules in order for them to be able to use the language correctly. At the beginning of the lesson there is a brief explanation about adverbial clauses (both written and in video form) and how to recognize them because that way they will learn how to identify them and later use them. Then, the students have to complete an activity in which they have to identify them so that they can put into practice what they have learned. At the end of the lesson they have to rewrite sentences with the correct adverb so that they will practice the type of sentences that accompany each type of adverb. Adverbial clauses are a great tool to help them improve their essays, such as the type that is explained in lesson 6. I wanted this lesson to be coherent and connected as much as possible because that way, students will be able to see that in a language every skill is connected and all of them are very important. These grammatical activities appear decontextualized because they will see them in context later in other lessons.

The fourth lesson is focused on improving the students' reading skills. They have a brief text that they have to read and a video that give them strategies and techniques to approach a reading activity. And then, the rest of the unit focuses on making sure that they practice what they have learned about. The final activity of the lesson has been thought to see how much of the lesson they have acquired and in which aspects they have to improve. This lesson will help them in their academic future because these strategies can be used on their mother language as well as their target language. If they see the possible uses and usefulness of learning a second language they will be likely to maintain high levels of motivation.

The fifth lesson is focused on the development and further improvement of the students' listening skills. They will also have to watch a video and read about strategies that will help them improve in aspects such as looking for certain details as well as understanding the general meaning even if there are certain parts that they do not understand. Like the reading lesson, this will also be helpful and useful in their mother language for taking notes on a lecture, for example, or to summarize an article or book to make it easier to study. And they will also practice it through activities.

The sixth lesson is focused on helping the students improve their writing skills. The students will learn about writing strategies and what is a "for and against essay" which is the one they will be practising on this lesson. Adverbial clauses, the third lesson of this unit, will be useful for this lesson because they are a type of subordinate clauses, which are a good way of elevating an essay and give complexity to the argumentation. These types of clauses can help the students give their reasons in organized and grammatically correct way so that their point of view is understood correctly.

The seventh lesson is designed to put to the test the level of acquisition of the unit and the previous lessons. There are several activities that they have done before in the lesson so that students will be able to compare activities and see what aspects need improvement. But I also wanted to add an activity to make them practice their speaking and oral skill so that they could still produce oral output even though this is an asynchronous and online unit.

6.5 MATERIALS AND RESOURCES:

When I was selecting the materials there were several characteristics that I was searching for. In these types of unit the materials that the students are presented with are really important because they are their source of knowledge and information.

First, I wanted to include a wordcloud because, when I learned about them in the Master they seemed a good way to keep the vocabulary together in one space to make it easier to study it. It is a good visual resource that can make it easier for them to study the several words of the unit. Students can also make their own wordclouds or modify them to better suit their way of studying a language, keeping them active in their learning instead of just receiving information.

Another resource that I found interesting is the kind of video I chose for the introduction on the ISL webpage. It stops and does not continue unless you answer the questions on the screen. I learned about them during the Practicum at the CPIFP Bajo Aragón and I liked how it made the students focus on the video and what is being said because they wanted to answer correctly so that they could keep watching the video. When they got the right answers they were happy and motivated for the next question which, in the end, reflected positively in their learning process.

For the vocabulary, I wanted to provide a fun way of learning through games such as matching and connecting words instead of giving the students a list of vocabulary that they had to memorize. They will have fun learning a foreign language and that could boost their curiosity and interest on that language or at least avoid any kind of decrease in motivation. One of the resources I used to prepare the materials is Flippity. I learnt about it through the Masters and I liked the way it worked and how easy it is to use it.

For the majority of the activities on the unit I realized that I wanted to give them as much autonomy as possible so that they could control what, when and where they could learn. For the grammar lesson, the activities are more traditional because I wanted the lesson to be understood through activities they were used to. That way, they can focus on acquiring and understanding adverbial clauses instead of putting efforts in

understanding the activity. They are already familiar with PPP because they have faced that type of activity during previous academic years.

And the lessons regarding the different skills such as listening, reading and writing follow the same pattern. The students have to read a brief online article regarding the topic and watch a video. Then, they get to practice the different strategies they have learned about. I used resources from Liveworksheets, a platform with a wide variety of worksheets that are great to boost autonomy because the students can autocorrect their work; and Youtube, a platform that they are used to because, nowadays, teenagers watch a lot of different videos there. A platform that seemed useful to help students improve their writing skill is MindMup so I included an activity, brainstorming, that could help students to organize their ideas before writing an essay by writing them down.

At the end of the unit I wanted to test the students' oral skill. The online nature of this unit made it difficult for the teacher to hear the students produce oral output so VoiceThread seemed fitting for this activity. It is a platform in which students can upload their videos in a kind of chain so that they are all together. I preferred this over an online meeting because it gives the students the chance to think what they want to say so they will not be as nervous and will be able to speak more freely and relaxed. They will not have the pressure of having someone watching their every move if they get stuck in a sentence.

6.6 EVALUATION:

As this is an online unit designed taking students' health into consideration their learning will be assessed through the last lesson in which they have to demonstrate the knowledge they have acquired through the lessons.

Students will have formative assessment because it fits the nature of the unit. Formative assessment is based on gathering up data about the students' learning process and the teaching process. This data is used by the students to make decisions about their learning process and by the teachers to improve their instruction and adapt it. The students will not risk their final marks on a final exam; they will consist of the marks they have in the different activities that will be assessed over the unit. This type of assessment is useful to identify gaps that the students may have in their knowledge of the language so that they can focus primarily on those gaps to improve their use of the language.

The teacher will assess the students on their work throughout the activities of the lesson so that they know what they need to improve for the last lesson. That lesson is important for their final marks as it is the one with the highest weight in terms of percentages. Peer assessment will also be present in the unit because it is useful for them both to be assessed by their classmates and also assess them. They can learn from their classmates' mistakes as well as from their own.

In the first lesson the students will not be assessed because that lesson serves as an introduction to the unit and the topic. They will only be asked to participate as much as possible in the debate (they can increase their marks by 1 point if they participate at least 3 times). In the second lesson and in the third lesson the students will be assessed by developing/meets expectations/exceeds expectations according to their results on the activities. If they answer half or more right they will meet expectations; if they score below that they will be developing; and if they answer perfectly or almost they will exceed expectations.

In the fourth lesson the activity is self-grading so when they finish they have to click on a button at the end and the mark they get will be their assessment for that lesson. This is also how they will be assessed in the fifth lesson and its final activity.

The rubric for the sixth lesson focuses on what the students have learned throughout the unit such as adverbial clauses, vocabulary related to the topic, the structure that is usually followed on these types of essays, etc. The same rubric will be used for the writing part of the seventh lesson.

The rubric for the video the students have to make sums up 8 points but the students will receive their marks on a scale from 1 to 10 (for example, if a student scores 4 points in the rubric he or she will have a mark of 5). It is made up of what elements I consider important when speaking such as pronunciation and intonation, fluency, grammar and vocabulary. The same rubric will be used for the oral presentations.

And the rubric for the peer review of the oral presentations is focused on what it is important for the listeners to keep their attention on what is being said. The main idea has to be clear and well explained so that the listeners do not get lost. The volume has to be high enough to be heard but not too high. If the listeners cannot hear well enough or if they have to make an effort they will lose their interest and get distracted by other elements in their environment. There has to be some kind of a good visual aid to make the presentation interesting and to help the listeners get back to what the speaker is saying if they get lost. If those visual aids are difficult to see or read, they will only distract the listeners. And the speaker has to have a good pronunciation and diction so that he or she is understood easily or there is a risk of losing the attention of the audience.

The percentages for the evaluation would be 15 % each of the final activities of the lessons 4, 5 and 6; 15 % the video and 15 % the blog post; 20 % the oral presentation; and 5 % would be the peer assessment.

7. CONCLUSION:

To conclude, this essay is an exploration of what could be done to motivate students academically to learn a second language even when they are outside of the classroom. Due to the pandemic situation, online teaching has become important, mainstream and worldwide. This situation changed completely the way in which students had to learn and teachers had to teach because there was a need for a way of learning and teaching with social distance. The fact that students have been feeling unmotivated when it came to online learning has been the reason behind this didactic unit and this essay. There are several scholars that deal with the topic of motivation such as Dörnyei and with its importance to reach good results academically. Boosting motivation is the main focus of this text precisely because of that, to help students reach their maximum potential even if they have to stay at home due to health issues.

An asynchronous online unit could motivate students and end whatever technological difficulties that may arise with a synchronous unit. They are also more autonomous than with a traditional unit so they may feel responsible for their own education. This unit is also time-saving for both students and teachers because they do not have to lose time setting up the devices that are needed to stream and to follow a class in real time. And also lifts up the worry about getting COVID because students would still be able to keep on learning because this unit is asynchronous and autonomous. The topic of the unit has also been chosen to appeal to teenagers that spend several hours a day using social media. If they are interested in the topic they could be interested in learning the language too.

This topic of study has proven to be quite important because it would change students' opinions about online teaching. Nowadays, and with the rise of technology in all aspects

of life, it is only a matter of time before we rely more heavily into technology in the educational system. That could mean shifting into an online space for learning, so online units could become relevant. So, it is important to search for elements that could make these types of units appeal to student and help them continue with their learning process. If these kinds of units start to being designed we could have a wide variety of them to rely on when they become a necessity instead of a rarity.

This work could become a starting point for further research and design both in motivating units as well as online asynchronous units. Although the first one has been widely researched and there are several theories related to motivation, the second one is not nearly as popular. This last topic could be beneficial for students that cannot go to school for personal reasons. We already encounter this type of education in universities that specialize in distance learning. The students receive the materials through the internet and then they could ask for meetings with the teachers to ask doubts to be ready for the exams. So this is not as rare as it seems because it is already happening in higher education but I wanted to translate that type of education into high school so that teenagers could also benefit from it. But, if we use it in high school we have to adapt it to the different necessities of each level. A student from 1º ESO does not need the same elements as a student from 4º ESO or a student from 2º Bachillerato. That is why this unit could be further developed to assist the specific needs of each level.

With these units the teacher would change his or her role to be a learning facilitator and resource provider. It also changes from an active role in class to a passive one giving the students the space they need to engage actively in their learning instead of just hearing what the teacher is saying. This could make students see that learning and acquiring a second language is an effort that they have to do instead of just receiving information

and doing nothing about it. In order for acquisition to take place they have to actively seek knowledge.

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APPENDIX I: Assignments used as evidence of the necessity of improvement

1. MOTIVATION ON STUDENTS: THE FACTORS THAT INFLUENCE STUDENT'S OPINION AND FEELINGS ABOUT A SPECIFIC SUBJECT – Innovation and classroom research in EFL: [Link](#). This assignment was a written report about a research project we had to carry out during our Practicum II. I designed a questionnaire to collect data about student motivation with education in general and then I asked them about specific subjects. Here is the [link](#) to the questionnaire.
2. PORTAFOLIO DE PRACTICUM II – PRACTICUM II: [Link](#). This assignment was carried out during the second Practicum in which we had to observe interactions on the EFL classroom and comment on the materials used during the different lessons.

APPENDIX II:

Didactic unit: 4th of ESO

| LESSON 1 | | | TIMING: 50 minutes | | |
|---|------------------|---|--|---|--|
| EVALUATION CRITERIA | KEY COMPETENCES | AIMS | ACTIVITIES | LEARNING OUTCOMES | ASSESSMENT |
| Crit.IN.3.1. Est.IN.4.2.1. Est.IN.3.2.1 | CCL CD CSC | - To introduce the students to the topic with dynamic activities so that they are interested and motivated. Obj.IN.7. Obj.IN.8. | Word cloud with introductory vocabulary to the unit topic CLICK HERE | - By the end of the lesson, students will be able to recognize words and phrases related to social media. | |
| | | | Watch this video and answer the questions CLICK HERE | | |
| | | | Create your own word cloud with the most important words of the topic in your opinion. CLICK HERE CLICK HERE | | |
| | | | Online debate with classmates about social media. Pros and | | Active participation will be rewarded by |

| | | | | | |
|--------------------|---|--|-------------------------------------|--|---|
| | | | cons. CLICK HERE | | adding up to 1 point to their final marks (Active participation meaning at least 3 commentaries). |
| LESSON PLAN | | | | | |
| 1° | The students will be asked to look carefully into the word cloud and search the meaning of all the words that they do not understand. | | | | |
| 2° | Then they will have to watch a video that will stop with each question so that they will have to stay focused on what it is being said to answer those questions. | | | | |
| 3° | Next, they will have to create their own word cloud with those words that they consider important so that they can recall any previous knowledge while combining it with those words that appear on the first word cloud. | | | | |
| 4° | And then, they will engage with their classmates in an online debate about social media. | | | | |

| LESSON 2: | | | TIMING: 50 minutes | | |
|---|-----------------|---|--|---|---|
| EVALUATION CRITERIA | KEY COMPETENCES | AIMS | ACTIVITIES | LEARNING OUTCOMES | ASSESSMENT |
| Crit.IN.3.1. Est.IN.3.2.1 | CCL CD | - To get students to know as many vocabulary as possible so that they will be able to understand discourses about social media (a topic that has been argued over in the last few years). Obj.IN.6 | Create pairs of synonyms CLICK HERE | - By the end of the lesson, students will be able to get the main idea from a written text related to social media through the learning of vocabulary related to the topic. | |
| | | | Match the antonyms CLICK HERE | | |
| | | | Match the chunks and collocations with their meaning CLICK HERE | | |
| | | | A reading about the topic to see vocabulary in context (Ver anexo II: Lesson 2) | | Developing/ at expected level/ exceeds expectations |
| LESSON PLAN | | | | | |
| 1º First, the students will be asked to do an activity in which they will have to match words from the topic to their synonym. Then | | | | | |

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| | they will be asked to do a screenshot and send it through gmail. |
| 2° | Second, they will be asked to do a matching game with antonyms. They will also be asked to send a screenshot with any possible doubts about the vocabulary. |
| 3° | Then, they will learn different chunks and collocations through another matching game. Then they will have to send another screenshot. |
| 4° | At the end of the lesson they will have a reading with some questions to see if they are able to get the main idea of the text after spending two lessons learning vocabulary about the topic and to broaden their vocabulary knowledge. Then they will have to submit the answers to the questions. |

| LESSON 3: | | | TIMING: 50 minutes | | |
|---------------------|---|--|--|---|--|
| EVALUATION CRITERIA | KEY COMPETENCES | AIMS | ACTIVITIES | LEARNING OUTCOMES | ASSESSMENT |
| Crit.IN.2.1. | CCL CD CAA | <p>- To make students understand the importance and usage of adverbial clauses in everyday English.</p> <p>Obj.IN.5. Obj.IN.6.</p> | <p>What are adverbial clauses? A brief explanation.</p> <p>CLICK HERE CLICK HERE</p> | <p>- At the end of this lesson students will be able to understand, identify and use adverbial clauses in written form.</p> | |
| | | | <p>How to identify different adverbial clauses.</p> <p>CLICK HERE</p> | | |
| | | | <p>Can you identify these adverbial clauses? (Ver anexo II: Lesson 3)</p> | | |
| | | | <p>Complete the sentences with the correct adverb.</p> <p>CLICK HERE CLICK HERE</p> | | <p>Developing/ at expected level/ exceeds expectations</p> |
| LESSON PLAN | | | | | |
| 1° | First, the students will have to read what adverbial clauses are and how they can be identified inside a sentence (they will also | | | | |

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| | have the explanation in a Youtube video in which they have a lot of examples. |
| 2° | Second, they will have to do an activity composed of three exercises in which they will have to combine sentences using adverbial clauses and identify them. |
| 3° | And then they will have to do two exercises in which they have to choose the correct adverb. |
| 4° | At the end of the lesson they will have to send the answers to the teacher (via gmail or moodle). |

| LESSON 4: | | | TIMING: 50 minutes | | |
|--|----------------------------------|--|--|--|------------|
| EVALUATION CRITERIA | KEY COMPETENCES | AIMS | ACTIVITIES | LEARNING OUTCOMES | ASSESSMENT |
| Crit.IN.3.1. Crit.IN.3.2. Est.IN.3.1.1. Est.IN.3.1.2. | CCL CD CAA CIEE CCEC | - To improve students' reading skills by teaching them different reading strategies and help them practice with adequate exercises for their level. Obj.IN.3. Obj.IN.5. Obj.IN.6. | Reading strategies to improve reading comprehension. CLICK HERE CLICK HERE | - At the end of the lesson, students will be able to look for details in a text or a paragraph as well as understand the general meaning of said written text. | |
| | | | Using skimming strategies to match the title with the paragraph. CLICK HERE | | |
| | | | Understanding the general meaning of a text doing a summary of the previous text. Scanning the text to search for specific details. CLICK HERE | | |

| | | | | | |
|--------------------|---|--|---|--|---------------|
| | | | Scanning paragraph by paragraph: CLICK HERE | | |
| | | | Final activities of the lesson: CLICK HERE CLICK HERE | | From 1 to 10. |
| LESSON PLAN | | | | | |
| 1° | First, students will have to read and watch a video about reading strategies so that they can put them into practice in the following activities of the lesson. | | | | |
| 2° | Second, they will have to match the paragraphs and the titles of the text, read it carefully, and write a brief summary about it. | | | | |
| 3° | Then, they will have to do two scanning activities so that they can practice it. | | | | |
| 4° | In the end, they will have to do two final exercises of two different texts. | | | | |
| 5° | When they have finished the final exercises they will have to send their results to the teacher. | | | | |

| LESSON 5: | | | TIMING: 50 minutes | | |
|--|--------------------------|--|---|---|------------|
| EVALUATION CRITERIA | KEY COMPETENCES | AIMS | ACTIVITIES | LEARNING OUTCOMES | ASSESSMENT |
| Crit.IN.1.1. Crit.IN.1.2. Est.IN.1.1.1. Est.IN.1.1.2. | CCL CD CAA CIEE | - To improve students' listening skills by teaching them different listening strategies and help them practice with adequate exercises for their level. Obj.IN.1. Obj.IN.5. Obj.IN.6. | Listening strategies to improve listening comprehension skills. CLICK HERE CLICK HERE and watch from 2:30 to the end. | - At the end of the lesson, students will be able to look for specific details in an oral discourse as well as get the general meaning. | |
| | | | Listening for details (do until ex. 10). CLICK HERE | | |
| | | | Listening for meaning. Video: CLICK HERE Exercises: CLICK HERE | | |

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|--------------------|--|--|--|--|---------------|
| | | | A final test for assessment. CLICK HERE | | From 1 to 10. |
| LESSON PLAN | | | | | |
| 1° | First, students will read and watch a video about listening strategies so that they are aware of them and start putting them into practice. This will make them gain consciousness about their learning process. | | | | |
| 2° | Second, they will be asked to focus on details of several oral texts so that they practice searching for specific characteristics. | | | | |
| 3° | Then, they will have to listen to a video and get the gist of it as well as the general meaning. At the end of the exercises they will be asked to write a brief summary of what it is being said. | | | | |
| 4° | At the end, they will have to do a test to put into practice what they have learnt on the lesson and the mark will be part of their formative assessment. | | | | |

| LESSON 6: | | | TIMING: 50 minutes | | |
|--|--------------------------|---|--|---|------------|
| EVALUATION CRITERIA | KEY COMPETENCES | AIMS | ACTIVITIES | LEARNING OUTCOMES | ASSESSMENT |
| Crit.IN.4.1. Crit.IN.4.2. Est.IN.4.1.1. Est.IN.4.1.2. | CCL CD CAA CIEE | - To help students improve their writing skills so that they can develop it and use it on their lives for whatever they might need it. Obj.IN.4. Obj.IN.5. Obj.IN.6. | Writing skills strategies. CLICK HERE What's a for and against (pros and cons) essay? CLICK HERE CLICK HERE | - At the end of this lesson students will be able to write a for and against essay on a topic generating ideas through brainstorm or mind maps and then structuring them to create coherence and unity. | |
| | | | Create your own mind map about social media with at least 2 pros and 2 cons (below there are two free online pages to create them). Try to focus on the most important ones although you can write more. CLICK HERE CLICK HERE | | |
| | | | What structure do these essays follow? | | |

| | | | | | |
|--------------------|---|--|--|--|--------------|
| | | | (Ver anexo II: Lesson 6) | | |
| | | | Final activity: With all the information provided in the lesson and the mind map of pros and cons, write an essay about social media in which you discuss them in approximately 200 words. | | From 1 to 10 |
| LESSON PLAN | | | | | |
| 1° | First, students will read about writing strategies and the definition of a “for and against” essay as well as a video. | | | | |
| 2° | Second, they will have to create their own mind map with their ideas so that it can help them when they are writing it. | | | | |
| 3° | Then, they will learn the structure that those essays normally follow. | | | | |
| 4° | And then they will have to write the essay uniting all the information of the lesson. | | | | |

| LESSON 7: | | | TIMING: 50 minutes | | |
|---|--------------------------|---|--|---|-------------------------|
| EVALUATION CRITERIA | KEY COMPETENCES | AIMS | ACTIVITIES | LEARNING OUTCOMES | ASSESSMENT |
| Crit.IN.1.1. Est.IN.1.1.1. Crit.IN.2.1. Est.IN.2.1.1. Crit.IN.3.1. Crit.IN.4.1. Est.IN.4.1.1. Est.IN.4.2.1 | CCL CD CSC CSIE | -To put to the test how much acquisition has taken place by means of several activities related to the ones done in previous lessons. Obj.IN.1. Obj.IN.2. Obj.IN.3. Obj.IN.4. Obj.IN.5. Obj.IN.6. | Record a 1:30 or 2 minute video stating why you would want to become an influencer or why not. CLICK HERE | At the end of this lesson students will be able to know what aspects of the lesson they need to revise and what aspects they don't need to revise. That way they only reinforce those aspects that still haven't been acquired. | From 1 to 10. |
| | | | Write a blog post about social media (you can choose any topic such as why they have become widespread or how do you think they are going to evolve in the following years). Remember to use adverb clauses and the vocabulary provided in the unit. | | From 1 to 10. |
| | | | Read a classmate's blog and make a brief summary. Then | | Compulsory; not graded. |

| | | | | | |
|--------------------|--|--|--|--|---------------|
| | | | <p>make a comment with a maximum of 100 words. The blog's owner will have to respond to the comment.</p> | | |
| | | | <p>Make an oral presentation about the topic you have chosen for your blog post (through Google meet). You will also have to peer review your classmates and choose their two favourite presentations and why they were your favourites.</p> | | From 1 to 10. |
| LESSON PLAN | | | | | |
| 1° | First, students will have to record themselves (video or just audio) talking about the topic and upload it to VoiceThread. | | | | |
| 2° | Second, they will have to upload an entry on their blog talking about the unit's topic. They can choose whatever they like; it just has to be related to the unit. | | | | |
| 3° | Then, they will have to read a classmate's blog post, make a brief summary and post a comment; they will have to send the summary to the teacher. The owner of the blog will have to respond to this comment. | | | | |
| 4° | Then they will have to make an oral presentation about the topic they have chosen for their blog post. The rest of the students will have to choose two presentations (their favourite ones) and explain why those were their favourites. They will also have to assess their classmates' presentations. | | | | |

APPENDIX III:

Lesson 2:



The Dangerous Link between Likes, Followers, and Your Child's Self-Esteem

By Melissa Maypole

Kids have always looked to their peers for validation and self-worth, especially teens and tweens. That's nothing new. But in today's social media-obsessed culture, it's easy for young people to become overly fixated on

their online popularity. Instead of gauging their popularity by the number of friends they have in real life, adolescents are increasingly evaluating their social status and self-image by the number of people who follow them on Twitter or "like" their selfies on Instagram.

The Danger of An Online Popularity Contest

The pressure to be popular can be hard enough on adolescents, but when the popularity contest moves from high school hallways to social media networks, it can be downright overwhelming. Tweens and teens may become stressed, anxious, and even depressed as they spend more and more time crafting their online identities in order to gain favour from other social media users. Social media peer pressure can cause young people to post risqué pictures including revealing selfies and/or party pics in an effort to be liked online. Unfortunately, this strategy often backfires and sometimes with devastating results.

The Trouble With Online Friendships

Research suggests that teens are relying more on social media for emotional support than traditional sources of encouragement such as a face-to-face conversation or a phone call with a friend. The problem with this trend is two-fold. First, social media has made it more challenging for parents to keep up with their kids' peer groups, and secondly, it appears that online friendships can be even more influential than their real-life relationships, making digital peer pressure a real concern.

www.toronto4kids.com/June-2014

Multiple choice: choose the correct response.

According to the article, who do Children look to for validation?

- their parents
- other children
- their idols

It's easy for young people to become overly _____ their online popularity.

- obsessed about
- worried about
- careless about



They value virtual friends more than real friends.

True False

Social media peer pressure can cause young people to post

- potentially funny photos
- intimate photos
- risqué photos

It appears that real-life relationships can be even more

influential
than their online friendships

True False

How heavy use of social media is linked to mental illness

Fill in the gaps with the following words

demonstrates *diagnosed* *problems* *campaign* *economy*

MAY 20th will mark the end of "mental-health awareness week", a _____ run by the Mental Health Foundation, a British charity. Roughly a quarter of British adults have been _____ at some point with a psychiatric disorder, costing the _____ an estimated 4.5% of GDP per year. Such illnesses have many causes, but a growing body of research _____ that in young people they are linked with heavy consumption of social media.

According to a survey in 2017 by the Royal Society for Public Health, Britons aged 14-24 believe that Facebook, Instagram, Snapchat and Twitter have detrimental effects on their wellbeing. On average, they reported that these social networks gave them extra scope for self-expression and community-building. But they also said that the platforms exacerbated anxiety and depression, deprived them of sleep, exposed them to bullying and created worries about their body image and "FOMO" ("fear of missing out"). Academic studies have found that these tend to be particularly severe among frequent users.

Sean Parker, Facebook's founding president, has admitted that the product works by "exploiting a vulnerability in human psychology". Indeed, an experiment by five neuroscientists in 2014 concluded that Facebook triggers the same impulsive part of the brain as gambling and substance abuse. Yet it is difficult to prove that obsessing over likes and comments causes mental illness, rather than the other way around. The most convincing effort was a survey that tracked a group of 5,208 Americans between 2013 and 2015. It found that an increase in Facebook activity was associated with a future decrease in reported mental health.

An obvious solution to the problem is to cut down on screen time. Even the most obsessive users should be able to do so. The neuroscientific study on Facebook found that the subjects' cognitive ability to inhibit their impulsive behaviour was less impaired than for drug or gambling addicts. And data from Moment, an activity-tracking app, show that it is possible for light social-media consumers to be content. Each week it asks its 1m users whether they are happy or sad with the amount of time they have spent on various platforms. Nearly 63% of Instagram users report being miserable, a higher share than for any other social network. They spend an average of nearly an hour per day on the app. The 37% who are happy spend on average just over half as long.

Answer the following questions. Justify your response with quotes from the text.

Dependence on social media can have a negative effect on our mental health. True
False

What is FOMO

Britons aged 14-24 believe that Facebook, Instagram, etc have detrimental effects on their wellbeing. Name 4 effects.

What did the experiment in 2014 and the survey conclude?

Explain the data from Moment.

Lesson 3:

Adverb Clauses Exercises:

A. Combine the following sentences using adverb clauses at the end of the sentence.

1. We watched the robins. They raised their young in our apple tree.
2. Becky read the book. It was recommended by a friend.
3. Dad donates his suits to charity. He has worn them a year.
4. The policemen delayed the drivers. The wrecks were cleared.
5. Ann ate an apple. She studied her vocabulary.

B. Combine the following sentences using adverb clauses at the beginning of the sentence.

1. Frank started medical training. He drove a forklift for a living.

2. The rains had started the mud slides. The homes were not safe to live in.
3. Older people love to sit in the park. They feed the birds and visit.
4. I enjoyed camping out. I was much younger.
5. Joe recognised the man. The man had stopped his car to help.

C. Find the adverb clauses in these sentences. What are their meanings (time, place...)? If it is a reduced adverb clause, add the missing words.

1. You seem very happy when you help other people.
2. While you wait, we will detail your car.
3. I am happier than I ever was before.
4. That horse is more obstinate than a mule.
5. The woman took notes while being taught to cook with broccoli.
6. Ben fields baseballs better than he hits.
7. As the lions approached the carcass, the cheetahs retreated once more.
8. While eating, I choked on a bone.

Lesson 6:

Advantages/Disadvantages Structure

- **Introduction**
- Paraphrase the question
- Introduce the specific advantages/disadvantages that will be discussed in the main body paragraphs.
- **Main Body Paragraph 1**
- Introduce the advantage (topic sentence)
- Explain/give detail
- Example
- **Main Body Paragraph 2**
- Introduce the disadvantage (topic sentence)
- Explain/give detail
- Example
- **Conclusion**
- Summary of the main points
- What you think were the most important pros and cons



APPENDIX IV:

Objectives of this didactic unit:

- At the end of this unit students will be able to:
 - Think critically about social media.
 - Understand input and produce output about social media.
 - Understand the general meaning as well as details in a text, whether in written or oral form.
 - Use and understand adverbial clauses and when and where they can be used.

APPENDIX V:

- Lesson 6 essay rubric and lesson 7 blog post rubric:

| | 0.5 | 1 | 1.5 | 2 |
|------------|--|---|---|--|
| Grammar | The student does not use adverbial clauses or uses them incorrectly. The student has 15 or more mistakes in their grammar usage. | The student is capable to use adverbial clauses but there are some mistakes. The student has less than 12 mistakes overall. | The student uses adverbial almost perfectly. The student has less than 6 mistakes. | The student uses adverbial clauses without mistakes and also uses them in the right context. The student has less than 3 mistakes. |
| Structure | The student has not followed any logical structure. | The student has tried to use structure but it could be improved. | The student has used the structure studied in the lesson but there are 1 or 2 mistakes. | The student has used the structure proving that the lesson is understood. |
| Vocabulary | The student has not used the vocabulary correctly. | The student has used some vocabulary related to the topic but there are many mistakes and room to improve. | The student has used vocabulary related to the topic and proves the acquisition of a part of the unit's vocabulary although there are 4-5 mistakes. | The student has used the vocabulary in the right context with just 1 or 2 mistakes and proves the acquisition of the vocabulary of the unit. |
| Support | The essay does not have enough support for the ideas that are mentioned. | The essay has enough support on one side but not enough on the other. | The essay has enough support on both sides. | The essay has plenty of support and it is well argued on both sides thus proving the ideas. |
| Topic | The topic chosen is not well narrowed and the purpose of the essay cannot be understood. | The topic is understood when reading the essay yet it is not well explained and leaves the reader with questions. | The topic is quite clear and the purpose is mainly understood. | The topic is narrowed, the purpose is understood and the reader is not left with questions. |

- Lesson 7 video rubric and oral presentation rubric:

| | 0.5 | 1 | 1.5 | 2 |
|----------------------------|--|--|--|--|
| Grammar | The student has major mistakes in grammar (more than 20 mistakes) | The student uses some grammatical forms correctly but still has many mistakes (more than 15) | The student uses correct grammatical forms but has some mistakes (more than 5) | The student has little to no mistakes (less than 5) |
| Vocabulary | The student uses the vocabulary in the wrong context or has many mistakes (more than 20). | The student is able to use some vocabulary correctly but still has many mistakes (more than 15). | The student usage of the vocabulary is mainly correct but there are some mistakes (more than 5). | The student uses the vocabulary correct and has little to no mistakes (less than 5). |
| Pronunciation / Intonation | The student does not pronounce correctly and it is difficult to understand what is being said. | The student makes an effort to pronounce but he/she does not use the correct intonation. | The student pronounces correctly and he/she is understood but there are some mistakes on the intonation. | The student has a correct pronunciation and intonation. |
| Fluency | The student has to stop frequently to think and uses many discourse markers. | The student stops several times and there are some discourse markers. | The student stops or uses discourse markers a few times to organize ideas. | The student uses almost none discourse markers or he/she stops one time maximum. |

- Lesson 7 peer review rubric:

| | 1 | 2 | 3 | 4 |
|-----------|--|--|--|--|
| Main idea | The main idea is not presented clearly which leads to misunderstandings. | The main idea is not presented as clearly as it should be but it does not lead to misunderstandings. | The main idea is presented quite clearly but there are some questions. | The main idea is presented clearly and there are no questions after because it has been explained. |
| Volume | The volume is really low and it is difficult to hear what is being | The volume is low but it can be heard | The volume is a little low but it can be heard | The volume is perfect to understand what is being said without |

| | said. | with some effort. | easily. | effort. |
|---------------------------|--|--|--|---|
| Visual aid | There are not any visual aids. | There are some visual aids but the colours and the font make it difficult to see it properly. | There are visual aids that make it easier to understand what is being said. | The visual aids help the listener to follow the presentation; they are easy to read and they make the presentation enjoyable and interesting. |
| Diction and Pronunciation | The speaker's pronunciation and diction is hard to understand. | The speaker's pronunciation and diction requires some effort to understand what is being said. | The speaker's pronunciation and diction are quite easy to understand but there are some words that take some effort to understand. | The speaker's pronunciation and diction are clear and easy to understand during the whole presentation. |