



Trabajo Fin de Máster

**The Power of Film:
A Motivational Path to English Language Learning**

**Fostering Student Motivation in a 3rd ESO EFL Classroom
Through Audio-Visual Resources**

**El Poder del Cine:
Una Vía de Motivación para el Aprendizaje del Inglés**

**Fomentando la Motivación del Alumnado en un Aula de ILE
de 3º ESO Mediante Recursos Audiovisuales**

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Abstract

This dissertation proposes an innovative approach using audio-visual resources to enhance student motivation in a 3rd ESO English as a Foreign Language (EFL) classroom in Zaragoza. A motivation questionnaire was administered, and the results revealed a lack of motivation and disengagement during the EFL lessons and a dislike towards the methodology used. The questionnaire also showed that students were interested in the use of audio-visual resources, and this was considered in the creation of the unit as well as the requirements of the Spanish and Aragonese curricula. The proposed unit integrates the use of movies to explore the topic of travel from intercultural and sustainable perspectives. The tasks were designed in accordance with Communicative Language Teaching (CLT) and Task-based Learning (TBL) principles, promoting the students' communicative competence, intercultural awareness, and understanding of sustainable development goals (SDGs). Authentic audio-visual resources were used to motivate learners, provide real-world contexts, and engage the students with expressions of different cultures. The aim was to create a learning environment where communication is the main goal and students connect with others using the L2 as a tool. The time limitations of the placement restricted the possibility to verify the impact of the proposed unit on students' motivation and L2 learning. Future research might consider this restriction as well as possibilities to increase student autonomy in the selection of movies and topics. The implementation of the proposed unit may offer valuable insights into the field of EFL teaching and Second Language Acquisition (SLA).

Keywords: Second Language (L2) Motivation, Communicative Language Teaching (CLT), Task-Based Learning (TBL), Audio-Visual Resources, English as a Foreign Language (EFL).

Resumen

Este trabajo propone un enfoque innovador que utiliza recursos audiovisuales para incrementar la motivación de los estudiantes en un aula de inglés como lengua extranjera (ILE) de 3º ESO en Zaragoza. Se administró un cuestionario de motivación en el cual los resultados revelaron una falta de motivación y desinterés durante las clases de ILE y una aversión hacia la metodología utilizada. El cuestionario también reveló que los estudiantes estaban interesados en el uso de recursos audiovisuales, y esto se tuvo en cuenta durante el diseño de la unidad, así como los requisitos del currículum español y aragonés. La unidad propuesta integra el uso de películas para explorar el tema de los viajes desde perspectivas interculturales y sostenibles. Las tareas se diseñaron de acuerdo con los principios de la Enseñanza Comunicativa de Lenguas (ECL) y el Aprendizaje Basado en Tareas (ABT), promoviendo la competencia comunicativa de los estudiantes, la conciencia intercultural y la comprensión de los Objetivos de Desarrollo Sostenible (ODS). Se utilizaron recursos audiovisuales auténticos para motivar a los alumnos, proporcionarles contextos reales y hacerles participar en expresiones de diferentes culturas. El objetivo era crear un entorno de aprendizaje en el que la comunicación fuera el objetivo principal y los estudiantes conectaran entre ellos utilizando la L2 como herramienta. Las limitaciones de tiempo de las prácticas restringieron la posibilidad de comprobar el impacto de la unidad propuesta en la motivación de los estudiantes y en el aprendizaje de la L2. Futuras investigaciones podrían tener en cuenta esta limitación, así como las posibilidades de aumentar la autonomía de los estudiantes en la selección de películas y temas. La puesta en práctica de la unidad propuesta puede ofrecer valiosas perspectivas en el campo de la enseñanza de ILE y la adquisición de segundas lenguas (ASL).

Palabras clave: Motivación para el Aprendizaje de la Segunda Lengua (L2), Enseñanza Comunicativa de Lenguas (ECL), Aprendizaje Basado en Tareas (ABT), Recursos Audiovisuales, Inglés como Lengua Extranjera (ILE).

1. Introduction

Students' L2 motivation and its relationship with language learning has been a researched topic for the past decades. It has been recognized that student motivation plays a significant role in second language (L2) learning (Dörnyei, 2009). That is why there has been an increase in research regarding the elements that can increase student motivation in the English as a foreign language (EFL) classroom.

The need for this proposal was identified during a school placement in a secondary school in Zaragoza through a motivation questionnaire. This specific class showed a lack of motivation in the EFL classroom as they disliked the methodology used due to the constant decontextualized grammar activities. Moreover, students shared that understanding audio-visual resources is one of the reasons why they would like to learn more English and therefore their interests have been taken into account during the design of the proposal. Shortly, the dissertation explores an innovation proposal utilizing audio-visual resources as a tool to enhance student motivation.

This proposal follows the Spanish legal framework for secondary education present in the national LOMLOE Curriculum as well as the Aragonese Curriculum for Foreign Language teaching, which contemplate a competence-based approach where the learning units are in line with the development of Key and Specific competences.

The relevance of this dissertation lies in the opportunity to increase the students' motivation in this specific context, taking into account their interests and providing them with opportunities to learn and enjoy the English language. By examining the existing literature on motivational theories and instructional strategies, this paper presents a didactic unit that deals with the topic of travel in a way that is new to the students, as travel will be regarded from other angles, such as the impact it has on the environment or different socio-cultural reasons to travel. This proposal will also help students develop their key and specific competences from the standing LOMLOE curriculum as well as the essential knowledge contents and sustainable development goals (SDGs).

The unit is based on Communicative Language Teaching (CLT) principles and consequently developing students' communicative competence will be the main goal of the unit. In line with the curriculum, students will also develop their intercultural awareness as well as SDGs. For these purposes, the methodology proposed in this unit

is Task-Based Learning (TBL) which promotes L2 learning through tasks immersing students in real communication and providing opportunities to use language meaningfully. CLT is an approach that will allow students to regard language within its social context and it provides students with the opportunity to use language for real and communicative purpose (Savignon, 2005). In addition, EFL classes should work around creating social agents by developing students' global skills such as communication and collaboration, creativity, critical thinking, intercultural competence and citizenship (Mercer et al., 2019). For this reason, the chosen methodology is TBL, which will present real opportunities for language exchange among the students while developing their global skills.

Regarding the materials used in this proposal, the unit uses audio-visual resources as examples of authentic materials, in accordance with CLT and TBL principles. Audio-visual resources serve as a source of motivation for learners, naturally contextualize authentic language and allow students to become familiar with different cultural expressions (Stempleski & Tomalin, 1990). Savignon (2005) states that the most successful learning environments are those where the communicative competence is the goal and where the students are involved in the experience of L2 learning regarding it as a tool to connect with people. Integrating media and digital literacies in the EFL classroom is also important to help students become social agents. In order to keep pace with the contemporary changes in society it is important to include the development of digital, multimodal and media literacies in the classroom to prepare students for communication in the real-world. Media literacy includes the reception, distribution, and production of media content within specific cultural contexts (Gutiérrez & Tyner, 2012).

In fact, media literacy can help students increase their awareness of interculturality and can expose students to different realities. Becoming familiar with different media can help develop students' tolerance and acceptance of diversity. Similarly, students are likely to be creators of their own media with applications such as TikTok and Instagram, therefore they can represent the values they learn in class and generate impact on others. That is why in the proposed unit, students will work on the basic skills of media literacy by understanding, analysing, and thinking critically about movie clips, creating their own creative productions within the scope of

interculturality and sustainability (Gutiérrez & Tyner, 2012), in order to become social agents.

This dissertation is divided into 6 sections. The first section introduces the dissertation, and the second section deals with the purpose and specific aims of the paper. The third section introduces the specific need that is addressed, the evidence for this need and the reasons for creating the proposal. This section also covers the theoretical framework on which the proposal is based, namely CLT and TBL principles; and the proposal's alignment with the standing Aragonese LOMLOE curriculum. This section ends with the methodological design of the dissertation describing the steps followed during the creation of the proposal. The fourth section presents a critical analysis and discussion of the proposed didactic unit, and how it is aligned with the frameworks mentioned in Section 3. The fifth section concludes the paper and the sixth includes the appendices with the evidence used for the justification of the paper, the aims and contents of the unit, the evaluation criteria and tools, as well as the lesson plans and materials.

2. Purpose and aims of the Dissertation

The aim of this dissertation is to provide an innovative teaching proposal to increase 3rd year ESO students' motivation by means of audio-visual resources. For this purpose, the following objectives are established:

- Increasing the students' L2 motivation by creating attractive and engaging tasks that include the use of cinematic resources following CLT and TBL principles. Richards and Rodgers (1986) mention the importance of creating tasks that induce meaningful language from the students as well as allow for authentic communication. In fact, authentic communication is more likely to arise when using tasks that are motivating. (Hunston & Oakey, 2010).
- Developing the students' Communicative Competence using audio-visual media as examples of authentic and meaningful language as well as tasks that present opportunities for real-life situations of English use. The significance of authentic materials lies in the opportunity they provide to foster a language-rich atmosphere within the classroom and serve as a means for students to connect with the actual world of the target language community (McGarry, 1995).

- Developing students' multicultural awareness through movies that will encourage students to critically think about and engage with the themes and content depicted in the films. Movies are authentic resources that can develop students' understanding of different cultures and societies globally. Moreover, movies provide a platform for discussions and opportunities to observe and analyse aspects of various cultures, societies, and issues (Curtis, 2007). In fact, movies serve as relevant portrayals of foreign cultures and values which offer authentic representation (Herron et al., 1995).
- Developing students' awareness of SDGs through tasks that deal with equality, culture, and sustainability. By incorporating tasks that involve reduced inequality (SDG 10) and climate action (SDG 13), the unit aims to foster a heightened understanding of these important topics among students. The students will be engaged in tasks that highlight the importance of achieving a fair and just society, respecting diverse cultures, and addressing environmental challenges. Through the proposed tasks, students will be encouraged to critically analyse these issues and recognize their role in contributing to a more sustainable future for society.
- Developing students' key and specific competences as outlined in the Aragonese curriculum, alongside fostering their 21st-century skills in order for them to become social agents. By combining these two aspects, students will be encouraged to become proactive agents in society. With the proposed tasks, students will be developing their understanding of different topics, while also nurturing their skills such as critical thinking, creativity, and collaboration. This proposal aims to prepare students to navigate the challenges present in the world while actively contributing to their communities.

3. Justification, theoretical and curricular framework, methodological design.

3.1. Justification

The need that is addressed in this dissertation is a lack of motivation observed in 3rd year ESO EFL class at a school in Zaragoza located in a middle-class neighbourhood. Through observation, it could be seen that students were not participative during the classes and did not engage in interactions regarding the English

language. Moreover, the lack of motivation of the students has been perceived through a Motivation questionnaire implemented at the beginning of the school placement. The questionnaire was designed to retrieve information about the students' attitudes towards the English language and their EFL classes, as well as their motivation and use of learning strategies. The questionnaire consisted of 1-5 Likert scale questions as well as multiple-choice and open-ended questions. The general results showed that 25.9% of the students were not engaged during the classes and that they often felt distracted. Moreover, 22.2% of students stated that they felt lost during the lessons and that they thought they were wasting time. In addition, 66.7% of the students said that they wanted to learn more English to pass the subject, and 63% only paid attention in class for the same reason. This is in line with Dörnyei's (2009) theory of the Ought-to L2 Self, which refers to the students' effort being linked to their sense of responsibility or obligation.

During the placement I observed that the methodology used in the lessons was a traditional approach, following a Presentation Practice Production (PPP), with the focus on grammatical forms carried out at the beginning of the lessons and with no focus on meaning (Willis, 1996). Short question responses also showed that the students liked English as a language but disliked it as a subject because their classes involved non-stop practice activities. This showed that students did not enjoy the methodology used in class, as the lessons were all composed of focus on form activities that were decontextualised and not meaningful.

Moreover, it was also observed that there was little use of audio-visual resources in the classroom. In fact, the videos and films that were projected were only used as entertainment, as they were not contextualized and there were no follow-up activities that demanded students' attention or critical thinking. In the questionnaire, students shared that they enjoy watching movies in English and would appreciate working with them to learn new vocabulary and to work on their own fluency. Most of the students commented that the main reason why they would like to work on their L2 skills was the ability to understand audio-visual material such as tv shows, films or TikTok videos in English.

Finally, by viewing the lessons as well as analysing the materials used in class, I observed that interculturality was not a topic that was included in any of the lessons.

There was no mention of countries other than England, the United States, and Spain, for comparative purposes. Intercultural awareness is included in the Aragonese curriculum as well as in the 21st century skills. Similarly, reduced inequality is part of the SDGs, and it also refers to cultural awareness. Therefore, interculturality should be a topic that is developed through the contents viewed in class.

3.2. Theoretical Framework

3.2.1. Communicative Language Teaching

The Communicative Approach in English Language Teaching (ELT) derives from a “functional theory that focuses on language as a means of communication” (Richards & Rogers, 1986, p.87). CLT is defined as an approach in which the goal of language teaching is communicative competence and where the four language skills (speaking, reading, listening, and writing) are taught considering the interrelationship between language and communication (Richards & Rodgers, 1986). The communicative competence is defined by Richards and Rogers (1986) as the capacity to use language effectively and appropriately. In fact, Hymes (1972) states that a language user who develops their communicative competence will acquire knowledge as well as the ability to use language. Savignon (2005) described communicative competence as expressing, interpreting, and negotiating meaning.

Similarly, Canale and Swain (1980), identify four dimensions of communicative competence: the grammatical competence, the sociolinguistic competence, the discourse competence, and the strategic competence. The grammatical competence refers to a grammatical and lexical capacity, that is, knowledge of lexical items and rules of morphology, syntax... Sociolinguistic competence deals with the understanding of the social context where communication arises, the context may include “role relationships, shared information, and the communicative purpose for their interaction” (Richards & Rodgers, 1986, p. 71). Discourse competence pertains to the ability to understand the connections among individual elements of message and how meaning is conveyed in relation to the entire discourse. Lastly, strategic competence refers to the strategies that language users engage in to start, finish, maintain, resume, and redirect communication.

In fact, the literature defines the process of language learning as learning to communicate and therefore, effective communication is one of the pillars of CLT

principles (Finocchiaro & Brumfit, 1983). Krashen (1982) states that language learning arises as a consequence of using language for communicative purposes, and not through the practice of language skills. Accordingly, the linguistic system of the target language is developed through communication and learners will often acquire the language as a result of trial and error (Finocchiaro & Brumfit, 1983). In addition, Littlewood (1981) adds that CLT efficiently contemplates both functional and structural aspects of language in context.

Furthermore, contextualization is a key aspect of the CLT (Finocchiaro & Brumfit, 1983) and as stated by Halliday (1970, p.145) "only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus". According to Alamri (2018), context should be substantially the core of the EFL lessons because it promotes interaction, which is another aspect that is highlighted in the Communicative Approach (Finocchiaro & Brumfit, 1983). Emphasizing student interaction and communication through pair or group work is also part of the communicative classroom. Researchers recommend this classroom dynamic because it allows students to provide and receive communicative output and input, as well as to construct and negotiate meaning collaboratively (Fotos, 2001). Briefly stated, Brown (2007) mentions that a communicative class should give students opportunities to acquire the knowledge and skills that are necessary for communicating productively and receptively in real world contexts, while working in groups to focus on meaning and its negotiation (Richards, 2006).

In addition, CLT allows for a measured use of the students' L1 in the classroom. In fact, in other methods such as the Direct Method or the Audiolingual Method, previous research completely discouraged the use of the L1 inside the classroom, following the idea that second language acquisition (SLA) required constant exposure to the second language (L2) (Ellis & Shintani, 2014). However, CLT advocates for a feasible use of the L1 and allows translations when it is beneficial for students. As stated by Ellis and Shintani (2014), the L1 is a great tool to develop students' communicative competence.

CLT was considered for this proposal as it provides opportunities to use audio-visual resources for enhancing student motivation. By incorporating videos, movies and other sources of media, students engage with authentic language in context,

making learning more enjoyable. These resources stimulate visual and auditory senses, capturing students' attention and fostering active participation.

In short, CLT promotes language as an expression of meaning whose main goal is interaction and communication. For the purpose of promoting learning, the EFL classroom should include language that is meaningful to the learners as well as activities that involve communication, and meaningful and authentic language use (Richards & Rodgers, 1986). Accordingly, this paper will consider Task-Based Learning as the most appropriate methodology to promote students' learning and, therefore, their communicative competence.

3.2.2. Task-Based Learning

As CLT also proposes, TBL is a methodology that promotes language learning by means of involvement in real communication using language meaningfully. Traditionally, activities revolved around students demonstrating their knowledge of grammatical structures that were previously explained (Klapper, 2003). This can be seen in the Presentation, Practice, Production (PPP) model, for instance, where activities require students' accurate use of grammatical forms that had been covered at the Presentation stage (Willis, 1996). In TBL, students use their existing linguistic resources for communicative purposes and only pay attention to language form after completing the task (Klapper, 2003).

Willis (1996) defines a task as an activity which is goal-oriented towards a real outcome (non-linguistic). That is, students need to work together using the language they already know to achieve an outcome, such as solving a problem. Achieving the outcome represents the end of the task and only then will they focus on the grammatical forms used in their own productions or other examples provided during the task-cycle (pre-task, task, post-task) (Willis, 1996). Tasks are usually related to learners' communicative needs that represent experiences that are real and serve a purpose, therefore replicating the elements and features of real-world language inside the classroom (Willis, 1996).

In fact, Ellis (2003) differentiates among different criteria to distinguish communicative tasks. Firstly, a task is defined as a work plan for learners with a

primary focus on meaning, that is, a task should allow students to use language in context promoting L2 learning as a result of communication. For this reason, tasks include gaps, and students will use their existing L2 resources to complete them; that is, the teacher will not specify what language should be used and students will choose the language needed to close the gap. In a different note, as stated by Lightbown and Spada (1990), there must be room for accuracy inside the communicative classroom, as their research has shown that form-focused instruction is beneficial for students when it is presented within communicative contexts. In fact, their findings indicated that students dealing with contextualized focus on form activities within meaningful communication have worked significantly better than those that do not focus on form or those that highlight form-focused instruction excluding communicative contextualized activities (Lightbown & Spada, 1990). To finish, a task can also involve all four language skills as well as engage students' cognitive processes. This means that a task will allow students to select, order, reason or evaluate information during the task.

TBL provides many opportunities for incorporating audio-visual resources and boosting students' motivation inside the classroom. By designing tasks that involve engagement with multimedia materials, students are immersed in real-life examples of language use provided by dynamic and visually stimulating content. These tasks will capture students' interest, making learning more enjoyable and fostering a deeper engagement with the target language. This methodology supports that by providing students with opportunities to use language meaningfully and authentically, they will develop the language skills on their own. The focus on meaning and highlighting the importance of communication that derives from real-world situations and contexts will bring about interest in the students and increase their motivation (Finocchiaro & Brumfit, 1983).

3.2.3. Students' L2 Motivation

Dörnyei (2010) describes motivation as one of the most important aspects when learning a second language. According to Dörnyei and Ushioda (2021), motivation involves the decision to perform an action, the persistence regarding that action and the effort put in it.

Motivation is a concept that is often used to refer to the success of language learners, this is because during the learning process of an L2, the students' eagerness and engagement are factors that play a crucial role in their success (Dörnyei, 2009). Previous literature represents L2 learning motivation as a dichotomous concept divided into integrative motivation and instrumental motivation. Integrative motivation refers to aiming to learn an L2 for the purpose of communicating with members of the L2 community and becoming a part of it; while instrumental motivation is more related to certain advantages that L2 learning might have, such as professional opportunities (Gardner, 1985, 2001). In the 1990s, the concept of integrative motivation was challenged as researchers (Crookes & Schmidt, 1991; Dörnyei, 1994; Oxford & Shearin, 1994) worried about its generalizability. In multicultural contexts where L2 learners are in constant contact with the language, such as Canada, the idea of integration in the L2 community was plausible. However, in contexts where the L2 is only present in school and the learners have no direct contact with the language, such as Spain, the idea of integrative motivation did not apply, and it was this absence of an L2 community surrounding the learners that weakened the concept of integrative motivation (Dörnyei, 2010). In 2005, Dörnyei introduced the 'L2 Motivational Self System', a new construct that expands on Gardner's (1985) theory considering the lack of generalizability of the integrative motivation concept. This new construct allowed for this theory to be relevant in different language-learning contexts. Dörnyei (2009) differentiated 3 components inside this approach:

- The Ideal L2 self: referring to the attributes or qualities that a learner might want to possess, that is, in line with the person's desires and wishes.
- The Ought-to L2 self: referring to the attributes or qualities that a learner thinks they should possess, aligned with their obligations or responsibilities to avoid negative results.
- L2 Learning Experience: referring to the learners' learning environment and experience, this includes elements such as the teacher's influence, the curriculum, or the peer group.

This distinction is relevant in this paper as the questionnaire that was implemented during the school placement showed that students' motivation was affected by different factors. Some of the students shared that they do not enjoy EFL classes because of the constant decontextualized grammar activities, which relates to Dörnyei's L2 Learning Experience. Others commented that they only paid attention in class to pass the exams and get good grades, relating to the Ought-to L2 self. Lastly, others shared that they wanted to become people that spoke more languages to better communicate with people and to understand media in English, in line with the Ideal L2 self. In fact, most of the students mentioned the importance of understanding movies and other audio-visual materials in English and some of them placed audio-visual resources among their interests for language learning.

The motivation questionnaire also revealed a high L2 anxiety among the students as they were afraid of making mistakes in their written or spoken exams. In fact, according to Brown (2007), fear is a crucial affective element in foreign language learning. This fear, as seen in the results from the questionnaire (Appendix 1), is often linked to evaluation and how students perceive being assessed. Studies show that student motivation is more likely to be increased when they are provided with low-stake tasks as well as formative feedback highlighting their progress and achievements (Harlen & Crick, 2003). In fact, formative feedback allows the students to reflect on their own work while encouraging teacher and peer interaction. This form of evaluation provides information about students' learning, helps the teacher see students' progress and fosters positive motivational beliefs (Juwah et al., 2004).

Research has also shown that audio-visual resources, understood in this paper as a "combination of text, image, sound and video" (Kathirvel & Hashim, 2020, p. 2601), are teaching materials that increase students' interest, interaction, and communication inside the classroom. More importantly, using audio-visual resources has been found to lessen the levels of L2 anxiety of the students and has been linked to a relationship between students' affective factors, such as motivation, and their L2 performance (Salamea-Avila & Fajardo-Dack, 2023). In addition, the study conducted by Salamea-Avila and Fajardo-Dack (2023) also revealed that audio-visual materials served to considerably improve students' intrinsic motivation, which refers to engaging in activities for internal rewards (Deci & Ryan, 1985).

Findings from different research have demonstrated that using audio-visual resources as teaching materials positively influences students' interest during the class. Using movies, tv shows or other audio-visual materials will create an entertaining and instructive classroom environment that will maintain students active, motivated, and productive (Buckingham & Alpaslan, 2017; Casallas & Londoño, 2000; Kumar, 2021).

3.2.3. The Use of Audio-visual Resources in the EFL Classroom

Movies, tv-series and other audio-visual media are appealing and common forms of art that are present all around the world; and researchers have given much importance to the effectiveness of their use in the EFL classroom (Albiladi, Abdeen, & Lincoln, 2018). Films are authentic materials that motivate students and can raise awareness about different cultures and societies worldwide, while allowing students to critically think about the themes and content presented in the movies.

According to Sheffrin (2020), films are a very useful tool to use in EFL classrooms. Movies are a form of artistic expression that can introduce and allow students to work with different topics that are relevant in their contexts (Sheffrin, 2020). These topics can also help students draw on their previous knowledge and life experiences while allowing them to create connections with new information (Herron & Hanley, 1992). Similarly, movies allow the students to reflect on these topics and provide opportunities for discussion, interaction, and negotiation of meaning inside the classroom, while allowing students to think critically (Curtis, 2007), in line with 21st century skills.

In fact, Stempleski & Tomalin (1990) state that using movies inside the classroom can help increase students' motivation as well as provide interesting sources of entertainment. In addition, these sources serve as authentic classroom materials (King, 2002) with which to work inside the EFL class and which are not often found in traditional EFL textbooks (Sheffrin, 2020). In addition, movie trailers can also be useful to work with in class, as they are short and serve to catch students' attention easily (Sheffrin, 2020).

On a different note, the importance of raising awareness about interculturality increases exponentially and it is now included in the Aragonese curriculum as part of

the essential knowledge contents. For this purpose, films provide great opportunities to bring intercultural awareness into the EFL classroom. They can bring about discussions and opportunities to view and analyse elements of different cultures, societies, and problems that students may not be exposed to outside of the classroom (Curtis, 2007). In fact, movies are relevant representations of other countries' cultures and values that convey foreign cultures more authentically than commonly used instructional materials, such as textbooks (Herron et al., 1995). Movies also allow the students to be engaged in themes, ideas, and the contents (King, 2002) while potentially boosting their confidence and L2 motivation (Wood, 1995).

To finish, using films in the EFL classroom can help students' learning process with the visual references that the images provide (Long, 2003). In short, the unit proposed in this dissertation includes the use of audio-visual materials because the existing literature supports its use and they have been proved effective in many aspects of the learning process. Most importantly, audio-visual materials play an important role in students' motivation and attitudes towards the language (Brandt, 2005).

3.3. Curricular Framework

3.3.1. Key Competences

Regarding the Key Competences stated in the standing LOMLOE curriculum, with this unit, the first aim is to develop students' communicative competence by providing them with opportunities to express themselves orally, in writing, and other modes of communication. Through group work activities, such as a problem-solving role-play, students will have the opportunity to use language in a meaningful and authentic way that resembles real-world uses of language. They will also critically interpret and show understanding of written, oral, and multimodal texts as they will work with movies in all sessions.

The digital competence is also developed in this unit as students will use audio-visual resources during the tasks and they will interact with each other sharing content, and information through digital platforms, for example, during their creation of a sustainable travel proposal. Digital platforms will also be used to build and share knowledge as well as create digital content for communicative purposes; namely, when creating a short documentary.

The personal, social, and learning-to-learn competence is developed through all the tasks in this unit. The tasks proposed will allow the students to reflect on themselves and others to promote personal growth by means of collaboration. In this unit, all tasks will be done in groups to increase student interaction and promote positive interdependence.

The plurilingual competence will also be developed in the unit, and it involves the use of different languages in learning and communication. For example, in the problem-solving role-play, students will be recognising and respecting individual linguistic profiles and drawing on their own experiences to develop mediation strategies while working on their L1 and L2 skills.

The civic competence will be developed as with this unit, students will work on their knowledge of world issues and will actively engage in activities related to global citizenship, such as the proposal of sustainable travel alternatives. With this task, students will also be working on SDGs, which will allow students to think about global challenges as well as how to achieve a more sustainable future.

Lastly, this unit will also develop the students' competence in cultural awareness and expression, which is related to understanding how ideas, opinions, feelings, and emotions are communicated in different cultures through a wide range of artistic and cultural expressions. With the tasks proposed, students will develop their understanding of art and culture as different ways of perceiving the world.

3.3.2. Specific Competences

The tasks proposed in this unit will give students opportunities to develop CE.LEI.1. which is related to understanding the meaning conveyed in texts as well as interpreting specific details making use of strategies, such as inferring meaning, to respond to specific communicative needs. The unit also works on CE.LEI.2. as students will produce original texts, using strategies such as planning to express themselves creatively in the target language with the aim of responding to specific communicative needs. CE.LEI.3 will also be developed through group work tasks where students will interact with each other using cooperative strategies and using analogical and digital resources to respond to communicative gaps.

The tasks proposed also allow for the development of CE.LEI.4 which refers to mediating between different languages, as well as simple strategies to explain concepts or simplify messages to communicate effectively. CE.LEI.5 will be developed as students will work with their personal linguistic repertoires, thinking critically about their use and becoming aware of their own knowledge to improve their ability to respond to specific communicative needs.

Finally, students also work on CE.LEI.6 as they will critically assess and adapt to linguistic, cultural, and artistic diversity, working on identifying the similarities and differences between languages and cultures, to act respectfully in intercultural contexts.

3.3.3. Essential Knowledge Contents

The proposed unit complies with the specifications provided in the curriculum regarding the essential knowledge contents: communication, plurilingualism and interculturality.

In terms of communication, students will be learning the language by using it to communicate. This action-oriented approach focuses on what learners should be able to express during the learning process in order to communicate effectively and to develop their communicative competence. The communicative needs of real-world situations are the learning objectives of the unit and regarding them as actions allows for collaborative learning situations in which learners act as social agents. Briefly, the focus of this unit is not the language itself, but the tasks proposed that will help develop the students' language skills.

Plurilingualism was also considered during the design of the unit. Students have a linguistic and cultural repertoire which includes the languages they know, and these allow them to express themselves and interact with each other. In this unit, plurilingualism will be given importance by allowing the students to reflect on language, communication, and their own learning.

The proposed unit is also in line with the specifications regarding interculturality as students will work on their L2 skills while learning to respect the cultural diversity of all communities and the individual differences of its members. With the tasks proposed, students will learn about cultural differences and expressions in order to act empathetically and respectfully.

3.4. Methodological Design

The starting point of this dissertation was the lack of L2 motivation encountered in my school placement. I conducted a Motivation questionnaire with 1-5 Likert scale questions as well as multiple-choice and open-ended short questions to find evidence of this lack of motivation. It was implemented at the beginning of the placement, and it was designed considering Dörnyei's (1994) L2 Motivational Self System posing questions that gave me information regarding students' Ideal L2-self, Ought-to self, and L2 Learning experience. With this foundation, I was able to analyse students' attitudes and motivation towards the language as well as their thoughts on the methodology being used. Moreover, I also included questions based on Oxford (1990) to learn about the learning strategies they used outside the classroom, which gave me information about their interest in audio-visual resources. I also included open-ended questions where students shared their interests regarding the English language and most students mentioned watching movies, tv-series and TikTok videos as their main reasons to learn English.

After analysing the results of the questionnaire, I contrasted the findings with the existing literature on L2 motivation and went through different authors that helped me understand and interpret the results. In addition, the questionnaire showed that students were widely interested in the use of audio-visual elements, which the existing literature also supports as it can improve many aspects of the learning process, including students' L2 motivation. Afterwards, I began the process of creating an innovative proposal following CLT and TBL principles for an opportunity to improve students' motivation while engaging them in real-world uses of the language as well as developing their communicative and intercultural competences.

In the process of creating the tasks I placed importance on teaching language in context, develop the students' communicative and intercultural competences while working on SDGs. For this purpose, I chose 3 movies: *Dead Man* (Jarmusch, 1994), *The Terminal* (Spielberg, 2004) and *Everest*, (Kormákur, 2015), that will help engage the students in the lessons, teach about topics that are relevant and introduce students to a new way of working with audio-visual resources. *Dead Man* will allow for the discussion of interculturality, stereotyping and cultural acceptance. *The Terminal* includes the topics of communication, mediation and citizenship while *Everest*

introduces sustainability and climate action. The process of choosing the movies was intricate as students' interests might lean towards other genres that would be more motivating to them, but the chosen movies needed to be adequate to develop students' skills in accordance with the standing curriculum. Moreover, students may not have developed enough film literacy required to analyse filmic resources; that is why the option of choosing the films was not given to them.

After all the lessons, there was no possibility to carry out a second questionnaire to check the impact of the proposal. Ideally, it would have been enriching to implement the Motivation questionnaire a second time to see if the proposed unit had any impact on students' motivation. In addition, it would also be interesting to see the impact of students' motivation on their learning. This information will be useful to improve and make changes in my own future teaching as well as provide insights into the field of EFL teaching.

4. Critical analysis and discussion of the didactic proposal

4.1. Proposal and Context

The proposed unit titled 'Travel Beyond Tourism' was designed considering the essential knowledge contents and SDGs from the Aragonese curriculum. The unit deals with different aspects regarding Travel in order to increase student motivation as well as develop their communicative and intercultural competences while working on reduced inequality and climate action. The intention was to create a class environment where communicative competence was the desired outcome while engaging students in the language learning experience recognizing it as a complex network of connections between people and actions (Savignon, 2005). For this purpose, TBL was used as the methodology so that students can learn and use language in context. More specifically, audio-visual materials were used as they play an important part in students' motivation and attitude towards the EFL lessons.

The class that this proposal is designed for is a 3rd ESO class with 25 students (15 girls, 10 boys). The level of English of most students is similar which would equate to a B1 from the Common European Framework of Reference (CEFR). There are 3 students who have a lower level of English who will be considered in the groupings by putting them with students from whom they can benefit. There is a lack of L2

motivation in the classroom as shown in the motivation questionnaire where they also included audio-visual resources as part of their interests. Moreover, there was no mention of topics such as interculturality and sustainability in the classroom, which, according to the standing curriculum, should be included in the contents of the lessons. Similarly, 21st century skills are also not developed in the observed classroom. The proposed unit will work on students' global skills such as critical thinking, collaboration, and cultural awareness, which will be developed alongside SDGs and will serve to make students become social agents. The unit was designed for this class, but it can be adapted to higher levels of English as the tasks are flexible. The unit can also be implemented in smaller or bigger classes as the tasks are done in small groups. The classes are 50 minutes long and this class has 3 hours of English per week; therefore, the 6 lessons will be carried out in two weeks. The unit includes 3 complete task-cycles (Willis, 1996) that will be covered in 2 days each.

4.2. Contribution to Key Competences

Through this unit the students will develop the following key competences: communicative competence (CCL), digital competence (CD), plurilingual competence (CP), personal, social and learning-to-learn competence (CPSAA), civic competence (CC), and the competence in cultural expression and awareness (CCEC).

Firstly, the communicative competence is developed in this unit as students will express themselves orally, in writing, and multimodally in different contexts while interacting cooperatively and respectively with their peers to exchange information (CCL1). This can be seen in all lessons as students will brainstorm ideas regarding reasons to travel and travel-related movies (Lesson 1), Native American stereotypes (Lesson 3), and elements in travel-planning (Lesson 5) expressing themselves orally. In Lesson 1 they also will fill out a Chalk Talk routine answering questions in pairs as well as discussing the clips seen in class identifying different elements. Similarly, in Lesson 3 they also express themselves in writing as they have to fill out a See Feel Think Wonder thinking routine after having watched the movie clips and analysed the stereotypes in those clips.

Task 1 (Lesson 1) will also develop CCL1 as they have to write a role-play situation in which they help people resolve communication problems (Lessons 1 & 2). The task in Lesson 3 also allows for the development of CCL1 as the students will

express themselves orally and multimodally recording a video regarding Native Americans. Similarly, the last task (Lessons 5 and 6) will allow the students to express themselves in written and oral form as they have to propose a sustainable travel proposal in small groups to then present it in class. Students will also write short texts explaining what conclusions they extracted from Lessons 5 and 6. The post-tasks (Lessons 2, 4 & 6) also allow the students to reflect on their thinking and express what they have learnt in written form. CCL2 and CCL3 will be developed in all lessons, as they have to interact with and critically analyse audio-visual content as well as contrast information from different sources with their previous knowledge. CCL5 is developed in tall tasks as they will use English for communicative purposes such as problem-solving (Lessons 1 & 2), sharing cultural knowledge and debunking stereotypes (Lessons 3 & 4) and proposing sustainable travel alternatives (Lessons 5 & 6).

The plurilingual competence is developed as in Lessons 1 and 2 they have to use communication and translation strategies to recreate the problem-solving role-play where one of the characters has issues communicating and they need to collaborate to solve the issue in hand (CP1, CP2, CP3).

The Digital Competence is developed as students will have to research and critically analyse different elements such as information regarding Native Americans (Lessons 3 and 4), as well as ways to make travel more sustainable (Lessons 5 and 6) (CD1). In these lessons, they also create digital content using information processing strategies (CD2) communicating with their partners by sharing data through virtual tools, such as their virtual classroom or Padlet (CD3) (Lessons 3, 4, 5 & 6).

Through all lessons, they develop the personal, social, and learning-to-learn competence as students will deal with healthy behaviours and will recognize those against coexistence (CPSAA2) such as detrimental stereotypes towards Native Americans (Lessons 3 and 4). As all tasks are done in groups, they will understand the perspectives and experiences of others and incorporate them into their learning to create a healthy group work environment (CPSAA3) (All lessons). In addition, students will also self-assess their own work in Lesson 4 as they will use the rubric provided to self and peer-assess their documentaries (CPSAA4, CPSAA5).

The unit also works on the civic competence as students will analyse and understand ideas related to social and civic dimensions of their own identity such as

the Spanish stereotypes (Lessons 3 and 4), as well as cultural aspects such as the Native American stereotypes or the communication problems among immigrant people (Lessons 1 and 2) (CC1, CC3). They will also participate in tasks such as decision-making or conflict resolution, for example in the problem-solving role-play (Lessons 1 and 2), while respecting diversity and sustainable development to help them become social agents while working on SDGs (reduced inequality & climate action). This can be seen in the last travel task where students propose sustainable travel alternatives (Lessons 5 and 6) (CC2, CC4).

The competence in cultural expression and awareness will be developed as they will critically interpret cultural and artistic expressions while working with movies during all lessons (CCEC1, CECC2). Students will also express their own ideas, opinions, feelings, and emotions through role-plays (Lessons 1 and 2), documentaries (Lessons 3 and 4) and multimodal presentations (Lessons 5 and 6) developing their self-esteem, creativity and a sense of place in society (CCEC 3). In these tasks, they will also use different digital resources creatively as well as visual and audio-visual elements to create culturally enriching products working collaboratively (All lessons) (CCEC4).

4.3. Contribution to Specific Competences

Regarding specific competences this unit develops all 6. Firstly, CE.LEI.1 is developed as students are required to understand and interpret the general meaning and most relevant details of texts inferring meaning to meet specific communicative needs. This can be seen in all lessons as students work with audio-visual texts (movies and videos), pictures (reasons to travel and stereotypes), and written texts (travel prospects). CE.LEI.2 is worked on as students will produce original texts, using strategies such as planning and following the 5 stages of writing (pre-writing, drafting, revising, editing, and publishing), to express themselves creatively and to express relevant messages responding to specific communicative purposes. This can be seen in Lessons 5 and 6 where they provide an improved and more sustainable travel prospect as well as a short text concluding all the ideas from the lessons. CE.LEI.3 is developed as students will interact with each other in group work tasks using cooperation strategies as well as digital resources for communicative purposes. This

can be seen in all lessons as students will conduct all tasks and most pre-tasks in groups or pairs.

CE.LEI.4 is worked on during Lesson 5 where students mediate with information retrieved from movies using simple strategies such as explaining concepts or simplifying messages to share information in an effective and clear way. CE.LEI.5. is also developed in Lessons 1 and 2 as students will use their personal linguistic repertoires to become aware of their own strategies and knowledge to improve their response to specific communicative needs. This is done in the first task where students use different languages to solve a problem in communication. Finally, CE.LEI.6 is developed throughout the first two tasks as students will adapt to linguistic, cultural and artistic diversity working with the movies identifying and sharing similarities and differences between languages (Lessons 1 and 2) and cultures (Lessons 3 and 4), in order to act respectfully in intercultural situations.

4.4. Objectives and Essential Knowledge Contents

The objectives set for this unit are listed in Appendix 2 and they have been formulated considering the need addressed in this dissertation, L2 motivation, as well as the requirements of the standing LOMLOE curriculum. The objectives of the unit will allow students to work on their key and specific competences as well as develop their awareness of SDGs. In fact, Oxford and Shearing (1994) state that learning objectives must be specific, challenging, and achievable at the same time. These objectives should be accompanied by constant feedback regarding the students' progress and the authors mention that objectives can have a great impact on students' L2 motivation.

The syllabus has been designed following a task-based approach, where students will participate in tasks using meaningful language in context and developing their communicative competence. This will be done through interaction, creating an environment where students use the linguistic resources that they possess to reach a communicative goal.

The essential knowledge contents chosen for this unit are listed in Appendix 3 and they are aligned with the activities proposed in the following way. Regarding communication, and in line with TBL principles, students will learn to consider error

as a natural step of the learning process, and this will be done through formative feedback that will focus on the communicative aspects of language rather than the linguistic ones. They will also use strategies to plan and produce oral, written, and multimodal texts such as the sustainable travel proposal, the role-play and the documentary. During this, they will use digital resources for learning and information search. They will share knowledge, skills, and attitudes with their peers through the mediation activity in Lesson 5 regarding the bullet points of the clips. Students will work on communicative functions such as information sharing, mediating, translating, advising, informing, etc., in all the tasks proposed. Through this, students will learn vocabulary regarding travel, climate, stereotyping, Native American culture, etc. Moreover, as all tasks are developed in groups, they will use strategies for interacting with peers such as initiating, maintaining, and terminating communication, or asking for and giving explanations.

In terms of plurilingualism, students will make use of strategies for identifying, organising, retaining, retrieving, and creatively using linguistic units by comparing the languages and varieties that make up their linguistic repertoire. This can be seen in the role-play task where students will share information to solve a communication problem using their own linguistic repertoires. Moreover, they will also use strategies for self-assessment and peer-assessment.

Lastly, interculturality will be worked on as they will use English for interpersonal communication and as a tool for social interaction and participation. During all the tasks students will show interest and initiative in carrying out communicative exchanges dealing with social and cultural aspects of everyday life (culture, attitudes, customs, and values). In addition, students will, through all lessons, develop strategies for understanding and appreciating linguistic, cultural, and artistic diversity, considering eco-social and democratic values. To finish, when dealing with stereotyping in Lessons 3 and 4, students will learn strategies for detecting and dealing with discriminatory uses of verbal language.

4.5. Alignment with Task-Based Learning Principles

The proposed unit is in line with TBL criteria, and it follows the task-cycle proposed by Willis (1996) which includes pre-tasks, tasks and post-tasks.

In Lesson 1 students work with the movie *The Terminal* (Spielberg, 2004). In the first pre-task students will brainstorm ideas regarding travel and reasons to travel; in the second pre-task, they will first complete a Chalk Talk routine where they will write about travel movies, they know followed by a viewing of two short clips from the movie where they need to identify the actions taking place. Then, the task will consist of a role-play recreating a situation in which they help people who are struggling to communicate by means of communication strategies. The 2nd Lesson will consist of the students presenting the role-plays and students will fill out the Reporter's Notebook think chart during their peers' presentations. In the post-task, the use of the reported speech in the movie clip will be analysed as well as their own use of the reported speech, explaining the rules of reported speech and comparing the structures used in the role-plays.

Lesson 3 will focus on the movie *Dead Man* (Jarmusch, 1994). The first pre-task will have the students brainstorm ideas about Native Americans and write those words on a Word Cloud. The definition of a stereotype will be covered, and students will analyse if they relate to Spanish stereotypes presented with pictures; leading to a discussion about why they assume their stereotypes of Native Americans are accurate if the Spanish ones are not. The second pre-task will have the students pick from a list the stereotypes that they link to Native Americans and which ones to American businessmen. Afterwards, clips of the movie will be played with only audio to see if by only listening to the characters their stereotyping changes. Finally, students will watch the clips of the movie that will show the subversion of those stereotypes in the characters and students will fill out a See Feel Think Wonder think chart analysing what they saw.

In the task, a learning situation will be provided describing how Discovery Max is doing a documentary on Native Americans and they need the students' help to provide an accurate representation of Native Americans. Before starting the task, we will watch part of the "What Life in a Native Reservation for Native Americans Is Really Like" YouTube video so that they have a Model of the task and where they can learn more information about Native American reservations. Students need to record and create videos talking about different points specified in the learning situation (Appendix 6). In Lesson 4 they will finish the video and show it to the class. They will then conduct self and peer-assessment using the rubric provided before the task.

Finally, they will complete two exit tickets as post-tasks, one where they write sentences exemplifying 10 new words they have learned and another one answering questions about the information they have acquired.

In Lesson 5 they will work with the movie *Everest* (Kormákur, 2015). In the first pre-task, we will discuss movies that deal with nature, mountains, oceans etc., and they will fill out a word tree with all the topics and plot ideas that they remember from those movies. They can also research if they are not familiar with any travel movies. Then, the movie *Everest* will be introduced by showing them the word tree of that specific film. In the second pre-task, the class will be divided into two groups where one group will watch a clip from the movie *Everest* (Kormákur, 2015) and the other half will watch the trailer of *Death Zone: Cleaning Mount Everest* (2011). Each student will write bullet points following some questions written on the board and then mediate with the information to make their partner guess what exactly they have seen based on the bullet points. They will answer three questions during the mediation, and the answers will be discussed out loud. In the third pre-task, students will brainstorm different elements that are included in the organization of a trip in line with the movie discussed and whether or not those elements are sustainable. They will use the Values/Actions think chart so they can think of the civic values that this topic involves and also the actions that they can carry out to make trip organizing sustainable. In the task, students will be provided with different travel pamphlets that describe a trip as well as google comments where reviewers state bad things about these trip companies such as the impact that all these trips will have on the environment. With the information extracted from the text, they need to provide an improved and sustainable version of the trip.

In Lesson 6, students' will present their proposals of improvement in front of the class, write a short text with concluding ideas from the lessons, and also fill out peer-assessment checklists for the other groups. Then, the most common errors will be analysed on the board and students will create a visual glossary of 10 words they have learned.

The mentioned tasks are in line with TBL methodology in the following ways. All lessons include tasks that promote L2 learning as a result of communication and the focus in this unit is on meaning. The tasks include gaps, such as information gaps

or reasoning gaps that encourage students to use language to resolve them. The tasks proposed are also related to learners' communicative needs that represent experiences that allow for real-world language inside the classroom. This can be seen in all lessons as students make use of their own communication skills to reach the communicative goal, such as problem-solving, raising awareness, and proposing improvements. Similarly, students will always work with groups created by the teacher to make sure that the groups are equal in terms of gender, number, and English proficiency.

It is in the post-tasks where students will focus on the grammatical forms used in their own productions or the clips. This can be seen in Lesson 2 where students will analyse the use of the reported speech in the video seen in class as well as in their own use of the grammatical structure. Research indicates that contextualized focus on form activities within meaningful communication such as the ones proposed in this unit are beneficial for students' learning (Lightbown & Spada, 1990).

The tasks do not require specific language from the students as the focus is on meaning, so they use their existing linguistic resources to communicate (Klapper, 2003). This can be seen in all lessons as linguistic specifications are not included in any of the task stages.

The tasks proposed also include the achievement of non-linguistic outcomes which can be seen in Task 1 (Lessons 1 and 2) where they need to solve communication problems in the form of a role-play; Task 2 (Lessons 3 and 4) where they need to create a short informative documentary about Native Americans; and Task 3 (Lessons 5 and 6) where they create and present a sustainable travel proposal.

The tasks proposed in the unit also involve all four language skills as students will work on their speaking and listening skills (All lessons) as well as their reading and writing skills in Lessons 5 and 6 as they need to work with a pamphlet and extract relevant information to then improve the travel proposal to make it more sustainable. They will also write a short text with the main ideas they have extracted from the lessons dealing with sustainability following the 5 stages of writing (pre-writing, drafting, revising, editing, and publishing). To finish, the unit uses authentic materials such as movie clips and videos that help students see the use of English in real-life contexts.

4.6. Materials and Resources

The materials used in this unit have been created and/or selected to meet the students' needs as well as the requirements of the task. In the design of these materials, Ellis (2003) and Ellis and Shintani's (2014) framework of Task-Based Learning was considered. Moreover, 3 different movies were chosen to deal with different topics that allowed for the creation of tasks that developed students' competences.

TBL includes the use of authentic materials which can be defined as materials which represent genuine communication, and which have not been prepared specifically for English learning and teaching (Wong et al., 1995). Likewise, the movies as well as the documentary and YouTube videos served as authentic materials in the classroom which are beneficial to students' learning process (Guariento & Morley, 2001). The use of these materials helped create a language-rich environment among the students who could see the use of English in context. The selected movies are related to learners' communicative needs because they present real experiences of real-world language use (Willis, 1996).

Pictures were also used as a resource to support students' learning. The images were thought-provoking to generate ideas and to promote critical thinking; for example, there is a picture of an immigrant family emigrating to represent a reason to travel other than pleasure. Pictures were mostly used at the beginning of lessons as they can help secure students' interest and attention (Hoare, 2019).

Students were also provided with WAGOLLS (What a Good One Looks Like) of the tasks; these WAGOLLS serve as models of what students should be working towards and what the teacher expects of students. Students will also fill out different Thinking Routines which were taken or adapted from Harvard's Project Zero Thinking Routine Toolbox (2008). According to Ritchhart and Perkins (2008), learning is a consequence of thinking, and with the help of these thinking routines students' will understand content and develop their memory to retain knowledge. In fact, this way students will externalize their ideas through speaking, writing, or drawing. These thoughts can then be revisited and reflected on by the students (Ritchhart & Perkins, 2008).

Learning situations were also created to engage students, such as the Discovery Max offer for creating the Native American-related documentary. The standing

Aragonese LOMLOE curriculum states that learning situations help students develop their key competences and specific competences as well as acquire basic knowledge content from different topics.

4.7. Formative Assessment

Regarding evaluation, it is important to mention that this proposal was not implemented during the school placement period so the reliability of these evaluation techniques in this specific context is still unproved. The students in the selected context are used to summative assessment, with no formative feedback and a focus on the final product (i.e., exam). In this unit, the assessment will be formative, so that the students are aware of their own learning process and can learn from their mistakes. Formative assessment promotes learning as it provides students with information that allows them to restructure their understanding and develop their ideas and skills (Juwah et al., 2004). The selected evaluation criteria are taken from the LOMLOE Aragonese curriculum for EFL teaching (Appendix 4) and they are in line with the essential knowledge contents chosen for this unit (Appendix 3).

During the first and second lessons, students have to fill out a Chalk Talk thinking routine in which they have to write ideas about travel movies and the main topics and scenes in those movies. During this, the teacher will move around the class adding new ideas to their Chalk Talk sheets and commenting on what the students have written. In the second pre-task, a sheet will be provided where they need to write the actions that are carried out in the movie clips watched in class. After this, they will give the sheet back to the teacher and feedback will be provided regarding the ideas and actions that they retrieved from the movie. This will help them focus on what they learned during this process. Finally, regarding the problem-solving role-play it will be assessed using a feedback sandwich where they will be provided with 2 instances of positive feedback and 1 instance of suggestions for improvement. This will help them notice their progress, what they did well and what can be improved in the future.

In the third and fourth lessons, the first pre-task will have students fill out a See Feel Think Wonder thinking routine where they will have to answer a few questions regarding the stereotyping of Native Americans and the reversing of those stereotypes in the movie. Students will hand in the routines and written feedback will be provided interacting with their answers. The task consists in creating a video documentary

talking about Native Americans, their cultures and stereotypes and it will be assessed using a rubric which will be given to the students before the task so that they are aware of what is expected from them. Moreover, the students will conduct self and peer-assessment using the rubric so that they can be aware of their own process as well as receive feedback from their peers. In addition, after the tasks the students will fill out two exit tickets that will also be assessed. They will be given feedback with new ideas and comments on the use and meaning of vocabulary.

The last task, consisting of a sustainable travel proposal will be assessed using a checklist which will also be used by the students to conduct peer-assessment in order to provide feedback to the other groups. To finish, the last exit ticket, which deals with a visual glossary of 10 new words they have learned during the task will also be considered and they will be given feedback with comments and ideas.

5. Conclusions

To conclude, this dissertation has proposed a didactic unit created to increase students' L2 motivation in a 3rd ESO EFL classroom in Zaragoza. The lack of motivation was observed in a motivation questionnaire administered at the beginning of the school placement. The results also showed an interest in audio-visual resources. Therefore, the unit has utilized audio-visual resources as a tool to improve students' learning experience and increase their L2 motivation. Incorporating movies in the classrooms has been supported by the literature as it enhances students' L2 motivation by providing an engaging and relatable learning experience. It fosters the development of communicative competence as students observe, analyse, and use authentic language in context. Additionally, movies promote intercultural awareness by exposing students to diverse cultures, fostering respectful interactions, and expanding their global perspective.

The proposal was designed taking students' interest in audio-visual resources into account as well as their dislike of the methodology used in class. Consequently, the unit proposed was created based on CLT and TBL principles to promote students' L2 learning where they have the opportunity to engage in meaningful, real-world tasks to develop their communicative competence. The proposal is line with TBL as the tasks proposed reflect real-world language use and encourage students to reach a non-

linguistic outcome. The tasks also put an emphasis on meaningful communication through group work following the task-cycle. In addition, through self and peer-assessment activities students can reflect on their own learning process and receive feedback from their equals. Formative feedback is also provided to the students during all the lessons as this type of feedback has been said to increase student motivation as well as engage the students in their own process of learning. In addition, a language focus is also provided in this unit after allowing the students to use their own natural linguistic resources to complete the tasks. Regarding CLT, the unit uses audio-visual elements such as films, and videos as examples of authentic materials that serve as reflections of real-life language use. Contextualized communication is one of the main goals in this unit as students are allowed to use language in context to develop their communicative competence. Furthermore, the four language skills are also developed during the unit. To finish, a moderate use of the L1 is allowed, aligned with CLT, as students will use translations in some of the tasks to achieve a non-linguistic outcome which benefits their development of the communicative competence.

On a different note, the unit also complies with the stipulations of the standing LOMLOE curriculum for EFL teaching. With the proposed tasks, students will be developing their communicative, digital and plurilingual competence as well as the personal, social, and learning to learn competence, the civic competence, and the competence in cultural expression and awareness. Moreover, students will also work on their understanding of SDGs, namely reduced inequality, and climate action. They will also develop their 21st century skills such as critical thinking, collaboration, communication, and cultural awareness by means of the proposed tasks. Similarly, the unit allows the students to work on their specific competences regarding the EFL curriculum while incorporating the essential knowledge contents into their understanding of English. The contents were selected considering the evaluation criteria from the curriculum to assess the students' tasks. The assessment proposed is a formative assessment focused on students' progress and process.

The time limitations of the placement did not allow for the implementation of the questionnaire after finishing the tasks to assess the effects of the didactic proposal. Preferably, it would have been valuable to administer the motivation questionnaire again in order to determine whether the suggested unit had any impact on students'

motivation. Furthermore, it would have been significantly relevant to explore the correlation between students' motivation and their L2 learning process. Moreover, the selection of movies would ideally be posed onto the students, where the teacher would introduce a topic and students would choose what movies motivate them enough to work with in class. Alternatively, the teacher may also propose different options; the class may work on one chosen movie or there could be different groups working parallelly with movies they find more interesting and engaging. This selection process is motivating for the students as it gives them a sense of autonomy and sense of choice. The mentioned restrictions limit the reliability of the proposal and future research might consider these limitations when carrying out similar studies.

In short, the didactic proposal has been created considering the relevant literature on L2 motivation, CLT, TBL and the use of audio-visual resources in the EFL classroom. The tasks proposed in this unit integrate the development of students' communicative competence, collaboration, creativity, and critical thinking, as well as their digital and intercultural competences within the framework of the standing curriculum. The implementation of this innovative proposal may offer valuable insights into the fields of SLA and EFL teaching.

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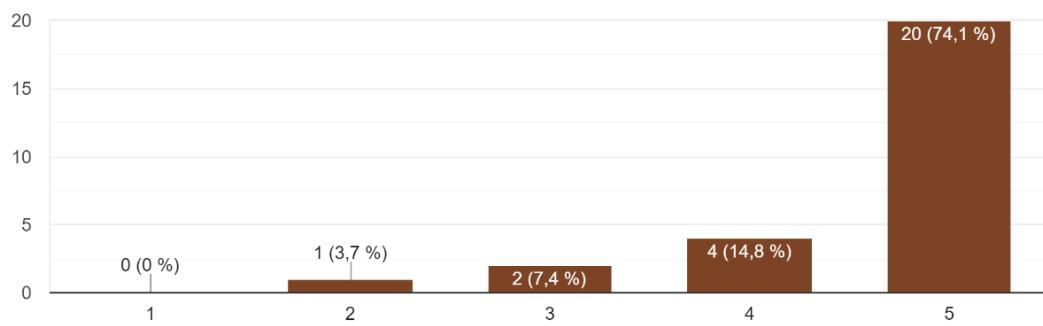
6. Appendices

Appendix 1 Assignment used as evidence of the necessity of improvement.

L2 Motivation questionnaire results.

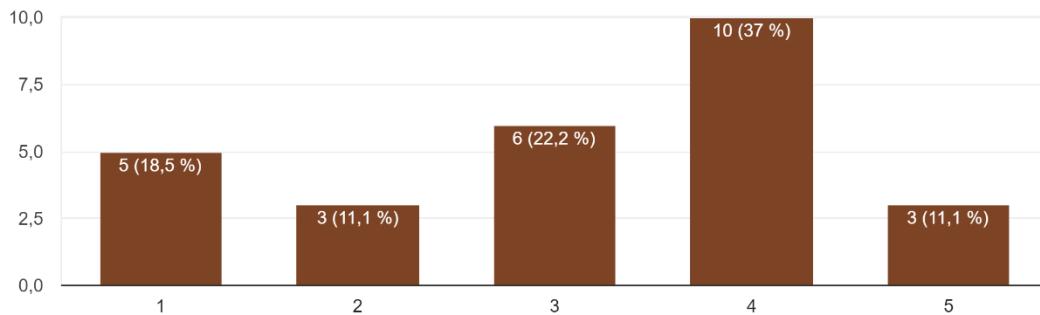
Me gustaría ser una persona que habla varios idiomas

27 respuestas

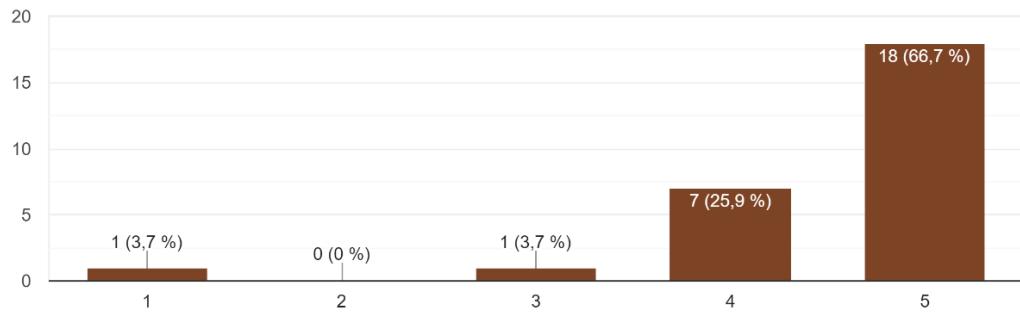


Tendría más confianza en mí mismo si pudiera comunicarme mejor en inglés

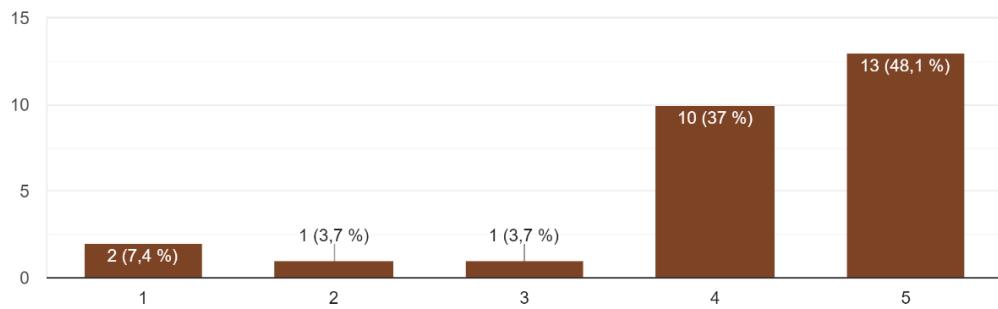
27 respuestas



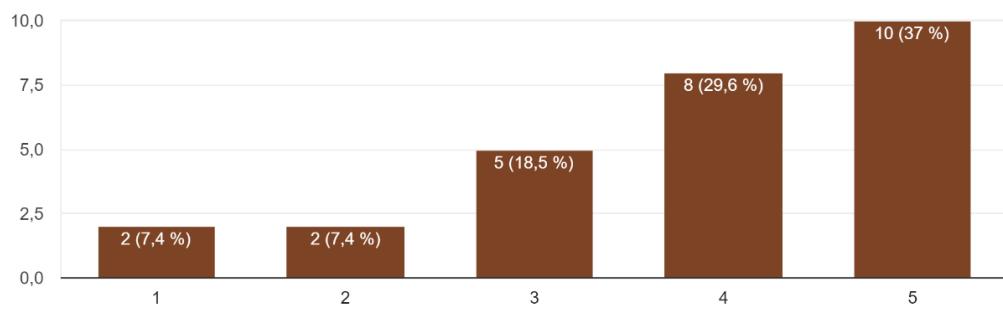
Es importante aprender inglés para conseguir un buen trabajo en el futuro
27 respuestas



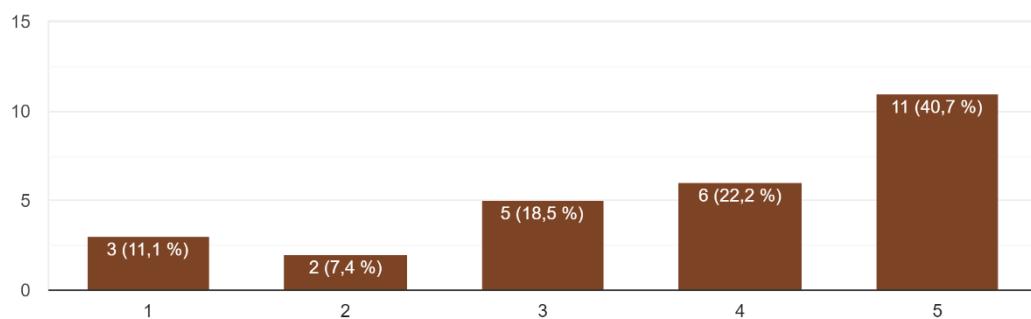
Quiero aprender inglés para poder comunicarme con gente de otros países
27 respuestas



Quiero aprender inglés para sacarme un título de idioma (ej: Cambridge)
27 respuestas



En el futuro me imagino utilizando el inglés en diferentes situaciones, no solo en el mundo laboral
27 respuestas



Termina las siguientes frases con respuestas breves

El inglés me parece útil para...

(ej. poder entender videos en TikTok)

27 respuestas

comunicarme con persona del exterior

Viajar a otros países

Para poder comunicarme fluidamente en inglés con otra gente sería bastante satisfactorio para mí

para canciones, para la f1

si

Para mi futuro

Poder ir a otros países y comunicarme con las personas que viven en este.

entender a toda persona que no sepa mi idioma y porque es el idioma internacional.

(ej. poder entender videos en TikTok)

Termina las siguientes frases con respuestas breves

El inglés me parece útil para...

(ej. poder entender vídeos en TikTok)

27 respuestas

aprobar la ESO

En un futuro tener más posibilidades de encontrar un buen trabajo.

Viajar

nose

el futuro y viajar

Comunicarme en otros países

viajar

Poder comunicarme con la gente y entender todo el idioma de cara al futuro para poder hablar con fluididad.

Poder viajar a donde sea y hablar con la gente

Termina las siguientes frases con respuestas breves

El inglés me parece útil para...

(ej. poder entender vídeos en TikTok)

27 respuestas

Para aspirar a un buen trabajo

para poder conseguir trabajo y poder comunicarme

para aprobar la eso

comunicarme con gente de otros países

Siempre me ha gustado el hecho de que haya gente que le eduquen desde pequeños con dos idiomas y así ser bilingües al casi 100% me gustaría tener esa opción y poder comunicarme perfectamente si viajo a otros países.

Para poder irme de viaje y comunicarme con gente del exterior.

hablar con inglesas

para poder comunicarte en otros países

Lo que más me motiva para aprender inglés es...

27 respuestas

imaginar como sería mi futura comunicación

Viajar

El hecho de ir hablandolo cada vez mas fluido

ser millonario

poder viajar y entender

poder comunicarme mejor

Que algún dia cuando domine el idioma pueda comunicarme y hablarlo con fluidez.

Que me va a ser muy útil.

viajar

Lo que más me motiva para aprender inglés es...

27 respuestas

aprobar la ESO

Saber que en un futuro tendré un diploma de alto rango.

Aprender idiomas

Poder comunicarme con la gente de otros países

para viajar

Poder hablarlo

encontrar un buen trabajo

que pueda entender y hablarlo perfectamente para juegos o para hablar con personas.

hablar con personas nativas

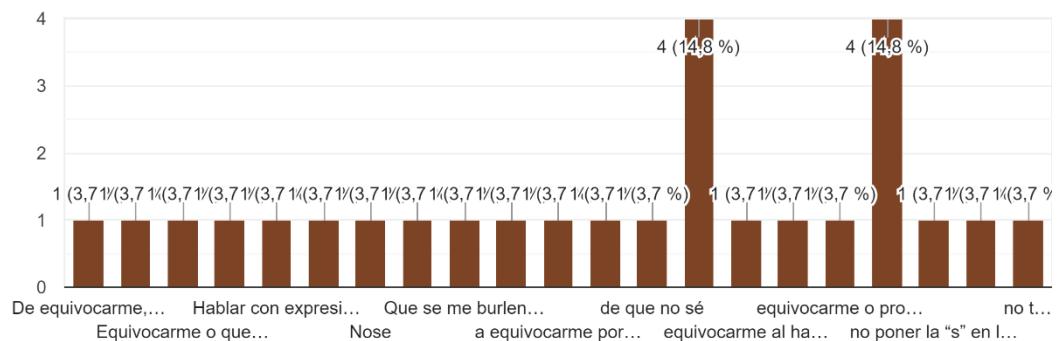
Lo que más me motiva para aprender inglés es...

27 respuestas

Poder aprender
Me motiva poder tener el trabajo que quiero
que me gusta
aprobar la eso
tener la capacidad de comunicarme con otras personas de distintos países
Poder viajar o hacer intercambios a otros países y poder comunicarme sin vergüenza y tranquilamente.
Que me gusta mucho el idioma y es mundialmente hablado, así que me podré comunicar con todo el mundo
poder hablar con mas gente y conocer gente nueva

Al utilizar el inglés tengo miedo de...

27 respuestas



Answers:

De equivocarme, me cuesta decir las cosas en alto (ya que yo las pienso en mi mente y las sé decir pero luego en alto no sé porqué pero no me salen las palabras y me trago) sin equivocarme...

Equivocarme con los tiempos y equivocarme hablando

Equivocarme o quedarme en blanco

Fallar

Hablar con expresiones españolas traducidas y no con expresiones inglesas

Nada

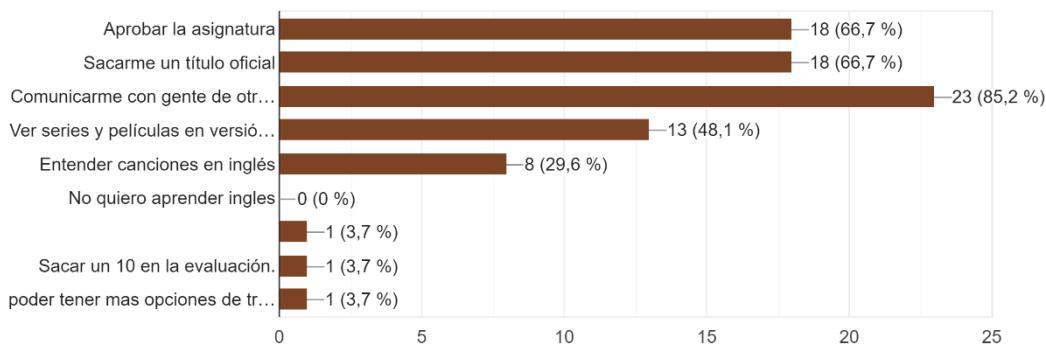
Nose

Que no me entiendan

Que se me burlen por no saberlo muy bien.
 Se me olvide alguna palabra mientras hablo
 a equivocarme porque me cuesta
 de equivocarme
 de que no sé
 equivocarme
 equivocarme al hablar y no hacerlo del todo bien
 equivocarme en algo y que no me entienda
 equivocarme o pronunciar mal
 nada
 no poner la “s” en la tercera persona del presente
 no saber comunicarme bn
 no tengo miedo de nada

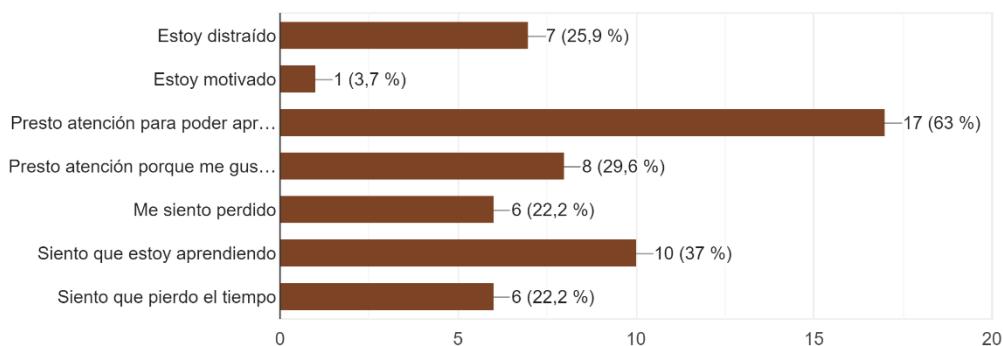
Quiero aprender inglés para..

27 respuestas



Durante las clases de inglés

27 respuestas

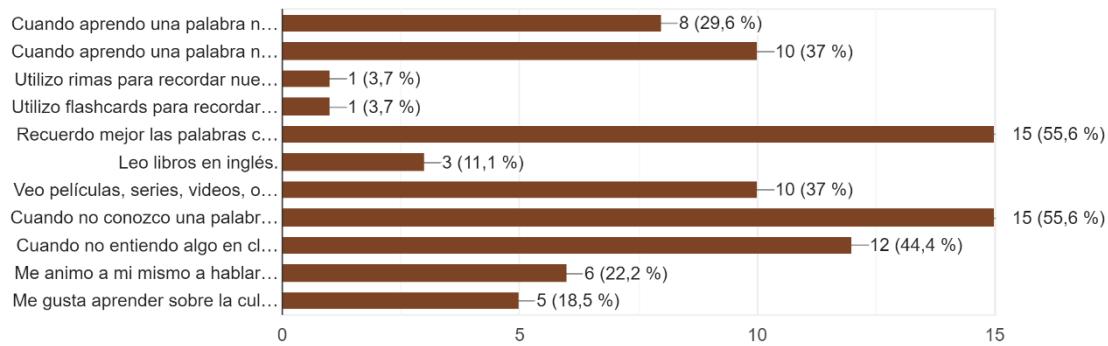


*3: Presto atención para poder aprobar la asignatura: 17 (63%)

*4: Presto atención porque me gusta aprender idiomas: 8 (29.6%).

Elije entre las siguientes estrategias las que más se apliquen a tu experiencia como estudiante de inglés (puedes elegir varias).

27 respuestas



Cuando aprendo una palabra nueva en inglés la relaciono con una imagen o un video de la palabra para ayudarme a recordarla mejor

Cuando aprendo una palabra nueva en inglés me imagino una situación en la que podría utilizarse para recordarla mejor

Utilizo rimas para recordar nuevas palabras en inglés

Utilizo flashcards para recordar nuevas palabras en inglés.

Recuerdo mejor las palabras cuando las traduzco al español

Leo libros en inglés

Veo películas, series, videos, o cualquier contenido audiovisual en inglés

Cuando no conozco una palabra en inglés, utilizo el contexto para adivinar el significado de la frase

Cuando no entiendo algo en clase, pido ayuda a mis compañeros

Me animo a mí mismo a hablar en inglés aunque me de miedo equivocarme

Me gusta aprender sobre la cultura (cine, deportes, música, arte...) de países de habla inglesa

Por último, escribe a continuación algún comentario u opinión relevante sobre tu experiencia aprendiendo inglés.
(ej. Me gusta mucho hacer Speaking.)

27 respuestas

me gusta hacer listening

Me gusta mucho aprender expresiones en inglés.

Los speaking me ayudan mucho a progresar pero a la hora de los listening se me complican

me gusta speaking y hacer juegos en inglés

Me gusta mucho hacer listening

Me gusta practicar de vez en cuando mi inglés

Peli

La parte que mas me a costado del inglés es aprenderme las expresiones que hay y el writing me parece lo más complicado.

Por último, escribe a continuación algún comentario u opinión relevante sobre tu experiencia aprendiendo inglés.
(ej. Me gusta mucho hacer Speaking.)

27 respuestas

Pelicula

Lo que más me gusta del inglés son los speaking ya que toda la teoría te puede servir pero no tanto como hacer speakings.

Me gusta mucho el listening

Me gustan los readings, pero no me gusta como me dan clase en el colegio

me gusta ver películas/series en inglés.

Me gusta hacer listenig

no me gusta el inglés

ver películas en inglés

Por último, escribe a continuación algún comentario u opinión relevante sobre tu experiencia aprendiendo inglés.

(ej. Me gusta mucho hacer Speaking.)

27 respuestas

Películas en Ingles

La verdad el inglés no me desagrada pero es que en la mayoría de las clases estamos haciendo cosas sin parar y sin motivación

Me gusta bastante hacer reading o listening

me gusta hacer speaking, para aprender fluidamente

En general me gusta la asignatura, aunque considero que el nivel que tenemos es inferior respecto a otros centros educativos, o por lo menos es inferior al que me gustaría tener. Sin embargo, según mi experiencia, somos capaces de comunicarnos de manera más o menos fluida con gente de habla inglesa, por lo que estoy medianamente agradecido por lo que me han enseñado.

Me gusta mucho hacer speaking pero creo que deberíamos hacer más ya que yo ahora por ejemplo te puedo sacar un 9 en un examen pero a la hora de hablar se me da muy mal y perfectamente te podría sacar un 5 además el escuchar a mis

Me gusta mucho hacer speaking pero creo que deberíamos hacer más ya que yo ahora por ejemplo te puedo sacar un 9 en un examen pero a la hora de hablar se me da muy mal y perfectamente te podría sacar un 5 además el escuchar a mis compañeros como algunos hablan un poco mal me hace mejorar pensando en la pronunciación que han tenido que podría significar y entender lo que dicen así de alguna manera daría speaking y listening a la vez.

Me gusta la asignatura, sobre todo el speaking. Me parece algo muy importante en un futuro o incluso en el presente para un intercambio por ejemplo

Me gusta el poder interactuar y hablar con mas personas y poder viajar a casi todas las partes del mundo gracias al inglés.

Me gusta ver películas porque así aprendo nuevas palabras y me puedo comunicar mejor en otros países o con mi profesora de inglés.

Appendix 2 Title and learning aims of the Unit.

TITLE: Travel Beyond Tourism

Learning aims of the unit
<ul style="list-style-type: none">- To search for and select information about Native American people and Reservations using digital tools.- To search for and select information relevant in the context of travel and airports to help solve language related problems.- To apply strategies to interpret oral, written, and multimodal texts such as videos and pictures about travel, stereotypes, and sustainability.- To show interest in other cultures, identifying possible stereotypes and valuing cultural diversity as an enriching element in society.- To apply strategies to mediate explaining and facilitating understanding of information by rephrasing, simplifying, and adapting the message.- To establish comparisons between the Foreign Language and Spanish acting as mediators of information.- To work collaboratively to elaborate write and present a problem-solving role-play in intercultural situations.- To identify issues, facts and events in their peers' role-plays highlighting the characters' feelings and the problems in hand.- To work collaboratively in tasks to elaborate a short documentary gathering information about Native Americans using digital tools.- To work collaboratively in tasks to elaborate a proposal of improvement regarding sustainable travel using digital tools.- To plan, elaborate and carry out an oral presentation presenting their proposal of improvement.- To apply strategies for peer and self-assessment of tasks (checklist, thinking routines, rubrics).

Appendix 3 Contents of the Unit

Communication
<ul style="list-style-type: none">- Promotion of self-confidence and initiative. Errors as an integral part of the learning process.- Commonly used strategies for planning, executing, monitoring, and repairing understanding, production and co-production of oral, written and multimodal texts.- Knowledge, skills, and attitudes enabling mediation activities to be carried out in everyday situations.- Commonly used communicative functions appropriate to communicative contexts.- Commonly used vocabulary of interest relating to interpersonal relationships, places, travel, daily life, climate and the natural environment, stereotyping and cultural discrimination, information and communication.- Commonly used conventions and strategies for initiating, maintaining and terminating communication, taking and giving the floor, asking for and giving clarifications and explanations, rephrasing, comparing and contrasting, summarizing, etc.- Resources for learning and commonly used strategies for information search and selection such as digital resources.- Commonly used analogue and digital tools for oral, written and multimodal comprehension, production and co-production.
Plurilingualism
<ul style="list-style-type: none">- Commonly used strategies for identifying, organising, retaining, retrieving, and creatively using linguistic units (lexis, vocabulary, etc.) by comparing the languages and varieties that make up the personal linguistic repertoire.- Commonly used analogue, digital, individual, and cooperative strategies for self-assessment and peer-assessment.
Interculturality
<ul style="list-style-type: none">- The Foreign Language as a means of interpersonal and international communication, a source of information and a tool for social participation and personal enrichment.

- Interest and initiative in carrying out communicative exchanges through different tasks.
- Social and cultural aspects of everyday life, and interpersonal relationships; social conventions in common use; culture, norms, attitudes, customs and values of countries where the Foreign Language is spoken.
- Commonly used strategies for understanding and appreciating linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.
- Commonly used strategies for detecting and dealing with discriminatory uses of verbal and non-verbal language.

Appendix 4 Evaluation criteria of the Unit.

EVALUATION CRITERIA															
1.1	1.2	1.3	2.1	2.2	2.3	3.2	4.1	4.2	5.1	5.2	5.3	6.1	6.2	6.3	
KEY COMPETENCES															
CCL	CP	CD	CPSAA	CC	CCEC										
OBJECTIVES										CRITERIA		KEY COMPETENCES			
To search for and select information about Native American people and Reservations using digital tools.										1.1	1.3	CCL	CD	CPSAA	CC
To search for and select information relevant in the context of travel and airports to help solve language related problems.										1.1	1.3	CCL	CD		

		CC
To apply strategies to interpret oral, written, and multimodal texts such as videos and pictures about travel, stereotypes, and sustainability.	1.1 1.2 1.3	CCL CD CPSAA CCEC
To show interest in other cultures, identifying possible stereotypes and valuing cultural diversity as an enriching element in society.	6.1 6.2 6.3	CP CD CPSAA CC CCEC
To apply strategies to mediate explaining and facilitating understanding of information by rephrasing, simplifying, and adapting the message.	3.2 4.1 4.2	CCL CP CPSAA

		CC CCEC
To establish comparisons between the Foreign Language and Spanish acting as mediators of information.	5.1 5.2	CP CPSAA CC
To work collaboratively to elaborate write, and present a problem-solving role-play in intercultural situations.	2.1 2.2 2.3 3.1 3.2 5.1 5.2	CCL CP CPSAA CC CCEC
To identify issues, facts and events of their peers' role-play highlighting the characters' feelings and the problem in hand.	1.1 1.3	CCL

To work collaboratively in tasks to elaborate a short documentary gathering information about Native Americans using digital tools.	2.1 2.2 2.3 3.1 3.2 4.1 6.1 6.2 6.3	CCL CD CPSAA CC CCEC
To work collaboratively in tasks to elaborate a proposal of improvement regarding sustainable travel using digital tools.	2.1 2.2 2.3 3.1 3.2	CCL CD CPSAA CC CCEC

	4.1 6.2 6.3	
To plan, elaborate and carry out an oral presentation presenting a proposal of improvement regarding sustainable travel using digital tools.	2.1 3.1 3.2 4.1	CCL CD CPSAA CCEC
To apply strategies for peer and self-assessment of tasks (checklist, thinking routines, rubrics).	3.2 4.2 5.3	CPSAA

Assessment tools.

1. Feedback Sandwich for assessing the role-plays.



POSITIVE ASPECT:

ASPECT THAT NEEDS IMPROVEMENT:

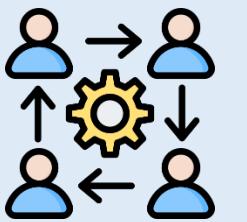
POSITIVE ASPECT:

2. Rubric for assessing the documentary.

Criteria	Needs Improvement	Meets Expectations	Exceeds Expectations
Representation of famous Native Americans/Natives from other countries. 	<p>The documentary does not refer to Native American celebrities/figures or Native communities from other countries to debunk common stereotypes. Students should include more examples of Native celebrities to contrast with the stereotypes seen in class.</p>	<p>The documentary includes mentions of some Native American celebrities/figures (1 or 2) or other Native communities to debunk common stereotypes. Students may include more examples of Native celebrities to contrast with the stereotypes seen in class</p>	<p>The documentary includes more than 2 examples of Native American celebrities/figures or other Native communities and successfully uses these examples to debunk common stereotypes.</p>

Addressing Native American traditions. 	<p>The documentary does not refer to Native American traditions that are currently on going to fulfil the informative aspect of the task. Students should include more examples of Native American traditions so that the video is more informative.</p>	<p>The documentary refers to 1 Native American tradition that is currently on going to fulfil the informative aspect of the task. Students may include more examples of Native American traditions so that the video is more informative.</p>	<p>The documentary refers to Native American traditions that are currently on going (at least 2) to fulfil the informative aspect of the task. The examples included make the video more informative.</p>
Addressing and denouncing Native American stereotypes. 	<p>The documentary does not address and denounce the inaccuracy of Native American stereotypes providing examples. Students should refer to the stereotypes seen in class and provide examples of its inaccuracy.</p>	<p>The documentary somewhat addresses and denounces the inaccuracy of Native American stereotypes providing few examples (1 or 2). Students may provide more examples of the inaccuracy of the stereotypes seen in class.</p>	<p>The documentary successfully addresses and denounces the inaccuracy of Native American stereotypes providing many examples (More than 2). The examples provided exemplify the inaccuracy of the stereotypes seen in clas.</p>
Proposing a sustainable	<p>The documentary does not propose a sustainable and eco-friendly itinerary. Students should consider the impact that</p>	<p>The documentary proposes a somewhat sustainable itinerary. Students should</p>	<p>The documentary proposes an itinerary of Native American Reservations that considers sustainability and</p>

itinerary of Native American Reservations. 	traveling through these reservations may have on the environment.	consider more aspects of the itinerary that might harm the environment.	environmental responsibility. The itinerary proposed is an eco-friendly proposal.
Use of Authentic Materials. 	The documentary does not include real multimedia (videos, pictures, drawings) regarding Native Americans, and Native American Reservations. Students should research more pieces of multimedia to show authentic materials in the documentary.	The documentary somewhat includes real multimedia (videos, pictures, drawings) regarding Native Americans, and Native American Reservations (1 or 2). Students should research more pieces of multimedia to show more authentic materials in the documentary and represent Native American realities more accurately.	The documentary includes real multimedia (videos, pictures, drawings) regarding Native Americans, and Native American Reservations (more than 2). These examples serve as authentic materials and represent the reality of Native Americans accurately.
Attractiveness and clarity.	The documentary is not visually appealing, and it includes elements that disrupt understanding. Students should include more attractive images or record more appealing content to convey meaning in a clearer way.	The documentary is somewhat visually appealing, and it includes elements that convey meaning. There are some elements that disrupt understanding. Students may	The documentary is visually appealing, and it includes elements that convey meaning very clearly. There are no elements that disrupt understanding. The elements included

		<p>include more attractive images or record more appealing content that conveys meaning more clearly.</p>	<p>are attractive and convey the messages of the documentary clearly</p>
Originality. 	<p>The documentary is not original, and it reproduces elements retrieved from other pieces of work. Students should extract ideas but not copy elements from other pieces of media. When extracting ideas and elements from other pieces of media students should reference the source in the video.</p>	<p>The documentary is somewhat original, extracting some elements and ideas from other pieces of work. Students may avoid copying from other pieces of media to make the short documentary more original and engaging. The ideas taken from other pieces of media should include the source.</p>	<p>The documentary is completely original, as it extracts ideas from other sources but does not copy any elements. The sources of ideas and elements are referenced during the documentary.</p>
Workload. 	<p>The Workload is not even, some students have contributed a lot more than others and the speaking time during the documentary is longer for some students than others.</p>	<p>The workload is somewhat even. Most students have contributed to the work even though 1 or 2 students' contributions have been small. 1 or 2 students' speaking time is shorter than others.</p>	<p>The workload is even as all students have contributed equally in their own way and the speaking time during the video is similar for all students.</p>

3. Checklist for assessing the Sustainable Travel Proposal.

Criteria	
	
The proposal is 2 to 3 minutes long.	
The students all speak for a similar amount of time.	
The proposal is attractive, original, engaging, and informative.	
The proposal includes where the trip is taking place.	
The proposal includes information about how long the stay will be.	
The proposal includes information about the budget.	
The proposal includes mentions of sustainable transport alternatives.	
The proposal includes mentions of sustainable housing alternatives.	
The proposal takes the Google comments into account and the information is in accordance with those comments.	
The proposal acknowledges the damage that the trip might have on the environment.	

Appendix 5 Lesson plans

LESSON 1

LESSON OBJECTIVES	<ul style="list-style-type: none">- To reflect on students' previous knowledge of travel and travel related movies.- To reflect on different reasons to travel raising awareness of topics such as immigration.- To develop students' critical thinking with travel-related pictures related to different reasons to travel.- To develop students' cognitive skills by identifying actions and scenes in the movie clips.- To collaborate on a Chalk Talk routine to learn about each other's ideas and to pose questions to their peers.- To collaborate on a problem-solving role-play considering the topics of interculturality and plurilingualism.- To develop students' writing and cognitive skills by writing the script for the role-play.- To develop students' speaking skills by sharing their ideas and opinions out loud.- To promote students creativity and critical thinking.
MATERIALS	<ul style="list-style-type: none">- Board- Travel Pictures- Chalk Talk thinking routine- The Terminal movie clips: Scene 1: Viktor acts as translator for the man who does not speak English: https://www.youtube.com/watch?v=xrTUmYxnNlo&ab_channel=ZunigasKing Scene 2: Information exchange between Viktor and policemen: https://www.youtube.com/watch?v=l0XRRgrlXfo&ab_channel=RonakP

	<ul style="list-style-type: none"> - Sheet for identifying the actions in the clips - Learning situation sheets
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STAGE	DESCRIPTION	TIME	KEY COMETENCES	INTERACTION PATTERN	CRITERIA
PRE-TASK 1	<p>The word TRAVEL will be written on the board, and we will brainstorm ideas with questions such as ‘Where do you travel the most?’ ‘What is a place where you would like to travel to?’ ‘What is the best thing about traveling?’ to get them thinking about the topic.</p> <p>Then, students will be asked about the REASONS why one would choose to travel to see what their scope was regarding traveling; if they see it only as pleasure or if they consider other reasons. The answers will be written on the board and we will move on to show them different pictures of people traveling that do not involve pleasure; namely, immigrants escaping from their home countries, people going abroad because their job requires them to do so, because one’s partner lives in another country,</p>	15'	CCL CC CPSAA	Full class interaction Open-ended teacher questioning	1.1

	<p>because one wants to adopt a baby, do voluntary work with an association in countries in need...</p> <p>The reasons proposed will be written on the board and the students will be asked if they had thought about these reasons before or if they consider these to be traveling as well. The topic of the unit, different ways of traveling will be explained.</p>				
PRE-TASK 2	<p>In pairs, they will fill out the Chalk Talk thinking routine. They will write about travel movies they know., which ones, what the main topics are and the scenes/actions that take place The two students will write as well as ask questions and respond to their peers. Students can research if they are not familiar with any travel movies.</p> <p>Students will be asked if they had thought about the movie <i>The Terminal</i>, where there's traveling but the main character is stuck in an airport. They will watch a few clips from the movie, and they will identify the different actions that require communication which can be carried out in an airport. They will be given them a sheet where they need to write down the actions that happen in the clips. The sheet will have space for them to write the different actions conducted in the scenes.</p>	15'	CCL CD CC CPSAA	<p>Pair work</p> <p>Individual Work</p> <p>Full class interaction</p> <p>Open-ended teacher questioning</p>	<p>1.1</p> <p>1.3</p> <p>2.3</p> <p>3.1</p> <p>3.2</p> <p>4.2</p>

	Questions for after the video (out loud): Can we imagine why Viktor does not want to go home? What can be changed in this scene to resolve the issue?				
TASK	<p>As we introduced the topic of communication and resolving problems, in groups of 4, they will write and create a 5-min role-play in which they will have to represent the issue in hand and a way to resolve the problem.</p> <p>We will play the scene where Viktor acts as a translator between the immigrant man and the airport security so that they know how the role-play should be constructed. They will have to recreate a situation in which they help different people by means of communication strategies such as translating, explaining, mimicking... The learning situations will be provided in class (Appendix 6). The students can choose from the following 4 situations or present a new one with similar travel and communication related issues:</p> <ul style="list-style-type: none"> • An immigrant woman coming from South Africa asks for your help as she has problems with her Visa and cannot communicate with the security guard in the Zaragoza 	20'	CCL CP CD CPSAA CC CCEC	Group work	1.1 1.2 1.3 2.1 2.3 3.1 3.2 4.2 5.2 6.1 6.3

	<p>Airport. She does not speak Spanish and the guards' English is not very good.</p> <ul style="list-style-type: none"> • A Japanese tourist has arrived in the airport of Zaragoza, and he needs your help to exchange currency from Yens to Euros. • A Nigerian woman has lost her bag in the El Prat Airport in Barcelona and she has not managed to communicate well with the guards. Help her ask questions to find her bag. • A Moroccan family is returning home to Paris from their trip in Morocco and their flight has a layover in the Santander Airport. Their flight to Paris has been cancelled and they do not know what to do to get a refund and buy a new plane ticket. Help them return home by finding a way to get their money back as well as buying a new ticket. 			
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LESSON 2

LESSON OBJECTIVES	<ul style="list-style-type: none"> - To promote student communication and interaction by means of group work. - To develop students' production skills by creating and presenting their role-play. - To develop students' speaking skills by presenting their role-plays in front of the class. - To work collaboratively on presenting the role-play in their preferred mode.
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	<ul style="list-style-type: none"> - To develop students' awareness of reported speech by analysing the use of this grammatical structure in the clips and in their own productions. - To conduct a peer assessment thinking routine during the role-play presentations. - To promote students' creativity and critical thinking.
MATERIALS	<ul style="list-style-type: none"> - Board - Reporter's notebook thinking routine. - The Terminal movie clip: Viktor acts as translator for the man who does not speak English: https://www.youtube.com/watch?v=xrTUmYxnNlo&ab_channel=ZunigasKing

STAGE	DESCRIPTION	TIME	KEY COMETENCES	INTERACTION PATTERN	CRITERIA
TASK	<p>CONTINUATION. Students will present their role-plays in whatever form they prefer: acting in front of the class, recording a video/audio, drawing a storyboard manually or digitally, etc. They will also fill out a thinking routine during all their peers' role-plays: Reporter's Notebook.</p>	30'	CCL CD CPSAA CC CCEC	Group work Individual Peer Assessment	2.1 2.3 3.1 3.2 4.2

					5.3
					6.2
POST-TASK	<p>The use of the reported speech in the video where Viktor acts as a translator will be analysed as well as their own use of the reported speech in the role-plays; the rules of reported speech will be covered as well as the structures used in the role-plays.</p> <p>The authentic use of reported speech in the video/role-plays will be compared to the analysis of the rules to explain that the most correct form is not always needed, as communication can be effective with structures that are simple as long as the message is right. e.g., Viktor uses 'He say that...' instead of 'He said that...' and the message is understood perfectly.</p>	20'	CCL CD CP	Full-class interaction	1.1 1.3

LESSON 3

LESSON OBJECTIVES	<ul style="list-style-type: none"> - To activate students' previous knowledge on Native American stereotypes. - To promote students' critical thinking regarding stereotyping and their own culture. - To develop their listening skills by listening to the movie clip and analysing the stereotypes mentioned. - To develop their critical thinking skills by comparing their stereotyping before and after watching the clip. - To reflect on their own thinking by filling out a See Feel Think Wonder think chart regarding the stereotypes in the clips and the ideas mentioned.
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	<ul style="list-style-type: none"> - To develop their speaking skills by recording a video/voiceover to the short documentary. - To develop their writing skills by creating the script for the documentary. - To foster their digital competence by promoting the use of virtual platforms and resources during the creation of the documentary. - To promote students creativity by giving them freedom to create during the design of the video.
MATERIALS	<ul style="list-style-type: none"> - Board - Pictures of Spanish stereotypes - Sheet with the list of stereotypes - See Feel Think Wonder think chart - <i>Dead Man</i> movie clips: <p>Full Movie: https://www.youtube.com/watch?v=xecdYgyIOS4</p> <p>Scene 1: ‘Some are born to endless night’. White Man William Blake (played by Johnny Depp) does not know who Poet William Blake is. Native American Nobody recites his poems.</p> <p>https://www.youtube.com/watch?v=6WfbRJYKIM0</p> <p>Scene 2: Conway Twill and Johnny “The Kid” Pickett. Twill (White man) is illiterate, and he needs to ask for Pickett’s (Black man) help to read what is written in the “Wanted” sign.</p> <p>Scene 3: Cole Wilson (played by Lance Henriksen) shoots his bounty hunter companion and feeds off his arm, subverting cannibalistic/savage stereotypes.</p> <ul style="list-style-type: none"> - Learning situation. - <i>What Life in A Native Reservation for Native Americans Is Really Like</i> YouTube Video.

STAGE	DESCRIPTION	TIME	KEY COMETENCES	INTERACTION PATTERN	CRITERIA
PRE-TASK1	<p>The class will begin with an introduction to the next movie (<i>Dead Man</i>) that deals with Travel as well as Stereotypes. To introduce this next topic, the group will be asked about what they think of when they think about Native Americans, and they will write those words on a Word Cloud. Students will then work on the definition of a stereotype and its negative connotations. To contrast, some pictures of Spanish stereotypes will be shown on the board and students will brainstorm other stereotypes about Spanish people. Then, the group will be asked if they feel identified with those stereotypes or if their friends and families are anything like the people represented in the pictures. As is expected, they will answer that they are not anything like those stereotypes, so we will begin the discussion to see why they assume that all Native Americans are like the descriptions they gave. The construction of stereotypes will be discussed as well as how detrimental they might be to one's character.</p>	15'	CCL CD CPSAA CC CCEC	Full-class interaction Open-ended teacher questioning	1.1 1.3 3.2

PRE-TASK 2	<p>They will be given a list of stereotypes regarding Native Americans and American businessmen, like the two main characters in the movie. They will have to choose, before watching the clips, which adjectives describe each character. Afterwards, the clips will be played (only audio) to see if by only listening to the characters their stereotyping changes. Then, the videos will be played fully, and they have to check if their stereotyping of the characters was right or not. The results will be commented on out loud and would talk about whether they noticed how the roles of Businessman and Native American were somewhat reversed as the stereotypes of the American businessman can be found in the Native American character whereas the other adjectives that are often related to Native Americans can be seen in the white Americans.</p> <p>To finish this part, students will fill out a 'See Feel Think Wonder' thinking routine where they will have to answer questions regarding the stereotyping of Native Americans and the reversing of those stereotypes in the movie. We will share some answers out loud, but they will send it to me before beginning the task.</p>	20'	CCL CD CPSAA CC CCEC	Individual work Full-class interaction	1.1 1.2 1.3 3.1 3.2
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TASK	<p>A learning situation will be provided (Appendix 6) for the students dealing with how Discovery Max is doing a documentary on Native Americans, and they are asking for students' help. They are looking to provide an accurate representation of Native Americans to stop the stereotyping that they suffer. They need to record a video including different points included in the learning situation.</p> <p>Before starting we will watch part of the documentary <i>WHAT LIFE IN A NATIVE RESERVATION FOR NATIVE AMERICANS IS REALLY LIKE</i> so that they have a Model of the task and where they can learn more information about the reservations, which they can later use in their video. They will be provided with the rubric which will be later used to assess the task so that they know exactly what is expected from them.</p> <p>The documentary can be done with the students filming themselves and using other footage or just adding a voiceover to the footage using tools such as TikTok, Powtoon, Vimeo, Windows Movie Maker... They will upload the videos to the virtual classroom.</p>	15	CCL CD CPSAA CC CCEC	Group work	1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 4.2 6.1 6.2 6.3
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LESSON 4

LESSON OBJECTIVES	<ul style="list-style-type: none"> - To foster students' digital competence by promoting the use of digital resources for creating their documentary and adding the voiceover. - To promote feedback from peers with the rubric provided (peer-assessment). - To promote students' reflection on their on work on progress with the rubric provided (self-assessment) - To foster students' awareness of their own learning process by means of the exit ticket regarding 10 new vocabulary words. - To foster students critical thinking and reflection by means of answering the questions regarding the lessons.
MATERIALS	<ul style="list-style-type: none"> - Board - Rubric for self- and peer-assessment. - Exit ticket: 10 new words with examples. - Exit ticket: answering questions regarding the lesson.

STAGE	DESCRIPTION	TIME	KEY COMETENCES	INTERACTION PATTERN	CRITERIA
TASK	Continuation of the task, editing, adding the voiceover, finishing the task. We will then show the documentaries in class and the students will conduct self- and peer- assessment using the rubric	1. 15' 2. 25'	CCL CD	Group work Individual peer assessment	3.1 3.2

	provided.		CPSAA CC CCEC		4.2 5.3 6.1 6.2 6.3
POST-TASK 1	Students will complete an exit ticket with 10 new words that they have learned working on this task providing examples of their appropriate use.	5'	CCL	Individual work	1.1 3.1 4.2 6.2
POST-TASK 2	Students will complete an exit ticket answering 3 questions regarding the lesson.	5'	CCL	Individual work	1.1 3.1 4.2 6.2

LESSON 5

LESSON OBJECTIVES	<ul style="list-style-type: none"> - To activate students' previous knowledge about movies regarding nature, mountains, etc. - To develop their cognitive skills by drawing a word tree with words regarding one specific movie of their choice. - To work on their receptive skills by watching the movie and writing down bullet points based on a few questions. - To work on their listening skills by listening to the characters/people talk in the clips and extracting the main message. - To promote mediation among students by means of sharing their bullet points of the respective clip with their peer and guessing what the other student has seen. - To develop their awareness of climate change and the impact that tourism has on the environment by means of a group discussion. - To activate students' previous knowledge on trips and the required elements for organizing a trip. - To develop students' critical thinking by means of a Values/Actions think chart regarding climate action. - To foster students' reading skills by means of the learning situations and the Google comments. - To develop their digital competence by working with digital resources to create the proposal.
MATERIALS	<ul style="list-style-type: none"> - Board. - Word tree for the movie Everest. - Questions sheet for after the mediation activity. - Clips: Everest and Death Zone: Cleaning Mount Everest. Everest clip (1:00'-3:24'): https://youtu.be/wmXFSQdF3PM - Death Zone: Cleaning Mount Everest (2:23min) https://youtu.be/BI2TlvNJxCo - Learning situations and Google comments. - Values/Actions think chart.

STAGE	DESCRIPTION	TIME	KEY COMETENCES	INTERACTION PATTERN	CRITERIA
PRE-TASK 1	<p>The following movie we will work with is <i>Everest</i>. We will deal with the topic of travel, tourism, and sustainability. Students will be asked about movies that deal with nature, mountains, oceans etc. and they will draw a word tree with all the topics and plot ideas that they remember from those movies. The movie we will be working with will be introduced by showing them my own word tree regarding this movie.</p>	5'	CCL CD CC	Full-class interaction Individual Work	1.1 1.2 1.3
PRE-TASK 2	<p>The class will be divided into two big groups. One group will watch a clip from the movie <i>Everest</i> and will write bullet points of the most important ideas from the scene. The other half of the class will watch the trailer of <i>Death Zone: Cleaning Mount Everest</i> and will do the same. For the bullet points, a few questions will be written on the board to keep in mind during the viewings:</p> <ul style="list-style-type: none"> - What is the main theme in the scene? - What do you think the characters/people in the clips are feeling? 	15'	CCL CD CPSAA CC CCEC	Individual work Full-class interaction Pair work	1.1 1.2 1.3 3.1 3.2 4.1 4.2

	<ul style="list-style-type: none"> - What are adjectives you would use to describe what is going on in the clip? Write 3. - What are the actions that are being carried out in the clip? <p>After finishing the bullet points, we will conduct a mediation activity: In pairs (one student who has seen the movie and another who has seen the clip from the documentary) they will share their bullet points with each other without telling each other what they watched.</p> <p>Set of questions for the mediation activity:</p> <ul style="list-style-type: none"> - What do these bullet points make you think of? - Can you guess what your partner has watched? - How do your partner's bullet points affect your view of the clip you have seen? <p>After finishing the routine, we will discuss the questions out loud talking about the impact of tourism on Mount Everest, how these commercial expeditions will negatively influence the work of the</p>			6.2
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	Sherpas, the good and bad things regarding tourism, whether they can think of ways to avoid the impact of tourism on nature...				
PRE-TASK 3	Before beginning with the task, we will brainstorm different elements that are included in the organization of a trip and whether or not those elements are sustainable. We will do this using the Values/Actions think chart so students can think of the civic values that this topic involves and also the actions that they can carry out to make trip organizing as sustainably as possible. We will talk about means of transport (plane, car, bus; can I share it?), distance from the destination (a beach, do I need to travel 300km or can I just go to the nearest one?), lodging (hotel with individual rooms or sustainable alternatives such as couch surfing or house swapping?). We will work on the idea of minimizing the impact done to the environment.	10'	CCL CC	Full-class interaction Individual work	1.1 1.2 1.3 3.2 4.2 6.2
TASK	Working with the topics of travel and sustainability, students will be provided with different texts that describe a trip, including information such as: where to, transport, resort, where they will stay, budget, how long they will stay...it will also include google comments where the reviewers state bad things about these trip	20'	CCL CD CPSAA CC	Group work	1.1 1.2 1.3 2.2

	<p>companies such as the impact that all these trips will have on the environment. With the information extracted from the text, and in groups of 5, they need to provide an improved and sustainable version of the trip considering the impact that it has on the environment. They will create a presentation presenting their proposal of improvement. The presentation will be short (2-3min), and they will be provided with a checklist that will be used to assess them so that they are aware of what is expected of them during this task.</p>		CCEC		3.1 3.2 4.2 6.2
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LESSON 6

LESSON OBJECTIVES	<ul style="list-style-type: none"> - To develop students' speaking skills by presenting their proposal in front of the class. - To fosters students' writing skills with the short conclusions text at the end of the task. - To develop the students' digital literacy by working with digital resources to present the proposal. - To promote feedback for peers by means of the checklist (peer feedback) - To raise awareness of the most common errors from their productions by highlighting them in the board. - To promote students' reflection on their own learning by means of visual glossary of 10 vocabulary words learnt during the tasks. - To work on students' digital competence by using digital tool for their visual glossary (Canva, PPT, TikTok)
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MATERIALS	<ul style="list-style-type: none"> - Board - Peer-assessment checklist - Digital resources: Padlet, Canva, etc.
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STAGE	DESCRIPTION	TIME	KEY COMETENCES	INTERACTION PATTERN	CRITERIA
TASK	<p>Students' will finish and present their proposals of improvement in front of the class, and they will also fill out peer assessment checklists for all groups. The checklist will be the same one used to assess them.</p> <p>To finish, in pairs or small groups of three, they will write a short text (50 words) with conclusions/main ideas they have extracted from the past two lessons dealing with sustainability. They will post this in Padlet where feedback will be provided. This way students can access their peers' ideas and learn new things that maybe they did not consider.</p>	40'	CCL CD CPSAA CC CCEC	Group work Pair work Individual peer assessment	2.1 2.2 3.1 3.2 4.2 6.2

POST-TASK 1	The most common errors during their presentations will be highlighted in the board so that they are aware of the language they have used.	5'	CCL	Full-class interaction	3.2 4.2 5.1
POST-TASK 2	Visual glossary of 10 vocabulary words learnt during the tasks using any digital tool: Canva, PPT, TikTok...	5'	CCL CD	Individual work	4.2 6.2

Appendix 6 Materials

LESSON 1

PRE-TASK 1: PICTURES ABOUT DIFFERENT REASONS TO TRAVEL.

Retrieved from Google Images.



PRE-TASK 2: Chalk Talk thinking routine

Adapted from Harvard's Thinking Routine Toolbox. Original design using Canva.



VIDEOS

- Viktor acts as translator for the man who does not speak English:

https://www.youtube.com/watch?v=xrTUmYxnNlo&ab_channel=ZunigasKing

- Information exchange between Viktor and policemen:
https://www.youtube.com/watch?v=l0XRRgrlXfo&ab_channel=RonakP

PRE-TASK 2: worksheet for identifying the actions in the clips.

Original design using Canva.



THE TERMINAL



NAME: _____

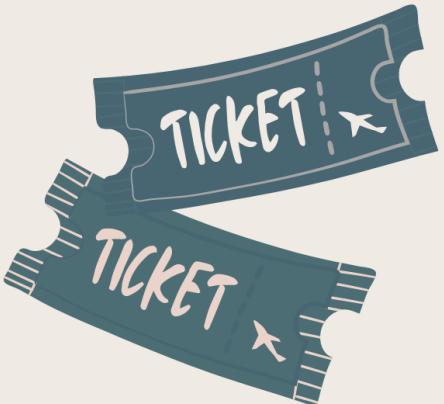
SCENE 1

SCENE 2

ACTIONS THAT REQUIRE COMMUNICATION

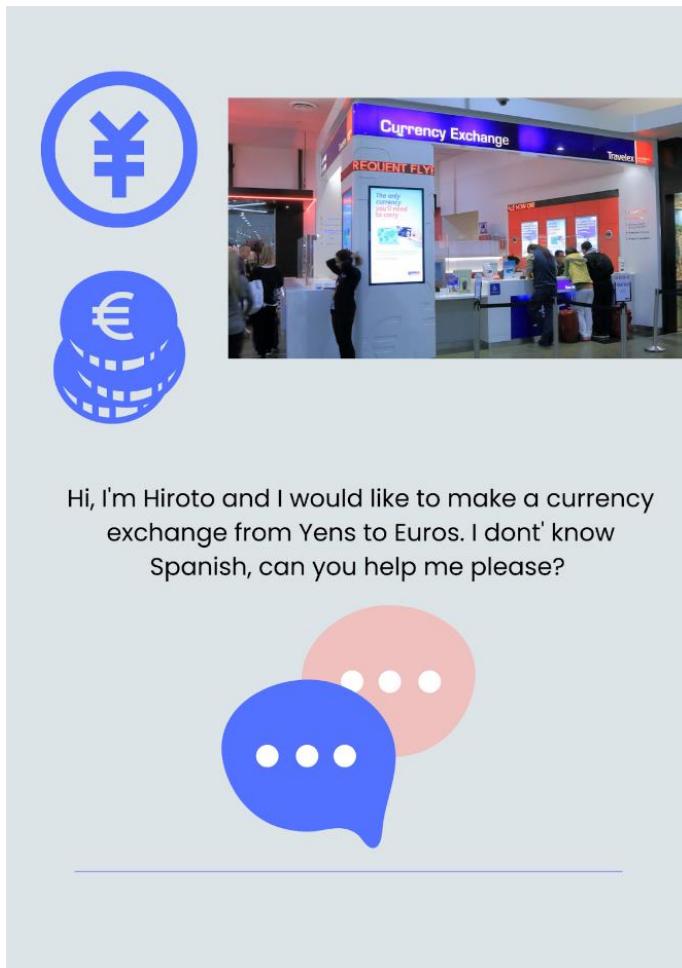
- _____
- _____
- _____
- _____





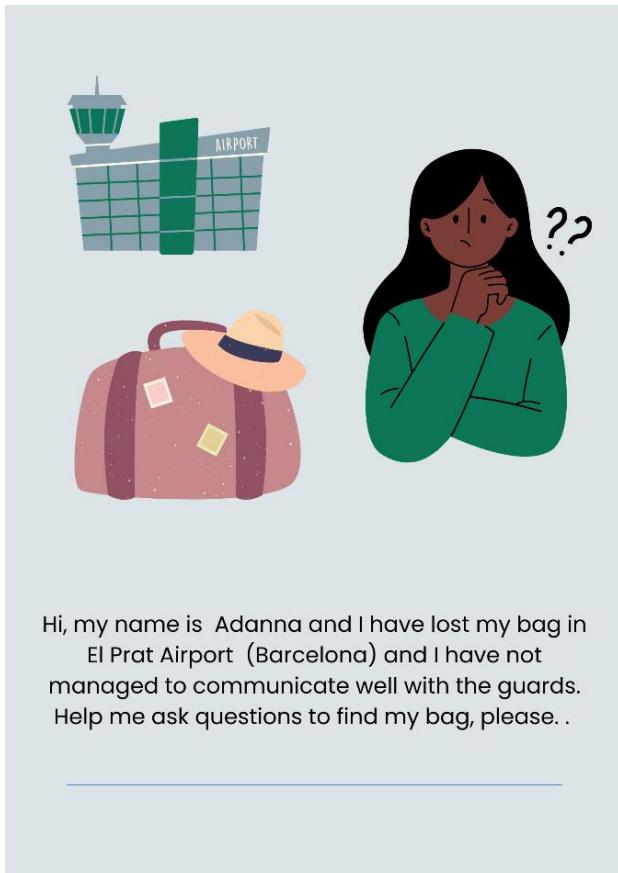
TASK 1

- The video with Viktor acting as a translator:
https://www.youtube.com/watch?v=xrTUmYxnNlo&ab_channel=ZunigasKing
- Learning situations and information sheet given for the role-play. Original designs using Canva.

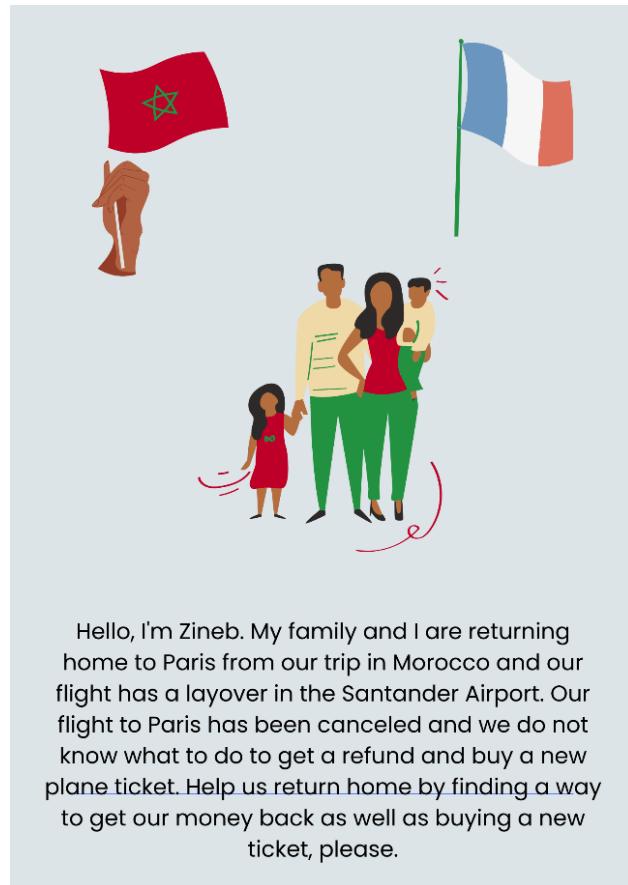


Hi, I'm Hiroto and I would like to make a currency exchange from Yens to Euros. I don't know Spanish, can you help me please?

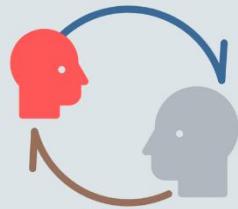




Hi, my name is Adanna and I have lost my bag in El Prat Airport (Barcelona) and I have not managed to communicate well with the guards. Help me ask questions to find my bag, please. .



Hello, I'm Zineb. My family and I are returning home to Paris from our trip in Morocco and our flight has a layover in the Santander Airport. Our flight to Paris has been canceled and we do not know what to do to get a refund and buy a new plane ticket. Help us return home by finding a way to get our money back as well as buying a new ticket, please.



Hi, I'm Imani and I come from South Africa. I am having problems with my Visa and cannot communicate with the security guard. Can you help me?



Lesson 2

TASK: Thinking Routine to fill out during peers' role-plays. Adapted from Harvard's Thinking Routine Toolbox.

REPORTER'S NOTEBOOK

NAME: _____

GROUP: _____

Identify the situation, story, or dilemma in the roleplay

Name the facts and events of the situation.

Identify the thoughts and feelings of the characters/participants in the situation

Has the dilemma been solved? How?/Why not?

LESSON 3

PRE-TASK 1:

Word cloud of Native American stereotypes using the following tool:

<https://www.mentimeter.com/es-ES/features/word-cloud>

Pictures of Spanish stereotypes. Retrieved from Google Images.





PRE-TASK 2:

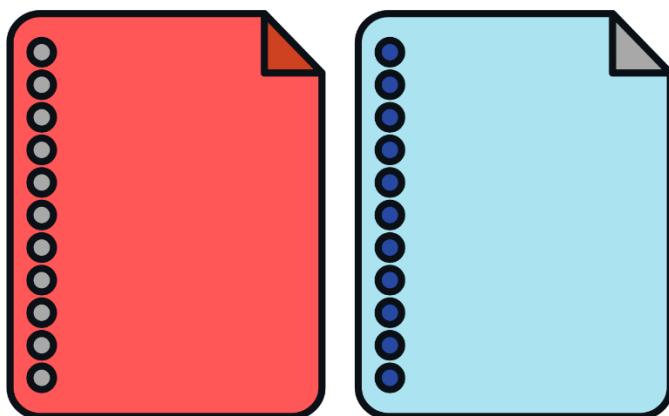
Sheet for before and after watching the clips. Original design using Canva.

STEREOTYPES

SAVAGE EDUCATED CLEAN DIRTY
SMART UNEDUCATED
HARD-WORKING LAZY FUNNY ANGRY
CIVILIZED UNCIVILIZED WELL-DRESSED

NATIVE AMERICANS

AMERICAN BUSINESSMAN



Scenes from Dead Man (Jarmusch, 1994)

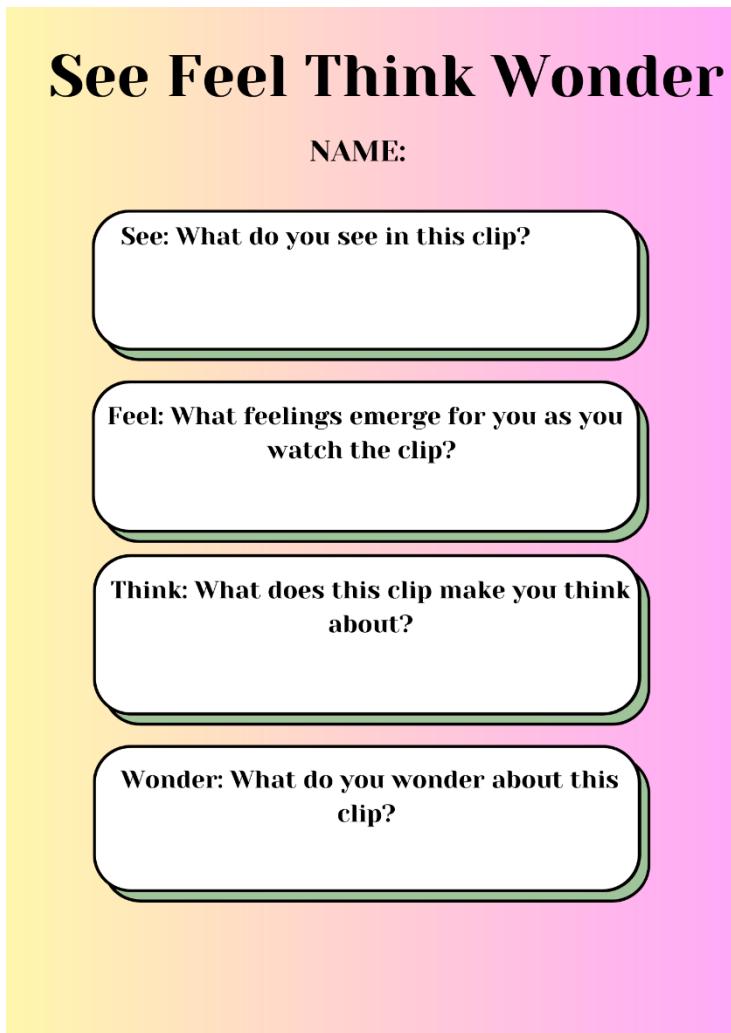
Full Movie: <https://www.youtube.com/watch?v=xecdYgyIOS4>

- Scene 1: 'Some are born to endless night'. White Man William Blake (played by Johnny Depp) does not know who Poet William Blake is. Native American Nobody recites his poems.

<https://www.youtube.com/watch?v=6WfbRJYKIM0>

- Scene 2: Conway Twill and Johnny “The Kid” Pickett. Twill (White man) is illiterate, and he needs to ask for Pickett’s (Black man) help to read what is written in the “Wanted” sign.
- Scene 3: Cole Wilson (played by Lance Henriksen) shoots his bounty hunter companion and feeds off his arm, subverting cannibalistic/savage stereotypes.

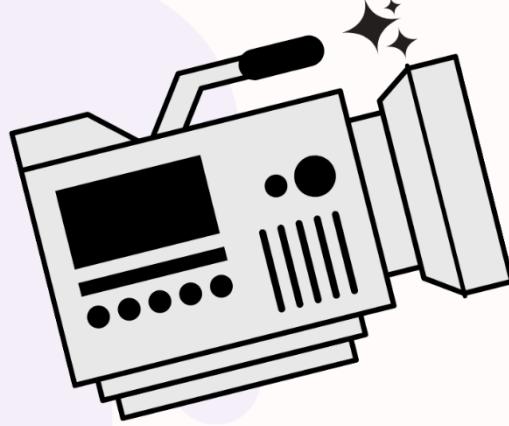
Thinking routine for after watching the clips. Adapted from Harvard’s Thinking Routine Toolbox.



TASK: LEARNING SITUATION. Original design using Canva.



HELP NEEDED FOR DOCUMENTARY ON NATIVE AMERICANS



We want to provide an accurate representation of Native Americans to stop the stereotyping that they suffer. We want you to travel to the USA and film part of our documentary (5-10min) including these points:

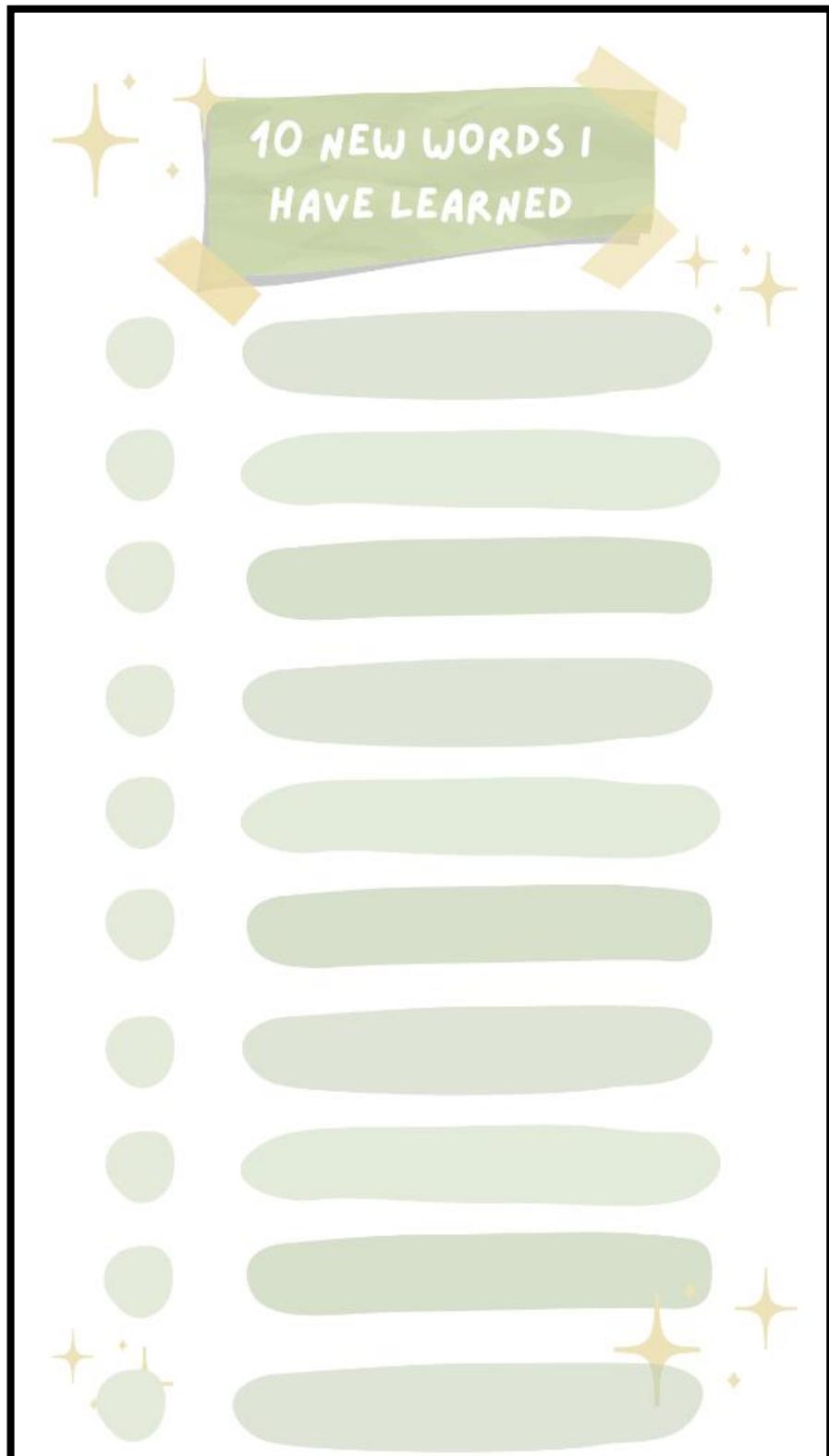
- ✓ ITINERARY OF THE MOST IMPORTANT RESERVATIONS IN THE US AND HOW YOU CAN TRAVEL TO THEM IN THE MOST SUSTAINABLE WAY.
- ✓ EXAMPLES OF INACCURATE NATIVE AMERICAN STEREOTYPES.
- ✓ REPRESENTATION OF FAMOUS NATIVE AMERICAN/NATIVES FROM OTHER COUNTRIES.
- ✓ NATIVE AMERICAN TRADITIONS THAT ARE CURRENTLY STILL GOING.
- ✓ FOOTAGE OF NATIVE AMERICANS/RESERVATIONS (VIDEOS, PICTURES, DRAWINGS).



LESSON 4

POST-TASK

EXIT TICKET 1. Original design using Canva.

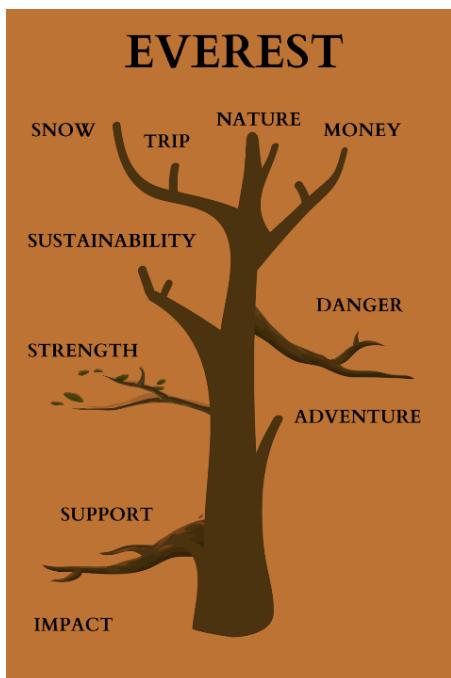


EXIT TICKET 2. Adapted from Harvard's Thinking Routine Toolbox. Original design using Canva.



LESSONS 5 & 6

PRETASK 1: Word tree about the movie *Everest*. Original design using Canva.

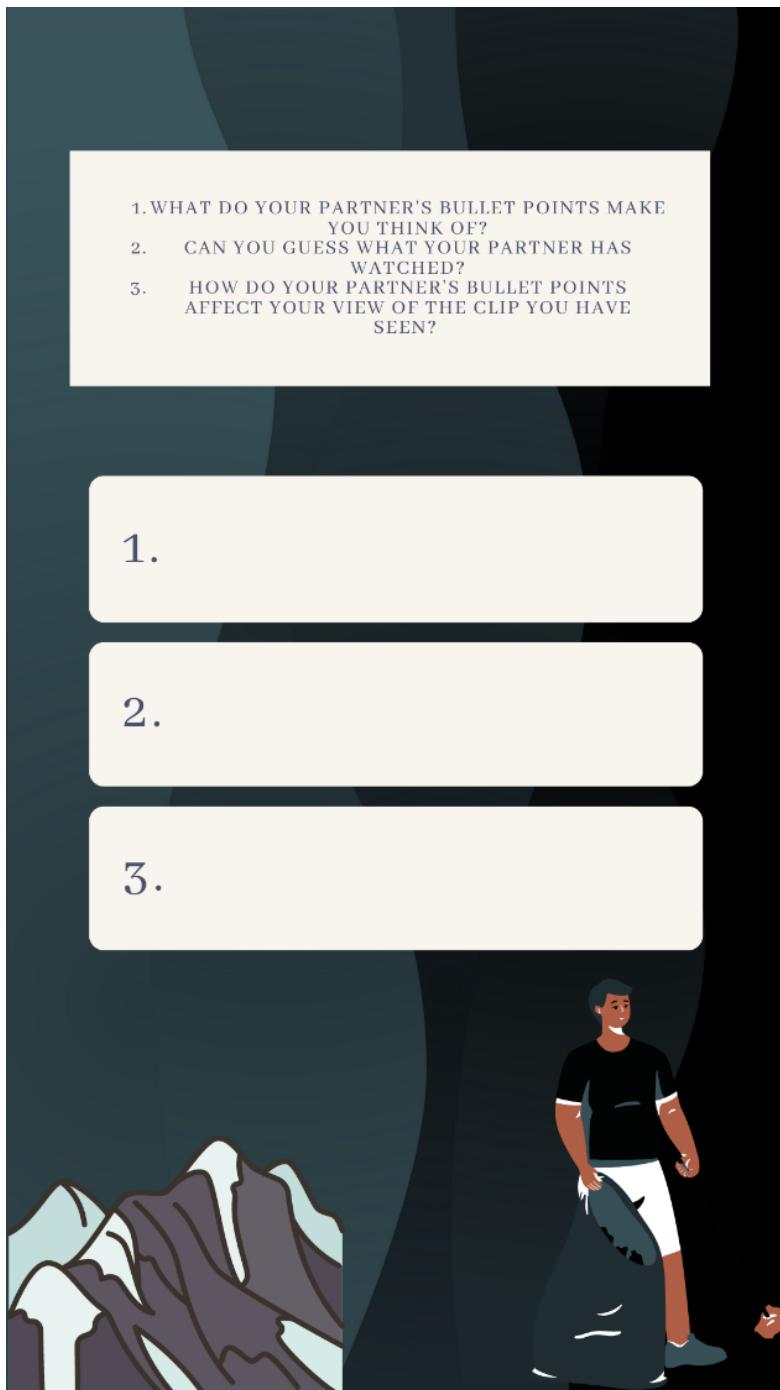


PRE-TASK 2

Everest clip (1:00'-3:24'): <https://youtu.be/wmXFSQdF3PM>

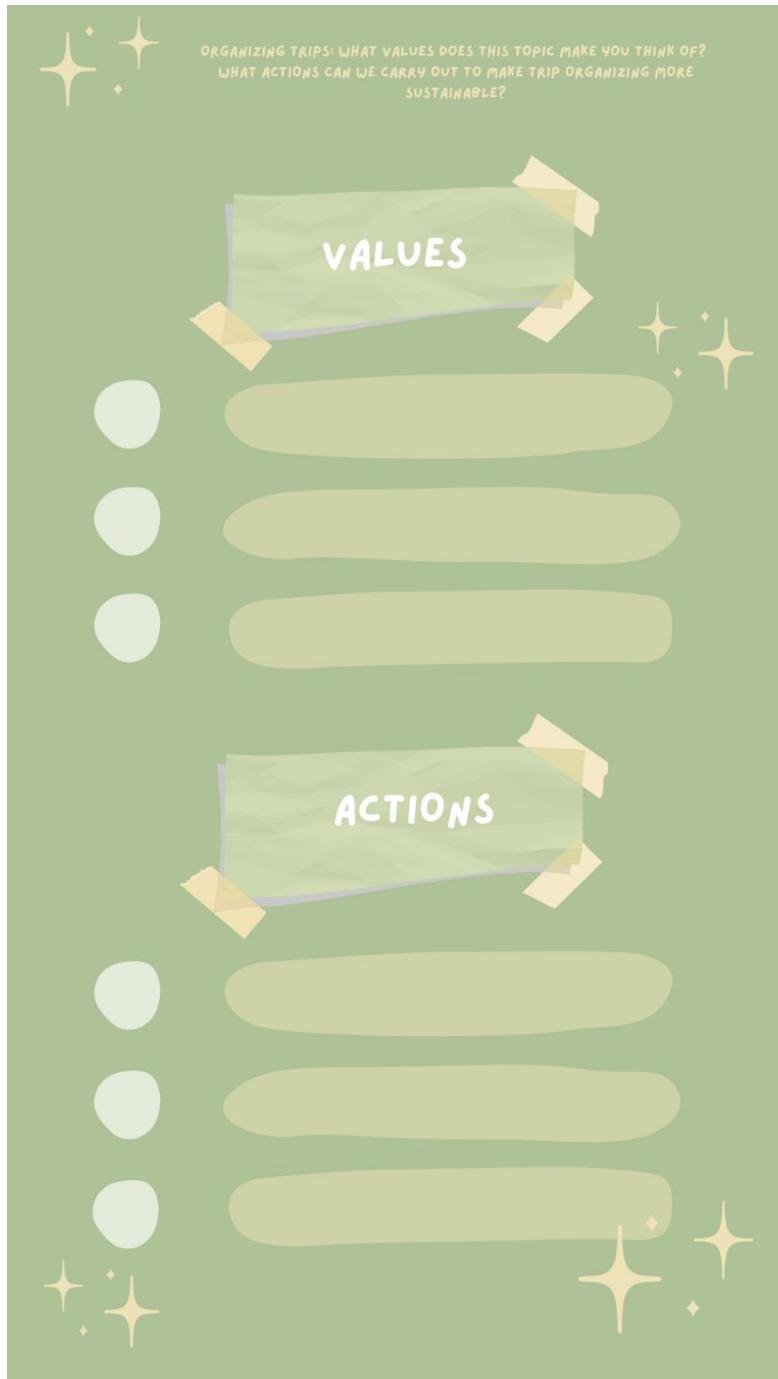
Death Zone: Cleaning Mount Everest (2:23min) <https://youtu.be/BI2TlvNJxCo>

Questions for after the mediation activity. Original design using Canva.

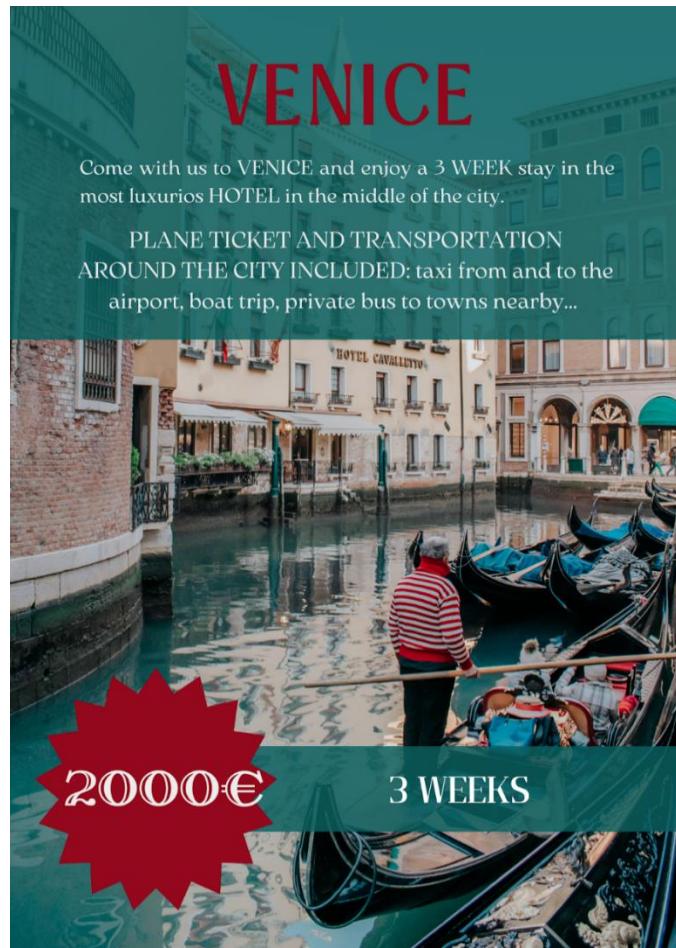


PRE-TASK 3

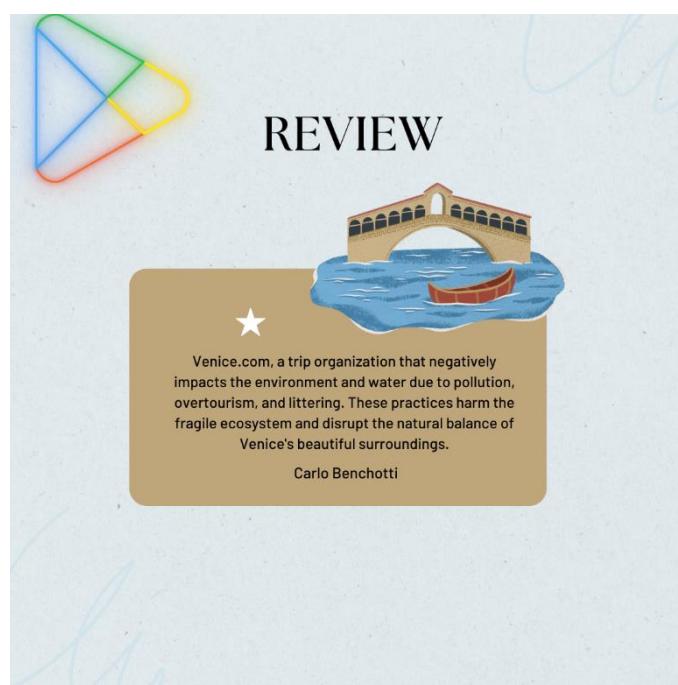
Sheet for Values/Actions regarding sustainability. Adapted from Harvard's Thinking Routine Toolbox. Original design using Canva.



TASK: Travel Pamhplets for the improvement proposal and Google comments with negative reviews. Original designs using Canva.



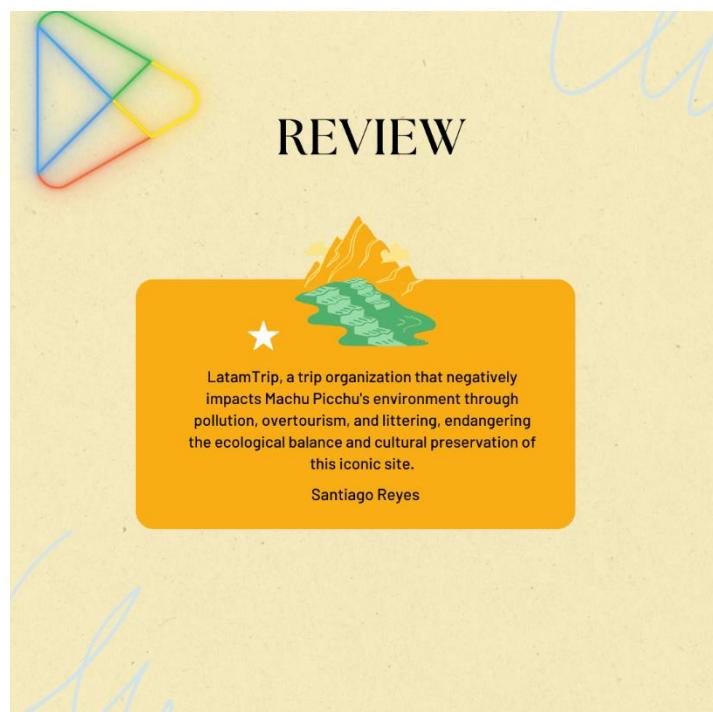
Trip pamphlet:



Google comment:

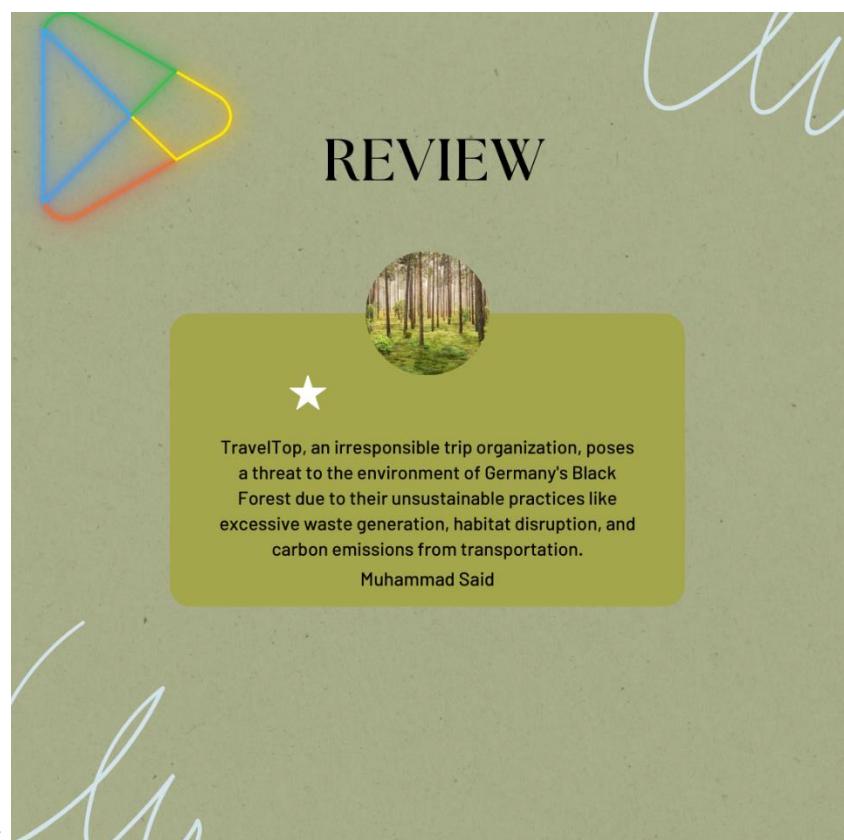
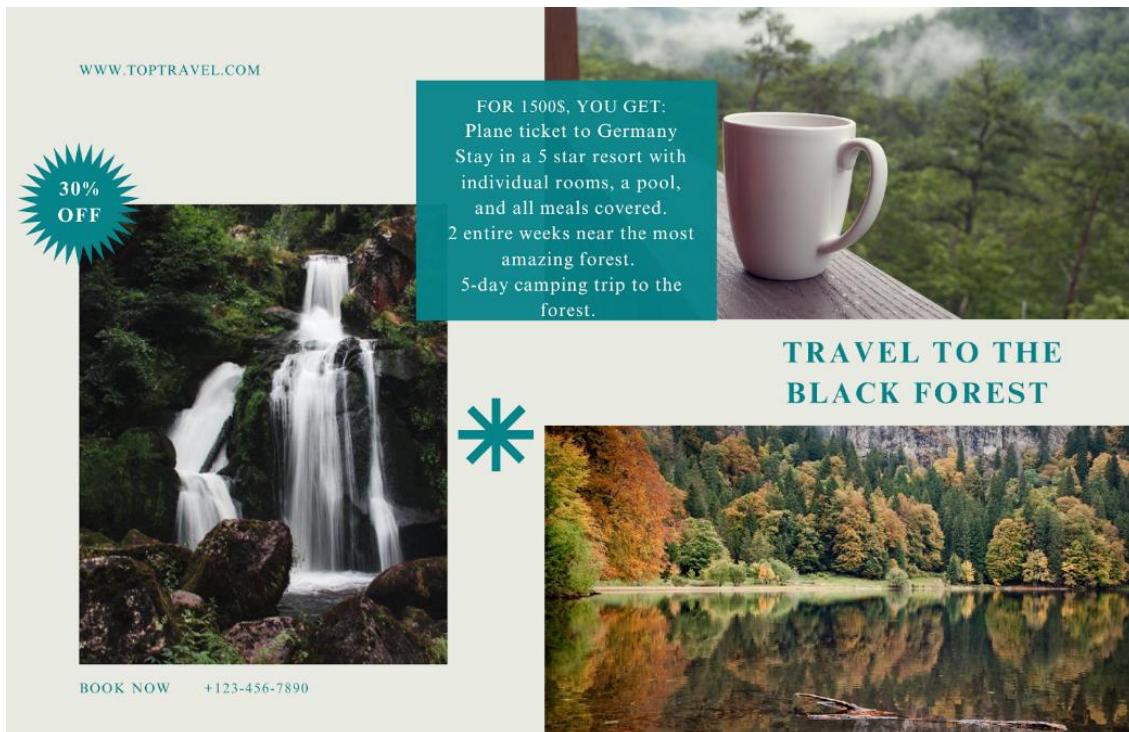


Trip pamphlet:



Google comment:

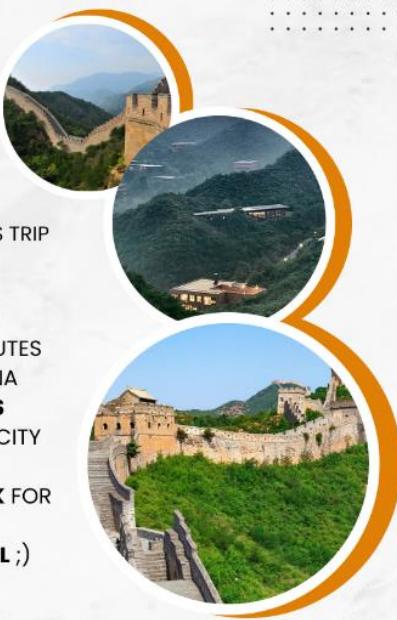
Trip pamphlet:



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