

Trabajo Fin de Máster

Enhancing the Students' Motivation in the EFL
Classroom: Promoting Interaction and
Collaborative Work through TBLT and CLT

Mejorar la Motivación de los Estudiantes en la
Asignatura de ILE: Promover la Interacción y el
Trabajo Colaborativo a través del ABT y el EC

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Abstract (English)

Nowadays, language teaching approaches are diverse, and some of the most recent ones emphasise the use of communication within the classroom and position the student as a social and active participant in the learning process. Nevertheless, the traditional approaches where grammar acquisition takes precedence, and the oral expression is limited to repetition remain frequent within Secondary Education. Moreover, the English language subject still exhibits instances of teacher-centred instruction and individual work. During the two placement periods at CPRI-INPRISE Escuelas Pías, a necessity of improvement related to the traditional approach was identified: the lack of pair or group work interaction among students in the English language subject. To address this necessity, the lesson plan suggests integrating the Communicative Language Teaching and the Task-Based Language Teaching. Therefore, the combination of both approaches, which implies the development of the communicative competence through tasks, as well as utilising digital resources, can incentivise motivation. The learning unit called *Breaking News!* is characterised by the employment of the aforementioned elements in addition to collaborative work. With the aim of enhancing students' motivation, the activities and tasks in this learning unit promote interaction through the use of pair and group work. The objective is to develop the communicative competence and oral skills by requiring learners to collaborate on creating a newscast programme. It will also help to boost their confidence regarding the language learning.

Key words: EFL (English as a Foreign Language), motivation, collaborative work, interaction, CLT (Communicative Language Teaching), TBLT (Task-Based Language Teaching).

Resumen (Español)

En la actualidad, los enfoques de la enseñanza de idioma son diversos, y algunos de los más recientes enfatizan el uso de la comunicación dentro del aula, situando al alumnado como participante social y activo en el proceso de aprendizaje. Sin embargo, los enfoques tradicionales en los que prima la adquisición de la gramática y la expresión oral se limita a la repetición, siguen prevaleciendo en Educación Secundaria. Además, la asignatura de lengua inglesa sigue presentando casos de enseñanza centrada en el profesorado y en el trabajo individual. Durante los períodos de prácticas en CPRI-INPRISE Escuelas Pías, se

identificó una necesidad de mejora relacionada con este enfoque tradicional: la falta de interacción por parejas o en grupo en la asignatura de Lengua Extranjera Inglés. Para hacer frente a esta necesidad, el plan de aprendizaje sugiere integrar el Enfoque Comunicativo y el Aprendizaje Basado en Tareas. Por lo tanto, la combinación de ambos enfoques, que implica el desarrollo de la competencia comunicativa a través de tareas, así como la utilización de recursos digitales, puede incentivar la motivación del alumnado. La unidad didáctica titulada “*Breaking News!*” (¡Noticias de última hora!), se caracteriza por el empleo de los elementos anteriormente mencionados, además del trabajo colaborativo. Con el fin de aumentar la motivación del estudiantado, las actividades y tareas de esta unidad de aprendizaje promueven la interacción mediante el trabajo en parejas y en grupo. El objetivo es desarrollar la competencia comunicativa y las destrezas orales a través de la colaboración de los alumnos para crear un informativo. Esto también contribuirá a aumentar su confianza en relación con el aprendizaje del idioma.

Palabras clave: ILE (Inglés como Lengua Extranjera), motivación, trabajo colaborativo, interacción, EC (Enfoque Comunicativo), ABT (Aprendizaje Basado en Tareas).

1. Introduction

The Dissertation originates as a response to a necessity of improvement identified in the placement periods, due to the students' limited interaction. In first period (observation), it was detected that a significant number of learners failed to pay attention to the teacher's instructions or to complete the activities from the Workbook on the computer. Instead, they spent more time playing games or doing homework rather than focusing on the tasks assigned by the teacher. Additionally, the prevailing teacher-centred instruction and the individual work did not stimulate their motivation either.

However, as it has been learned throughout the Master, interaction and collaborative tasks among students are essential and beneficial for developing their communication skills. This fact is also consistent with contemporary approaches such as CLT (Communicative Language Teaching) and TBLT (Task-based Language Teaching), which are also highlighted within the Aragonese curriculum. Hence, collaborative activities were included within the lesson plan during the implementation of the didactic unit. Consequently, students demonstrated higher engagement when working in pairs or small groups, as evidenced by their feedback in the exit ticket from the last session.

Collaborative work has become increasingly prevailing over recent years in Secondary Education. This trend is in growth since nowadays, one of its main aims is to develop the communicative competence, which has been regarded as an essential aspect of English language learning within the educational system. Moreover, CLT and TBLT also hold a key role in the EFL subject (English as a Foreign Language), as both approaches consider communication an integral factor within the language learning process. The former involves employing language to convey meanings as well as a goal-oriented activity where language is used in order to accomplish a real purpose (Willis, 1996). Therefore, with the objective of completing tasks, interaction among learners will arise, which is essential to achieve the learning outcomes. The latter is connected to communication, and arises when students process engaging, relevant, and interesting content (Richards, 2006). In other words, providing students with significant and meaningful contexts contributes to achieve effective communication.

One of the primary benefits of implementing collaborative work within the EFL classroom is the strengthening of motivation. For instance, this topic has been examined by Jung-In et al. (2012) who assert that while working in groups, students both engage in reaching goals independently and encouraging and interacting with the other members to

complete the tasks. Therefore, fostering learners' interest towards the subject can be accomplished through collaboration, which simultaneously relates to positive independence and reaching common goals. Dörnyei (1994) considers the use of cooperative work as one of the strategies that teachers could implement concerning the group motivational components.

The Aragonese curriculum (2022) also emphasises the use of collaborative work in conjunction with the CLT and TBLT approaches. Concretely through the essential knowledge content of communication, interaction among learners is aimed to be fostered through task completion, so that a more meaningful communication is achieved (CLT). The TBLT approach encourages the use of pre-tasks to introduce the topic and create interest, as well as post-tasks, to focus on specific language from the task. These stages belong to the task-cycle proposed by Willis (1996) and enable learners to acquire the content taught both collaboratively and individually. A further examination of the task-cycle will be provided in the theoretical and curricular framework section.

The curricular elements of this educational document have been established based on the Common European Framework of Reference for Languages (CEFR). This document also centres on communication, and divides language learning into four different skills: reception, production, interaction and mediation. These four skills deviate from the traditional ones (listening, reading, speaking and writing). Moreover, it emphasises the improvement of collaboration and the use of an action-oriented approach, which considers learners as social agents who exert agency in the learning process and have an impact on the social world (CEFR, 2020).

Based on the information provided above, it can be concluded that interaction and communication are crucial elements in enhancing the learners' motivation in the EFL classroom. That is to say, incorporating small groups and/or pair activities is a necessary component to be considered while designing the lesson plans. Therefore, the didactic proposal from this Dissertation will provide plenty of opportunities for students to interact and complete tasks in groups related to a current topic of interest, namely TV news. Learners will follow the task-cycle and acquire the necessary knowledge and information to complete a series of tasks that culminate in the creation of a final task, a newscast.

Besides, students will have the opportunity to develop their digital skills every time they use the Chromebooks to create the news programme, as well as learning about different editing tools. Other skills such as planning, interaction or production will also

be present throughout the lessons. The activities from the didactic plan involve the development of key competences such as the literacy, multilingual and digital ones. Furthermore, it also encompasses the Sustainable Development Goal nº 4: Quality Education.

The Dissertation will be divided into different sections. First, the didactic proposal will be justified in order to support the need for improvement detected during the placement period. This summary will be supported by the data collected and the corresponding intervention. The following section contains a glance into the theoretical and curricular framework that will be necessary to contextualise the didactic proposal. Hence, the CLT and TBLT approaches along with the CEFR and the Aragonese curriculum will be analysed. The subsequent section will include a brief description of the didactic proposal by introducing the class-context and its main characteristics in terms of students. Moreover, it will also contain the corresponding critical comment in relation to the theoretical framework and its connections with the Aragonese curriculum. Finally, the conclusions summarising the critical comment and the didactic proposal will be made in the last section.

2. Purpose and aims of the Dissertation

The purpose of this Dissertation is to create an innovative project that encourages interaction between learners through collaboration. Therefore, the primary objective is to enhance the learners' motivation by creating a lesson plan related to the topic of news. The second objective is to promote the students' communicative competence through involvement in small groups, to strengthen their written and oral expression, and their confidence. The third objective is to cultivate collaboration skills by conducting pair and group work to improve the classroom environment, as well as to promote a sense of tolerance and respect towards the other peers.

3. Justification, theoretical and curricular framework, methodological design

3.1 Justification

The Dissertation aims to respond to a specific necessity of improvement: the lack of students' interaction in the EFL subject. This necessity was identified through the completion of two main assignments. The first one concerns the observations and data

collected during the first and second placement periods (see Appendix 1.1), which involved monitoring some groups from 2nd ESO. The interaction was mostly teacher-centred, so it was the mentor who initiated communication with the students primarily. That is to say, interaction mainly occurred when the mentor asked questions either to the whole group or to specific students.

In addition, the students always worked independently when completing the textbook exercises, which limited their chance to interact with their peers. Consequently, they also exhibited signs of distraction and demotivation. For instance, learners were constantly distracted navigating through different web pages from the Chromebooks, playing computer games or completing homework from other subjects, or engaging in conversation with each other. The emphasis on individual work and the prevailing teacher-centred interaction did not stimulate them enough, leading to a negative predisposition towards learning the contents of the subject.

This information was considered when the materials for the didactic unit were created. That is the reason why some activities were designed to be carried out in pairs or small groups of three. This hypothesis was verified when an improvement in their implication and motivation was noticed. Even some students who remained passive with the mentor participated in some of the activities. In addition, some of them mentioned this specific change regarding class dynamics as one of the positive aspects of the teaching sessions when they completed the exit ticket “What I liked, What I didn’t like”. Considering all these facts gathered, it was concluded that the absence of interest was caused due to the limited opportunities for communication and collaboration they had on the subject.

The second assignment used as evidence of the necessity of improvement is the poster project created in the Innovation and Classroom Research in EFL’s subject (see Appendix 1.2). In this project, it was decided that a study about the effects of collaborative work regarding motivation would be conducted through a questionnaire. Each member of the group (a total of 4) sent the questionnaire to some of the classes from the placement period. The students varied in gender, age, predominance of individual or group work and bilingual or non-bilingual education. The main aim of having such diversity was to establish whether any of these factors determined their motivation regarding group work or not.

The survey included queries concerning the students' learning ability, marks, relationship with other classmates, motivation, and feelings when undertaking individual or group tasks. After the data collection and examination, the study concluded that even though collaborative work exerts a positive effect on students, it does not hold a key role in terms of motivation in the EFL classroom. However, it was also determined that additional factors should be considered as well to obtain more accurate results. These included students' personal circumstances, the classroom context, the usual teacher's perceptions or their knowledge about the subject.

Overall, both assignments support the evidence that incorporating group dynamics into the classroom where students collaborate with each other can yield benefits in terms of motivation. Therefore, the main goal of the didactic proposal is to intervene and improve this aspect through the activities created. This objective will be attained by implementing collaborative work through designing a didactic proposal that improves the students' motivation in class.

3.2 Theoretical and curricular framework

Interaction is regarded as a fundamental aspect to be introduced in the classroom when it comes to teaching an L2, as it enables students to acquire fluency when they learn a language. Therefore, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) play an important role in this area. The Aragonese curriculum (2022) also considers promoting interaction, and that is the reason why it also gathers some characteristics from both of these approaches.

3.2.1 Communicative Language Teaching and Task-Based Language Teaching

Communicative Language Teaching (CLT) originated as a response to the traditional methodologies such as Situational Language Teaching or the Aural-Oral Method, which were popular in the 1960s. Prior to this new approach, the grammatical competence played an essential role, since it was considered to be the foundation of language proficiency in teaching methodologies (Richards, 2006). However, in the 1970s the attention was directed towards the necessary skills and knowledge for the use of different aspects of language in communication (Richards, 2006). In other words, apart from

learning about grammatical structures, this new approach also aimed to focus on diverse communicative scenarios.

CLT also enables learners to engage in significant L2 interaction (Dörnyei, 2009). According to Richards (2006), some of the aspects considered in this approach entailed having a more specific purpose and setting in which communication took place, as well as defining a role for the learner who will participate in communicative events. Therefore, it implied a restructuring of classroom instruction, and an adaptation in both the type of activities and the learner and teacher's role.

Moreover, Richards (2006) characterised CLT by a series of principles, such as the use of real communication as the central element of language learning or the tolerance of errors. This not only offers learners the capacity to concentrate on both accuracy and fluency, but also encourages learners to experiment with their proficiency while allowing them to discover different grammatical rules. Additionally, it also connects various skills simultaneously (speaking, reading, listening, writing), as it would occur in real-life situations (Richards, 2006).

All in all, CLT is a learner-centred approach that aims to develop the communicative competence by fostering interaction. As Savignon (2001) states, it characterises the capacity that students have to interact with others, which differs from their ability to complete grammatical tests, for example. In other words, its focus is on learners' capacity to negotiate meaning (focus on fluency) by using their own resources and not by memorising given dialogues or completing grammar tests (focus on accuracy). Ellis (2003) suggests that its objective is to develop the learner's capacity to use language in real contexts where communication naturally occurs. That is the reason why activities from CLT are designed to depict real-life contexts.

Richards and Rodgers (2014) also argue that the communicative competence involves the ability to use language for different purposes and functions. Besides, they also entail some dimensions of language such as varying language depending on the participants and setting, producing and understanding different texts and maintaining communication even if the language is limited. In other words, learners should exhibit the ability to tailor their communicative abilities to particular contexts and situations to effectively develop this competence.

Task-Based Language Teaching (TBLT) was developed in the 1980s due to the limitations of previous methodologies, which predominantly focused on form. As its name indicates, tasks play an important role within this approach. Ellis and Shintani (2014) suggest that tasks must focus on meaning, have a 'gap' (objective) and a determined outcome, and that learners must employ their own linguistic resources.

Besides, tasks intend to create communicative contexts in which language is used that attend to both the semantic and pragmatic aspects of language (Ellis and Shintani, 2014). That is to say, through the creation of communicative contexts, learners can focus on meaning, as they are able to use their own strategies to produce language. Ellis (2003) claims that TBLT is a strong version of CLT, since tasks enable learners to acquire the language through experience within communication. Hence, the acquisition of a language involves interaction, which is also imperative for task completion.

Concerning the classification of tasks, Estaire and Zanón (1994) identify two main types: the communication tasks and the enabling tasks. The former requires that students comprehend and produce the foreign language, as well as in oral interaction, and it resembles activities that could be carried out in real life. Thus, it intends to stimulate interaction by simulating possible real-life contexts. Furthermore, Estaire and Zanón (1994) assert that the structure of communication tasks should include a clear outcome, communicative purpose and a working procedure for carrying out the task.

These authors contend that the latter (enabling tasks), equip students with the essential linguistic tools to accomplish a communication task successfully (Estaire and Zanón, 1994). Therefore, within enabling tasks, language features such as vocabulary or grammar are provided to learners in order to enable them to complete the communication tasks and focus on meaning. Additionally, if communication tasks are carried out throughout a didactic unit along with enabling tasks, the final task would be a communication one denoting the maximum level of communication within the unit (Estaire and Zanón, 1994).

In relation to task-based lessons, a particular cycle is followed, consisting of three phases: the pre-task, the task and the post-task. In the pre-task students can activate their previous knowledge on a specific topic to be addressed in the task. The teacher can also familiarise the learners with the language used in the following phase, to facilitate their understanding and preparation for the task's theme or objectives (Willis, 1996). Moreover, during the task phase, Willis (1996) states that students can either complete

the tasks (in pairs or small groups), plan and report to the whole class what they did or their results and compare them. Finally, this author mentions that in the post-task students focus on language by analysing specific features or practising words or grammar patterns related to the task's topic. In other words, the post-task phase intends to consolidate the knowledge acquired in the previous stage with a focus on form. The task-cycle deviates from the PPP structure (Presentation, Practice, Production), which was dominant in previous teaching methodologies.

3.2.2 The Common European Framework of Reference and the Aragonese curriculum

The Common European Framework of Reference for Languages (CEFR) serves as the current reference framework for the educational curriculum of English as a Foreign Language (EFL) for both learning and teaching. The CEFR (2020) intends to ensure consistency among teaching, curriculum, and assessment within institutions, as well as enhancing transparency among countries, regions and educational sectors. It aims to provide a common descriptive metalinguistic framework for language proficiency (CEFR, 2020). That is to say, it provides detailed criteria about each language level and presents a new model of the learner acting as a social agent who is constantly active within the learning process and participates in society. Hence, learners are regarded as language users who use language as a means of communication (CEFR, 2020).

The notion of learners acting as social agents is associated with the action-oriented approach, which focuses on what learners can accomplish with the foreign language. In addition, it is directed towards empowering learners to act in real-life situations, expressing their thoughts and achieve tasks of diverse natures (CEFR, 2020). Hence, collaborative tasks are necessary for students to learn language use and promote interaction, so that they can simulate real-life situations. Furthermore, the action-oriented approach does not focus on form (language), but on a purposeful collaborative task which involves a product or specific outcome, as creating a video or a poster (CEFR, 2020). In other words, tasks do not focus on language, but on creating such a task or achieving a specific outcome. Additionally, when performing tasks, strategies and competences are employed during the performance, subsequently becoming improved through the acquired experience (CEFR, 2020). Collaborative tasks are key elements within action-

oriented approach, as they allow learners to develop competences and strategies by gaining practical experience.

The plurilingual competence is also presented in the CEFR (2020) and concerns the linguistic repertoire's development from an individual. For instance, changing from one dialect or language to another, expressing in a language and understanding an individual speaking another, or making use of paralinguistics are some of the elements. Mediation among users with no common language is also included in this repertoire, and it combines the reception of a message, the production of language and interaction (CEFR, 2020). Moreover, its descriptive scheme establishes that in any communicative situation, the general competences are integrated with the communicative language competences and strategies when completing a task (CEFR, 2020). Thus, this necessity of communication implies collaboration among learners. These tasks in the EFL classroom require similar communicative language techniques and activities to those used in real-life.

The CEFR serves as the model framework for the Aragonese curriculum in developing curricular elements (competences, essential knowledge contents, evaluation criteria), levelling, and approach. In the first place, the action-oriented approach is a predominant feature that is intended to be promoted in the classroom. It also entails creating relevant and interdisciplinary tasks for students, so their interests and motivations must be considered. Moreover, the approach develops collaborative learning situations wherein students are social agents accountable for their own learning process. As a result, learning situations do not focus on language, but on the task that needs to be accomplished.

Related to the essential knowledge content of communication, the action-oriented approach integrates two aspects: what learners can do during the process of communication, and the development of their communicative competence. In other words, they actively participate in learning while developing their communicative competence through tasks. Furthermore, the plurilingual and pluricultural essential knowledge contents also characterise the curriculum, as they enable learners to communicate. The former concerns learning and communicative language strategies, while the latter involves the foreign language as a means of communication, access to information, and personal development.

Some principles from CLT and TBLT are also fostered in the Aragonese curriculum. For instance, there is a focus on the meaning and form of language, as well

as the creation of communicative tasks with the aim of producing multimodal texts. Furthermore, the use of tasks and learning situations with a clear communicative outcome is suggested in order to encourage continuous interaction and production in a foreign language.

3.2.3 Collaborative work

Aforementioned, the Aragonese curriculum (2022) gathers some characteristics from CLT and TBLT, so that it actively encourages the implementation of collaborative work in Secondary Education. This type of work implies learners to interact with each other to reach a common goal, and that is the reason why it is usually effective even if the group members are heterogeneous. In relation to this, several researches support its application in the EFL classroom by highlighting the possible benefits for learners. For instance, Dörnyei (1994) considers the collaborative work in which the group's achievement is evaluated as one of the possible motivational strategies that can be employed in the language classroom. Hence, some of its favourable effects are that by collaborating, students depend on each other, so it fosters the group's cohesion, and a sense of ethical responsibility in learners regarding their other classmates is also present (Dörnyei, 2001). This means that not only does their individual performance impact their own work, but it also affects the group as a whole, increasing awareness when completing tasks.

Collaborative work can also improve learners' autonomy and satisfaction upon task completion as they share the moment with their peers (Dörnyei, 2001). In other words, autonomous work (mostly performed without assistance from the teacher) causes a higher sense of gratification when the task is fulfilled. All of these strategies have a beneficial effect on the learners' intrinsic motivation, which refers to the actions taken with the purpose of experiencing satisfaction and pleasure within themselves (Deci and Ryan, 1985, as cited in Dörnyei, 2001). In other words, it is the learner's internal motivation, which is not conditioned by external factors such as passing a subject.

Furthermore, Jacobs (1998, as cited in Ellis, 2003) lists some advantages of working collaboratively in the classroom based on task-based language lessons. For instance, some factors related to the learners' own attitudes can increase, such as motivation, social integration, and enjoyment of the subject. Therefore, working in groups, allows students to get to know each other better and interact, leading to increased enjoyment. These

elements increase their motivation and strengthen the group's cohesion, resulting in a significant decrease in competitiveness.

Ellis (2003) also suggests that collaborative work reduces anxiety since learners feel less nervous when interacting with their classmates instead of the whole group. Implementing collaboration in the classroom has the additional advantage of increased learning because students are more likely to take risks and support each other's work through collaboration (Ellis, 2003). Nevertheless, it is worth mentioning that even though promoting collaboration in the classroom offers numerous advantages, it also presents some disadvantages. For instance, not all learners may be willing to work in group, but they would rather do it individually. Moreover, Ellis (2003) suggests that elements such as the classroom's layout or the management of pair/group work can impede effective interaction and result in disruptive or noisy discussions.

The optimal classroom scenario would include a mixture of individual and collaborative work, ensuring that class-dynamics are varied and adapted to all the students' preferences. Besides, the teacher could implement some techniques to address any issues that may arise during collaborative tasks. For example, through individual accountability (each member has a specific role in the group) or organising the groups consciously depending on the type of students from the class (Ellis, 2003).

The implementation of technology-supported materials can also prove advantageous to collaborative work. Concerning CLT, Richards and Rodgers (2014) argue that this approach emphasises the significance of structuring education around meaningful and authentic language use which relates to the communicative needs of the learner. Moreover, these authors (2014) state that these uses of language require students to interact within the specific areas of reading or writing, and that digital resources enable them to find these types of materials. Therefore, students are likely to improve their communicative competence skills, due to the wider accessibility of authentic materials.

Through the use of various communication modes, collaborative tasks and authentic materials, the learning experience can be improved (Richards and Rodgers, 2014). This combination of technology-supported materials and collaboration has proven to be effective in enhancing both the students' motivation and the learning process. Furthermore, Erben et al. (2009) suggest that communication and collaboration among students are beneficial to language learning, while equity in education is essential for student-centred learning. As a result, computer technologies can increase student's

involvement and engagement during the language learning process (Erben et al., 2009). In other words, technologies provide equal opportunities for learners to contribute remotely and to the same extent during collaborative work, thus promoting motivation.

3.3 Methodological design

The suggested didactic unit is intended to enhance 3rd ESO learners' motivation by promoting interaction through collaborative work. Besides, the Dissertation's didactic unit could not be implemented during the second placement period as there were limited sessions available (only three sessions for each of the three groups). However, the grammar content remains the same, as it will focus on the reported speech.

In the first place, a necessity of improvement was detected during the placement's observation period: the insufficient student interaction. Thus, it was centred on communicating with the teacher and most of the time, when he initiated the conversation by asking questions to the whole group. Moreover, no group projects or collaborative work were carried out, as learners completed the exercises individually. It was also observed that several students were easily distracted during the sessions by not focusing on the contents of the subject, especially when they worked with the computers. After the data collection, it was concluded that a potential outcome of this lack of interaction could be a general loss of enthusiasm and interest noted in some students.

Secondly, the unit's methodological design considered CLT because it aims to develop the communicative competence. This can be achieved by engaging students in the L2 learning process through interaction. Additionally, TBLT was applied to encourage student collaboration towards reaching a common goal, so it can foster their motivation. By the employment of this approach, Willis' (1996) task-cycle will be followed (pre-task, task, post-task). Thus, some theoretical framework concerning TBLT and CLT provided by the Master's bibliography were read, as both deal with interaction so as to develop the communicative competence. These documents served as the basis for the learning unit, due to the fact that the distribution of the sessions followed the task-cycle and aimed to foster communication. In addition, specific literature on the implementation of collaborative work and its benefits in the EFL classroom was selected from the bibliography and researched on the Internet.

Furthermore, the Aragonese curriculum was revised to prioritise information on tasks and collaborative work, as well as on the content for 3 ESO, so that the learning unit is aligned with it. This document was also crucial in establishing the curricular aspects of the unit proposal, including the key and specific competences, the essential knowledge contents and the evaluation criteria. Additionally, the CEFR has also been considered due to its connection to the Aragonese curriculum. Therefore, some of its characteristics such as the learner's role as a social agent and the promotion of collaborative tasks will also be noticeable within the didactic proposal.

Concerning the design of the unit, the final task from the last session was designed and then, the structure of the remaining sessions (the first 5 sessions) was organised. These steps were followed because the tasks from the learning proposal concluded in the production of a newscast, so they should be useful for its creation. Finally, the specific elements of the unit were planned, such as the materials, the pre-tasks, tasks and post-tasks included in each lesson, and the objectives to be achieved.

Finally, some rubrics and checklists were created to evaluate students in a formative way. This method of assessment focuses not only on the final task (the newscast), but also on the tasks carried out throughout the entire learning unit. Thus, checklists established the expected goals that students were required to achieve prior to submitting a task. Moreover, the peer assessment and self-assessment rubrics contained the different levels of performance. The teacher's rubric centred on group work as well as on the newscast video and its production process. In addition, this rubric was available to students at the beginning of the unit, so that they had knowledge of the assessment criteria.

4. Critical analysis and discussion of the didactic proposal

4.1 Context and topic of the learning Unit

The learning unit (see Appendix 6) has been designed for a group of 25 students from 3rd year of Secondary Education in the CPRI-INPRISE Escuelas Pías. This private school is located in the Casco Histórico neighbourhood of Zaragoza, where students are aged between 3 and 18. Furthermore, this educational centre also offers a bilingual English programme for Preschool and Primary Education students (CILE1 and CILE2). The bilingual itinerary is also available for Secondary Education students in subjects such as Physical Education, or Biology and Geology. Therefore, the learners of the group in

which the didactic unit will be implemented are familiar with the use of English in the classroom and the majority of them have a good command and understanding of the language.

Moreover, 1st ESO students receive a Chromebook each year, which is often used in most of the subjects until the end of Secondary Education. Teachers upload digital materials to Google Classroom and some assignments must also be submitted through this platform. In Biology and Geology, they also have access to a platform called Science Bits. In addition, in the English Language subject, the Workbook is only available online and it is used at least once a week, and an oral presentation is given in pairs every day. As a result, students are used to work and to learn with ICT (Information and Communication Technology) in different online platforms and are familiar with tools such as PowerPoint or Canva.

In relation to the target group, it consists of a total of 25 students from 3rd ESO with an appropriate level of English (B1+ or B2). That is to say, they have an adequate written comprehension and production of the language, as they have been learning it since Preschool Education. In terms of their oral production, their comprehension is also generally in line with their English level, but their production (speaking skills) is lower because of the two previous academic years. In other words, they were not used to interact with the other classmates, as well as neither oral discussions nor spontaneous debates occurred during any of the sessions.

The group is also cohesive, but some learners struggle to participate voluntarily in the correction of exercises or to read the texts, for example. This fact could be due to their lack of oral practice in the previous years, which probably leads to language anxiety, as they are afraid of making mistakes. Moreover, it also has got a detrimental effect on their motivation and confidence to speak in front of the whole group. Apart from this, they also have had some difficulties starting another activity after the peer-work dynamic because they used to talk to each other, and it can be challenging to redirect them. For this reason, the teacher will create the groups for the learning unit. It does not necessarily mean that students with a good relationship will be separated from each other, but that the groups will be more heterogeneous.

In this class, there is a newcomer student from Ukraine who hardly interacts with the other members of the class due to his low Spanish level. Therefore, he might need some special attention during group work if the teacher notices that he is not being

properly integrated into the group. This student does not need any additional support in the English subject because he has a good command of the language. The other students do not require any specific curricular adaptations either, even though their learning pace is different.

In view of all these facts, one of the main characteristics of the group that needs to be fostered is the interaction among students. By focusing on collaborative work with small groups (5 students), they will communicate with more classmates but will not feel as pressured as when interacting with the whole group. This arrangement can reduce their anxiety levels and make the working atmosphere safer. Therefore, as they gain confidence through developing oral communication, their motivation within the classroom will also improve.

The didactic unit involves a total of six sessions of 50 minutes each from the second term. One of the main reasons for implementing it in this period of the academic year is that the students and the teacher already know each other. This is an advantage for the teacher, as it allows him or her to know the dynamics of each group. Moreover, this term has also been selected because the students usually pay more attention to the lessons than in the third term, when the academic year is coming to an end. The content of the unit intends to provide students with the necessary information and means to fulfil the final task: the production of a newscast. Thus, they will deepen their knowledge on the subject, such as the steps to produce the video or how to summarise a piece of news. Students will also learn about the different roles involved (anchor, reporter, meteorologist), and the model phrases that can be used in each of these roles.

In addition, the use of ICT is essential to achieve the final task and to develop their digital skills. Collaborative work will also be an essential element to be considered throughout the learning unit, since one of its main aims is to promote interaction. Hence, students will work together in small groups on different occasions, such as when editing the videos or in the “All Write Round Robbin” routine with the groups of experts. Students are also expected to develop their social skills when interacting with each other such as empathy, conflict resolution or active listening. It is worth mentioning that by reading and watching different pieces of news throughout the didactic unit, they will also develop their critical thinking. That is to say, by working together, learners will be able to improve their research skills, creativity, decision-making and problem-solving skills or encourage creativity, for example. Finally, the selection of the topic also aims to

stimulate the students' curiosity among the current affairs happening around them, as they may not be used to read newspaper articles or online news frequently.

4.2 Contribution to key competences and specific competences

The development of key competences is encompassed within the Aragonese curriculum (2022), as it is mentioned that together with the stage objectives, they constitute the reference framework from which the specific competences are established. These competences are also aligned with the 21st Century challenges (identifying inequalities, benefits and risks of digital culture, diversity, learning to learn, etc.). Moreover, this connection intends to bring students closer to issues and problems from everyday life. By doing so, they will be able to activate the acquired learning, so that they are able to deal with the challenges faced throughout their lives.

The Dissertation's didactic unit aims to promote the development of most of the key competences. In relation to this, the Literacy Competence (CCL) is the most prominent one due to the fact that students are intended to interact with each other on many occasions, so that communication is essential. For instance, this competence also concerns the capacity to interact in a written, oral or multimodal way within different contexts. Therefore, it goes hand in hand with the CLT approach, as it is considered that the main purpose of language is to allow communication and interaction regardless of the situation (Richards and Rodgers, 2014).

Moreover, this competence is developed throughout all the sessions of the unit whenever students are required to participate in communicative interactions with the other classmates to exchange information or express themselves (CCL1). For example, when they share their opinions about the video extracts in the thinking routine "2 Stars and a Wish" (see Appendix 6.18). Students also need to understand and critically interpret the different multimodal texts presented and complete the corresponding exercises (CCL2), such as when they are asked to analyse the newscast videos and answer the questions in a table (see Appendix 6.10). They will also need to select and compare information from the Internet (CCL3), which is also necessary when they have to research a piece of news in order to summarise it for the newscast (see Appendix 6.14). Working together also implies using communication to solve conflicts or disagreements to avoid discrimination or inequality among the group members (CCL5).

The Multilingual Competence is related to the employment of different languages for communicating and learning. It can be exemplified during group work, as learners are encouraged to use the L2 language efficiently in order to communicate with each other (CP1). They are also required to transfer information from their native language to respond to the different communicative needs by using their previous knowledge (CP2), as when they complete the word cloud of producing a newscast (see Exercise 1 from Appendix 6.5). In addition, students will also be able to listen to the different English accents when analysing the newscasts (see Appendix 6.10). It enables them to value and respect the linguistic diversity of the language, and to embrace their own accent (CP3).

The Digital Competence concerns the sustainable, critical and responsible use of ICTs to learn and interact with them. It is also involved within the production process of the newscast programme. Students will therefore search for quality and reliable information on the Internet related to the news in their videos (CD1). They will also select and create different content according to the task at hand, using different digital tools (CD2). For example, they will use different video editing tools such as Canva to create the newscast or the Padlet platform for some of the post-tasks. Learners are also encouraged to collaborate and interact with their peers by sharing content or information within the digital platforms (CD3).

The Personal, Social and Learning-to-Learn Competence deals with the capacity to know oneself and collaborate constructively with other people. It is related to the group work during the creation of a newscast, as students learn how to express their feelings when they are working together (CPSAA1). Collaborative work also allows them to be aware of the varied experiences, perspectives or opinions that the rest of their classmates have, as well as including them within their learning process (CPSAA3). Moreover, this competence is also developed in activities where students are enhanced to reflect on their self-evaluation learning process (CPSAA4), such as in the exit ticket from the last session “I used to think... Now I think...” (see Appendix 6.23).

The Cultural Awareness and Expression Competence is connected to the comprehension and respect of other people’s opinions and feelings are communicated creatively in different cultures. Hence, this learning unit allows students to produce a newscast where they are required to express themselves creatively (CCEC3). It also involves the collaborative creation of an artistic product through audio-visual and sound techniques which are used to create and edit the video (CCEC4).

Furthermore, specific competences involve different communicative strategies aimed at transmitting information and facilitating comprehension, and the evaluation criteria that determine their acquisition is based on the CEFR. These competences also intend students to learn how to act with respect and empathy in pluricultural communicative situations, which can be achieved by appreciating the linguistic and cultural diversity.

The Comprehension Competence (CE.LEI.1) entails the general interpretation and the understanding of the most relevant details of texts by searching reliable sources. Receiving and processing information as a response to specific communicative necessities is also included within this competence. In the learning unit, it can be developed within the reading and listening comprehension tasks, due to the fact that students have to interpret the general meaning and the details. The thinking routine “See, Think, Wonder” (see Appendix 6.8) or the activity where students have to guess the news (see Appendix 6.12) can also be included in this competence, as they both involve the interpretation of images and sounds.

The Production Competence (CE.LEI.2) is connected to the written, oral and multimodal expression in terms of producing original texts using self-repair or planning strategies. These are essential to respond to concrete communicative processes as well as to express messages in a creative and appropriate way. That is to say, in this learning unit students must respond to the specific communicative purpose of creating a news broadcast. Therefore, they must elaborate a video (multimodal text) employing images, gestures and sound, which also involves the corresponding research of information on the Internet as a source for its production.

The Plurilingual Competence (CE.LEI.5) involves the plurilingual repertoire, which includes the students’ previous experiences as a basis to broaden and improve and extend the learning of new languages. Thus, students already have knowledge about newscasts, and are aware of how to use video editing tools. However, this learning unit fosters the acquisition of new and more specific information about this topic through the L2. For example, when they must find expressions that can be used in newscasts (see Exercise 8 from Appendix 6.5).

The Pluricultural Competence (CE.LEI.6) covers the adaptation of cultural, artistic and linguistic diversity from a foreign language. Identifying and sharing similarities and differences between languages and cultures is also included. This competence is

developed within the topic of news, since students must look for information about different countries, so it can stimulate them to be more curious. Besides, it also concerns collaborating empathetically and respectfully with all the members of the group through the whole process, irrespective of their culture or origins.

4.3 Learning aims and essential knowledge contents

The learning aims established within the didactic unit play an important role in the learning process. Hence, they provide a general notion of the contents and skills that students are expected to acquire during the sessions. These objectives are also aligned with the evaluation criteria and the specific competences of the Aragonese curriculum. Besides, the aims of this unit (see Appendix 2) have been determined taking into account two of its main characteristics: collaborative work and the content related to the topic of newscasting.

The Aragonese curriculum (2022) defines the essential knowledge contents as the necessary abilities, knowledge and skills for the acquisition of the specific competences of the subject and promotes the evaluation of learning through the criteria. These contents are divided into three groups: communication, plurilingualism and pluriculturalism. It is worth mentioning that the first one concerns the CLT, while the second and third ones are based on the CEFR's competences, as mentioned in the theoretical and curricular framework's section.

The essential knowledge content of communication is related to the capacity of learners to communicate in real-life situations and to carry out different tasks. Its objective is to learn through language, and it places students as active agents in communication. This action-oriented approach implies constructing meaning collaboratively through interaction (Aragonese curriculum, 2022). The learning unit reflects this essential knowledge content when students work in groups, as they acquire strategies for planning, executing, repairing, and evaluating multimodal texts when preparing and recording the videos.

Moreover, learners also make use of communicative language functions adapted to the context such as exchanging information about everyday situations or expressing their feelings or opinions during group work. They can also work on structures and common-use lexis when analysing the newscasts (see Appendix 6.10) and develop interaction

strategies such as asking for information or clarification when comparing the answers. Students are also provided with plenty of strategies for finding information and resources for learning, as well as tools for communicating and learning the L2 such as the Padlet platform. Finally, the interaction activities within the unit also allow them to develop conversational strategies, such as comparing and contrasting the information, or taking and giving the floor.

Plurilingualism refers to the use of different languages so that individuals are able to interact and express ideas. This perspective involves strategies that facilitate both communication and language and the necessary tools to carry out a self-assessment of these elements, such as metalanguage or evaluation resources (Aragonese curriculum, 2022). Learners develop this essential knowledge content within this learning unit by using cognitive strategies such as grouping expressions or transitional phrases in a news report (see Exercise 8 from Appendix 6.5). Another example could be when they are asked to summarise the information listened to in a newscast (see Exercise 5 from Appendix 6.5). In addition, self-evaluation tools are also present within plurilingualism (metacognitive strategy). This can be exemplified when the groups complete a checklist before submitting the summary of the newscast (see Appendix 6.19), or their first video's version (see Appendix 6.20).

Multilingualism concerns acquiring the necessary knowledge, skills and attitudes in order to avoid stereotypes as well as to respect cultural diversity and individual differences (Aragonese curriculum, 2022). The learning unit enables students to use the foreign language (English) as a means of communication when working in groups. Moreover, searching for news from an English-speaking country can also be stimulating to increase their socio-cultural awareness and to familiarise them with other traditions and costumes. Consequently, it also intends to bring a change in students and their role in society by turning them into social agents, so that their personal development is expanded. As a result, this fact relates this unit to the Sustainable Development Goal nº 4: Quality Education. It concerns the acquirement of the necessary skills and knowledge to be prepared for the real world.

The essential knowledge contents follow the analytic syllabus due to the fact that the language provided within the learning unit enables students to pay attention to meaning, as well as to form (Ellis, 2003). Moreover, its design is based on the production of a newscast, which is the final task. Thus, students are introduced to different

communicative tasks that do not focus on the linguistic aspects of language such as grammatical rules (focus on form) but on conveying different messages (focus on meaning). Nevertheless, the linguistic elements are also learned through a logical process, since they are not presented to the students through the grammatical explanations, a characteristic of PPP. That is to say, they are first introduced in a general context which includes a focus on form. In the didactic unit, this fact can be illustrated in Activity 4 of the reading comprehension (see Appendix 6.1), as the passive voice is contextualised in the text.

4.4 Sequence of activities

The sequence of activities in the suggested unit titled “Breaking News!” is based on the Task-Based Language Teaching, which follows the task-cycle proposed by Willis (1996) (see Appendix 5). Furthermore, it deals with the topic of news and during the sessions, students will acquire the necessary content to accomplish the final task, which is the creation of a newscast. Although TBLT is one of the main approaches, collaborative work will also play an essential role, as the video must be produced in small groups. The interaction and the communicative tasks will also connect the contents of the unit to CLT.

As far as the division of each session is concerned, all of them except the last one (where the students will watch the newscasts) follow the task-cycle will contain a pre-task, a task and a post-task. The main purpose of the pre-tasks is to activate the students’ prior knowledge by introducing the topic and task presented in each lesson (Willis, 1996). For instance, in session 3 the vocabulary about the jobs involved in newscasts is introduced with a thinking routine “See, Think, Wonder” where students have to look at some photos and fill in a chart (see Appendix 6.8). They are then asked to share their answers with the group of experts, so that they have to communicate their opinions to the other classmates. As this phase exposes students to specific language related to the task, it enables them to achieve a better quality of language use in the task (Willis, 1996).

In relation to the task’s stage, students are encouraged to use language so as to achieve a real outcome (Willis, 1996). This phase can be divided into three parts: task, planning, and report. For example, in session 3 (see Appendix 6.10) students first answer orally the questions from the video they have watched with the groups of experts (5 members per group). This type of task emphasises spontaneous and exploratory talk

among the members of the groups is emphasised (Willis, 1996). They then complete the charts with the corresponding analysis and plan what information they will briefly report to the whole class. Finally, each group describes the selected information orally. This step gives learners the opportunity to practise in public while others are exposed to the use of oral language (Willis, 1996).

The post-tasks focus on specific features of language that may arise after students have read or listened to the texts in the task, so the focus is on form (Willis, 1996). Returning to the previous paragraph, the post-task from session 3 belongs to the “practice” group mentioned by Willis (1996). Hence, students must use examples of new words they listened to during the videos and write a collaborative dictionary on Padlet (see Appendix 6.11). The other type of post-tasks is the 'analysis', which focuses on language. For instance, in Activity 8 of session 2 students are asked to highlight some concrete expressions from the transcript of Activity 6 and classify them into different groups (see Appendix 6.5).

Tasks involve interaction between students, so that some features of CLT have also been incorporated into the unit. It therefore provides plenty of opportunities for them to employ real-life situations that require communication (Brandl, 2008). For example, the production of the news video requires learners to communicate with each other through language in order to achieve a common goal. Consequently, it involves the development of the communicative competence, which is in fact central to this approach, as it has been analysed in the theoretical framework section. In addition, CLT also aims to engage learners in communication, so as to develop the communicative competence (Savignon, 2001). Hence, the topic and tasks of the unit have also been designed to engage the learners.

Concerning collaborative work, it is also implemented within the unit to improve the students' motivation. That is to say, by achieving the common goal of producing the final task in group, their sense of achievement is higher, and their motivation can be increased. Learners also negotiate meaning to avoid conversational misinterpretations or when they occur, so that interaction also enhances language acquisition (Brandl, 2008). Other benefits associated with collaboration in the EFL classroom are the production of a broader range of language, increased motivation or the development of fluency (Richards, 2006). Therefore, it is also essential to consider the implementation of pair and

group work, as the activities in this unit do. The production of the newscast or the collaborative analysis of the videos (see Appendix 6.10) are some of the main examples.

4.5 Materials

The materials from this learning unit were designed according to specific criteria and principles. The main elements involved are the use of authentic materials, providing scaffolding for students and attending to differentiation by combining both digital and paper resources. A more detailed description of their implementation will be provided in Appendix 5.

The use of authentic materials intends to reflect real-life situations, and it is connected to CLT, as one of its main aims is to achieve real communication (Richards, 2006). Hence, it prepares students to communicate in the real world by exposing them to contexts where real language occurs (Brandl, 2008). In the didactic unit, this fact can be illustrated when students are asked to watch real news extracts on YouTube and analyse them by paying attention to some of their main characteristics (see Appendix 6.9). Authentic materials present some advantages such as the exposure to real language and cultural information or the closeness to learners' needs (Richards, 2006). Therefore, if the content is closer to the students' needs, they may be willing to participate. Authenticity can also be related to the design of the materials, so that they have an "authentic" look, similar to the real-world productions (Richards, 2006). For example, in the first session the text is presented in newspaper format (see Appendix 6.1) which is related to the main topic of the unit.

Scaffolding is also provided in this unit to contribute to the students' formative assessment. An example could be the WAGOLLS, which students can use as organisers. They provide some vocabulary and structures that can be used as well as the content and structure that should be followed in order to create their own newscasts (see Appendices 6.4, 6.9 and 6.16). Another type of scaffolding is the word cloud and the initial questions from lesson 2 (see Activities 1 and 2 from Appendix 6.5). Both allow students to activate the prior knowledge about the topic of the task by discussing the questions and identifying ideas. Besides, the thinking routine "Compass Points" (see Appendix 6.3) also requires students to self-reflect on the new content presented in the first session by expressing their initial thoughts on the topic.

The checklists (see Appendices 6.19 and 6.20) also focus on scaffolding students, and they are divided into two sections. The first one contains the main requirements related to the content acquired throughout the sessions that students should include in their creations. The second section is devoted to the teacher's comments or suggestions for improvement after the final version of their work has been submitted for the second time. Furthermore, checklists are beneficial for students to organise the content they have acquired and to be aware of their learning process.

Finally, the materials of the unit also attend to differentiation by providing a wide range of modalities such as text, images, video, or audio. That is to say, the resources are designed in both paper and digital formats as well as students will carry out written and oral activities. The digital materials have been designed considering that in CPRI-INPRISE Escuelas Pías, from 1st ESO onwards, students will have a Chromebook. Hence, they will have access to these types of resources in the classroom, and they will develop the digital competence.

This diversity of formats also aims to address multiple intelligences, so that students are integrated in the learning process. In addition, the activities provide opportunities for them to work both individually and collaboratively, so that the dynamics are varied. The same variety should be applied when forming the groups, as they will be heterogeneous, a fact that can enhance communication, participation, and development of their social skills.

4.6 Evaluation criteria, assessment tools and grading criteria

The evaluation criteria of the learning unit belong to the Aragonese curriculum (2022) and indicate the development of the specific competences for the 3rd and 4th years of Secondary Education (see Appendix 4). Thus, as the unit includes the 6 specific competences, so do the evaluation criteria. Furthermore, the learning aims of the unit also establish the evaluation criteria (see Appendix 2).

Formative assessment is promoted throughout the whole learning unit, so that the evaluation is centred on the learning process rather than on the final task. Students will receive feedback from the teacher in different activities and will have the opportunity to improve them before the final version is assessed. An example of this could be in the Padlet activities, such as when they are asked to write the outline of their newscasts (see

Appendix 6.2). By following the suggestions made, they can rewrite the necessary parts and be aware of the learning expectations. Focusing on their progress is also beneficial for their motivation and self-esteem, as the evaluation does not depend on a single task.

The evaluation tools are also varied within the formative assessment. First of all, this learning unit includes the teacher's rubric (see Appendix 6.24). It has been created based on the learning outcomes and the evaluation criteria of the Aragonese curriculum (2022). The rubric will be available to the students from the first session, so that they know from the beginning what is expected of them. Moreover, it is also divided into two main sections: the production of the news programme and the group work. The former involves criteria mainly related to the specific competences of comprehension, production and mediation (oral content, fluency and pronunciation, organisation and effects, and attractiveness and originality). The latter concerns the specific competences of interaction, multilingualism and pluriculturalism (interaction and group work, and workload). The teacher will complete this second part through direct observation during collaborative work.

The teacher's rubric focuses both on the assessment of the whole group in relation to the final task and on the individual collaboration of each member during the group work. Therefore, the assessment from the newscast will be the same for all the participants of the group, and the criteria from group work will be individualised. This difference will enable the teacher to provide a more accurate assessment of the students, taking into account not only the overall assessment of the whole group, but also that of each member.

Secondly, students will also use some assessment tools within the unit. For example, one type would be the peer assessment, which is carried out through the "2 Stars and a Wish" thinking routine from session 5 (see Appendix 6.18). In this activity, learners are asked to watch the videos of the other group members' newscasts and write down the corresponding positive aspects and suggestions for improvement. Furthermore, students are also required to complete a peer assessment's rubric and a self-assessment's rubric (see Appendices 6.21 and 6.22). The former concerns the other members' performance, and the latter their own participation during group work.

5. Conclusions

In conclusion, this Dissertation intended to provide a solution to the necessity for improvement detected during the placement period at CPRI-INPRISE Escuelas Pías, which consisted of the lack of students' interaction in the EFL classroom. The continuous participation of the teacher and the assignation of individual work caused a general disinterest in the students. Hence, the didactic unit suggested the enhancement of collaborative work through the completion of a series of tasks, culminating in the production of a newscast.

As it has been discussed in the theoretical and curricular framework section, collaborative work shows benefits both in terms of language acquisition and learners' motivation. One of its main advantages is the strengthening of the communicative competence, as students have to interact orally to complete the tasks. For instance, the unit provides many opportunities for the students to reach agreements, ask for clarification, summarise stories, or express their opinions. Collaborative work also increases intrinsic motivation because it requires the group members to be more autonomous, so their sense of fulfilment is higher when they complete the task. In addition, students are likely to feel more confident when interacting in small groups, so improving their oral skills can have a positive effect on their intrinsic motivation. Social skills such as tolerance, empathy, respect or patience can also be developed, especially when students work in groups to produce the news report.

The interaction resulting from this collaborative work is also connected to the CLT approach, which focuses on the learner (the teacher is the facilitator of language) and aims to develop the communicative competence. Its emphasis is on fluency over accuracy, in contrast to earlier approaches such as the Situational Language Teaching. Real-life communication is central to CLT, which involves interaction that may occur in real-life contexts. Regarding the unit, students must produce a newscast by assuming a particular role and following the processes from a real television network: scriptwriting, recording and video editing. Additionally, the didactic proposal did not only offer the learners opportunities to interact while producing the video, but also when they completed the tasks. For instance, during the routine "2 Stars and a Wish" they expressed their opinions about the other classmates' newscast segments in groups of experts.

TBLT also involves interaction, as students must communicate to achieve the outcome of the corresponding task. Furthermore, tasks provide communicative contexts

that enable learners to focus on meaning in order to convey a message. Moreover, the lesson structure of this approach is based on the task-cycle. It contains different stages to guarantee a better acquisition of the content by first contextualising the topic of the task, then completing it, and finally focusing on language. These two characteristics were reflected in the learning proposal, as the tasks had a specific outcome which involved communication and the distribution of the first five sessions included a pre-task, a task and a post-task.

The didactic unit designed in this Dissertation covered the topic of current news following the TBLT structure in combination with the CLT approach. Moreover, the learners were required to complete a series of tasks leading up to the final one: the production of a newscast. Thus, apart from motivating students by encouraging collaborative work, the topic and contents of the didactic proposal were also designed to engage them. That is to say, the fact that the learners used their Chromebooks either to look for information, to complete some tasks or to produce the newscast was also considered in order to increase their interest in the subject. In relation to this, reading, watching or listening to the news throughout the unit could be an incentive to awaken their curiosity to search the current events happening around the world. The materials were also designed to be appealing, which is the reason why images, icons, videos, different word fonts or colours and sheet formats such as a newspaper article in the first session were included.

With regard to the Aragonese curriculum (2022), the learning proposal worked on all the specific competences and some of the key competences, especially the literacy, the multilingual and the digital ones. Hence, interaction in different languages (their mother tongue and the L2) would naturally occur during the sessions. The development of the digital skills was also reflected when students used the Chromebooks. Additionally, the three essential knowledge contents were also present in the unit, so that learners could communicate to complete the tasks, use varied communicative language functions and express themselves in different languages.

It is worth mentioning that one of the main limitations of the designed learning unit is that it was not implemented in a real classroom, so that the possible improvements could have been identified in detail. Nonetheless, some aspects could have been enhanced, such as a greater focus on form. Even though the unit provides some activities where the reported speech is worked on, not all the students may have the necessary

knowledge to complete them, but the teacher can answer the doubts or give further explanations if necessary. Another aspect that could have been improved is the variety of countries from which the YouTube news clips in session 3 come. However, due to the difficulty of finding a diversity in the sources on this online platform, most of them are from the USA.

All in all, the didactic proposal focused on combining collaborative work with the advantages that both the CLT and TBLT approaches offer in the EFL classroom. It is also in line with the Aragonese curriculum (2022), which emphasises the importance of developing the communicative competence and the implementation of tasks. These features were considered and applied in the learning unit, as its main purpose was to promote students' oral communication to increase their motivation. Therefore, students can enhance their language acquisition in the EFL subject through interaction.

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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

1. Observation task 2 – Interaction patterns in the lesson (Practicum II): [Drive document](#)

The task was completed during the 2nd placement period and involved the observation of interaction in the lesson from groups of 2nd ESO. The results determined that the main pattern was teacher-centred because students did not interact with each other in order to complete the exercises collaboratively. Nevertheless, they talked to the teacher mainly when he initiated the communication. As a result, some of them did not concentrate on the subject's activities and were distracted throughout the lessons.

2. Research / Innovation poster project (Innovation and Classroom Research in EFL): [Drive document](#)

This poster was created in groups as an assignment for the Innovation and Classroom Research's subject in the second semester. In this project, a study was conducted on the effects of collaborative work on motivation. A questionnaire about this topic was sent to the students, and the results were analysed and included in the poster. It was concluded that even though collaborative work has a positive effect on motivation, it does not hold a key role, but other factors should also be considered to obtain more accurate results.

Appendix 2 Title and learning aims of the Unit

Title: Breaking News!

Learning aims:

- To learn general information about news and how TV news reports are produced.
- To extract and analyse the main ideas, detailed information and general implications of written or multimodal texts about news, by describing their features.
- To interact in communicative situations using communicative strategies such as asking for an opinion or for clarification.

- To create a script according to the conventions of a TV news report, developing digital skills.
- To plan, elaborate and edit a news report using creativity and audiovisual techniques in both a cooperative and an individual way.
- To plan, revise and correct their own oral and written productions.
- To learn how to work cooperatively, solve unexpected problems and make decisions during the production process in group.

Appendix 3 Contents of the Unit

Key competences	Literacy Competence: CCL1, CCL2, CCL3, CCL5
	Multilingual Competence: CP1, CP2, CP3
	Digital Competence: CD1, CD2, CD3
	Personal, social and learning to learn competence: CPSAA1, CPSAA3, CPSAA4
	Cultural awareness and expression competence: CCEC4
Specific competences	CE.LEI 1 (Comprehension)
	CE.LEI 2 (Production)
	CE.LEI 3 (Interaction)
	CE.LEI 4 (Mediation)
	CE.LEI 5 (Multilingualism)
	CE.LEI 6 (Pluriculturalism)

Essential knowledge contents¹	
A. Communication	<ul style="list-style-type: none"> - Communicative language strategies (planning, execution, evaluation and repair) for comprehension/production. - Oral interaction strategies. - Language functions (agreeing, disagreeing, ask for information, guessing, making suggestions or offering help). - Discursive genres. - Structures and notions. - Common use lexis for the learners related to their daily life and information and communication technology. - Features of written language (spelling, punctuation, etc.). - Resources to learn and strategies for searching and selecting information. - Tools/resources for communicating and for learning. - Lexis related to the specific topic of news.
B. Plurilingualism	<ul style="list-style-type: none"> - Learning strategies (cognitive, metacognitive, social-affective). - Communicative language strategies. - Metalanguage.
C. Pluriculturalism	<ul style="list-style-type: none"> - FL as a vehicle for interpersonal/international communication, access to information and for personal development (learner as social agent).

Appendix 4 Evaluation criteria of the Unit

CE.LEI 1	CE.LEI 2	CE.LEI 3	CE.LEI 4	CE.LEI 5	CE.LEI 6
1.1, 1.2, 1.3	2.1, 2.3	3.1, 3.2	4.1	5.2	6.3

¹ Translations from the subject *Instructional and Curricular Design in EFL*.

Appendix 5 Lesson plans

SESSION 1

<p><u>General description:</u></p> <p>Students will learn the steps to produce a newscast by completing some activities from a reading. The groups of 5 people will also be created.</p>				
<p><u>Learning aims:</u></p> <ul style="list-style-type: none"> - To establish and activate previous knowledge about newscasts. - To focus on the new topic of producing a newscast. - To develop their critical thinking skills by using the compass routine to learners' concerns and expectations. - To collaborate by giving answers on a new topic. 				
<p><u>Key competences:</u> CCL1, CCL2, CCL5. CP1, CP2, CD3, CPSAA1, CPSAA3</p>				
	Procedure	Materials	Interaction pattern	Timing
Pre-task	1. To activate the students' knowledge of the production of a newscast and the participants, they will answer the two questions from exercise 1 in pairs before reading the text. The answers will be put in common with the whole group.	Comprehension questions (printed copy)	Student-Student	10'
Task	2. Students will read the text individually and answer the comprehension questions about the text from Exercises 2 and 3 and the grammar Exercise 4. They will then correct them.	Comprehension questions	Teacher-Student	20'
Post-task	3. The teacher will explain what the final task will be about (producing a newscast) and will create groups of 5 (which will	Comprehension questions	Teacher-Student	20'

	<p>remain the same throughout the unit). Then, learners will decide on the role of each member and the structure of their newscast, as indicated in Exercise 5. They will post this information on a Padlet entry.</p> <p>4. When they are finished, they will complete the “Compass Points” thinking routine in the last minutes of the session to reflect on their wonderings about the project.</p> <p>5. They will also be sent the teacher’s rubric for the whole learning unit, so that they are aware from the start what is expected of them.</p>	Padlet	Student-Student	Individual work
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SESSION 2

General description:

- Students will watch an edited newscast and complete comprehension activities related to it. They will also learn about the possible expressions they can use when recording their newscast.

Learning aims:

- To learn about specific vocabulary or model phrases that they can use when recording the newscast.
- To develop their reception skills by completing the comprehension activities and watching the selected video.
- To be able to identify which of the specific phrases should be used within the newscast depending on the role.

Key competences: CCL1, CCL2, CCL5, CP1, CP2, CP3, CD3, CPSAA1, CPSAA3

	Procedure	Materials	Interaction pattern	Timing
Pre-task	<ol style="list-style-type: none"> Students will work in pairs to fill a word cloud in pairs with words related to the production of a newscast to activate their previous knowledge of the topic. Then, they will answer some questions with the same pair related to this topic. The answers from both exercises will be shared with the whole group. After this, they will match some words or expressions with their meanings and choose one of them to write a sentence. They belong to the video that will be watched afterwards. The exercise will be corrected, and they will be able to read their sentences voluntarily. 	<p>Chromebook</p> <p>Comprehension questions (sheet of paper and in digital format)</p>	<p>Student-Student</p> <p>Student-Student</p> <p>Teacher-Student</p>	10'
Task	<ol style="list-style-type: none"> Students will watch the video and complete the comprehension questions individually (Exercises 4, 5, 6 and 7). The video will be played twice, but the teacher will stop the video after each section to leave students some time to answer the questions. The second time the video will not 	<p>Chromebook</p> <p>Comprehension questions (sheet of paper and in digital format)</p>	Individual work	25'

	<p>be paused, but the teacher will consider whether or not to include subtitles.</p> <p>5. The answers will be corrected with the whole group.</p>	<p>Projector</p> <p>Video (edited)</p>	<p>Teacher-Student</p>	
Post-task	<p>6. As a post-task, the students will have to work in pairs to identify specific phrases from the transcription (Exercise 6) in pairs and write them according to the instructions. Then, they will write the sentences on a Padlet entry.</p>	<p>Comprehension questions (sheet of paper and in digital format)</p> <p>Chromebook</p> <p>Padlet</p>	<p>Student-Student</p>	<p>15'</p>

SESSION 3

General description:

- The students will join the groups of experts and watch three short clips of different newscasts and analyse them by filling a chart related to the content, the visual elements and the person who carries out their role. This activity will help them to be aware of the main characteristics of this type of news and what is expected of their creations.

Learning aims:

- To develop their critical thinking skills by completing the “See, Think, Wonder” routine to reflect on their opinions about anchors and reporters.
- To practise learning strategies such as analysing and classifying the main features of a newscast.
- To learn specific vocabulary or phrases that they can use when producing the newscast.
- To develop reception skills by watching selected YouTube news clips.

- To develop teamwork skills by collaborating with the classmates.				
<u>Key competences:</u> CCL1, CCL2, CCL5, CP1, CP2, CP3, CD3, CPSAA1, CPSAA3				
	Procedure	Materials	Interaction pattern	Timing
Pre-task	<ol style="list-style-type: none"> Students will join the groups of experts (5 in total, corresponding to the 5 newscast's roles). They will be given a flashcard according to their role in the newscast. They will have to think individually about what they see in the picture by completing the "See, Think, Wonder" thinking routine. This routine will allow them to think about these jobs and get into the role. After this, they will share their answers and wonderings with the whole group of experts while the teacher walks around the class listening to everyone. 	Flashcards See, Think, Wonder chart	Student-Student Student-Student Student-Student	10'
Task	<ol style="list-style-type: none"> In the same groups of experts, students will watch a total of three YouTube videos and first answer the questions orally in general terms. Then, they can fill in the chart. They will note down the main characteristics of each video, concentrating only on their corresponding role. The main characteristics and findings of each group of experts 	Chart analysis (paper format) Chromebook Videos' links	Student-Student	30'

	instructions in the corresponding documents.			
Task	<p>3. The students will choose the piece of news they want to explain within the newscast and summarise it.</p> <p>4. When they are finished, they will include some of the expressions they have learned in the previous session and turn the summary into the script.</p>	<p>Sheet of paper</p> <p>Chromebook</p>	Individual work	25'
Post-task	<p>5. The students will read the whole summary to a classmate, who will think about the corresponding headline. (Student A to Student B, S.B. to S.C., and so on).</p> <p>6. Then, students will post their news on Padlet and write the headline of a classmate's news.</p> <p>7. The teacher will review each post and provide comments and suggestions for improvement on each post, so that students know what to change before they record the videos.</p>	Padlet	<p>Student-Student</p> <p>Individual work</p> <p>Teacher-Student</p>	15'

SESSION 5

General description:

- Students will watch a WAGOLL newscast and write down its positive and negative characteristics, then they will have time to edit their videos.

Learning aims:

- To be aware of what they have learned during the sessions when editing the videos.

<ul style="list-style-type: none"> - To develop their digital skills to create the newscast. - To develop their critical thinking skills by completing the 2 Stars and a Wish routine. 				
Key competences: CCL1, CCL2, CCL5, CP1, CP2, CD3, CPSAA1, CPSAA3, CPSAA4, CCEC4				
	Procedure	Materials	Interaction pattern	Timing
Pre-task	<ol style="list-style-type: none"> 1. The students will watch an edited video that will be played twice by the teacher (a WAGOLL with some errors). Meanwhile, they will complete a document indicating which aspects they liked and which ones need to be improved (and how). 2. Then, they will share their answers with a classmate (in pairs) in order to add other aspects if necessary. This pre-task will allow them to focus on the possible positive and negative aspects of their newscasts. 	Chromebook	<p>Individual work</p> <p>Student-Student</p>	10'
Task	<ol style="list-style-type: none"> 3. Students will be given some time to edit their videos in groups and to ask the teacher if they have any doubts. 	Chromebooks	Student-Student	20'
Post-task	<ol style="list-style-type: none"> 4. In the last few minutes of the lesson, they will join the groups of experts (roles within the newscast) and carry out "All Write Round Robbin" with the routine "2 Stars and a Wish". 	Sheets of paper	Student-Student	20'

	<p>They will focus only on the part of the video that corresponds to their role and give their opinion on a sheet of paper. When they have finished, they will watch another video and so on, until they have watched the four videos of their group.</p> <p>5. Students will also fill in a checklist before sending the newscasts to the teacher.</p>			
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SESSION 6

General description:

The students will watch all the newscasts by simulating that they are at the “Media Tenor Global TV Awards”. They will also vote for the best newscast and complete a self-assessment and peer assessment rubric.

Learning aims:

To develop their critical thinking skills by being aware of what they have learned during the sessions.

Key competences: CPSAA1, CPSAA 3, CPSAA 4

	Procedure	Materials	Interaction pattern	Timing
Task	<p>1. The whole group will watch the newscasts (they must last between 5 and 8 minutes long).</p> <p>2. When they have finished watching the videos, they will complete a Google Forms survey, which will include the voting and the exit ticket. Then, they will fill in a</p>	<p>Projector</p> <p>Chromebooks</p>	Individual work	<p>40'</p> <p>10'</p>

	document with the self-assessment and the peer assessment charts.			
	3. The winning group will choose two games to play and one song to listen to during the following session.			

Appendix 6 Materials

Appendix 6.1

Reading comprehension document²

Zaragoza News

Volume 10, Issue 3 April 2023

HOW TO CREATE A NEWSCAST



(1) Assigning roles

1. **Organize which role is going to carry out each member of the group.** 2 anchors, the reporter, the sports' anchor and the meteorologist will be chosen by each group.
2. **Pick the anchors.** Each news segment in the newscast will be introduced by the anchors. They can take turns introducing the two news segments and the other members of the newscast.
3. **Assign a reporter to cover a story.** The newscast will have 5 segments including the sports' section and the weather report. Each news segment will cover one new story, and one of them will be covered by the reporter.

(2) Writing the Newscast

1. _____
Most anchor introductions begin by greeting the audience and briefly outlining each news segment which grab the viewers' attention.
2. _____

The news segments should be short and to the point to provide the key details of the event. The anchors and reporter's language must be simple and accessible for the audience and the information must be delivered.

3. _____
Most newscasts have several different news stories. A sports story, a current news story, a weather update, and a human-interest story can be included in the newscast.
4. _____

Put the news segments in a particular order, starting with the most engaging story first. Choose a segment that has powerful visuals or is very current and in the moment as the first news segment.

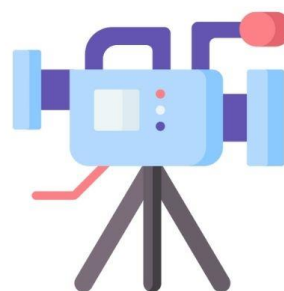
5. _____
The anchor should end the newscast with a short sign off.

(3) Presenting the Newscast

1. **Make cue cards for the anchor and the reporters.** A guide will be given to the anchor and the reporters, so they know their lines during the newscast. You may make large cue cards that you hold behind the camera or in front of the reporters for them to read.

2. **Encourage the anchor and reporters to avoid reading the cue cards.** Cue cards will be used by the anchor and reporters as a guide. They should present their lines while looking up at the camera or the audience.

3. **Practice the newscast several times before presenting it.** The anchor and the reporters should know their lines before recording the newscast.



9

² All the pictures of the Appendix are free from Copyright. They have been downloaded from Flaticon (<https://www.flaticon.com>).

HOW TO CREATE A NEWSCAST



Activity 1: Before you read

a) These titles belong to the instructions on how to create a newscast. What do you think the information from these sections will include?

- Assigning roles
- Writing the newscast
- Presenting the newscast

b) Do you know the name of these jobs and what do they consist of? Discuss with your partner.



Activity 2: Answer the questions

Write the main information from the text. Then, share your answers with your partner.

- Types of sections of a newscast:

- Duration of each section:

- Participants of a newscast:

- Task of each participant:

Activity 3: Order the sentences

Decide which is the first sentence from each of the steps of the second section with your partner.

- Write the anchor's introduction.
- Have an anchor sign off at the end of the newscast.
- Have a variety of new segments.
- Create two-minute news segments, maintaining a friendly tone.
- Order the news segments.

Activity 4: Passive voice review

Find 6 examples of passive voice sentences from the text and rewrite them using the active voice. review the corresponding grammar section if necessary.

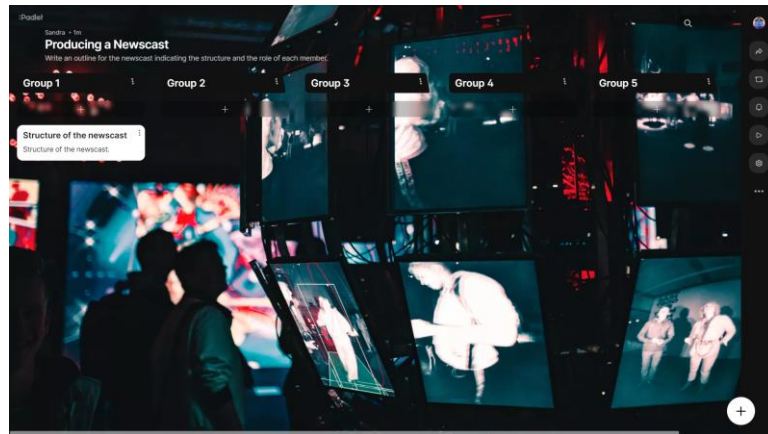
- 1.-
- 2.-
- 3.-
- 4.-
- 5.-
- 6.-

Activity 5: It's your turn!

Organise a brief outline about your Newscast in groups of 5. Indicate the structure and the role of each member and post it on a Padlet entry.

Appendix 6.2

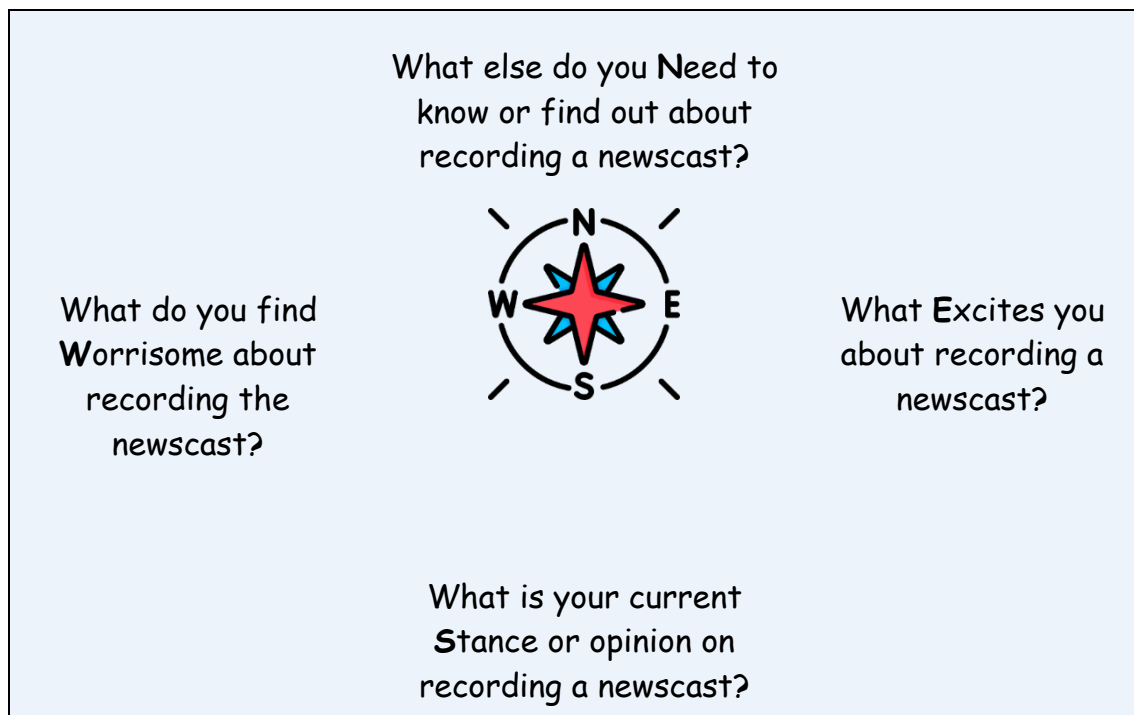
Padlet entry for the newscast's outline



Created with Padlet (www.padlet.com).

Appendix 6.3

Compass Points



Created with Word.

Appendix 6.4

Edited video for the listening activity



Video edited with Vimeo (www.vimeo.com) and uploaded to [Drive](#). Retrieved from [CBS Evening News](#) “‘[CBS Evening News](#)’ Full Episode | July 4”.

Appendix 6.5

Listening document

LET'S WATCH SOME NEWS!

1

GETTING STARTED

Which words do you think of when you think about producing a newscast? Create a word cloud with your ideas.

2

THINK ABOUT IT

- Do you watch or read the news? How often?
- What is your favourite news section?
- Do you trust the information you read or watch on the news?

3

MATCH THE SENTENCES

Match the following words and expressions with their meaning and write a sentence using one of them.

a) Hit the road	1) Competition between horse-drawn vehicles
b) Shortcut	2) To start a journey
c) Chariot racing	3) Quicker route

4

SUMMARY

Watch the video and summarise both of the news from the video (Answer the following questions: What?/Who?/When?/Where?/Why?).

- Sharks concerns rise after 4 bites off New York.
- American tourists flock to Europe after pandemic.

5

ANSWER THE QUESTIONS

- a) How many people have been bitten by sharks in two days?
- b) What surveillance measures have been taken by the New York governor to detect sharks?
- c) Which European cities are popular among American tourists?

6

FILL THE GAPS

Complete the gaps from the following extracts of the video.

[00:00] "Tonight hot and _____ weather disrupts 4th of July parades events and barbecues. What it means for the millions of Americans hitting the road for one of Summer's busiest travel days. Here are tonight's _____."

[00:40] "Good evening to our _____ in the West and thank you for joining us on this Fourth of July. I'm Jericka Duncan."

[00:50] "A 15-year-old boy and girl are _____ after shark attacks and separate incidents off Long Island. CBS's Lilia Luciano reports two more shark bites happened just this _____."

[01:30] "Other measures all along the beaches and especially here this holiday _____, Jericka." "All right Lilia Luciano thank you."

[01:44] "... cities in Italy are also becoming popular _____ this year CBS's Chris Livesay reports tonight from Rome".

[02:48] "... police say he faces up to five years _____ bars. Chris Livesay CBS News, Rome".

[02:55] "And that is tonight's CBS Evening News for Norah O'Donnell and all of us here I'm Jericka Duncan. Happy Fourth of July and have a _____ _____".

7

PASSIVE VOICE

Rewrite these sentences using the passive voice.

- A shark bit a teenager last weekend.
- The authorities had reported two more shark attacks before the reporter arrived.
- Many tourists visit Paris, London or Rome every year.
- People can use Vespas as a shortcut in Rome.

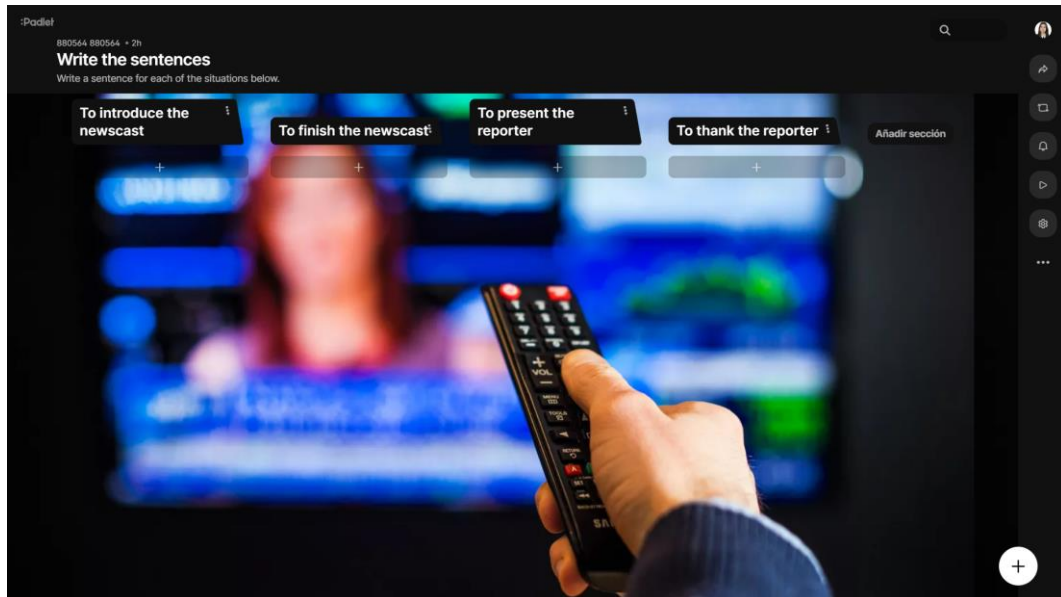
8

FIND AND WRITE THE SENTENCES

Look at the extracts from exercise 3 and highlight the transitional phrases that the anchor and the reporters use during the newscast. Indicate who and for what are they used in the space below. Then, write a phrase for each of the situations from Padlet.

Appendix 6.6

Padlet for the transitional phrases of a newscast



Created with Padlet (www.padlet.com).

Appendix 6.7

Flashcards with the different jobs³

STUDENT A (Anchor 1)



STUDENT B (Anchor 2)



STUDENT C (Reporter)



STUDENT D (Sports anchor)



³ These images are free from Copyright. They have been downloaded from Shutterstock (www.shutterstock.com).




STUDENT E (Meteorologist)



Images retrieved from Shutterstock (www.shutterstock.com).

Appendix 6.8





“See, Think, Wonder” thinking routine

<i>SEE, THINK, WONDER</i>		
SEE 	THINK 	WONDER 
What are the things that you see in this image?	What does it make you think about? What connections can you make?	What are you curious about?

Created with Word.

Appendix 6.9

Compilation of the videos for the newscasts’ analysis

STUDENT A Anchor 1 	Video 1 	Video 2 	Video 3 
STUDENT B	Video 1	Video 2	Video 3

<p>Anchor 2</p> 			
<p>STUDENT C</p> <p>Reporter</p> 	<p>Video 1</p> 	<p>Video 2</p> 	<p>Video 3</p> 
<p>STUDENT D</p> <p>Sports' anchor</p> 	<p>Video 1</p> 	<p>Video 2</p> 	<p>Video 3</p> 
<p>STUDENT E</p> <p>Meteorologist</p> 	<p>Video 1</p> 	<p>Video 2</p> 	<p>Video 3</p> 

Retrieved from YouTube (www.youtube.com)

(1) ANCHOR

1. https://www.youtube.com/watch?v=EEYJHTKtSag&ab_channel=KENS5%3AYourSanAntonioNewsSource – What happens if you don't pay your student loans? (KENS 5: Your Sant Antonio News Source).
2. https://www.youtube.com/watch?v=uQ4nh0KY0m0&ab_channel=LOCAL12 – UT firefighters help swan with hook in its neck (Local 12).
3. https://www.youtube.com/watch?v=0YEhwV2LuIg&ab_channel=CBSEveningNews – FDA gives first ever approval to a drug designed to slow Alzheimer's disease (CBS Evening News).

(2) ANCHOR

1. https://www.youtube.com/watch?v=v4H2yaNe-sI&ab_channel=FOX5NewYork – Fire at Tiffany's (FOX 5 New York).
2. https://www.youtube.com/watch?v=GlhJIKn5EHk&ab_channel=WFAA – Another solid month of hiring in the US | Here's a look at the latest jobs report (WFAA).

3. https://www.youtube.com/watch?v=7p6VWDZNTq4&ab_channel=BBCNews – Scientists pick up shock waves from colliding galaxies (BBC News).

(3) REPORTER

1. https://www.youtube.com/watch?v=tr7tTPg2H4A&ab_channel=LOCAL12 – Anonymous Swiftie skips work for merchandise (Local 12).
2. https://www.youtube.com/watch?v=HGSsu6ElJEg&ab_channel=CBSEveningNews – Scorching temperatures descend on U.S. over holiday weekend (CBS Evening News).
3. https://www.youtube.com/watch?v=k8_70WkzwvQ&t=12s&ab_channel=BBCNews – Tens of millions under air quality warnings as fires burn (BBC News).

(4) ANCHOR (SPORTS)







1. <https://www.youtube.com/watch?v=O7GBsO22VpI> – Edward Waters looking for big impact from football returnees (News4JAX The Local Station).
2. https://www.youtube.com/watch?v=LZ0-EZ1Dmzw&ab_channel=KENS5%3AYourSanAntonioNewsSource – Popovich, Spurs agree to a 5-year contract (KEN 5: Your San Antonio News Source).
3. https://www.youtube.com/watch?v=sSy1-WJjRkU&ab_channel=WFAA – Concacaf Gold Cup 2023: U.S., Canada men's teams to play quarterfinals (WFAA).

(5) METEOROLOGIST

1. https://www.youtube.com/watch?v=KWFc0M5d6PM&ab_channel=KENS5%3AYourSanAntonioNewsSource – Triple-digit heat returns this weekend after a bit of relief | Forecast (KENS 5: Your Sant Antonio News Source).
2. https://www.youtube.com/watch?v=F4u4ca2o12s&ab_channel=WPLGLocal10 – Local 10 News Weather Brief: 07/10/2023 Morning Edition (WPLG Local 10).
3. https://www.youtube.com/watch?v=SIndiekC5Qc&ab_channel=MetOffice-UKWeather – Wet Monday for Most – Afternoon Weather Forecast UK (Met Office Weather – UK Weather).

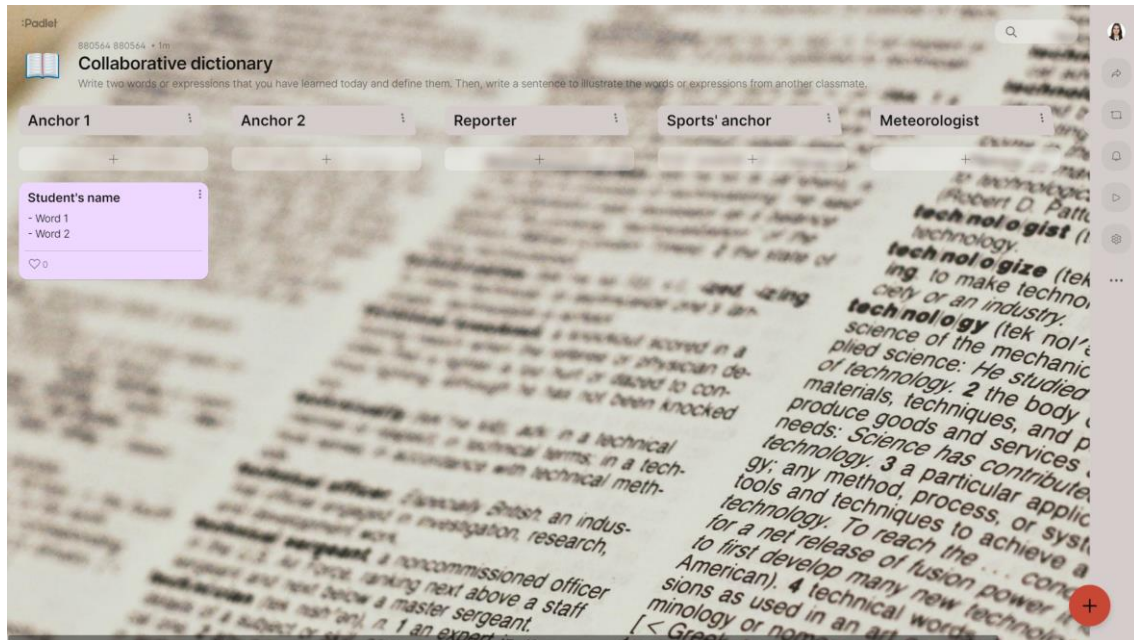
Appendix 6.10

Chart for the newscasts' analysis

TV Newscast (analysis)		
Section of the newscast (role):		
<p>VIDEO 1: COMPOSITION</p>  <ul style="list-style-type: none"> • How long is the video? • Are there transitions from one video to another? • Is there background music? • What is the screen's disposition? (Horizontal/vertical) • Do you see any headlines? Write the ones that you see. 	<p>VIDEO 2: COMPOSITION</p>  <ul style="list-style-type: none"> • How long is the video? • Are there transitions from one video to another? • Is there background music? • What is the screen's disposition? (Horizontal/vertical) • Do you see any headlines? Write the ones that you see. 	<p>VIDEO 3: COMPOSITION</p>  <ul style="list-style-type: none"> • How long is the video? • Are there transitions from one video to another? • Is there background music? • What is the screen's disposition? (Horizontal/vertical) • Do you see any headlines? Write the ones that you see.
<p>PEOPLE</p>  <ul style="list-style-type: none"> • Which language does the person use? (formal/informal, difficult/easy to understand). • What is the body position of the person who speaks? (standing up, sitting down). • Which body gestures does the person use? • How many people appear in the video and why? • Does this person interact with another one? • Does this person use any expression to introduce or finish the report? Write them. 	<p>PEOPLE</p>  <ul style="list-style-type: none"> • Which language does the person use? (formal/informal, difficult/easy to understand). • What is the body position of the person who speaks? (standing up, sitting down). • Which body gestures does the person use? • How many people appear in the video and why? • Does this person interact with another one? • Does this person use any expression to introduce or finish the report? Write them. 	<p>PEOPLE</p>  <ul style="list-style-type: none"> • Which language does the person use? (formal/informal, difficult/easy to understand). • What is the body position of the person who speaks? (standing up, sitting down). • Which body gestures does the person use? • How many people appear in the video and why? • Does this person interact with another one? • Does this person use any expression to introduce or finish the report? Write them.

Appendix 6.11

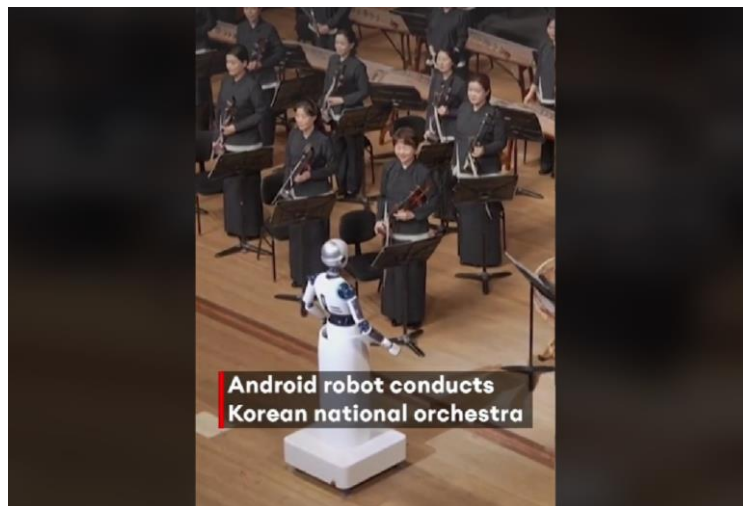
Padlet of the collaborative dictionary



Created with Padlet (www.padlet.com).

Appendix 6.12

Video of the Guessing News' activity



Retrieved from Classic FM (www.classicfm.com).

Appendix 6.13

Pair activity about the Guessing News' activity

STUDENT A

Watch the video and write the corresponding headline for this piece of news. Before reading it to your partner, listen to their deductions about what they have listened.

STUDENT B

Close your eyes and listen to the video. Try to guess what this piece of news is about by writing a brief description in two lines. Then, listen to his or her headline and compare it with your description.

Created with Canva (www.canva.com).

Appendix 6.14

Writing the piece of news' activity

[illegible]

Created with Canva (www.canva.com).

Appendix 6.15

Padlet from the news and headlines' activity



Created with Padlet (www.padlet.com).

Appendix 6.16

Model video from a newscast section



Retrieved from YouTube (www.youtube.com) "FTV unveils AI news anchor, launches naming campaign" and from "Video corto olas del mar". Created with Canva (www.canva.com).

Appendix 6.17

Model video's activity “What I liked... Needs to improve”

WHAT I LIKED

NEEDS TO IMPROVE (HOW)

Created with Canva (www.canva.com).

Appendix 6.18

“2 Stars and a Wish” thinking routine

NAME:

2 STARS AND A WISH

NAME:

★ One thing you liked:

★ Another thing you liked:

💡 One thing you would change:

NAME:

★ One thing you liked:

★ Another thing you liked:

💡 One thing you would change:

NAME:

★ One thing you liked:

★ Another thing you liked:

💡 One thing you would change:

NAME:

★ One thing you liked:

★ Another thing you liked:

💡 One thing you would change:

Created with Canva (www.canva.com).

Appendix 6.19

Piece of news' summary checklist



Piece of news

CHECKLIST

- ☐ THE FIRST PARAGRAPH (**INTRODUCTION**) INCLUDES THE MOST IMPORTANT INFORMATION ABOUT THE STORY.
- ☐ THE FIRST PARAGRAPH IS SHORT AND ANSWERS THE QUESTIONS: **WHO?** / **WHAT?** / **WHEN?** / **WHERE?** / **WHY?**
- ☐ THE SECOND PARAGRAPH (**BODY**) INCLUDES THE BACKGROUND (CONTEXT) AND DETAILS OF THE STORY.
- ☐ THE THIRD PARAGRAPH (**CONCLUSION**) INCLUDES A REFLECTION FOR THE READERS TO THINK ABOUT.
- ☐ THE VOCABULARY IS **SIMPLE** (CAN BE UNDERSTOOD BY THE AUDIENCE) AND THE SENTENCES ARE **SHORT**.
- ☐ THE SUMMARY INCLUDES A MINIMUM OF 3 SENTENCES USING THE **REPORTED SPEECH**.

Suggestions from the teacher



Information adapted from Vskills (www.vskills.com). Created with Canva (www.canva.com).

Appendix 6.20

Newscast's video checklist



CHECKLIST THE NEWSCAST :

- ☐ The newscast's sections are properly separated (use of transitions and transitional phrases).
- ☐ The newscast includes headlines in each section.
- ☐ The newscast includes videos related to the sections.
- ☐ The newscast includes readable text (font and colour in line with the background colours).
- ☐ The newscast's sound matches the video.
- ☐ The newscast includes all the sections (2 news by the anchors, 1 by the reporter, 1 by the sports' anchor and the meteorology section).
- ☐ The news answer the WH- questions (Who?, Where?, When? What?)
- ☐ The participants speak with an understandable and an easy vocabulary for the audience to understand the news.
- ☐ The participants' body posture and positioning within the screen is adequate.

SUGGESTIONS FROM THE TEACHER

Appendix 6.21

Self-assessment's rubric

NAME: GROUP:	ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	NEVER
PARTICIPATION Contribution with ideas to achieve the objective and offering suggestions for improvement.					
ATTITUDE Listen and respect the classmates' ideas.					
BEHAVIOUR Respecting the classmates' speaking time.					
RESPONSIBILITY Delivering the part of the project on time.					
PROBLEM RESOLUTION In disagreement situations or conflicts, listening to the classmates' opinions and suggested alternatives for a solution.					

Retrieved and adapted from CEU Andalucía (www.ceuandalucia.es). Translated with the Dissertation author's own words.

Appendix 6.22

Peer assessment's rubric

Group:	Name:			Name:			Name:			Name:			Name:		
Always (A) / Sometimes (S) / Never (N)	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
... is responsible for the part of the work assigned to him/her.															
... participates in the group.															
... actively listens to others.															
... accepts the opinions from the other members of the group.															
... is respectful and positively interferes during group work.															
... encourages and helps other members of the group.															

Retrieved and adapted from Educación 3.0 (www.educaciontrespuntocero.com).
Translated with the Dissertation author's own words.

Appendix 6.23


Google Forms with the newscasts' voting and the thinking routine "I used to think... Now I think..."

Vote for the best Newscast. *

☐ Group 1
☐ Group 2
☐ Group 3
☐ Group 4
☐ Group 5

Complete the Exit Ticket. *

Think about what you have learned about the topic we have been studying and complete the following sentence:

I used to think  Now I think.

Tu respuesta

Created with Google Forms (www.forms.google.com).

Appendix 6.24

Teacher's rubric

	Poor ★	Pass ★ ★	Good ★ ★ ★	Excellent ★ ★ ★ ★
Oral content 1.1, 1.2, 1.3	<p>The oral information delivered about the news answers less than four WH-questions (What? Who? When? Where?).</p> <p>The participants do not use transitional phrases to introduce or finish their sections.</p>	<p>The oral information delivered about the news answers less than four WH-questions (What? Who? When? Where?).</p> <p>At least two participants do not use transitional phrases to introduce or finish their sections.</p>	<p>The oral information delivered about the news answers the four WH- questions (What? Who? When? Where?) briefly.</p> <p>At least one participant does not use transitional phrases to introduce or finish their sections.</p>	<p>The oral information delivered about the news answers the four WH- questions (What? Who? When? Where?).</p> <p>The video contains transitional phrases from all the participants to introduce or finish their sections.</p>
Fluency and pronunciation 2.1, 2.3, 4.1	<p>Delivering of a not fluent speech and use of literally translated expressions from the native language. Long sentences and multiple pronunciation mistakes which make the news difficult to understand.</p>	<p>Appearance of frequent pauses and long sentences. Some mistakes in the pronunciation which make some words difficult to understand.</p>	<p>Use of short sentences and appearance of occasional pauses. The speech is mainly fluid and natural. Adequate pronunciation of words and sentences (couple of mistakes), but it does not interfere in understanding the speech.</p>	<p>Use of short sentences. The speech is fluid and natural. Excellent pronunciation of sentences which make the speech easy to understand.</p>
Organization and effects 1.2, 2.1, 2.3	<p>The video has got more than two disorganized sections. The participants are</p>	<p>The video has got more than two disorganized sections. The participants are not correctly</p>	<p>The video has got one or two disorganized sections. The participants are correctly framed</p>	<p>The video has got a clear structure: presentation of the news, anchors'</p>

	not correctly framed, and the transitions do not match with the sound.	framed, or the transitions do not match with the sound.	and the transitions match with the sound.	sections, reporter's section, sports section, and meteorology section. The participants are correctly frames and the transitions match with the sound.
Attractiveness and originality 2.1, 2.3, 5.2	The video shows little creativity, and the effects sometimes distract the audience from the content. There aren't original or new ideas (they are copied from other people).	The video shows some creativity (headlines, music in the transitions, cinematographic effects related to the newscast, etc.). It also shows few original or new ideas.	The video shows a lot of creativity (headlines, music in the transitions, cinematographic effects related to the newscast, etc.). It is very attractive for the audience. It also shows some original and new ideas.	The video shows large amount of creativity (headlines, music in the transitions, cinematographic effects related to the newscast, etc.). It is very attractive for the audience. It also shows many original and new ideas.
Interaction and group work 3.1, 3.2, 5.2, 6.3	There is not interaction with the other members of the group. Not listening at all or making disrespectful comments on the others' opinions and ideas. There is no initiative of contribution of ideas during group work.	There is little interaction with the members of the group. not always listening the others' opinions or ideas and having difficulties to respect the speaking time. There is little initiative and contribution of few ideas during group work.	There is interaction with most of the members of the group. Generally listening the others' ideas or opinion and respecting the speaking times. There is some collaboration and contribution of ideas during group work.	There is interaction with all the other members from the group. Always listening the others' ideas or opinion and respecting the speaking times. There is continuous initiative and contribution with many ideas during group work.

Workload 3.1, 5.2, 6.3	<p>There are no instances of workload, and the other group members work more. There has not been devoted time either in the video edition time or in the script's preparation.</p>	<p>The workload and time devoted to the video edition and the script is usually lower than the other members.</p>	<p>The amount of work devoted to the edition of the video and the script's preparation is usually the same as the other members of the group.</p>	<p>The amount of work is the same as the other members of the group during the video editing time or the script's preparation.</p>
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