

## Trabajo Fin de Máster

“The Use of Vlogs to Promote Communication and Plurilingualism”: A Didactic Application for a 4º ESO EFL Classroom

“The Use of Vlogs to Promote Communication and Plurilingualism”: A Didactic Application for a 4º ESO EFL Classroom

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## **Abstract**

The purpose of this paper is to present an innovative case for a didactic proposal based on the needs observed during my placement period. To do so, a critical analysis of a unit on collaboratively researching and preparing for a trip has been carried out, together with the introduction of a theoretical framework that supports the design of the seven lessons that make up this unit. After my intensive experience in a 4º ESO group during my job shadowing at CPI Río Sena and the exposure to a variety of educational backgrounds and needs within that same classroom, I decided to design a didactic proposal that would cater to the desire of that group of students to go abroad. This thesis dissertation named “The Use of Vlogs to Promote Communication and Plurilingualism”: A Didactic Application for a 4º ESO EFL Classroom on the Topic of planning a trip” attempts to devise a unit based on the interests of the students by the end of the school year, namely, the summer holidays. To do so, they have to adopt an active role in designing a vlog collaboratively. The seven lessons included in the proposal have been designed according to the principles of Task-Based Learning (TBL) and the mandatory action-oriented approach (AOA). Moreover, the LOMLOE and Aragonese curriculum are used as the main reference in the design of this unit, for it addresses the Key Competences, namely, Communicative Competence, Plurilingual Competence, Learning to Learn Competence, Cultural Awareness Competence and Digital Competence and the specific CE.LEI1 - 6 competences, together with the Basic Knowledges that every ESO student needs to obtain for their Exit Profile. Thus, on applying this didactic unit, Dörnyei’s (1994) integrative motivational subsystem is addressed. This concept refers to the students’ interest in the sociocultural aspects concerning visiting an English-speaking country. Consequently, by engaging them in a collaborative, task-based vlog project, EFL teaching can become more insightful for ESO students and teachers alike.

El objetivo de este trabajo es presentar un caso innovador de propuesta didáctica basada en las necesidades observadas durante mi periodo de prácticas. Para ello, se ha llevado a cabo un análisis crítico de una unidad sobre la investigación y preparación colaborativa de un viaje, junto con la introducción de un marco teórico que sustenta el diseño de las siete lecciones que componen esta unidad. Tras mi intensa experiencia en

un grupo de 4º de ESO durante mi job shadowing en CPI Río Sena y la exposición a una variedad de contextos educativos y necesidades dentro de esa misma aula, decidí diseñar una propuesta didáctica que atendiera al deseo de ese grupo de estudiantes de ir al extranjero. Esta tesis doctoral titulada “El uso de vlogs para promover la comunicación y el plurilingüismo”: una aplicación didáctica para un aula de inglés como lengua extranjera de 4º de ESO sobre el tema de la planificación de un viaje” intenta diseñar una unidad basada en los intereses de los estudiantes al final del curso escolar, es decir, las vacaciones de verano. Para ello, tienen que adoptar un papel activo en el diseño de un vlog de forma colaborativa. Las siete lecciones incluidas en la propuesta han sido diseñadas de acuerdo con los principios del Aprendizaje Basado en Tareas (ABP) y el Enfoque Orientado a la Acción Obligatoria (AOA). Además, se utilizan como referencia principal en el diseño de esta unidad la LOMLOE y el currículo aragonés, ya que aborda las Competencias Clave, a saber, Competencia Comunicativa, Competencia Plurilingüe, Competencia para Aprender a Aprender, Competencia Cultural y Competencia Digital y las competencias específicas CE.LEI1 - 6, junto con los Conocimientos Básicos que todo estudiante de ESO necesita obtener para su Perfil de Egreso. Así, al aplicar esta unidad didáctica, se aborda el subsistema motivacional integrador de Dörnyei (1994). Este concepto se refiere al interés de los estudiantes por los aspectos socioculturales relacionados con la visita a un país de habla inglesa. En consecuencia, al involucrarlos en un proyecto de videoblog colaborativo basado en tareas, la enseñanza del inglés como lengua extranjera puede resultar más enriquecedora tanto para los estudiantes como para los profesores de ESO.

## **1. Introduction**

In a 21st century setting, communicating in an ever-connected world and doing so in a global language such as English remains, at the same time, an urgent necessity and a difficult task for both students and teachers. The influence of social media, the need to convey a message for a largely international audience and the consequential plurilingual skills that are needed can pose a hurdle for many EFL teachers. Nonetheless, it is possible to take advantage of these conditions and devise strategic means of teaching that encompass audiovisual and social media, considering students' characteristics, at the same time as they are provided with the necessary 21st century skills for an increasingly globalized world, where multimodal genres abound. In my experience, the skills that EFL students need to reinforce the most are communicative interaction and the activation of communicative strategies and the awareness and regulation of learning strategies and methodologies in L2, such as scaffolding, Task-based learning (TBL) and the action-oriented approach (AOA).

In the present Dissertation, a didactic proposal is introduced where the starting point is the data collected during the Practicum period in CPI Río Sena. After a thorough needs analysis and feedback from the high school tutor, I will address a group of 4º ESO students' lack of communicative engagement and the use of scaffolding techniques in the EFL classroom by teachers, by trying to awaken students' language skills in a more effective and creative way using planning traveling trips. This is a purposeful and regulated line of input driven development with potential benefit, enabling learners to acquire the L2 with the assistance of an "expert", a teacher or a fellow learner. Thus, increased communicative opportunities will be fostered through task based learning, and in this way students will have the chance to be the agent of their own learning in a real world scenario. I will also be addressing students' inability to use their L2, as seen in my practicum. For this reason I will devise a strategic alternative by making them create Youtube vlogs on organized trips: where they will be motivated to use their L2 to get by, including using their communicative strategies in order to explore their linguistic repertoires and multimodal ensembles. Moreover, the point of the proposal is that they also need to learn about new strategies such as Planning, Execution, Evaluation and Repair (see CEFR; Aragonese Curriculum).

There will as well be a comprehensive exposition of the action-oriented approach principles and an example of a didactic unit on creating a vlog with practical traveling advice, at the same time as I provide critical commentary with constant reference to LOMLOE's key competences, EFL specific competences and basic knowledges. Indeed, these will provide the basis for the creation of a well-rounded didactic proposal that pretends to be inclusive, following the UDL (Universal Design of Learning) principles.

This dissertation will be organized as follows: first, the educational context and the needs identified that allowed this proposal to emerge will be presented as justification; secondly, I will provide an overview of the theoretical framework, as explored by seminal action-oriented approach authors such as Ellis (2003), Ellis and Shintani (2019), Piccardo & North (2019), North (2022) and Task-based Learning as described by Willis (1995), among others, at the same time as I make explicit reference to LOMLOE and Aragonese curriculum specifications throughout; thirdly, a critical commentary of the proposal based on the aforementioned principles will be carried out. Finally, the different set of pre, during and post-tasks will be presented.

## **2. Purpose and aims**

The main objective of the dissertation is to show how creating vlogs can be imaginatively devised to fit a 4º ESO's group interests and promote communication and plurilingualism in English. In order to do so, it will be necessary to discuss the theories in ESL, mainly the action-oriented approach. Also, it will be necessary to show how it reflects a real life task (that of organizing a trip) that is addressed by carrying out a task in the form of a vlog, the same way you would devise for a client or to make it clearer to a friend or relative, as audiovisual content is more accessible than written texts, and more motivating for students at this stage. Finally, this implementation implies using multimodality, that is, technology and audiovisual content, hence honing the target learner's digital literacy skills as being one of the main aims.

The purposes of the present Dissertation are aligned with the Aragonese curriculum objectives and competences (Orden ECD/1172/2022). On the one hand, it fosters the principle that claims that one of the objectives of the ESO stage is being able to understand and express oneself in one or more foreign languages appropriately (Artículo 8.i, as it appears in the *Stage's General Objectives* of the aforementioned *Orden*). In this

multiliteracies in general; c) the choice of a task/project that would foster communication, in the form of meaningful group-work interactions, even if that meant making mistakes; d) the choice of a mixed methodology that is flexible and open (action-oriented approach or AOA) to keep their affective filter low but staged enough (task-based learning or TBL) so as not to lose track of their final objective.

Concerning the latter (d), I consider that action-oriented approach and TBL raises awareness of their learning process, providing a secure base for proceeding, both for the teacher and the students and the AOA allows them to maintain their motivation high for it reflects a real-life purpose, with concrete sub-goals by means of conveying meaning to their peers. Not only will a meta-knowledge of the learning process be useful for developing the target learners' proficiency and intercultural communicative competence, but it will also come in handy for any other subjects, as becoming aware of your learning allows for increased opportunities of improvement. In the following section, I will make further reference to both approaches, describing their characteristics, the definition of what a task constitute and Willis's proposal of a task cycle, main proponents like Willis (1995), North (2022) and Piccardo (2019) and how they contribute to the fulfilling of the different key, specific and basic competences in respecting the concretion of LOMLOE in the Aragonese curriculum, taking Orden ECD/1172/2022 as a reference.

### **3.2 Theoretical framework**

#### **3.2.1 The action-oriented approach and the curricular framework**

Before providing an in-depth definition of the characteristics of action-oriented approach (AOA) and its practical applications in the Spanish EFL classroom, it is worth noting that the use of this approach is explicitly mandated both in the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*, under sub-section *Lengua Extranjera* and Aragonese curriculum, *Orden ECD/1172/2022, de 2 de agosto, por la que se aprueban el currículo y las características de la evaluación de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*. Thus, the curriculum is aligned with “the action-oriented approach proposed by the CEFR”. It allows for the creation of “learning situations” or “tasks”, which position the student as “a progressively autonomous social agent and gradually responsible for his or her own learning process”. Such an approach is vital if we reckon students as citizens of the future, where learning needs to extend outside of the classroom. To facilitate learning,

case, such ability would entail communicating practical information about traveling abroad. On the other hand, communication, plurilingual, cultural awareness and expression, learning to learn and digital competences are also integrated since students will be creating an audiovisual product, namely video-blogging, that is meant to cross-compare the target culture and their own culture. In the end, the final objective is to provide students with the necessary tools to create content mobilizing their linguistic repertoire as both in their daily lives and in their future careers it may be necessary to present information in a foreign language in a clear way. Through scaffolding, they will be assisted by the teacher until they are able to work independently and present their project. In other words, our role as teachers is, then, to facilitate all these skills in order for them to become fully prepared 21st century citizens.

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

#### **3.1 Justification**

The didactic unit presented in this dissertation pretends to create learning opportunities for a specific group of 4º ESO students, that promote affective and cognitive engagement. This will allow them to develop their specific competences at the same time as they acquire English as a Foreign Language.

During my Practicum period in CPI Río Sena, I kept a class diary where I would write down all the information by means of informal observation. Hence, I realized my students were lacking the necessary fluency to express themselves in English. I identified two possible causes for this:

a) their forthrightness and self-consciousness for they believed they were incapable of using the L2, therefore communicating as little as possible and with very basic vocabulary and Grammar and

b) embarrassment at the prospect of making a mistake and being laughed at.

Not only that, but the methodology applied in the classroom was not conducive to any long-lasting improvement in their communicative skills: the high school teachers decided that it was more effective to use English in Use (4º ESO), a textbook I critically



analyzed in my Practicum II Portfolio under the scrutiny of communicative approach criteria and proved to be lacking in fostering any communicative skills (see Appendix I.2). In fact, the unit analyzed followed the traditional PPP (Presentation-Practice-Production) format.

Even if the Production part could potentially be a source of insightful communicative opportunities, this too was neglected as it was heavily staged and left no room for creative and critical thinking. Most of the classes involved Grammar Practice in the form of drills and if communication ever did happen, it was full of Spanish utterances and interruptions. The teacher would allow this as she knew that it was challenging enough for pupils to convey meaning in English, so she provided direct translation. As a result, students missed opportunities to mobilize their linguistic resources, even if that meant making mistakes, a case scenario they tried to avoid at all costs.

Nonetheless, students showed great enthusiasm and interest in the subject and demonstrated interest in traveling and trips. Thus, the implementation of an action-oriented approach, with an emphasis on placing students at the center of the learning process since they feel bereft of an active role in the classroom context, would be suitable for this group of students as the current methodology does not promote significant learning nor insightful communication.

Furthermore, I will be utilizing the Task-Based Learning (TBL) methodology, in line with the UDL and scaffolding perspectives as it allows students to have a clear idea of what they are doing, how and why they are doing it, since the final objective of it all which is to produce a final product that reflects a real-life necessity (the data and information necessary before traveling). Not only is it a different approach to what they are used to, and so we might expect some initial enthusiasm resulting in an increased integrative motivation (see Dörnyei above), but it also combines the world of social media and the Internet, since they have to create a video blog that will be posted on an online platform, such as *TikTok*, *Youtube* or *Instagram*.

In short, in planning, designing and developing the didactic unit in this proposal, a number of choices were made: a) the choice of a topic interesting enough so as to lower their affective filter; b) the choice of a platform (social media) and software (audio-visual editing programmes such as Windows Movie Maker or Adobe After Effects, depending on the resources available to the teachers) that is in line with promoting IT literacy and

teachers ought to consider aspects such as their “repertoires, interests and emotions, as well as their specific circumstances, in order to lay the foundation for lifelong learning.<sup>1</sup>” Indeed, students are active subjects in their learning process, and it becomes more effective the more connected with their inner world it is.

These main ideas appear literally, word-by-word in both documents, therefore highlighting its importance in designing learning situations in Foreign Language subjects. The action-oriented approach, then, seems to foster “learning situations” where the student is a social agent, who becomes increasingly aware of their own learning process, at the same time as we teachers address their interests to make the learning process much more insightful and interactive than previous conceptions of the teaching-learning process. In fact, the concept of action-oriented approach, as by Council of Europe 2020 (p.26) is a novel one: indeed, it is a “shift away” from traditional curriculum design composed of a set of linguistic notions and functions, and instead towards one based on “needs analysis”).

The action-oriented approach makes its first appearance in CEFR’s *Companion Volume* Chapter 2 (2001), which focuses, as the paragraph claims, on real-life tasks based on real life necessities. However, AOA differs from CLT in different respects, as listed by North (2022): first, lesson planning is focused on immediate needs and thus an initial focus on language is shifted towards the development of competences, as the Aragonese Law does imply as well. To foster the so-called competences, tasks become a central part of design. These are as insightful and varied, as real-life scenarios might potentially be; thus the more affordances or environments that allow for more learning possibilities there are, most likely it is to be conducive to the emergence of language.

Moreover, learners are no longer passive receivers of information or are allowed to interact with constraints but instead they are responsible users of the language with a mission or project. Although daunting at first, this new transference of responsibilities allows for an acceptance of a brand new complexity. Nevertheless, the teacher, even if they do not have a role as active as in previous approaches, ought to mediate and scaffold the learning process for it to be successful in cooperation with other students.

It is not, then, an approach that disregards formal teaching environments and teaching professionals altogether, but one that encourages learners to learn the language

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<sup>1</sup> Automatic translation.

through performing in it. In this new role, the teacher becomes a vital part of the process, applying the Vygotskian (1978, in Ellis and Shintani, 2014) theories of ZPD and scaffolding, embedded in a wider theory of socio-constructivism as it involves social interaction for learning to take place. In order to guide students from their Zone of achieved Development to their Zone of proximal Development or ZPD, it is necessary to scaffold the process, as in providing the building blocks on which the students, while interacting with their peers, may support themselves and gradually removing these metaphorical mental blocks as they become closer to ZPD and thus grow more independent. For this reason, project work, with a gap in meaning that needs to be solved and which allows for versatile opportunities to develop communicative skills regardless of level, could be the quintessential action-oriented task according to Piccardo and North (2019).

I will delve into what constitutes a task according to both TBLT and AOA in the next section and why it is more fitting for our case scenario to plan according to AOA tasks instead of typical tasks.

### **3.2.2 Task-Based Language Teaching and Action-oriented tasks**

The use of tasks is explicitly addressed in *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.*, in the sub-section titled *Lengua Extranjera*, in the same paragraph that mentions the adoption of an action-oriented approach, as quoted above.

Thus, not only does the action-oriented approach provide the paradigm of addressing what and why to teach, but it also expands on the concept of tasks that had been previously addressed by TBLT. As North (2022) goes on to explain, traditional approaches tasks are heavily staged, structured interaction activities, with very little room for freedom of choice and whose ultimate focus is practicing the specific language structure the learner might presumably use in their lives outside the classroom setting.

Furthermore, Piccardo and North (2019) conclude that what differentiates TBLT tasks from AOA ones is the assumption that students have a narrow wide of options since

the point is to limit instruction to likely real-life situations that could be deemed useful to promote communication whereas AOA recognizes learners as individuals that will eventually have to produce projects (they use the word “artifacts”) by means of higher cognitive functions, such as those related to the solving of problems and taking decisions. Indeed, as North (2022) claims, AOA tasks do not imply “role-playing” but “role-enactment”, meaning that learners will not mask their opinions or pretend to be someone else for the sake of completion. In this respect, it is no different to what our students will be doing in their careers at the workplace.

North then lists the traits of AOA as having real-life practicality with a straightforward goal in the shape of an “artifact” that has to be the product of collaborative work; to do so, students mobilize their linguistic repertoires (even, as Piccardo and North (2019) suggest, this supposes the strategic use of L1) by means of both internalized and acquired competences.

In summary, AOA tasks are richer in scope and learners adopt a more active agency. This is very relevant for our case scenario where students had little to no communication opportunities. As a result of applying this paradigm, students will benefit from motivating tasks as they are a reflection of a necessity in their future lives, helping them visualize themselves performing them in the long-term and they will be equally motivated by the fact that they are inverting their roles, working as a team in cooperation with others coming from different backgrounds and possessing differing levels of proficiency, a necessary aptitude for a globalized world.

So far, an emphasis on communication, as if giving the impression it were an entity separate from Grammar and Linguistics in general, has been made, but lesson plan design should not be devoid of a *focus on form*. Indeed, the Aragonese curriculum *Methodological Orientations* for teaching EFL highlights that “la instrucción debe asegurar que los alumnos y las alumnas prestan atención a los aspectos formales del lenguaje, para que aquellos creen conexiones entre significado y forma”<sup>2</sup>. In other words, form and meaning go hand in hand and it is the duty of the teacher to find a way to successfully integrate both aspects into teaching.

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<sup>2</sup> My translation: “Instruction must make sure that students pay attention to formal aspects of language, hence making connections between form and meaning”

Ellis (2003) proposes incorporating form in task-based design through the adoption of tasks that draw attention to specific traits or characteristics of the code, that is, focused tasks. These kinds of tasks are to be differentiated from unfocused tasks, that offer the learner the possibility of using an array of forms without them having to focus on just one specific grammar structure. Nevertheless, since the outcome of an AOA task is non-linguistic by nature the specific grammar structure should not be assessed directly in a rubric, for example. Moreover, Ellis (2003) suggests two different ways task can reach a communicative goal: either by utilizing that specific structure to perform the task which is unrealistic as weak students will find ways to avoid using a structure they may not feel comfortable with or by means of “consciousness raising tasks” (p.236), allowing students to infer the rule governing the authentic input they have been provided. In their inferring process, students negotiate meaning by using their repertoires and thus it becomes meaning-centered.

From a practical perspective, Willis (1995) offers a model of what a task should look like, comprising three stages, summarized as follows:

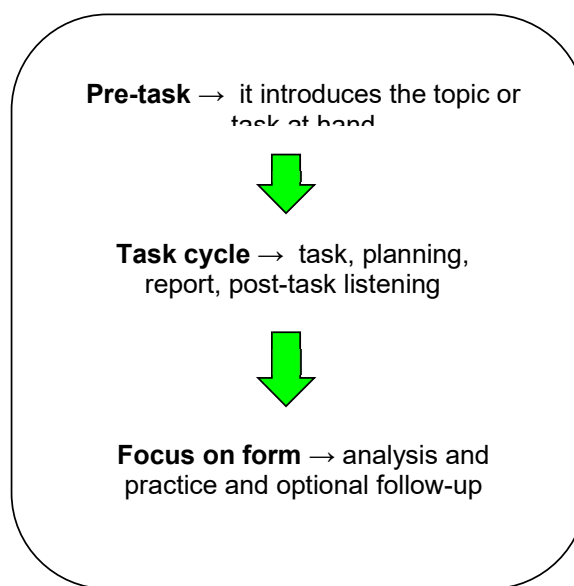


Figure representing Willis's (1995) framework.<sup>3</sup>

In the pre-task, students are presented with the objectives of the task: the purpose and the means through which this will be carried out. There are different alternatives such as presenting a sample task or even engaging in non-task preparation activities such as

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<sup>3</sup> My creation.

brainstorming or mind maps. In our case, for example, it could be on trips and means of transport. In short, in the pre-task not only are we laying the foundations of the learning process but we might also incorporate some warming-up activities that involve students' prior knowledge.

In the during-task phase, students should have interiorized their role as active social agents, thus engaging in communication to solve the gap in meaning existing in the task at hand. To improve chances of success, a greater symmetry of social roles should be fostered and students should be placed in pairs or groups. With the teacher not adopting such an active role anymore, students who might have felt embarrassment in a traditional classroom sequence are now more receptive and it is easier for them to dissociate from the actual class setting. The task, as it has been mentioned before, should reflect a real-life necessity, in our case the creation and showcasing of a vlog as an easier, more widespread way to transmit information. As it is a challenging project, students will have to mobilize resources under time and technical constraints, thus potentially working more effectively. As the task sub-phase is over, a greater focus on linguistic precision is needed in the planning sub-stage which will be even greater in the report section. The peripheral role of the teacher can shift now to a more involved one, as students might struggle utilizing language accurately. Finally, the report phase, which can be aided by the teacher by means of providing the right ICT tools or templates, implies demonstrating the results of their work to their peers with greater linguistic accuracy and the right choice of words.

Finally, the Post-task can either consist of repeating the performance, with research showing it improves the project considerably; reporting on performance, reflecting on their flaws or positive things. The teacher can use this opportunity to devise some self-assessment rubrics for future reference or evaluation; last but not least, a focus on form activity can potentially enrich the whole experience, by highlighting linguistic structures that are common in this kind of advice vlogs, for example, the use of modal verbs such as *should*, *ought to* or *must*.

Due to its inherent simplicity, I thought this framework could be easily applied to our hypothetical student group as the steps are straightforward and easy to understand. In the following section, I will delve into the implications of the use of vlogging as an educational tool, with supporting papers on the subject of ICT in the EFL classroom.

### 3.2.3 Multimodality, VLOGs and its educational implications for EFL

The choice of vlogging is not incidental for a group of the following characteristics: 16-year olds, the so-called Gen-Z. Teenagers are assumed to be digital natives and as such are inherently interested in social media and digital media as a whole. Processing the enormous amounts of information or big data that today's society is immersed in can be overwhelming for these digital natives and as a result, video sharing platforms such as *Youtube* or *Tik Tok* are among the most widely downloaded apps. Classroom reality should not ignore the fact that most teenagers own a mobile phone and may or may not have uploaded a video of their own on the Internet. As teachers, we may profit from their IT literacy and affiliation by allowing them to convey meaning in the best way they know: with short, catchy and straightforward messages accompanied by visuals. For this reason, vlogs (which stands for *video-logs*) become the ideal option if we are to transmit meaning efficiently, as they are practical 'knowledge pills' that use cinematographic features, conveying information in a friendly and simplistic way.

The proliferation of these digital environments in everyone's daily lives has made multimodality more relevant than ever. In Jewitt's (2015) words, these "multimodal resources" allow for more "practices of re-mixing and redesign of communicative forms" (p. 83). Indeed, multimodality acknowledges "the forms of communication or 'modes' that people choose to make meaning with (...) and investigates the social effects of these choices on meaning (...)" (p.69). In this proposal, examples of modes are writing in the booklets students have to complete, pictures of destinations or visual aids, a video in the form of a vlog and on the other hand, when giving their presentation, there are other modes such as "speech, gesture, gaze, and posture in embodied interaction" (p.71). In other words, students are supposed to create a multimodal ensemble, namely, a booklet, presentation and video vlog, thus contributing to the multimodal reality they are exposed to.

It is no novelty to use digital competences as transversal in EFL teaching and that includes audiovisual creation. Authors such as Huang (2021) or Sanad (2021) report on the rationale behind using vlogging as a learning tool and the possible ramifications of this.

On the one hand, Huang (2021) claims that vlogging, as a collaborative learning experience, draws on Vygotskian principles as it fosters “opportunities to construct knowledge through group collaboration” (p.21) and as such draws learners closer to their ZPD. Not only that, but it also allows for the development of Key 21st century skills which according to Larson and Miller (2011, in Huang, 2021) are “communication and collaboration, expertise in technology; innovative thinking and problem-solving” (p.21) as a means to prepare students for their future careers. As a matter of fact, they are strongly related to the EU Key Competences Recommendation (European Commission, 2006 in Piccardo and North, 2019) and those Key Competences reflected in the LOMLOE, namely, the Communicative, Digital and Learning to Learn Competences; moreover, engaging in a collaborative project also incorporate transversal skills such as “critical thinking, creativity, initiative or problem solving” (p.37) which are further encouraged by the European Commission’s framework.

Huang’s findings report on the impressions the subject group of students in his study reported at the end of the process. These are summarized under three questions: what the test subjects thought of the experience of using vlogs in English learning; which challenges arose during these projects; and how they could be improved.

In general, the experience was a positive one, with the most recurrent words being “collaboration”, “speaking” and “narrating”. Indeed, vlogging implies a collaborative effort when learners are given the opportunity to devise a video together; speaking is emphasized as vlogs are an auditory and visual experience at the same time and also because they have to reach decisions and consensus in the process. As Sanad (2021) also mentions, “since vlogging is mostly oral, speaking is the major component being emphasized through the sessions' practice” (p.113), and as such it helps improve their fluency and accent; finally, narrating was a vital part of the project as “they needed to effectively organize the important and necessary content presented in the vlogs” (idem). Narrating, as opposed to a repetitive drill-like activity, common in EFL classes in Spain, forces learners to self-monitor their utterances and check everything is correct. As Ellis and Shintani (2014) explain drawing on Long (1996), the *Noticing Hypothesis* implies that negotiating meaning will undoubtedly lead learners’ attention to forms and structures, for they become an obstacle for efficient group-work and communication, thus, it induces noticing of Grammatical forms. The difficulties that arose relate mainly to technical issues (trimming and mixing) rather than linguistic ones. For this reason, I believe that



the teacher should help students when it comes to ITC, provided they have proper IT literacy or have received further education courses on the matter. Finally, students suggested the inclusion of a group leader as a troubleshooter, which is a good idea if groups are large (four people or more) and adding a Q&A session for interacting with viewers; in my didactic proposal, I decided to incorporate a Q&A session with the rest of the class as part of the post-task stage.

On the other hand, Sanad (2021), in referencing Anil (2016) and Watkins (2012), claims that vlogs are positive for learning as they increase Students' Talking Time (STT), which was an issue during my Practicum period, as my students felt like they had few opportunities to do so. Also, it allows for a better command in the Grammar and Vocabulary, at the same time as it improves fluency and confidence speaking, decreasing shyness as a result, which, together with an increased STT, is a formula for success. Since the teacher adopts a peripheral role, although still providing feedback, students engage in more instances of "self-monitored speaking" (p.100), that is, they realize their command of the language and any possible mistakes they might make while interacting with their peers. As Ellis & Shintani (2014) explain, it is only through providing learners with the opportunity to communicate that they can foster their implicit knowledge. However, they also add that it is useful to teach explicit knowledge as it will provide a basis for their self-monitoring and noticing processes and eventually for formulating messages. Moreover, it was through the design of vlogs that learners improved their automaticity. Automatic processing of language functions is a major point in language learning theory as it relates to implicit knowledge of the L2 and interaction is one of the ways to "automatizing existing linguistic resources" (p.25), hence making communication more fluid and natural (Ellis & Shintani, 2014).

Finally, Huang (2021) and Sanad (2021) list a number of implications for syllabus design. They can be summarized as follows:

1. Vlogging enhances creative and digital production skills, which consequently activate HOTS. These features are in line with what is expected from 21st century users and with EU Key Competences. Moreover, they are a highly valuable set of skills considering that, especially after Covid-19, a high IT literacy may be expected from employees in different fields, not only those related to STEM.
2. Through scaffolding and a clear step by step explanation by the teacher, who becomes a guide, autonomy is fostered.

3. It is just natural to implement new technologies in the classroom environment. To ignore the advent of vlogs and online creation, it is to miss out on opportunities to carry out learning. This way, by using smartphones and new technologies, students are more motivated.

In this section, I have made a superficial reference to the different competences learners activate while creating vlogs for learning English, but it is in the next point that I will provide a direct link between the Aragonese Curriculum and its description of the competences in relation to the EFL.

### **3.2.4 The Aragonese Curriculum and the Notion of Competence: *savoirs*, KSAVE Model and Multiliteracy**

Piccardo and North (2019) define competence, in opposition to competency, which is more related to a set of standards that qualify someone as possessing a professional capability, as “a holistic yet multidimensional, transversal personal or group attribute” (p.39). In fact, OECD (2005, in Piccardo and North 2019) using the term competency as virtually synonymous to competence, describes it as the ability to operate in settings where there is a complex demand by means of activating and mobilizing one’s psychosocial resources for a particular aim or objective. According to the CEFR, general competence consists of four aspects: *savoir* (knowledge as in concepts), *savoir-faire* (practical application of the latter), *savoir être* (knowing how to interact socially) and *savoir apprendre* (learning how to maximize learning). Regarding AOA, the CEFR combines these *savoirs* in defining competence as ‘the sum of knowledge, skills, and characteristics that allow a person to perform actions’ (Council of Europe, 2001: 9, in Piccardo and North 2019) together with adding Communicative language competences such as linguistic, sociolinguistic, and pragmatic competences. For the CEFR (2001:9), tasks and the action-oriented approach in particular, allow for the dynamic development of general and communicative competences as learners work towards the successful achievement of a real-life task. As such, they consider the persons as “social agents” who, in the process of language learning, develop “a range of competences”, that are both general communicative skills, f.e., eye contact or using paralinguistic resources, and specific communicative language competences, such as recasting. As in real life, they may face “constraints” that limit or alter their performance, but it is in these difficult scenarios that students may thrive the best. Moreover, there should be a “monitoring” of

the participants so as to reinforce their competences and keep them on track. In other words, the CEFR places a lot of emphasis on the mobilization of different resources in AOA, in the form of competences, as necessary elements to achieve success in the L2.

These *savoirs* are closely related to Binkley's (2012) KSAVE model. In order to achieve multiliteracy, twenty-first century skills can be grouped together in four different categories, namely, Ways of Thinking, Ways of Working, Tools for Working and Living in the World, which are further divided into Knowledge (*savoir*), Skills (*savoir faire*) and Attitudes/values/ethics (*savoir être*) (p.36). Drawing from these categories, students need to be able to critically solve problems, communicate in a polite and respectful way, as well as being literate in communication technologies and acknowledging global differences. Of course, multiliteracy is an important part of teaching nowadays as, according to The New London Group (1996), it “creates a different kind of pedagogy, one in which language and other modes of meaning are dynamic representational resources, constantly being remade by their users as they work to achieve their various cultural purposes” (p.64). Both the KSAVE model and the concept of achieving multiliterate 21st century students connect to the action-oriented approach, since educators and students alike “must see themselves as active participants in social change ... active designers - makers - of social futures” (p.64). Collaborating on producing several multimodal ensembles, thus, is meant to go beyond simple task achieving but raising awareness on the power of education as metamorphic action.

On the other hand, the Aragonese curriculum considers competence as an integral part of the syllabus and their design. In article 7, Definitions of Curriculum Elements of *Orden ECD/1172/2022, de 2 de agosto, por la que se aprueban el currículo y las características de la evaluación de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*, there are different references to the notion of competence (key and specific to each subject) throughout the whole text and these relate to every single component of the syllabus, from the objectives to evaluation criteria and basic knowledges. Competences are broadly defined as those developments (*desempeños*) that allow for acquiring the Exit Profile in

Secondary Education and as such they are the central focus of our syllabus design and didactic proposal.

Similarly to the EU Key Competences<sup>4</sup> (Council of Europe, 2020), the Aragonese curriculum sets out the following competences:

- a) Linguistic Communication Competence.
- b) Plurilingual Competence.
- c) STEM Competence.
- d) Digital Competence.
- e) Personal, Social and Learning to Learn Competence.
- f) Citizenship Competence.
- g) Entrepreneurial Competence.
- h) Cultural Awareness and Expression Competence.

For my didactic proposal “The Use of Vlogs to Promote Communication and Plurilingualism”, the KCs that the proposal aims to develop more directly are, primarily, the linguistic communication, plurilingual, cultural awareness and expression, learning to learn and digital competences, as will be further developed in section 4.2.

In the following section, I will review the methodology that I have followed for the confection of this dissertation, which includes an in-depth analysis of current textbooks in Secondary Education, the extensive reading of a number of authors and the design of a task cycle.

### **3.3 Methodology**

This need for writing this dissertation was inspired by the identification of a necessity, namely, the fact that students face a number of hurdles to express themselves in English, even though they are supposed to have developed some sense of autonomy in their last year of Secondary Education. Such challenges can be associated with the existence of an emotional barrier and a lack of self-confidence in their English

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<sup>4</sup> (1) Communication in the mother tongue; (2) Communication in foreign languages; (3) Mathematical competence and basic competences in science and technology; (4) Digital competence; (5) Learning to learn; (6) Social and civic competences; (7) Sense of initiative and entrepreneurship, and (8) Cultural awareness and expression.

competence. There is a body of literature that deals with an approach to tackle these problematics, with authors such as Ellis and Shintani (2014) and Piccardo and North (2019) proposing the action-oriented approach to foster student interaction in more realistic scenarios and Huang (2021) and Sanad (2021) incorporating the use of vlogs to promote creativity in the process. Such readings provide an insightful way to approach the need for having students expressing themselves out of their comfort zone, which severely curtails their language potential.

Consequently, the process of designing the proposal first implied the reading of different academic papers by the aforementioned authors and the selection of the most appropriate ones, as they provide the theoretical grounds on which to support my framework and the structure of the activities. When it comes to activity design, Willis' task cycle (1997) proved to be the most adequate resource due to its simplicity, as students would identify the different steps and become aware of how their learning was going to take place.

Secondly, thorough attention was paid to the structure of the dissertation, by comparing my ideas with the template I was provided on the Moodle platform. All these sections follow a logical sequence that allows for an easy and insightful read through the whole paper, both as the author and the prospective reader.

Thirdly, by following the self-assessment checklist, I started writing the different sections, always in concordance with the theories I had previously read, the Aragonese Curriculum and the research I had done, especially during the Master's, namely the Instructional and Curricular Design and Design of Learning Activities for EFL. Appearing in the different Annexes, some of the activities that were carried out in these subjects during my instruction were of pivotal importance as meaningful aspects were able to be highlighted when it comes to EFL design and, more importantly, what were the mistakes that as prospective teachers, we ought to spot and avoid. In other words, critical thinking of preconceived ideas and the application of novelty ones was the main drive in the writing process.

After the reading of this proposal, readers will have a clearer idea of what the new methodologies in English teaching propose and how they can be applied in a specific 4<sup>º</sup>ESO class scenario.

#### **4. Critical analysis and discussion of the didactic proposal**

In this section, I will provide a critical analysis of the didactic proposal I have devised. To do so, first a contextualization of the school center and students' characteristics will be carried out and how their specific needs have been thoroughly addressed, that is, the fact that they were unable to engage in plenty of insightful communicative situations in order to foster their language skills, more precisely speaking, which they felt self-conscious about.

Secondly, by planning a trip and producing a vlog following the task cycle framework, I will explain how my didactic proposal relates to the development of the Key Competences and the development of the Specific Competences in EFL, as they appear in the LOMLOE. Afterwards, a section devoted to the specific objectives that are to be developed, which will be also followed by an overview of the materials used and the rationale behind their creation. Finally, the last section will deal with the evaluation system, as inspired by the Aragonese curriculum directions and will explore the assessment process, both learner and teacher-centered.

##### **4.1 Context**

The unit plan is designed for a 4º ESO classroom, with the specific characteristics of the school where I did my Practicum period: CPI Río Sena, a secondary school located in the neighborhood of Miralbueno. It is a residential area and as such the number of students, the ratio is quite high. Since it is an integrated school (CPI stands for Centro Público Integrado), it encompasses every obligatory educational stage from nursery to secondary school. In the area of English, they are a CLIL centre meaning they offer some subjects in English and they offer the opportunity to pass the B1 certification, if needed. Most 4º ESO student groups in the school are composed of 25 pupils each and the approximate CEFR level is between A1-B1. They are well behaved and they are highly motivated towards English and ready to learn, despite their difficulties with the language. As part of the Gen-Z, they are very much invested in using social media, smartphones and they have an above-average IT literacy, knowing how to record, shoot and post videos on different social platforms, such as Tik Tok. For the sake of simplicity, no special needs (ACNEAE) were considered in the designing of the plan, since curricular adaptations should be deemed necessary and that would entail the designing of a completely different

didactic unit. Nevertheless, a ULD (Universal Learning Design) approach was considered, attempting to cater to a variety of learning styles (visual, linguistic, reading/writing). They are collaborative and eager to participate if prompted, with very little interaction between them due to the format of the teaching, which is the main focus of my proposal: to enhance communication to promote L2 learning by means of AOA and technology and the implementation of a task-based cycle (Willis, 1995).

Nevertheless, it is not only the situated scenario that is important, but it is also necessary to connect the students' needs with the Competences they are expected to attain by the end of their Compulsory Education or Exit Profile. In the next section I will describe how my plan contributes to their development in detail.

## **4.2 Contribution to Key and Specific competences**

This didactic proposal is conducive to the effective development of the Key Competences and Specific Competences as mentioned in the Aragonese curriculum. First, I will explore how my didactic plan relates to the Key Competences and then I will delve into the Specific Competences (CE.LEI 1 to CE.LEI 6).

The Key Competences can be defined as “desempeños que se consideran imprescindibles para que el alumnado pueda progresar con garantías de éxito en su itinerario formativo, y afrontar los principales retos y desafíos globales y locales”<sup>5</sup> (Aragonese Curriculum) and they have been directly inspired by the guidelines of the Recommendation of Council of European Union May 22nd 2018 for life-long learning. In my proposal, several of them are specially trained: the linguistic, plurilingual, cultural awareness and expression, learning to learn and digital competences.

The Linguistic Communication Competence (LCC) implies correct usage of the language, taking into account aspects such as grammatical accuracy and the ability to communicate and interact with other speakers, thus being context-sensitive. In my unit, the focus is on communication since AOA tasks (creating a vlog on traveling) allow for a more interactive experience of collaborative group-work. There is an underlying negotiation of meaning, hence not only relying on linguistic skills but also transversal ones such as critical thinking.

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<sup>5</sup> Automatic translation: Performances that are considered essential so that students can progress with guarantees of success in their training itinerary, and face the main global and local challenges and challenges.

The Plurilingual Competence (PC) relies on similar characteristics as the LCC, but adds a whole new dimension as it expands to the use of an L2, in our case English. Since the unit is to be included in the EFL curriculum, this competence is of particular importance. It is by comparing Spanish structures with the ones in English that learning takes place, since students become aware of the differences in both languages. The main idea is that languages do not exist in a vacuum but instead interact with each other.

Cultural Awareness and Expression Competence (CAEC) describes the efforts of learners trying to draw similarities and differences between cultures. Since they are creating videos on trips to different countries, they are able to cross-compare customs, extralinguistic aspects and distinct viewpoints that their peers may ought to take into account before even thinking of going abroad.

Learning to Learn Competence (LLC) refers to the fact that students, with the scaffolding of the teacher, ought to reflect on their learning which in turn results in a significant improvement. Actions such as planification of learning and placing emphasis on mistakes allow for learners to gain a meta-cognition of their learning process. In our proposal, students engage in planning and meta-cognition processes as they have to organize their project and also utilize self-assessment rubrics.

Digital Competence (DC) involves ICT literacy in a broad sense. It is the degree of confidence students may possess when utilizing digital tools, such as video editors, sharing platforms such as Tik Tok or Youtube or smartphones to perform all the steps in creating the vlog.

Secondly, further into the EFL section in the Aragonese Curriculum, we find Specific Competences, which “constituyen un elemento de conexión entre, por una parte, el Perfil de salida del alumnado, y por otra, los saberes básicos de las materias o ámbitos y los criterios de evaluación”<sup>6</sup>. In other words, they are the specifications of the Key Competences as embedded in the specific subjects, in my case, EFL. In English as a Second Language, there are six of them. I will now describe them and relate them to my proposal:

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<sup>6</sup> Automatic translation: “...constitute a connecting element between, on the one hand, the exit profile of the students, and on the other hand, the basic knowledge of the subjects or areas and the evaluation criteria.



CE.LEI.1. The main point is to understand the gist or general sense of texts in standard varieties, at the same time as students compromise to use reliable sources and using strategies such as inference to respond to specific communicative needs. In my proposal, students are first exposed to several fragments and examples on how to carry out the project devised by the teacher in a clear language, abridged to their level. There should be as minimal use of L1 as possible, for it is vital for students to mobilize as many existing resources as possible, relying on their previous knowledge.

CE.LEI.2. Students should also be able to produce original texts, or scripts for the vlog, of medium length, as the main idea is to retain their peers' attention, with a clear organization. To do so, students should plan in their groups in the during-task stage, at the same time as they self-correct. It is in the post-task stage, after the performance of focused tasks, where they can be given the opportunity to repair their utterances.

CE.LEI.3. It is by using digital means such as *Windows Movie Maker* or any other editor, that students should be able to interact with their peers, enhancing their cooperation skills, at the same time as they learn to be respectful of others.

CE.LEI.4. Mediation is an important part in attaining language proficiency, together with Reception, Production and Interaction (CEFR, 2020). Students are oriented to use language and linguistic structures so they can simplify an originally complex message such as the process of preparing a journey, paperwork and different hurdles that may appear.

CE.LEI.5. Nevertheless, it is through this process of communication that students will have the opportunity to amplify their vocabulary and structures range in the L2, reflecting critically on their mistakes and the new aspects of language so as to deliver an effective vlog.

CE.LEI.6. When devising a travel advice vlog, it is important to take into account the cultural differences and cultural shocks that the target speaker might experience. This way, students will have to investigate how to overcome these differences and include similarities between countries. If the classroom has the presence of a high number of international students or migrants, it could be a good opportunity to develop intercultural skills, such as respect and understanding.

Finally, Basic Knowledge contents must be present transversally in every subject, as they are, as the name implies, basic for life-long learning: communication,

plurilingualism and interculturality. My proposal includes all of them as it encourages students to *communicate* between them in group work and a message to a target audience in an L2, thus engaging in a *plurilingual* scheme and considering and taking into account *different cultures*, depending on the country they choose for their vlog.

To sum up, my didactic proposal encompasses a number of Key Competences that are, at the same time, connected to Specific Competences CE.LEI1-6 and Basic Knowledges. In the following section I will explore how the specific objectives are supported by the aforementioned competences.

### 4.3 Type of syllabus and specific objectives

My proposal is based on a task-based syllabus, with a combination of both focused and unfocused tasks; that is, there is focus on form at the same time as the main aim is to develop a meaning-centred curriculum. As Ellis (2003) explains: “the syllabus consists of tasks but also allows for the systematic treatment of linguistic form” (206). I believe this is the ideal type of syllabus because it has been proved that a meaning-centred approach leads to heightened proficiency and focus on form “can influence the accuracy with which learners use the targeted features, even in unplanned language use” (209). Furthermore, judging from the needs analysis I carried out during my placement period and also based on the results in my Instructional and Curriculum Design assignment, the notional/functional approach or structural syllabus that is widely present in ESO textbooks has a number of shortcomings as it is “essentially interventionist and external to the learner” (207), which is opposed to the action-oriented approach proposal of putting the learner in the center, as the protagonist of their learning process. For this reason, the objectives have been devised not only taking this concept of a meaning-centered, task-based syllabus as pivotal, but also the Aragonese legislation.

The specific objectives of the didactic plan are inspired by the evaluation criteria present in the Aragonese curriculum in promoting Basic Knowledge contents for 4º ESO students (see *Concreción de los Saberes Básicos* → III.2.4. *Lengua Extranjera, Inglés, 4º ESO*). Consequently, the three curricular blocks, namely, Communication,

Plurilingualism and Pluriculturalism are present. To do so, I selected, graded and specified knowledge contents from these blocks as follows:

Communication-wise, students are expected to employ “estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales”<sup>7</sup> since they work as a group and hence such efforts must be more comprehensive. They should take into account the target audience, their peers and based on the feedback they receive on the part of their group members, peers and teacher, make the adequate reparations on the message. This can be particularly challenging after the video is recorded, but there is a high degree of control in the task for they have a booklet as guideline.

Among the communicative functions they ought to hone, we find “presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; dar y pedir instrucciones, consejos y órdenes”<sup>8</sup>. This task allows for a presentation of different trip options and as such they have the opportunity to focus on useful advice and present them in a visual way. In fact, the Grammar section focuses on modals (should) which allow for fulfilling the function of giving advice to their audience.

Moreover, they should be able to use a wide range of analogical tools for audiovisual production for learning and communication with other English-speaking learners. Learners are expected to plan and write a script and shoot a short-length vlog, so they need to know the language and audiovisual conventions. Also, they should be able to perform typical communicative strategies as they negotiate meaning with their peers, as they utilize linguistic resources, as expected for their level.

As a group, they should use “recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.”<sup>9</sup> to complement their general knowledge of the destination they choose. In this digital era, they have access to a wide

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<sup>7</sup> My translation “a range of common use strategies for planning, execution, control and reparations of comprehension”

<sup>8</sup> Automatic translation: “present and introduce oneself; describe people, objects, places, phenomena and events; give and ask for instructions, advice and orders”

<sup>9</sup> Automatic translation: “learning resources and commonly used strategies for searching and selecting information: dictionaries, reference books, libraries, digital and computer resources”

range of resources: Google, Yahoo, Blogs, Vlogs, online magazines. Not only is it pivotal for them to gather information, but it also allows for them to get used to the different conventions of the digital genres, more precisely vlogs.

Also, since they are creating both a presentation and vlog, they cultivate multimodal texts with audiovisual elements, as the LOMLOE mentions: “modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos”<sup>10</sup>. By doing this, students reflect on their abilities to communicate in different contexts and to convey a message to different individuals. The lexis in this task is based on, primarily, “lugares y entornos, ocio y tiempo libre”<sup>11</sup> and thus should be adapted to the aforementioned target audience, f.e. well-known or popular destinations and the leisure activities that can be done there.

Regarding plurilingualism, the point regarding “estrategias y técnicas para responder eficazmente y con niveles crecientes de fluidez, adecuación y corrección a una necesidad comunicativa concreta a pesar de las limitaciones derivadas del nivel de competencia en la Lengua Extranjera y en las demás lenguas del repertorio lingüístico propio”<sup>12</sup> implies that students should be prepared to acquire new linguistic units, of increasing complexity as the task itself is complex in nature. Self-evaluation is expected during and after the process at the same time as they reflect on the differences between their L1 and L2. To facilitate the process, they have different sections on the booklets to comment on their peers’ fluency and on their own; see “Additional Comments” on the Peer Review Checklist (“What could be improved?”; “Any additional suggestions or comments?”), thus promoting “autoevaluación, la coevaluación y la autorreparación, analógicas y digitales, individuales y cooperativas”<sup>13</sup>. This competence is vital for their

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<sup>10</sup>Automatic translation: “contextual models and discursive genres commonly used in the comprehension, production and co-production of short and simple oral, written and multimodal texts”

<sup>11</sup> My translation: “places and environments, leisure and free time”

<sup>12</sup> Automatic translation: “strategies and techniques to respond effectively and with increasing levels of fluency, adequacy 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 linguistic repertoire”

<sup>13</sup> Automatic translation: “self-assessment, co-assessment and self-repair, analogue and digital, individual and cooperative”

prospective careers and that is why it is important to incorporate in any Action Oriented Approach syllabus.

Apart from feedback, the teacher provides them with activities that focus on the Grammar, since for plurilingualism to be successful, it is necessary to use “estrategias de uso común para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (morfosintaxis) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.”<sup>14</sup> They are able to revisit the modal verbs they may have been taught at earlier stages but this time using it in the context of travel, which contributes to seeing it in a more practical manner.

Finally, interculturalism is vital in the proposal, as traveling implies broadening our cultural horizons. By posting their vlogs online, they are posting it for every netizen to see, for “la Lengua Extranjera” can be deemed a “medio de comunicación interpersonal e internacional”<sup>15</sup>. Their message is thought to move across digital borders, not restricted to their classroom.

However, it is not only a question of language, but also the introduction to the notion of *cultural shock* and thus students are challenged to devise ways to overcome the cultural differences. I believe this aspect is the most relevant one as this group of students are very much interested in foreign cultures. Indeed, one of the main points of interculturalism is to “apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos”<sup>16</sup>. 21st century students want to travel and know new cultures, but always with the due respect that nature deserves, so this task could also be an opportunity to develop an ecological conscience and awareness. This will definitely allow them to do research and acquire the necessary etiquette and *netiquette* to interact with others (“lenguaje no verbal, cortesía lingüística y etiqueta digital”<sup>17</sup>).

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<sup>14</sup> Automatic translation: “commonly used strategies to identify, organize, retain, recover and creatively use linguistic units (morphosyntax) from the comparison of the languages and varieties that make up the personal linguistic repertoire.”

<sup>15</sup> My translation: “English as a means of interpersonal and international communication”

<sup>16</sup> Automatic translation: “appreciate linguistic, cultural and artistic diversity, taking into account ecosocial and democratic values”

<sup>17</sup> My translation: “non-verbal language, linguistic courtesy and netiquette”

Due to its inherent straightforwardness, I think the best method to devise the specific objectives was to use *Marco General de las Evaluaciones del Sistema educativo* (2023) and to classify the different abilities in Reception, Production, Interaction and Mediation. The aforementioned *Marco* acknowledges there are different cognitive processes involved in the Reception stage: identifying and finding; making references; integrating and interpreting; reflecting and evaluating. If seen as a sequential difficulty order, this is in concordance with the scaffolding process and the aim of getting learners closer to their ZPD. In this didactic unit, students go through all of them in the Reception phase. Regarding identifying and finding and making references, in the pre-task stages, they have to remember the exact words to describe their past experiences; when it comes to interpreting, they also need to understand what they are being asked, maybe asking a peer or teacher for help to provide a translation or a recast of the instructions; integrating is mostly done in the post-task stage, for it implies the application of language structures to learn the specific Grammar. Finally, reflecting and evaluating is performed when they analyze what they are asked for, in terms of thinking and brainstorming the structures and lexis to devise their vlog and they evaluate their peers' language use in their presentations.

In the Production stage, as the main task, they create a vlog and presentation, mobilizing their English resources. In referring to the textual properties, these are connected to CEFR's linguistic, sociolinguistic and pragmatic competences (chapter 5, p.129).

The linguistic competence encompasses the vocabulary range (on holidays and trips), grammatical accuracy (the use of modals for suggestion), among others; the sociolinguistic competence involves having a cultural sensitivity to gather the travel information relevant to the target audience, in this case, their 4º ESO peers; and the pragmatic competence requires the group members to be flexible to others' ideas, allow for turn taking, create coherent texts and slides and try to achieve fluency when presenting their ideas.

Interaction and Mediation are fostered during the whole task cycle, as mentioned before: when trying to understand the main task, the different activities, when looking for information on the Internet, when giving the presentation to the rest of the class, and, ultimately, when trying to interact with their peers and teacher.

The whole task cycle can be interpreted as a performance-based test (Ellis, 2003), for the use of communicative language strategies and other performance-based criteria are included in the form of a portfolio that is created on purpose for this didactic unit (see Appendix → ***Vlog Project Booklet***). It permits the students to evaluate and reflect on their own performance in a methodical way, as they have to check the different criteria they comply with.

The objectives have been designed by following the guidelines in the Aragonese curriculum, *Section IV: Orientaciones didácticas y metodológicas*. For the full list, see Appendix 3.

The didactic objectives for the overall proposal are to prepare students for an interconnected world by making them perform research on the Internet on the contents they need, facing the possibility of finding unreliable sources and having to identify the key traits of a reliable one. This will enable them to infer meaning from a number of sources about the country of their choice, as information may come in the form of diagrams, infographics or plain text.

When creating the vlog, they need to be able to use a number of digital tools such as video editors, recording software and photo editors. Also, they need to be aware of a certain netiquette and conventions usually used in vlogging, that is, use of captions, a ‘selfie’ camera orientation, succession of different video fragments or shots and the interaction with an audience on the comment section. The language should be simple and straightforward and although they may be following a script, they could be applying negotiation strategies such as recasts in case meaning is not clearly transmitted.

Finally, when presenting the vlog, they will need to plan ahead any questions or problems. Also, they will need to apply strategies for self and peer assessment, using visual rubrics facilitated by the teacher.

In the following point, I will be describing the sequencing of the different activities and tasks that have been created for successfully obtaining the aforementioned objectives.

#### **4.4. Sequencing of activities**

This unit plan is intended to be implemented in the last semester of the academic year in the first three weeks of June, just before the summer vacation period, which is fitting to the theme of the didactic plan. The idea is to devote a whole 50' lesson to a specific stage (pre-, during and post-task).

The didactic sequence has been designed for seven sessions: the first 6 are obligatory whereas the 7th is optional in case the teacher would deem it necessary for students to mend their task after appropriate feedback is provided.

In following Willis's task-cycle framework I believe students will experience dramatic improvement. The task cycle comprises three stages (pre-, task and post-task).

In my proposal (see Appendix for the lesson plans), the pre-task seeks to **activate pre-existing structures that relate to traveling**, such as vocabulary and linguistic structures useful for a presentation on the topic. Consequently, the teacher can ask some warm-up questions such as 'When was the last time you traveled?' or 'Which countries would you like to visit?' and the Quiz Show (see Appendix, *Materials*).

Another point is for students to **have a clear idea of their step-by-step** objectives so they can follow the guidelines through. In the last part of the pre-task stage, the teacher presents the objective of the following sessions: creating a travel vlog using a Booklet as a walkthrough for students (see Appendix → *Vlog Project Booklet*).

**Collaborative work** is at the centre of any action-oriented approach, since students will collaborate in their working environment at some point. In the task phase in Lesson 2 students adopt a protagonist role as they work together, either in pair work or group work with a clear leader (see Huang's didactic implications for EFL above).

**The capacity of self-assessment and collaborative assessment** is also promoted as they reflect on their performance while working on the creation of a vlog. To do so, they will be given, apart from the booklet, a self-assessment rubric to check off the different steps in the process, hence increasing their meta-cognition of the process. In Lesson 3, after they are done doing the task and recording the 5' video, they will be watching and reporting feedback on their performance, taking notes of their strong and weak points for their report as they watch. In Lesson 4 there will be a Q&A section after the presentation



of the project to their peers, where the latter will share their impressions. Optionally, students could go through the whole process after interiorizing their mistakes.

In the task phase, students will be effectively **putting into practice LOMLOE's specific competences**: they will gather information from reliable sources (hence developing the Digital Competence), at the same time as they mediate the data they encounter (Plurilingual and Communicative Competences) as they realize cultural differences (Cultural Awareness Competence). Since they are checking in a rubric and using a booklet to track their progress, they are also contributing to the Learning to Learn Competence.

Last but not least, in the task-cycle structure students ought to pay attention to the different modal structures that could potentially enrich their performance, that is, to **develop their Grammar awareness**. In the post-task stage (Lessons 5 and 6), students will have the opportunity to notice or analyze the language structures with focused tasks or consciousness-raising (CR) tasks (Ellis, 2003, Ellis and Shintani, 2014), which draw on their implicit knowledge as in the task phase they had to mobilize their resources to write a script.

The methodology emphasizes the four modes of communication fostered by both the Aragonese curriculum (Orden ECD/1172/2022) and CEFR (2020). Thus, in the task cycle we can find reception activities (when doing research, looking for information and watching other peer's vlogs), production (creating the vlog and giving a presentation with a round of questions afterwards), interaction (as students have to collaborate in the planning process) and mediation (they ought to abridge and adapt the messages they find so they can adapt them to a target audience).

As a result, materials had to be created, selected and adapted to this methodology and the current trends in the teaching-learning process, that is, striving for the adoption of communicative resources following the guidelines of major CLT theories, as will be explored in the following section.

#### **4.5. Rationale for Choosing Materials**

The students in the teaching scenario have a history of utilizing PPP materials, according to notional-functional syllabus. However, in my proposal, I have decided to create materials, activities and tasks in line with the AOA framework, which is oriented towards considering students as active individuals, as defined by the CEFR (2001). This shift in methodology, although shocking for students at first, may be more conducive to promote CLT and significant learning, as it mobilizes already existing linguistic and paralinguistic resources, promotes IT literacy, creativity and critical thinking. Since the criteria that appear in the assignment for *Instructional and Curricular Design* (Appendix I.1 and 2) were in line with the theorists and approaches I explored in the theoretical framework section above, I decided to create and devise my materials following these seven principles. The criteria (in bold) are as follows:

First, activities should focus on **conveying meaning** (Willis, 1996), a core aspect of CLT and AOA, instead of just focusing on a linguistic aspect. In fact, it is through implicit teaching and interaction that **attention to form** (see Noticing Hypothesis) can take place (Ellis and Shintani 2014).

Secondly, as has been mentioned above, both the Aragonese curriculum and CEFR (2020) propose leaving behind the classical four skills, namely, reading, speaking, writing and listening and instead opt for replacing them with the **reception, production, interaction and mediation** modes of communication. Since the latter are more flexible as they can combine with both the oral and written skills, they can be applied to a wider range of activities. Furthermore, they are easily adaptable to a TBLT and the **task-cycle** (Willis, 1995), which is the main framework to be included in the proposal.

Moreover, together with TBLT, the main theoretical framework that has been applied in devising the didactic proposal is the action-oriented approach (see *Theoretical and Curricular Framework section* above). This approach considers students as social agents that construct and mediate meaning (North, 2022). Learners are tasked with creating a vlog, which reflects a real-life action and allows for the development and mediation of information as the project progresses. The activities which are carried out involve “understanding, discussing and writing, and there is a **critical approach** to the material” (Byram et al., 2002, p.23). Students are not mere vessels that receive information, but they actually filter it so it fits within their purpose: they discern the authenticity and reliability of the sources, especially when it comes to different cultures.

Finally, “there is a clearly **communicated goal to be accomplished**” (North, 2022, p.13), that is, creating a vlog that is both informative and creative and as such it promotes the student’s mobilization of their own **linguistic resources** (Ellis & Shintani, 2014).

With these criteria in mind, it has been easier to systematize the creation and selection of materials and to respect the Communicative teaching framework. Indeed, most of the resources have been created by myself in following Willis’s (1995) task cycle and utilizing different resources such as Canva, Wordwall or the Word editor. On the one hand, Canva is an open-source website that has a wide range of templates available for educational use, that can be edited on browser. On the other hand, Wordwall is a website with different quizzes that are generated using pre-set templates; as such, the activities can be done as a group using a projector. Finally, the Word editor is a text processor that allows for the groups to keep all the information in one file, which can be further edited. In the case of external materials, they are properly cited.

First, Activity 1 consists of warm-up questions about the topic, so as to engage the students and set the grounds for learning. As such, they are given a printed copy of a set of flashcards with the questions and can be done in pairs. The second activity involves use of digital resources, such as a projector or smartphone and students are given the opportunity to take part in a quiz related to common words to travel on *Wordwall*.

Activity 3 is the explanation of the project and students are given a Booklet. They will be using this booklet throughout the whole task cycle and it includes brainstorming sections and assessment parts as well during the task in Lessons 2 and 3. Apart from this, they are given a checklist to keep track of their progress.

In lesson 4, as they watch their peers’ vlogs and their presentations, they are provided a peer assessment rubric. Meanwhile, the teacher has their own assessment rubric to grade students individually.

Finally, in the language focus stage, there are two distinct sub-sections: analysis and practice. In the analysis section, students are given a hand-out with a compilation of different samples extracted from their scripts that contain modal verbs. If they do not, they should be collected anyway and the teacher should direct students’ attention to this fact. Then, the teacher will provide explicit instruction on the theory of Modal Verbs, making use of a presentation which reflects the different uses, structures and some examples and then students will put into practice what they have learnt so far: 1) in the

form of a drill exercise and 2) rephrasing their peers' sentences in the authentic extract handout the teacher gave them. This involves complex intellectual processing, but which is facilitated by the scaffolding of the teacher, as they first activated their prior knowledge to ask them to identify the modals, if any, and then went on to explain and allow them to practice and apply it to the realia. As such, it constitutes a bottom-up process, having students reflect on their linguistic schemata first.

In the following section, the process of evaluation will be presented and critically commented on, using the Aragonese curriculum and its Orden ECD/1172/2022.

## 4.6. Evaluation

In terms of evaluation, this didactic proposal follows the Aragonese curriculum's principles as it claims that the student's evaluation will be "integradora, continua y formativa" (p.2)<sup>18</sup>, meaning that the degree of progress as a whole and more specifically, the Key and Specific Competences, will all be taken into account for the final grade. Indeed, in our unit there is an integrative perspective towards assessment, as it encompasses content, body language, structure and linguistic use, to name a few; it is continuous for it follows the student's progression during the task cycle; and formative as it considers both the teacher's and the student's feedback and assessment at the end of the cycle.

The Specific Competences in the Aragonese curriculum are connected directly to the Key Competences, and for the subject of English, the Specific Competences are as follows:

- CE.LEI.1 Understanding the gist of different pieces of information they may need to research.
- CE.LEI.2 Producing and devising original texts of various lengths. The final task should be coherent and adequate to the target audience.
- CE.LEI.3 When interacting with their group mates, they should use communication strategies, such as turn taking (see above).

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<sup>18</sup> My translation: "integrative, continuous and formative".

- CE.LEI.4 Mediating in commonplace situations, such as explaining the details of a task.
- CE.LEI.5 Reflecting and expanding on the vocabulary range to improve the one's performance on specific tasks: mediating meaning and writing a script for a presentation, for example.
- CE.LEI.6 Assess the different linguistic and sociocultural varieties when addressing different countries and cultures.

Moreover, they are further divided in different subsections. Hence, the Specific Competences that are supposed to be developed in a 4º ESO course and their connection to the present dissertation are as follows (for the full description of the competences in terms of evaluation, see *Appendix 4*):

CE.LEI.1. Comprehension	<ul style="list-style-type: none"> <li>• 1.1. Students, while doing their research on the different destinations and on how to create a vlog, will have to infer the gist from different sources.</li> <li>• 1.2. Students may have to face comprehension of more complex texts than what they are used to in class. They can rely on different means such as asking for clarification to their peers or teacher.</li> <li>• 1.3. Students should make an effort and choose the most relevant ones accordingly, distinguishing between superficial information and useful one. For example, Wikipedia could come in handy at times but they should prioritize trustworthier sites by online writers and travelers.</li> </ul>
CE.LEI.2 Production	<ul style="list-style-type: none"> <li>• 2.1. Students will have to present their content orally twice: in the form of a vlog and their presentation to the class. They will then have to make use of non-verbal communication to convey meaning effectively to their target audience.</li> <li>• 2.2. Students will also have to write a report in written form. Thus, they should be aware of the genre conventions of the report.</li> <li>• 2.3. When designing the vlog, they should be familiar with the netiquette of online content (fonts, colours, transitions). As a whole, they should give a coherent quality to their final product, either by using digital or analogical means.</li> </ul>
CE.LEI.3 Interaction	<ul style="list-style-type: none"> <li>• 3.1 With the help of the booklets and the teacher, students will have plenty of opportunities to plan, participate and actively collaborate with their group.</li> <li>• 3.2 In their interactions with their group and peers, they need to acknowledge the existence of different formulas to address issues, present each other, summarize and, eventually, solve problems. The teacher can help with this, if needed.</li> </ul>
CE.LEI.4 Mediation	<ul style="list-style-type: none"> <li>• 4.1. Texts should be mediated, meaning that the contents should be</li> </ul>

	<p>adapted to the target audience's comprehension levels. They can support themselves on rephrasing, renaming techniques.</p> <ul style="list-style-type: none"> <li>● 4.2. Through the use of audiovisual elements, students may bridge communication problems, since at their level they may not have all the lexis or vocabulary needed. For example, they could use images to portray abstract concepts or even sound effects.</li> </ul>
CE.LEI.5 Plurilingual Competence	<ul style="list-style-type: none"> <li>● 5.1. Traveling offers the perfect scenario to compare lexis and linguistic structures, f.e. check-in methods, different passport and visa requirements between cultures, words that are cognates from other languages (<i>souvenir</i>).</li> <li>● 5.2. Students can help each other improve their level of English by offering help and feedback on the spot.</li> <li>● 5.3. Their booklets offer them the opportunity to record their mistakes, their needs and their strong points. That way, they can turn to their performance feedback to keep on improving.</li> </ul>
CE.LEI.6 Pluricultural Competence	<ul style="list-style-type: none"> <li>● 6.1. Students ought to become respectful towards different cultures and the topic of traveling allows for taking a look at different societies.</li> <li>● 6.2. Students should take into account the specific lexis or non-verbal interaction that could be spoken in the chosen destination and provide the cultural context.</li> <li>● 6.3. Students, when talking about different cultures, should do it from an ecological, justice-seeking perspective. To do so, they could highlight the positive advances the culture could have done with respect to a previous stage.</li> </ul>

The rubrics have been designed according to the Orden ECD/1172/2022 evaluation criteria (see Appendix 4 for a comprehensive list and specification). Moreover, they have been adapted to be as specific and simple as possible, for it is necessary if an informative feedback is to be given to the students “these descriptors will be more useful the more specific” they are, showcasing learner’s expectations. Indeed, rubrics facilitate self-awareness and self-evaluation. I have re-used with some slight modifications the rubrics (see **Appendix 1 and 4**) which I implemented during my placement period, as the language is clear enough and students seemed to have no problems understanding which aspects they were referring to. Nevertheless, it is important to bear in mind that, since the Booklet was conceived for the during task phase, the *Use of English* part of the rubric was removed from the student’s Booklets as the objective was not to focus on form until the post-task phase (analysis and practice).

To sum up, the grading scheme considers both teacher assessment and self-assessment. Moreover, the work made by students has to be evaluated according to the

Specific Competences, as mentioned above. There are two rubrics in the didactic unit that have been designed according to these competences. The Student's Booklet and the Peer Assessment document:

The Student's Booklet contains a self-assessment rubric (Booklet pages 2-3) that focuses on three different Key Competences, CL (Linguistic Competence), CP (Plurilingual Competence) and CD (Digital Competence); revolves around the Comprehension, Production and Interaction stages; and also includes Specific Competences CE.LE.1, CE.LE.2, CE.LE.3, CE.LE.4, CE.LE.5, CE.LE.6. It may be accessed from the following link: [https://docs.google.com/document/d/1glQMJLPvrXPLJ9ViVzfTpudiOvmFMH7P/edit?usp=share\\_link&ouid=116086608106026456124&rtpof=true&sd=true](https://docs.google.com/document/d/1glQMJLPvrXPLJ9ViVzfTpudiOvmFMH7P/edit?usp=share_link&ouid=116086608106026456124&rtpof=true&sd=true)

In the *Peer assessment rubric*, we find different sections that follow closely the development of the activity and the *Marco General de las Evaluaciones's* degrees of difficulty: General, Describe, Disclose, Decision and Additional Comments. As mentioned before in section 4.3, this Marco General de las Evaluaciones addresses the different mental processes that take place when using the L2 and the different stages, such as Production or Reception stages. Thus, these cognitive processes are connected to the degrees of difficulty aforementioned, and students are expected to evolve in their language use utilizing the functions of describing, providing a conclusion, reaching a decision, and so on.

In conclusion, the evaluation practices carried out in this proposal follow the general guidelines proposed by the LOMLOE and they do so by showing the students an abridged version of the rubrics that the teacher also uses. The marking scheme places a lot of importance on collaborative work but it also considers the student's self-assessment as a major point in the Learning to Learn Competence. Moreover, by conducting self and peer assessment, learners are encouraged to improve a set of Specific Competences (see *4.2 Contribution to Key and Specific competences* section above).

## 5. Conclusions

The main point of this dissertation was to demonstrate how an action-oriented approach was feasible enough to be implemented in a 4º ESO EFL classroom (CPI Río

Sena). The students' needs, personality traits and interests, as reflected in informal observation on my part, were taken into account and the main problematics were addressed as well, namely, the lack of communicative activities, symptomatic of a notional-functional syllabus and a PPP approach to teaching, which has been the norm in the Spanish High School system for some time; and a high affective filter, which was preventing them from taking an active role in the class. In fact, and in following the AOA and CLT proposals, students had to create a vlog in collaborative effort as reflecting a real need in the form of a practical *vlog*: before organizing a trip, a number of aspects, such as currency, distance and cultural shocks, have to be taken into account.

Their performance takes into account Basic, Key and Specific Competences, as presented by the LOMLOE and Orden ECD/1172/2022 and as such complies with the CEFR's framework of language learning in Europe. The ultimate goal, however, is to prepare students for their future careers: creative thinking, problem solving and communication are three major points that every multiliterate 21st century citizen ought to incorporate in their soft skills.

Designing learning situations like this one also needs to consider the different evaluation criteria, since teacher and peer feedback is positive and even necessary for learning and acquiring the aforementioned skills. The format, *vlogging*, is also in line with the increasingly demanding needs of a technocratic society and the ICT challenges our students will have to face.

The TBLT framework as described by Willis (1995) allows for a systematic, synthetic and schematic approach by which both teachers and students can become aware of the learning process. The proposal has included a pre-task, task and post-task schema. In the pre-task, students may activate their schemata and prior world knowledge. It is during the task cycle, while planning, shooting and designing the vlog project, that students may notice any issues with their performance and linguistic command. Finally, in the post-task, the teacher provides some linguistic and Grammar orientation on Modal Verbs, which are the main elements that have to be considered when designing an advice vlog and optionally, students can repeat the whole during cycle stage, based on their newly-acquired grammatical knowledge, which is always serving a purpose and it does not exist on its own as a separate entity.



The evaluation process is also enriching for students as they are directly included in it. A continuous and formative assessment is fostered, where students provide feedback on their peers and where the teacher also takes account of their overall interaction as a group. Thus, it is meant to be a well-rounded, comprehensive two-way evaluation.

Thus, by having students to integrate their linguistic, world and social knowledge, a more effective learning scheme can be achieved. The question lies on whether a transformation of education towards groundbreaking approaches is possible in the short-term. As teachers, we ought to work together and lead our students to insightful, highly motivating, fun and transforming action.

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## Appendix 1 Selected assignments

Please find the link to the Google Drive folder containing all the assignments below:

<https://drive.google.com/drive/folders/1Cik51BtJLrIAKXb7GP27Y9yHbjy7fE-o?usp=sharing>

**Analysis of a learning unit from 63265 - Instructional and Curricular Design in EFL**

[https://drive.google.com/file/d/17Pf3kPwChRiK10Qw-ZR6KWwRRIM9MXdn/view?usp=share\\_link](https://drive.google.com/file/d/17Pf3kPwChRiK10Qw-ZR6KWwRRIM9MXdn/view?usp=share_link)

The main aim of this assignment was to critically evaluate a sample from a textbook which is used in a 4º ESO course. To do so, a set of criteria were developed drawing from the main theories of Action Oriented Approach, TBL and CBT. The table can be found on pages 10 to 11.

**Adaptation of the previous one to analyse the textbook unit I used in my placement from Practicum II 63268**

In this assignment, I had to carry out another analysis of a different textbook that I used in my placement. Unfortunately, results were no different from the one I analyzed in ICD. This served me as inspiration for creating a didactic proposal which is more AOA and CLT-like, like the one in this TFM.

[https://drive.google.com/file/d/1NefZvCvxV\\_51SCpTc7XuZLJK9XvAer51/view?usp=share\\_link](https://drive.google.com/file/d/1NefZvCvxV_51SCpTc7XuZLJK9XvAer51/view?usp=share_link)

**Assessment task 3. Design of rubrics from 63264**      **Communicating in English**  
[https://docs.google.com/document/d/1glQMJLPvXPLJ9ViVzfTpudiOvmFMH7P/edit?usp=share\\_link&ouid=116086608106026456124&rtpof=true&sd=true](https://docs.google.com/document/d/1glQMJLPvXPLJ9ViVzfTpudiOvmFMH7P/edit?usp=share_link&ouid=116086608106026456124&rtpof=true&sd=true)

In this assignment, we were instructed on how to design evaluation rubrics. This was especially useful due to the fact that in this TFM there are several rubrics, namely, the ones in the Student's Booklet and the peer assessment one.

**Assessment task 4. Assessment rubric for teacher's evaluation**      **of**  
**multimodal 63264**      **Communicating in English**

[https://docs.google.com/document/d/19kPsEILlHHkxLtrpvdAJYMUu1dYVOzv/edit?usp=share\\_link&ouid=116086608106026456124&rtpof=true&sd=true](https://docs.google.com/document/d/19kPsEILlHHkxLtrpvdAJYMUu1dYVOzv/edit?usp=share_link&ouid=116086608106026456124&rtpof=true&sd=true)

In this project, we had to assess ourselves from a teacher's observation perspective on how we could evaluate a multimodal project. Since in this TFM, the didactic proposal is a multimodal collaborative effort (a vlog), I thought it was suited for assessing student's vlogs and presentations in the proposal.

## **Appendix 2 Title, overview and purpose of the didactic sequence**

**Title:** The Use of Vlogs to Promote Communication and Pluriculturalism

In the didactic sequence *The Use of Vlogs to Promote Communication and Pluriculturalism* there is an emphasis on students creating collaboratively a presentation of a destination of their choice and everything they should take into account before traveling there in the form of a vlog, as it is a very visual and attractive way of presenting information. The main purpose is to allow for students to develop their essential knowledge, key and specific competences: they will use their linguistic repertoire as a means to convey meaning in the L2, as they learn how to work as a team at the same time as they learn from their mistakes. In the meantime, they will acquire digital and intercultural competences that will enable them to grow in their prospective careers in a globalized world.

## **Appendix 3 Learning aims and contents**

**At the end of this unit, learners CAN...**

- Perform research on the Internet, discerning between reliable sources and not-so reliable ones.
- Acknowledge the existence of netiquette and applying the conventions of vlogging.
- Apply strategies to infer meaning from different multimodal sources (images, diagrams, infographic, paragraphs) about the different cultural aspects of the country of their choice and the important information before traveling.
- Describe the aforementioned information by using simple, straightforward language, according to their expected level.
- Apply negotiation strategies to reformulate meaning.
- Perform group-work to devise an informative vlog utilizing digital tools and digital platforms.
- Plan and present an oral presentation both in the form of the vlog itself and a presentation of the vlog in front of the rest of the class, explaining the different challenges they had to face and providing a brief introduction.
- Apply strategies for self and peer assessment by means of rubrics.

## Contents of the unit <sup>19</sup>

Communication	<ul style="list-style-type: none"> <li>- Self-confidence and initiative. Error as an integral part of the learning process.</li> <li>- Commonly used strategies for planning, executing, monitoring, and repairing understanding, production, and co-production. comprehension, production, and co-production of oral, written, and multimodal texts.</li> <li>- Knowledge, skills, and attitudes which enable mediation activities to be carried out in everyday situations.</li> <li>- Commonly used communicative functions appropriate to the communicative field and context.</li> <li>- Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary, and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organisation and structuring according to the genre and textual function.</li> <li>- Commonly used vocabulary of interest to learners related to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, everyday life, housing and home, climate and natural environment, information and communication technologies, school system and education.</li> <li>- Commonly used spelling conventions and the meanings and communicative intentions associated with the communicative intentions associated with formats, patterns, and graphic elements.</li> <li>- Commonly used conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining, and terminating communication, taking, and giving the floor, asking, and giving clarifications and explanations, rephrasing, contrasting, summarising, collaborate, debate, etc.</li> <li>- Respect for intellectual property and copyright of sources consulted and content used.</li> <li>- Commonly used analogue and digital tools for oral, written, and multimodal comprehension, production, and co-production; and virtual platforms for educational interaction, cooperation, and collaboration (virtual classrooms, videoconferencing,</li> </ul>
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<sup>19</sup> Automatic translation

	collaborative digital tools, etc.) for learning, communication, and project development with and the development of projects with speakers or learners of the Foreign Language.
<b>Plurilingualism</b>	<ul style="list-style-type: none"> <li>- Strategies and techniques for responding effectively and with increasing levels of fluency, 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 linguistic repertoire.</li> <li>- Commonly used strategies for identifying, organising, retaining, retrieving, and creatively using linguistic units (lexis, morphosyntax, sound patterns, etc.) on the basis of a comparison of the languages and varieties which make up one's own linguistic repertoire.</li> <li>- Commonly used strategies and tools for self-assessment, co-assessment, and self-repair, analogue and digital, individual, and cooperative.</li> <li>- Specific commonly used expressions and lexis for exchanging ideas on communication, language, learning and communication and learning tools (metalinguage).</li> </ul>
<b>Interculturality</b>	<ul style="list-style-type: none"> <li>- The Foreign Language as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment.</li> <li>- Interest and initiative in carrying out communicative exchanges through different media with speakers or learners of the Foreign Language.</li> <li>- Sociocultural and sociolinguistic aspects of everyday life, social and cultural aspects of everyday life, living conditions and interpersonal relations; social conventions of the social conventions in common use; non-verbal language, linguistic politeness and digital language, linguistic politeness, and digital etiquette; culture, norms, attitudes,</li> </ul>

	<p>customs, and values of countries where the Foreign Language is spoken.</p> <ul style="list-style-type: none"><li>- Commonly used strategies for detecting and dealing with discriminatory uses of verbal and non-verbal language.</li></ul>
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**Appendix 4 Evaluation criteria**  
**Evaluation criteria**

<p><b>CE.LEI</b></p> <p><b>1</b></p>	<p><b>1.1. Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a su experiencia, expresados de forma clara y en la lengua estándar a través de diversos soportes.</b></p> <p><b>1.2. Interpretar y valorar el contenido y los rasgos discursivos de textos progresivamente más complejos propios de los ámbitos de las relaciones interpersonales, de los medios de comunicación social y del aprendizaje, así como de textos literarios adecuados al nivel de madurez del alumnado.</b></p> <p><b>1.3. Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.</b></p>
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<p><b>CE.LEI</b></p>	<p>2.1. Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.</p> <p>2.2. Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.</p> <p>2.3. Seleccionar, organizar y aplicar conocimientos y estrategias para planificar, producir, revisar y cooperar en la elaboración de textos coherentes, cohesionados y adecuados a las intenciones comunicativas, las características contextuales, los aspectos.</p>
<p><b>CE.LEI</b></p>	<p>3.1. Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.</p> <p>3.2. Seleccionar, organizar y utilizar estrategias adecuadas para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, solicitar y formular aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, resolver problemas y gestionar situaciones comprometidas.</p>

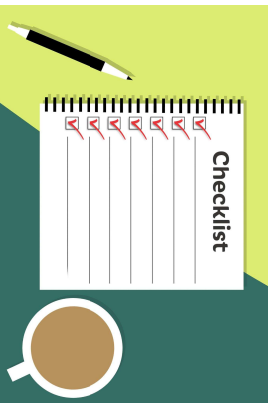
<p><b>CE.LEI</b></p> <p><b>4</b></p>	<p>4.1. Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas, y participando en la solución de problemas de comprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.</p> <p>4.2. Aplicar estrategias que ayuden a crear puentes, faciliten la comunicación y sirvan para explicar y simplificar textos, conceptos y mensajes, y que sean adecuadas a las intenciones comunicativas, las características contextuales y la tipología textual, usando recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
<p><b>CE.LEI</b></p> <p><b>5</b></p>	<p>5.1. Comparar y argumentar las similitudes y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.</p> <p>5.2. Utilizar de forma creativa estrategias y conocimientos de mejora de la capacidad de comunicar y de aprender la Lengua Extranjera con apoyo de otros participantes y de soportes analógicos y digitales.</p> <p>5.3. Registrar y analizar los progresos y dificultades de aprendizaje de la Lengua Extranjera seleccionando las estrategias más eficaces para superar esas dificultades y consolidar el aprendizaje, realizando actividades de planificación del propio aprendizaje, autoevaluación y coevaluación, como las propuestas en el Portafolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, haciendo esos progresos y dificultades explícitos y compartiéndolos.</p>

<p><b>CE.LEI</b></p> <p><b>6</b></p>	<p>6.1. Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y proponiendo vías de solución a aquellos factores socioculturales que dificulten la comunicación.</p> <p>6.2. Valorar críticamente en relación con los derechos humanos y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la Lengua Extranjera, favoreciendo el desarrollo de una cultura compartida y una ciudadanía comprometida con la sostenibilidad y los valores democráticos.</p> <p>6.3. Aplicar estrategias para defender y apreciar la diversidad lingüística, cultural y artística atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad.</p>
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Assessment criteria (rubrics)

### Self-assessment group rubric (Own elaboration)

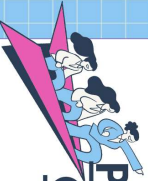
When the students finish their project, this rubric will be handed out to them so they can fill it in.



- The **destination** has been chosen according to our preferences
- We know the **objective**: to create a vlog. It is **not** a written text but an adaptation of a script to video format.
- We have decided which **video editing programme** we are going to use. If we have problems, we ask our teacher.
- We have checked that the sources are **reliable**.
- Our work is **original**.
- We have included **vocabulary** and **language structures** adequate to the topic. Sentences are well-formed and not just phrases.
- The script contains few or no mistakes. We have proofread it before recording our vlog.
- We have used adequate netiquette and conventions for vlogging: selfie camera angle, eye contact with the audience, attractive visuals with short fragments from the destination and direct language.
- The vlog follows the following **structure**: introduction, tips before, during and after traveling and possible culture shocks, conclusion.

Peer-assessment rubric (Own elaboration using Canva)

Students will be provided with this rubric while watching their peers' presentations and vlogs. Link: [https://drive.google.com/file/d/1WC0zq2cRXcyRJLuvIxmXUY-qVUHfKte/view?usp=share\\_link](https://drive.google.com/file/d/1WC0zq2cRXcyRJLuvIxmXUY-qVUHfKte/view?usp=share_link)



# PEER REVIEW CHECKLIST

VLOG

Use these:

✓ X

**General**

Are the contents well-organized? ☐

Are there any spelling or grammatical errors? ☐

Is the presentation clear and easy to understand? ☐

**Describe**

Does the group outline the key elements of the project? ☐

Are the main points identified? ☐

Is the destination located and described (continent, country)? ☐

Are additional details like currency, climate or official language included? ☐

Is the vlog following the conventions as instructed? ☐


**Disclose**

Does the speakers use a variety of vocabulary, grammar and linguistic structures? ☐

Are specific examples used to support the opinions or ideas expressed in the video? ☐

Are the pros and cons of the destination mentioned? ☐

Is the vlog way too long? ☐



# PEER REVIEW CHECKLIST

VLOG

Use these:

✓ X

**Decision**

Does the group make a reflection of their own or do they just present the data? ☐

Is there a conclusion or Q&A section, to give full closure to the presentation? ☐

**Additional Comments**


What did you like most about the vlog/presentation?  
Your answer

What could be improved?  
Your answer

Were there any points you disagreed with?  
Your answer

Any additional suggestions or comments?  
Your answer

Your Name

















Teacher's Rubric (Adaptation of the one in *Communicating in English*:

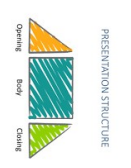

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)

While each group is showcasing their vlogs and before and after presentations, the teacher will assess their performance by using the following rubric. It considers content, structure and language command. There is an adapted version of this rubric on the student's booklet.

Group XXX	1 - Poor 	2-Pass 	3- Good   	4-Excellent    
Content (3 p.)	The presentation is not informative enough. Very little is said about the <b>destination</b> , the <b>tips</b> or its <b>challenges</b> .	The presentation could include more information about the <b>destination</b> , the <b>challenges</b> that <b>could</b> appear, its compilation or the <b>tips</b> of its analysis. Information on the main <b>findings</b> obtained from the analysis of the trip is presented.	The audience is informed about the <b>destination</b> , the compilation of the <b>tips</b> , and some <b>challenges</b> they could face. Information on the main <b>findings</b> is presented and illustrated.	The audience is informed about the <b>destination</b> , the compilation of the <b>tips</b> , and the main results of its analysis. Information on the main <b>findings</b> obtained is presented, illustrated and interpreted.

	The vlogs designed and implemented cannot contribute to the students development of their multiliteracies or 21 <sup>st</sup> century skills. No meaningful learning.	The vlogs designed and implemented can barely contribute to the students' development of <b>multimodal literacies or 21<sup>st</sup> century skills</b> . The <b>learning is not</b> meaningful enough for the students.	The vlogs designed can contribute to developing <b>students' multimodal literacies and/or 21<sup>st</sup> century skills</b> , but could be improved in this respect.	The vlogs designed will most likely contribute to developing <b>students' multimodal literacies and or 21<sup>st</sup> century skills</b> .
	The <b>materials and resources</b> created are not attractive.	The <b>materials and resources</b> created are barely attractive or engaging.	Adequate <b>learning situations</b> have been proposed.	Meaningful, relevant <b>learning situations</b> have been proposed.
<b>Structure of the</b>	The presentation does not outline the <b>contents</b> (provides an overview) and its <b>sequence is not</b> clear. Therefore, it makes understanding	The presentation outlines the <b>contents</b> (provides an overview) but the <b>sequence</b> is not very appropriate or followed consistently	The presentation outlines the <b>contents</b> (provides an overview) and their <b>sequence</b> . This sequence is generally followed throughout the presentation,	The presentation outlines the <b>contents</b> (provides an overview) and their <b>sequence</b> . This sequence is followed throughout the presentation and the audience is informed on the

<p><b>vlog (1 p.)</b></p> 	difficult.	throughout the presentation.	although each section is not consistently signalled or transitions established.	specific stage consistently, and transitions from one section to the next one are clearly established
<p><b>Visual mode (also in combination with verbal and other modes)</b></p>	<p>Poor or no <b>visual support</b> provided at some points in the presentation.</p>	<p>Fair <b>visual support</b> is provided which partially contributes to the understanding of specific points in the presentation.</p>	<p>Significant <b>visual support</b> is provided which contributes to understanding of specific points developed in the presentation</p>	<p>Excellent <b>visual support</b> is provided throughout which effectively supports the specific points developed in the presentation.</p>
<p><b>(2 p.)</b></p> 	<p>The <b>combination</b> of the verbal and non-verbal modes does not contribute to <b>meaning making</b>.</p>	<p>The <b>combination</b> of the verbal and non-verbal modes fairly contributes to <b>meaning making</b>.</p>	<p>The verbal and non-verbal modes are used appropriately, and their <b>combination</b> (coherence) contributes to <b>meaning making</b>.</p>	<p>The <b>combination</b> of verbal and non-verbal modes (coherence) greatly contributes to <b>meaning making</b> and facilitates understanding.</p>
<p><b>*The following criteria will be assessed individually (i.e., attending to each presenter's performance)</b></p>				
	<p>The presenter makes recurring mistakes in the choice and use of</p>	<p>The presenter makes frequent mistakes in the choice and use of <b>grammar, syntax, lexis or</b></p>	<p>The presenter makes a few mis-takes in the choice and use of <b>grammar, syntax,</b></p>	<p>The presenter makes correct and appropriate choices and use of <b>grammar, syntax, lexis and</b></p>

Use of English <sup>20</sup> (Oral mode) (2 p.)		grammar, syntax, lexis or discourse throughout the presentation.	discourse during most parts of the presentation.	lexis or discourse at some points.	discourse.
	<b>Pronunciation, rhythm and intonation</b> are not accurate and sometimes makes speech unintelligible. Unnatural <b>pace</b> and constant hesitation.	<b>Pronunciation, rhythm and intonation</b> are intelligible despite frequent inaccuracies. Generally slow <b>pace</b> , frequent hesitation.	<b>Pronunciation, rhythm and intonation</b> are fairly accurate and appropriate. Good <b>pace</b> despite some hesitation. <b>Pauses</b> are effectively used.	<b>Pronunciation, rhythm and intonation</b> are accurate and appropriate. Natural and confident <b>pace</b> . <b>Pauses</b> are effectively used to enhance meaning.	
	<b>Audience engagement</b> (2 p.) 	Poor use of <b>rhetorical strategies and body language</b> . The speaker does not look <b>confident</b> at all and does not <b>engage</b> the audience.	Acceptable use of <b>rhetorical strategies and body language</b> . The speaker does not look too <b>confident</b> and has trouble <b>engaging</b> the audience.	Good use of <b>rhetorical strategies and body language</b> . The speaker shows certain <b>confidence</b> and <b>engages</b> their classmates to a certain extent.	Excellent use of <b>rhetorical strategies and body language</b> . The speaker shows <b>confidence</b> and <b>engages</b> their classmates through different resources.

<sup>20</sup> These criteria are not included in the student's booklet as at this point they ought not to focus on form.

**Final mark: /10**

## Appendix 5 Lesson plans and methodology

### Lesson 1

<b>Learning outcomes:</b> At the end of this session students will be able to... <ul style="list-style-type: none"> <li>★ express their opinions on the subject of traveling</li> <li>★ identify and match words and pictures with their definitions</li> <li>★ understand clear instructions on project planning</li> </ul>						
<b>Pre-task</b>	<b>Activities</b>	<b>Timing</b>	<b>Means of communication</b>	<b>Procedure</b>	<b>Materials</b>	<b>Competences</b>
	0. Recap of previous lesson	10'	T-S	The teacher asks questions related to the previous lessons so as to acknowledge any gaps. Then proceeds to introduce the topic.	None	CC, LLC
	Warm-up questions	15'	T-S or S-S	The teacher can ask some warm-up questions such as 'When was the last time you traveled?' or 'Which countries would you like to visit?'. It is important not to indulge in too much feedback correction at this stage, as the main idea is not to focus on form, but on having students to get motivated. Another alternative if students are too shy to participate in T-S interaction is to give them a hard copy of the questions.	Printed copy of <i>Warm-up questions</i>	CC, PC, CAC

Vocabulary Quiz	15'	T-S	<p>Since our students are already in the last year of ESO, they presumably have some smatterings of basic lexis such as 'trip', 'journey' or means of transport. In order to activate schemata, a good idea for the second activity is to use flashcards. However, if we are to involve the whole of the class and there are digital means available, we can use platforms such as <i>Wordwall</i> or <i>Quizizz</i>, as they allow for the possibility of holding a Quiz Show with the rest of the class with the possibility of showing a ranking with the highest scoring students. As a prize, these students will become the leaders of their groups. As I have mentioned before, the objective now is to activate schemata and world and experiential knowledge and thus fluency should be fostered, instead of accuracy.</p>	<i>Wordwall</i>	CC, PC, DC
Explanation of the project	10'	T-S	<p>In the last part of the pre-task stage, the teacher presents the objective of the following sessions, that is, to prepare a video providing tips on what to take into account when</p>	Printed copy of <i>Student's Booklet</i>	CC, PC, LLC



				traveling to a specific country of their choice (UK, USA, Italy, France, etc.) in the form of a vlog. This can be done writing the different steps they ought to follow on the whiteboard or uploading the criteria on <i>Google Classroom</i> , f.e. In the case of this proposal, they are given a booklet that will help them write everything down. It is important that students do not lose track of the main objective. The whole pre-task phase will ideally be finished in Lesson 1.		

## Lesson 2

<b>Learning outcomes:</b> <b>At the end of this session students will be able to...</b> <ul style="list-style-type: none"> <li>★ <b>acknowledge the different steps they need to follow</b></li> <li>★ <b>engage in collaborative work</b></li> <li>★ <b>identify their shortcomings as language users</b></li> </ul>						
Task cycle > task	Activities	Timing	Means of communication	Procedure	Materials	Competences
	Group formation	5'	T-S	The teacher or students form the groups (3-6 students)	None	CC, LLC
	Group work	20'	S-S	The students follow the booklet: choosing a destination, the different steps they have to take into account, doing research on the Internet... If they do not have the means, they can write their ideas down and then do it at home. Meanwhile, they tick off the different bullet points in the <i>self-assessment rubric</i> provided by the teacher.	Printed copy of <i>self-assessment rubric</i> ; <i>Booklet</i> ; Laptop, Smartphone, Piece of paper	CC, PC, LLC, DC, CAC
	Video recording and editing	25'	S-S	Recording and editing of the video in class or at home. The video should not last longer than 5'.	Smartphone	CC, PC, DC

## Lesson 3

<b>Learning outcomes:</b>
---------------------------

<p>At the end of this session students will be able to...</p> <ul style="list-style-type: none"> <li>★ reflect on their group progress</li> <li>★ identify pros and cons in their vlogs</li> <li>★ organize their ideas in appropriate language for a report</li> </ul>						
Task cycle > Planning	Activities	Timing	Means of communication	Procedure	Materials	Competences
	Revision of work	20'	S-S	Students re-watch their vlogs, look for mistakes and feedback on their peers.	Smartphones, Laptop, Piece of paper	CC, DC, LLC
	Report writing	30'	S-S	Students write a report together reflecting the pros and cons of the project, using the self-assessment rubric in the Booklet. They hand it in to the teacher.	Booklet's <i>self-assessment rubric</i> ; <i>Booklet</i> ; Laptop, Smartphone, Piece of paper	CC, PC, LLC

## Lesson 4

### Learning outcomes:

At the end of this session students will be able to...

- ★ perform an oral presentation in following the conventions and planning beforehand
- ★ assess peers' performance by using practical criteria on a rubric
- ★ enhance self-awareness of one's performance

Task > report	Activities	Timing	Means of communication	Procedure	Materials	Competences
	Oral presentation + Q&A	50'	S-S	They have to present their results orally in front of their peers on their impressions and then proceed to show the vlog they will have uploaded either on Youtube shorts or Tik-Tok. There will be a Q&A section afterwards. In the meantime, both the teacher and the students need to fill in the assessment rubrics they are provided.	Projector; Peer assessment rubric; (Teacher only) Assessment rubric	CC, LLC, DC, PC, CAC

## Lesson 5

<b>Learning outcomes:</b> At the end of this session students will be able to... ★ identify modal verbs: structure, functions and uses. ★ connect form to meaning by applying the Grammar to the topic of traveling.						
<b>Language focus &gt; Analysis</b>	<b>Activities</b>			<b>Timing</b>	<b>Means of communication</b>	<b>Procedure</b>
	Authentic samples of modal verbs in the scripts	15'		T-S S-S	The teacher shows some fragments from the scripts on the projector or hands out a printed copy. Then, students are asked, in pairs, to highlight or underline any modal verbs structures.	Printed copy or projection of peer sample scripts containing modal verbs.
	Modal verb explanation	15'	T-S		The teacher explains what a modal verb is with examples	Printed copy of <i>Modal verbs</i>
	Drill exercise	20'	T-S		Practicing the structure with drills	Printed copy of <i>Modal Verbs Drill</i>
						CC, PC, DC
						CC, PC
						CC, PC, LLC
						Competences
						Materials

## Lesson 6

### Learning outcomes:

At the end of this session students will be able to...

- ★ spot the use of modal verbs
- ★ rephrase and recast sentences

Language focus > Practice	Activities	Timing	Means of communication	Procedure	Materials	Competences
	Recap of previous lesson and group work	10'	T-S	The teacher will provide the students with the handouts containing these extracts, again, which remain anonymous. Each group will have to underline or highlight the different modal verbs they find now that they have listened to the theory explanation.	Printed copy or projection of peer sample scripts containing modal verbs.; Printed copy of Modal verbs and drills	CC, LLC
	Rephrasing of script fragments	35'	S-S	If they cannot seem to find any or there are few instances, then they ought to rephrase the different extracts so they include them. A good way to do this could imply having each	Printed copy of peer sample scripts.	CC, PC, LLC

				group deal with a category of modal verbs: Group A Prohibition, Group B advice, etc.		
	Report phase with results	10'	T-S	Then, each student group will read them aloud and the teacher will provide feedback.	Printed copy of peer sample scripts.	CC, PC, LLC

### Lesson 7 (Optional)

#### Learning outcomes:

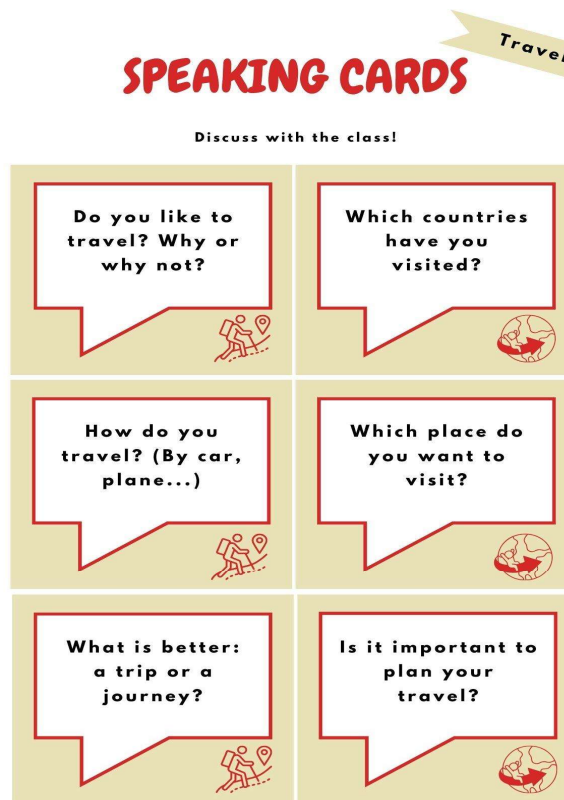
At the end of this session students will be able to...

- ★ acknowledge their mistakes and shortcomings
- ★ provide feedback

Task and post-task cycle again	Activities	Timing	Means of communication	Procedure	Materials	Competences
	Repeat the task and post-task cycle	45'	T-S	Repeat the task and post-task cycle	None	CC, LLC
	Feedback on the part of the teacher	5'	T-S	The teacher provides general feedback and, if necessary, one-to-one.		CC, PC, LLC

## Appendix 6 Materials and resources

### Warm-up questions (print version)

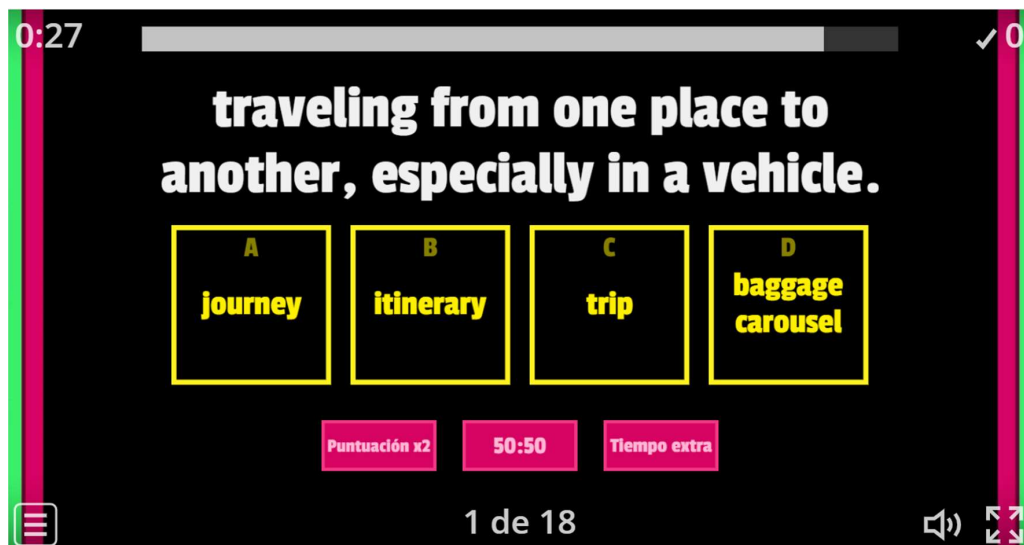


Link:

[https://drive.google.com/file/d/1i0U-uBs55qjOsfpghX6ewxlR3TOdWc1e/view?usp=share\\_link](https://drive.google.com/file/d/1i0U-uBs55qjOsfpghX6ewxlR3TOdWc1e/view?usp=share_link)

Wordwall quiz on Travel Vocabulary





Link: <https://wordwall.net/es/resource/4808205/fce-travel-vocabulary>

(Source: Wordwall (2024). *FCE Travel Vocabulary*)

Student's project booklet (to be given in the pre-task stage and to be used during the task cycle)

Link:

[https://drive.google.com/file/d/1kFqqmzqRlzsSDaCeGZXYjX7PGtXHufI/view?usp=share link](https://drive.google.com/file/d/1kFqqmzqRlzsSDaCeGZXYjX7PGtXHufI/view?usp=share_link)

## Creating an Advice Vlog on Traveling



### Task Description

Create a vlog/ multimodal presentation on a traveling to a country of your choice. Your video should include a combination of spoken language and visual elements to engage, inform, and persuade an audience of your peers.

### Task Process

- 1 Select a country that is of personal interest and significance. Ensure that your chosen country is not the same as any other group's. Seek teacher approval if needed.
- 2 Investigate about the destination. Gather data, videos, pictures, statistics, information, other traveller's opinions to support your arguments. Consider presenting the pros and cons of the place.
- 3 Develop a clear and logical structure for your presentation. Consider the following elements:
  - Introduction: Introduce the country and relevant data (currency, language).
  - Body: Organise your main arguments, supported by evidence, facts and examples.
  - Counterarguments: Address opposing viewpoints and counter them with persuasive arguments.
  - Conclusion: Summarize your main points, restate your thesis, and leave a lasting impression on your audience.
  - Q&A: Reserve some minutes of your presentation to interact with your peers
- 4 Plan, design and integrate visual or multimodal elements to accompany your presentation. A vlog follows several conventions such as a selfie perspective, short messages on screen, video fragments. Ensure that these elements align with your message and are not distracting.
- 5 Practice and record your vlog multiple times. Focus on your delivery, tone, body language, and timing. Make necessary revisions based on feedback from your team.

- 6 Deliver your persuasive multimodal presentation to the class: introduce the video, show it and then conclude the presentation. Ensure that you maintain eye contact, engage your audience, and effectively convey your message.
- 7 Submit your presentation materials and any additional resources used in a digital format as specified by your teacher.

Note: Plagiarism and unauthorised use of copyrighted materials will result in penalties as per the school's plagiarism policy. Properly cite and reference all sources used in your presentation. Try not to use too much Wikipedia.

### Self-assessment Rubric

Content and Argument	30
The audience is informed about the destination, the compilation of the tips, and the main results of its analysis. Information on the main findings obtained is presented, illustrated and interpreted.	24-30
The audience is informed about the destination, the compilation of the tips, and some challenges they could face. Information on the main findings is presented and illustrated.	18-24
The presentation could include more information about the destination, the challenges that could appear, its compilation or the tips of its analysis. Information on the main findings obtained from the analysis of the trip is presented.	12-18
The presentation is not informative enough. Very little is said about the destination, the tips or its challenges.	6-12
The vlog does not follow the objective.	0-6
Structure & Organisation	20
The presentation outlines the contents (provides an overview) and their sequence. This sequence is followed throughout the presentation and the audience is informed on the specific stage consistently, and transitions from one section to the next one are clearly established	9-10
The presentation outlines the contents (provides an overview) and their sequence. This sequence is generally followed throughout the presentation, although each section is not consistently signalled or transitions established.	7-8
The presentation outlines the contents (provides an overview) but the sequence is not very appropriate or followed consistently throughout the presentation.	5-6
The presentation does not outline the contents (provides an overview) and its sequence is not clear. Therefore, it makes understanding difficult.	3-4
There is no structure.	0-2

## Modal verb explanation + drill exercise

# Modal verbs

## & travel

Modal verbs are a special kind of verbs that change the attitude of the speaker. There are different types: ability, possibility, prohibition, obligation and advice.

**Structure**

MODAL VERB (NOT) + BARE INFINITIVE (WITHOUT TO)

You should do more exercise.  
You cannot go on vacation yet.

**ABILITY**

CAN, COULD,

Tourists can take the boat.  
I could swim faster.

**POSSIBILITY**

MAY MIGHT

You may /might visit the castle in the evening.

**PROHIBITION**

MUSTN'T, CAN'T

Visitors mustn't take pictures.  
Tourists can't enter this area.

**OBLIGATION**

MUST HAVE TO

You must respect the zoo animals.  
You have to do the check-in at the airport.

**ADVICE**

SHOULD

Passengers should bring a passport.

Link:

[https://drive.google.com/file/d/1WL0bKDCoaasKm6yGZPQ8yBzf\\_l6ymD-/view?usp=share link](https://drive.google.com/file/d/1WL0bKDCoaasKm6yGZPQ8yBzf_l6ymD-/view?usp=share_link)

Name : \_\_\_\_\_

Date: \_\_\_\_\_

## MODAL VERBS

### A.Choose the Correct Option

Choose the correct modal verb.

1. You (can/must) \_\_\_\_\_ book a flight online.
2. We (should/could) \_\_\_\_\_ pack our bags tonight.
3. They (must/may) \_\_\_\_\_ bring their passports to the airport.
4. I (can/might) \_\_\_\_\_ carry your luggage for you.
5. You (may/must) \_\_\_\_\_ need a visa to enter that country.
6. We (could/should) \_\_\_\_\_ take a taxi to the hotel.
7. She (will/might) \_\_\_\_\_ arrive at 10 AM.
8. He (might/can) \_\_\_\_\_ miss his train if he doesn't hurry.
9. You (can/should) \_\_\_\_\_ use your phone to find directions.
10. We (should/might) \_\_\_\_\_ check the weather before we leave.
11. They (must/can) \_\_\_\_\_ be at the gate 30 minutes before departure.
12. I (could/will) \_\_\_\_\_ help you with your travel plans.
13. You (may/should) \_\_\_\_\_ want to bring a jacket in case it gets cold.
14. We (can/will) \_\_\_\_\_ rent a car when we arrive.
15. She (will/can) \_\_\_\_\_ need to change money at the bank.
16. He (might/must) \_\_\_\_\_ need extra luggage space.
17. You (should/could) \_\_\_\_\_ confirm your reservation.
18. We (must/can) \_\_\_\_\_ follow the local laws.
19. They (could/must) \_\_\_\_\_ visit the museum tomorrow.
20. I (can/may) \_\_\_\_\_ recommend a good restaurant nearby.



Link:

[https://drive.google.com/file/d/1gZ81nOexY3SE1rrOQ8EgdzPUVtNEG7il/view?usp=share link](https://drive.google.com/file/d/1gZ81nOexY3SE1rrOQ8EgdzPUVtNEG7il/view?usp=share_link)

