

Trabajo Fin de Máster

Increasing Students' Engagement and Participation in English while Promoting Mental Health in a 4ºESO EFL Classroom Through the Learning Unit: "Social media: the flip side of the coin"

Aumentar la implicación y participación de los estudiantes y promover la salud mental en un aula de inglés como lengua extranjera de 4ºESO a través de la unidad de aprendizaje: "Redes Sociales: La otra cara de la moneda"

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Abstract

This dissertation includes an original proposal and a critical analysis of a didactic unit for 4°ESO, whose main aim is to increase students' engagement and interaction in the English language and promote mental health through social media in the English as a Foreign Language (EFL) classroom. This objective was established to address needs encountered in an internship at IES La Salle Gran Vía, such as insufficient development of skills (especially critical thinking, ICT and citizenship skills) through traditional teaching methods, lack of collaborative work, and uninteresting topics which resulted in limited L2 use.

In a didactic unit called “Social media: the flip side of the coin”, several approaches have been followed in order to address students' necessities, including: Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Collaborative Learning and the action-oriented approach. In addition, the unit integrates scaffolding techniques to facilitate learning and a variety of thinking routines to foster critical thinking skills. This is done while developing digital and citizenship competences among others and addressing students' real-world communicative needs by using authentic, multimodal materials to raise awareness of the need to become responsible users.

Key Words: Social media, Mental Health, Collaborative Learning, Multiliteracies, 21st-century skills

Resumen

Esta tesis incluye una propuesta original y un análisis crítico de una unidad didáctica para 4°ESO, cuyo objetivo principal es aumentar la implicación y participación de los estudiantes en inglés y promover la salud mental a través de los medios sociales en el aula de inglés como lengua extranjera. Este objetivo se estableció para dar respuesta a las necesidades encontradas en un periodo de prácticas en el IES La Salle Gran Vía, tales como el insuficiente desarrollo de competencias (especialmente pensamiento crítico, TIC y competencias ciudadanas) a través de métodos tradicionales de enseñanza, la falta de trabajo colaborativo y temas poco interesantes que daban lugar a un uso limitado de la L2.

En una unidad didáctica titulada "Las redes sociales: la otra cara de la moneda", se han seguido varios enfoques para abordar las necesidades de los alumnos, entre ellos: el

método comunicativo (CLT), el aprendizaje basado en tareas (TBLT) el enfoque colaborativo y el enfoque orientado a la acción. Además, la unidad integra técnicas de *scaffolding* para facilitar el aprendizaje y una variedad de *thinking routines* para fomentar las habilidades de pensamiento crítico. Todo ello mientras se desarrollan competencias digitales y ciudadanas, entre otras, y se abordan las necesidades comunicativas de los alumnos en el mundo real mediante el uso de materiales auténticos y multimodales para sensibilizar sobre la necesidad de convertirse en usuarios responsables.

1. Introduction

The present dissertation introduces and critically comments a didactic proposal that was designed to tackle specific necessities observed during the internship period at IES La Salle Gran Vía. The learning unit is called “Social media: The flip side of the coin” and tackles mental health’s impact on individuals life while using the English language as a vehicle for communication.

The importance of digital media has been emphasised both during and after the COVID-19 crisis. As a result, Adami et al. (2020) among other scholars are bringing their attention to the need of reflecting on the social fault lines that have surfaced regarding social media. The advancement of technology has enabled people from all around the world to be connected despite physical distance. However, in the wake of the recently increasing links between social media and mental health issues worldwide, there is a growing concern in the educational field about how to best address this complex topic in the classroom. By using the English language as a vehicle for communication, the English as a Foreign Language (EFL) classroom provides teachers with the possibility to tackle topics that impact society.

Over the past few decades, the teaching of English as a foreign language has greatly shifted from more traditional teaching methods to communicative ones where students undertake an active role in the learning process. However, most Spanish high-schools still have the tendency to follow the topics and activities proposed in outdated textbooks, which do not allow students to have insightful thoughts or reflections and that do not promote autonomy. My experience during my internship at a Secondary School confirmed that idea, encountering several problems that arise due to the teaching practice followed. With the help of current methodological approaches such as CLT and TBLT, students may engage in learning experiences that develop the necessary skills not only for acquiring the language but also to become responsible social media users. Therefore, by implementing student-centred methodologies in the EFL classroom, this proposal will address the growing concern of social media’s impact on teenagers’ mental health.

This dissertation is divided into five different sections. The main purpose and objectives of this dissertation will be stated after this first introductory part. The didactic plan will be justified in the following section in light of the needs it will address and the theoretical, curricular, and methodological foundations upon which it is built. After this, the didactic unit will be critically analysed focusing on its curricular and instructional design and

discussing elements like its context-appropriacy, the development of competences, the design and sequencing of the lessons, or the evaluation and assessment tools and procedures it includes. The last section will conclude the main ideas introduced in this dissertation.

2. Purpose and Aims of the Dissertation

The aim of this final master's dissertation is to present an original didactic unit that seeks to address the main needs encountered during my internship at the Secondary School La Salle Gran Vía. During this teaching experience, I was able to observe that most of the students in the group were not engaged in their learning processes. The lack of engagement in this specific context, that is my internship experience, could be due to a number of factors such as: 1) the lack of interest on the topics presented in the textbooks, 2) an over-reliance on traditional methods like drills and translation into the L1 leading to unclear objectives and lack of skills development, and 3) limited opportunity for group work and collaboration. To achieve this goal, several approaches, tools and strategies will be implemented.

Estaire and Zanon (1994) argue that the starting point of a successful task-based unit is selecting an interesting theme. Thus, to address the first need, a topic that students are familiarised with, such as social media platforms has been carefully chosen. This topic is used to discover the main features and affordances of these platforms, but also to indirectly tackle the topic of mental health by using the English language. The EFL classroom is also a place for developing students' curiosity through activities that enhance their motivation. As Dörnyei (1994) states, "interest is related to intrinsic motivation and is centred around the individual's inherent curiosity and desire to know more about him or herself and his or her environment" (p.277). Consequently, the topic of social media addresses students' environment and communicative needs as well as their own usage of it and their own personal characteristics, struggles and perspectives. Therefore, contents that align with students' concerns can be considered a source of intrinsic motivation and encourage engagement into the classroom dynamics.

To approach need number 2 a complete change of methodology should be followed. Both the LOMLOE and the Aragonese curricula require the development of several skills and competences that could not be fulfilled with grammar translation and drills, as these techniques do not involve group work, boosting creativity, innovation, digital skills, and overall communication. As problem number 2 states, students are confused due to the lack of

purpose in the activities they complete. Consequently, TBLT provides students with useful tasks that have achievable and clear outcomes for which students must work collaboratively, critically think and negotiate meaning. In addition, by introducing CLT and TBLT, students' skills and competences are more likely to be developed.

The next need addressed is the lack of opportunities for group work and therefore, the poor group cohesion. Consequently, focusing on the main characteristics of TBLT and CLT, collaborative work is included in every lesson. This provides students with the opportunity to establish meaningful connections which could have a positive impact on their learning processes. According to Ellis & Shintani (2014), interaction mediates learning by assisting learners to produce new linguistic forms that they are not yet capable of producing independently. Thus, group work is a key element, not only in creating a good classroom atmosphere, but also in developing students skills in the target language. Another tool for improving group cohesion is the use of gamification strategies in the EFL classroom which is included and justified along this didactic proposal (*See section 4.5*).

Social media platforms are becoming more pervasive, constructing a system of expectations that can be detrimental in various aspects of life. Exploring how social media affects people's well-being may help raise awareness of mental health concerns following an increase in these issues after the outbreak of COVID-19. Therefore, agreeing with the CEFR (2018), this proposal considers "learners as language users and social agents" (p.27). Students will not only discover social media implications but they will also be able to raise awareness at a higher level, being responsible users and sharing their knowledge. For this purpose, the CEFR supports the action-oriented approach which "implies purposeful, collaborative tasks in the classroom, whose primary focus is not language" (2018, p.27). Consequently, this didactic unit includes real-life situations, responding to the students real world communicative needs.

This proposal is justified and framed within the Aragonese curriculum as it focuses on the promotion of all the specific competences (Comprehension, Production, Interaction, Mediation and Plurilingual) and most of the key competences (Communicative Linguistic, Digital, Personal and Social and Learning to Learn competences among others). The rationale for how these competences are developed will be explained in later sections (*See Section 4.2*). In addition, these competences have been integrated along with 21st-century skills,

particularly with critical thinking, collaboration, communication, media literacy, ICT literacy and social skills. All these aspects are developed during an eight-session didactic unit.

3. Justification, Theoretical and Curricular Framework, Methodological design

The purpose of this section is firstly to justify the didactic unit proposed, considering my observations in La Salle Gran Vía. Then, the theoretical and curricular aspects taken into account for its design are introduced in accordance with the Aragonese curriculum. Finally, the methodology followed for detecting those needs and for deciding to implement these new approaches is pointed out.

3.1 Justification

As it has been mentioned, this didactic proposal aims at fulfilling students' necessities encountered during the internship period and stated in the previous section. This section is focused on justifying the topic chosen, mental health, and the use of social media platforms as the main source of multimodal materials found in the unit. The justification for the approaches and methods implemented can be seen in section 3.3.

In the digital age, social media is a dominant factor especially among young adults' life. Strickland (2014) showed that this group has the most active social media usage, and a significantly higher rate of potential mental health issues. This latest generation has not experienced the world without social media, being therefore something they are used to since a really young age. However, they frequently do not recognize its significant effect on their mental health, such as the desire to fit in or compare themselves to others contributing to social media addiction. Subsequently, many research findings suggest that use of social media leads to anxiety, depression, stress and loneliness (Bashir et al., 2017). Overall, as social media gained popularity, the mental health of adolescents and young adults began to worsen (Braghieri et al., 2022).

The EFL classroom offers the possibility to explore a wide variety of topics, by using the “language as a vehicle for communication rather than as a subject to study” (CEFR, 2018, p.27). Supporting this idea, House (2011) argues that “the focus of the class is not on the language itself, but rather on a topic or theme which provides context for the learning” (p.14). Therefore, addressing issues of importance is doubly beneficial, as it allows for language

practice and skills developments while fostering understanding of matters that have an effect on society. Therefore, this didactic unit discusses the consequences of social media platforms, creating responsible users and supporting students' well-being.

During my time at La Salle Gran Vía, I was able to observe that addressing mental health issues and cyberbullying was a priority. I learned from the counsellor that many students experience anxiety, depression and other mental health-related issues. Through a greater focus on the effects of social media, students will be able to critically reflect about their responsibility as users of these platforms. Although some students may hesitate to discuss struggles concerning their mental health, social media, something students are comfortable with, can be used to engage in meaningful conversations on the matter. Additionally, a safe space can be created in the classroom where students could feel included and supported. This unit strives to both support students' mental health and aid them in learning how to use social media responsibly while learning the English language in the process enhancing their communicative skills in the L2.

3.2 Theoretical Framework

The objective of this section is to set the different theories and principles that constitute the methodological foundation of this dissertation. The contents of this framework have been carefully selected in order to address the necessities identified in the classroom as well as to the main aims of this didactic proposal: fostering students' engagement and participation in the EFL classroom by introducing appealing topics, establishing collaborative learning experiences and tasks that develop students' skills responding to their communicative 21st-century needs.

First, the Communicative Language Teaching (CLT) and its core principles are presented, as it provides the means for addressing these needs and the basis for the didactic proposal itself. Then, the relevance of Cooperative Learning and its connection with CLT is explained. Additionally, attention is devoted to the action-oriented approach, as it explicitly aims to develop social agents which is aligned to the didactic unit aim of raising awareness. Then, to explain the specific framework according to which the unit is structured, TBLT is accounted for. Finally, the importance of multiliteracies and in particular multimodal literacy

in SLA is discussed, particularly as this unit involves a considerable amount of multimodal ensembles.

3.2.1 Communicative Language Teaching (CLT)

Multiple approaches and models can be implemented in order to teach languages. The CLT approach, however, is the one that best aligns with the curriculum's requirements, objectives, and standards. As Brown (2007) puts it, there are multiple definitions of the CLT approach, from which we can highlight certain main characteristics.

First, it is significant to remark that CLT focuses on all language components, intertwining the organisational, pragmatic and sociolinguistics aspects of the language in SLA. While focusing on those aspects, form and function are involved, leading students to engage in authentic use of the language for meaningful purposes. Through the use of active methodologies, participation and regarding students as social agents, the social, cultural and pragmatic elements of the language are learnt to achieve real-life communication in which not only accuracy but also fluency are essential. Secondly, the role of the teacher and the role of the students shift from previous methodologies. Brown (2007) highlights the significance of students' role "as active participants in their own learning process" (p.7). The teacher acts as a guide or facilitator to the student, enabling them to become the focus of their own learning progress and gain an understanding of their individual learning styles. This encourages autonomy, which can be applied to further learning outside the classroom. For students to become autonomous and gain an awareness of the value of "learning to learn," teachers should focus on providing them with the tools needed so that they have strategies to "repair" the possible miscommunications which may occur interacting (Canale & Swain, 1980). Overall, the main objective of the CLT approach is to promote interaction leading to meaningful communication.

3.2.2 Cooperative learning

As mentioned, the CLT approach relies on students' interaction to create effective and meaningful learning experiences. Similarly, the Cooperative Learning approach has risen in the EFL classroom as a technique to foster students' interaction in the L2. Therefore, both techniques are intertwined providing multiple benefits for the students.

Cooperative Learning approach can be defined as a classroom technique in which small groups work together to reach a common goal (Tuan, 2010). Similarly, Sharan (1980, cited in Tuan, 2010), defines Cooperative Learning as an instructional strategy “which employs small teams of pupils to promote peer interaction and cooperation for studying academic subjects” (p. 65). Another definition to take into account is Johnson & Johnson (1999, cited in Tuan, 2010)’s definition which focuses on the aim to maximise learning for all parties involved.

This learning technique has multiple benefits. First, it allows students to develop positive interdependence and individual accountability for their work, as well as to adopt different roles in a group. Second, it helps in developing social skills as mediation, encouragement and praise are likely to be involved. Students also have to learn to work together in order to achieve common goals and in the process, use language strategies such as negotiating meaning, explaining and paraphrasing among others. Third, it promotes students’ intrinsic motivation. Dörnyei (1994) argues that Cooperative Learning is powerful in this matter as “it leads to less anxiety, greater task involvement, and a more positive emotional tone” as well as fostering positive attitudes towards the subject and enhancing group cohesion. This also builds a powerful sense of community where students feel appreciated and connected to each other. Fourth, as argued by Tuan (2010), this technique enhances the learner’s cognitive growth. By focusing on the Piagetian theory, Cooperative Learning makes students feel active participants in their learning process rather than mere recipients of knowledge. In addition, as suggested by Ellis & Shintani (2014), through interaction, learners are able to produce linguistic forms that they are not capable of producing independently, which establishes a connection with the CLT approach. Finally, the most relevant benefit of Cooperative Learning in this specific situation, is that it fosters interaction in the L2. This type of learning exposes students to face-to-face interaction where they can argue, support each other, share ideas, and establish connections.

3.2.3 The action-oriented approach

It is worth mentioning that while discussing the optimum way to implement CLT in a learning environment, the Common European Framework of References for Languages (CEFR) has developed the action-oriented approach, which in turn is often implemented by mixing CLT and the Task-Based model described below. This implies leaving behind

previous teaching methods that did not correspond to a communicative outcome. One of the main differences between the action-oriented approach and previous models is that it focuses on both form and meaning simultaneously. In order to establish a contrast, it is worth mentioning that Presentation-Practice-Production (PPP), which is one of the main models used in learning languages, uses mainly controlled production to focus primarily on form. In the action-oriented approach controlled and free production are combined to encourage the students' reasoning process.

The action-oriented approach focuses on what learners can do in the foreign language. As a result, this approach is oriented towards real-life tasks built around deliberately chosen notions and functions. According to the CEFR, this is stated as follows: “the action-oriented approach designs curricula and courses based on real world communicative needs, organised around real-life tasks and accompanied by ‘Can do’ descriptors that communicate aims to learners, who will use purposefully selected notions and functions” (2018, p.28). In actual real-life interactions, people prioritise meaning and mutual understanding over form and structures. Consequently, the purpose of the activities used should be to provide the students with strategies that help to achieve effective communication. As Finney (2002) states “language is communication, and as teachers we must develop in our learners the ability to communicate effectively in a wide range of professional and social contexts” (p.69). In an action-oriented approach purposeful and collaborative tasks in which language is not the primary focus are implemented following a communicative outcome.

3.2.4 Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is one of the teaching approaches that emerges from CLT. According to Ellis (2004) TBLT was developed as an alternative to traditional methods. The use of communicative activities, also known as "tasks", which Willis (1996) defines as "goal-oriented activities where learners utilise language to achieve tangible outcomes" (p.2) distinguishes this method. To achieve this goal, this approach conforms to a specific sequence of activities in EFL design, that is as discussed by Willis (1996): pre-task, task and post-task. Its main objective is to facilitate effective learning in the target language through real-life situations. Nevertheless, each stage serves a specific learning purpose. The pre-task stage aims at introducing learners to the topic, activating the previous knowledge they may have on the subject. This stage establishes a context, usually requires critical thinking skills and

overall prepares students for the main task. Subsequently, the task stage requires the actual performance of the activity promoting effective communication. Finally, the post-task stage involved form-focused activities which usually alludes to reflection of the contents.

Following these approaches, tasks require mobilising general competences and communicative language competences, in various communication modes (reception, production, interaction, mediation) making use of different strategies. Therefore, these methods and approaches are aligned with the Spanish and Aragonese curricula.

3.2.5 Multiliteracies

As Serafini (2014) states, the term multiliteracy or multiple literacies refers to “the reconceptualization of literacy as a multidimensional set of competencies and social practices in response to the increasing complexity and multimodal nature of texts” (p.26). With globalisation and expanding technology, the classic definition of literacy needs to be broadened beyond simply reading and writing print-based texts. Following Lim et al. (2022)’s line of argument, “multiliteracies pedagogy supplements the traditional literacy pedagogy and focuses on modes of meaning-making beyond language” (p.2). Wiggins and McTighe (2005) discuss, multiliteracies can help students to be aware of their own decisions and face challenges in their real life with enough knowledge and skills to face them critically and efficiently.

This didactic proposal focuses on five out of six literacies. Addressing linguistic literacy, a great variety of registers and genres are encountered throughout the unit, leading to the comprehension and production of various linguistic repertoires. Some instances of netspeak are introduced responding to students’ communicative needs. Aligned with the main objective of this proposal, the media or ICT literacy is relevant as students are encouraged to develop the skills needed to use and analyse different media and most importantly, understand their role and impact on society. This is intertwined with 21st-century critical thinking and media skills. Similarly, digital literacy refers to having the ability to understand and use technology effectively in order to access information and communicate in an ever-changing digital world. As it will be mentioned in later sections, a great variety of digital platforms are used for comprehension and production throughout the unit. Regarding multimodal literacy, several social media platforms involving multimodal ensembles are

analysed focusing on language, images, affordances, etc. Lim and Tan (2015) mention that developing this literacy “takes into account how linguistic and visual choices fulfil the purposes of the text, the audience and context, and how those choices work together in the organisation and development of information and ideas” (p.176).

Serafini (2014) proposes three phases of using multimodal ensembles in the EFL classroom. These phases can be seen in the final task, which is addressed in 3 sessions to work with TikTok. Therefore, following Serafini’s phases aim at providing students with enough levels of support to evolve from consumers to producers. The first phase, called “the exposure phase”, focuses on exposing students to the multimodal ensemble. Then, in the “exploration phase”, an analysis and exploration of the main features of that genre is conducted. Metalanguage is essential in this phase for students to be able to discuss various multimodal elements. Finally, in the “engagement phase”, students have enough information and tools to be the producers. As Serafini (2014) states, “in this phase, students are required to make choices concerning the design, production, and distribution of their visual images and multimodal texts” (p.94).

3.3 Curricular Framework

The aim of this section is to provide a clearer justification of the legal provisions that regulate the design of this didactic proposal. First, the general and specific provisions of the Aragonese curriculum will be commented on. Then, this section will deal with the curricular alignments with 21st-century skills and Sustainable Development Goals (SDGs).

3.3.1 The Aragonese Curriculum

As House (2011) states, we can define the curriculum as “a set of content and practices for teaching a subject area over a defined stage of education” (p.69). The curriculum leaves freedom to the teacher to explore topics, emphasising the skills and pedagogical principles they consider appropriate. Nevertheless, the curriculum demands a set of *Enseñanzas Mínimas* established by the Ministry of Education which are “the language and learning skills students should acquire” (House, 2011, p.69). Those *Enseñanzas Mínimas* have to be translated into a specific syllabus and cover lexical areas, functional language and specific structures that should be developed on the course. Additionally, each *Comunidad Autónoma*

has the right and freedom to establish their own specifications and additional requirements. The official curriculum of the Autonomous Community of Aragon is included in Orden ECD/1172/2022, de 2 de Agosto and published in BOA on 08/11/2022.

The specific syllabus that the LOMLOE suggests for EFL teaching is an analytical syllabus as it promotes the development of skills and competences. On the one hand, the Aragonese curriculum requires students to acquire eight key competencies by the end of secondary education in order to progress in their education and become equipped for the major global and local challenges they may face. These key competencies have been successfully incorporated in this unit, focusing on the relevance of some of them (*See section 4.2.1*). On the other hand, specific competences for the English subjects are also incorporated into the curriculum (*See section 4.2.2*), namely: comprehension, production, interaction, mediation, and plurilingual competences. The curriculum specifies three blocks of the knowledge, skills, and attitudes necessary for acquiring the specific competences in the subject of English (*See Appendix 3*). Another part of the Aragonese curriculum is the exit profile which indicates the skills and competencies that students should acquire at the end of the program. This exit profile also highlights the importance of 21st century skills. The Aragonese curriculum also establishes the aim of allowing students to become social agents (CEFR). To be able to acquire this objective, SDGs are suggested to be included in the didactic plans for EFL.

Therefore, a connection can be made between the Aragonese Curriculum's key competences, 21st-century skills, and competencies for Sustainable Development Goals. Exploring these last two topics more extensively is essential to effectively analyse and discuss the proposed learning unit.

3.3.2 Sustainable Development Goals

SDGs have gained importance, becoming one of the main focus and innovation in the curriculum regarding previous models. In a report published in 2012, the Secretary-General of the United Nations (UN) suggested that certain global issues should be addressed in a bid to set the world on a sustainable trajectory. Consequently, SDGs were established as “a call for action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity” (Sustainable Development Goals, 2023). To achieve that goal, the UN

provides information, examples of implementation of ideas and indicators to empower individuals to reflect on their own actions by taking into account their current and future social, cultural, economic and environmental impacts from both a local and a global perspective (Leicht et al., 2018, p. 38). This plan responds to and focuses on SDG number 3 and SDG 12.

The objective of SDG 3 is to guarantee healthy lives and well-being for all at all ages. This encompasses not only physical health, but also mental health, family planning, and sexual and reproductive health services. As stated above (*See Section 3.1*), the era of technology in which we live is triggering mental health issues especially among teenagers. The World Health Organisation (2022) reported an overall 25% rise in anxiety and depression after the COVID-19 crisis. For that reason, working on SDG 3 is essential for students' well-being now more than ever. Thus, fostering mental health in schools in a multimodal and transversal manner will empower students to recognize the significance of looking after themselves and others.

SDG 12, which covers "Responsible Consumption and Production," is also addressed in this didactic unit. Its objective is to create social agents by making students aware of the need to be responsible users on the net. Thus, shining a light on the link between social media and mental health, along with how technology affects daily life, will inform individuals about the importance of utilising these platforms responsibly. This understanding will have an effect on how people use the internet, creating a more conscious online environment.

3.3.3 21st-century skills

The Partnership for 21st-century skills was founded in 2002 and strives to promote readiness of students for the 21st-century. These skills are closely linked to the competencies of the Aragonese Curriculum with the purpose of integrating academic knowledge, critical thinking and social skills to master multi-dimensional skills required for learners' future.

English teachers are especially well placed to incorporate global skills through their lessons due to the methodologies employed in EFL classrooms and the fact that a global language is being taught (Mercer et al., 2019). Binkley et al (2012) classified 21st-century skills into "The KSAVE model" which consists of four key categories. Firstly, "ways of

thinking” involves creativity, critical thinking and metacognition skills, in other words, developing critical autonomous thought by thinking outside the box and perceiving multiple perspectives. The second category, “ways of thinking” focus on developing communication and collaboration skills to prepare students for the globalised world. The category “tools for working” focuses on ICT literacy skills and information literacy. This category involves creating media products, applying technology effectively and managing the information encountered on the net as well as reflecting on the consequences of these developments in our society (Castells, 1996, cited in Binkley et al., 2012). Finally, “living in the world” develops citizenship and life skills, as well as personal and social responsibility so that students are able to live socially in the 21st century world. Overall, by incorporating those skills into the curriculum, the aim is that students are able to acquire a deeper understanding of the subject matter and try to deal with demanding challenges in the real world. As Ellis (2004) discusses, “students are expected to acquire knowledge of their world as a foundation for adult life” (p.147).

There is nowadays a new approach to education in which its role is to facilitate change and learning. Following Finney’s (2002) view, “the only man who is educated is the man who has learned how to learn” (p.69) and that can therefore adapt to change. The 21st-century is an era of constant changes, so the education system must adjust accordingly. In fact, as previously mentioned, the topic chosen for this didactic plan, being that social media’s impact on mental health, can be considered an adaptation to the 21st-century. In his analysis, Johnson (cited in Alismail & McGuire, 2015) suggests that the 21st-century centred curriculum should account for various skills, including knowledge, critical thinking, media and ICT literacy, and real-world experiences within core academic subjects.

3.4. Methodological design

This section deals with the various methodological strategies followed in the design of this proposal. It also presents a series of criteria designed according to the theoretical and curricular framework established and used subsequently for the unit analysis. I selected these criteria based on the needs of the learners and observations of teaching methods that had proven to be either successful or unsuccessful during my internship experience.

As it has been pointed out, the main purpose of this unit is to promote 4°ESO students' engagement and participation in the EFL classroom by implementing new methodological approaches, developing student's skills and providing opportunities for group work through appealing topics for the students. Even though the didactic unit included in this dissertation was not implemented during the internship period at La Salle Gran Vía, I did have the opportunity to implement a unit where I was able to observe students' reaction to certain elements.

I was restricted to the textbook topic “the environment”, not having the opportunity to maximise student engagement by choosing a subject matter that is particularly interesting to them. The topic did allow for insightful critical thinking and reflection about environmental actions, even though due to the textbook requirements it was not successful. Furthermore, I noticed that one of the flaws from my lessons was the lack of scaffolding to guide students both before and after their tasks in order to help them complete them successfully. Consequently, this learning unit includes multiple scaffolding techniques (*See section 4.5*).

Regarding the positive findings, I had the chance to use the social media platform TikTok, which elicited enthusiastic reactions from the students. This increased their involvement in class as they practised the target language and developed their digital skills. As I was required to follow certain textbook activities, I was able to compare students' reaction to multimodal and no multimodal texts, concluding that the latter ones promoted engagement and participation in the L2.

I was initially hesitant to shift to TBL and CLT approaches, since students were used to more traditional methods such as PPP. Students adapted rapidly to the task-sequence but there was still a lack of participation. The only tasks in which students showed great levels of interaction were collaborative activities. They enjoyed having the possibility to ask their peers for support, not only regarding language but also sharing ideas and opinions.

Regarding these observations over successful and unsuccessful elements, and taking into account students' needs, I designed 8 criteria that the didactic unit should follow for a successful implementation in this specific context. The criteria that will be justified and discussed in *section 4.3* are:

- **Criteria n°1:** critical thinking skills are developed in a variety of forms.

- **Criteria nº2:** digital competences are promoted responding to both the Aragonese curriculum and 21st-century skills.
- **Criteria nº3:** the unit develops citizenship skills by creating social agents as proposed by the action-oriented approach.
- **Criteria nº4:** collaborative learning is introduced to promote interaction, enhance students' cognitive process and social skills, foments group cohesion and reduce anxiety.
- **Criteria nº5:** student-centred methods such as CLT and TBLT are implemented.
- **Criteria nº6:** authentic and multimodal texts are introduced to expose students to real language and respond to their communicative needs.
- **Criteria nº7:** the tasks proposed allow for real-life usage of the language.
- **Criteria nº8:** Serafini's phases for working with multimodal ensembles are followed.

4. Critical Analysis and Discussion of the Didactic Proposal

4.1. Contextualisation

This unit proposal has been designed with a specific context in mind. My school placement took place in La Salle Gran Vía, located in a central neighbourhood of the city of Zaragoza. The neighbourhood is a major hub of the city, due to its close proximity to the University campus and its facilities making it a centre of culture and education.

La Salle is an innovative highschool in which technology has been introduced over the last decade, using it nowadays as an educational tool. Students are allowed to use their own laptops, or the ones provided by the centre. In fact, they even have the textbooks in an online format, which has opened up a wealth of online resources making technology an integral part of their lives and learning processes. Despite the fact that students are not allowed to use their mobile phones in school, they take every opportunity to check their social media accounts. Therefore, it would be beneficial to implement this didactic plan in this specific school, as students will be benefited by the raise of awareness about social media impact.

This school offers a bilingual American English program for secondary students. By taking part in weekly video lessons and completing projects along the way, students receive the recognition of having completed their secondary levels at an American highschool.

Nonetheless, this option is not seen as a popular choice among students as students are in general not motivated regarding the English language.

The specific target group I had in mind for the implementation of this didactic unit, is a non-bilingual group of 21 students from the 4^oESO level. The overall level of the students is similar and none of the students is identified as students with special education needs.

4.2 Contribution to Key and Specific Competences and 21st-century skills

The objective of this section is to comment on the key and specific competences developed throughout this didactic unit in accordance with the Aragonese curriculum (Orden ECD/1172/2022). The integration of 21st-century skills in the didactic proposal is also explored.

4.2.1 Key Competences

Most of the key competences introduced in the curriculum are developed. Firstly, the Communicative Linguistic Competence is tackled as students use the language as a means of communication. Therefore, there are opportunities for free and controlled productions. The English language will be the students' tool to express themselves, transmitting thoughts, ideas, knowledge and opinions in the classroom. Additionally, due to the implementation of multimodal ensembles (i.e. Instagram Posts, TikTok videos, images, Youtube videos) students encounter language in different contexts and registers.

Secondly, the Digital Competence is implied in the unit's title which is "Social media: the flip side of the coin". This unit requires the use of digital tools for both receiving input and producing output. Students will become responsible users of digital technologies, including them in their learning processes. Multiple social media platforms such as Instagram and TikTok and sharing platforms such as Forums and Blogs are used to provide input or foster output in the L2. In addition, students are able to use digital tools for the completion of several tasks, such as collaborative websites (padlet), creative tools (canva), Google forms to complete thinking routines and others as part of their SLA process.

Thirdly, following this idea of becoming responsible users, the Citizenship Competence is developed, partly implied by the CLT approach. The tasks proposed have the intention of creating responsible citizens that can raise awareness about social media usage.

Each lesson deals with relevant topics for society where students should critically reflect about the impact of their actions in the world. For instance, students encounter multimodal written oral texts dealing with body standards, fear of missing out, the difference between reality and the net and the importance of healthy relations.

This is tightly related to the Cultural Awareness and Expression Competence. Throughout the tasks proposed, learners develop the ability to project their views while respecting the perspectives, feelings, and emotions of others. They learn to be aware of how their words and actions are perceived within a social context, and act accordingly. For instance, the concept of authenticity and social norms is introduced, reflecting about the difference between real life and what is posted on social media. Moreover, in a written text, they learn about the importance of accepting one's body and respecting others. In addition, while writing comments on social media platforms, they learn about the importance of being respectful. This competence is also developed as students learn that social media offers the possibility to culturally express themselves as the way in which they see the world.

Nonetheless, this unit also succeeds in developing other key competences though at a lesser extent. The Personal, Social and Learning to Learn Competence is fostered as students are motivated to centre their learning around a central topic which addresses students' communicative needs, enabling them to share their knowledge to various contexts. The unit also promotes autonomy by giving students choices in task completion. Autonomy is also developed by giving students choices in task completion such as exploring the aspects or scenarios they preferred in writing an Instagram post about the disappearance of social media. Likewise, in the final task, students have the freedom to use their own resources and concentrate on their preferred topics when creating a script and recording a TikTok video. Finally, self-reflection is encouraged through thinking routines, as well as reflection on their peers' performances through peer assessment. Regarding the Entrepreneurship Competence, the unit offers the possibility to transform knowledge into actions. This proposal aims to increase awareness motivating students to take action and generate ideas for promoting responsible social media use. Students create products such as Instagram posts and Reels, TikTok videos and Forum and Blog entries where they can think outside the box leaving freedom to their creativity and decision-making abilities. In terms of Plurilingual Competence, this plan provides opportunities for students to compare their country's reality of mental health awareness and social media usage with that of other territories. They are exposed to numerous English multimodal texts that may be similar to the content they are

exposed to daily in their first language. Therefore, this exposure enables learners to draw upon their own experiences and transfer between languages as a communication strategy, expanding their linguistic skills. Moreover, the topic selected for the unit can also be addressed in other subjects or activities in accordance with the Orientation department.

Thus, as it has been discussed, all the key competences mentioned in the curriculum, except the Mathematical, Science, Technology and Engineering Competence are tackled in the unit. This proposal offers opportunities for students to develop their communicative and linguistic competences, their digital skills, raise awareness by becoming responsible users and citizens, reflect on relevant topics using the language as a vehicle for communication, create their own products and admire cultural differences.

4.2.2 Specific competences

This didactic unit is aimed at developing the specific competences (*See appendix 6*) mentioned in the Aragonese curriculum. The Comprehension competence (CE.LEI.1) is developed in all the lessons as students understand and interpret ideas conveyed in authentic and multimodal materials. The Production competence (CE.LEI.2) can be found as students produce coherence original and well-structured compositions such as in lesson 3, creating a blog entry, or lesson 4 writing an Instagram post. Interaction (CE.LEI.3) is promoted throughout the unit, specially in collaborative activities. Mediation (CE.LEI.4) is practised between students and in connection with the materials used. Finally, the Plurilingual competence (CE.LEI.5) is fostered as the unit focuses on multiple linguistic repertoires that are representative of different multimodal authentic texts in English and in the students' L1.

4.2.3 Contribution to 21st-century skills

Following the KSAVE model (Binkley et al., 2012), 21st-century skills are fostered during the unit. Regarding the category “ways of thinking” the unit aims to encourage students to recognize the potential effects of social media enhancing their critical thinking abilities. Creative and innovative thinking, as well as metacognitive skills, are promoted throughout the learning unit as students develop their understanding of the topic. CLT and TBLT are implemented to motivate students to think more innovatively and analytically, while encouraging them to be active in their learning such as inferring grammatical rules and the

meaning of vocabulary words. Regarding “ways of working”, both collaboration and communication skills are developed. Working with and talking to others is essential and the CLT and TBLT approaches are useful in training these skills, as each lesson involves at least one collaborative activity that encourages strong communication. Addressing “tools for working”, this plan aims to develop students' understanding of the consequences of globalisation and networking as well as their ability to use technology competently and create media products such as Instagram's reels or posts (information literacy). It also teaches students how to effectively manage information from the Internet (ICT literacy). Finally, focusing on the section "living in the world", students cultivate citizenship skills and awareness of personal and social responsibility. They become social agents who can recognize the effect their actions have on others, sharing their knowledge to uplift their community. This is seen in the final task as they contrast reality and what it is shown on the net, or in lesson 4 while they discuss social standards.

4.3. Learning objectives and contents of the unit

This section deals with the learning objectives and contents of the units that have been unpacked from the Aragonese Curriculum for the 4th year of Compulsory Secondary Education.

The learning objectives for this unit (*See Appendix 2*) have been developed considering the topic covered, which is the impact of social media on individuals' mental health. The different communicative strategies employed and the resources and materials used within the unit have also been taken into account for its creation. For the design of these objectives, the operational descriptor outlined in the learner exit profile of the Aragonese curriculum has been considered. The expected knowledge and skills that students should have attained at the end of the unit are therefore indicated in an infinitive form. To conclude, the main aim taken into account while creating the learning objectives have been to formulate them in a clear and straightforward manner to ensure students understand what is expected of them.

Regarding the contents of this plan, in the Aragonese curriculum, essential knowledge brings together the knowledge, skills and attitudes necessary for the acquisition of specific competences. Moreover, they promote language learning through a series of criteria that has

been carefully selected (*See Appendix 3*) taking into account the analytical syllabus and considering the three blocks of the Aragonese Curriculum: Communication, Plurilingualism and Interculturality.

4.4. Lesson plan

As stated in the theoretical framework, the lesson plan has been constructed in accordance with CLT principles in order to address the needs of the students. Additionally, the sequence of activities have been designed following the TBLT approach, as it facilitates the achievement of the objectives established. The unit consists of 8 lessons, from which the last 3 are devoted to a final task. The first 5 lessons follow Willis (1996)'s sequence, including a pre-task, a task and a post-task. However, the lessons devoted to the final task follow a different sequence intertwining the TBLT sequence and Serafini (2014)'s phases for including multimodal ensembles in the EFL classroom. The language that is focused on is a language relevant to learners and required for a communicative purpose, rather than introduced because a syllabus dictates that it should be covered at a particular point (Skehan, 1998). Having said that, the principles described in the methodological design (*See section 3.3*) are going to be justified in connection to the unit proposal.

First of all, critical thinking skills are developed along the unit in a variety of forms (**criteria n°1**) as reflecting about social media's impact on teenager's mental health is the main topic. Project Zero 's Thinking Routines are employed to develop these skills to its full extent. This can be seen clearly in lessons 3, 4 and 5 as students encounter thinking routines gradually enhancing their autonomy for developing critical analyses as suggested by the CLT and action-oriented approaches. In lesson 3, students face the thinking routine "What makes you say that?", as a whole class. In it, they have to reflect about two photos depicting the increase in social media use among generations. Then, in lesson 4, students face the "See-Think-Wonder" technique in groups of 3. This technique fosters a critical analysis about an Instagram post raising awareness about society body standards and expectations on social media. Finally, during lesson 5, students' critical thinking skills are worked on individually. The thinking routine "I used to think... Now I think..." is used to promote reflection about unhealthy actions and attitudes on the net. As it can be seen, there is a gradual development of students' autonomy as they begin by critically analysing certain topics collaboratively, and it is gradually reduced to an individual reflection. After the unit, students should be able to

plan and organise their own thoughts into meaningful and deep ideas, being able to share them in a variety of forms and contexts and critically reflecting about the world around them, and especially about social media's impact. By working on developing students' critical thinking skills, we are alluding to Binkley et al. (2012)'s KSAVE model to develop 21st-century skills, specifically to the category "ways of thinking".

This plan also promotes the development of digital competences responding to the Aragonese curriculum (**criteria n°2**). In addition, this digital competence also alludes to the KSAVE model regarding ICT skills. Not only are students exposed to digital genres but they are also using them to create their own products and explore its possibilities, thus, developing their digital competence required in a 21st-century digital world. As mentioned by Musa et al. (2011), students enjoy using their technological skills in learning activities, so that the lessons do not only focus on language skills. Consequently, this unit requires students to use a wide variety of technological tools. During the unit, students have the possibility to record a Reels video following Instagram's format, being exposed and creating products by engaging in social media platforms, commenting on videos, uploading a forum entry, etc. Scaffolding techniques and the teacher's guidance help students to use these technological tools and to explore digital platforms effectively, so that they can apply the knowledge they acquire in their daily lives. A clear example of students' development of digital tools can be seen in the final task as students face TikTok videos, analyse its affordances and possibilities through a collaborative activity and scaffolding (*See material 23*) and then create their own products on the platform by recording a video. Similarly, in lesson 3, students are encouraged to share their thoughts on a shared padlet, doing a brainstorming activity in an innovative and digital manner, instead of using the blackboard or doing it out loud.

Furthermore, by following the KSAVE model citizenship skills are also worked on by creating social agents as proposed by the action-oriented approach (**criteria n°3**). This criteria can also be connected to the development of social responsibility required for the 21st-century reality. In this unit, students reflect and learn about the impact of their actions, being therefore more responsible when uploading, commenting or merely interacting on social media. In addition, they will also tackle topics that develop skills for their future, contributing to creating a responsible world. For instance, the importance of healthy relations is addressed, by detecting unhealthy actions on the net. The fact that Collaborative Learning is one of the main principles of this unit, makes students' social skills develop, learning to

respect other perspectives and mediate between theirs to find a common ground. Overall, students' citizenship skills are developed during the whole unit as they create multiple products such as a TikTok video contrasting reality and social standards, a collaborative writing as an Instagram post to raise awareness about beauty standards, a Reels video giving advice on addressing an unhealthy relationship on the net, etc. Therefore, this proposal considers “learners as language users and social agents” (CEFR, 2018, p.27) that will contribute by sharing their knowledge and taking action.

Responding to **criteria n°4**, Collaborative Learning is present along the unit as a strategy to promote interaction, enhance students' cognitive process and social skills, foments group cohesion and reduce anxiety. For that purpose, student-centred methods such as CLT and TBLT are implemented in the unit (**criteria n°5**). It is worth mentioning that the sequence of activities is also aligned with the pedagogical sequence of difficulty in EFL. Therefore, each activity provides students with guidance and necessary knowledge and development of skills to face the next task. Even though there are also opportunities for individual achievement, interaction and teamwork is one of the bases of this plan. In fact, at least once in every session, students have to work in pairs, groups or as a whole class. This would be beneficial for students as in a research project for “Innovation in the EFL classroom” donde during my internship experience, students indicated in a questionnaire their preference of working on pairs or teams giving as the main reason the possibility of having someone to share knowledge with, feeling supported. Students mentioned feeling a considerable improvement in the classroom environment during collaborative work. Overall, through collaborative work students learn through interaction, socialisation is enhanced and a positive atmosphere is fostered. Some of the collaborative activities found in the lesson are going to be briefly described. In lesson 2, students focus on form by using the L2 to communicate and give their opinion with some sentence starters and with the support of the vocabulary they have just learnt in groups of 3. Different roles are adopted by the students (i.e. referee) and students negotiate meaning to communicate effectively by respecting the other's opinions and maybe changing their perspectives about aspects they have not thought about. In lesson 4, groups of 3 are formed for a See-Think-Wonder thinking routine that prepares students for collaborative writing as a process in the format of a forum entry. Students have the opportunity to share their ideas and knowledge about the L2 to create a good piece of writing. Digital skills are fostered in lesson 5 in a collaborative recording of an Instagram Reel in groups. Finally, students work in groups and pairs during the last three

lessons, working together to share all their L2 knowledge and creative ideas in a task where creative freedom is key. This final task is explained below. To conclude, as discussed by House (2011), “when students work together, the opportunities for language use are greatly increased and group tasks provide a natural and meaningful context for practising language” (p.23).

Teenagers today are exposed to a great amount of digital content and the EFL classroom should be adapted to this new reality. Consequently, following **criteria n°6**, students face authentic and multimodal texts with the purpose of exposing them to real language and to respond to their own communicative needs. Multimodal texts enable students to have a more comprehensive experience while learning language, enabling them to dive deeper into culture, grammar, and the target language. Students face these types of texts along all the unit, as each lesson, except lesson 1, includes a different multimodal text dealing with social media platforms. Some instances of authentic and multimodal texts encountered during this didactic plan are going to be briefly explained. For instance, in lesson 3, an image is used as a pre-task to complete a thinking routine. As Serafini (2014) states “to be an effective communicator in today’s world, a person needs to be able to interpret, create, and select images to convey a range of meanings” (p.22). Therefore, competences for producing and interpreting visual images and the messages they conveyed are worked on throughout the learning unit. Similarly, in lesson 4 students encounter an authentic text from an Instagram post. Not only the topic of the text responds to students' communicative needs but also the linguistic repertoire and lexis used, as it can be something that they encounter and may be able to use in their daily lives. Therefore, a written production is asked to be made by using this type of language in this platform’s format in order to raise awareness about body standards on social media. Similarly, in lesson 5 students work on images of whatsapp conversations and Reels, exploring Instagram’s affordances. In this case, students are asked to create a multimodal text themselves, by recording a video to upload following the Reels’ format, which is something they may do in their real life. The final task encountered in the last three lessons of the unit, and that is explained on latter criteria, is also a clear example of how students are exposed to authentic multimodal text and encouraged to create their own, responding to real-life situations they may encounter.

By responding to students’ communicative needs, **criteria n°7** is also addressed as the tasks proposed allow for real-life usage of the language following the CLT approach. As it

can be seen in the lessons explained, the tasks follow Willis (2018)'s key conditions for language learning as students are exposed to rich and comprehensible input of real language and they also have opportunities for real usage of the language in free and controlled productions and performances, as well as in group and peer discussions. In addition, the topic has been carefully chosen following the idea that "clear, meaningful and interesting context provide settings in which new language is understandable, and familiar language becomes more memorable and useful" (Curtain, 2014, cited in House, 2011, p.14). Therefore, the unit deals with social media platforms and its impact on society and on the individual's mental health as an appealing topic for students to engage in interaction. Consequently, each lesson contributes to the overall topic by focusing and raising awareness about specific subtopics.

As **criteria n°8** states, Serafini's phases for working with multimodal ensembles are followed. The last three lessons consist of a whole task-sequence that involves exploring a multimodal genre (TikTok), put into practice the structures and vocabulary seen in the unit, and critically reflect about the veracity of some videos on social media platforms. In the exposure phase, students face a particular multimodal ensemble. In this case, students are exposed to TikTok videos as a pre-task. Since TikTok is a platform commonly used by many of them in their daily lives, this can link their experience of language learning to something entertaining. Then, in the exploration phase, the features, structure and design of the multimodal ensemble are explored through a group of experts activity, in which students gather in teams and focus on specific aspects of the genre. Having analysed the platform's main aspects, students become users and creators of a TikTok video, bearing in mind the content learnt in previous lessons, moving to the engagement phase. They have to create a script and record two videos by following the requirements, depicting a realistic day in their life and an unrealistic day in their life as influencers. After, as a post-task, the videos are shown in groups and students are asked to peer assess other groups by following "the ladder of feedback" technique. In addition, comments are asked to be written in their peers' videos following the netspeak seen in previous sections. Overall, collaborative and digital skills are developed by exploring a multimodal ensemble and using the English language as a vehicle for communication.

4.5 Materials and resources used

This section introduces the variety of materials used along the unit focusing on multimodality, digital tools, the scaffolding techniques employed, gamification strategies and thinking routines. These materials have been carefully designed or selected in order to expose students to authentic language. To this end, I developed my digital skills, and employed digital platforms and tools such as Canva, Mentimeter, Google slides, and Padlet among others, to create helpful resources.

Multimodal texts are an effective tool for EFL teaching. Consequently, the materials used in this didactic unit have been adapted to the 21st-century reality going beyond written texts on paper and exploring multimodal ensembles. The unit includes images, videos and multimedia social platforms exploiting its main uses and affordances. This allows students to gain a deeper understanding of the target language by being exposed to a context that responds to their daily communicative needs. Therefore, in this unit, students are able to interact with multiple modalities through the use of digital texts found in social media platforms including a Ted Talk and a Youtube video; a news' headline; a photo for discussion; an Instagram post; and TikTok videos. These texts combine audio, written text and spoken discourse as well as visual elements among other features. These platforms and texts chosen address students' communicative needs in both their L1 and the target language. Brown (2007) highlights the need to focus not only on grammar, but also on meaning by "focusing on real-world contexts" (p. 54) that give students the tools they need to communicate effectively outside the classroom environment. It is important to mention that an adapted reading for EFL purposes is introduced in the first session so that students can focus on the introduction of the topic before incorporating multimodal ensembles. This offers the possibility to establish a comparison between its effectiveness and engagement comparing it to the multimodal texts used afterwards.

The use of scaffolding in the unit is essential, as it has become a fundamental aspect of teaching EFL. Originally, 'scaffolding' was coined by Bruner as a term to indicate 'guidance'. This term has been widely implemented in the educational setting to describe the assistance given to students' learning process. This unit provides learners with multiple forms of scaffolding material. First of all, WAGOLLS are provided in a large number of the activities in order to guide students (*See material 26*). Regarding speaking and writing

frames, sentence starters and key language are first brainstormed to help students in their writing process or in their speeches (*See material 9*). Similarly, graphic organisers and thinking charts are provided with the intention of guiding students to collect their ideas and organise them effectively (*See material 24*). Visuals are also used in most of the activities to engage students and help them organise their ideas visually. Photos and pictures are even used as pre-task activities to promote reflection and discussion (*See material 10*). For those students who are visual learners, this will be very useful in their learning process. Other types of learners will also be benefited by the visuals used, as their attention will be caught. In addition, grammatical structures and vocabulary words are contextualised so that it would be helpful for students when inferring the rules or meaning. Finally, gamification strategies are also used in the unit to facilitate students' understanding of the content.

Gamification, as described by Dörnyei (2020), is the incorporation of game elements into non-game settings to boost motivation and facilitate learning. Based on my research project on "Innovation in the EFL classroom" (*See Appendix 1*) regarding gamification strategies, I found that gamification can effectively improve group cohesion. As Werbach and Hunter (2012) discuss, gamification strategies foster motivation, creating a positive and comfortable learning environment. Moreover, the research project concluded that students were more likely to use the L2 to communicate when these strategies are implemented in the classroom. Consequently, in order to boost students' motivational aspects such as group cohesion, self-confidence and the use of the L2, gamification strategies are used in this unit. Some examples can be the games "find someone who" (*See material 4*) or "concept" (*See material 16*). It is important to note that if English classes are at the end of the day, students may lose interest. To motivate them, gamification can be used to spark students' interest and help them stay focused.

Finally, thinking routines foster self-reflection and develop critical thinking skills. This technique allows students to organise their thoughts and critically develop their ideas by establishing connections. Some of these routines are done collaboratively, to encourage collaboration among students. They also help students to develop skills such as analysing, synthesising, or exploring deeply a topic. This unit includes thinking routines such as mind maps and thinking charts, but also some of the thinking routines proposed by Project Zero such as "What makes you say that?", "See-Think-Wonder", and "I Used to Think... Now I Think...".

In conclusion, the proposed didactic plan is intended to provide engaging, multimodal materials to enhance EFL learning. Scaffolding strategies and gamification foster students' interaction and thinking routines are used to develop critical thinking skills and insightful ideas. All of these materials contribute to engaging students in meaningful learning experiences.

4.6 Evaluation and assessment

The Aragonese curriculum's guidelines and legal requirements have been incorporated to determine the evaluation criteria for this unit. Therefore, the criteria chosen is aligned with the 4ºESO learning standards and key competences (*See appendix 4*) for which different tools have been designed. In addition, the evaluation criteria, as established in the LOMLOE curriculum, should be aligned with the degree of acquisition of specific competences by the students. During the unit, a formative and internal evaluation is carried out in the form of continuous Formative Assessment. The objective of the assessment is to nurture and instruct students, as well as to measure their progress during the learning process. Teacher assessment and peer assessment is combined along the unit, encouraging students to follow certain feedback techniques and receiving extensive and meaningful feedback from the teacher. Moreover, students' analytical and critical thinking skills should be developed by assessing their peers' work.

As mentioned above, students' learning process is assessed through Formative Assessment. This type of assessment involves sharing the learning goals with the students, as well as providing them with tools, such as rubrics or checklists (*See Appendix 4*), where they are able to see what is expected from them. Feedback is provided along their learning processes through multiple techniques to improve students skills and achievements, even enhancing their self-esteem and reducing stress. In accordance with the principles of Binkley et al. (2012) for 21st-century standards and assessments, this unit strives to give assessments that abide by the following criteria: 1) meaningful feedback adding value to the learning experience, 2) producing information that can be acted upon, 3) performance-based rather than product-based, and 4) fair for all students.

Having said that, students receive their main source of teacher evaluation and assessment through a rubric in the final task which is shown to the students beforehand (*See Appendix 4*). In this task, teacher and peer-assessment is intertwined. Each group should negotiate their thoughts and complete “the ladder of feedback” technique assessing their classmates bearing in mind the learning aims and criteria assigned to the task. The teacher will assess students’ oral production skills as what is being assessed is a TikTok video. Nevertheless, the selection of the content, the use of the platform affordances that have been explored and analysed, the use of visual elements and body language and the students’ grammatical and lexical control will also be taken into account (*See Appendix 4*).

The evaluation is not only formative but also continuous, meaning that different activities are evaluated and assessed throughout the lessons providing students with meaningful feedback that will help them in their learning processes. In this case, specifically, there are three tasks that provide an opportunity for assessment along the unit through rubrics and checklists (*See Appendix 4*). Considering students' needs in this specific context, special attention has been devoted to written and oral production activities. Firstly, in lesson 3 students receive feedback in the form of comments to a blog entry, following the affordances of that multimodal genre. This assessment consists of a written production in the L2 to practise conditional sentences for which a checklist is used. Similarly, peer assessment is used following the “2 stars and 1 wish technique”. Secondly, in lesson 4, students are not only receiving feedback but also giving it to their peers. The teacher will assess their written production of an instagram description entry using a checklist. Additionally, each group should peer assess another groups’ work by using the “sandwich” technique. Finally, in lesson 5, students’ oral performances are assessed by the teacher through a rubric. An instagram reel is created for a free oral performance.

5. Conclusion

In conclusion, this dissertation is aimed at providing a solution to the most relevant necessities identified in a 4^oESO classroom in IES La Salle Gran Vía. A didactic unit has been designed with the intention of promoting mental health learning and enhancing students’ engagement and participation in the EFL classroom using the target language. A wide variety of criteria has been designed and followed to fulfil this purpose, addressing therefore the needs encountered. The needs mentioned include a lack of interest in the related topic tackled

in the EFL classroom and lack of opportunities for collaborative work. In addition, students' learning process was affected by the poor effectiveness of the traditional methods embraced, resulting in potential confusion as well as the lack of understanding of the relevance of their actions. Lastly, the methods implemented did not promote the development of competences responding to the LOMLOE curriculum. The theoretical background obtained through academic readings and research conducted throughout the Master's Degree program, supported by additional readings, has provided the foundations to build this didactic unit.

In an attempt to fulfil those needs, a learning unit with a communicative focus, “Social media: the flip side of the coin”, has been designed in accordance with CLT, TBLT and action-oriented approaches. Moreover, for the effective development of students’ skills and competences and with the intention of preparing them for the 21st-century global reality, the unit is aligned with the LOMLOE curricular requirements from the Aragonese curriculum (Orden ECD/1172/2022). Communicative Language Teaching provides a wide amount of opportunities to progress in the L2 through collaborative activities in which students negotiate meaning and express themselves. TBLT organises the lessons in accordance with a task-sequence. Following this approach, the activities proposed include meaningful tasks with clear outcomes that follow the gradual sequence of Second Language Acquisition (SLA). Finally, the action-oriented approach responds to students’ communicative needs by providing real-life situations and real-usage of the target language that can be extrapolated outside the classroom environment. Moreover, due to the topic and subtopics tackled, students will gradually become social agents by being responsible social media users and sharing their knowledge about mental health learnt through the unit, impacting society positively. Regarding evaluation and assessment, the LOMLOE requirements have been followed. Thus, the unit follows a continuous formative evaluation, in which rubrics and checklists are used to provide feedback in different occasions, in addition to other feedback techniques. Moreover, the unit intertwines teacher assessment and peer assessment as to develop critical thinking and autonomy.

Sustainable Development Goals are also addressed in the unit, by contributing to society’s reality and responding to an innovative curriculum. The inclusion of SDG 3, which focuses on the importance of physical and mental well-being, is crucial in a technology-driven era where mental health issues are increasing among teenagers. Additionally, SDG 12 which focuses on the importance of responsible consumption and

production can contribute to raise awareness about social media addiction and effects. In connection to SDGs, skills that prepare students for the 21st-century global reality are developed. In fact, the unit focuses on the citizenship competence and on fostering critical thinking skills. This is done by encouraging self-reflection not only through the topic introduced by also introducing thinking routines, mostly from Harvard Project Zero, as a way to guide students in their critical analysis and discussions.

For the development of this unit, authentic materials are used in order to expose students to authentic language that mimics situations they are familiar with in their first language. Therefore, by establishing connections, metacognition is promoted. The unit also focuses on the importance of developing students' multiliteracies, adapting to the students' real exposure to different types of texts and materials in the 21st-century. Therefore, multimodal ensembles are used for exposure, production and analysis. After being exposed to multimodal texts and social media platforms during the first lessons of the unit, and by developing their digital skills to produce output in those platforms, students have the possibility to explore a chosen social media platform, TikTok, on a deep analysis. TikTok's affordances are analysed collaboratively after the exposure phase, following Serafini's (2014) phases for working with multimodal ensembles. Then, students have to create their own product on a final task, raising awareness and using the language meaningfully.

After all, using the target language to communicate effectively is the main objective of a successful English instruction. After observing students' reactions and in accordance with multiple scholars, this unit includes Collaborative Learning as it is concluded to bring numerous benefits to the EFL classroom, from which fostering interaction and support in students' learning processes are emphasised. Consequently, all lessons include collaborative tasks that foster interaction in the target language, teach students to adopt different roles, and provide many benefits not only to their learning of the English language but also to the acquisition of competences that can be extrapolated to other aspects of their life.

Finally, this dissertation has led me to the realisation that successful education requires us to tailor our teaching methods to suit students' needs. The unique setting of EFL classrooms provides the perfect opportunity to open up discussions about numerous topics reflective of the 21st-century global reality, thus making it essential to use the language to help students gain proficiency in the skills they will need to thrive in the coming years.

Therefore, fostering the necessary skills to aid students in their future endeavours and provide them with the competencies needed for future success is an essential part of education.

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Appendices

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

For the creation of this didactic proposal I drew inspiration from a number of projects and tasks done during my Masters' Degree.

1. Design of activities in EFL: [access](#)

For the creation of the lesson plan, I was inspired by all the activities and projects done in the subject "Design of activities in EFL". In that subject, we have learnt how to create activities so that they will be successful in focusing on form, meaning or different communicative modes (oral or written production or reception, teaching vocabulary or grammar). As a result, I decided to take advantage of that knowledge to develop the lessons for my proposal in accordance with TBLT and CLT and teach each skill in line with the subject's guidelines.

2. "Didactic plan", Instructional and Curricular Design in EFL: [access](#)

When deciding the topic of the unit, I was inspired by the subject "Instructional and Curricular Design in EFL" where I was part of a teamwork assignment whose main topic was mental health. By reflecting on the importance of tackling significant topics, transmitting values and contributing to students' life and society, I have decided to explore the topic in detail in this dissertation. Furthermore, that subject gave me understanding on the LOMLOE and curricular design, both of which were crucial for this dissertation.

3. "Analysis of materials", Instructional and Curricular Design in EFL: [access](#)

In the subject "Instructional and Curricular design in EFL" we had to do an assignment where we analysed a learning unit from an ESO textbook. After that analysis, we found that PPP was the main method followed, lacking clear outcomes in the activities proposed. In addition, communication was not much encouraged and focus on form predominated. As a result, I was able to critically reflect about the need to use active methodologies with a communicative approach. Furthermore, after observing the lack of effectiveness that those textbooks had during my practicum and comparing them with the TBLT approach followed during my implementation, I was able to compare the impact of both methodologies. Thus, I decided to follow TBLT,

CLT and the action-oriented approach in this proposal, as it can have a positive impact on students' learning processes.

4. “Analysis and exploitation of a multimodal genre”, Communicating in English:
[access](#)

The final evaluation assignment for “Communicating in English” inspired the final three lessons of this learning unit and the need to include multimodal materials through the whole unit. In it, I explored and analysed TikTok as a multimodal genre that could be exploited in the EFL classroom. Thus, I discovered the educational side of TikTok and social media platforms and learnt how they could be used as a tool in students' learning processes. Therefore, I created a project, along with my team partners, where students should learn about the affordances, implications and uses of the platform.

5. “Research Project: Using Gamification to Boost 3ESO Students' Participation and Motivation in the EFL Classroom”, Innovation and Classroom Research in EFL: [access](#)

For this subject, a case study research project was done. Data was obtained through classroom observation and a questionnaire during my internship period at La Salle Gran Vía. The study focuses on the impact of using gamification strategies in the EFL classroom. The findings influenced the use of gamification in this didactic proposal in order to enhance engagement and group cohesion.

Appendix 2. Title and learning aims of the unit

Title: “Social Media: the flip side of the coin”.

The learning objectives and unit's contents have been developed in accordance with the legislation by using the Aragonese curriculum for the 4th year of Compulsory Secondary Education as a guide. This didactic unit will allow students to achieve a series of objectives such as the ones seen the following table:

Learning Aims of the Unit
✓ To extract and analyse the main ideas, detailed information, and general implications of multimodal texts.
✓ To create videos and written text on digital platforms taking into account its structure, linguistic repertoire and affordances.
✓ To work collaboratively, negotiating meaning, respecting others' ideas and adopting multiple roles in the team while using the English language to communicate.
✓ To understand and reflect about the impact of social media platforms globally and to individuals, especially regarding mental health, raising awareness about the need to be responsible social media users.
✓ To use the English language in a contextualised, adequate and purposeful way in different social networks or platforms.
✓ To express hypothetical situations effectively after inferring structures and patterns through the use of materials in which authentic language is used.
✓ To express opinions about topics concerning healthy relations, social media filters and the use of photoshop.
✓ To analyse information and critically develop meaningful arguments through group and self-reflection and by organising the ideas effectively.

Appendix 3. Contents of the unit

Essential knowledge are the set of knowledge, skills and attitudes that students should acquire and develop in order to be aligned with the specific competences established in the LOMLOE curriculum (Order ECD/1172/2022). They can be organised into three sections: (1)Communication, which focuses on exchanging and mediating information, (2)Plurilingualism, in regards to language use and language linguistic repertoire, and (3)Interculturality, related to the comprehension and appreciation of different languages and cultures. The table below indicates the specific criteria that correspond to each essential knowledge block in accordance with the didactic unit.

The Communication block covers the knowledge that must be acquired for the development of communication activities that involve comprehension, production, interaction and mediation. All these skills are presented in this didactic unit. Therefore, the communication block should be one of the most important curricular parts of the unit. During the unit, students will be asked to produce their own spoken and written texts and to comprehend oral and written discourses, where they will encounter authentic multimodal materials, materials made for language learning, the teacher's speech and their classmate's speeches. Finally, mediation will be developed as students should mediate meaning between oral and written texts and their classmates, and negotiate meaning in order to give feedback.

The Plurilingualism block integrates the ability to self-reflect about the language in order to contribute to the individual's learning process and improve students' linguistic repertoire. Regarding language teaching, by developing the plurilingual vision, students will be able to use their sociolinguistic and pragmatic knowledge to participate in social and educational contexts as well as to expand their linguistic and cultural repertoire.



Finally, the Interculturality block, presented at a lesser extent in the unit, focuses on the cultural aspects conveyed in the language learning process. In this block, students develop a better understanding of the attitudes and cultural differences that will allow them to appreciate other languages, linguistic varieties and cultures.




Essential knowledge	Knowledge, skills and attitudes
Communication	<ul style="list-style-type: none"> - The ability to create written texts and oral presentations of a variable length with a communicative purpose. - Commonly used communicative functions appropriate to the communicative environment, context and genre. - Lexical repertoire of common use and of interest to the students (TikTok, social networks, technology, mental health, communication, etc), progressively increasing their range of vocabulary. - Mediation activities. Transmitting information, through a TikTok and negotiating meaning by sharing information. - Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts. - Self-confidence. Error as an instrument for improvement and a proposal for repair. - Knowledge, skills and attitudes that enable them to carry out mediation activities in everyday situations. - Basic communicative functions appropriate to the communicative domain and context such as describing people, objects and places; asking for and exchanging information; expressing opinion; and stating hypothetical future situations. - Contextual models and discourse genres in the comprehension, production and co-production of short, simple, literary and non-literary oral, written and multimodal texts: characteristics and recognition of context (participants and situation), context-generated expectations; organisation and structuring according to genre and function. - Basic conversational conventions and strategies and strategies for negotiation of meaning, mediating and asking for clarification. - Learning resources and basic information seeking strategies. - Respect for intellectual property and copyright on the sources consulted and content used. - Basic analogue and digital tools for comprehension, oral, written and multimodal production and co-production

	<ul style="list-style-type: none"> - Virtual platforms for interaction, cooperation and interaction, cooperation and educational collaboration
Plurilingualism	<ul style="list-style-type: none"> - Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analogue and digital, individual and cooperative - Common expressions and specific terminology used to exchange ideas about communication, language, learning, and communication and learning tools (metalanguage). - Strategies and techniques to effectively and fluently respond with increasing levels of appropriateness and correctness to a specific communicative need despite the limitations derived from the level of competence in the Foreign Language and in the other languages of one's own language repertoire.
Interculturality	<ul style="list-style-type: none"> - Foreign Language as a means of interpersonal and international communication, source of information and as a tool of social participation and personal enrichment. - Common sociocultural and sociolinguistic aspects related to everyday life, living conditions and interpersonal relationships; common social conventions; non-verbal language, linguistic courtesy and digital etiquette; culture, norms, attitudes, customs and values of countries where the Foreign Language is spoken.



Appendix 4. Evaluation criteria of the unit

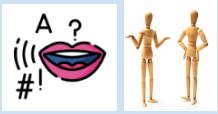

Rubric for the assessment of the final task. Lessons 6, 7 and 8

	NEEDS IMPROVEMENT ★	MEETS EXPECTATIONS ★ ★	EXCEEDS EXPECTATIONS ★ ★ ★
CONTENT 1.1, 1.2, 2.2 	<p>The content is unclear. There is no coherence and the information is not clearly transmitted. The information relevant to daily blogs, as the one from the examples, has not been given.</p>	<p>The information transmitted is clear enough and comprehensible. The content is accurate and aligned with the topic “daily blog”.</p>	<p>The content is clearly transmitted and aligned with the topic of “daily blog”. It is easy to follow the structure of the content presented. The information is transmitted to the reader in an accurate and easy to follow manner.</p>
GRAMMATICAL AND LEXICAL CONTROL 2.1, 2.3, 3.1, 4.2 	<p>The students show very little understanding of the grammar and lack lexis control in their TikTok videos. Some of the grammatical and lexical mistakes impede communication.</p> <p>The range of vocabulary is very limited and not accurate for the multimodal discourse of TikTok videos.</p> <p>No instances of the lexical and grammatical (second conditional) structures learnt in the unit are found.</p>	<p>There are some minor mistakes in the use of grammatical and lexical structures but they do not impede communication.</p> <p>The students range of vocabulary is wide enough, including around 4 vocabulary words learnt during the unit.</p> <p>The students show proper command of grammatical structures and use second conditional sentences in their discourse.</p>	<p>The students show lexical control including more than 4 new lexical structures learnt in the previous lessons. The lexical choice is appropriate to the content and context of the multimodal ensemble.</p> <p>The students show excellent command of the grammatical contents, and use the second conditional effectively and well integrated in their discourse.</p>
ORAL PRESENTATION SKILLS (pronunciation, intonation, fluency,	<p>The speech might become difficult to understand at times due to inaccurate or</p>	<p>The pronunciation, rhythm and tone of the speech is accurate. There are some minor</p>	<p>The pronunciation is clear and accurate. The cadence and intonation of the words</p>


<p>rhythm and use of silence)</p> <p>2.1, 2.3, 4.2</p> 	<p>improper pronunciation, rhythm or tone.</p> <p>The speed of the discourse seems unnatural and affects the speech's fluency.</p>	<p>pronunciation problems but they do not impede communication.</p> <p>Despite some hesitation, fluency is efficient enough.</p>	<p>are accurate, helping to the viewers' understanding. It even transmits the emotion pretended to the viewer.</p> <p>The rhythm of the speech sounds natural and fluent.</p>
<p>USE OF THE PLATFORM'S AFFORDANCES</p> <p>2.3, 3.1, 5.1</p>  <p>Tik Tok</p>	<p>The possibilities of the TikTok platform have not been explored.</p> <p>There are no instances of effects, transitions or music on the videos. There is no variety of shots. // The video shows constant editing flaws.</p> <p>There is a poor description of the video or no description at all.</p> <p>Text or captions are difficult to read or missing. They do not add meaning to the video.</p>	<p>Some of the platform's possibilities have been used, including among them effects, transitions and music on the uploaded videos.</p> <p>There is a great variety of shots.</p> <p>The video description is accurate.</p> <p>The text or captions used are generally easy to read. They rarely add meaning to the video.</p>	<p>Almost all the platform's possibilities have been included.</p> <p>The video shows a great use of effects, music and transitions.</p> <p>There is a great variety of shots, making the video dynamic.</p> <p>The video description is engaging and accurate.</p> <p>Any text or captions used are easy to read and visually appealing. They add meaning to the video.</p>
<p>USE OF VISUAL ELEMENTS</p> <p>1.3, 2.1, 5.1</p> 	<p>The use of visual elements or/and body language can lead to confusion. The body language used does not add meaning to the video. The visuals are just ornamental or not attractive enough.</p>	<p>The use of visual elements and body language transmit meaning to the viewer. The video would not be as effective without them. The visuals used are explanatory and eye-catching.</p>	<p>Body language and visual elements such as props, images and landscapes are relevant to the context and add meaning to the discourse.</p> <p>The visuals are eye-catching and original. They attract the viewer's attention.</p>

Rubric for the Instagram Reel (oral performance). Lesson 5


	NEEDS IMPROVEMENT ★	MEETS EXPECTATIONS ★★	EXCEEDS EXPECTATIONS ★★★
CONTENT 1.1, 1.2, 2.2 	<p>The video demonstrates a limited understanding for detecting unhealthy situations.</p> <p>The role-play is confusing or difficult to understand, not depicting the situation clearly.</p> <p>The effects of this behaviour are not explained or they are not clearly explained.</p> <p>The advice is not adequate for the situation or it is delivered in an inappropriate manner regarding the context.</p> <p>There are no suggestions at the end of the video.</p>	<p>The video demonstrates a good understanding for detecting unhealthy situations.</p> <p>The role-play is clear and easy to understand.</p> <p>The effects of this behaviour are explained even though with some difficulties or inconsistencies.</p> <p>The advice given is adequate for the situation but it lacks insightful reflection.</p> <p>There are suggestions at the end of the video but they are not very engaging.</p>	<p>The video demonstrates a clear understanding for detecting unhealthy situations.</p> <p>The role-play is effective and transmitted clearly.</p> <p>The effects of this behaviour are clearly stated and explained.</p> <p>It provides insightful advice. The advice given is adequate for the situation and transmitted appropriately and assertively.</p> <p>The suggestions at the end of the video engage the viewer in the subject.</p>
GRAMMATICAL AND LEXICAL CONTROL 2.1, 2.3, 3.1, 4.2 	<p>Some of the grammatical and lexical mistakes impede communication.</p> <p>Accurate structures for giving advice are not used.</p>	<p>There are some minor mistakes in the use of grammatical and lexical structures but they do not impede communication.</p> <p>Advice is given following accurate structures.</p>	<p>The students show an excellent grammatical and lexical control.</p> <p>There are a variety of structures used for giving advice.</p>
DELIVERY (clarity of speech, tone, eye-contact and body language)	<p>The speech is not clear and the use of the tone leads to</p>	<p>The students speak clearly most of the time. There are minor</p>	<p>The students speak clearly, using an appropriate tone.</p>

<p>2.1, 2.3, 4.2</p> 	<p>confusion in some instances.</p> <p>Eye-contact is not used effectively, not making a distinction between the role-play and addressing the camera. It does not contribute to adding realism to the role-play.</p> <p>Body language is limited or leads to confusion.</p>	<p>issues in tone that do not impede communication.</p> <p>Eye-contact is not clearly used by making a distinction between the role-play and the instances in which the viewer should be addressed.</p> <p>Body language is mostly effective in engaging the viewer.</p>	<p>Eye-contact is used accurately during the role-play (looking at his/her partner) and when speaking to the camera.</p> <p>Body language contributes to adding meaning, raising awareness or engaging the viewer effectively. Body language enhances the message.</p>
<p>AUDIENCE ENGAGEMENT AND PERSUASIVENESS (clearness of the message, raise of awareness)</p> <p>2.3, 3.1, 4.2</p> 	<p>The video has a limited impact and there is a lack of opportunities for reflection. It fails to raise awareness.</p>	<p>The video has a good impact, engaging the audience to some extent. It raises awareness.</p>	<p>The video has a powerful impact by raising awareness successfully, getting the viewer involved. The message prompts reflection.</p>

Checklist Blog Entry - Hypothetical future (Lesson 3)

CHECKLIST 

- There is an innovative and eye-catching title that provides context for the reader
- The text is structured into different paragraphs that coherently organise the information
- My personal opinion has been clearly transmitted
- Vocabulary that aligns with the topic is introduced
- Grammatical structures to talk about the future and hypothetical situations are used
- The written production contains information regarding the negative aspects of life without social media
- The final result is engaging and easy to read
- Vocabulary and grammar has been checked before uploading the blog entry



Checklist Instagram Post (Lesson 4)



- The topic is accurate (Social media filters/ Photoshop)
- A personal opinion is stated
- There is an appropriate closure message
- Acronyms and Emojis have been included
- The message try to raise awareness about the topic
- The arguments are clear and easy to understand

Appendix 5. Lesson plan

- **Course:** 4th year of ESO (Compulsory Secondary Education)
- **Title of the learning unit:** “Social media: the flip side of the coin”

LESSON 1: The era of technology (activation session)				
<p><u>Learning Aims</u></p> <p>At the end of this lesson students will be able</p> <ul style="list-style-type: none"> • To contrast digital habits across generations • To infer the meaning of vocabulary words in a text • To use digital platforms to share information and self-reflect about specific aspects • To use the the L2 to ask for specific information 				
ACTIVITY	PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Pre-task Stating the learning aims + Brainstorming</p>	<p>Before starting, a poster with the learning aims of the unit will be shown to the students in order to let them know what they are going to learn (Material 0).</p> <p>Students will brainstorm ideas about the use of technology in our daily life. This activity will be done as a whole group. It is expected that most of the uses will be connected to social media platforms. A WordCloud will be created on mentimeter (Material 1).</p>	<p>Material 0 Material 1</p>	<p>Whole class</p>	<p>5’</p>

	Due to the high number of social media platforms that appear on the word cloud, students will then name the ones that they use the most, appealing to their previous knowledge in the matter, on another WorldCloud. Expected result: snapchat, twitter, instagram, tik tok, pinterest, youtube, whatsapp, bereal, ...			
Task Reading Comprehension	Students will be handed a worksheet in which they will find a text called “Digital habits across generations” (Material 2). They will have some minutes to read the text individually. Then, they can work on pairs in order to complete several activities which are both focused on form and on meaning. The activities include guessing the meaning of certain vocabulary words or expressions from the context, completing a chart on a padlet classifying information and guess and justify if several statements are true or false (Material 3).	Material 2 Material 3	Pairs	27’
Post-task Find Someone Who	For the post-task, students will play a game called “Find someone who” (Material 4) as a whole class. Students will be given some statements. They should go around the classroom and find someone who has done the things mentioned and write their names. They should not repeat a classmate.	Material 4	Whole class	12’
Exit ticket	Then, students should critically think about their classmates' responses in the game and complete an exit ticket in a Google form format (Material 5). The structure followed is 3-2-1 reflection. In it, students will have to individually answer questions	Material 5	Individually	6’

	about the actual data they gathered and reflect about the digital habits of future generations.			
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LESSON 2: The effects of Social Media
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Learning Aims

At the end of this lesson students will be able

- To use the L2 to talk about their digital habits
- To infer the meaning of vocabulary words from a video
- To mediate and share information with a partner
- To adopt different roles while working on a group
- To use structures to express their opinion regarding a specific topic

ACTIVITY	PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Pre-task Group discussion	A piece of news will be shown on the screen (Third of millennials admit they would be lost on holiday without their phone). Additionally, students will encounter several questions about their use of their mobile phones and social media platforms (Material 6). In groups (they will be able to create the groups themselves), they should answer them critically using the L2 to engage in group discussion.	Material 6	Groups	7'

Task Oral reception + Mediation	Students will watch a modified and shorter version of a Ted Talk twice, that is around 12 minutes total (Material 7). They should gather information in order to answer the following questions by completing the answers in a worksheet (Material 8). There will also be some questions in the sheet for which students should gather information in order to get in pairs and mediate those answers (<i>see more clearly in Material 8</i>).	Material 7 Material 8	Pairs	32'
Post-task Group work to focus on form	<p>Students will gather in groups of 3 (they will be able to create the groups themselves). Each group will receive a 'cheat sheet' (Material 9) with sentence starters as scaffolding for giving opinion.</p> <p>Each member of the group will be assigned a role randomly. Two of them will be given their opinion. The other member of the group will be the referee. He will have to make sure the grammatical structures of the students are correct, that their messages are clear and that they are using at least 2 of the structures provided to give their opinion. The referee should write that information on a piece of paper and explain their comments to the group at the end of their discussion. The referee should provide the comments paper to the teacher at the end of the classroom, so that the teacher can get some information about the students' performance. Nevertheless, during the activity, the teacher will be going from group to group to see how they are doing and if they need any assistance.</p>	Material 9	Groups of 3	15'

LESSON 3: A world without social media

Learning Aims

At the end of this lesson students will be able

- To interpret an image and create arguments to express their findings building explanations
- To infer grammatical rules and structures to express hypothetical situations from a video
- To write a blog entry about a hypothetical situation accurately
- To use a digital multimodal genre to produce written output in the L2
- To add a sentence to their classmate's productions
- To assess their classmates' productions by using feedback techniques

ACTIVITY	PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Pre-task Thinking Routine (“What makes you say that?”)	Two photos will be shown on the screen (Material 10). Following, Project Zero’s thinking routine called “What makes you say that?” students will discuss their thoughts as a whole-class. Following the questions established in this thinking routine, they will also be asked “What do you see?”. With this thinking routine, students will learn to describe what they see and build explanations, starting a shared analysis.	Material 10	Whole class	7’
Youtube video	Students will watch the first 2 minutes of a youtube video (Material 11). The video discusses the positive aspects of life without social media. Then, students will be	Material 11 Material 12	Pairs	12’

exposure	<p>asked to extract grammatical sentences from the video and reflect about them (Material 12) in pairs.</p> <p>Students must try to infer the grammatical structures and rules of the sentences, which correspond to the second conditional. After discussing the structure, the teacher will gather the information given by the students in order to make a summary of the rules of conditional sentences type 2.</p>			
Task Brainstorming	<p>After seeing a video about the positive aspect of social media disappearance, students will focus on the negative aspects of that hypothetical situation. A brainstorm will be done as a whole group and ideas will be written on a shared padlet.</p> <p>Students will be encouraged to focus on different aspects: social, economic, issues related to labour, changes in creativity (difficulty to share music), process of meeting up with friends, video calls, changes in individual's behaviour, changes in advertising, professions (no influencers), etc.</p>	-	Whole class	5'
Writing as a	<p>Then, students will have to create an entry at a shared blog. The structure and analysis of blogs has already been seen in the previous units. Therefore, students are already familiarised with this genre. In the blog entry, students should talk about those negative effects, focusing on the specific aspect they liked the most using the second conditional. The teacher will provide the link and access to the blog that has</p>	Material 13 Appendix 4 (checklist)	Individually	16'

process	been created for this specific class. In order to make the activity more engaging, students will be said to have had a vision of the future as can be seen in Material 13. The teacher will then write feedback in the form of comments to the blog entry.			
Post-task 2 stars and a wish	Each student will read the blog entry of the classmate on his/her right. Then, they must add one conditional sentence to that composition. They should write it in the comments section of the entry. Additionally, they should give feedback to their partners by adding 2 stars and 1 wish. The sentences will be then shared with the classroom, in order to make sure that the grammar is correct and that students understood the second conditional.	-	Individually	7'

LESSON 4: Society's body standards

Learning Aims

At the end of this lesson students will be able

- To recognise instances of netspeak
- To use digital multimodal genres to create an Instagram post about a given topic
- To discover and use the different elements included in Instagram posts (netspeak, emojis and an accurate linguistic repertoire)
- To infer the meaning of words and write coherent definitions
- To assess their classmates' productions by using feedback techniques

ACTIVITY	PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Pre-task</p> <p>Thinking Routine (“See-Think-Wonder”) + Forum entry</p>	<p>A text will be read by students out loud (Material 14). The text is an instagram post description, which has been slightly modified to suit the student’s level and age. Then, students will re-read the text individually. Then, they will gather in groups of 3 with the classmates sitting near them to complete the thinking routine See-Think-Wonder (Material 15).</p> <p>After reflecting on the post, they will have to make a forum entry discussing the aspects they consider relevant about the post but they will also be asked to focus on: the effects of emojis; the use of acronyms; and the power of social media to raise awareness. Then, some of the groups will read their comments out loud for the class to debate and add ideas.</p>	Material 15	Whole class Individually Groups of 3	12’
<p>Task</p> <p>Working on the text</p> <p>Gamification strategies</p>	<p>To work on the text, students will complete a sheet in which several exercises will help them to focus on form and on meaning (Material 16). This activity will be done in the same groups as in the pre-task. The exercises will be done one by one, and they will be corrected as a whole class before going to the next one. For exercise 4, a gamification strategy will be used. Students will play the game “Concept” in which students will try to infer the meaning of some expressions as a whole-class (<i>see more clearly in Material 16</i>).</p>	Material 16	Groups of 3 Gamification: as a whole class	17’

Post-task Writing an Instagram post	In the same groups, students should raise awareness by stating their opinion about the use of social media filters or photoshop on social media platforms. They should write it as an instagram post entry, and include the photo they like to support their arguments. The template of the text used for the previous activity will be provided in Canva (Material 17). Using the previous text as a WAGOLL they will be free to include emojis, as these are affordances that the platform offers. They will also have the opportunity to put in practice the vocabulary learnt.	Material 17 Appendix 4 (checklist)		20'
Peer-assessment (the sandwich technique)	The teacher will read them and give feedback to the groups following a checklist (<i>Appendix 4</i>) that the students can see so that they will know what is expected from them. Each group should read another's group's instagram post, assigned randomly, and give feedback by using the “sandwich technique” that will be explained by the teacher.	Material 17 Appendix 4 (checklist)	Groups of 3	6'

LESSON 5: Unhealthy Relations on the net

Learning Aims

At the end of this lesson students will be able

- To interpret actions on social media and classify them as healthy or unhealthy
- To contrast their initial and final thought about unhealthy relations through a thinking routine

- To formulate advice regarding a specific situation given
- To recommend something accurate to the situation
- To perform a role-play in the L2

ACTIVITY	PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Pre-task Sorting out	Each student will receive a flashcard in which a fact that happens in relationships online is written (Material 18). For example, “exchanging social media passwords with your boyfriend”. Then, students will be asked to stand up and go to the left side of the classroom if their piece of paper mentions a healthy action, and to the right if it mentions an unhealthy action. The actions will be read out loud and students should engage in a group discussion saying if they agree or disagree and justifying their opinion.	Material 18	Whole class	12’
Task Recording an Instagram Reel	Pictures of whatsapp conversations will be shown on the screen (Material 19). Those pictures depict conversations of unhealthy relations and behaviours as the ones mentioned in the pre-task. Students will be divided into groups of 3. The task consists on analysing the unhealthy behaviour of that conversation and how it would impact the receiver. Then, students will have to record an instagram reel (classrooms will be available for it and the teacher will explain how to do it and provide extra support by including video tutorials) mimicking the conversation, explaining the reasons why this behaviour should change and raising awareness. As not all students	Material 19 Appendix 4 (rubric)	Groups of 3	36’

	<p>will have access to Instagram, the video will not be required to be a Reel but to follow its format, which can be done with a regular phone camera.</p> <p>At the end of the reel students can be creative by adding recommendations of songs, series or books among others that will be beneficial for working on healthy relations. In terms of grammar, students will be free to include those grammatical elements that they believe fits better. Nonetheless, they will be encouraged to use modal verbs (“may” “could”, etc) and conditional sentences (“I would feel... If you didn't'...”, “If I were you.... I would...”) as well as give their opinion as seen in the previous lessons.</p>			
<p>Post-task Thinking Routine (“I Used to Think... Now I Think...”)</p>	<p>The post-task will consist of a thinking routine called “I Used to Think... Now I Think...” on a Google form individually (Material 20). In it, they will have to reflect about those actions they didn’t think were unhealthy and why they have changed their minds.</p>	<p>Material 20</p>	<p>Individually</p>	<p>7’</p>

LESSONS 6-7-8: The net vs. Reality

LESSON 6: The analysis of the genre				
<p><u>Learning Aims</u></p> <p>At the end of this lesson students will be able</p> <ul style="list-style-type: none"> ● To identify the main features of TikTok as a multimodal genre ● To perform different roles in a group ● To report and classify information ● To compare different daily routines 				
ACTIVITY	PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Pre-task. Exposure. Comparing TikTok videos.</p>	<p>Students will watch 5 TikTok videos (Material 21). Two of them depict a realistic day in someone’s life, other two depict an unrealistic day in an influencer life, and the remaining video depicts an exaggerated version of an unrealistic day, with a comic tone. The structure of those videos vary but students will analyse them to find common aspects. Therefore, some questions will be asked in a Canva presentation as a mind map (Material 22) that will be discussed as a whole-class group to guide students in their analysis and reflection. Then, students will discuss in groups the following questions: what is your daily routine? Is it similar to the ones in the videos?</p>	<p>Material 21 Material 22</p>	<p>Whole class Groups of 3</p>	<p>12’</p>

<p>Task. Reception. Group of experts.</p>	<p>Students will be divided into groups of three to analyse the format of the video and the possibilities that the platform offers. Each member of the group will focus on a specific aspect of each TikTok video. The roles will be given in worksheets that they will have to complete focusing on different aspects (Material 23).</p> <p>Then, they will move to join their group of experts. Therefore all 1 will be together, all 2 together and all 3 together. Each person will write down all the information that they may have found relevant.</p>	<p>Material 23</p>	<p>Groups of experts</p>	<p>28'</p>
<p>Post-task Sharing information</p>	<p>After discussing the analysis in the groups of experts, students will come back to the original group where there would be someone that analysed aspect 1, someone that analysed aspect 2, and aspect 3. Then, students will discuss their knowledge as experts on that matter and teach their teammates about those features that they have analysed in the group of experts. They should include the relevant information in a table that will be used for the next lesson (Material 24).</p>	<p>Material 24</p>	<p>Groups of 3</p>	<p>15'</p>

LESSON 7: The Script

Learning Aims

At the end of this lesson students will be able

- To collect and categorise shared information
- To perform a role-play in the L2
- To write a script for a TikTok video using their L2 previous resources and knowledge
- To create a final product by using different skills developed throughout the unit
- To write a description for a TikTok video including netspeak

ACTIVITY	PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Pre-task. Review of the aspects seen in the previous lesson	Students will share the relevant aspects that they included in their tables (Material 24) with the whole group. They can complete the tables if there is any missing information. In this way, all students will have a similar path when working on the next part of the task.	Material 24	Whole class	10'
Task. Writing the script	Students should take all the features analysed into account and create two TikTok scripts in couples. One script will show a realistic “A day in my life”, while the other will show a utopian day as influencers. The video should last around 1 minute, so the length of the script will depend on that. Then, each member of the couple will be assigned a role (“realistic” or “influencer”). Each member of the couple will record	-	Couples	40'

	<p>the video following the script at home. Students are expected to use the second conditional seen in previous lessons in the influencer video to talk about hypothetical situations (“If I were an influencer I would wake up at 6 a.m”).</p> <p>Additionally, students should also write a description for that video to include in the TikTok app. This description should include netspeak vocabulary seen in previous sessions.</p>			
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LESSON 8: Reflection time

Learning Aims

At the end of this lesson students will be able

- To reflect about the difference between reality and what it is shown on social media platforms.
- To assess their classmates’ performances meaningfully following a checklist and using TikTok’s comment section
- To value, suggest and state concerns about their classmates’ performances using thinking routines

ACTIVITY	PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
<p>Post-task</p> <p>Watch the TikTok videos!</p>	<p>The lesson will start by dividing the students in groups (each couple from the previous activities will be together), where they will gather in different places around the classroom. Then, the couples will show their final videos. This has been</p>	-	<p>Groups (each pair from previous activities will be together)</p>	30’

	done in groups due to time limitations as seeing the videos of all students as a whole-class will take a large amount of time.			
Give feedback! ("the ladder of feedback")	Before seeing the videos, the students will be taught to give feedback using the thinking routine called "the ladder of feedback" on a Google Form (Material 25). Consequently, while watching the videos they will have to critically think about the way in which they should focus their feedback. Negotiation of meaning should be used as that feedback routine should be completed as a couple. Consequently, students in each couple should negotiate their ideas and comments to be able to give significant feedback to their group peers. The last 5 minutes of the class will be left for students to read their own feedback that their peers had written.	Material 25	Groups (each pair from previous activities will be together)	15'
Leave a Comment!	After seeing the videos, students will be asked to leave a comment using the platforms' comment section. They will be asked to write a comment in the videos of all of their group peers. Therefore, every peer will have a comment to read. For writing the comment they will be able to see some examples (WAGOLLS) of the ones in the videos chosen for the corpus (Material 26). They will be encouraged to be funny and not to focus on the linguistic aspects in this section. No offensive comments will be tolerated.	Material 26	Pairs	10'
It is relevant to mention that the TikTok videos will be uploaded into a private account to which only the teacher and the class member will have access to. Nonetheless, parental permission will be asked for. As an alternative, the videos could be uploaded to the school's platform instead,				

however, using TikTok will be more suitable as it is the platform that they have been exploring and analysing.

Appendix 6. Materials

Lesson 1

Material 0 (Learning Aims)

SOCIAL MEDIA: THE FLIP SIDE OF THE COIN

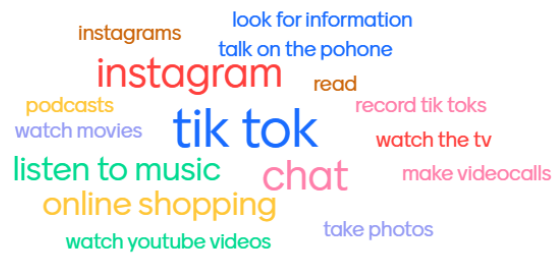
LEARNING AIMS
These are the objectives of the unit. At the end of the unit you will be able to...

1. To extract and analyse the main ideas, detailed information, and general implications of oral, written, or multimodal texts
2. To create products on digital platforms taking into account the structure, linguistic repertoire and affordances appropriate to the specific social platform
3. To work collaboratively, negotiating meaning, respecting others' ideas, adopting multiple roles in the team and using the English language to communicate.
4. To understand the impact of social media platforms globally and to individuals and raising awareness about the need to be responsible social media users
5. To recognise different contexts in order to express themselves accurately on the net by using appropriate language
6. To express hypothetical situations effectively after inferring structures and patterns
7. To create coherent structures to express opinion
8. To analyse information and critically develop meaningful arguments through group and self-reflection and by organising the ideas effectively

Material 1 (pre-task): Wordcloud on Mentimeter

Go to www.menti.com and use the code 88 31 57 5

How do we use technology in our daily life?



DIGITAL HABITS ACROSS GENERATIONS



Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?



Material 3 (task): Exercises to work on the written text by focusing on form and meaning.

DIGITAL HABITS ACROSS GENERATIONS



1. Guess the definition from the context. Match each expression with its corresponding definition.

Vocabulary	Definitions
1. to miss out on	a. websites and apps like Facebook, Twitter and Instagram
2. addiction	b. in a funny or strange way because it's unexpected
3. constantly	c. different from
4. to be cut off from	d. to not get the benefits of
5. unlike	e. needing something too much or in an unhealthy way
6. social media	f. people who are the first to buy or use new technology
7. ironically	g. all the time without a break
8. early adopters	h. to have no access to

2. Complete the following table with the words in the box

Are returning to older technology / are less keen on Facebook / like to keep their phones near them / use social media to find old friends / were the first generation to have smartphones

TEENS

PARENTS

GANDPARENTS

3. Are these sentences true or false?

	Answer	
1. More people aged 55 or more use Facebook than people aged 65 or more.	True	False
2. Grandparents typically use Facebook less than their grandchildren.	True	False
3. Sheila feels grateful to social media.	True	False
4. Peter found his own smartphone use affected how he felt about how much his children used their phones.	True	False
5. Peter has changed how much he uses his phone during the working day.	True	False
6. Peter feels that the changes make him a better parent.	True	False



Material 4 (post-task) - Gamification “Find Someone Who”

FIND SOMEONE WHO

Tag at least 4 players:

- Have more than 3 social media accounts
- Spends more than 2 hours a day on social networks
- Do not have/use social media
- Spends less than 2 hours a day on social networks
- Says social media is the first thing they scroll through in the morning
- Can be two days without using his/her phone
- Checked social networks less than 2 hours ago
- FREE SPACE
- Has not used social media for more than two weeks
- Sends a message before making a call
- Is missing out on social media
- Is unlikely to leave his/her house without the phone

Material 5 (post-task) - Exit Ticket

3-2-1 Reflection

Complete this Google form critically thinking about today's lesson.

765761@unizar.es [Cambiar de cuenta](#)

No compartido

* Indica que la pregunta es obligatoria

Surname, Name *

Tu respuesta

3 Things I Learned

Tu respuesta

2 Interesting Facts

Tu respuesta _____

1 Question I Have

Tu respuesta _____

Other comments on today's topic

Tu respuesta _____


Enviar Borrar formulario

[Exit Ticket access](#)

Lesson 2

Material 6 (pre-task) - piece of fake news

Breaking News



THIRD OF MILLENNIALS ADMIT THEY WOULD BE LOST ON HOLIDAYS WITHOUT THEIR PHONE

♥ 👍
Read More

How many days in a row have you been without a phone or social media access? Why? How did you feel?

Have you ever considered taking your social media accounts down? Would you do it?

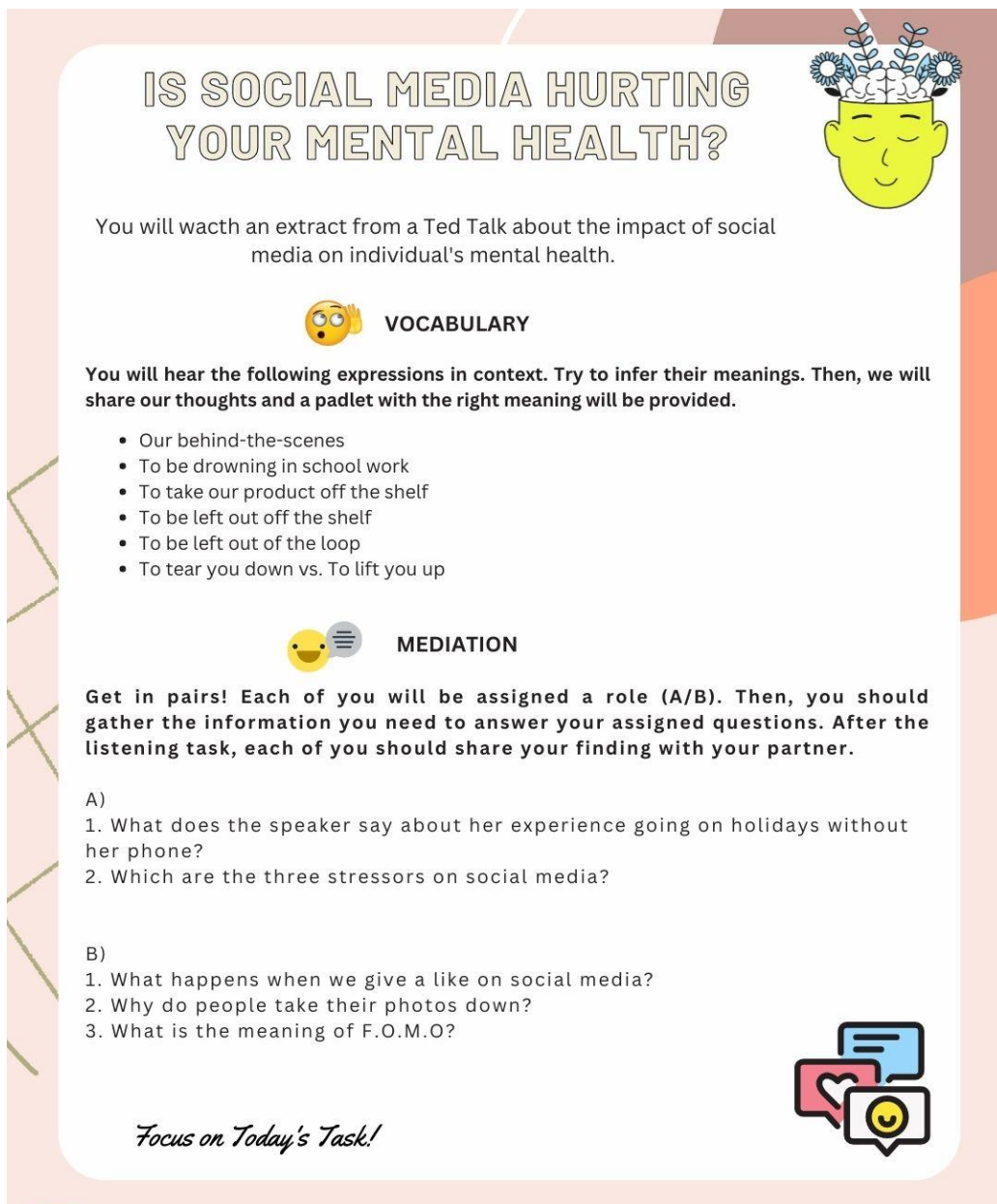
Material 7 (task) - Youtube video (Ted Talk)

[Ted Talk: Is Social Media Hurting Your Mental Health?](#)

Modifications:


- Introduction: 1.02 - 2.14 → 1 min 12 sec
- Stressors 1 and 2: 3.54 - 7.08 → 3 min 14 sec
- Stressor 3: 7.28 - 8.17 → 1 min 11 sec
- Conclusion: 14.09 - 14.16 → 7 sec
- TOTAL: 5 mins 44 sec

Material 8 (task)- Working on the TedTalk




IS SOCIAL MEDIA HURTING YOUR MENTAL HEALTH?

You will watch an extract from a Ted Talk about the impact of social media on individual's mental health.

 **VOCABULARY**

You will hear the following expressions in context. Try to infer their meanings. Then, we will share our thoughts and a padlet with the right meaning will be provided.

- Our behind-the-scenes
- To be drowning in school work
- To take our product off the shelf
- To be left out off the shelf
- To be left out of the loop
- To tear you down vs. To lift you up

 **MEDIATION**

Get in pairs! Each of you will be assigned a role (A/B). Then, you should gather the information you need to answer your assigned questions. After the listening task, each of you should share your finding with your partner.


A)

1. What does the speaker say about her experience going on holidays without her phone?
2. Which are the three stressors on social media?

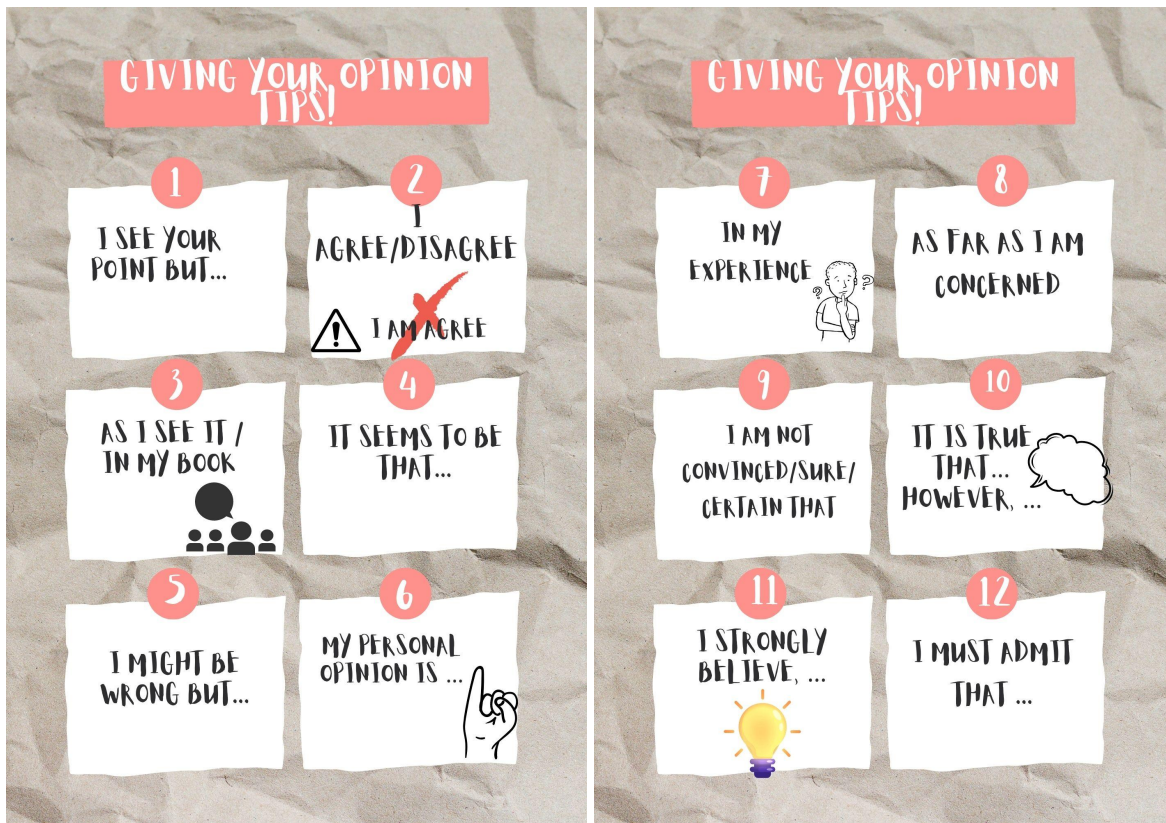
B)

1. What happens when we give a like on social media?
2. Why do people take their photos down?
3. What is the meaning of F.O.M.O?

Focus on Today's Task!



Material 9 (post-task)- Scaffolding material. Giving your opinion, sentence starters.



Lesson 3

Material 10 (pre-task) - Images to develop critical thinking and engage in group discussion.



Material 11 (pre-task)

Youtube video [What if Social Media Disappeared? -video](#)

Material 12 (pre-task)- Inferring grammatical rules

REFLECTING ON GRAMMAR

What do you think about the structure used?
Can you guess the grammatical rules?
What is the meaning of these sentences?

- What if social media went down for real?
- If social media disappeared, we would be less insecure
- If social media disappeared, we would be better drivers
- If social media disappeared, newspapers and magazines would return.

Material 13 (task) - Task to work on hypothetical situations

FUTURE 19 JUNE 2152

WOW!! YOU HAD A VISION!!

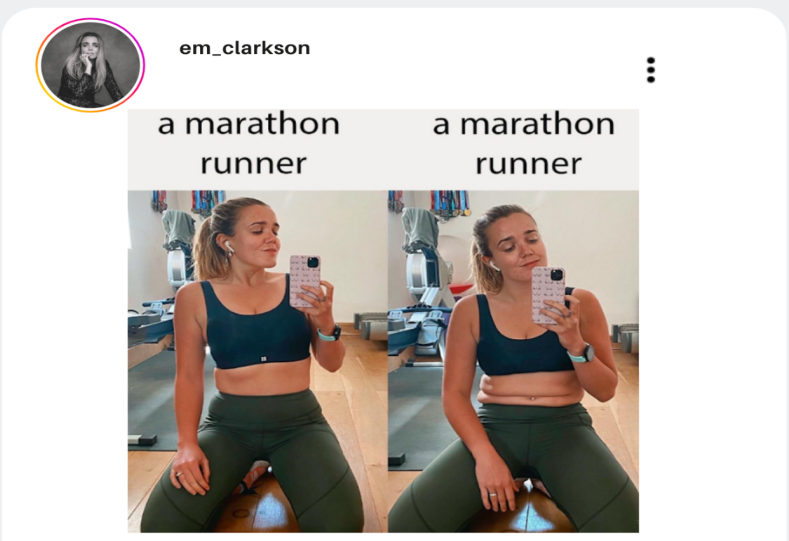
For a moment, you were able to see the future. In that future, you saw a world without social networks and you saw the negative effects of their disappearance. Now, you are in charge of bringing that information to the world through a blog post. Warn the world before it's too late.

Write around 100 words and remember to use your own resources to talk about hypothetical situations.

3542
123 Anywhere St., Any
City. ST 12345

Lesson 4

Material 14 (pre-task) - Instagram post



em_clarkson

a marathon runner a marathon runner

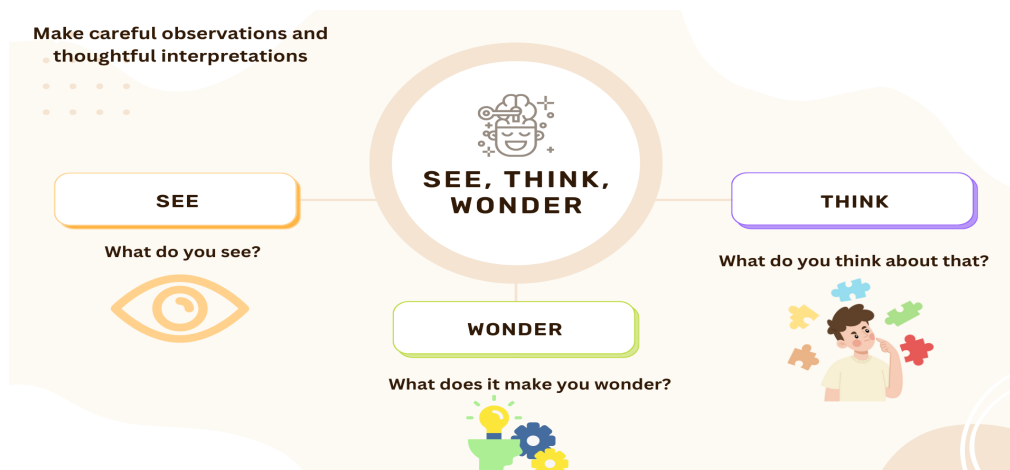
This is a PSA to say that I am equally healthy in both images. I can run the same (marathon) distance. Can lift the same (heavy) weights 🏋️. I can also squish the same amount of biscuits in my mouth, for what it's worth. The body on the left is no more capable than one on the right. It's just society's ridiculous standards that've put that idea into our heads. 😊

What you look like has no bearing on your ability. And what you see on Instagram is rarely a reflection of reality. The only difference between these two images is the positioning of my waistband and yet the left hand image, on its own, has the power to perhaps cause a person looking at it to judge themselves too harshly or compare themselves unfairly. The one on the right might (wrongly) give someone the idea that I am somehow unhealthy. Or unfit. Or deserving of a whole load of shit from ANYONE.

I'm really bored of people feigning "health" concerns underneath photos of plus size people and even straight size me when I share images like this. Particularly given that it so often happens in the fitness space. You tell people to do exercise... then shame them FOR DOING EXERCISE. It's a tired excuse and we've made the comparison enough times. You don't care about health. If you did you wouldn't be abusing people on the internet. Cos nothing plays with your mental health like getting abuse from people you don't know online. Trust me.


I've gone off on a tangent. The point remains though: both bodies are equally capable. So don't presume to assume you know anything about a person for how they look, because you don't. If you're not a doctor dealing with a person SPECIFICALLY for issues surrounding weight, it is literally none of your business. Stop judging. Start celebrating. Every body deserves respect. So, yes. Be nice! Pls, ily 😊


Material 15 (pre-task) - See-Think-Wonder thinking routine



Material 16 (task) - Work on the text + Gamification strategies


Instagram



@English_class...

1. Answer the following questions.


- What is the main point the author is trying to make?
- Does Emily think it is permissible to make judgements about another person's body lightly?

@English_class...

2. Find the synonym.

1. irrelevant 2. pretending 3. digress


- I assure you that what he ate has no bearing on the case
- I asked, feigning a surprise I was far from feeling
- It's hard to get a firm decision out of him - he's always going off on a tangent.

@English_class...

3. What acronyms can you find in the text? Do you know their meaning?

- Guess the meaning of the following acronyms, currently used on the net.

- tbh:
- ynk:
- btw:
- xoxo:

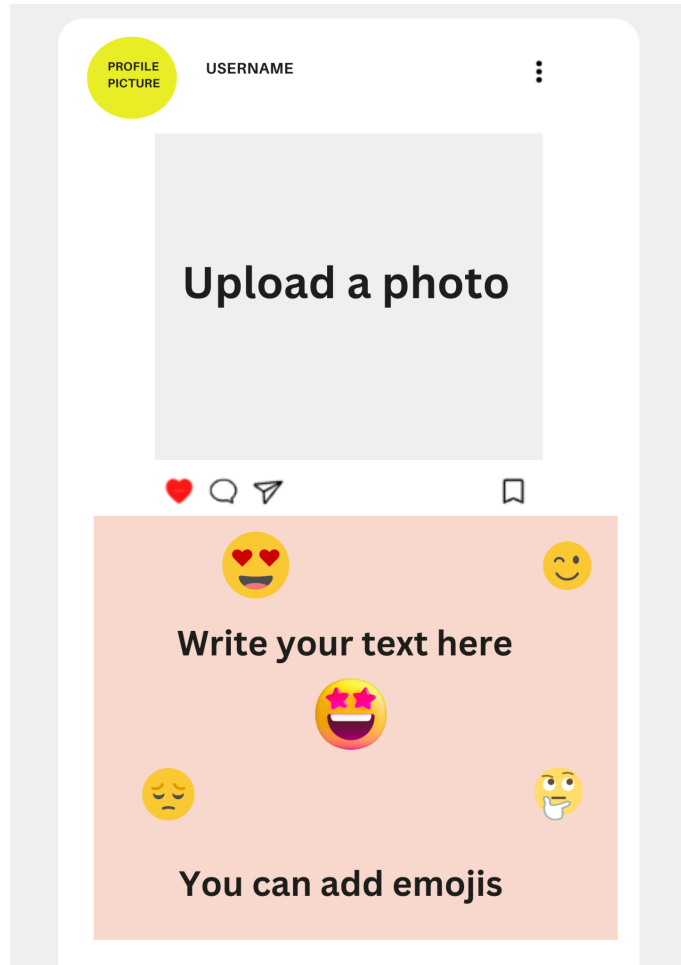
@English_class...

4. CONCEPT! Write on a padlet the definition of the following expressions that you can find on the text. The teacher will write the right definition anonymously. Then, decide as a whole class group, which is the right answer.

- To have no bearing on something:

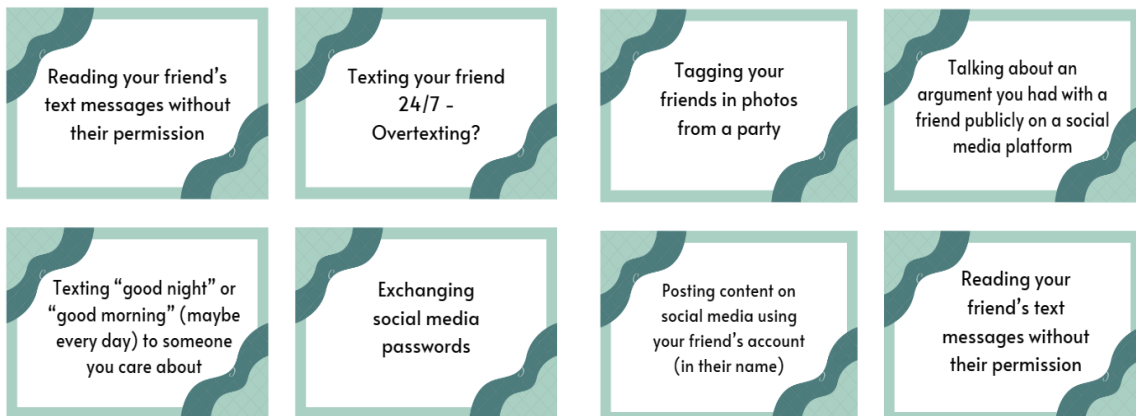
- To be none of your business:

Material 17 (post-task) - Instagram Template



Lesson 5

Material 18 (pre-task) - Flashcards of healthy and unhealthy actions on the net



Material 19 (task) - Text messages depicting unhealthy relations



Material 20 (post-task) - Thinking routine

Unhealthy Relations

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

765761@unizar.es [Cambiar de cuenta](#)

No compartido

I USED TO THINK....

Tu respuesta

NOW I THINK....

Tu respuesta

Enviar

Borrar formulario

[Thinking Routine access](#)

Lesson 6

Material 21 (pre-task) - Selected TikTok videos

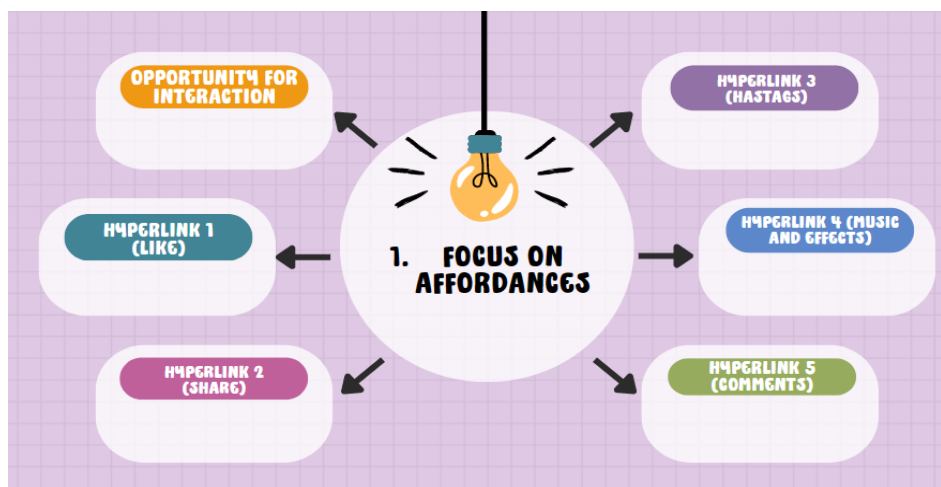
- Two “a day in my life” realistic videos, two “a day in my life” unrealistic/influencer videos and 1 video mocking unrealistic videos, emphasising unrealistic actions.

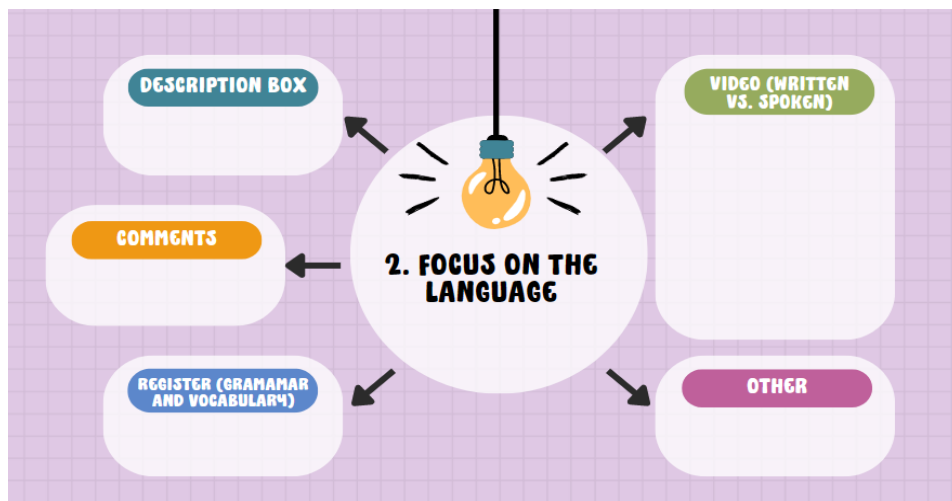
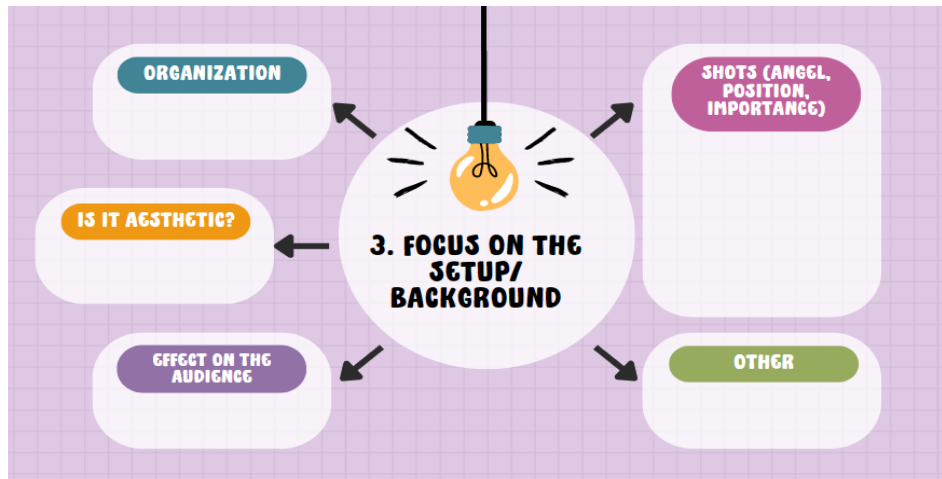
[Video access](#)

Material 22 (pre-task) - Reflect on the TikTok videos



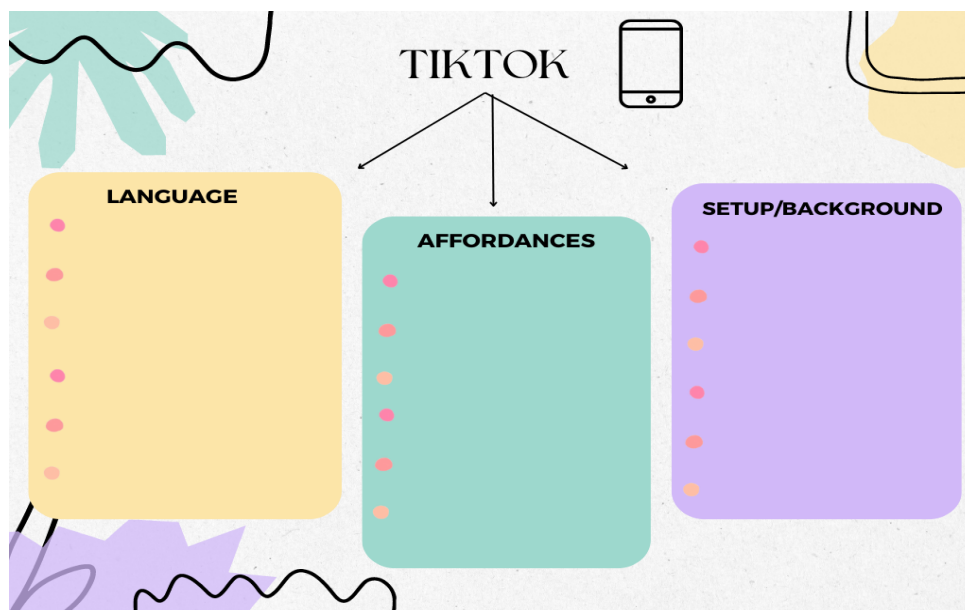
Material 23 (task) - Group of experts sheet





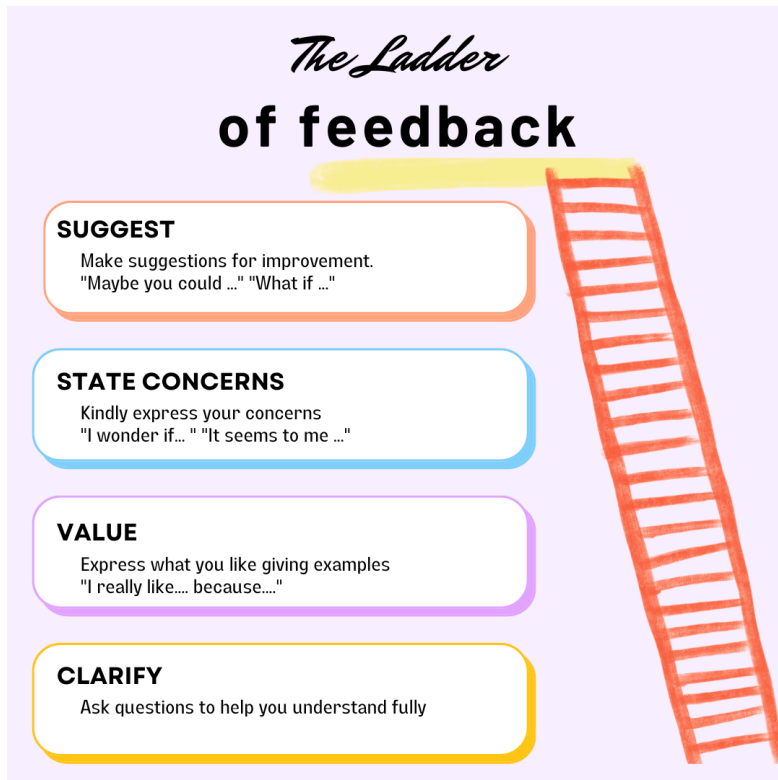
Lesson 7

Material 24 (post-task) - Group of expert's key information template- Mind map



Lesson 8

Material 25 (post-task) - Ladder of feedback



Material 26 (post-task)- WAGOLL, TikTok comments



TIKTOK COMMENTS

91 Comments

Rachel Brown755
Loving The Holiday soundtrack in the background
1-7 Answer 163

Blake Swanson Creator
one of my favorite movies!
1-8 Answer 17

Hannah
i want to stay, this is really relatable. I just started my wfh job after flying for a year ^^ we got this!!!
2-7 Answer 4

jules travel + crewlife Creator
Thank you! And yes, we can do this 🙌
2-7 Answer 2

DXYMXND.
Bro I want to do one of these so bad. This was so cool
2-9 Answer 9

karinz
AND SHE IS REAL AND RAW WE LOVE IT
2-6 Answer 63

jules travel + crewlife
❤️❤️
2-6 Answer 6

Persephone^
finally a morning routine I can relate to 😊
2-7 Answer 72

jules travel + crewlife Creator
I hope you didn't poison yourself, too?! 😂

Divine
What's the song in the background
2-19 Answer 10

MoistyGlowStick
Johnny Ps caddy by Benny the butcher ft j cole
2-20 Answer 1

Appendix 6. Specific Competences

The table below justifies the development of the specific competences in relation to this specific learning unit and in accordance with the Aragonese curriculum (Orden ECD/1172/2022).

Competence	Justification
CE.LEI.1 Comprehension	This instructional unit requires learners to have the ability to understand and interpret principal concepts and ideas conveyed in the various L2 materials that will be used. To facilitate their comprehension, students will be provided with the necessary skills to enhance their language abilities and recognize effective methods. To put this into practice, students must comprehend the overall meaning of the different texts, draw conclusions, and select the most pertinent information over the course of the instructional unit.
CE.LEI.2 Production	This instructional unit encourages students to produce original written compositions that have a clear structure and a variety of distinctive strategies, such as creativity, careful planning, and adapting the composition to the intended goal. The texts produced must be coherent, logically structured, and follow the predetermined line of reasoning.
CE.LEI.3 Interaction	The development of teamwork and cooperation among students is crucial for this didactic unit, making interaction essential in the students' learning processes. The key components of this collaborative enterprise include active participation and collaboration with fellow classmates, evincing initiative, and demonstrating respect for divergent perspectives. Additionally, students must function as a group, reaching consensus on how to organise their efforts and cooperating in processes such as comparing, debating, and problem-solving. Most of the activities of the unit will be done collaboratively and in some of them, students will be asked to adopt specific roles.

<p>CE.LEI.4 Mediation</p>	<p>Students should use mediation in order to implement techniques that promote effective communication and that clarifies and simplifies texts, concepts and messages. Depending on the particular requirements of the circumstance, the use of either physical or digital resources will assist with the implementation of these techniques.</p>
<p>CE.LEI.5 Plurilingual</p>	<p>To improve their reaction to specific communication needs, individuals should broaden and use their own distinctive linguistic repertoires across several languages, reflecting critically on how well they function and taking note of their own strategies and knowledge. In this specific unit, students will be exposed to multimodal genres in which they will be taught to use the language appropriately for its context.</p>