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Title: Break up with the monotony.
Implementing multisensory learning in EFL
classes for secondary school students.

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Abstract (English)

In the present times there are numerous teaching approaches and methodologies being implemented for second language teaching. In the Master of Education, more specifically in the English specialization, special relevance has been given to the TBLT method and the communicative approach to teach English as a foreign Language (EFL). They have constituted the fundamental bases of the unit plans developed during the year. However, as it has been observed during the placement period certain students are taught with more traditional teaching methodologies where communication is not given enough attention. Furthermore, most of the activities and performances of the learners tend to be developed individually which restricts even more the opportunities to interact using the English language. In addition, it has been commented among the classmates and teachers of the master of the English specialization, that secondary students' engagement is dramatically low in the EFL lessons.

Consequently, the following work intends to examine and integrate a series of teaching and learning theories for a didactical proposal. The aim of the didactical proposal is to foster communication, cooperation, and engagement among students. Therefore, theories such as the previously mentioned TBLT or Communicative Language Teaching will be followed to elaborate the lesson plans of the proposal. In addition, Multisensory learning will be integrated, and cooperative learning will be integrated in the unit plans to link the activities and promote engagement, collaborative work, and communicative situations. Moreover, through the stimulus of the senses it is expected to provide students a unique experience in the EFL by breaking the monotony.

Key words: multisensory learning, engagement, cooperative learning, communicative situations, second language teaching.

Resumen (Español)

En la actualidad, existen numerosas metodologías y enfoques aplicados a la enseñanza de idiomas. En el máster de profesorado de secundaria, más concretamente en la especialidad de inglés, se ha dado especial relevancia al aprendizaje de idiomas basado en tareas llamado tal y como indican sus siglas en inglés TBLT (Task Based Language Teaching). Así mismo, también se le ha dado importancia al enfoque comunicativo para enseñar inglés como lengua extranjera. Durante el máster ambos sistemas han sido implementados por el alumnado en sus unidades didácticas, tareas o lecciones que han ido desarrollando a lo largo del curso. Sin embargo, durante el periodo de prácticas se ha podido observar que el alumnado de secundaria era enseñado principalmente con metodologías más tradicionales, donde no se le daba suficiente importancia al enfoque comunicativo. Además, la posibilidad de interactuar utilizando el inglés como lengua vehicular entre los compañeros y compañeras de clase era mermada, debido a la tendencia a realizar actividades individuales. Tanto más por cuanto, en las clases del máster de la especialidad de inglés, se comentó en múltiples ocasiones el paupérrimo interés y la baja participación que mostraba el alumnado de secundaria en las clases de inglés como lengua extranjera.

Por ello, el presente trabajo pretende examinar una serie de teorías del aprendizaje y la enseñanza e integrarlos en una propuesta didáctica. El principal objetivo de la propuesta didáctica es promover la comunicación, cooperación e interés entre el alumnado. Para ello, teorías como las mencionadas previamente, enfoque comunicativo y TBLT, serán utilizadas para elaborar la unidad didáctica del trabajo. Además, el aprendizaje multisensorial y aprendizaje cooperativo serán integrados en la propuesta didáctica con el propósito de enlazar las actividades y fomentar el interés, la participación y situaciones comunicativas entre el alumnado. Así mismo, se pretende ofrecer al alumnado una experiencia única, rompiendo la rutina en la clase de inglés, a través de estimular al alumnado con experiencias sensoriales.

Palabras clave: aprendizaje multisensorial, participación, aprendizaje cooperativo, situaciones comunicativas, enseñanza de idiomas.

1. Introduction

The present work “Break up with the monotony. Implementing multisensory learning in EFL classes for secondary school students” aims to provide an approach to what is multisensory learning. More specifically, it intends to apply the senses for learning English as a Foreign Language in the secondary classroom. Therefore, the didactical proposal of this work is designed to develop the 5 senses throughout the unit. It also considers the communicative approach and Task Based Language learning as primary principles for teaching.

This study is based on certain needs observed in the subjects of the Master of Education and during the placement period.

In the subject 63200- Psychology of education and development the ideas of different learning styles are exposed throughout the course. Students are encouraged to find their own learning style and foster it to maximize their benefits. Learners can be reflexive, pragmatic, theoretical and active. In addition, there are other theories that support the learning differences and enlighten the idea of using the senses to cement the new knowledge. Shams L, Seitz AR (2008) points out that integrating multiple senses belongs to the nature of the human being since they are involved in many daily tasks. Hence it is logical that multisensory learning provides benefits to the students' learning development. Furthermore, in the second part of the placement period, it was observed that students did not integrate more than 2 senses in a whole unit plan. They were strictly using the visual and auditory receptors exclusively. The sense of sight and hearing are extremely relevant to recognize objects and they can help to cement understanding and working memory. Dubois et al. (2013). In addition, the integration of different senses in students can generate an extraordinary impact on the learners' language skills. In his findings Azmi, N. (2013) found that students of EFL in Morocco do not only increase their language skills but also their engagement and interaction, which is essential for a Communicative learning environment.

Moreover, the excess number of individual activities and avoidance of cooperative work was also a main concern to deal with in this study. During the lessons observed in the placement students were constantly encouraged to develop individual activities which were mainly focused on written production and comprehension. Along the unit plan they practice perhaps a couple of communicative activities to enhance oral production. For this reason, cooperative work has been incorporated in the unit plan by integrating opportunities to work in groups and pairs. The cooperative work also pretends to promote more opportunities for communication and interaction among learners.

Regarding the proposal of the present work, it can be considered innovative for the incorporation of sensory activities to teach English. During the lessons learners explore with their senses, certainly not a typical integration in the EFL lessons, which commonly provide visual or auditory tools in secondary education. However, it is interesting for learners to activate their senses to promote an appropriate development and well-being. Moreover, sensory stimulation offers the possibility to integrate creative and dynamic activities for students. In addition, it is crucial to consider that in the proposal the perspective of teaching focuses not only in the communicative approach but combines the use of senses to create communication, in fact, senses are frequently exploited as a tool to link communicative activities or generate interaction.

In this section the structure of the work is briefly described as well as the main ideas that drove to its creation. Concerning the structure, the content of the work is divided into 4 main blocks. The first block explains the objectives and aims of the work, to elaborate a dissertation it is key to state what the intentions are and what is expected to achieve. As for the second block, it contains the relevance of this study, it answers why it is important and the necessity of developing it. In addition, it contains the theoretical and curricular framework in which the key theories and features of the Spanish curriculum involved in the didactic proposal are described. The fourth block constitutes the analysis of the didactic proposal, it offers a critical discussion of the designed lessons for the didactical proposal. Moreover, it argues what possible problems can be encountered. Eventually, the last block concerns the conclusion of the work, it provides the attractive key point of the dissertation, reflections, and future research.

2. Purpose and Aims of the Dissertation

There are three main purposes intended to be fulfilled in this study. However, it is imperative to highlight that the main objective eagers to propose a unit plan which incorporate sensory activities and communicative situations. As for the other objectives, they contemplate the integration of certain aspects of the Spanish curriculum in the unit plan and the evaluation of the learners.

The first objective is to develop a didactic proposal of about 6 lessons where students can involve all their senses throughout the implementation, not exclusively hearing and sight but also other sensory perceptions such as smell, touch, taste or kinesthetic. The main purpose of this objective is to make students aware of their senses, make them use and exploit their possible learning abilities. As it has been mentioned in the introduction, learning through different senses increases language skills and works the memory. Moreover, the unit plant pretends to follow the Communicative Language Teaching approach and Task Based Learning and Teaching methodology approach. In addition, the lessons are carefully designed to foster cooperation, interaction, and collaborative work. It also provides students with scaffolding in case they need some support. Therefore, the theoretical framework covers the main linguistic and teaching theories involved for this study.

The second objective is to integrate the 4 basic language skills and the 7 key competences of the Aragonese curriculum in the activities to provide students with complete learning. Thus, the competences and skills are described in the curricular framework section. The integration of both 7 key competences and 4 language skills are developed throughout the whole unit and in certain occasions, reinforced with authentic material.

Eventually, the last objective is to evaluate students' learning. Students are evaluated not only throughout the classroom activities but also with presentations and writings. Therefore, a rubric containing indicators and levels of satisfaction has been elaborated.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1 Justification

This study constitutes not only reflection on the possibility of implementing multisensory learning in the EFL classroom, but also involves current teaching methodologies for EFL in secondary classrooms.

The work intends to be an adequate study for the final master's dissertation since it develops a didactic proposal containing the teaching methodologies observed in the master for teaching EFL. Furthermore, it also proposes a particular personal innovation which tries to answer a necessity observed in secondary Spanish schools, which is the lack of sensory stimulus and scarcity of participation and involvement of students in the EFL activities. For this reason, it has been thought to integrate multisensory learning through a unit plan. In the theoretical framework are exposed some of the general benefits of applying multi-sensory learning EFL students such as working memory, remembering effectiveness, or learning style adequation.

Moreover, through the analysis of the designed lessons, it is expected to encounter certain challenging aspects regarding multisensory integration, use of authentic materials, and collaborative work. In addition, it pretends to critically comment on the use of CLT and TBLT approaches which have been followed in the master's didactical subjects as well as the scaffolding provided.

Concerning the evaluation of the unit plan, the evaluation contemplates the 4 skills. However, there will be devoted special value to the oral and written production. 70% (35% + 35%) of the final mark. Students will receive a formative feedback based on the rubrics 1 and 2 from the appendix 7.4 that evaluates the oral and written production. The reading and listening skills will be evaluated through ongoing assessments in the lessons and will constitute the 30 (15% + 15%) percent of the grade. The grade provided will be

a punctuation from 1-10, composed for the 4 skills, and 5 will be the minimum to pass the subject.

3.2 Curricular and Theoretical Framework

Concerning the theoretical framework distribution, the section describes the main focal points involved in the unit plan. First, to introduce the importance of teaching English, it describes the relevance of English as a global language. Second, it is given a brief overview of the evolution of popular approaches and methods used to teach languages, this section is used to connect those teaching theories that are integrated in the unit plan. Then, it is explained the multisensory approach, which is key for the nature of the study, it includes studies that support the benefits of including senses in the learning process. Eventually, cooperative learning is examined.

3.2.1 English as a global language

English is extensively spoken in several countries as a native or second language (L2), in fact, it is the most studied language as a foreign language for several reasons. In recent studies concerning the effect of English, the British council (2013) suggests that it often plays a crucial role to access better positions in the laborer market. Moreover, the language is studied by a quarter of the global population and in the current globalized world we live in, communicating in English is relevant in different fields such as commerce, international politics, tourism, or academic research. In addition, as Ingo E. (2014) points out, high English language skills are associated with a significant increment of the wage's income in the laborer market. He mentions the importance of English for durable business and evidence that English is the commonly established language as a lingua franca for international trade. In addition, Ingo highlights the relevance of English as a medium of communication in foreign countries.

Regarding the benefits that knowing English offers as a globalized language, Crystal, D. (1997) highlights that English provides access to global information and offers independence and freedom to organize arrangements or travels in foreign countries. Even

though English might not be the official language in the target destination it is commonly used as an auxiliary language. Hence, He reveals the necessity of learning English to communicate effectively and as a medium of communication in foreign countries.

3.2.2 Second Language Teaching

There is no unique manner of teaching a language. In fact, Language learning techniques, approaches and methods have been modified through the years. In different periods of time languages have been adapted and taught according to the necessities of learners Mitchell et al. (2013). In this section it will describe some of the famous methods for teaching languages. Some of these methods are still being used in the present times. In fact, the Communicative Language Teaching and Task based approach are the systems that will be followed for the unit plan of the work.

For years the Grammar-Translation Method was the most extensively used in Europe to learn languages. This method consisted in showing to students the grammatical rules of the language, lists of vocabulary and sentences for translation. Learners had to face abstract rules and memorize them. Towards the 18th Century modern language studies entered in the European schools' curricula and the Grammar-Translation Method was established as the teaching instruction. However, it promptly encountered rejections from teachers and linguistics. Their main concern was focus on the low oral proficiency developed by the learners since. In the Grammar-Translation Method, oral skills were limited, if not restricted, to exclusively reading out loud learners' translation in the lessons. Consequently, in the 19th century educators' and linguistics' discontent favored, what was called, the reform movement which claimed the development of new approaches for language teaching.

Simultaneously to this movement, the Direct Method emerged. The DM is a teaching system in which the use of the L1 to teach the L2 is avoided. Contrary to the memorization of the rules and vocabulary of the grammar translation method, the Direct Method offers students learning the language by using it, instead of grammar explanations

students induce the rules through their own experiences. Therefore, the method exposed students to lots of oral interactions.

Richards and Rodgers (2001, p.12) summarized the principles of the Direct Method:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were taught through modeling and practice.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

It seems worth mentioning Gouin his creation “The Series Method” since although it was eclipsed by the direct method his findings offered remarkable results. The series method taught the language without grammatical rules, explanations, or translations. It consisted of lists of easy sentences in the L2, accessible to beginners, where students could induce their meaning and structure and slowly compose the produce the language by themselves. Gouin succeeded in his lesson because the language was easily understood, memorized, and related to real life.

According to Richards and Rodgers (1986). In the 20th Century the language teaching approaches and methods were multiples, certain of them became popular in some countries and received certain recognition, some of these methods shared the fundamental bases of the DM but with their own variations.

On the one hand, Britain gained predilection for the Oral Approach and Situational Method (SLT), which principles have their origins in the DM. However, SLT counted with a “systematic content of applied linguistic theory and practice”. Grammar and vocabulary were systematically presented, considering the linguistic focus in which they should be organized, commencing from the most basic and progressively increasing the complexity and specificity of the language. The method teaches students the most useful vocabulary and grammar patterns through communicative situations, the main purpose is to achieve the control of word order, and grammar structure.

On the other hand, the USA adopted the Audiolingual Method (ALM) which presented a linguistic organization of the content as well, this method focused on a sequenced content of the language. Acquisition of vocabulary and language structure through repetition and imitation was a prime objective. The use of the mother tongue was strictly limited to only crucial cases. Students used repetitive drills to learn the patterns of the language in dialogues and oral activities. Teachers gave a great importance to oral communication and pronunciation providing positive reinforcement in correct produced sentences. The ALM achieved a high importance and even, in the present days, some adaptation can be found in contemporary teaching.

Other innovative methods such as Community Language Learning (CLL) were based on the humanistic learning approach where feelings, emotions and attitudes were involved in the learning process. Charles A currant and his associates developed an innovative method learner centered (considering learners as active participants for the learning). The teacher’s role appears to be that of a counselor, teachers are expected to guide and advise students to produce the language. Therefore, in these lessons students tend to sit in a circle, they are given a communicative situation to be performed with the group, the counselor (teacher) is around the circle helping students to create what they want to express and monitor students. The learning tends to be produced by alternating L1 and L2, students ask or say a sentence in L1, and the counselor tells the learner the sentence in L2 and makes them repeat it. During the lessons students may be recorded to analyze, discuss, and reflect on their learning.

Suggestopedia was developed by Georgi Lozanov, a Hungarian psychiatrist who decided to create a method based on the subconscious signals and stimuli. This method pretends to prepare the learner for the learning process through providing a safe atmosphere. Thus, it combines the physical elements of the classroom, such as the decoration, with use of music and an authoritative but friendly attitude of the teacher, these features could help students memorize the information presented. The structure of a lesson of this methodology could be the following: The teachers could start by saluting students and introducing the content of the class. Then, they would play some music and present some information to students by reading a text and performing a scene or given situation. Students would receive this information by observing the teacher performing the situation and interacting with objects or elements placed in the class. After the performance, the teachers read the text again, this time, without performing, the aim is to make students remember the teacher's performance to associate objects, phrases, and actions. Subsequently, students must read the text and imitate some actions or gestures associated with the meaning of the phrases in the text. Then, the teacher will show some of the vocabulary related to students to focus on its pronunciation, then they repeat the activity with the grammar structures found in the texts to focus on a particular tense. Eventually, the last part of the class is devoted to student production. Therefore, teachers encourage students to produce some structures by writing or speaking. The combination of actions, elements and music tends to aid students to learn the language. However, it is not easy to create the ideal conditions that this method requires.

In 1970 a new approach known as Communicative Language Teaching (CLT) emerged, becoming rapidly an innovative and popular approach. The target of CLT was focused on the communicative competence of the learner and the integration of the four skills: Reading, listening, speaking, and writing. Littlewood, W. (1983) pointed out that CLT integrated functional aspects of the language and the grammatical structures. In addition, Communicative Language teaching contained a learner centered system and considered the experience of students as a crucial point for their learning process. For these reasons, the CLT approach is still used in the present days for teaching EFL in European schools. In fact, the communicative approach is the teaching method that will be used for the implementation of the didactical proposal of this work.

3.2.3 Multisensory Learning Approach

As it has been seen previously, the way of teaching changes through the time, mainly to adapt to learners' needs. For this reason, a multisensory approach might be beneficial for secondary students since they tend to show poor participation and involvement in the EFL classes. Moreover, not only engagement might be acquired through offering a multisensory approach but also memorization facility and the discovery of students' multiple intelligences.

In the present days students seem to demand a more active role in their learning process. Richards (2015) refers that instead of memorizing rules or retaining structures to learn a new language, young learners prefer to be exposed, practice the language and discover it. In addition, he also points out that involving senses in learning activities, of the classroom, do not only foster engagement but also allow human beings to absorb information and preserve for longer. Several studies link the integration of senses in the English classroom with a better learning performance and engagement.

But what is multisensory teaching? Baines defines multisensory teaching as: “a way of teaching that requires students to activate their full faculties—seeing, hearing, smelling, tasting, moving, touching, thinking, intuiting, enjoying—in a variety of situations” (Baines, 2008, p. 21).

Birsh, (2011) suggests that multisensory teaching concerns senses and functionality to learn. For example, senses can be used to create a communicative situation describing a place with an image, telling an anecdote after perceiving a smell, explaining the ingredients by tasting some food or listening an audio and deciding with their classmate to which type of holidays they want to go depending on the sounds heard in it (sounds of a city, beach, mountain...). These types of multisensory learning examples or similar ideas will be followed to induce communicative situations during the didactical proposal. Furthermore, multisensory teaching is not restricted to a sense per learning activity. Multisensory learning might be contemplated as the combination of two or more senses simultaneously Morgan, K. (2019). Throughout the lessons of the unit plan the senses

will be combined to favor the learning process. However special attention will be given in certain lessons to use those senses that are less common to be implemented in the EFL classes.

Implementing multisensory learning in the classroom produces several benefits. It might multiply the opportunities of creating a good atmosphere and students' engagement. Authors such as Baines, (2008) state that adapting a Multisensory Learning Approach certainly produce changes in students' attitudes. Compared to traditional learning methods, multisensory learning techniques make learning more appealing, students enjoy the transmission of knowledge and are more receptive and willing to participate. Moreover, interacting with the material and stimulating the senses fosters students' memory retention, they can remember information for longer periods of time. For these reasons. Multisensory learning is also integrated in the lessons. They are aimed to engage students in the learning process, be more participative in the lessons and get students excited with the activities.

Jubran (2012) demonstrated the beneficial effects of multisensory learning in the EFL classroom. Therefore, she conducted a research in which she divided 122 students in two groups. The first group was taught with traditional techniques while the second group was taught through implementing multisensory techniques in the lessons. Before exposing them to the lessons, both groups were examined with a pre-test to ensure their knowledge and English skills were equivalent. In her findings there is evidence that learners exposed to multisensory learning obtained a major engagement with the subject and consequently achieved a greater performance in their activities.

Other authors suggest that the use of the most common senses could result in students' loss of interest, Theresia and Recard (2021) suggest that exploiting hearing and sight, exclusively, in the teaching process causes students' disengagement. They claim that both, hearing, and sight, are relevant senses for the learning process. In fact, these common senses will be used to induce students to learn grammar patterns of the language and vocabulary.

However, learners tend to be exposed to those common senses in most of the lessons, for this reason, alternating sight, touch, smell, hearing, taste in each lesson might foster students' interest. In their work, Theresia and Recard also implemented multisensory learning, in the English classroom, combining the senses of sight, touch, hearing and movement with their students. Therefore, they elaborated a qualitative descriptive research method. Their results demonstrate that integrating multisensory learning in the English classes results in being highly involved in comparison to those activities in which a traditional approach was adopted. Thus, although the common senses are fundamental to enhance learning, the less uncommon sense will be integrated to foster involvement in the class activities.

3.2.4 Cooperative Learning approach

Cooperative or collaborative learning is a didactical method which consists in the integration of a limited number of students to develop an activity or reach a goal. The groups tend to be heterogeneous regarding the abilities, attitudes, and performance of learners. cooperative learning searches for the equality of the learners in the learning process and the participation of every individual, it promotes opportunities of interaction and participation among learners. Pere Pujolás (2008). In the unit plan of this study cooperative learning is introduced by team and peer work where students will have to reach a common objective, interact, or cooperate to elaborate a work.

Following this line, cooperative work may be beneficial to students for several reasons. First, it promotes interaction between the learners of the group, giving place to situational communication and spontaneous talks allowing students to know each other better. Moreover, communication is key to cement cohesion and group management, since students are responsible for their achievements Kagan (1994). Thus, as cooperative work implies communication and social abilities for task development this approach seems crucial to avoid excess of individual working. In addition, combined with the activities of the lessons it may support the integration of certain competences of the Aragonese curriculum such: In the Competence in Linguistic Communication (CLC) or in the Social and Civic and Social Competence (CSC).

3.2 Methodology

The didactical proposal of this work is based on 4 main cornerstones. Communicative Language teaching, Task Based Language Teaching, Multisensory learning, and Cooperative work.

The didactical proposal of this work promotes the use of the language through communicative situations. Several opportunities during the designed sessions are devoted to fostering students' interaction in the L2 following the Communicative Language Teaching Approach seen in the master of secondary education. The CLT approach aims to teach in a communicative environment where students learn the language by using it. The CLT approach is based in a series of aims or principles Richards (2006) summarizes the Communicative Language Principles as follows:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
- Let students induce or discover grammar rules.

He suggests that to provide effective teaching and learning, the activities have to offer meaningful interaction and negotiation of meaning. As it has been mentioned previously, Sensory activities and techniques play a relevant role in inducing communicative situations to students and at the same time integrating the language skills. The role of multisensory learning in the didactical proposal is not only to favors interaction and communication but also to promote students' awareness in their learning abilities and increase the engagement in the sessions. The sensory activities are integrated following Willis's TBLT model. In this model activities are elaborated following a

determined structure (Pre-task, Task and Pos-Task), according to the structure in the Pre-task students are introduced to the topic and perhaps essential information they can use in the following activity. Then in the Task, students are expected to use the language in a meaningful context and interact to communicate. Eventually, in the post task, students have to practice and produce the linguistic output they were exposed to.

There are authorities who wrote about the benefits of collaborative work such as: Johnson y Johnson (2000), Kagan (1994), or Pujolás (2008). Cooperative learning also named as collaborative work is to be implemented in some activities of the didactical proposal to foster interaction, cooperation, and social competence. Some of the benefits that these authors pointed out regarding cooperative work are increase of participation, involvement in the activities, reduction of anxiety levels of the learners and enhancing communication skills.

4. Critical Analysis and Discussion of the Didactic Proposal

4.1 Topic and context

Concerning the context of the didactical proposal, this unit is focused for a group of students coursing 4th course of ESO in the IES Virgen del Pilar. They are estimated to have a level from around B1-B2 according to the CEFR. They show enough fluency and capacity to understand the English classes, write about daily and routinary activities and answer spontaneously to the teacher questions. However, students on certain occasions are reluctant to participate although they have enough language skills to follow the course. For these reasons, it is thought to be convenient to apply sensory activities in the unit as well as authentic material to induce their learning. Furthermore, they tend to be autonomous in their activities and some students enjoy activities in their free time where English language is involved such as: Listening to English music, playing videogames with foreigners using English as the auxiliary language or traveling. In addition, the class environment and students' atmosphere favor cooperation and collaborative work.

The topic selected for the unit is traveling, students will learn basic and specific vocabulary related to traveling, types of trips, activities and items related to holidays equipment. Moreover, they will be constantly using the four language skills throughout the unit to enhance their linguistic communicative abilities. The unit plan is also designed to promote the use and development of the key competences by enabling students to be aware of cultural features, work in groups, take decisions, use digital tools and interpersonal skills.

However, prior to the implementation of the unit, it should be mentioned that it is important to ask students and their parents about any food restriction, intolerance, or allergy they may have. This is necessary to be able to introduce the gustatory sense in the activities of the unit. It is principal to ensure a safe environment and being able to adapt to students needs and characteristics.

4.2 Analysis and discussion

In this section it is analyzed the integration of the competences, in the unit plan, exposed in the Spanish curriculum. Moreover, it is also reflected in the implementation of the language skills during the sessions throughout diverse activities, some of which introduce multisensory learning or the use of senses to link the activities and topics.

4.2.1 Key competences contribution

The order EDC/65/2015 del BOE exposes that it is essential that learners develop a series of competences for not only their personal development but also their roles as part of the society. The educational state has to promote diverse tools to enhance this development throughout the curricular subjects and the educational institutions. The Order ECD/2016 reflects seven competencies linked to detailed objectives depending on the educational stage. In the currently designed unit, a minimum of 6 competences are expected to be developed through the sessions.

The main competence developed in this unit is the Linguistic-communicative competence (CLC). The Communicative Approach or Communicative Language Teaching, which has been mentioned previously in the theoretical framework as the system to follow in the lessons, is key to promoting the CLC among the learners. Therefore, students will be encouraged to participate in group discussions, roleplays and written communicative activities. Moreover, they will play multisensory games and use the L2 to engage in meaningful conversations and real-life situations. The ICT and audiovisual resources will reinforce and enhance students' communicative skills by providing vocabulary or examples that will be useful for them in their following activities. In addition, collaborative work will play an important role to develop the CLC. Working in groups and pairs will facilitate communication, students may have to exchange their opinions, solve any possible problem related to group management by creating spontaneous conversations in the English language.

The Digital competence (DC) is developed through gamifications apps such as *Google Maps* or *Canva*. Furthermore, for some activities students are expected to use search engines of their smart devices to search information or the meaning of certain words.

The Civic and Social competence (CSC) is developed throughout the unit. students are inducted to social communicative contexts. In addition, cooperative work and group discussions allow them to develop other skills: pragmatic ones, active listening, reasoning, argumentation skills.

The Mathematical and Science Competence (MSC) is fostered by means of activities such as posters or presentations where students have to calculate the quantities for the ingredients of a recipe, or they may use their spatial orientation while finding traveling routes in google maps.

The Learning to Learn Competence (LLC) is promoted with different activities, for example, peer-assessment checklists, that make students aware of their own knowledge. Through the creation of posters students learn to analyze and classify information from the internet and synthesize the most appropriate content. Furthermore, by preparing the

posters students develop their autonomy, as well as their creativity and initiative (Entrepreneurship and Initiative competence, EIC)

The Cultural Awareness Competence (CAC) is developed all throughout the unit because the topic makes students reflect on the cultural features of other countries, typical food, traditional clothes, or festivities.

Regarding the relevance of the key competences in the Spanish educational system one of the purposes of this unit has been to integrate the key competences through appealing topics to discuss, cooperative work, sensory activities, and communicative interaction.

4.2.3 Language skills integration with a multi-sensory approach

It is described in the Aragonese Curriculum (2016) that the integration of two or more language skills are key in the methodology since they are commonly in combination. Human beings perceive information of the environment through their senses allowing interactions and different types of communication. For this reason, sensory activities offer the opportunity of integrating the four basic language skills.

In this didactical proposal the four skills are combined: speaking, listening, reading, and writing in an integrated way. Therefore, some language skills are integrated using multi-sensory perceptions, others by cooperative learning and themes to debate. However, in this proposal special attention is drawn on the functionality of the senses. Senses allow teachers to create activities with one or diverse purposes that may be associated with different communicative situations. Each sensory activity might be designed to develop a particular language skill or several skills simultaneously. Moreover, the use of senses can be applied as scaffolding to enhance comprehension and retain information. Thus, depending on the sense involved and the activity there are possible manners to integrate the language skills, below there are described some examples:

In multisensory learning activities the sense of sight may be a useful tool to stimulate written comprehension. Connecting visual elements with texts and meaning has demonstrated positive effects in the written comprehension of language learners. Branscombe (2015) has demonstrated this effect in her work, she exposed 4 grade students to a combination of “still images” to reinforce the meaning of words from a drama text. In her survey she observed that those groups where the still images were exposed, students' written comprehension increased. Brown (2013) provided scaffolding through employing graphic novels to enhance learners' reading skills. In his techniques he induced students to associate the images with the meaning of the texts by asking questions or giving descriptive examples.

The sense of hearing is the most used in the classes as well as the sense of sight. they may be combined in videos or presentations. Nevertheless, as it has been mentioned previously, combining the common senses with the less conventional could result in excitement for students. In addition, the sense of smell could entail meaningful connections which help students to retain information. Ripp et al. (2018) suggest that certain smells produce neuronal connections that make information presented from other senses last for longer periods in the memory. Then, a combination of both smelling and hearing could be positive in oral comprehension since it may increase their focus on the activity as well as their memory capacity.

The sense of touch or tactile perception allow humans to discover information through touch. Touching involves perceiving objects or elements from which different textures and shapes may be associated. Touch is an uncommon sense in the EFL classroom since students do not tend to be exposed to tactile sensations. However, the combination of this sense with others to integrate language skills are numerous. For example, touch can be combined in a listening activity to enhance engagement or in a reading to foster the mystery to study the textures. An interesting application of this sense might be found in the writing compositions activities, where students can elaborate a writing by touching special objects which have something in common. However, in these

activities scaffolding through images or clues about steps to commence the writing might be required to ensure the comprehension of the activities.

Taste and smell senses are extremely unexploited in common language teaching. It can be related to those contents that involve food, nutrition or adjectives related to the gustatory system and odors. Yet, these senses have multiple applications. They may be used to enhance comprehension as scaffolding in listening or readings related to the previously mentioned topics, and they might also be integrated to provide interactive communicative situations in oral or written productions. Even grammar can be the focus of the activities developed with these senses. For example, the simple past: students are given something to taste or smell and then asked to write or share orally what this taste/smell reminds them of, they may be encouraged to explain using the past simple a memory, a story, or an anecdote.

Kinesthetic sense is related to the sense of movement and body positions. One of its implementations might be the listening comprehension. On the one hand, the use of Kinesthetic activities in the classroom may imply relaxation of the body parts with yoga or meditation before introducing the lesson, in case students are agitated, this may enhance their attention. On the other hand, sleepy students may need more movement to activate their bodies and brains. In this case, activities in which they can move through the class or outside if possible. Anderson and Rumsey (2002) suggest that kinesthetic activities reduce the distraction of students especially from those who suffer from ADHD, these sensory activities may help them to focus on the teacher and class activities

4.3 Objectives and contents

It is crucial to establish certain learning objectives through the unit plan since they are essential to support and favor for the learning process of students. They provide guidance to the unit plan, depending on the objectives, the activities of the lessons should be designed specifically to allow students reach a determined outcome.

Concerning the objectives and contents of this unit plan, the didactical proposal contemplates the objectives listed in the appendix Learning aims of the unit (see appendix number 7.2). As it may be observed in the appendix the objectives for this unit plan are extracted from the Aragonese Curriculum (2016) and are aligned with the specific objectives of the sessions. They include the integration of the four language skills, oral and written production, and oral and written comprehension. Students develop the language skills through the lessons by accomplishing several activities: creating a written recipe, discussing what their senses perceive, performing roleplays, writing short texts, listening to videoblogs, and interacting with their partners to organize a trip.

Moreover, by accomplishing the activities of the lessons, students can achieve the specific objectives of the unit plan reflected in the appendix (see appendix number 7.2). They have the opportunity to demonstrate their self-confidence while communicating in English through interacting with their classmates and expressing ideas in public. In addition, the activities tend to foster written or oral communication by introducing situations that may occur in real life. Following this line, in the collaborative activities, students may develop managerial skills, creativity or social skills to foster cooperation since they need to create an appropriate atmosphere to and divide the work to reach a common goal.

Regarding the specific content of the unit, they are also extracted from the Aragonese curriculum (2016) and hence aligned with the curricular language provisions. Moreover, they integrate and include several aspects such as the four language skills, lexicon related to the topic of the unit, syntactic discursive structures, communicative functions, or compositions of creative written texts among others. These aspects

contemplated in the curriculum are incorporated in the unit plan by inductive learning, students are expected to develop their own learning by exposing them to the language. The lexicon related with traveling, for example, is worked through image and meaning connections. Students observe the grammar of the language by being exposed to videos, written communication, transcripts and occasionally activities that are focused on assimilating specific patterns of the language. Following this line, they can establish their own connections and perfectionate or start being aware of the use of certain grammatical structures such as relative clauses, future simple and present simple.

4.4 Sequencing of activities

In the following section it is analyzed the sessions of the didactical unit proposal that can be seen in appendix 7.5 (Lesson plans). They are critically commented and described in a more detailed manner. It is essential to mention that the lessons follow the structure of TBLT and that their principles are aligned with the communicative approach.

Thus, instead of focusing on forms the session's purpose is to foster fluency, content and meaning since it is preferred communication over accuracy. Students need to be creative with their use of language as stated by (Richards and Rogers, 1986) Moreover, sensory activities play a relevant role to link the activities and foster engagement among students, it also may promote creative thinking.

The activities aim to integrate the 3 stages of the TBLT principles, the first stage of the sessions is generally devoted to activating students. In this unit, this activation does not only include the induction of students to remember previous knowledge but also their senses activation. Moreover, the topic of the lessons tends to be presented or related with a main sense in the first stage which could be the sense of sight, smell, taste, touch, or hearing. The sensory experience intends to engage students, make them more receptive and induce them to participate in the sessions. During this stage students may require several techniques to implement in the activities brainstorming, discussions as well as other interactive performances. The role of the teacher is to introduce activities which provide context, materials, and guidance to activate students' knowledge.

As regards the second stage, students are aimed to elaborate more demanding cognitive activities. They may be exposed to new knowledge and make use of it. In this stage students should use their linguistic abilities and learning style to acquire vocabulary and grammar patterns. The teacher has to give clear instructions of what they need to do and clarify possible doubts. In this stage, it is not expected to correct mistakes or provide feedback to students but to give support, monitor and encourage students. Students are provided with tools and materials to interact and develop their knowledge. The main aim is to enable students to structure, reflect and compose their own communicative productions. Moreover, most of the activities of the unit plan are designed to be done in groups of 4-5 students or in pairs to promote interaction and cooperation. Cooperation is essential for the development of students.

Concerning the last stage, in the post task students reflect on their learning. After composing their own production, they are also given the chance to observe their partners productions and provide them feedback. These comparisons between their works may give students the possibility to learn from their mistakes. The role of the teacher is to monitor and revise their outcomes, correct relevant and common mistakes, reinforce positively to students, and create future work based on the students' mistakes.

Regarding grouping and cooperation, it is relevant to foster cooperation among students to develop their social and personal competences Pere Pujolás (2008). Therefore, to foster cooperation in the unit it is relevant to form heterogeneous groups and be well balanced. The teacher is the person who has access to students' personal information regarding personalities and knowledge by observing students' attitudes and performance during the course year. He/she has to integrate in the groups the students with high English level and appropriate attitude with those who do not meet the same characteristics. It is crucial to balance the groups to have equal conditions and promote competitiveness in some game activities. Moreover, students with high levels can help students with lower levels and those who are more reluctant to speak in public may learn from the most extroverted of the group. It is highly important that students feel comfortable and in an appropriate environment, this probably influences the learning effectiveness.

As for the sensory development through the unit. The proposal combines different senses during the sessions that help students in their learning experience. Introducing multisensory learning activities in the class may develop students' learning procedures Birsh (2011). In the unit sight and hearing are permanently used in the sessions since they are the most common senses to learn. However, to promote sensory activities further the other less common senses, touch/kinesthesia, smell, and taste are added in different sessions. Certain activities students have to focus on a sense exclusively, as in the pre-task of the session number 3 where they need to smell different senses and reflect on what it suggests to them. In other activities as in task number 4 students involve several senses such as sight, hearing, and kinesthesia. The selection of the senses and the way in which they are applied to the activities pretend to stimulate students and engage them in the activities and topic of the unit.

4.5 Materials and resources

The materials and resources can be encountered in (appendix 7.6), certain activities are constituted by authentic materials extracted from several sources. There has to be a link between the activities done in the classroom and the real life, Richards (2006). Through authentic materials such as the short texts used in lesson 3, (see appendix 7.6), students are in contact with the reality, they have access to contemporary information written by professionals to inform and not to educate. Authentic materials offer a reflection of what learners can encounter in real situations. Moreover, the use of authentic material grasps the attention of students, Dörnyei (1994)

Other materials were not able to be provided in the appendixes due to its specific characteristics, it is the case of the uncommon sensory activities. However, the elements used for elaborating the sensory activities are commonly found in any shop or supermarket, nothing extraordinary is necessary to enable the use of the senses in the classroom. Below, there is a brief description of items and elements that may be used to achieve a particular learner's sensory stimulation:

- Stimulation of smell: perfumes or species may work, a band (to cover the eyes).

- Stimulation of touch and kinesthesia: The environment to move, small figures and natural objects such as stones, twigs, and seashells.
- Stimulation of sight: postcards, videos, cards, or images
- Stimulation of taste: some fruit, nuts, or cookies
- Stimulation of hearing: in this case a computer with speakers may be the best option, but recorders, or even musical boxes could be used.

ICT tools and search engines are promoted through the unit. Certain materials are encouraged to be used by students. Canva or PowerPoint are encouraged to be used to create their presentation concerning the organization of a future trip. For example, videos and online activities are introduced in the sessions to present vocabulary and grammar, such as in the pre-task and task of lesson number 6. In addition, for several activities students are advised to use search engines to investigate the features of a country, search for the ingredients and quantities of a recipe or check the meaning of unknown words. Another tool that is used in the classroom is *Google Maps* for the task of lesson number 4, students have to perform a roleplay in which a tourist is lost and needs to ask for directions to get to a particular place.

4.6 Evaluation

The evaluation criteria to follow in the evaluation of the unit plan are established in (appendix 7.4 evaluation criteria of the unit). They pretend to guide students through the relevant content with the final purpose of allowing students to achieve the learning outcomes of the proposal. The criteria to evaluate students is carefully based on the activities they perform during the unit plan; the four skills will be evaluated with special focus on the productive language skills. Furthermore, the activities of the lessons are designed to provide students with different types of feedback.

In the lessons students are evaluated through formative feedback. It consists of formative feedback provided by the teacher for those productions elaborated individually and in groups. Formative feedback is provided by the learners for those activities they need to interchange in the class and search for mistakes. The tool to evaluate the written

and oral production skills are the rubrics 1 and 2 that can be found in the section (Appendix 7.4). These rubrics are used as a tool to evaluate the criteria extracted from the curriculum. Regarding the rubric for speaking, students are expected to reflect certain competences through the performance of the evaluation activities; poster presentation, traveling anecdotes and monologues on how to get to a point. They should be able to create from short to medium oral messages, exchange information and opinions as well as to use communicative functions with cohesion and coherence. They are also expected to reflect sociocultural and sociolinguistic knowledge of interpersonal communication. Considering the rubric for writing production students should be able to produce from short to medium texts from related to daily life aspects, they should be properly structured, coherent, and cohesive. As for the reading and listening, they are evaluated through assessment tasks, the listening of a travel blog and the reading of a recipe. Students will have to be able of comprehend general or specific information from short to medium written and oral messages.

As the focus of the lessons are emphasized in the oral and written production the percentages for the language skills are the following: oral and written productions constitute a 35% each of the final mark and the reading and listening skills have a value of 15% each. The grade will be punctuated from a range of 1-10 where a 5 will be the minimum to pass.

As for the feedback, learners are provided with several types of feedback. As it has been mentioned previously formative feedback is given in the unit plan through certain activities, (see appendix 7.4), the teacher role is to monitor, clarify doubts and provide general feedback or opinions to improve learners' work. General feedback is also provided in class activities when it is considered necessary to improve the learning of the students.

5. Conclusions

In conclusion, this dissertation has been elaborated to propose solutions to specific necessities found in the EFL classes of the secondary school IES Virgen del Pilar. The main necessities seen were lack of involvement from the students in the EFL activities, tendency to individual work and poor use of sensory activities to stimulate them in the unit plans.

Therefore, to promote engagement, participation, and cooperative work the unit plan design includes a specific methodology. It follows the principles of CLT to foster oral and written communication. The sessions have been designed following the TBLT approach in which they follow the three stages pre-task, Task and Post-task. The stages of the structure include activation stage, communicative interaction and production or focus on the language output.

As follows, multisensory learning has been integrated in the unit through the design of diverse sensory activities integrated in the sessions. They allow interaction among learners and communication. Moreover, the integration of the senses may foster the development of the Linguistic Communicative Competence and Social and Linguistic Competence, among learners, through their interaction and their connection with the activities. The use of the diverse senses in the lessons also links activities that develop the four language skills.

In addition, routinary individual work has been replaced by collaborative learning which has demonstrated to have a positive effect on students. Diverse Authorities mentioned in the theoretical framework, such as Kagan (1994), or Pujolás (2008), have supported this idea. Through cooperative work, students have to interact and work together to achieve a common goal, which in the end provides a sense of unity in the group. In addition, the implementation of cooperative work in the sessions creates several opportunities to use the English language. Learners are encouraged to use the language

freely by interacting orally without being exposed directly to the class, this may reduce their anxiety levels.

Regarding the learning evaluation, the type of evaluation is formative, and learners receive their feedback based on the activities and performances of the sessions. The composition of students' grades is focused on their performance and the content through the four language skills: writing, reading, listening, and speaking. The evaluation obeys to the objectives contemplated in the curriculum which simultaneously are aligned to the specific objectives of the lessons. However, as the main skills promoted in the unit are the oral and written production for this reason, the value given to these two skills, for the final grade, has been significant.

As for the innovative aspects of the didactical proposal, it concerns mainly the integration of sensory activities, although due to the dynamic observed in the placement period cooperative work and communicative approach could be mentioned as well. Sensory activities are a fundamental innovation in the unit plan, students are not used to experience the sense of smell, taste, touch, or kinesthesia. For this reason, it might be engaging for them, produce excitement and foster participation. Furthermore, introducing sensory activities in the EFL lessons provide opportunities of interaction and real-life situations which might be beneficial for the learning of students. Then, Cooperative learning could also be treated as innovative considering the contexts of the students since they are focused mainly on working individually, integrating activities in groups may promote their interaction. Following this line, the communicative approach incorporated in the proposal could be seen as an innovation, as well, considering the contexts since several communicative situations are given through the lessons.

As for the possible problems concerning a future implementation of the unit plant presented in this dissertation, they may be diverse considering the theories integrated, the ICT tools and cooperative learning.

First, following the multisensory activities to perform in class, it must be considered the characteristics of students. Certain students may have allergies to food elements or materials. Thus, to maintain the safety of students it would be necessary to inform the parent or legal tutors about the elements used in the sessions. Additionally, it could be useful to create a form asking the legal tutors whether the students have any allergies, following this line, the materials for the sensory activities could be adapted to the learners' requirements. The incorporation of sensory activities could be further developed in the unit plan by integrating all of them in each lesson. Therefore, it would be crucial to work in groups of 3-5 and integrate a rotatory system. For example: The class would be divided in four sensory activities, and there would be four groups one per each sense. The teacher would provide the instructions to the students, and they would have to accomplish the activity in a determined time, after accomplishing the activities, in the same group, students would have to rotate to another sense. Thus, all students would work with several senses in the same lesson.

Second, it might occur that ICT tools or digital technologies involved in the sessions fail. In certain occasions, technical issues could alter the organization of the session, no WIFI connection, lack of battery or unavailability to connect to a webpage may be some of the problems. Although the spontaneity to solve these kinds of problems could result in creativity, ideally the teacher should have a plan b. Depending on the issue there are several alternatives but in the worst of the cases teacher could start using an "old-fashioned" educative tool, the blackboard. The use of the blackboard to elaborate visual inputs to students could be a convenient alternative. It might be considered as traditional for some teachers. However, in several centers' teachers give their explanations and correct student's activities with it.

Eventually, the last possible problem that could be encountered is associated with students' attitudes towards cooperative learning. Students come from a traditional teaching approach focused on individual work. Initially, students may experience certain discomfort while implementing cooperative work because they are not used to interacting between them to develop activities in the classroom. Moreover, some students may have

a closer relation than others, however, they may coincide with classmates that they do not know in the team since groups have to be heterogeneous to ensure equity and balance.

For these reasons, the role of the teacher is extremely relevant. The groups have to be carefully selected by their teacher to promote the best atmosphere possible and incorporate cooperative work appropriately in the lessons. Teachers spend long periods of time with their students during the academic course where they could note down the attitudes of students, their comments, and personalities. Then, based on these notes the teacher could form the most appropriate groups to work.

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7. Appendices

7.1 Assignments used as evidence of the necessity of improvement

The assignment in which I based my reflections to elaborate the present work regards the portfolio of the practicum II. The document was written during my placement period and concerns some of the main aspects I observed in the class.

Portfolio practicum II:

https://docs.google.com/document/d/1FdzdPO2bhXrGsJ3R3FZAJqb1hng_0upk/edit?usp=sharing&oid=105283427501448594358&rtpof=true&sd=true

7.2 Learning Aims of the Unit

Curriculum Objectives	Specific objectives of the unit proposal
<p>Obj.IN.1. Comprehend general and specific information from oral text about daily topics or of their own interest emitted face to face or through digital sources.</p>	<ul style="list-style-type: none"> - Understanding oral communication regarding real life situations. - Comprehend videos related to travel experiences - Understand videos that lead them to induce grammar language patterns (relative clauses) - Comprehend the vocabulary of a city through audiovisual sources
<p>Obj.IN.2. Express and exchange messages orally in a comprehensible way, appropriately and with certain autonomy about daily or daily topics as well as from their own interest in different communicative situations derived from concrete tasks.</p>	<ul style="list-style-type: none"> - Express opinions and ideas, agreement, and disagreement - Describe a country or a place identifying their main features. - Tell an anecdote related to travel experiences
<p>Obj.IN.3. Read and comprehend written texts from different typologies. adequately to their level, capacities, and characteristics with the purpose of extracting general and specific information and appreciate the reading as a source of information, pleasure and leisure.</p>	<ul style="list-style-type: none"> - Comprehend texts regarding particularities of other countries - Comprehend a text concerning a traveling blog review. - Read and comprehend a written text on about a recipe

<p>Obj.IN.4. Write simple texts about popular, general or from their own interest topics. Having enough cohesion, correction, coherence and considering the appropriateness in relation to the target audience.</p>	<ul style="list-style-type: none"> - Produce written coherent texts describing activities and using specific vocabulary provided in the unit (holiday lexicon). - Describe places using the specific grammar content of the unit (relative clauses). - Describe the main features of a country
<p>Obj.IN.5. Use the knowledge of the language and the norms of linguistic use to comprehend oral and written texts. Speak and write appropriately and reflect about the functioning of the foreign language in communicative situations.</p>	<ul style="list-style-type: none"> - Maintain an oral conversation when representing an imaginary situation - Produce written coherent texts describing activities and using specific vocabulary. - Describe places using the specific grammar content of the unit (relative clauses).
<p>Obj.IN.6. Develop autonomous and cooperative learning strategies through class activities, in individual and group work. Develop the use of all the media (specially TIC) self-evaluation and co-evaluation with the aim of progressing and acquire the English language.</p>	<ul style="list-style-type: none"> - Cooperate in teams to elaborate a poster, presentation, or the objective of the activity. - Use peer assessment to evaluate their classmate's performance. - Distribute their work while working in teams to increase productivity.
<p>Obj.IN.7. Appreciate the use of the English language as vehicular language and to access information among people from different cultures and locations with the aim of developing intercultural consciousness without prejudice and stereotypes.</p>	<ul style="list-style-type: none"> - Use the English language to discuss and express their opinions in class activities. - Use English to communicate with their classmates while working. - Perform role play and speaking activities using the English language.
<p>Obj.IN.8. Develop and demonstrate a receptive attitude, interest, effort and reliability in the self-learning capacity and use of the foreign language.</p>	<ul style="list-style-type: none"> - Demonstrate self-confidence to give their opinion on a specific topic or situation.

7.3 Specific Contents of the Unit

- Bl.1.Comprehension skills and strategies: comprehension of general and specific information and diverse oral texts.
- Bl.1.Syntactic-discursive structures: relative clauses: Use of relative pronouns (who, that, which, whose) and relative adverbs (where, when, and why).
- Bl.1. Oral lexicon of common use: travel and holidays.
- Bl. 2. Communicative functions: exchange personal information, opinions and points of view, advice.
- Bl.4. Composition of creative written texts (descriptions, narrations, instructions, reports, ads, biographies, film reviews, letters, emails, blog posts, messages for a web forum, opinion essay) of current issues or of personal interest

7.4 Evaluation Criteria of the Unit

Evaluation Criteria from Curriculum	Evaluation activities	Marking Criteria (% of weight within unit)
<p>Crit. IN. 2.1. Crit. IN. 2.2.</p>	<p>Rubric speaking</p> <ul style="list-style-type: none"> - presentation of the poster (lesson 2) - explaining how to get to school (lesson number 4) - travel anecdote (lesson 6) <p>See Appendix 7.4, rubric 1</p>	<p>(15% +10+15)</p> <p>35%</p>
<p>Crit. IN. 4.1. Crit. IN. 4.2.</p>	<p>Rubric writing:</p> <ul style="list-style-type: none"> - writing of future destination (lesson 1) - writing of the poster (lesson 2) - writing of a country presentation (lesson 3) - writing of the recipe blog (lesson 6) <p>See Appendix 7.4, rubric 2</p>	<p>(10% +10 + 5 + 10)</p> <p>35%</p>
<p>Crit. IN. 1.1. Crit. IN. 3.1</p>	<p>Assessment tasks</p> <ul style="list-style-type: none"> - listening of a travel blog (lesson 5) - reading of a recipe blog (lesson 6) 	<p>(15% + 15%)</p> <p>30%</p>

Rubric 1 for speaking:

	Excellent (9-10)	Good (7-8)	Regular (5-6)	Poor (1-4)
Fluency	The student speaks clearly without hesitation. Pronunciation and intonation are good.	The student speaks clearly with some hesitation. Pronunciation and intonation are clear.	The student hesitates and has some pronunciation/ intonation issues.	The student hesitates a lot and struggles with pronunciation and intonation.
Accuracy	The student uses the language correctly and shows a great variety of grammatical structures.	The student usually uses the language correctly and shows a good variety of grammatical structures.	The student sometimes uses the language correctly and uses some variety of grammatical structures.	The student does not use the language correctly and does not use different grammatical structures.
Coherence	Information is well organized, structure clear and easy to read.	The logical structure is followed through almost all the work.	Some effort was made, however certain ideas are not well connected.	The structure is disorganized and do not follow a logical order.
Content	The answers are detailed and present elaborated information of the subject.	The student presents significant information of the subject.	Basic knowledge of the subject is exposed in the work.	Knowledge regarding the topic is not exposed.
Visual	No spelling errors, readable font, and clear presentation of the information.	It contains some spelling errors, but the work is mainly clear, and the font is adequate.	It contains some spelling errors, and the font is small, the work is not presented very clear.	Too many spelling errors and the font is small. The work is not clear enough.
Non-verbal interaction	The student use perfect combination of body language and eye contact. Besides he/she does not read	The student use most of the times a good combination of body language and eye contact. Besides he/she	The student use from time-to-time body language and eye contact. And tends to read from	Unappropriated or very limited use of the eye contact and body language. Besides the student is reading all the time from his/her notes.

	from his/her notes.	does not read from his/her notes.	his/her notes.	
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Rubric 2 for writing

	Excellent	Good	Regular	Poor	Very Poor
orthography	The text is correctly elaborated without spelling errors.	The texts are correctly elaborated, there are some spelling errors but not very significant	The text is adequate but contains some errors	The text contains significant spelling errors.	The text contains significant spelling errors.
Cohesion and adequation	The text is adequate and perfectly related with the content of the task. The student has correctly developed all the topics.	The text is adequate, correctly related with the content and the student has developed most of the topics.	The text is comprehensible; however, ideas could be connected further with the topic.	The text is comprehensible if an effort to read it is made, ideas are usually not well connected.	The text is incomprehensible, ideas are unconnected and irrelevant information is presented.
Lexis and vocabulary	The vocabulary is varied with no repetitions demonstrate a clear use of the vocabulary seen in class	The vocabulary is varied with some repetitions but demonstrate a clear use of the vocabulary seen in class	The vocabulary seen in the class is used but with several repetitions.	The vocabulary used is repetitive, there are some invented words and not clear use of the lexicon is done.	The student does not introduce any vocabulary seen in the class.
Grammar	Syntactic structures are widely and correctly used by the student.	Syntactic structures are correctly used by the student, he/she does not make	The students use adequate syntactic structures most of the time. The mistakes do not prevent for	The structures used by the student are inadequate for his/her level. Besides there	The structures used through the work are inadequate and there is plenty of mistakes. It

		remarkable mistakes.	understanding the information.	are several mistakes. Communication is not very clear.	prevents communication.
Presentation	The presentation of the content is legible, clear and follows a logical order.	The presentation of the content is most of the times legible, clear and follows a logical order.	The presentation of the tends to be legible, clear and follows a logical order.	The presentation of the content is illegible on several occasions, but it tends to be clear and follows a logical order	The presentation of the content is illegible, unclear and do not follow a logical order.

7.5 Lesson Plans

Unit plan name: Enjoy traveling through the senses!

LESSON 1 (Objectives, competences, and resources)

Objectives of the lesson	Key competences	Resources
<p>At the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> - Stimulate the sense of sight and relate meaning with visual inputs - Understand the main features of texts related with holidays and traveling as well as specific activities and items involved. - Understand the general and specific information of oral texts regarding holidays - Write about the target destinations, give their reasons to go there. - Describe in written and oral texts holiday activities and places 	<ul style="list-style-type: none"> -The Linguistic-communicative competence (CLC) -The Digital competence (DC) -The Civic and Social competence (CSC) -The Learning to Learn Competence (LLC) -The Cultural Awareness Competence (CAC) 	<ul style="list-style-type: none"> - Introductory video to the topic of the unit https://www.youtube.com/watch?v=wNSaUUf5q0U - Images concerning types of travel: The Seaside https://upload.wikimedia.org/wikipedia/commons/8/88/151_GR2230005_SCI_BEACH_02_CORFU_%28By_TRYFON_MANOLIS_THESSALONIKI_HELAS%29.jpg The City https://commons.wikimedia.org/wiki/File:Aerial_view_of_Berlin_%2832881394137%29.jpg https://c.pxhere.com/photos/80/9d/bavaria_germany_mountains_landscape_scenic_hdr_nature_outside-1342668.jpg!db The countryside https://c.pxhere.com/photos/80/9d/bavaria_germany_mountains_landscape_scenic_hdr_nature_outside-1342668.jpg!db - Vocabulary activities: Travel items https://es.liveworksheets.com/worksheets/en/English_as_a_Sec

		<p>ond Language (ESL)/Travel and tourism/Travel Items 1 fc7854qr</p> <p>Holiday activities https://www.eslprintables.com/vocabulary_worksheets/holidays_and_traditions/Holiday_activities_373013/</p> <p>- Reading “the summer holidays are coming”: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Future_tenses/The_summer_holidays_are_coming_mx807755gr</p>
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LESSON PLAN N° 1

Pre-task:

A video will introduce the topic of the unit: <https://www.youtube.com/watch?v=wNSaUUf5q0U>

Students will be asked about the topic of the video and where they want to go for their next holidays. The teacher will provide them with an example: “I want to go to Vienna because I love music and I want to visit the opera...”

Time 5'

Task:

Students have to observe several images of travel items and activities and match them with their meaning. (15')

Vocabulary activities:

Travel items

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Travel_and_tourism/Travel_Items_1_fc7854qr](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Travel_and_tourism/Travel_Items_1_fc7854qr)

Holiday activities

https://www.eslprintables.com/vocabulary_worksheets/holidays_and_traditions/Holiday_activities_373013/

Then, students will be grouped in pairs, they will be shown three images in which a coast side, a countryside and a city center will be reflected. Students will have to comment briefly on what they see in the images.

After describing the images, they will be given a reading titled “the next summer holidays are coming”. They will have to read the text and underline the structures used for the future tense (will and be going to). Students will be asked when they think they have to use each structure, in case any student need it, further clarifications or explanation will be provided.

Reading:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Future_tenses/The_summer_holidays_are_coming_mx807755gr

(15')

Time 30'

Post-task:

Students will have to elaborate a writing related to some holidays they are expected to do in the future. The activity will be done individually. The scaffolding will be provided through the previous reading which students will have to use it as a WAGOLL. They will be advised to follow the structure of the model given, use the future simple (will+ infinitive), introduce vocabulary previously seen and expose their reasons for going to that destination. In case students cannot finish the writing, they will have the possibility to finish it at home.

Time 15'

LESSON 2 (Objectives, competences, and resources)

Objectives of the lesson	Key competences	Resources
<p>At the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> - Stimulate the sense of touch and cooperate to find ideas using the English language - Share their opinions about what they think there is in each box 	<ul style="list-style-type: none"> -The Linguistic-communicative competence (CLC) -The Digital competence (DC) -The Civic and Social competence (CSC) -The Mathematical and Science Competence (MSC) -The Learning to Learn Competence (LLC) -The Cultural Awareness Competence (CAC) 	<ul style="list-style-type: none"> - Bags containing different elements, candles, matches, soil, plant leaves, stones, sand, seashells, and some goggles...

Lesson plan N° 2

Pre-task:

Students are asked to close their eyes and think of a place they have been for holidays, it may be in Spain or in a foreign country. Then the teacher will ask students to reflect on 3 objects or elements they have touched while being in that place.

Then, students will be divided in groups of around 4 and 5 as in the previous lesson. In each group there will be 4 opaque bags containing several objects and a note with the instructions of the activity students are expected to touch and manipulate the objects inside the bags and make their own suggestions about what they think there is inside, only after discussing the content, the teacher will give students a paper stating the content and the title for a traveling adventure in it.

The content and title of the bags will be the following:

Bags for group N°1 contain candles, matches, a deck of cards and snacks. Title assigned: relaxing trip to Glencoe woods.

Bags for group N°2 contain sea shells, googles, sand, ping pong ball. Title assigned: beach day in Thessaloniki.

Bags for group N°3 contain: a phone, earphones, coins, a wallet. Title assigned: city tour in Berlin.

Bags for group N°4 contain stones, small twigs, matches, a spoon, and a reusable bottle. Title assigned: Hiking in the Carpathian Mountains

Time: 10'

Task:

Now, the objects will be discovered. Students will have to make a poster presentation (5 minutes) of a trip related to the title and the objects assigned. In the presentation students have to include the following points: their destination, the places to visit, where they are going to eat and sleep and how they are going to get there, they will also need to elaborate a table with the expected expenses. For the presentation they are encouraged to search for information on the internet and use *Canva* or *PowerPoint*, or any appropriate digital tool for explaining their trip.

Scaffolding: In the instructions for the presentation the teacher will provide the points to help students' work development. For example:

- Where are you going?
- With whom are you going? when?
- What are you going to bring in with you? boots, umbrella, sunscreen...
- Are you traveling by plane, car, train, bus...?
- What are you going to visit? activities, places, monuments...?
- Is it a relaxing, dynamic, or truistic traveling experience?
- Can you tell anything related to the culture of those places?

Time: 25'

Post-task:

Students will have 5 minutes to present their poster to the class. While presenting the group will allow the other students to manipulate the objects they were assigned initially.

Time 20'

LESSON 3 (Objectives, competences, and resources)

Objectives of the lesson	Key competences	Resources
<p>At the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> - Stimulate the sense of smells and cooperate to relate with ideas the smell with an idea by using the English language - Relate information presented in written texts with their olfactory perception - Understand the general and specific information of a short text - Write about a country and its particularities 	<ul style="list-style-type: none"> -The Linguistic-communicative competence (CLC) -The Digital competence (DC) -The Civic and Social competence (CSC) -The Learning to Learn Competence (LLC) -The Cultural Awareness Competence (CAC) 	<ul style="list-style-type: none"> - Materials originated for sensory activities. Boxes with spices, essences, or fragrances - Short texts description (authentic material) retrieved from several sources see appendix: <p>Text N°1: https://www.thebelgian.com/#:~:text=Belgium's%20affiliation%20with%20chocolate%20dates,has%20been%20producing%20delicious%20chocolate.</p> <p>Text N°2: https://www.farmstayplanet.com/</p> <p>Text N°3: https://www.kimkim.com/c/ultimate-guide-to-colombias-coffee-country</p> <p>Text N°4: https://www.piccantino.com/info/magazine/india-land-of-spices</p>

Lesson plan N° 3

Pre-task:

Students are divided into 4 groups of around 4-5 people, and they are assigned a space in the classroom to work together. They will be given 4 boxes in total, one per group and one paper each group as well. The boxes will contain an essence that students will smell but will not be able to see since it will be covered with cotton or an opaque tissue. All students in their groups will have to smell the content of the box and discuss with the partners of their group what this smell is. They may search in a dictionary or in their smartphones in case they want to mention a word they do not know. After discussing the content of each box, they will have to note down their opinions on the paper and agree on what is inside. The groups will exchange the boxes and do the same with all of them. Eventually the teacher will ask each group about their opinions.

*Students may search in a dictionary or in their smartphones in case they want to share a word they do not know

Time: 10 min

Task:

After sharing the group's opinions, students will remain in the same groups, 4 short readings will be given (see appendix 7. 6, lesson 3, short text descriptions or the list of resources listed before this lesson plan N°3). Students will have to read the texts and collaborate and associate it with the smell they perceived from the boxes. The content of the boxes will be revealed through the short readings which link subtly the country with the content of the boxes. Box N°1 coffee (Colombia) N°2 curry (India) N°3 lavender (France) N°4 chocolate (Belgium). Here they will have to realize if they detected the smell appropriately, if not the teacher will make it apparent.

Then, individually students will have to create a short text concerning a country and some characteristics that may involve their culture, traditions, interesting facts, landscapes, or nature. Students will be encouraged to use smartphones to search for specific information about their chosen countries. Although it is not mandatory, students could relate the country to a smell and give their own reasons for associating it.

Scaffolding: With the aim of guiding them in their writing composition, students will be given some points or ideas to deal with in the writing. For instance: Target country, reason for going there, does the country have a popular smell? (It can be a local flower, some traditional food, spices, popular drinks...)

Time: 35 min

Post-task:

When the short writing is finished, students will form pairs and will swap their writing pieces, they will need to check for their classmate's mistakes and errors and try to correct them.

Role of the teacher: The role of the teacher is to monitor students and provide feedback in necessary situations.

Time 10

LESSON 4 (Objectives, competences and resources)

Objectives of the lesson	Key competences	Resources
<p>At the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> - Stimulate the sense of hearing by restricting the others - Relate information presented in written texts with their olfactory perception - Understand the general and specific information of a short text - Write about a country and its particularities 	<ul style="list-style-type: none"> -The Linguistic-communicative competence (CLC) -The Digital competence (DC) -The Civic and Social competence (CSC) -The Learning to Learn Competence (LLC) -The Linguistic-communicative competence (CLC). - The Mathematical and Science Competence (MSC) 	<ul style="list-style-type: none"> - Video concerning places of a city: https://www.youtube.com/watch?v=4eljnXnFWRs - Giving directions video: https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions

Lesson plan N° 4

Pre-task:

After watching a video concerning places of a city:

<https://www.youtube.com/watch?v=4eljnXnFWRs> students will have to note down the places mentioned in the video and write a characteristic of each place.

Energizer “Who lives near what”

After the activity students will make an energizer. Students have to stand up each time they live near a place that is mentioned. The teacher will start the game by saying “who lives near a supermarket” and then each student will make another similar phrase.

Time 10’

Task:

Activity in which students have to associate images to directions and video giving examples of how to get to a point. (5’)

<https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions>

After making the activities, in pairs one student will have to simulate they are lost in a city and the other will have to provide directions to them, they will have to *google maps* in their smart devices, pick a city and select a starting point and a target. (10’)

Scaffolding: The teacher will be monitoring and asking students in case they detect any misunderstanding or unclear instruction.

Then, students will be grouped in pairs, the teacher will provide a band to each group and one of the students will have to wear it to avoid using the sense of the sight and focus on hearing. Then the teacher will stick some posits in different spaces of the classroom with names of the vocabulary seen previously with the aim of creating a city where students will have to guide their partners. Students will be divided in among the 4 corners of the class to be more comfortable, the pairs will remain together all the time and the guide will have to hold their partner’s shoulder and watch out to avoid possible collisions. All students will have to perform both roles. (15’)

Time 35’

Post-task:

In pairs, students will have to explain to their classmates how they use to get to the school and from which places they use to walk nearby.

Time 10’

LESSON 5 (Objectives, competences, and resources)

Objectives of the lesson	Key competences	Resources
<p>At the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> - Stimulate their gustatory sense and reflect orally what they have perceived - Comprehend the general and specific content of a text - Write a coherent recipe - Recognize the most relevant sections of a text 	<ul style="list-style-type: none"> - The Linguistic-communicative competence (CLC) - The Digital competence (DC) - The Civic and Social competence (CSC) - The Learning to Learn Competence (LLC) -The Linguistic-communicative competence (CLC). - The Mathematical and Science Competence (MSC) 	<ul style="list-style-type: none"> - Blog recipe: https://www.bbc.co.uk/food/recipes/easy_no-cook_cheesecake_89811

Lesson plan N°5

Pre-task:

The teacher will give students some band to cover their eyes, once they are all covered with them, he/she will provide them a piece of cheesecake, they will eat them with the eyes covered and then will discuss what they think they tried. Then, individually students will have to read a blog about a cheesecake recipe: https://www.bbc.co.uk/food/recipes/easy_no-cook_cheesecake_89811. After reading it the teacher will ask for the structure of the blog and difficult words students did not understand.

15'

Task:

Now, students will be divided into 4 groups of around 4-5 people. Then the teacher will give 4 boxes per group and some bands to cover students' eyes. The boxes will contain peanuts, strawberries, chocolate and cheese. Students will have to take some of the content and taste with the bands covering their eyes. After tasting the ingredients students will have to think about what they have tried and comment with their partners. Then they will be able to take out the band and the teacher will lead them to the next activity. Students will have to write a blog about a recipe of a dish which has to contain at least two ingredients from the ones they have tried. To elaborate the recipe, they can search for information on the internet with their devices.

35'

Post-task:

Students will interchange their blogs with another group and provide feedback to them.

10'

LESSON 6 (Objectives, competences, and resources)

Objectives of the lesson	Key competences	Resources
<p>At the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> - Stimulate their gustatory sense and reflect orally what they have perceived - Comprehend the general and specific content of a text - Write a coherent recipe - Recognize the most relevant sections of a text 	<ul style="list-style-type: none"> -The Linguistic-communicative competence (CLC) -The Digital competence (DC) -The Civic and Social competence (CSC) -The Learning to Learn Competence (LLC) -The Linguistic-communicative competence (CLC). 	<ul style="list-style-type: none"> - Relative clause video: https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/relative-clauses

Lesson plan N°6

Pre-task:

The teacher shows students what relative clauses are and provides some examples to students so they can notice their patterns. Then students are shown the following video related to relative clauses. <https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/relative-clauses>. After watching the video. They are given the transcript and encouraged to underline the relative clause.

15'

Task:

Students have to accomplish the activities suggested below the video. After correcting them they will have to create or tell a similar travel anecdote to that of the video or about something surprising that happened to them on a trip. They will be required to use at least 5 relative clauses.

35'

Post-task:

In pairs, each student will have to tell their travel anecdote to their partner.

10'

7.6 Materials

7.6.1 Lesson 1

Introductory video to the topic of the unit

<https://www.youtube.com/watch?v=wNSaUUf5q0U>

Images concerning types of travel:



N°1 Seaside holiday (Thessaloniki)

https://upload.wikimedia.org/wikipedia/commons/8/88/151_GR2230005_SCI_BEACH_02_CORFU_%28By_TRYFON_MANOLIS_THESSALONIKI_HELLAS%29.jpg



Nº2 Cultural holiday (Berlin)

https://commons.wikimedia.org/wiki/File:Aerial_view_of_Berlin_%2832881394137%29.jpg



Nº Carpathian mountains (Cluj napoca)

https://c.pxhere.com/photos/80/9d/bavaria_germany_mountains_landscape_scenic_hdr_nature_outside-1342668.jpg!db

Vocabulary activities:

N° 1 Travel items:

VOCABULARY - Holiday time Liveworksheets

1. Match each word with the correct picture



Insect repellent

TOILETRIES

Sleeping bag

Suitcase

Backpack

Guidebook

Sunscreen

Map

PASSPORT

Tent

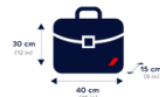
Camera case

Luggage allowance

First aid kit

sunglasses

Money belt



Nº 2 Holiday activities:

Gira en sentit antihorari



At the seaside

- Ride a jet ski
- Surf
- Go scuba-diving
- Swim in the sea
- Eat ice-creams
- Build sand castles
- Sunbathe
- Play beach soccer

In the mountains

- Go hiking
- Go mountain-biking
- Build campfires
- Go paragliding
- Go rafting
- Go camping
- Go rock-climbing
- Go canoeing

LIVEWORKSHEETS



In the countryside

- Go for walks
- Go horse-riding
- Go cycling
- Go tree-top climbing
- Go fishing
- Go bungee-jumping
- Chill / relax



Abroad

- Watch fireworks
- Go sightseeing
- Go to the swimming pool
- Visit museums
- Go to the zoo
- Take pictures



Reading "the summer holidays are coming":



The summer holidays

ARE COMING.

Hi guys! Now I am trying to do my homework, but I must say that I am looking forward to the next summer holidays.

My family, that is my father John, my mother Susan, my little sister Sue and me, Mike are going to leave our small house in London at the end of July and go to Brittany in France in a camp site by the sea, near Saint Malo. There, we are going to lie on the beach, sunbathe, make sand castles, swim, ride our bikes...

I know there can be some wind at times, so I am going to take my new kite with me. I am sure to meet some new friends in the camp, that will be great to play or go to the beach together.

My parents will probably organize big barbecues and invite neighbours after spending the day on the beach, they like meeting new people. We will go and visit Mount Saint Michael, we will also go to some nice "crêperies" or eat the famous Sanchez ice creams!!

I hope the weather will be nice, because there, in Brittany, you never know!!



https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ES_L%29/Future_tenses/The_summer_holidays_are_coming_.mx807755gr

7.6.2 Lesson 3

Short text descriptions of country characteristics:

BELGIAN CHOCOLATE

Belgian chocolate is supposedly the best in the world!

Belgium is one of the smallest countries in Europe. However, the Belgians are not intimidated by its size. So it is no surprise Julius Caesar said: "Belgians are the bravest of all Gauls" or that Napoleon's conquest for European domination ended in Waterloo (Belgium).

Belgium is worldwide adored for its food & beer culture, but also for its famous Belgian chocolates, which we are very passionate about. Belgium's affiliation with chocolate dates from the 17th century. Chocolate plays a substantial part in the Belgian economy. Besides the fact that it is broadly consumed in the country itself, it is also a widely exported product. For almost 400 years, Belgium has been producing delicious chocolate. Today, Belgium counts approximately 2000 chocolate shops. The unique combination of the finest ingredients, exclusive production methods and stringent quality controls make Belgian chocolates a worldwide favourite.



Fragment N° 1. Authentic material source retrieved from:

<https://www.thebelgian.com/#:~:text=Belgium's%20affiliation%20with%20chocolate%20dates,has%20been%20producing%20delicious%20chocolate.>

You are here: [Home](#) / [Rural Travel Guides](#) / [Farm Stay France](#) / [Provence Lavender Fields 2022: When to Go, Where to Go & Where to Stay](#)

Provence Lavender Fields 2022: When to Go, Where to Go & Where to Stay

The words **Provence** & **lavender** have become so synonymous with each other over the decades that you can hardly mention one without the other: the dusky purple shades and **delicate fragrances** that decorate its fields every summer are now so **emblematic of the region**, and even of **France** itself, that the **Provence lavender fields** have very much become a tourist attraction in their own right.

Lavender is not exclusive to **Provence** or even to **France**; there are **lavender farms** to be found in many parts of the world, as far afield as **New South Wales** & **Western Australia**, **Tuscany** & **Sicily**, Italy, and even in fact in some southerly regions of the **UK**, but none of these regions can compete with **Provence** in terms of **tradition**, and of sheer **scale**.

Fragment N° 2. Authentic material source retrieved from:

<https://www.farmstayplanet.com/>



Colombia's coffee region set amidst the rugged hills between Medellin, Cali and Ibague produces some of the finest coffee in the world. Besides learning how the coffee is made, you can experience stunning national parks, vibrant cities, and quiet pueblos. We're spilling the beans with some expert tips on getting around the region and the best places to visit.

Fragment N° 3. Authentic material source retrieved from:

<https://www.kimkim.com/c/ultimate-guide-to-colombias-coffee-country>



India - Land of Spices

Share:  

What comes to mind when you think of Indian cuisine? Is curry for you a food or a spice mixture? Do you think of ginger, cumin and cardamom? Just thinking about classic Indian spices makes the mouth start to water. On closer inspection, this is not at all surprising- the variety and diversity of this vast country is well reflected in the variety and spices in its cuisine.

India is one of the largest countries in the world, with a huge population and huge variety of geographical features. On the Indian subcontinent alone, you can find both white sand beaches and the Himalayan Mountains. With this enormous geographical and cultural diversity, it is not easy to capture or describe what makes up "classic" Indian cuisine. There are many different cooking styles and even more regional specialties that have been influenced by many factors throughout India's history.

Fragment N° 4. Authentic material source retrieved from:

<https://www.piccantino.com/info/magazine/india-land-of-spices>

7.6.3 Lesson 4

Video concerning places of a city: <https://www.youtube.com/watch?v=4eljXnFWRs>

Giving directions video: <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions>

7.6.4 Lesson 5

Blog recipe of a cheesecake:

15/6/22 23:06

Easy no bake cheesecake recipe - BBC Food

BBC FOOD

Discover more than 10,000 fantastic recipes on BBC Food

Easy no bake cheesecake



Preparation time
over 2 hours

Cooking time
less than 10 mins

Serves
Serves 10-12

Dietary

When you just don't have the energy to mess about with baking, an easy cheesecake is a make-ahead wonder. You can swap in all kinds of toppings for this cheesecake - fresh berries, a shop-bought fruit compote, or other chopped up chocolate bars.

Ingredients

200g/7oz digestive biscuits
75g/2½ oz unsalted butter
400g/14oz full-fat cream cheese, at room temperature
300g/10½ oz mascarpone, at room temperature
200g/7oz icing sugar, sifted
1 tsp vanilla extract
100g/3½oz malted milk balls (optional)

Method

1. Place the digestive biscuits into a sealable freezer bag. Push all the air out and seal the bag. Crush the biscuits with a rolling pin, being careful not to break any holes in the bag.

https://www.bbc.co.uk/food/recipes/easy_no-cook_cheesecake_89811

1/2

2. Melt the butter in a large saucepan. Tip the biscuit crumbs into the butter and mix well until thoroughly combined. Press the buttery crumbs into the bottom of a 23cm/9in springform or loose-bottomed tin. Chill in the refrigerator while you make the topping.
3. Combine the cream cheese and mascarpone in a large mixing bowl. Using an electric handheld mixer, blend the cheeses together until light and fluffy. Add the icing sugar a little at a time and blend to incorporate. Finally, mix in the vanilla. The mixture should be very light and fluffy.
4. Place the malted milk balls in the sealable freezer bag and close. Knock the malted milk balls with a rolling pin to just break them apart. Fold half of the crushed malted milk balls into the cream cheese mixture until thoroughly combined.
5. Spread the cream cheese mixture over the biscuit base and smooth the top with a palette knife or spatula. Cover with cling film and chill in the fridge for at least four hours.
6. When ready to serve, sprinkle the remaining crushed malted milk balls over the top of the cheesecake. Release the catch of the springform tin carefully, then slice and serve.

Recipe Tips

Make this cheesecake up to 3 days in advance and keep tightly covered in the fridge.

Blog recipe, authentic material retrieved from:

https://www.bbc.co.uk/food/recipes/easy_no-cook_cheesecake_89811

76.5 Lesson 6

Video regarding relative clauses:

<https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/relative-clau>