



## Trabajo Fin de Máster

**The Perks of Inclusion<sup>i</sup>: ICTs, Multimodality, and Universal Design for Learning (UDL).**

**Las Ventajas de la Inclusión: TICs, multimodalidad y Diseño Universal para el Aprendizaje (DUA)**

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*To Violeta Delgado Crespo, for her unconditional support and willingness to help. This dissertation could not have been made without her.*

*To Esther Albalad Periga, my high school supervisor. Thank you for giving me wings to be as creative as possible and pushing me to face this challenge.*

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## ***Abstract***

During my placement in the IES Clara Campoamor Rodriguez, I had the opportunity to implement a unit on film to a classroom where one of the students was totally blind. What seemed like a challenge at first turned out into a 9-session unit that is rooted in the principles of the Universal Design for Learning and which considers ICTs and the multimodality that can be created from them a great support in the matter on inclusion. The unit that is described and critically commented on in this dissertation follows a TBLT approach and takes into account scaffolding techniques to meet the needs from all the students in the classroom. This didactic proposal for differentiation and attention to diversity is oriented towards the realization of two main tasks that are intended to be accessible and engaging to all students.

**Keywords:** Universal Design for Learning (UDL), ICTs, multimodality, scaffolding, TBLT, film

## ***Resumen***

Durante mis prácticas en el IES Clara Campoamor Rodríguez tuve la oportunidad de implementar una unidad didáctica sobre cine en una clase en la que una de las alumnas era ciega. Esta situación fue percibida como un gran reto al principio, pero conseguí crear una unidad de 9 sesiones fundamentada en los principios del Diseño de Aprendizaje Universal, y la cual considera las TICs y la multimodalidad que estas pueden crear como un gran apoyo para la inclusión. La propuesta didáctica que se expone y comenta en esta disertación sigue la tendencia del aprendizaje basando en tareas y tiene en cuenta distintas técnicas de apoyo para atender las necesidades educativas de todos los estudiantes en el aula. Dicha propuesta en favor a la atención a la diversidad está orientada a la elaboración de dos tareas principales pensadas para que sean accesibles e interesantes para todo el alumnado.

**Palabras clave:** Diseño de Aprendizaje Universal (DUA), TICs, multimodalidad, apoyo, aprendizaje por tareas, cine

## 1. Introduction

One of the four main principles in which the Aragonese Curriculum for ESO is built upon is attention to diversity to answer the educational needs of each student. However, general textbooks do not tend to take such diversity into great consideration, as materials and lessons are not usually graded with scaffolding and do not follow the task-based approach that is preferred for an English as a Foreign Language (EFL) classroom (see *Appendix 1*). In spite of that, there are secondary schools that are integrating their students no matter what physical handicaps they might have, and they are investing in technological resources to move forward and keep up with nowadays' society.

This was the case of the secondary school where I had the opportunity to do my placement. The IES Clara Campoamor has gotten rid of usual textbooks in the EFL classroom and they now rely on their Chromebooks —computers made to navigate and based on Google's affordances. The fact that Information and Communications Technologies (ICTs) are enhanced inside the classroom is beneficial towards inclusion, as it allows to provide students with different materials, through different means and by different themes that might motivate and engage learners not only with the language but also with the English culture. This is what the Universal Design for Learning (UDL) is all about. Furthermore, the use of ICTs and the flexibility that the school's curriculum offered allows for the creation and use of multimodal ensembles that can also boost their imagination and interest on the subject.

This dissertation aims to introduce a didactic proposal on the topic of film that is adapted to the context I encountered in the classroom where I did my placement. In this classroom, there was a blind girl that required special attention, particularly for the topic of the unit I implemented, due to the fact that one of the most important parts of a film is its visual component. The multimodality that comes from using digital devices facilitated the adaptation of materials and the design of such unit, which will be further discussed and analysed. In a nutshell, the main interest of this dissertation lays on making an innovative proposal that is lead by UDL principles and to explain and justify how those digital devices inside the classroom can be seen as a “perk” in the process of inclusion and differentiation inside the EFL classroom. The unit designed for such

purpose is based on the Task-Based Language Teaching (TBLT) principles that Willis (1996) and Ellis (2003) proposed and deals with the topic of film.

In the next section, a justification for the relevance of proposing this unit plan is given, followed by the theoretical and curricular framework, where the concepts of UDL, Computer-Mediated Communication (CMC), multimodality and TBLT are introduced and further developed, indicating their relevance and relation among them. The methodology of the unit is also introduced. Then, the didactic proposal is commented on critically, contextualising it and providing the evaluation tools that were designed to assess it. After the commentary, some conclusions can be drawn on the importance of such proposal, considering its strengths and drawbacks. In the appendixes, evidence of the need for this innovative proposal is integrated, as well as the learning aims of the unit, the curricular links that can be drawn regarding content and evaluation, and all of the materials designed for its implementation.

## **2. Purpose and Aims of the Dissertation**

This dissertation aims to discuss the importance of inclusion in the context of the IES Clara Campoamor Rodriguez, the public secondary school where I did my placements. This school is located in Zaragoza, particularly in the middle-class neighbourhood of Parque Goya, located in the outskirts of the city. During both placements, it was noticeable that some students had disabilities and differentiated needs and who, therefore, needed special attention, scaffolding strategies, and modifications in the activities planned for the rest of the group. The cases I found in the class where I implemented my didactic proposal were that of a blind girl and three students that belonged to the “Desarrollo de Altas Capacidades” program. My experience in such centre and in this specific 1<sup>st</sup> ESO group was what made me realise about the importance of integration and differentiation inside the classroom due to the uniqueness of the situation but also of the global need for such differentiation.

While observing and designing the unit plan for its implementation in the second placement, some difficulties appeared to which neither my high school supervisor nor I had the means to solve due to the lack of training for the integration and inclusion of

these special cases in an ordinary secondary school environment. Therefore, one of the aims of this dissertation will be to create a unit plan that integrates different types of students without making much distinction among them, as the Universal Design for Learning (UDL) recommends. Meeting all of students' expectations and keeping the balance among the fast finishers and those who need more time to process the information is tough and challenging, so I had to find a way of engaging all of the class in the learning process and making them learn meanwhile. I found ICTs and multimodality very useful for that purpose, as they allowed both the teacher and the students to work with digital devices, learn how to use those means efficiently, and adapt the materials for the blind student so that she could read them and keep up with the class through the braille reader device she owned.

Therefore, it can be said that the need which leads to the didactic proposal found in this dissertation is the necessity of inclusion and differentiation inside the classroom. The resources that can be considered helpful to solve it —that is, the use of ICTs, multimodality and Computer-Mediated Communication (CMC), and the principles of the UDL in which this dissertation is based on—will support such proposal. Furthermore, in this essay I will try to propose some solutions on how to teach a unit on film to a blind student applying and exploiting the resources above mentioned for this inclusion to take place.

### **3. Justification, Theoretical and Curricular Framework, Methodology**

The relevance of this didactic proposal lies at the core of the **Universal Design for Learning (UDL)** and the need for differentiation inside the EFL classroom. Such proposal was designed considering the context of the classroom in the secondary school where I did my placement. This class was formed by 15 students from 1<sup>st</sup> of ESO in a bilingual public high school in a middle-class neighbourhood. There was a blind girl and three students that belonged to the “Desarrollo de Altas Capacidades” program whose needs were somehow different from other classmates' and which had to be fulfilled. By applying the UDL principles and taking advantage of the resources they had—all of them were in possession of a **Chromebook** and the blind student had a Braille reader connected to the computer, headphones, and a Perkins machine—the use of **ICTs** and

the creation of **multimodal ensembles** both by the teacher and by the students fitted perfectly to help them learn and meet their demands successfully. Besides, the unit I got to implement followed the topic of cinema and film, so I had to make the most out of an engaging topic and face the challenge of working with a widely visual means with a student that was unable to see.

The concept of Universal Design for Learning was born some decades ago. It is the development of the concept of Universal Design (UN) in architecture, which aimed at designing buildings that were accessible for everybody. As for its application in education, research held in the 1990s by CAST (Center for Applied Special Technology) scientists from different areas of expertise can be pointed out as the origin of the UDL. CAST experts in neuroscience and education gathered to find solutions on how to support students with any kind of disability through technological innovations (Pastor, Sánchez & Zubillaga, 2014). In this context, the CAST expressed the urge for a flexible universal curriculum in which the needs of all students were fulfilled (CAST, 2011) regardless their learning paces and personal handicaps. Hence, UDL-based curriculums would contribute to break the dichotomy between disabled and non-disabled students, as well as to move the focus of attention from the student's difficulties towards the materials and the curricular means used in the classroom (Pastor, Sánchez & Zubillaga, 2014). The fact that **curriculums should be flexible for ELT** connects with Finney's proposal of a mixed-focus curriculum in which an integrative and student-centred communicative syllabus would be carried out (2002). Finney stated that "from the perspective of communicative language teaching, learners' needs and wants inform the teaching-learning process, and the emphasis is on using the language in stimulating activities" (2002:76), which aligns perfectly with the UDL and the special needs above mentioned.

The **UDL** is rooted in three main **principles**, which intend to address how students acquire information, how they express themselves and act around it, and how they get involved in their own learning process (Fernández Portero, 2018). The first principle consist of providing **multiple means for representation** —what do they learn. This way, it is important to provide students with the content they have to learn in different ways so that they can acquire the necessary knowledge (Cuestas, 2015). For instance, not only

explaining new content orally but also giving them written support, making them write it or infer it, or combining the different language skills could be instances on how to apply this first principle. The second principle aims at providing **multiple means for action and expression** to improve how do students learn. It is important to offer materials using different means and use the appropriate teacher talk so that all of the learners can follow the lesson properly and understand its learning goals (Cuestas, 2015; Fernández Portero, 2018). The third principle wants to provide **multiple ways of implication and motivation** to understand why to learn. Every student has its own mind and interests, so our options as teachers for engaging them should be kept open so as to embrace a wide spectrum of possibilities (Cuestas, 2015).

One of the ways in which UDL can be implemented in the EFL classrooms is through the use of ICTs and the multimodality that can be achieved from that. UDL and ICTs have been related since the beginning, as CAST's first idea for differentiation was to adapt materials converting them into digital books with specific options to make them interactive (Pastor, Sánchez & Zubillaga, 2014). This adaptation was firstly aimed at disabled students, but research found out that all of the students were helped by and equally involved in the new means, making the learning process more appealing and engaging. Moreover, updates in the field of technological innovation are commonplace, and some concepts have had to be redefined in order to follow this pace. That is the case of **Computer-Mediated Communication (CMC)**. As Herring pointed out, the concept of CMC has been updated, introducing interactive multimodal platforms that allow for a digitally mediated two-sided communication and graphical communication among others (2019). The way in which CMC presents materials to students is well aligned with the three principles above explained, as it allows for representing content in different means, gives the opportunity for interaction, and motivates students to learn. What is more, digitally mediated content is quite flexible, which makes materials more versatile in the way that students can combine formats, change them, and access them regardless of their personal difficulties (Pastor, Sánchez & Zubillaga, 2014). This versatility is especially useful with students with disabilities, as my case. In addition, those materials can be modified, marked, adapt the format to one's special needs and intertwine content with others through the Internet (Pastor, Sánchez & Zubillaga, 2014).

Besides, CMC has been defined as fundamentally multimodal, so multimodality will be of great help when attending differentiated needs. Jewitt defines multimodality like “an inter-disciplinary approach that understands communication and representation as more than language and attends systematically to the social interpretation of a range of forms of making meaning” (2015: 69). In her essay, Jewitt discusses that meaning is not made only through language but that every mode conveys some meaning, and that it is also important to bear in mind what each person brings to the surface (2015). This way, it is important to consider that digital technologies bring together a wide variety of modes, from written to oral, visual, or interpersonal among others, so the interactivity of such digital platforms or materials will be undoubtedly multimodal and helpful for all kinds of learners. If we take into account the situation of the blind student, CMC will allow her to dive into a wide variety of modes: as she is not able to access and work with the visual one, others can replace it, such as the written, aural, descriptive, and interpersonal modes. Moreover, if students with higher capacities are taken into consideration, this will allow them to exploit the resources that this variety of modes offer so that they can develop other competencies too. Nonetheless, this unit plan was not designed and then adapted to particular cases, but was created taking into account the needs of all students in the classroom following the UDL ideals. That is why most of the materials were available in **Google Classroom** in a digital way and many of them were interactive, so that all of the learners were given the same opportunities to learn while presenting said materials in different means.

Moreover, to meet those different needs, it is also important to talk about **scaffolding** techniques and **differentiation**, which relates to Principle II from the UDL (CAST, 2011). In the context of the classroom, there was also a need to differentiate among students as not only the blind girl needed support. This didactic proposal was designed for two main tasks: the making of a poster to review a film, and the creation of a dialogue to dub a film clip. Both tasks, together with other activities, were designed to be carried out in groups, and they were asked to change the group members in each activity so that they had the opportunity to work with other classmates as well. The idea of making them work cooperatively and collaboratively was to enhance each students’ strengths and let them help each other to aid their differentiated demands (Gibbons,

2014). In addition, some examples and models were given to the learners so that they had **WAGOLLS** and models to base their work. It is important for students to have good models to base their work on, especially in 1<sup>st</sup> of ESO, but sometimes it can limit their creativity, so those WAGOLLS were given both explicitly and implicitly to also boost their autonomous learning competence. Besides, assessment was planned to be formative so progress was well taken into account, specially for the writing part. Therefore, students were asked to produce not only written and oral texts, but also to boost their creativity and their multimodal competence. As Gibbons also pointed out, providing a **supportive context** was essential, and the best way to achieve that was to get students out of their comfort zone into their learning zone through scaffolding (2014). Some of the scaffolding provided was giving them wait time to work and answer, pre-teaching vocabulary before each activity during the first days and reviewing it during the following lessons, activating previous knowledge by asking them and letting them explain it (e.g. how to write a review or how to distinguish regular past tenses from irregular ones) and, as it has been previously pointed out, providing examples. Although it may seem that UDL, multimodality, CMC and differentiation are different concepts, they are quite related to one another; they can be considered as different layers of the teaching practice. Lopes-Murphy also acknowledges **collaborative work and scaffolded language** connected to previous knowledge as two of the practices that should be integral to the curriculum of an EFL classroom (2012), and Pastor, Sánchez & Zubillaga recognise the flexibility of the UDL principles and the digital means that allow for personalising the curriculum up to a great extent (2014).

The unit for this proposal was designed following the **TBLT approach** and considering both Ellis' (2003) and Willis' (1996) literature on the matter. Willis proposed a model for task-based learning in which the first step is concerned with pre-task activities. They are supposed to introduce the topic to the students and activate their previous knowledge so that they get prepared to do the task. The second stage consists of a task cycle. On the interpretation made of this part, the task itself was considered following Ellis' criteria (2003). The tasks proposed for the unit created follow a workplan, they are communicative and focused on meaning, they involve realistic use of the language, they are challenging and engaging, and they have a clearly defined

communicative outcome —a poster featuring the review, and a dubbed clip (Ellis, 2003). Those tasks are accompanied by a planning process and a reporting phase in which those outcomes are shared (Willis, 1996). Finally, there is a post-task or language focus stage in which students are supposed to analyse the language or specific features used and to further practice vocabulary, grammar, or different patterns (1996). Willis' framework allowed for some flexibility, so not all of the sessions are composed of those three stages due to time limits or students needs.

According to the Orden ECD/2016 de 26 de mayo of the LOMCE Aragonese curriculum for ESO, it is stated in the 2<sup>nd</sup> article from the general provisions (p.4) that attention to diversity shall be oriented towards the specific individual needs of each student, and that it should never be a reason for discrimination. For this inclusion to take place, the curriculum contextualises the **attention to diversity** within an inclusive and compensating perspective (Art.4, p.4) so that the answers to such needs consider interests and learning abilities in a normalised context. Hence, the differentiation techniques that Gibbons (2012) pointed out for scaffolding are aligned to it. Thus, this didactic proposal follows curricular recommendations and orientations. It is adequate to the necessities of all the students, to the sociocultural and economic context of the school, to the social needs to interact and work in groups with different classmates, to the aim of stimulating different intelligences and cognitive aspects, and to the curriculum itself, as it works most of the key competences and follows a **CLT approach**. Therefore, this unit contributes to **acquire different competences**, especially the digital competence (DC), as learners are asked to work with their Chromebooks during different activities and the ICTs are used as means for differentiation and inclusion in the classroom. In addition, the learning to learn competence (L2L) is worked through self-assessment using rubrics and checklists before they hand in their tasks to the teacher, and also through letting them organise their works, their roles inside the groups, and the encouragement to be autonomous enough to complete the assigned activities. Furthermore, the sense of initiative and entrepreneur spirit competence (SIE) is boosted by the choice of words and expressions they use to communicate in the classroom and the assumption of responsibility and decision making while working on their tasks, with an additional critical and creative view towards it. Finally, the cultural

awareness competence (CAE) is also important for this unit, as film is one of the most mainstream ways to spread the culture of English-speaking countries as well as the language itself, and it is important that students learn to watch them from a critical point of view and express it in a review. Those competences will help to achieve **Obj.EN.6**, as students will boost both their autonomous and cooperative strategies, they will understand and create multimodal ensembles helped by ICT resources and they will be able to self-assess themselves.

The **methodological design** for this unit aims to answer those special needs found in this specific classroom environment. The unit I implemented lasted for 9 days. The first three were targeted mainly at working the four language skills (reading, listening, speaking and writing) and was intended to follow a TBLT approach (Willis, 1996; Ellis, 2003). Although during the first design, each session was made to work on one specific skill (e.g. speaking in day 1, reading in day 2, listening in day 3), I realised that it made no sense, as all of them were being integrated for the most part. This fact allowed me to teach the target vocabulary needed for the two main tasks and daily expose learners to it so that they could acquire it better. To do so and put into value the ICT resources they had, I asked them to answer a chalk talk, brainstorm ideas to retrieve previous knowledge, create a word cloud, create a cooperative vocabulary list, and highlight important and/or unknown words from a text. Multiple modes and scaffolding were worked on and given during those three first lessons. Materials used for those first lessons include a biography reading, a listening of 5 people reviewing their favourite film, comprehension exercises and questions aimed at using the past tense.

The first task was focused on developing their writing skills by considering writing as a process and was splitted into three different days. Students were divided in pairs or groups of threes to write a review and create a film poster integrating it. They were first reminded about the genre of reviews, organising their ideas in a mind map. Then, they were given feedback and created their first draft. After a second round of feedback and revising, they were able to write the final film reviews and create a poster which included the title of the film, a visual item of the film (e.g. pictures of different scenes, the original poster, etc.), their own rating from 1 to 5 stars, and the review itself (following this order); adding all of the decorations that they wanted. Their motivation

was also reinforced when I created the “Film Awards” and told them that there were going to be awards for the best written review, the best decorated poster, or the most beautiful composition, among other categories. When they finished the poster, they got to vote on a Google Forms for each category and we moved on to the dubbing of the clip, which was considered the second task. This task aims to achieve Curricular Obj.EN.4 by writing the said review and Obj.EN.7 by valuing English as a useful resource to access and express meaningful information and boosting intercultural awareness.

Previous to the presentation of this second task, I selected clips that lasted approximately one minute from a variety of films that I thought they liked, for instance *Frozen* or *Harry Potter*, and which included a different number of people, from a dialogue between 2 people to a group of 5. I downloaded such clips both with and without sound and upload them into a folder on Drive, then I attached it to their Classroom so that they could access them both easily. During the first day devoted to this activity, I projected the original clips with the sound so that they could have a hint of how the script was written, especially for the case of the blind student that needed this aural input. Then, I let them decide which clip did they want to dub and in what groups. There were students that decided the clip according to the group they wanted to work with, and others formed their groups according to the clip they wanted to dub. One way or another, groups were formed and a clip was assigned to each group. Then, I explained the core of the activity: they had to become first scriptwriters and create a new dialogue from that scene, and then dubbing actors to give a new voice to the characters. I also gave them the tool which they had to use to join the voiceless video and the new audio together: [www.clipchamp.com](http://www.clipchamp.com) . They were given time to work on their dialogues while the teacher adopted the role of the helper and facilitator following the Communicative Language Teaching (CLT) approach (Brown, 2007). During the second day, students were able to finish their dialogues and record them with the help of the teacher. An empty classroom was used for this purpose and takes were done according to their needs. Once they had their voice recordings, they were able to join everything together in the webpage provided and send the final clip to the teacher.

The 9<sup>th</sup> and last day was a “celebration of learning” in which a final activity on trailers was proposed, and, after that, students were given their marks and the awards they had won, being 50% their selection and 50% the teacher’s.

#### **4. Critical Analysis and Discussion of the Didactic Proposal**

##### 4.1. Context and introduction to the unit

This proposal has been designed for a 1<sup>st</sup> of ESO class of 15 students from the public secondary school IES Clara Campoamor Rodriguez, located in a middle-class neighborhood in the outskirts of Zaragoza. This group of students belonged to the bilingual program Brit, which is fundamentally based on CLIL (Content and Language Integrated Learning) methodology and principles. Bentley defined CLIL as “an approach or method which integrates the teaching of content from the curriculum with the teaching of a non-native language” (2010:5). In this specific classroom, students already belonged to the bilingual program in primary school, so they were already acquainted with the methodology of an EFL classroom given fully in English, together with other curricular subjects such as Biology and Arts. Most students were confident enough to talk in English inside the classroom and were sensitive towards cultural aspects, as well as eager to learn new vocabulary that could help them express themselves better in their L2, as Bentley pointed out (2010). In addition, and as it is the core of this whole dissertation, some students in this group needed to be paid special attention, as three of them had high capacities and one of them was totally blind and needed extra support and adapted materials to follow the lessons properly.

Every year in this secondary school a common theme for all the subjects is proposed and one week is devoted to creating projects or work on different ideas around such topic. For the course 2021-2022, the common theme was film, and as my implementation time coincided with such week, I designed a unit plan based on cinema and film adequate for the target class. Moreover, as this school does not follow a text book and the curriculum is quite flexible, I was able to design and adapt the materials that I wanted, as well as choosing the contents that I found fit.

My unit was called *Lights, Camera... Action!* And was designed to last for 9 sessions at the beginning of the 3<sup>rd</sup> term. This unit fits between a unit called *Shakespeare*, where students were introduced to the past simple forms and some useful and widely used idioms invented by the author, and a unit called *Cities and Landmarks*, where students will be taught about SDGs and the future tense “will.” The unit presented in this dissertation aims to follow CLT principles and considers the flexibility of Willis’ (1996) framework for task-based teaching. I was interested in retrieving previous knowledge that students could have on the topic, and in teaching them useful vocabulary and expressions about it through different activities and two main tasks in which students had to work cooperatively and collaboratively. This way, knowledge could be built upon and different skills, not only linguistic but also social and cultural ones, could be developed. As mentioned in section 3, the first three sessions were firstly designed to work on the language skills of speaking, reading and listening; however, those competences were worked out altogether in an integrated way. The writing task was made to last 3 days and the speaking task 2 days, leaving the last one for a celebration of learning and closure.

#### 4.2. Contribution to key competences

In the general provisions of the Orden EDC/489/2016 de 26 de mayo of the Aragonese curriculum it is stated that, for permanent learning to take place and following European recommendations, seven key competences should be considered and applied transversally. The English as a Foreign Language (EFL) subject contributes to all those competences, specially to the **linguistic competence (CLC)**, as it is intricate to such subject. This didactic proposal follows curricular orientations and contributes to the development of such competences, specifically the following ones now mentioned.

Digital devices, means and ICTs will be frequently used during the development of the sessions, so the **digital competence (DC)** will be exploited up to a great extent. Students will be asked to critically use their Chromebooks and the resources that will be shared with them through Classroom, e.g. a collaborative list in a Google Document, some pdfs with readings or exercises, webpages like [www.answergarden.com](http://www.answergarden.com) to create a word cloud or [www.clipchamp.com](http://www.clipchamp.com) to edit the clip for the final task, or the clips for such task through Google Drive. Following Herring’s (2019) take on CMC

communication, learners will also need to assess the information they are given and use their devices as means for communicating with the teacher or with their classmates via email or Google Classroom. Moreover, they will be allowed to use the TICs to support their knowledge and search on the Internet words or expressions they are not familiar with so that they can later explain them to the rest of the class. Everything mentioned in this paragraph also contributes to enhancing the multimodal literacy and competence based on Jewitt's (2015) work.

Cooperative work and individual work will both be used during this unit. Learners will have to self-evaluate themselves using checklists or making different versions of the same writing so that they make themselves aware of their own learning process. This way, the **learn to learn competence (L2L)** is somehow boosted, although I could have created more tools for a more efficient self-evaluation for that matter.

In the line of evaluation and process of learning, students are also asked to assess their peers' posters by voting for the "film awards" that I mentioned in the above section. However, that is not the only way in which the **initiative sense and entrepreneurship spirit competence (SIE)** is worked on through the sessions. Students are supposed to hold responsibility of their actions and control the language they use to communicate and explain their work to their mates and find their roles inside the group they have to work with, of course, having the teacher as support in they felt lost somewhere in the process. That is why they are asked to be creative and critical, and such features are later rewarded in the awards and in the evaluation criteria.

As films are a cultural manifestation in themselves, the **cultural awareness competence (CAE)** is also dealt with in this unit. The clips, audios and texts provided for this proposal are in its majority in English, so that learners bear in mind that this language works as a vehicle among cultures. I made sure that the actors, the clips selected, and the films reviewed in the listening track were close to them or at least appealing, so that they could enjoy while learning and developing a critical attitude towards such materials.

The **social and civic competence (SCC)** is not really enhanced through this unit, which, in retrospective, it is a pity, as films could have brought to the class important social issues that students should be aware of to help them become better people and

understand multiculturality as something to be embraced. Films are great representation of financial struggles, wars, history, and other civic issues that are quite up-to-date, especially in this moment in history after a pandemic, while different wars are taking place around the world, and with climate change as an almost irreversible phenomenon at this point. For further practice, I will make sure that I use such resourceful topic to discuss those issues in greater depth, especially in higher course years.

#### 4.3. Learning objectives

For the selection of the learning objectives of the unit, the LOMCE curriculum was unpacked and the most noteworthy elements were selected. Same thing happened with the selection of the contents, although, in this case, the high school supervisor's recommendations were followed to stick to their course plan. Nonetheless, they are aligned with the curricular contents, specified in Appendix 3. In addition to the curriculum, learning objectives were thought while considering Finney's (2002) take on the matter and using the characteristics that the author states: describe the target behaviour in a clear way, describe the class conditions for that performance to happen, and state a "standard acceptable performance."

At the end of this unit, students will...

- Be able to identify the main film genres and orally express likes and dislikes using different expressions for the matter.
- Be able to answer question from the biography of an actor or actress and discuss about what they have read in greater depth.
- Understand different speakers with different accents talking about their favourite films and identify the main information to answer some questions.
- Be able to work collaboratively and cooperatively with other classmates to write a review and create a visually appealing poster.
- Know the difference between regular and irregular past simple tenses.
- Be able to. In groups, create a dialogue based on a visual clip from a film and perform it as dubbing actors and actresses.

Those objectives are aligned with the aims and contents to be found in Appendixes 2 and 3.

#### 4.4. Lesson sequence and critical commentary

This didactic proposal has suffered several changes with the aim of improving the first design after taking a closer look at the theoretical frameworks and the actual teaching practice in a secondary school. The need for improving the inclusion in the EFL classroom and providing adequate differentiation techniques also contributed to the sequencing of this unit plan. The first sequencing and design of this unit, which was improved afterwards, was the following:

Day	Activities/tasks	Willis' framework (1998)
1	Chalk talk	-
2	<ul style="list-style-type: none"> <li>- Provoking statement + vocabulary activity</li> <li>- Reading + comprehension activities</li> <li>- Highlight past simple tenses</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-tasks</li> <li>- Task</li> <li>- Post-task</li> </ul>
3	<ul style="list-style-type: none"> <li>- Word cloud</li> <li>- Listening + comprehension activities</li> <li>- Underlining unknown and important vocabulary + creating a collaborative list on a Google Document</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-task</li> <li>- Task</li> <li>- Post-task</li> </ul>
4	<ul style="list-style-type: none"> <li>- Writing as a process &amp; Poster creation</li> <li>a) reviewing reviews + organizing ideas in a mind map</li> <li>b) drafting a review</li> <li>c) Revising drafts and feedback</li> </ul>	<ul style="list-style-type: none"> <li>a) Pre-task</li> <li>b) Task</li> <li>c) Post-task</li> </ul>

5	c) Revising drafts and feedback  d) Write the final review and “publishing” it by starting the poster	c) Pre-task  d) Task
6	d) Finish the poster  e) Votes for the different awards and quotes game	d) Task  e) Post-task
7	- Presentation and projection of the chosen clips  - Group formation and creation of the new script/dialogues	- Pre-task  - Task
8	- Finish the dialogues and record the performance  - Mix audio and video with clipchamp.com	-Task  - Post-task
9	Celebration of learning: awards, grades and answer a questionnaire	-

However, such interpretation of Willis' framework was neither accurate nor correct. The first interpretation of the task cycle was that of a cycle per session, which, taking it into practice, it was quite difficult because of time management and because of the amount of information that students were given in a short period of time. Furthermore, the flexibility within the framework was not well understood or taken into account at first, so that was a change that needed to be made in order to make this proposal as useful as possible. Nonetheless, the sequencing and the activities proposed were fit for the topic and the classroom environment, so I kept it and adapted it into a more accurate interpretation of the task cycle.

The first day of implementation I was only given 20 minutes, so I designed a chalk talk activity to activate students' knowledge on film and vocabulary and get started with

the new unit. I was interested in seeing what they already knew not to repeat the same during my implementation time and teach them something meaningful and new. Students were grouped in fours according to their place in the classroom not to lose a lot of time reorganizing the tables and were asked to grab a pen or pencil from different colours for each of the members of the group. The chalk talk (attached in Appendix 6) was printed in an A3 paper and distributed to the groups. The idea was for them to write anything that came to their minds about the topic and to consider and answer other comments inside the same group to make the activity multimodal and interactive, as multimodality does not necessarily have to be digital (Jewitt, 2015). However, the blind student was not able to perform this like the rest of her classmates. That is why I described the activity in a visual way so that she could have a hint of what they were doing and she was asked to write on her computer a list of the things and words she knew about films and share it with her classmates. The rest of the group members had to both write down their ideas with their corresponding colour and share them orally too so that their blind colleague could be included and invested in the activity. The scaffolding provided –giving them extra time and discussing their ideas aloud– and differentiation techniques allowed them to successfully complete this. Following Willis' task cycle, this could be graded as a pre-task, as the main objective of the lesson was to introduce the topic and help them retrieve prior knowledge (Willis, 1996).

For the second day I kept the initial materials and the planning to do a reading activity. I realised that, although I tried to follow the TBLT approach, the comprehension activities that I used and adapted did not comply with Ellis' requisites for a task, as there was no communicative outcome and it was not very challenging for students (2003). Therefore, instead of levelling the reading comprehension exercises as a task, they will be considered another pre-task. Moreover, during this session not only the reading skill was enhanced but also speaking and writing. So, for the second session, the first pre-tasks already considered in the first design –a discussion derived from the provoking statement “film reviews are worthless” and a matching exercise with important vocabulary items adapted from the British Council for Teens website– were kept, adding to the label the reading activity and its comprehension exercises. Such activity was also adapted to a Google Document for a better digital processing for differentiation's sake

and providing the materials in different means as the UDL recommends. After having worked on the text and for the last 10 minutes of class, students were asked to highlight on their text all of the past simple tenses they could find, using one colour for regular and another for irregular ones. The blind girl was asked to put such tenses between brackets. By doing this, students had to analyse the language and practice it afterwards, matching Willis' (1996) criteria for a post-task.

Day 3 was firstly intended to be focused on listening but, as I have mentioned already, the four main skills were integrated during this session. As it happened with the last session, I realised that the main listening task was not actually a task, as it lacked a communicative outcome (Ellis, 2003). Therefore, the activity sequence using the labels of Willis' work (1996), starts with a pre-task in which students are asked to create a word cloud answering the following question: how would you describe your favourite film? Although they were encouraged to use adjectives, still some of the students did not understand fully what they needed to do, as it can be shown in Appendix 6. However, they used emojis and expressions learnt in previous units. This pre-task not only activated their knowledge on the matter but also boosted their digital and multimodal competences through the use of digital devices, as they accessed this cloud through a hyperlink in a document in Classroom. Moreover, the listening comprehension exercises, regarded as another pre-task, were also designed for them to complete in their Chromebooks. This way, ICTs were used and allowed for the adaptations made for the blind student to be quite small: only the layout was changed so that it was easier for her to read. This activity could have been upgraded into a real task if the outcome had been non-linguistic, for instance by asking them to talk with a partner and choose which film would they like to see and why, completing a chart. That would have complied with both Willis (1996) and Ellis' (2003) take on TBLT. Finally, the post task consisted of analyzing the transcript of the listening and to underline at least 10 words they found important or unknown, so that they could make a collaborative list all together. However, time was quite tight, and the collaborative list did not result as planned. Although the underlining part was a good analysis of the language, the part of practice was not very strong. It could have been improved proposing students to write a sentence

with each of the words they underlined to check whether they really understood the meaning, or make another improved word cloud with such vocabulary.

The next three sessions (4, 5 and 6) were dedicated to the first task or project. Although at first, the writing task was intended only for day 4 and 5, due to time restrictions I had to devote one more day for students to finish it due to the flexibility of the syllabus as Finney (2002) suggests. As I already mentioned earlier, the first task consisted of creating a poster in which students had to include a film review (see example in Appendix 6). They were asked to group themselves in pairs or teams of threes for this due to different reasons: first, because working in teams, besides boosting curricular competences such as the ones of learn to learn and sense of initiative, it also gave them the opportunity to share different ideas and enhance creativity. In addition, disabled students usually find it very difficult to socialize and make friends (Rodriguez Fuentes, 2003), so I was interested in boosting collaboration among students too. In this class, two boys offered to work with the blind student, and they assigned a role to each one of them inside the group, contributing to normalize the situation. Furthermore, the three students that were in the high capacities program were place in different groups each. During my first placement I saw my secondary supervisor explain the genre of reviews, so students were already familiarized with it when I brought it back to the classroom. They were asked to retrieve that information and create a mind map all together, which I draw in the blackboard for clarity purposes. This first stage in the writing process is usually ignored, but I wanted to make sure that they organized their ideas before they started to write. After this pre-task, another one was presented: writing a first draft for the review. During the first day, that is what they were asked to do. They were told that such draft was to be handed to the teacher at the end of the class either through Classroom if they did it on their Chromebooks or in hand whether they did it in a piece of paper. I assured them that both choices were fine, as, I commented on earlier, multimodality and the use of ICTs was encouraged in this unit. I also told them that, as the following day they were supposed to make the poster and creativity was going to be rewarded, they had to bring materials for decoration (e.g. stickers, a printed poster of the film reviewed, colour markers, etc.).

After making some suggestions for improvement in the feedback that I gave them at the beginning of day 5, they started to write the final review in the poster. I distributed blank A3 papers, one per group, and I projected on the screen an example of a poster for them to have a WAGOLL and, thus, provide some scaffolding. Following Willis' task cycle (1996), the draft could be regarded as the planning, the making of the poster as the task, and the exhibition of the posters as the report, filling all the steps for a task to take place. This activity is also aligned with Ellis' (2003) conception of a task, as the workplan is clear, the use of English is up-to-date and useful in real life, and the outcome is communicative. Moreover, this task is fully multimodal, giving prominence to the visual, touch, and written modes, which helped in the application of the UDL principles and the inclusion of all students in the classroom. In particular, I wanted to highlight the outstanding work of the group in which the blind girl was working: they designed the layout of their poster to include wrinkling materials and the review both written and in Braille, which such student did with the Perkins machine (see Appendix 6). Students were very invested in this task and in making the poster, and the awards were a great motivator too. The categories were the following:

- Most original review
- Most original poster
- Best written review
- Best decorated poster
- The review with most vocabulary
- The most beautiful composition (drawings, handwriting, etc.)

The posters were finished during day 6. Students were told they had 20 minutes and that they had to be conscious of the time limit. I set an alarm through [www.stopwatch.com](http://www.stopwatch.com) to project the time on the screen for that matter. Then, we hanged the posters on the wall of the classroom and students were allowed 5 minutes to take a look at other groups' work so that they could vote for the different categories afterwards. I created a Google Forms (see appendix 6.8) and uploaded the link on Classroom. Their vote weighted 50% and mine the other 50% to ensure that all of the groups received an award and that they voted fairly. At first, I considered the voting as a post-task, but analysing the activity, there is no focus on language or meaning

whatsoever, so it should be regarded as an activity instead. Same thing happens with the game that I designed for the last minutes of class, in which they were given a quote from a film and they had to guess to which film it corresponded (see example in Appendix 6.9). So, in a nutshell, the writing task is, indeed, a task according to Ellis (2003) and Willis (1996) but lacks a post-task to focus on form, so Willis' task cycle is not complete. To finish it and, as a proposal for a post-task, students could have been asked to go back to their mind-map to check if they followed the right structure and used some of the vocabulary from previous lessons, or they could have been given the rubric in paper (or upload it into Classroom) and give peer feedback to their classmates. This way, they could have analyzed and practiced language use. Such rubric was designed from scratch and will be further commented on below.

Once the poster task was finished, the second major task was introduced. It consisted of creating a dialogue and dub a short clip, previously chosen and accessible for students. The clips were chosen following three main criteria: films had to be recent for the sake of engagement, the clips had to be maximum one minute long, and the scenes had to be a dialogue between two or more people. As Cuestas (2015) pointed out, it is important to take context into account for including all students when designing materials, so adapting this task for a UDL design was a challenge. However, ICTs were quite helpful in this process. I shared with the students a Google Drive folder with all of the clips both with and without voice. Before they had access to such folder, I told them I needed groups of 2, 3, 4 and 5 people. Once they rearranged groups, I distributed the films according to how many characters there were interacting in the scene. Then, they were shown the original clips with sound. This was a way of giving them a WAGOLL and to let the blind student get a hint of how the scenes happened and how many characters were there. They were also shown the webpage in which they had to edit the voiceless video and join the recording of their voices. Once they had all of the information, they were encouraged to become scriptwriters and create a new dialogue for the clip they had been assigned. While they were working on it, I monitored their work and helped them with expressions and time management, reminding them of all the vocabulary they had acquired in the last sessions, following Brown's perspective on CLT (2007).

Most of the groups were done with the dialogues at the end of the class, whereas others needed a bit more time. I took advantage of the different paces to start recording such dialogues. While the teacher supervisor stayed in the classroom making sure that those who did not finish, did so, I used an empty classroom so that, group by group, they could enter and record the dialogue on their computers. They were allowed to record different takes if they made a mistake or they got nervous, while I assessed their performance and their speaking skill. Once they finished, they went back to class to edit the video while another group came into the empty classroom. Most of them achieved to finish and send the clip during that hour, whereas others had to send it over the afternoon. One way or another, they had the whole afternoon to send it finished, providing more time for those who needed it. In Willis' task cycle, the presentation of the clips could be regarded as a pre-task, as it prepared students for what they had to do and engaged them in the activity. In the task cycle, the planning part was creating the dialogue, the task the recording, and the reporting the showing of the final clips for the rest of the classmates. However, as it happened with the previous task, this one also lacks focus on form. The way I firstly considered the edition of the video as a post-task is not accurate because there is neither analysis nor practice of forms in that. That is why, as a proposal for improvement, I could have asked students to self-assess their dialogues using the checklist I created to evaluate them and to introduce a thinking technique like the traffic light or the before I thought... now I think... This way, I could have had feedback from them on the tasks as well as making them reflect on their own process of learning, which is so important in CLT.

This fact is what made me create a survey to get their opinion on their process of learning and my teaching too. They completed it during the last day of implementation, which was a celebration of learning. After that, I presented them the winners for each category of the film awards, gave them a diploma, and played some games reviewing the vocabulary from the lesson. The Google Forms can be found in Appendix 6, but, as this dissertation does not belong to the investigation modality, I will keep it just as a mention.

#### 4.5 Evaluation of the didactic proposal

To assess such proposal, I designed a rubric for the writing task and a checklist for the speaking task so as to make evaluation summative as well as formative as the Aragonese curriculum recommends. In both evaluation tools, the process of learning along with their compromise with deadlines and class work were considered. This units has a weight of 20% for the final mark in the 3<sup>rd</sup> term.

As I had not much knowledge on how to assess students differently to making an exam during my placement, I created a rubric that was based on the Cambridge rubrics for writing. It mixed features from the A2 and B1 levels of the CEFR framework, as they corresponded to the class I was working with. Moreover, the criteria were adapted to the needs of the classroom and the activities that had been already designed. The criteria for this rubric were measured on a scale from 1 to 5, being 1 the poorest and 5 the best performance. To evaluate the first task, I wanted to pay attention to the content of the review to check whether it was coherent and relevant to the film topic or not. The organization of the poster and the paragraphs of the review were also considered, as it was something we fixed during the mind map activity. I also wanted to check the amount of vocabulary they used, as well as their grammar accuracy, especially when dealing with the past simple. Finally, attention to process and error correction was also measured in this rubric, as it was part of the process of writing and learning. The first rubric was the following:

Points	Content	Organisation	Language	Attention to corrections/process
5	All content is relevant to the task and the reader is fully informed.	The text is coherent and cohesive devices are used. It has got an introductory sentence and a closing sentence.	10 or more words from the vocabulary list have been used. Vocabulary is appropriate and the past simple is used correctly. Meaning can be determined.	The corrections that have been pointed out in the first draft have been taken into account. The student has been involved in the process
4	Performance shares features from 5 and 3			
3	Minor irrelevances, omissions or fillers are present. Nonetheless, the text can be understood.	The text is connected through basic linking words, but the structure can be seen.	5-7 words from the collaborative vocabulary list are used. There are <u>some</u> sentences written in the past simple. Errors might make understanding a <u>but</u> difficult sometimes.	The student has been partly involved in the writing process. Some of the corrections are considered, but others have been disregarded.
2	Performance shares features from 3 and 1			
1	Content is not relevant. There are some misinterpretations. Reader is not informed.	The text is not <u>organised</u> . Ideas are not cohesively linked. Bad use of punctuation. Simple connectors are occasionally used.	Isolated words and phrases are used. Simple grammatical forms are used. <u>Past simple is not</u> contemplated.	The student has not been engaged in the writing process. Corrections and feedback has not been considered.
Total				

However, some criteria were not clearly defined or not observable enough. Therefore, I present a new rubric with some changes made:

Points	Content	Organisation	Language	Attention to corrections/process
5	All content is relevant and the reader is informed of the writer's opinion of the film.	The text is coherent and divided in three paragraphs. Cohesive devices such as connectors are used. It contains an introductory sentence. The	7 or more words from the vocabulary list have been used to review the film. Minor grammatical mistakes have been made, but meaning is clear.	The corrections that have been pointed out in the first draft have been contemplated. The student shows engagement and involvement in the process of learning.

		poster is well organised.		
4	Most of the content is relevant and the reader is informed of the general opinion of the film.	The text is coherent and divided in three paragraphs. Some cohesive devices are used. The poster looks good.	6 words from the vocabulary list are used in the review. Minor grammatical mistakes in the use of verbal tenses are made, but meaning is clear.	The student has been engaged in the process of writing, but some corrections have been forgotten or avoided when writing the final version.
3	There are some irrelevances, omissions or fillers that are not fully relevant in a review.	The text is coherent but not divided in three paragraphs. Some cohesive devices are used. The poster looks a little bit messy.	4 or 5 words from the vocabulary list have been used to review the film. There are some grammatical errors that could have been improved, but meaning can be determined.	The student has been partly involved in the writing process. Some corrections are considered, but others have been disregarded.
2	There are several irrelevances and fillers that add no information to the review or the writer's opinion of the film.	The text is not well divided in paragraphs. Some ideas are coherent, but others are left unlinked. The poster looks messy and instructions have been partially followed.	3 words from the vocabulary list have been used. Grammatical mistakes have been made, which sometimes impeded a good understanding of the text.	The student has been hardly involved in the writing process. A few corrections and feedback have been considered, but most of them have been disregarded.
1	There are misinterpretations of the genre and the content that needed to be included.	The text is not divided in paragraphs. Ideas are not cohesively linked. The poster looks messy and instructions have not been followed.	Only 1 or 2 words from the vocabulary list have been used. Grammatical forms are way too simple and mistakes are made.	The student has not shown engagement in the writing process. Corrections and feedback have not been considered.

<b>Total</b>				
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This rubric was shown to the students while the task was presented and was uploaded to Classroom for them to see it every time they needed. In addition, the aspect of creativity is quite difficult to assess, and, although there is an allegation to the organization of the poster and how it looks in the “organization” criteria, it has been left out of the assessment. However, imagination and creative skills will be awarded through the “film awards” already explained in the previous section.

To assess the second task, I firstly created the following checklist:

1. We have chosen a clip and created a short dialogue	
2. We have adjusted to the time limit and characteristics of the video	
3. There are no silences in our dialogue (except from the ones that the clip requires)	
4. We have used short sentences (no more than 8 words aprox.)	
5. We have performed the dialogue, not only read it	

Nonetheless, some of the criteria could have been more observable and meaningful, as the dialogues and their performance depended much on the clip they chose and the characters' interaction. Criteria 1 is basic and does not comply with the reality of the activity, as clips were already selected beforehand and distributed majorly according to the number of people. Criteria 2 is meaningful but not clear. It could be changed to “The dialogue sticks to the talking time of the characters and it matches them.” Criteria 3 is not accurate, as some clips required more silences. Although the first intention was to ensure that students used the whole minute to speak, the phrasing is not clear enough and it is much related to criteria 2. Regardless, criteria number 4 and 5 are clear and observable features. In addition, it would be a good idea to check the edition process too. All in all, the new checklist would look like the following:

1. We have created a dialogue for the clip we have been given	
2. The dialogue sticks to the talking time of the characters	
3. We have used short sentences (8 words max.)	

4. We have performed the dialogue, not only read it	
5. We have joined the recording and the video with clipchamp	
6. We have uploaded the clip into Classroom before the deadline	

This checklist was also uploaded to Classroom at the same time as the folder with the clips on it so students could self-assess themselves before posting their final videos. It was important that assessment was clear and accessible for all students so that, in case of doubt when evaluating their works, both the teacher and the students could watch those tools and agree of the mark given.

Those evaluation tools are aligned with evaluation criteria from the curriculum, specified in *Appendix 4*.

## 5. Conclusions

In conclusion, this dissertation tries to introduce a unit plan on the topic of film that takes into account the needs of different students with different ways and paces of learning. The fact that I encountered with a blind student during my placement made me think and approach this topic in a distinctive way. The UDL principles were helpful for the matter of including such student in the plan, but quite challenging for the role of the teacher, because following the UDL meant designing the sessions with little or no special adaptations to such student. However, the situation pushed forward both their and my creativity and it allowed me to create materials that served for that purpose of inclusion. Moreover, the fact that this secondary school worked with Chromebooks and not with textbooks (neither physical nor digital ones) was taken as an advantage for that, because, as Pastor, Sánchez & Zubillaga (2014) pointed out, UDL and ICTs are bound together since the origins of the concept of universal design. The multimodality that could be achieved from the use of ICTs was seen as beneficial and challenging for the development of the proposed tasks, so it was also enhanced in this unit.

I believe that this innovative proposal has got different strengths for future practice. To begin with, most of the activities and tasks proposed throughout the plan

required teamwork. This can be beneficial for different reasons, the first ones being collaboration and scaffolding. According to Gibbons (2014), collaborative work can be considered a scaffolding technique in the way that each student inside the group brings something different and new to it, and they can boost their strengths acquiring particular roles to get the work done. Moreover, as Rodriguez Fuentes pointed out, students with sight disabilities may struggle in the processing of new information and in the development of their social skills (2003), so working with their peers can be considered a good opportunity for this student to develop those skills. There are more scaffolding techniques that are used during the sessions, like providing wait time or pre-teaching vocabulary through different means (see Appendix 5 for more scaffolding provided).

The use of digital devices and the creation of multimodal ensembles can be considered another strength of this proposal. Students are allowed to use their Chromebooks to look for words they don't know, to access materials through Classroom, or to record their voices, among other things. This way, the digital competence is boosted, as well as their learn to learn and the sense of initiative and entrepreneurship spirit competences. Not only that, but their creativity is also enhanced through the alternation of working digitally and with physical means. As Lopes-Murphy (2012) stated, accessibility and engagement are two of the most important features for a unit to be successful which, according to students' answer in the questionnaire administered in the last day of implementation, it was.

Of course, this proposal is far from perfect. The evaluation criteria only consider the assessment of the production skills (writing and speaking) and not the passive ones (reading and listening), which could be improved adding a portfolio which gathered the comprehension activities done during the first days. This way, the assessment of the process of learning could be meaningful. Moreover, time and class management when working in groups is more difficult than when students work autonomously. Other drawback of this proposal is the number of items I wanted to consider. Focusing on the use of ICTs, how multimodality is boosted, the scaffolding needed for the class to run smoothly, base my materials and sessions to follow a TBLT approach, and how to apply the principles of the UDL along the way, all at the same time, is a lot to cover in one unit.

Even though all of those items can be related to one another, I guess I wanted to cover too much in one dissertation and I could have gotten out of the innovative track because of that. For further action, I am interested in delving the issue of differentiation and attention to diversity in greater depth, as it was the starting point of this proposal.

Anyhow, this didactic proposal is relevant for the sake of differentiation and inclusion inside the classroom for students with different needs. By teaching a unit on film and adapting it to the level of the students and their physical abilities, and supporting it on digital means, it was made clear that ICTs inside the classroom are here to stay, not only to keep up with 21<sup>st</sup> century needs, but also because it can make it easier for students to follow, engage and connect with what is being worked on. If something has been taught during the master's degree is the urge to go a step forward in our teaching practice and step out of our comfort zones to face challenges as the one I had during my placement, because the results can be very satisfying and rewarding.

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## Appendices

### Appendix 1. Assignments used as evidence of the necessity of improvement

(own creation)

The first assignment that proves there is a need for inclusion inside the classroom is the analysis of materials made for the subject Instructional and Curricular Design (63265).

My classmate Carolina Castillo and I analysed a unit from a textbook for 4<sup>th</sup> ESO published by the Cambridge University Press. We created some criteria following the takes of Lightbown, Ellis and the CEFR —among other sources— on TBLT and CLT. The essay was called ANALYSIS OF A LEARNING UNIT: UNIT 14 “MOVIE MAGIC” FROM

*ENGLISH IN MIND*, which is accessible through this link:

[https://docs.google.com/document/d/191vZ2h9PrHMxsc\\_JKuiUwddQA21KZk-Q4n\\_RbEy5ORQ/edit?usp=sharing](https://docs.google.com/document/d/191vZ2h9PrHMxsc_JKuiUwddQA21KZk-Q4n_RbEy5ORQ/edit?usp=sharing)

The unit is quite relevant to this very dissertation, as both units deal with the topic of cinema and films. Nonetheless, this book does not follow a TBLT approach, which the unit designed and analysed in this dissertation does. Moreover, a mere textbook relies fully on the visual mode because of the readings, images, and layout, which is incompatible with UDL, and, especially, with a blind student. The whole book should be adapted digitally or the teacher should create new materials to make them accessible for all the students. In addition to all that, basing a unit merely on the activities proposed by a textbook has been proven to be unengaging, particularly when dealing with films.

The second assignment I want to use as evidence for the need of an improved didactic proposal is the corpus compilation and analysis that we were asked to do in the subject Communicating in English (63264), especially the part of the proposal for exploitation. The assignment can be accessed through this link:

<https://docs.google.com/document/d/1XlaSRdcxfPI4DgEVbRGqXkf8eftBsoV7xvLYMvF-4VA/edit?usp=sharing>

In this assignment, my classmate and I compiled a corpus on “Bookstagram posts”, that is, book-themed posts on the social media platform Instagram. The analysis was quite revealing, however, when it comes for the exploitation inside the EFL classroom, there is a scarcity of resources and adaptations in the consideration of diversity. A blind student could not be able to perform the pre-tasks that we proposed, as they rely on the visual element or images and videos and in the

layout features of such social media. This is not a problem per se, as in a classroom without a blind student it could work smoothly, but no alternatives are offered in case we encountered a situation like the one dealt with in this final dissertation.

## **Appendix 2. Title and Learning Aims of the Unit**

**Title** of the Unit: *Lights, Camera... Action!*

**Aims:** This unit aims for students to...

- Identify the main film genres and give their opinion on them.
- Understand different written and oral texts on the topic of film and demonstrate such understanding by answering questions and activities.
- Work in different groups for different activities and tasks having a clear goal.
- Revise and clarify previous grammar knowledge on the past simple.
- Write a film review.
- Write a dialogue based on a visual clip and perform it.

## **Appendix 3. Contents of the Unit**

(Own creation)

### **CONTENTS: ENGLISH AS A FOREIGN LANGUAGE. 1<sup>ST</sup> ESO**

#### Block 1: comprehension of oral texts

- Understanding general information from simple oral texts about daily topics of their interest -in this case, films.
- Activation of previous knowledge by asking questions on the topic and retrieving what they already knew about reviews.
- Expressing interest, approval, personal preferences, and likes and dislikes.
- Sequencing and additive connectors
- Past simple of regular and irregular verbs

- Adjective endings and word formation with the suffix -less
- Reception of basic oral lexicon from the film context.

#### Block 2: Production of oral texts: expression and interaction

- Participating in in-class conversations about personal interests and experiences.
- Taking advantage of expressions they already know -for instance, “it is my cup of tea” or “we are fond of...”
- Using extralinguistic sounds and prosodic qualities during the recording of the clip.

#### Block 3: Comprehension of written texts

- Understanding general and specific information from different types of texts: biographies, reviews, etc.
- Same structures as in Block 1.

#### Block 4: Production of written texts: expression and interaction

- Writing a short composition of a familiar or interesting genre, in this case a review.
- Planning the writing process: brainstorming, word clouds, mind maps.
- Backing up the writing process with ICT resources
- Using already learnt expressions to express likes or dislikes, a personal opinion or to describe a scene or a character.
- Self-assess and bearing in mind teacher’s feedback
- Same structures as in Block 1.

#### Appendix 4. Evaluation Criteria of the Unit

(own creation)

Evaluation tool	Specific evaluation criteria	Curriculum evaluation criteria	Key competences (as appear in the curriculum)	Weight for the final mark (3 <sup>rd</sup> term)
Rubric	<p>The student is able to organize its ideas in a mind map before writing the review.</p> <p>The student can write a review using some of the vocabulary from the collaborative list and avoiding spelling or notorious grammar mistakes.</p> <p>The student understands the writing process and the power it holds when presenting the posters and hanging them on the wall.</p>	<p>Crit.IN.4.1.</p> <p>Crit.IN.4.3.</p>	<p>CLC-L2L-CAE-SIE</p>	10%
Checklist	<p>The student is able to produce a short and simple dialogue that is</p>	<p>Crit.IN.2.1.</p> <p>Crit.IN.2.2.</p> <p>Crit.IN.2.3.</p>	<p>CLC-DC-L2L-SIE-CAE</p>	10%

	<p>based on the chosen clip.</p> <p>The student tries to pronounce clearly during the recording and shows an engaged attitude with the task.</p>			
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Points	Content	Organisation	Language	Attention to corrections/process
5	All content is relevant and the reader is informed of the writer's opinion of the film.	The text is coherent and divided in three paragraphs. Cohesive devices such as connectors are used. It contains an introductory sentence. The poster is well organised.	7 or more words from the vocabulary list have been used to review the film. Minor grammatical mistakes have been made, but meaning is clear.	The corrections that have been pointed out in the first draft have been contemplated. The student shows engagement and involvement in the process of learning.
4	Most of the content is relevant and the reader is informed of the general opinion of the film.	The text is coherent and divided in three paragraphs. Some cohesive devices are used. The poster looks good.	6 words from the vocabulary list are used in the review. Minor grammatical mistakes in the use of verbal tenses are made, but meaning is clear.	The student has been engaged in the process of writing, but some corrections have been forgotten or avoided when writing the final version.
3	There are some irrelevances, omissions or fillers that are not fully relevant in a review.	The text is coherent but not divided in three paragraphs. Some cohesive devices are used. The poster looks a little bit messy.	4 or 5 words from the vocabulary list have been used to review the film. There are some grammatical errors that could have been improved, but	The student has been partly involved in the writing process. Some corrections are considered, but others have been disregarded.

			meaning can be determined.	
2	There are several irrelevances and fillers that add no information to the review or the writer's opinion of the film.	The text is not well divided in paragraphs. Some ideas are coherent, but others are left unlinked. The poster looks messy and instructions have been partially followed.	3 words from the vocabulary list have been used. Grammatical mistakes have been made, which sometimes impeded a good understanding of the text.	The student has been hardly involved in the writing process. A few corrections and feedback have been considered, but most of them have been disregarded.
1	There are misinterpretations of the genre and the content that needed to be included.	The text is not divided in paragraphs. Ideas are not cohesively linked. The poster looks messy and instructions have not been followed.	Only 1 or 2 words from the vocabulary list have been used. Grammatical forms are way too simple and mistakes are made.	The student has not shown engagement in the writing process. Corrections and feedback have not been considered.
<b>Total</b>				

*4.1. Rubric for the assessment of the poster and the review*

1. We have created a dialogue for the clip we have been given	
2. The dialogue sticks to the talking time of the characters	
3. We have used short sentences (8 words max.)	
4. We have performed the dialogue, not only read it	
5. We have joined the recording and the video with clipchamp	
6. We have uploaded the clip into Classroom before the deadline	

*4.2. Checklist for the assessment of the final dubbed video*

## Appendix 5. Lesson Plans

(Own creation)

Session 1			
Activity	Teacher talk	Materials and resources	Timing
Chalk talk	<p>“Have you ever done a chalk talk before?”</p> <p>“Grab a pen or pencil of different colours for each of the members of the group”</p>	A3 printed chalk talk (see <i>Appendix 6.1</i> )	20 minutes
<p><b>Outcomes of the session:</b> At the end of this session, students will know what a chalk talk is and will be able to name some of the most important film genres, as well as vocabulary related to the topic.</p>			
<p><b>Scaffolding:</b> provide different modes in which the activity can be carried out (e.g., in paper with different colours, in a list on the computer) and cooperative work.</p>			

Session 2			
Activity	Teacher talk	Materials and resources	Timing
Pre-task: provoking statement discussion	<p>“If I say that film reviews are worthless, do you agree? Gonzalo, what do you think? Why?”</p>	Google Slides presentation (see <i>Appendix 6.3</i> )	10 minutes

	“Do you know what worthless means?”		
Pre-task: matching vocabulary	“Here we have some important vocabulary about films. Who can find the definition of an award?”	Google Slides presentation. Activity extracted from <a href="#">British Council for Teens</a> and adapted.	8 minutes
Pre-task: reading + comprehension questions + correction	“Now it’s time for the reading activity. Once you finish reading, you can start doing the exercises at the back of the page.” “Raise your hands if you have any questions.”	Reading and comprehension questions printed and adapted to computer processing (see <i>Appendix 6.2</i> ). Extracted from <a href="#">British Council for Teens</a>	20 minutes
Post-task: highlight past simple tenses	“Do you remember the past simple? Who can tell me how we make the past simple of a regular verb?”	Same text from the previous activity & pens or highlighters of 2 different colours.	12 minutes
<b>Outcomes of the session:</b> After this session, students will be acquainted with specific words from the topic such as “award” or “to star”, they will understand a short biography of an actress, and will confirm their understanding of the past simple tenses, both regular and irregulars.			

**Scaffolding:** The activities were shared in a Google Document with the students so that the blind girl could follow them better. Students were provided wait time and vocabulary was pre-taught. During the pre-task discussion, there were also support questions in the presentation for them to keep talking and guide them through it.

Session 3			
Activity	Teacher talk	Materials and resources	Timing
Pre-task: word cloud	<p>“I want you to think about your favourite film. You got it?”</p> <p>“Okey, now, go to Classroom and open the document number 3. You have to click on the link you see there”</p>	<p>Google Slides presentation (see <i>Appendix 6.4</i>). To make the word cloud I used the webpage <a href="http://www.AnswerGarden.com">www.AnswerGarden.com</a></p>	12 minutes
Pre-task: listening + comprehension questions	<p>“In the same document you can find some questions to answer while you listen to this audio track. I will play it twice and, if you need it, maybe a third time.</p> <p>Ready?”</p>	<p>The listening track was played from the webpage <a href="http://www.britishcouncil.org/teens/listening">British Council for Teens: listening</a> and the listening comprehension exercises were adapted from the ones in the webpage (see <i>Appendix 6.5</i>)</p>	30 minutes

Post-task: underlining adjectives	<p>“Here you have the transcript of the audio you just heard. I want you to underline or highlight at least 10 words that are new for you or that you find important”</p>	<p>Transcript from the audio track extracted from <a href="#">British Council for Teens: listening</a></p>	8 minutes
<p><b>Outcomes of the session:</b> After this session, students will be able to understand different people with different accents talking about their favourite films; they will know new adjectives to describe films and they will refresh their prior knowledge on reviews.</p>			
<p><b>Scaffolding:</b> All the materials were given and adapted to different modes to make them accessible for all the students. The audio was played a third time for those students who still needed it, while pausing it after each speaker to correct the activities and avoid bored students too.</p>			

Session 4			
Activity	Teacher talk	Materials and resources	Timing
Pre-task: mind map	<p>“What do you remember about reviews? For instance, what is its function? Do you have to write your personal opinion?”</p>	<p>Google Slides presentation with a scheme of a mind map (<i>Appendix 6.7</i>) and the blackboard.</p>	10 minutes

Pre-task: first draft	<p>“You will have to write a review in pairs of groups of threes. Can you group yourselves?”</p> <p>“Now, taking into account the map we just made, you have to start writing a draft. This is not the final version, so don’t worry much yet.”</p>	<p>Pieces of paper or their Chromebooks.</p> <p>WAGOLL in the presentation.</p>	40 minutes
<p><b>Outcomes of the session:</b> After this session, student should be able to create a mind map to organize their ideas in paragraphs and to write a draft following such organization.</p>			
<p><b>Scaffolding:</b> Students were allowed to make the map and the draft either in paper or on their Chromebooks to later on hand it to the teacher to be corrected. They were grouped to boost collaboration and were provided with a WAGOLL of a poster and a review to guide them. They were also shown the rubric for evaluation.</p>			

Session 5			
Activity	Teacher talk	Materials and resources	Timing
Pre-task: Revising and feedback	<p>“I saw that some of you forgot to write the name of the director of the film or your personal opinion. Remember to add it in the final version!”</p>	-	10 minutes

Task: write the final review and create the poster	“Now it is time to write the final version of your reviews and start doing the poster. Have you got all the material you need?”	A3 pieces of paper and the decorative materials that students brought (stickers, markers, pictures, etc.)	40 minutes
<p><b>Outcomes of the session:</b> After this session, students should have finished their final version of the review and corrected the mistakes that were pointed out in the drafts. The posters should be finished or at least partly done.</p>			
<p><b>Scaffolding:</b> The teacher monitors the classroom and stops on each group asking ongoing questions and reviewing. The WAGOLL is also screened as a reference.</p>			

Session 6			
Activity	Teacher talk	Materials and resources	Timing
Task: finish the posters and hung them on the wall	“As I have seen that some of you need a little bit more time, I will give you 20 more minutes to finish your posters”	Same as the day before. To control the time, <a href="http://www.stopwatch.com">www.stopwatch.com</a>	20 minutes
Award voting	“Now you have 10 minutes to take a look at other posters and vote for the awards!”	Google Forms (see Appendix 6.8)	20 minutes

	“You have the link in Classroom, do you have access?”		
Guess the film game	“Let’s play a game. I am going to say a quote and you have to guess to which film does it belong”	Google Slides presentation (See <i>Appendix 6.10</i> )	10 minutes
<b>Outcomes of the session:</b> After this session, students will be able to share their works with their classmates and know the most important vocabulary about films.			
<b>Scaffolding:</b> Students will be provided with enough time to finish their posters and time will be shown so they have it in consideration. However, more scaffolding could have been used to include the blind student, such as a presentation of the posters. Nonetheless, such posters were described to this student and she got to touch them.			

Session 7			
Activity	Teacher talk	Materials and resources	Timing
Pre-task: introducing the activity	“First we are going to watch all of the clips on their original version. Have you got access to the Google Drive folder?”	Google Drive folder attached to Classroom & selected clips (see <i>Appendix 6.11</i> )	10 minutes
Task/planning: write a dialogue	“Now it’s your time to become scriptwriters and create a new dialogue that matches your clip”	Chromebooks and a Google Document to write the dialogue	40 minutes

**Outcomes of the session:** At the end of this session, students should have been able to write a dialogue that is based on a clip and to know how to work collaboratively in such process.

**Scaffolding:** students are provided with almost all of the class time to write the dialogue and they are given both videos the one with the original sound and the one muted, so that they can watch it again and get inspired. Moreover, the teacher monitors the class while making ongoing questions and giving instant feedback to help them improve or guide them if they feel stuck.

Session 8			
Activity	Teacher talk	Materials and resources	Timing
Task: record the dialogue	<p>“Has any group finished?”</p> <p>“You three come with me first, and you will go after them, okey?”</p>	Chromebooks to read and perform their dialogues + recording app either on their Chromebooks or on their phones	40 minutes
Report: edit the clip and the audio to show it to the classmates	<p>“Once you have the recording, you know what you have to do, right? Jorge, what do you have to do and how?”</p>	<a href="http://www.clipchamp.com">www.clipchamp.com</a> + the soundless clip and their voice recording	10 minutes
<p><b>Outcomes of the session:</b> At the end of this sessions, students should have been able to edit a video and an audio track using an intuitive webpage and to have performed their dialogues following the indications in the checklist.</p>			

**Scaffolding:** wait time is provided, as well as guided speaking practice. For the group with the blind student, one of her classmates touched her shoulder whenever she had to speak so she could follow.

Session 9 (celebration of learning)			
Activity	Teacher talk	Materials and resources	Timing
Film awards + screening of the dubbed clips	<p>“Do you want to know who won each film award?”</p> <p>“The award for the best written review goes to...”</p>	Google Slides presentation with the winners of each category + dubbed clips	30 minutes
Marks from the two tasks	“You will come one by one when I call your names and I will show you your grades, okey?”	Excel sheet shared with my teacher supervisor. Grades followed the criteria from the rubric and the checklist designed.	10 minutes
Revision activity + final questionnaire	<p>“Do you remember what is a script?”</p> <p>“Let’s fill the gaps all together”</p>	<p>An online exercise shared through Classroom and projected on the screen.</p> <p>Questionnaire in Google Forms (see Appendix 6.12)</p>	10 minutes

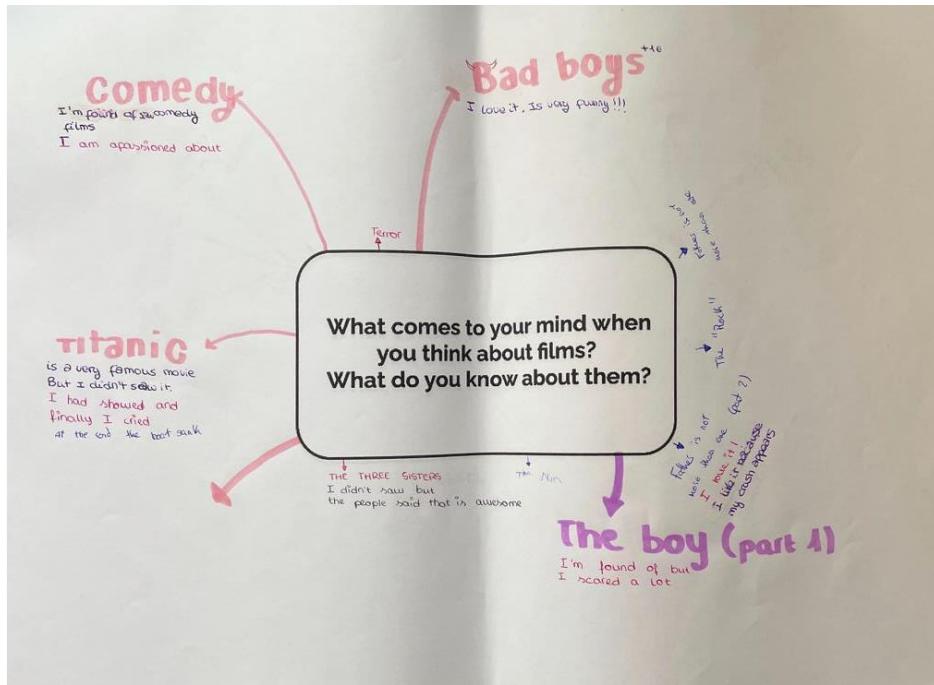
**Outcomes of the session:** At the end of this session, students should know their grades and the criteria that were followed, and they should have reinforced the target vocabulary that was taught during the previous sessions.

**Scaffolding:** Ongoing questioning and reviewing is considered during the last activity, but, as this day was supposed to be the celebration of learning and the showing of their work, not much scaffolding is provided.

## Appendix 6. Materials

(own creation)

What comes to your mind when  
you think about films?  
What do you know about them?



### 6.1. Chalk talk

**BRITISH COUNCIL**

**LearnEnglish Teens**

Reading skills practice: Films and entertainment – article

**CELEBRITY PROFILE**

We all know Katniss Everdeen in *The Hunger Games*, but who is the actress who plays her, Jennifer Lawrence?

**Fast Facts**

Name: Jennifer Shrader Lawrence  
Place of birth: Kentucky, USA  
Date of birth: August 15, 1990  
Profession: TV and film actress  
Jen's family  
Mother: Karen Lawrence  
Father: Gary Lawrence  
Brothers: Ben and Blaine Lawrence

**Did you know?**  
Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she moved to Los Angeles with her family to live with her mother in the City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.

**BRITISH COUNCIL**

**LearnEnglish Teens**

1. Check your understanding: ordering  
Write a number (1–7) to put these sentences about Jennifer Lawrence's life in the correct order.

.....	She moved to Los Angeles.
.....	She moved to New York.
.....	She appeared on TV for the first time.
.....	At school she played basketball for a boys' team.
.....	She was nominated for an Oscar.
.....	Jennifer was born in Kentucky.
.....	She played Katniss Everdeen in <i>The Hunger Games</i> .

2. Check your understanding: true or false  
Circle True or False for these sentences.

1.	Jennifer is American.	True	False
2.	Jennifer was born in July.	True	False
3.	She has two brothers.	True	False
4.	Jennifer took acting classes at school.	True	False
5.	Jennifer has done some modelling.	True	False
6.	Jennifer was nominated for an Oscar in 2010.	True	False
7.	She likes playing the piano.	True	False
8.	Jennifer's family supported her dreams to be an actress.	True	False

3. Check your understanding: multiple choice  
Circle all the answers to these questions.

1.	What sports did Jennifer play at school?	basketball / surfing / hockey / tennis
2.	What films has Jennifer Lawrence starred in?	Titanic / Transformers / Winter's Bone / The Hunger Games

[www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)  
© The British Council, 2012 The United Kingdom's international organisation for educational opportunities and cultural relations. We are registered in England as a charity.

We all know Katniss Everdeen in *The Hunger Games*, but who is the actress who plays her, Jennifer Lawrence?

#### Fast Facts

Name: Jennifer Shrader Lawrence

Place of birth: Kentucky, USA

Date of birth: August 15, 1990

Profession: TV and film actress

Jen's family

Mother: Karen Lawrence

Father: Gary Lawrence

Brothers: Ben and Blaine Lawrence

**Did you know?** Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and films. In 2011 she acted in the film *Winter's Bone* and she was nominated for many awards, including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.

#### 1. Match the following descriptions with the corresponding word.

- a. a famous person
- b. a woman who plays the part of a character in a film or play
- c. to suggest someone for an award
- d. a prize given to someone for something they have done
- e. to be the most important actor in a film, play, etc.

1. an actress

2. a celebrity

3. an award

4. to star

5. to nominate

#### 2. Put the sentences in order from 1-7

- a. She moved to Los Angeles
- b. She moved to New York
- c. She appeared on TV for the first time
- d. At school she played basketball for a boy's team
- e. She was nominated for an Oscar
- f. Jennifer was born in Kentucky
- g. She played Katniss Everdeen in *The Hunger Games*

#### 3. Tell me if these sentences are true (T) or false (F)

- 1. Jennifer is American
- 2. Jennifer was born in July
- 3. She has two brothers
- 4. She took acting classes at school
- 5. She was nominated for an Oscar in 2010
- 6. She likes playing the piano

## 6.2. Reading comprehension exercises and its adaptations to facilitate the reading and computer processing

### READING: FILM AND ENTERTAINMENT

#### Session 2

- 1. An actress \_\_\_\_\_
- 2. A celebrity \_\_\_\_\_
- 3. An award \_\_\_\_\_
- 4. An advertisement \_\_\_\_\_
- 5. to star \_\_\_\_\_
- 6. to nominate \_\_\_\_\_
- 7. An Oscar \_\_\_\_\_

- a. a famous person
- b. a woman who plays the part of a character in a film or play
- c. a poster, picture, short film or song, etc. that helps to sell a product
- d. to suggest someone for an award
- e. a prize given to someone for something they have done
- f. one of the awards given every year for the best film, best actor, best actress, best soundtrack, etc.
- g. to be the most important actor in a film, play, etc.

### “Film reviews are worthless”

Do you agree or not? Why?

What are reviews used for?

Do you normally read reviews?

TIME TO READ!

## Comprehension questions

---

1. What sports did Jennifer play at school?
2. What films has Jennifer Lawrence starred in?
3. What cities has she lived in?
4. What jobs has she done?
5. What does she do in her free time?

### 6.3. Google Slides presentation for the reading session

**LISTENING: MY FAVOURITE FILM**

Session 3

**NOW LET'S LISTEN AND ANSWER THE QUESTIONS!**

<https://answergarden.ch/2393786>

<https://answergarden.ch/2427310>

How would you describe your favourite film?

Write 3 words (adjectives) here:

1. <https://answergarden.ch/2393786>
2. <https://answergarden.ch/2427310>

Go to the transcript. Highlight 10-15 words that can help you to describe your favourite film. Then, add them to the collaborative vocabulary list.

### 6.4. Google Slides presentation for the listening session



### 6.5. Word clouds from the listening pre-task

### LISTENING: MY FAVOURITE FILM

How would you describe your favourite film?

Group 1. <https://answergarden.ch/2393786>

Group 2. <https://answergarden.ch/2427310>

1. Match the speaker to the genre of film.

Speaker 1	d
Speaker 2	c
Speaker 3	e
Speaker 4	a
Speaker 5	

- a. Science fiction (sci-fi)
- b. Modern vampire film
- c. Action
- d. Romance
- e. Romance based on a book (book adaptation)

2. Fill the gaps with the corresponding speaker.

A	A	B	C	D	D	E	E	E
---	---	---	---	---	---	---	---	---

1. Speaker \_\_\_\_\_ C \_\_\_\_\_ thinks the film shows you not to judge people too quickly.
2. Speaker \_\_\_\_\_ A \_\_\_\_\_ says the film is not too sentimental, thanks to the actor.
3. Speaker \_\_\_\_\_ D \_\_\_\_\_ likes a film in which everything we think is real is fiction.
4. Speaker \_\_\_\_\_ D \_\_\_\_\_ has seen their favourite film more than once.
5. Speaker \_\_\_\_\_ prefers the first version of the film.
6. Speaker \_\_\_\_\_ likes a film with murder, violence and blood-drinking.
7. Speaker \_\_\_\_\_ A \_\_\_\_\_ likes a film which tells a love story over several years.
8. Speaker \_\_\_\_\_ likes a film which shows bullying at school.
9. Speaker \_\_\_\_\_ B \_\_\_\_\_ likes the scenes filmed in different countries.

#### **A (girl)**

I really like *The Notebook*. It's a romantic classic. The story is about a poor boy, called Noah, who meets a rich girl, called Allie, and they fall in love over one summer. But of course there are problems. Allie's parents don't approve of Noah because he's poor and they get separated, then a lot of time passes before they can get together again. She goes away to college and he writes to her every day, but she doesn't get the letters. Then after quite a long time, Noah buys an old house which he promised to restore for Allie. He does it up and she sees a newspaper article about it and goes to find him again. You can probably guess the rest, but it's a bit complicated because she is engaged to another man. Noah is played by Ryan Gosling, who's my favourite actor, and he stops the film being too soppy – but you still cry a lot at the end. Rachel McAdams is really good too, as Allie.

#### **B (boy)**

I think my favourite film is *Skyfall*, the last James Bond movie. It stars Daniel Craig again and Javier Bardem is this really evil baddie. They're both great, and so is Judi Dench as M, Bond's boss. It's a bit different to other Bond films. The story is more important, although there is still a lot of action. It's really well filmed, especially in the scenes which are shot in Shanghai and Scotland, and it's really exciting, of course. Bond is also a bit different – although he does amazing things, he seems older and that makes him more human and the story more realistic. Oh, the song by Adele is great, too. You know it won an Oscar?

1. Match the speaker with the genre of film

Speaker 1:  
Speaker 2:  
Speaker 3:  
Speaker 4:  
Speaker 5:

- a. Science-fiction
- b. modern vampire
- c. action
- d. romance
- e. romance based on a book

2. Fill in the gaps with the correct speaker

A, C, D, D, E, E

1. Speaker ... thinks the film shows you not to judge people too quickly
2. Speaker ... says the film is not too sentimental, thanks to the actor
3. Speaker ... likes a film in which everything we think is fiction
4. Speaker ... has seen their favourite film more than once
5. Speaker ... prefers the first version of the film
6. Speaker ... likes a film with murder, violence and blood-drinking

#### **C (girl)**

It's not a very recent film, but I love *Pride and Prejudice* – the version with Keira Knightley as Elizabeth Bennet and Matthew Macfadyen as Mr Darcy. The story is really clever and interesting, besides being romantic. It's all about how we tend to jump to conclusions about people and we're often completely wrong. Elizabeth thinks Mr Darcy is stuck up and snobbish at the beginning of the film, but at the end she realises she has been completely wrong and he isn't like that at all. She also realises he has an enormous house and that maybe helps her fall in love with him too! After I saw the film I read the book by Jane Austen and I really recommend that too. Although it was published 200 years ago, it's still a great read and really funny in parts.

#### **D (boy)**

My favourite film has to be *The Matrix*. Even though it was made back in 1999, it still feels really modern. It's about this ordinary man, Neo, played by Keanu Reeves, who works with computers during the day and is a hacker at night. One day he is contacted by a woman who introduces him to a very strange man, Morpheus. Morpheus explains to Neo that what he thinks of as real is actually fiction and the world is run by evil machines who have imprisoned and tortured the human race. Laurence Fishburne is terrific as Morpheus, and Keanu Reeves is excellent, but the best thing about the film is the special effects. I can watch it again and again.

#### **E (girl)**

*Let the Right One In* is my favourite film. There are two versions, the first is Swedish and the second American – I prefer the original, Swedish version. It's a modern vampire film and also a kind of love story, but it's really unsentimental and a bit scary in places. Oskar is a young boy with a lot of problems. He is being bullied at school and wants revenge on the bullies. Then some new neighbours move in next door and he becomes friends with Eli, a beautiful but strange girl. I won't tell you any more, because it will spoil the story, but expect a serial killer, a lot of violence and blood-drinking. If you like that kind of thing, you'll love this.

### 6.6. Listening comprehension exercises and adaptations for a digital word processor

# Writing: Let's create a poster!

## Sessions 4&5

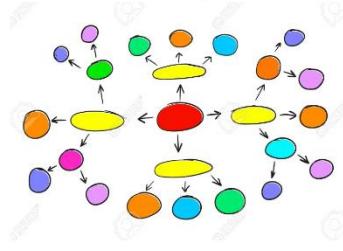
### The poster



### Assessment: rubric

Point	Content	Organisation	Language	Attention to corrections/process
5	All content is relevant to the text and the reader is fully informed.	The text is coherent and consistent. Sentences are used. It has got an introductory sentence and a closing sentence.	10 or more words from the vocabulary list are used. Vocabulary is appropriate and the sentences are used correctly. Meaning can be determined.	The corrections that have been pointed out have been taken into account. The student has been involved in the process.
4			Performance shares features from 5 and 3	
3	Minor imperfections, omissions or filler words are present. Nonetheless, the text can be understood.	The text is coherent through basic linking words, but the structure can be seen.	5-7 words from the vocabulary list are used. There are some sentences written in the past simple. Expressions may make understanding a bit difficult sometimes.	The student has been partially involved in the writing process. Some of the corrections are considered, but others have been disregarded.
2			Performance shares features from 3 and 1	
1	Content is not relevant. There are some misinterpretations. Reader is not informed.	The text is not coherent. Ideas are not correctly linked. Bad use of punctuation and simple grammatical forms are used. Past simple is not contemplated.	Isolated words and phrases are used. Simple connectors are occasionally used.	The student has not participated in the writing process. Corrections and feedback has not been considered.

### Writing as a process. 1: Organise ideas through a mind map



### 3. Revising and editing

Let's improve what you have done so far:

### 2. Write a draft.

Now, it is time to create the final version. Take into account the corrections and make your drafts better!

### AWARDS 1ºA

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Most original review: Cars 3

Most original poster: Big

Best written review: The Beauty and the Beast & The Hobbit

Best decorated poster: Uncharted

The review with most vocabulary: Central Intelligence

The most beautiful composition (drawings, handwriting, etc.): The Hunger Games

### 6.7. Google Slides presentation for the writing task



## 1ºA Film Reviews Awards

760063@unizar.es (no compartidos) [Cambiar de cuenta](#)

**\*Obligatorio**

What is the review with most vocabulary? \*

The Beauty and the Beast  
 The Hobbit  
 The Hunger Games  
 Uncharted  
 Big  
 Cars 3  
 Central Intelligence

What is the most original review? \*

The Beauty and the Beast  
 The Hobbit  
 The Hunger Games  
 Uncharted  
 Big  
 Cars 3  
 Central Intelligence

What is the best decorated poster? \*

The Beauty and the Beast  
 The Hobbit  
 The Hunger Games  
 Uncharted  
 Big  
 Cars 3  
 Central Intelligence

What is the most original poster? \*

The Beauty and the Beast  
 The Hobbit  
 The Hunger Games  
 Uncharted  
 Big  
 Cars 3  
 Central Intelligence

What is the best written review? (style, words, etc.) \*

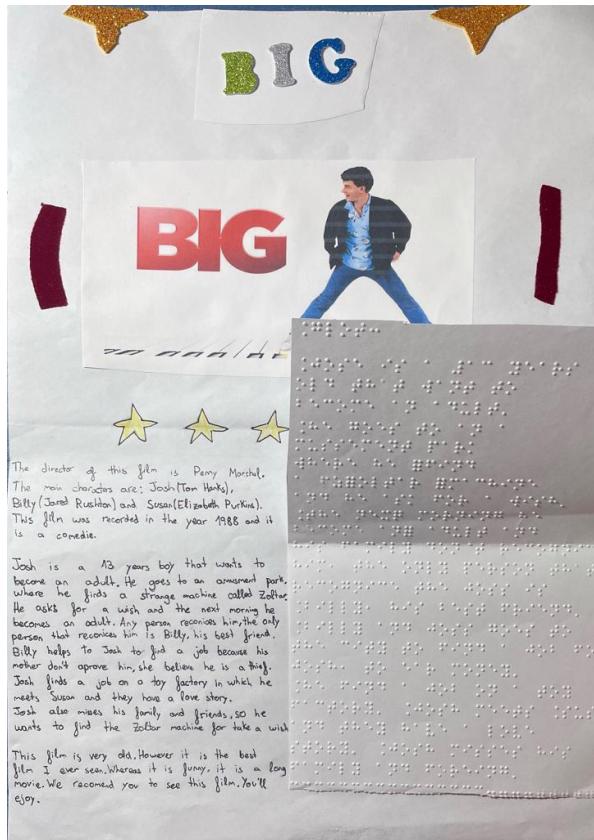
The Beauty and the Beast  
 The Hobbit  
 The Hunger Games  
 Uncharted  
 Big  
 Cars 3  
 Central Intelligence

What is the most beautiful composition? (drawings, layout, lettering, etc.) \*

The Beauty and the Beast  
 The Hobbit  
 The Hunger Games  
 Uncharted  
 Big  
 Cars 3  
 Central Intelligence

**Enviar** **Borrar formulario**

### 6.8. Google Forms for the Film Awards



6.9. Example of the poster of the blind student's group

Match the following quotes with their corresponding film

"We're all in this together"				
Star Wars	High School Musical	Titanic	Encanto	Finding Nemo
The Godfather	Forrest Gump	The Help	The Incredibles	Toy Story
The Hunger Games	Harry Potter	The Adventures of Sherlock Holmes	Apollo 13	The Dark Knight
Shrek	Love Actually	Spiderman		

Match the following quotes with their corresponding film

"We're all in this together"				
Star Wars	High School Musical	Titanic	Encanto	Finding Nemo
The Godfather	Forrest Gump	The Help	The Incredibles	Toy Story
The Hunger Games	Harry Potter	The Adventures of Sherlock Holmes	Apollo 13	The Dark Knight
Shrek	Love Actually	Spiderman		

6.10. Example of the film quotes game

[https://drive.google.com/drive/folders/1PvP1L\\_NAB5uVR2U6\\_aj6yDFcr6gQdI6t?usp=sharing](https://drive.google.com/drive/folders/1PvP1L_NAB5uVR2U6_aj6yDFcr6gQdI6t?usp=sharing)

6.11. Google Drive folder with the clips for task 2

## Prácticum Marta :)

Hola! Ahora que he terminado mis prácticas, me gustaría que contestaseis este pequeño formulario de manera sincera dándome vuestra opinión sobre lo que habéis trabajado conmigo. ¡Gracias!

✉ 760063@unizar.es (no compartidos) [Cambiar de cuenta](#) Ⓛ

\*Obligatorio

Marca las afirmaciones con las que estés de acuerdo: \*

Me ha gustado mezclar contenido digital (e.g. PowerPoints) con photocopies

Mezclar contenido digital (e.g. PowerPoints) con photocopies me ha ayudado a entender mejor la materia

Me ha gustado trabajar con mis compañeros/as durante los proyectos

No me ha gustado trabajar con mis compañeros/as porque prefiero trabajar a solas

Las instrucciones de las tareas que he tenido que hacer eran claras

Siento que he aprendido inglés con Marta

La evaluación ha sido justa

Me he sentido a gusto en las clases de Marta

Los ejercicios que hemos hecho eran difíciles

Nombra al menos una cosa que te haya gustado de las clases con Marta: \*

Tu respuesta

Nombra al menos una cosa que crees que se podría mejorar: \*

Tu respuesta

Algo con lo que te quedes del proyecto del cine: \*

Tu respuesta

Cualquier cosa que le quieras decir a Marta:

Tu respuesta

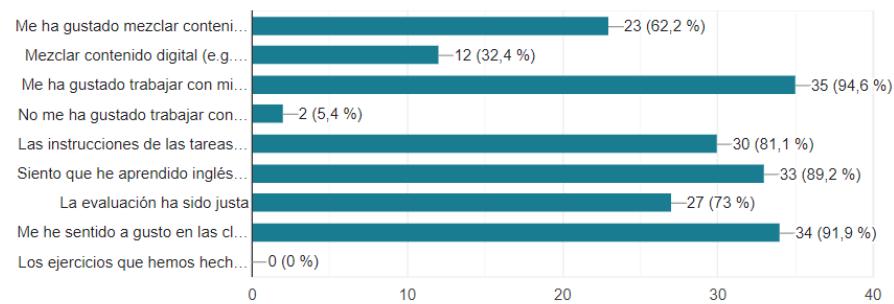
[Enviar](#)

[Borrar formulario](#)

Marca las afirmaciones con las que estés de acuerdo:

[Copiar](#)

37 respuestas



### 6.12. Final questionnaire on teaching practice and students' process of learning & quantitative results for the first question

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<sup>1</sup> “The Perks of Inclusion” is an allusion to the film *The Perks of Being a Wallflower* (2012), directed by Stephen Chbosky. This film is about a boy with little social skills that has a learning disorder. It deals with the importance of social and human support when going through hard times or having different handicaps while being at school. I thought this resemblance was relevant both for the topic of the unit and for the social aspect of attending diversity. As Rodriguez Fuentes (2003) pointed out, blind students might struggle with integrating socially in the classroom, and my didactic proposal tries to help with that matter.