

Trabajo Fin de Máster

“Travelling around Andalusia in a sustainable way”: A didactic proposal for teaching English as a foreign language.

“Viajando alrededor de Andalucía de manera sostenible”: Una propuesta didáctica para la enseñanza de inglés como segunda extranjera.

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Abstract

The following Master's Thesis project presents an original didactic unit for the subject of English as a Foreign Language for 4th of ESO students in the context of Spanish education. The project arises from the need to change and innovate with respect to what I observed in the English classroom during the placement period. To this end, this teaching proposal is founded on the active methodologies and approaches for language learning, namely the Task-Based Learning and the Action-Oriented Approach. Furthermore, it includes authentic materials and resources with which to work on the Sustainable Development Goals (SDGs) and increase students' motivation along the teaching learning process.

The teaching proposal is composed of nine sessions, which are based on the theoretical framework of the AoA and the TBL and the curricular framework of the Order ECD/1172/2022. Through these sessions and by using materials and resources that are dynamic and attractive for students and that use real-life language, it is intended for students to learn English in an active and meaningful way. Specifically, the program revolves around the topic of sustainable tourism in Andalusia as a new and innovative teaching proposal that seeks to improve students' abilities and skills in the English language while working on the topic of sustainable tourism (SDGs 11, 12 and 13). In this way, English becomes a tool for raising awareness about the importance of practising active, responsible and respectful citizenship.

Keywords: didactic unit, English as a Foreign Language (EFL), Action-Oriented Approach (AoA), Task-Based Learning (TBL), motivation, sustainable tourism.

Resumen

El siguiente Trabajo de Fin de Master presenta una unidad didáctica para la enseñanza del inglés como lengua extranjera, auténtica y original, para alumnos de 4º ESO del contexto de la educación española. El trabajo surge a partir de la necesidad de cambiar e innovar con respecto a lo que observé en el aula de inglés durante el periodo de prácticas. Con ese fin, esta propuesta didáctica está fundamentada en metodologías y enfoques activos para la enseñanza de idiomas, concretamente el aprendizaje basado en tareas y el enfoque orientado a la acción. Además incluye materiales y recursos

auténticos con los que trabajar los Objetivos de Desarrollo Sostenible (ODS) y aumentar la motivación del alumnado a lo largo del proceso de enseñanza aprendizaje.

La unidad didáctica propone un programa educativo compuesto por nueve sesiones, las cuales están fundamentadas en el marco teórico del AoA y el TBL y en el marco curricular de la Orden ECD/1172/2022. A través de dichas sesiones y mediante la creación de materiales y recursos atractivos e interesantes para los alumnos, que usan el lenguaje de la vida real, se pretende que los jóvenes aprendan inglés de manera activa y significativa. En concreto, el programa gira en torno a la temática del turismo sostenible en Andalucía como propuesta docente novedosa e innovadora que busca mejorar las capacidades y destrezas de los estudiantes en la lengua inglesa mientras trabajan sobre la temática del turismo sostenible (ODS 11, 12 y 13). De esta manera, el inglés se convierte en una herramienta para generar conciencia sobre la importancia de practicar una ciudadanía activa, responsable y respetuosa.

Palabras clave: unidad didáctica, Inglés como lengua extranjera, enfoque orientado a la acción, aprendizaje basado en tareas, motivación, turismo sostenible.

1. Introduction

Nowadays, mastering a foreign language is a necessity. The world currently lives an era in which societies are evolving towards a more globalised, intercultural and multilingual reality. In this context, citizens find themselves in need of communicating with different people in numerous situations of their daily lives, who belong to different countries, who have different cultures and values, who speak other languages, and this is due to the multiple interconnections that exist between modern societies. In the event of rejecting or avoiding these connections, the wide range of possibilities that the globalised world offers us in terms of employment, educational, cultural and social opportunities would be significantly restricted. Thus, communicating in a dominant language at an international level is essential to develop and grow, both personally and professionally, in today's reality (Stein-Smith, 2017). According to *Ethnologue*, English is one of the languages with the most L2 users, its use and therefore its demand and diffusion has been increasing around the world for political, economic, educational, social and cultural reasons. In this sense, it is worth highlighting the importance of teaching English during the secondary education stage. Students at that level have a cognitive maturity that allows them to develop more advanced linguistic skills. Therefore, within that context the English language is not only a tool for the personal and academic growth of students, but also becomes a means for the development of those skills that help young people to practise independent, active citizenship committed to contemporary reality, as defined by the LOMLOE.

As a need to adapt the teaching of English as a Foreign Language (EFL) to the new changing times and to the new needs of the learners, English teaching methods and approaches have undergone numerous changes over the past few years. The Council of Europe has made it a fundamental principle of methodology that the approaches used in language learning, teaching, and research should be those considered to be most effective in achieving the goals set in light of the needs of the individual students in their social context (The Common European Framework of Reference for Languages, CEFR, 2001). Therefore, modern teaching strategies that prioritise communicative competence and learner-centred approaches have replaced the conventional approach to EFL teaching, which accentuated the importance of grammar and vocabulary (Akhadievich, 2023).

After the placement experience in secondary education, I observed how change and innovation began to be present in the English classroom. However, traditional approaches to language teaching were still deeply rooted. In the same way, the materials and resources used in the L2 teaching-learning process tended to follow traditional models, these being common textbooks, with grammar focused activities. FL textbooks' language and structures are artificial, nothing is comparable to what a learner will experience in his/her everyday life, and they frequently don't reflect how language is used. Additionally, the topic contents are frequently unreal in the sense that the students cannot relate to them (Tajabadi, 2012). The fact that English is taught in a methodical and highly structured way, focused on teaching grammar through topics that are neither close nor applicable to nowadays reality, may be one of the factors contributing to the learners' lack of motivation. In order to respond to the previously identified needs during the placement period, this master's thesis presents a didactic proposal for EFL teaching.

The proposed didactic unit is structured around two methodological approaches, the Action-Oriented Approach (AoA) and the Task-Based Learning (TBL) that together foster active learning and promote motivation. The unit is composed by nine sessions whose contents revolve around the theme of sustainable tourism contextualised in the Spanish region of Andalusia, a pertinent and timely topic given the increasing global focus on sustainability and environmental issues, and which is in line with the requirements of the education law by which this unit is governed (Order ECD/1172/2022). This theme gains even more significance within the context of Andalusia where tourism is a key industry, and the implementation of sustainable practices is crucial for economic, environmental and community reasons. The unit has been designed so that the students' work throughout the sessions culminates in the creation of a real final product, which will be a tourist pamphlet about a sustainable trip around Andalusia, to be displayed and presented to the rest of the groups of 4th of ESO in the school on the celebration of the World Environment Day (June 5th). Even though the location used to contextualise the work of learners along the unit is not directly that of the students (Aragón), what is learned in this proposal is equally applicable to their closest context and enhances their ability to apply the language to relevant social concerns.

For the adequate presentation of the teaching unit, I have divided the Master's Thesis into sections that correspond to the development and analysis of different contents of the unit. Initially, I have introduced the work and detailed the purpose and the different aims of the same. Then, I have justified the didactic proposal, explaining the principles of the theoretical and legal framework. Next, I have described the actions and steps taken to write the dissertation. Afterwards, a detailed description of the teaching proposal (contextualization, curricular contribution, lesson plan, materials and resources, assessment, contribution to students' motivation and attention to diversity) and a critical analysis of it are introduced. Finally, a conclusion is included, that summarises the main points of the critical analysis. In addition, the dissertation presents a section of appendices where I have included the teaching unit and the objectives and curricular contents, as well as the materials and resources created for the exploitation and evaluation of the unit, and the link to three assignments carried out during the Master's degree.

2. Purpose and aims

The purpose of this master's thesis is to present a teaching unit for the subject of EFL taking the needs observed during the placement period as a starting point and with respect to that, to propose an improved and innovative approach. To this end, the master's thesis is theoretically based on two active methodologies for language teaching (AoA and TBL), to transform the traditional approach to language teaching.

One of this work's aims is for EFL teaching to go beyond grammar teaching and become an enriching, meaningful, realistic and engaging learning process for students. By implementing the AoA and the TBL methodology during English lessons students learn the language in a more dynamic way, using English in tasks that represent real-life situations that require interaction among peers, collaboration, planification or problem-solving. In this way, students engage in meaningful conversations, listening, writing and reading tasks and reflect on their learning process. Subsequently, the aim of this project is fulfilled as students not only develop linguistic competence, but also they reach the completion of real and purposeful output while developing numerous skills and strategies that go beyond language proficiency, such as critical and creative

thinking, communication, social and teamwork skills or strategies for self and peer-assessment.

Moreover, during the placement period I was able to observe how, in general, students tended to be discouraged, unmotivated, and did not see the point in learning English. However, during my own implementation I was able to apply the AoA and TBL and use my own authentic materials in some sessions, being able to observe and analyse how the introduction of those innovations and changes resulted in increasing students' motivation to learn and participate, that is another aim of this work. Therefore, through this final project I seek to create a teaching unit around the topic of sustainable tourism that fosters a realistic, attractive, interesting and motivating learning environment for the students.

The way in which the topic is approached has the main objective of motivating students, given that, despite its importance in today's world, the issue of sustainability can become tedious for learners. In this way, the didactic plan aims to change the usual tone regarding this theme and present an appealing lesson plan. In order to achieve that goal, the proposed didactic unit incorporates interactive and authentic materials and digital resources that are close to young people's reality and use real-life language. In this way, students' participation in the teaching-learning process increases and are able to see language as a useful tool for their daily lives, for communication and for their personal and professional development.

3. Justification

The teaching unit presented for this final dissertation has been designed in order to make a relevant and innovative proposal that intends to intervene and meet the needs detected through observation, and data compilation and analysis during the placement period. More specifically it aims to intervene in the process of Second Language Acquisition (SLA) by using the AoA and TBL to create a learning environment where learners act as social agents and acquire the English language through tasks that represent real-life scenarios where authentic communication occurs. In order to provide that environment, the unit develops around the topic of sustainable tourism in Andalusia. Sustainability is addressed from the field of tourism in Andalusia,

considering that it is one of the main driving forces of our country, which makes the didactic unit be based on a real and authentic context.

Sustainability and the sustainable development of society has become a priority today. It is an issue that is very present in our lives, especially since the United Nations Assembly of 2015 for the adoption of the 2030 Agenda, where states committed to mobilise all the necessary means for the implementation of the Agenda for achieving the Sustainable Development Goals (SDGs) through the following fifteen years. Thus, the current education law (LOMLOE) defends the importance of adhering to the principles of the SDGs, emphasising that all areas of mandatory education should make reference to sustainable development and global citizenship in their plans and programs. Since then, special attention has been paid to the SDGs, detailed in the 2030 Agenda. However, after several months of placement in the secondary classroom I realised that even today there is a lot of uncertainty among the education community about how to tackle the SDGs, how to integrate them into the teaching plans and how to deal with them first-hand in the classroom with the learners (see appendix 1). Therefore, the didactic proposal of this final dissertation integrates the topic of sustainability in its development. As previously mentioned, the students to whom this unit is addressed do not live in Andalusia. However, what is learned through this proposal can be applied to other regions, including Aragón. The skills, knowledge, and attitudes that students develop along this unit promote students' critical thinking regarding sustainable practices, both in Andalusia and their local surroundings.

Firstly, in addition to the fact that the topic of sustainable tourism is in line with the new requirements of the education law, addressing it in the EFL classroom provides numerous benefits to students. By including sustainability themes into English Language Teaching (ELT), students can learn to become citizens who are committed to sustainable activities and are aware of global issues while developing a strong command of the English language (Nakamura and Fujimoto, 2024). In this way, integrating this topic in the didactic plan for the subject of EFL is favourable, both for the acquisition of the language and for students personal and professional growth.

As previously said, sustainable development is a topic of global relevance, which will encourage students to understand the context from which action for change is required, to be conscious of the impact that he or she has on the planet. Therefore, this topic will provide learners with knowledge and skills to be active members of

society. In addition to its global relevance, it is an important topic from a local perspective, given that tourism is a key industry in our country and more specifically in Andalusia. Teaching students about sustainable tourism in the context of Andalusia helps them to “both understand their global and local environment and be able to communicate about goals for sustainable development with people around the world” (Memişoğlu, 2021, p. 2) in order to promote local development, to protect their spaces and to preserve cultural heritage.

Furthermore, introducing sustainable tourism in the English classroom, not only prepares students to become conscious and responsible citizens, but it also enriches their linguistic knowledge. Nakamura and Fujimoto (2024) found in their study about the effectiveness of integrating sustainability themes into ELT that “students exposed to sustainability themes in their English language courses showed improvements in both language skills and environmental awareness” (p. 52). Through the topic of sustainability students have the opportunity to expand and improve their vocabulary repertoire while developing their communication skills through the practice of argumentation, debate or presentation, thus improving their fluency and confidence in the English language.

Secondly, the unit has been created around the AoA and the TBL after observing during the placement period how entrenched traditional teaching methods are (See appendix 1). During that period, I observed that English lessons in secondary education are developed around the “PPP” session planning model that is, Presentation, Practice and Production. According to Cook (2008), for the past fifty years or more, this teaching method has been the mainstream SLA style. However, currently, this model presents deficiencies for the teaching and learning of English at a linguistic, psycholinguistic and pedagogical level as Willis (1994) reflected after her experience in the classroom while conducting a SLA research, “the PPP does not work as effectively as we thought” (p.17). Even the current education law (LOMLOE), by which this unit is governed, is committed to active methodologies and invites teachers to design units whose tasks are “interdisciplinary, contextualised, meaningful and relevant” (p. 54).

One of the reasons why this unit follows the AoA and the TBL, in addition to the need to innovate and go beyond the current established method, “PPP”, is to ensure students’ motivation that “is one of the main determinants of second/foreign language (L2) learning achievement” (Dörnyei, 1994, p.273). During the placement period, I

observed the students' lack of motivation to learn new things, to reinforce and expand their notions or to develop their skills, and that absence was even more noticeable when the topic of the lesson was not interesting or attractive from their perspective (See Appendix 1). To gather learners' attention during the learning process is more complex when the topic of the teaching unit is not close to students' interests, as may be the case of sustainable tourism. Due to that, task value is a useful strategy that teachers can use to increase student engagement during generally uninteresting (but potentially significant) learning sessions (Jang, 2008). Therefore, motivation plays a crucial role in this proposed unit, so the applied methodologies and approach, learning strategies, and the designed materials are implemented to help students find value in all areas of the learning process along the nine sessions of this plan.

In short, this final dissertation has been designed based on sustainable tourism in Andalusia given its relevance in contemporary society, and specifically in the context of the students, Spain, where tourism is a crucial industry, which makes the learning meaningful. Addressing this topic in the English classroom allows students both to learn a foreign language and to understand the importance of protecting the environment while enjoying the rich diversity of Andalusia. In this way, students develop and work on fundamental skills for personal, academic and professional growth in 21st century society, all of which is aligned with current educational objectives. Furthermore, by using active methodologies, learning is more attractive and dynamic, thus awakening the interest and motivation of learners.

4. Theoretical and curricular framework

This teaching plan is based on the use of active approaches and methodologies in the English classroom, specifically on the use of the Action-Oriented Approach and Task-Based Learning, as well as the integration of the motivational factor in the teaching plan for a fruitful result in the teaching-learning process. All this following the legal framework protected by the current education law (LOMLOE). This section begins with a detailed description of the principles of the AoA and the TBL, followed by an analysis of the role of motivation in language acquisition, and concludes with a reference to the law on which this project is based.

4.1 The Action-Oriented Approach

The Action-Oriented Approach provoked the shift from syllabuses based on the language acquisition in a linear way through language structures or predetermined set of concepts, towards syllabuses based on learners' needs analysis (North, 2022). The main reason for this change is that learners are seen as social agents. That is to say, as they use the English language, they actively participate as engaged and responsible members of the multicultural and multilingual society we live in. In short, as North (2022) explained, the goal of the AoA is wider, more political, and less instrumental compared to earlier approaches. That is, the AoA encompasses a broader range of goals that go beyond just language proficiency and considers other dimensions of language learning for the learner to exercise an active and engaged participation in the world.

North (2022) explains that, in order to achieve its goal, the AoA sets three key aspects –affordances, task and agency– which complement each other in the SLA process. The role of the teacher is essential and strategic for the approach to effectively function, he/she will guide, accompany learners and will “expose them as social agents to a rich landscape of affordances in collaborative task/projects, which will foster emergence of language” (Piccardo and North, 2019, p.107). Affordances can be presented in different ways during the teaching-learning process, as providing scaffolding to learners, exposing them to varied and comprehensible language input, using technology and multimedia resources, offering constructive feedback and opportunities for self-reflection, and using authentic materials, resources and tasks that mirror real-world language and situations.

Tasks, as previously mentioned, are essential in the AoA. Action-oriented tasks allow users/learners to take part of the action, to come-up with a well-defined outcome, and to create a visible output. While creating a product, the need to communicate and (co)construct meaning arises, in this way learners mediate and make use of many linguistic and semiotic resources, which results in the acquisition of new language (Piccardo and North, 2019). Krashen explains this phenomenon of language acquisition saying that it “is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication” (2009, p.10). In the AoA, the interaction and

communication between users are essential. Students learn the English language when they use it in scenarios and contexts close to their reality and are encouraged to take control of their learning by setting goals, making choices, and reflecting on their progress.

Finally, mentioning the agency factor, an aspect directly related to the previously expressed idea. According to North (2022), in the AoA, students are considered as the main actor in the learning process and responsible for their improvement of the English command rather than being passive recipients of knowledge. Thus, students are active and autonomous participants of the learning process, having to interact with others to complete tasks, negotiate meaning, anticipate outcomes, and reflect on their previous knowledge for further actions. When the learner is conscious of the affordances of the situation, he/she activate and use all their resources/competences (cognitive, emotional, linguistic and cultural) and develop strategies to finish the task by planning, drafting, practising, producing results, and monitoring his/her action, the students become agent of the language acquisition (North, 2022, p.12). As social agents they apply this agency in real-world, socially situated tasks which impose conditions and constraints (North, 2022) so they are not just learning English in isolation, but learning to use the language as a tool for action and communication in today's society.

In short, AoA focuses on language learning by doing, placing the learner as the core of the learning process, while the teacher acts as a facilitator. Other more traditional approaches are centred in the learning of grammatical rules or isolated vocabulary, and the student is a mere spectator of the process. In contrast, the AoA:

views learners as social agents: members of society who have tasks (not exclusively language-related) to complete in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form a part of a wider social context, which alone is able to give them their full meaning. (CEFR, 2001, p.9)

Students participate in collaborative activities, debates, projects, problem solving, and in all of them, English functions as a means of communication to achieve specific outcomes. Teaching programs that are guided by this approach, as is the case of

the proposal presented and analysed in this final dissertation, encourage the development of communicative skills, among others, of autonomy and help learners, through the use of language, in their personal, academic and professional growth.

4.2 Task-Based Learning

Task-based language teaching is a development of communicative language teaching (CLT), which emerged in the 1970s with the aim of leaving behind methodologies that presented limitations due to their form-focus teaching (Ellis, 2017). When putting CLT into practice in the classroom, a syllabus was created consisting of activities that focus on learning the language through communication. Thus, the task became the main element for the teaching syllabus, and the foundations of the Task-Based Learning methodology were built around it (Ellis, 2017). Willis (1996) explains that later, around the 1980s, the framework for Task-Based Learning was created as we know it today. The framework describes how the lessons based on this methodology evolve around a task cycle which is composed of three principal phases, the pre-task phase, during-task phase and post-task phase.

The pre-task functions as an activation phase in which student's attention is drawn. The teacher presents the task (e.g brainstorming, making a mind map, matching words, classifications), indicates what it is expected from learners, clarifies objectives and offers instructions and guidance (e.g. demonstrations, explanatory videos, examples). During this phase learners activate their previous knowledge on the topic, recognise words and phrases and the teacher emphasises new and helpful vocabulary and constructions, although no new structures are introduced (Willis, 1996).

The following phase consists of the principal task in which learners actively use the language focusing on communication rather than on accuracy. That is to say, learners have the opportunity to express themselves and convey meaning by using the language they already know (Willis, 1996). In this way the use of the language is purposeful (interaction, negotiation of meanings, sharing ideas, achieving a common goal). While students work and use the language for a specific purpose, grammatical forms and vocabulary are learned in a contextualised way. This phase can be divided into different stages. The first one is intended to be entirely communicative and student-centred. In order to provide learners with practice using language or developing abilities that they will need in the real world, the assignment should be real world

related (e.g. doing role play, discussion, debate). Then the tasks may move to a planning stage in which learners elaborate reports about a specific topic or information (listening for specific information, data skimming, thinking chart completion, designing a plan, making notes, organising ideas). In this case, “clarity, organisation and accuracy” (Willis, 1996, p.56) are prioritised. Finally, learners’ reports are shared in pairs, in groups or with the rest of the class in the final stage so they get experience with public speaking or writing (Willis, 1996).

The post-task phase, or as Willis (1996) represents in his tasks cycle, the “focus on form”, is the last one, in which students work on the language in a specific way, and analyse and reflect on their work throughout the cycle. Within this phase, several different activities can be proposed. On the one hand, learners can evaluate their own learning process by considering their use of vocabulary, grammar, their pronunciation or communicative skills (thinking chart, exit ticket, self-assessment, peer-feedback). By doing this, students become aware of what they know and do not know, and which are their strengths and areas of improvement, developing in this way metacognitive skills.

On the other hand, the post-tasks phase can be addressed to what is called “focus on form”, explained by Long (2001) as follows: “‘focus on form’ overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (p. 184). Focus on form may include information gap, error correction and consciousness-raising activities, enhancement texts, or practices to find words or grammatical structures in written or oral texts. All these included at the end of a didactic session for SLA will “help learners make sense of the language they have experienced” (Willis and Willis, 2007, p.22). Introducing language-focus tasks after using the language naturally, in real contexts for communicative purposes makes students aware of the grammatical structures and vocabulary they used and as Willis and Willis (2007) stated “if they are noticed, they are more likely to be learned” (p.22). Accordingly, students evolve in their linguistic development in the English language since they not only use the language based on intuition and improvisation, but they also consider and reflect on how and why certain features of the language are used.

The components of the TBL framework mentioned above might and can vary based on the demands and backgrounds of the learners (Willis, 1996). However, it is important to consider that the organisation and design of a teaching program based on

this method, “requires an investment of resources in a needs analysis and production of materials appropriate for a particular population of learners” (Long, 2004, p.7). For the language acquisition process to be fruitful, it is vital to know the learners, their interests, their learning styles or their objectives, in order to create relevant, achievable and challenging tasks that adjust to their level of linguistic competence. Similarly, it is crucial to use materials in print, audiovisual or multimodal formats that are authentic, aligned with the objective of the task and that reflect real, contextualised situations. Considering all those aspects help and facilitate learners to receive rich and comprehensible input, provide them with real opportunities to use the English language (Willis, 1996), and make tasks more attractive and relevant, thus increasing learner’s motivation.

4.3 Motivation in Second Language Acquisition

Motivation is another element considered in this didactic proposal given its great importance in the educational field and, in this specific case, its relevance in the acquisition of a second language. It is a concept that has been studied by many researchers over time. Gardner (1985) defined it as a term that:

refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. (p.10)

With this definition, Gardner establishes three key elements that integrate the concept of motivation, which are effort, desire and attitude, and each of them are essential for motivation to occur during language acquisition. That is, motivation is not really present if the learner's intention and wish to learn the language are not connected to the effort to achieve it (Gardner, 1985). Those key elements constitute Gardner’s Socio-Educational Model together with the concepts of integrative and instrumental motivation, that explain how learners' motivations influence the learning process. The integrative one refers to the acquisition of the language in order to engage and/or communicate with members of the target community, whereas the instrumental one refers to other

objectives that place less emphasis on the other language group (Gardner, 2019), or as Dörnyei (1994) explained, objectives “related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary” (p.274).

Over time, Gardner’s model was discarded as it was considered limited, narrow and culture-bound for the complex and globalised contexts in which English is taught nowadays and the rise of English as a Lingua Franca. Dörnyei (2010) justified it by explaining how academics began to question the concept of integrative motivation as it does not consider the common context in which second language learning takes place (e.g. teaching English in Spain, France or China, for instance). In those contexts, language is taught in a traditional way, as an ordinary subject of the academic curriculum, in which there is no opportunity for interaction and communication with native speakers. In contrast, other theories such as the “Affective Filter Hypothesis” by Krashen or the “L2 Motivational Self System” proposed by Dörnyei begin to have more value since both consider other variables that can influence language acquisition. Motivation is now viewed as a more dynamic element that is continuously evolving and changing along the process of SLA depending on the many internal and external variables the learner is exposed to (Dörnyei, 2001).

On the one hand, Krashen (1982) states that emotional factors such as motivation, self-confidence and anxiety affect the SLA process. Learners with high motivation, a good self-image and low anxiety have a weak affective filter, which generally helps them do better in language acquisition. On the contrary, the students “whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter” (p. 31). On the other hand, Dörnyei (1994), initially proposed a model which categorised different components involved in language learning motivation on three levels, the language level, the learner level and the learning situation level. This division into motivational levels offers a broader and more structured view of how student motivation is influenced by external and internal factors, from ones related to the language itself, to personal aspects of the learner, and components of the learning context such as classroom dynamics.

From here, closer to the decade of the 2000s, new lines of research began to emerge, giving rise to a number of influential new theories which today still support new research development in the area of study. In 2005, Dörnyei developed the

framework for the “L2 Motivational Self System” theory to build a new motivation construct based on Gardner’s principles, but which also expands the theory’s application to a variety of language learning contexts in our increasingly interconnected world. This model is founded on the idea that people’s energy in the present is greatly influenced by how they picture themselves in the future. In this conceptualization the student’s learning behaviour (i.e., how much effort they are willing to invest into language learning, and how persistent they are), is largely affected by three distinct constructs: the ideal L2 self, the ought-to L2 self, and the L2 learning experience (Dörnyei, 2010).

On the one hand, “the ideal L2 self” refers to the future image the learner has of his/herself as a successful language user. Language users have to visualise themselves using the target language fluently in real-world scenarios as something plausible. As Dörnyei (2010) specified, “if the person we would like to become speaks an L2, the ‘ideal L2 self’ is a powerful motivator to learn the L2” (p.79). This motivational factor directly relates language to the student’s personal and identity objectives and desires, both of which are powerful aspects. As for classroom application, the teacher can help his/her students to see themselves as good English speakers, for example, by simply trusting in them, believing in and recognizing their abilities and efforts to achieve their goal, developing in this way students’ self-confidence (Dörnyei, 1994). The design of the tasks can also be aimed at developing this motivational factor in students by connecting tasks with students’ future aspirations, which will also increase students’ interest and involvement in the task.

On the other hand, “the ought-to L2” concerns the qualities that one feels one should have in order to fulfil their expectations and prevent potential bad outcomes (Dörnyei, 2010). It also includes what others expect from them as L2 learners, such as passing the course or fulfilling study requirements. By emphasising students’ abilities rather than their limitations, the teacher can help them develop positive self-perceptions of their L2 competence and foster the idea that making mistakes and negative outcomes are part of the learning process (Dörnyei, 1994). Moreover, “giving positive competence feedback, pointing out the value of the accomplishment” (Dörnyei, 1994, p.282) along the language course and teaching students how to provide positive and beneficial peer-feedback would be of great help. For that to occur it is crucial to “promote the development of group cohesion and enhance intermember relations” (Dörnyei, 1994,

p.282) as that creates a safe and comfortable environment in which communication and collaboration among peers is more favourable to occur.

Additionally, “the L2 learning experience” relates, as Dörnyei (2010) explained, “to the immediate learning environment and experience” (p.80). That is to say, motivation depends on the class atmosphere, the relationship among peers, the influence of teachers and the curriculum design, among other factors related to the learning environment. In this case positive and fruitful experiences will guarantee students’ motivation so “creating a supportive and accepting learning environment” (Dörnyei, 1994, p.281) is crucial as that reduces students’ anxiety when using the target language, increases confidence and self-esteem that results in learners being independent learners who take responsibility on new challenges and feel capable to take risks in language production. All of this encourages positive attitudes towards the SLA process.

As we have seen, numerous researchers have studied motivation over decades to explain how and why it has such a great impact on language acquisition, a topic that remains relevant today. These studies have evolved as new things were proved, from initial more closed and fixed models (Gardner, 1985), to more dynamic and elaborate constructs such as the work of Dörnyei (2005). The latter has innovated and enriched this field of study by introducing the concept of dynamic motivation and recognizing that personal ambitions and goals are powerful in influencing a student's motivation, as well as considering the crucial role of the environment in which learning takes place.

4.2 Curricular framework

Regarding the curricular framework, this final dissertation project has been developed according to the current Organic Law 3/2020 (LOMLOE), of December 29th, which modifies the Organic Law of Education 2/2006 (LOE), of May 3rd. In particular, this work takes in consideration the law which regulates the principles for the fourth year of Secondary Education defined in the Order ECD/1172/2022, of August 2nd, by which the curriculum and the characteristics of the assessment of Compulsory Secondary Education are approved and its application is authorised in the educational centres of the Autonomous Community of Aragon. Concretely, the didactic plan focuses on the specific provisions for the subject of English as a foreign language. That is, the unit is aimed at complying with the key and specific competences and the essential knowledge contents that help individuals to practise independent and active citizenship,

committed to the contemporary reality, which is increasingly global, intercultural and multilingual, as established in the Aragonese Curriculum (Order ECD/1172/2022).

The aforementioned connects the competencies to the main global challenges of the 21st century, thus the Sustainable Development Goals (SDGs) of the 2030 Agenda are included in the educational curriculum. Therefore, the basis of the proposed didactic plan is the topic of sustainable tourism, as previously mentioned, which particularly integrates SDG 11 (Sustainable cities and communities), 12 (Responsible Consumption and Production) and 13 (Climate Action). In this way, learners recognise the English language as a vehicle or tool to exercise active and civic citizenship, responsible for the local communities that protects ecosystems, and respects cultural heritage.

5. Methodological design

The aim of this unit, as previously stated, is to leave behind the traditional methodologies and materials for teaching English and to innovate by using active methodologies and approaches as well as authentic materials that place the student as the central focus of the learning process, fostering their participation and motivation. To do so, it has been necessary to follow a series of steps so that the needs observed during the placement are met in a justified, realistic and coherent way along this final Master Thesis.

First of all, I selected the topic around which this project was going to be developed. For the selection process it was important to take into account several aspects. The topic has to be relevant to contemporary reality, so, in addition to linguistic contents, it has to address aspects related to culture, society, digital and technology or the environment, to educate students in values and good habits and to prepare them for the challenges of the 21st century. Another aspect to consider is that the teaching unit has to be ruled by the principles established in the educational law, so consequently, the topic and contents have to be consistent with the legal framework. The first idea was to create a teaching unit in the form of a trip around the province of Andalusia, through which students would work on the English language while acquiring knowledge about the history, culture, customs and the architecture of the region. However, it was a very broad idea, the subject matter covered many different topics that even overlapped with

the contents covered in other subjects of the 4th of ESO curriculum. Therefore, based on that idea I decided to narrow the subject and focus on a more specific aspect. Given the great relevance that the current educational legislation (LOMLOE) places on education for citizenship, linguistic and cultural diversity and sustainability, principles directly connected to the SDGs, I decided to focus the topic on sustainable tourism so that objectives of the 2030 Agenda were integrated into the unit. Climate change, the natural environment, and the care of the planet are very common topics in English language lessons and are usually considered tedious and boring by students. Thus, addressing the issue of sustainability from the point of view of tourism in Andalusia has the purpose of presenting students with an attractive teaching unit on sustainability that motivates them.

Once the theme was selected, I conducted a review on the theoretical framework in which to base and justify this unit. As previously indicated, this unit seeks to innovate according to traditional teaching, so I began by researching active methodologies and approaches for English teaching as a foreign language, focusing specifically on the AoA and TBL, to justifiably, base my design on those concepts. Likewise, I began to investigate the role of motivation in the teaching of foreign languages to understand how it influences student language acquisition and how to enhance it through active methodologies. Once the research was done and all the information gathered, I was able to begin designing the unit based on the aforementioned theoretical framework and determine how to focus the contents so that the interest, participation and motivation of the students were maintained throughout the unit. For the design and creation of the unit, I followed the 'Backward Design' approach so firstly, I determined the final action-oriented outcome, which in this case is the creation of a touristic brochure. Taking that as a starting point, I began to design, in reverse, the previous TBL sequences in alignment with curricular criteria, that would allow students to complete their work in the final action-oriented task. Once the task sequences begins to be designed, the process of selecting and/or creating teaching materials and resources also starts. The first step in this process was the creation of a PowerPoint so that all the sessions and their contents were included and linked in the same material, guaranteeing the coherence and integration of all the activities and making it easier for students to follow the teaching unit. Then, once the tasks were designed and I determined what is intended to be achieved within each activity, I created and included the specific

materials and resources for the development of each activity. Regarding the materials for the formative assessment, these were the last to be designed.

Finally, once the unit was completed, I proceeded to critically analyse it. On the one hand, for the task sequences I did not use any specific tool but I did follow a few steps. First, I selected from different sessions and each phase of the task cycle the activities that could be considered the most complete, attractive and dynamic. Then, following the order of pre-task, task and post-task, I analytically and critically described each previously selected activity based on the principles of AoA, TBL and the function of language. Finally, independently and following the same structure as above, I carried out the specific analysis of the final action-oriented task. On the other hand, for the analysis of material and resources I did use five criteria, written by me, based on the AoA and the TBL, guided by the principles of the Aragonese curriculum and aimed at motivating students’.

6. Critical analysis and discussion of the didactic proposal

6.1 Contextualization

The didactic unit is aimed at students of 4º ESO, that is learners’ ages are between fifteen and sixteen, of the school Escuelas Pías located in the city of Zaragoza. The group is made up of 25 students who belong to the scientific itinerary and have been immatriculated in the bilingual program in previous years. Therefore, their level of language proficiency is good, above the average for their age, having the capacity to carry out complex tasks. It is important to contextualise the project according to the age of the students since the level of the content of the unit depends on it. So this didactic unit proposes a content through which students, from their previous knowledge and experiences, can progress positively and profitably in learning the English language. The objective is for them to be able to achieve a superior command on communication activities and strategies of comprehension, production, interaction and mediation, reaching the level of independent users (B1+/B2) (CEFR, 2001).

Besides, the classrooms of the school where the unit is contextualised are equipped with large flat-screen televisions or projectors and the students are provided with a Chromebook device. On their devices, learners can access a digital portal where

they find the English subject and the work material for each session, the presentations used as support during class hours, tasks in digital format, diagrams on different subject contents or reinforcement material. Students are accustomed to the presence and use of ICTs during their class hours, so they are a great support tool for the development of the didactic unit.

Based on the previously mentioned aspects, the didactic proposal has been designed considering the context of the students, that is taking into account their level of language proficiency, as well as the educational resources available to exploit the unit. On the one hand, the topic selected for this unit, sustainable tourism in the context of Andalusia, has been adapted so that students can understand the concepts effectively and apply them in real communicative situations. In the same way, the unit has been designed with the aim of helping students go one step further in language acquisition.

6.2 Contribution to Key Competences and Specific Competences

Throughout the SLA process, students acquire a series of competences that will not only facilitate their language learning, but will also help them in their current personal development and in their future journey into adult life. Those skills and strategies developed along the unit are conceptualised in the Aragonese curriculum (Order ECD/1172/2022) as Key Competences. These consist of eight competencies, out of which seven are integrated into the proposed unit, with Mathematical and science, technology and engineering competence being the only one that is not explicitly addressed throughout the proposal.

Firstly, the exit profile of students who complete this unit will meet a series of key competences. Starting with the pre-task of session 4, in which students have to reflect after watching a video and put down on paper the ideas extracted from the projection to then compare and share them orally with their classmates. In this way students develop the Linguistic Competence (CCL1, CCL2, CCL3) having to use their linguistic repertoire, whether in oral, written or multimodal format, in a critical and coherent way, appropriate to the communicative context. Regarding the Plurilingual Competence (CP1, CP2, CP3), in session 5, students have to work with a reading material in their L1, so in the pre-task and in the task of the mentioned session students have to use the L1 and L2 alternately as they find appropriate, thus valuing and respecting the linguistic diversity within their context. Digital competence (CD1, CD2,

CD3) is also present in the unit as students will be working with a variety of multimodal materials, digital devices and resources, learning how to make safe, ethical, sustainable and responsible use of technology as for example in the task of session 3.

Another competence which plays a key role is Personal, Social and Learning to Learn Competence (CPSAA3, CPSAA4, CPSAA5). In the post task of session 5 learners reflect on their work and exercise peer-assessment practice. Besides, the members of the group collaborate in an empathetic and constructive way so that the common group objective is achieved. Moreover, in the task of session 5 students work on the topic of sustainable tourism, having to analyse the current problems caused by tourism and reflect on possible solutions to achieve a sustainable situation through the use of creativity and critical thinking, so the Civic Competence (CC1, CC3, CC4) and the Entrepreneurial Competence (CE1, CE3) are developed. Finally, Competence in Cultural Awareness and Expression (CCEC1, CCEC4) is also developed since the topic of the unit implies that students become aware of the cultural heritage of their country and work involved in its appreciation and conservation. For example, in the task of session 6, after conducting an online research and evaluating the different tourist proposals around Andalusia, students have to make a list of sustainable recommendations and sustainable practices for travelling around Andalusia.

Secondly, the teaching unit is aligned with the specific competencies that the student must achieve to positively fulfil the second language acquisition process, regulated by the Order ECD/1172/2022. When working on this didactic unit, more specifically, working on the post-task of session 3 or in the the pre-tasks of session 5, 7 and 8, students will understand and interpret the content of a variety of texts, making use of specific strategies and skills in order to fulfil specific communicative needs (CE.LEI.1). In the same way, in the task of session 5 and 6, and in the pre-tasks of session 7 and 8 students will write using strategies such as planning, revision or self-correction, so that the texts are coherent, authentic, relevant and appropriate to the communicative context (CE.LEI.2). Moreover, throughout this unit students will communicate among themselves, thus developing skills for interaction and communication with others with autonomy and respect (CE.LEI.3). Subsequently, students will have to mediate to clarify and facilitate understanding of meanings so that communication is effective, clear and fluid (CE.LEI.4). In addition, in session 4 and 5 students will use and combine his/her L1 and L2 to improve specific communicative

needs by being aware of the manner in which each language functions (CE.LEI.5). Finally, the task of session 2 or the post-tasks of session 4 and 5 encourages students to develop critical thinking skills to act in an empathetic, respectful and sustainable way to face the global world (CE.LEI.6).

Working on the previously mentioned competencies favours students to implement the mechanisms of reception (reading and listening), production (expressing oneself orally and in writing), interaction (participating in a conversation or correspondence) and mediation (explain, paraphrase or translate). In this way, students have the necessary tools to deal with a linguistic situation in specific circumstances and environment, being able to transfer and apply knowledge to real life.

6.3 Learning objectives and essential knowledge contents

Within the framework of the LOMLOE, the learning objectives and essential contents are key elements to ensure that the learning of the English language responds to a competency-based and communicative approach. On the one hand, the learning objectives define what the students are expected to reach at the end of a unit and whose attainment is linked to the acquisition of the key competences, previously analysed. On the other hand, the essential knowledge contents encompass the knowledge, the skills and the attitude, necessary for the acquisition of the specific competences of the subject. Those basic concepts are divided in three main groups: plurilingualism, interculturality and communication. These concepts refer to what the students should acquire, develop and put into practice when learning a foreign language, in this case, English. Plurilingualism is related to the ability to reflect on the functioning of languages and, in addition to learning the foreign language, improve all those that are part of its repertoire. The Interculturality block is focused on the culture that the studied foreign language transmits, and the Communication block includes the development of the linguistic activities of comprehension, production, interaction and mediation. This teaching proposal is based on these principles which seek to promote meaningful and active learning, adapted to the specific needs of students.

Firstly, this unit proposes a list of objectives (see appendix 3) formulated considering some key elements and aspects. Key competences have been taken into account as the objectives seek to develop the skills necessary for students' personal, social and professional live. The objectives also refer to the contents of this unit, that is,

for their creation I considered what the learners are going to work on throughout the didactic plan. Therefore, the objectives address the learning about sustainability. It is also worth mentioning that the objectives are gradual and range from more basic to more complex levels, thus adapting to the evolution of the unit and the level of competence of students. In this way, the learning objectives proposed for this unit respond to both the requirements of the curricular regulations and the specific educational needs of the students.

Secondly, the essential knowledge contents defined in Appendix 3 have been drafted directly from the LOMLOE and translated into English. In the same way as with the objectives, the contents have been rigorously selected, taking into account key competences and evaluation criteria, also the students' educational level, the contents of the unit and what they are expected to achieve through and after that proposal exploitation. It integrates grammatical, lexical, phonetic, social and cultural aspects. The selected content aims to provide a solid foundation for language teaching and a comprehensive, gradual and fluid acquisition by students.

Certainly, the learning objectives and essential knowledge contents proposed for this unit respond to both the requirements of the curricular regulations and the specific educational needs of the students in order to promote comprehensive, contextualised and substantiated learning of the English language.

6.4 Lesson plans and task sequences

The proposal is composed of nine sessions centred around the topic of sustainable tourism, specifically contextualised in Andalusia's tourism, as previously stated, and all of them follow the methodological principles of the teaching approaches AoA and TBL. The structure of the unit consists of a final action-oriented task (pamphlet creation) preceded by several enabling task sequences which follow the model of 'task cycle' and provide students with the skills and knowledge necessary to carry out the final task. Every session is broken down into three core components: a pre-task, a principal task, and a post-task, which first focuses on using language to communicate meanings for finally discussing the language forms in the context of the previous tasks (Willis, 1996). Each of those parts within the sessions contribute to the students' development of skills and strategies to use language as a tool to perform real-life tasks and engage meaningfully in social contexts. The sessions are not

independent but they are interrelated and together conform to a whole that guides students towards the completion of the final action-oriented task, providing a clear learning pathway from beginning to end (See Appendix 5). It is important to emphasise that of the nine sessions, the tasks within session 7 and 8 are specifically dedicated to the work on the final action-oriented task. Regarding the curricular framework, each of the sessions and, as a whole, the complete sequence, are aimed at working and improving the different competences for the foreign language subject, specified in the standing LOMLOE curriculum (Order ECD/1172/2022).

Firstly, the pre-task phase is designed as an activation phase in which learners rely on their prior knowledge in sustainable issues, facilitating their understanding and making new information more meaningful and easier to relate. The teacher is in charge of leading the class and introducing the topic of the session using different techniques and materials. For example, in the pre-task of session 1, after watching a video, some conversation is generated (questions and answer, debate, discussion) so that learners are exposed to the language in real use and actively participate in the interaction. Interaction creates opportunities for comprehensible input and modified output (negotiation of meaning) which facilitate the processes of noticing and comparing linguistic aspects with those derived from the learner's existing interlanguage (Ellis, 1991). Apart from the conversation, the projection of the video itself provides a real and linguistically rich context thus the acquisition of vocabulary, grammatical structures and linguistic functions by students is promoted. Moreover, in session 2, using the digital tool Mentimeter, learners have to brainstorm on the topic of sustainable tourism. The aim is, at the end of the task, to project on the classroom television the varied combination of ideas, vocabulary and expressions that have emerged as a result of the brainstorm and generate conversation from open questions on the topic. The use of the Brainstorming tool in a pre-task is key because it allows students to activate their prior knowledge, generate ideas related to the topic and organise their thoughts in an creative, interactive, collaborative and action-oriented way. Furthermore, after the linguistic production carried out through brainstorming, a conversation is generated where English is established as a tool for spontaneous, natural and authentic communication, the best context for the natural acquisition and internalisation of new vocabulary (Brown and Lee, 2015). In the subsequent task, students, in pairs, have to analyse and reflect on some photos according to sustainable tourism, so the prior brainstorming prepares them

for the subsequent linguistic production where they will use the language to interact and debate as in a real-life situation.

Continuing with the pre-task phase, in the session 5 students are asked to read a news about tourism's problems, providing learners with authentic material which uses real-life language. Even if the text is in students' L1, they develop skills to transfer linguistic knowledge to the L2, as Ellis and Shintani (2014) assure, the "L1 is not just an impediment to L2 learning but also a resource that learners can draw on to facilitate both the use and the learning of an L2" (p. 240). This pre-task helps students build a bridge between the understanding of the topic, the problems caused by tourism in Malaga, and the ability to subsequently deal with the problem in the foreign language to create an action plan in the task phase. This assumes an effective result in the task realisation, as by using the L1 to convey meaning, students are guided and feel comfortable when using the L2 (Cook, 2001). Definitely, the intention of the pre-task phase is to prepare students for the main task and "arouse and sustain curiosity and attention" (Dörnyei, 1994) among students at the beginning of the class, leading to a higher level of motivation of learners for the rest of the session and future ones.

Following the task sequences, the main task phase contains more complex and elaborate activities where students have the opportunity to go one step further in their language acquisition process and put their knowledge into practice. For this to happen, this unit proposes different tasks where students work directly and actively with language for table completion and problem solving practices (see session 1, 2, 4 and 5), to create and design multimodal ensembles (see sessions 3, 7 and 8), to plan, organise and write (see session 6) or to interact (see session 9). All the tasks are collaborative, so learners work in pairs or groups to achieve a common goal. On the other hand, the teacher has the role of a guide who offers minimal assistance to allow learners to communicate and collaborate. In this way, Richards (2005) stated that students will get more benefits, like learning from their peers and increasing their motivation, the latest being one of the main motifs of this proposal. The key of the tasks proposed is students' fluency development, not grammatical accuracy, and make them be involved in scenarios where they experience or have to use real-life English language. As Willis (1996) put it, even the tasks themselves may not mirror real-world situations, their intentional and authentic language use will replicate language use in daily life contexts.

Going into detail, in the task of session 3, in groups, students have to write a post in the digital tool Padlet to recommend something special (e.g. a plan, a visit, a restaurant, a hotel) and sustainable in Andalusia, following certain criteria and conditions. As North (2022) establishes, the introduction of conditions and constraints in a task promotes critical and creative thinking as well as encourages the development of adaptability skills that allow students to act according to the communicative context. Firstly, to choose what they are going to recommend, students have to do a prior research on the region of Andalusia, being the English language a vehicle for the transmission of cultural, social and sustainable knowledge to students. Subsequently, to write the post, the students work collaboratively using strategies for linguistic planning, production and repair.

Furthermore, in the task of session nine, the ‘Carrousel’ educational technique is introduced. The groups established to work throughout this unit will rotate around different stations to promote the sustainable trip around an Andalusian they have proposed in the pamphlet. It is important to bear in mind that the tourist pamphlet has been created, designed and finalised in the previous session (see session 8). The task is therefore communicative and has a clear and defined objective, that each group has the opportunity to publicise their sustainable travel design. In this context English learning is meaningful, applicable to real contexts (North 2022). Each rotation is an opportunity for each member of the group to display all their linguistic, communicative and social skills to explain, convince, attract and persuade the other group about the positive aspects of their trip. In addition, this technique also includes the provision of feedback between groups after each presentation. In this way, the group has the opportunity to analyse their intervention, reflect on it and, if necessary, modify and adapt their discourse based on the reactions or comments of the rest of the groups. This practice promotes fluency in the foreign language and its functional use, key aspects of AoA and TBL.

To complete the task sequences, a post-task is introduced which is designed and presented as a closing phase that includes feedback, learning-reflection and focus on form tasks. Regarding feedback tasks, for example, in session 8, the assessment is provided by the teacher to correct language errors and focus on some significant linguistics aspects that came up during the task phase. Also, the feedback can be given among peers which encourages interaction and self-correction. In the post-task of

session 5 students have to reflect on the linguistic practice of others, highlighting two positive aspects and making a constructive comment in one aspect. This exercise leads to one's own recognition and identification of errors made or gaps in one's own linguistic knowledge, allowing learners to adjust and refine their language use. The practice of peer-feedback, as long as it is respectful and positive, also fosters a supportive and low-stress classroom environment. This results in students being more willing to experiment with the language, to participate even though there is the possibility of making mistakes. In general, a more conducive and favourable environment for SLA is created.

On the other hand, the unit includes post-tasks that focus on students' learning process reflection (see sessions 2, 4 and 9). As set out in the theoretical framework of the AoA, tasks proposed throughout a unit should offer the opportunity for the learners to responsibly reflect on what they are doing and on their progress in the SLA process (North, 2022). For instance, in the post-task of session 2 students have to reflect on their learning on sustainable tourism, thinking about what they knew about that topic before that class, also what they have learned along the session and what aspect they would like to explore further. By writing their reflection in English in an exit ticket, having to articulate their thoughts and concerns in a structured and clear manner, students consolidate the new knowledge acquired as well as internalise new vocabulary and grammatical forms. This type of reflective tasks allows the student to act as a social agent of their learning since self-assessment is encouraged, making students reflect on their progress, their interests and also become aware of their weak points. The exit ticket for the post-task of session 9, for example, also includes a section where students have space to ask questions and raise concerns that arise throughout the session or along the whole learning process, thus turning the English language into a vehicle to clarify doubts and confirm concepts that were confusing.

Additionally, mentioning the post-tasks that specifically focus on form (see sessions 1, 3 and 6). For example in the post-task of session 1, students have to use some specific linguistic forms that appeared in a video projected in the preceding task to create a slogan. Specifically, the forms are the following expressions: “break you into pieces”, “warn you”, “live in you” and “to better stay”. In the video learners visualise and analyse how the forms are used. However, while working on the creation of the slogan, students have to deduce the norm and reflect on how the forms function for their

appropriate use in the specific context of the slogan. Compared to rules that are offered to them, rules that learners discover on their own make learning more significant and memorable (Willis and Willis, 2007). With this practice, learners have to apply the forms in order to build a brief, clear and striking message, thus making it easier for them to understand and internalise the structures in a more meaningful way. Moreover, in session 3 students have to focus on forms that they have used naturally and unconsciously when writing a recommendation in the task phase. Specifically they have to analyse the forms that make the recommendations of their peers catchy. For instance, to focus on persuasive words and expressions such as “guarantee”, “don’t miss...”, on inclusive personal pronouns such as “you” or powerful adjectives such as “extraordinary”, “brilliant”, “legendary”. This post-task invites students to notice and process specific L2 forms and grammatical structures, noticing linguistic forms is an essential process within the context of language acquisition as Schmidt (1990) establishes. He states that the student could not progress in language acquisition until he was aware of the linguistic features of the input (Schmidt, 1990). To facilitate and guide students in the task, they have to complete a chart with questions related to the linguistic forms, thus stimulating the act of ‘noticing’ and the reflection process on the vocabulary, expressions, grammar structures that make their texts more engaging and effective. In addition, to justify the questions in the table, students have to provide examples, thus reinforcing their understanding of the forms. In addition to becoming aware of certain linguistic aspects of the text, analysing and processing them, students actively produce the English language, demonstrating understanding of the function of these forms.

Regarding session 6, in the post-task learners have to do a quiz, with open, and multiple choice questions to work and practise on forms that emerged naturally along the session. As the theoretical framework of the TBL suggests, attention to form should arise from the communicative interactions that take place in the tasks (Ellis and Shintani, 2014). These types of tasks are a key element in lesson plans, since unlike traditional grammar lessons where language is taught in isolation, this unit integrated grammar teaching/learning in meaningful tasks with communicative purpose. However, attention is focused on a specific moment to work on linguistic elements, grammatical rules or usage patterns without the need for explicit instruction. As Willis (1996)

explained, learners “need chances to reflect on language and to try to systematise what they know” (p.59).

Before finishing the analysis of the task sequences, it is worth highlighting the need to make a separate and detailed examination of sessions 7 and 8, since they represent the culmination of the prior task sequences with a final action-oriented task. These two sessions, like all the others, are based on the principles of the AoA and TBL and are designed following the task cycle. The action-oriented task aims to replicate these real-life situations where people have to solve a problem, conduct an interview or prepare a presentation, prompting students to act as social agents and use the language as a tool for action. In the case of this final task, it focuses on engaging learners in practical activities to create a product, a tourist brochure. Both sessions include tasks that integrate skills and contents practised in previous sessions, thus the process followed for the completion of the final action-oriented task functions as a process of knowledge consolidation. During the design and creation of the pamphlet, students apply in an integrated way their skills and abilities in more than one mode of communication (listening, speaking, reading and writing), use the vocabulary and grammatical structures they have learned, in a real context and express their knowledge in the field of sustainable tourism. English becomes a tool for completing a task that has a clear purpose and encourages a use of the language that resembles that one used outside the academic environment. This helps students see English not just as a school subject, but as a useful means of communication in their daily lives.

In relation to the analysis of session 7 and 8, it is relevant to highlight the pre-tasks, which follow the same design and approach. This phase is aimed at collecting and organising information about sustainable tourism for later distribution in the pamphlet template. This exercise encourages students to use language to collaborate, collecting, selecting and organising information about a relevant and current issue. In this way, students develop communicative skills by putting into practice strategies to ask questions, justify opinions, give instructions, make suggestions or negotiate. In addition, the task represents a real-life situation, so the language students’ use is real and natural, which facilitates the transfer of learning from the classroom to the real world.

Moreover, it is worth noting also the design and approach of the task phase. After collecting and organising the information (pre-task), learners have to fill in the pamphlet template creating a final multimodal ensemble. For this task, group members have to exchange ideas, make suggestions and negotiate on how to structure the information collected, what style of language to use for the content to be more attractive and persuasive, or how to combine the different elements (images, texts) on the template. In the template itself some WAGOLLS will be provided so students can refer to examples that guide them on language, layout and presentation style. The English language becomes a tool with a collaborative and interactive function for negotiating and making group decisions. The process of completing the task helps students to reinforce and consolidate their language learning, since the task is focused on using the language for a specific purpose, applying their linguistic knowledge to create a realistic product.

Finally, commenting on the post-task phase of session 7 and 8, that unlike the pre-task and the task, it does not follow the same design and approach in both sessions. In the post-task of session 7, students, in pairs, have to perform a role play, designed in the previous session where one of the students is planning a trip to Andalusia and the other gives them recommendations for travelling in a sustainable and respectful way. The introduction of this post-task in the creation of the final product would serve as a bridge between the previous tasks for the pamphlet creation and the subsequent ones in session 8. In addition, the role play has the same communicative function as the pamphlet, promoting sustainable tourism, but expressed in different discursive formats, encouraging the students' development of adaptive communication skills. On the other hand, the post-task of session 8 marks the end of the work dedicated to the creation of the brochure. The tourist brochure already completed by the students will be projected on the classroom television and some learners will be in charge of reading out loud different sections of the pamphlet to infer on positive aspects, on possible grammatical errors and to comment on possible improvements. Reading aloud is a useful practice to identify grammatical or stylistic problems that have not been noticed in the written production, such as inconsistent grammatical structures, erroneous stylistic choices, or expressions and vocabulary that make no sense in the context. This practice strengthens learners' linguistic competence in a meaningful context, where the use of language has a practical and communicative purpose, just as it does in real-life situations. Additionally,

by evaluating their own creation, students develop critical thinking and self-assessment skills.

Although the completion of the pamphlet serves as the final project to close this unit, the lesson plan introduces one more session, the 9th. This session is incorporated in order to provide students with the opportunity to communicate and express their opinions on the task of creating a tourist guide, to show and promote their creation and to make a final reflection on the learning process throughout this unit.

6.5 Materials and resources

The choice of materials and resources that students work with throughout the unit is crucial as Dörnyei (1994) explained, the content can be more or less attractive depending on the materials. By using authentic materials that are unusual and exotic for students make their involvement and motivation along the teaching unit to increase. For the selection, adaptation and creation of the materials and resources, some criteria, based on the legal and theoretical framework of this unit have been taken into account. The criteria follow some principles so that the materials and resources promote the SLA, based on the AoA and the TBL, guided by the principles of the Aragonese curriculum and aimed at motivating students' along the process:

Cr.1. Materials integrate printed material and digital tools.

Cr.2. Materials are authentic, relevant to real-world use of language and interesting to learners.

Cr.3. Materials help students become aware of the issue of sustainability.

Cr.4. Materials integrate different elements, being multimodal ensembles that draw learners' attention.

Cr.5. Materials promote students to use language in a contextualised, significant and purposeful way.

Cr.6. Materials bring students with opportunities to use more than one mode of communication (reception, production, mediation).

Cr.7. Materials promote learning reflection along the unit and provide opportunities for feedback.

Cr.8. Materials support learners' progression and provide scaffolding for them to create their own learning, understand new concepts and develop new skills.

Cr.9. Materials cater to diverse learning profiles.

First of all, all sessions are supported by a multimodal presentation created with the educational digital resource Canva. Multimodality is a concept that refers to the combined use of multiple modes or channels of communication to convey a message (Jewitt, 2015). As with this presentation, instead of only using written or spoken language, the material integrates different forms of representation as text, interactive tasks, images, gifs and videos, all combined with different sizes and colours. The result is the creation of a multimodal material that is visually attractive, dynamic, and unique, which caters to different learning styles by presenting the content in different and more accessible formats (scaffolding). The purpose of the presentation is that it functions as a visual support and a guide throughout the entire unit, both for the teacher when explaining or introducing new content, and for students who can use it as a reference resource for completing tasks and studying. The template for the final pamphlet, one of the key materials for the unit, was also created using the same digital resource (see session 7 and 8). The template has been created from scratch so it is authentic, and simulates a real advertising or promotional brochure, to which students have surely been exposed to in a real situation in their lives. The pamphlet, like a real one, contains a cover, index and different sections in which the parts of written text are combined with images, photos, logos or symbols. The template is designed in such a realistic way since the pamphlet is intended to be printed, distributed among the 4th year ESO students and presented by its own creators. The use of this material encourages a progressive learning as scaffolding is provided, the development of the four linguistic competences, natural and active learning of English, being the creation of a pamphlet a practical, authentic and meaningful task. In addition, group work and the development of creative, digital and multimodal skills are encouraged while raising awareness about a globally relevant issue.

Moreover, to exploit this unit different videos have been selected from the social media apps Tiktok and Youtube (see session 1, 3, 4 and 6), which attract, motivate and engage students in the learning process, since both are digital sources that teenagers use in their daily lives and use the language within real-life contexts. Moreover, by using videos, students receive information in visual (image) written (subtitles and images with text) and oral (audio) format, thus developing multiliteracies, and this also makes the materials more accessible and caters to different learning styles and preferences. For example, the TikTok video of session 4 features a young girl who speaks Spanish in a

natural, spontaneous and informal way about the problems of tourism while walking down the street. Using this video for a reflective post-task is beneficial for students since the material facilitates understanding of the topic and therefore the development of critical thinking and opinion on the subject. Definitely the learning is less formal and more relatable for students. Regarding the YouTube video of session 4, it consists of a reproduction that talks and explains about the impacts of tourism, combining images and text. On the one hand, the images expose learners to different cultures, places and tourism practices, which broadens their global perspective and helps them understand the realities of other countries. On the other hand, the text enriches students' vocabulary regarding terms and expressions related to tourism, sustainability and the environment. Ultimately, the use of this material facilitates the students' immersion in the activity which benefits understanding and learning, this being the perfect basis for creating a space for discussion or debate on the topic for learners to practise their English expression, using the new vocabulary and applying learned grammatical structures.

Continuing with the digital resources, other tools such as Padlet, Mentimeter, Coggle, Google Sites, Google Drive or Quizziz are used throughout this unit for the execution of different tasks. The aim is to help students evolve in the learning process, by acting as social agents, as well as develop and acquire strategies and skills that benefit them in their real life exercise. In the case of Coggle, used for the pre-task of session 3 to create a mind map on different ways to promote tourism, it allows students to visualise ideas in a clear and structured way and analyse the connections between the different ways of promoting tourism, which facilitates the understanding and acquisition of information. In addition, this tool allows editing and updating the diagram in real time, which encourages the development of repair and correction skills, teamwork and the practice of English in authentic communication situations. In addition, the use of those resources not only improves English language skills, but makes learning more dynamic, interactive and attractive, thus directly influencing students' motivation and their desire to participate and learn.

Additionally this unit includes numerous printed materials. These are exit tickets (see session 2, 4 and 9) to help students reflect on the learning process, tables for collecting information (see session 1 and 3), and for organising content (see session 5, 6 and 7), as well as thinking routine sheets (see session 2 and 4) and material for voting and providing feedback (see session 1, 3, 5 and 7). Regarding the exit tickets, it is worth

mentioning the one created for the post-task of session 4. Students have to complete a sheet to tell how they feel their learning went along the session and to mention two things learned on tourism and one concern on the topic. The material introduces icons and symbols, being very intuitive, which facilitates the self-assessment work. Instead of having to write down how they feel, which can be uncomfortable for students, they have to choose the icon that best represents themselves, inviting learners to reflect on what they have learned, what they still do not understand or what they need to improve. This encourages metacognition and autonomy in learning English.

Additionally, commenting on the materials created for the realisation of for the task of session 5. The activity consists of students creating an action plan to solve three problems related to tourism in the city of Malaga. To do this, students have access to a sheet divided into different sections to facilitate the planification and organising stages when designing the action plan. First, students find a table where they have to write down the aims of the action plan, then there are three tables to identify the three existing problems in the city and finally three tables for writing the proposed solutions. The way in which the different tables are arranged on the sheet provides students with the order to follow when completing the task, and the existence of sections themselves facilitates the organisation of information in a structured, clear and concise way. In the same way, the thinking routine “See, think, wonder” used for the task of session 2 consists of a table divided into sections, which helps students organise their thoughts and ideas.

In short, all the materials created for the development of this unit, as well as the digital resources included, aim to provide students with authentic and engaging material that encourages their participation, as well as that adapt to different levels of competence and learning profiles to facilitate learning and language acquisition.

6.6 Formative assessment

The assessment planned for this unit is levelled according to the legal provisions that are present on the standing Aragonese Curriculum (see appendix 4), which establishes the evaluation criteria that determine the degree of acquisition of the specific skills by students. Also the maturity of the student and their evolution and development throughout the language learning stage are considered. As it is stated in the CEFR (2001), “all assessment is a form of evaluation, but in a language programme a number of things are evaluated other than learner proficiency” (p.177).

In accordance with the provisions of the law, and following the theoretical framework of this unit, the proposed assessment is formative and qualitative. On the one hand, the formative assessment “is an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give learners” (CERF, 2001, p.186). On the other hand, qualitative feedback consists of evaluating students with descriptions or comments that pay attention to the quality of the work done, the effort, the development of skills, active participation and the personal growth of each student over time. According to that, grades are not provided in the unit as the importance of the evaluation relies on the whole learning process rather than on rating a final product. Through the combination of these assessment approaches, it is intended to evaluate what has been taught throughout the sessions and assess the strengths and weaknesses, both with respect to academics and social and emotional skills, in order to provide learners with feedback that help them in their integral growth.

In order to provide students with feedback this unit includes different instruments. Firstly, in the post-task of session 3 students carry out the practice of group-feedback by using a checklist which allows group members to reflect on their own work and whether they have followed the conditions and constraints to successfully complete the task. In the post-task of session 5, students practise peer-feedback using the assessment tool “Two stars and a wish” in which students have to evaluate each other providing two positive comments about what their peer did well (stars), followed by a suggestion for improvement (wish). Moreover, the “sandwich” technique for peer-feedback is also included in the post-task of session 7, which consists of providing three comments on the classmate's performance, one positive, the second one constructive and the last positive. Both assessment tools mentioned for peer-feedback combine positive and constructive comments which results in a balanced feedback. That benefits learners and helps them see what are their strengths and the areas to work harder, which makes them improve throughout the language acquisition process. It also helps students feel encouraged and motivated, rather than feel anxiety by negative feedback.

In addition to the above mentioned, to make the evaluation more complete, two rubrics have been created linked to the current legislation (see appendix 4). One of the rubrics contains the description of four different levels of performance (exceeds

expectations, meets expectations, approaches expectations, needs improvement) taking into account the student's development in collaborative work, in reception and production tasks and in the management of technologies. These criteria are intended to be taken into account throughout the entire unit, thus evaluating the learning process in an integral way, from the beginning of the unit to the end. It should be noted that this assessment tool includes images in addition to the written format. The intention is for the student to better understand the evaluation criteria since the use of images helps to clarify and exemplify the aspects that are being evaluated. On the other hand, the other rubric assesses the group work throughout the brochure creation process, as well as the result of the pamphlet. However, only the descriptors for a 'succeeding' work are set out in the rubric. Still, the rubric includes two more columns in which, depending on each group, the comments regarding the work areas that need improvement and the evidence of exceeding standards will be noted. Regarding group performance, it measures whether they have worked collaboratively, using the L2 to communicate and carrying out the practice of self-correction and peer-feedback. According to the pamphlet itself, the rubric offers descriptors for the appropriateness of the language used, the relevance of the content, the clarity of its purpose, the presentation, and the degree of innovation. To define the descriptors for both rubrics, I have chosen simple, clear, concise language so that students can understand what is required of them.

As previously mentioned, both the feedback instruments included in the sessions, and the two rubrics are aimed at providing learners with formative evaluation and qualitative feedback. These tools have been created to assess students throughout this unit in their development, not only in terms of linguistic competence, but also in regards to skills for communication, collaboration, or the use of ICTs. Definitely, the evaluation approach of this didactic plan establishes learning English as a continuous process, in which students progressively advance in their mastery of the language and in their personal growth. Thus, students acquire an active role, as social agents who reflect on their strengths and achievements, and on their areas of improvement, resulting in a beneficial and fruitful teaching-learning process.

6.7 Contribution to students' motivation

Since students' motivation is one of the main objectives to be achieved by the development of this unit, it is necessary to analyse how the task sequences contribute to

this. Firstly, through this unit, students work on the topic of sustainability, focusing on tourism in Andalusia which allows addressing sustainability from a different perspective, a more attractive and interesting one for students. They work on the English language and gain knowledge about sustainable issues by working on tasks in which they explore the great tourist attraction and rich cultural heritage of the region and get involved in real issues that concern the Andalusian community. Contextualising the unit's content in a specific region of Spain and involving young students in real issues that truly affect a community promotes a meaningful, relevant and motivating learning experience for students.

Moreover, this unit incorporates the AoA and TBL active methodology which promote a motivating teaching-learning process. The AoA (CEFR, 2001) and TBL (Willis, 1996) consider learners as social agents who actively engage in the learning process. In other words, the student is not a mere observer and information receiver, but rather has an active role in the learning process, which encourages them to participate with greater interest and commitment in the proposed activities. For example, in the task of session 6, students have to complete a table with information they find on different web pages in order to create the script for a role play. The role play consists of two students having to give each other sustainable and responsible tips and recommendations for travelling to Andalusia. The fact that they have to work autonomously with their Chromebooks to search and select relevant data on different web pages makes the task interesting and stimulating. In addition, as the AoA and TBL framework establishes, tasks must be meaningful and encourage real use of language so that students see the connection between classroom learning and its application in real-life situations. In this case, the activity represents a situation of everyday life in which you get informed to give a friend or a family member some guidelines or recommendations for a trip that he/she has planned, thus promoting a realistic and natural use of language. Also mentioning that this task makes students' motivation increase as it has a purposeful outcome, the representation of the role-play. That helps students understand the usefulness of the task and see how their work and efforts contribute to achieving a final goal, thus increasing their interest in participating.

Furthermore, regarding the previously mentioned aspects of the AoA and TBL it is worth highlighting how the final action-oriented task, one of the foundations of this unit, contributes to the learner's motivation. In the first session, a space is reserved to

explain the students about the pamphlet creation final task. In this way, learners are aware that all their effort and dedication throughout the sessions will culminate satisfactorily in the creation of a tourist pamphlet for the World Environment Day. This results in students feeling more committed to their learning, as there exists a useful purpose in what they are doing. Moreover, when designing the brochure, students address current issues of global interest such as the impacts of tourism, sustainable practices when travelling, or the sustainable initiatives carried out in Andalusia to protect spaces and the community. In this way, students feel that they are working on something that is relevant beyond the classroom, thus capturing their interest. Lastly, mentioning that creating a tourist brochure offers students the opportunity to be creative. Being able to choose what information to include and how or what images or designs to integrate fosters learners' autonomy. This is motivating as it allows them to be truly active participants of the creative process.

To continue, mentioning how the inclusion of varied tasks that combine research, brainstorming, creativity, reflection or debate contributes to maintaining the interest and motivation of students. As Dörnyei (1994) explains, students' interest and involvement increases when the tasks are varied and challenging and each of them integrate something new or different. The fact that the unit uses different types of tasks allows students to acquire the English language and knowledge about sustainability in different contexts and through different modalities which makes the content more accessible and consequently more attractive for all students. The variety present throughout the unit also prevents monotony, thus helping to maintain students' motivation and interest in learning, session after session. Additionally, in order to work on those tasks, this unit includes a great variety of authentic materials and resources which also contributes to students' motivation. Dörnyei (1994) states that including authentic materials such as recordings or visual aids that are unusual for students make the course appealing to them.

Throughout this unit, cooperative learning techniques are integrated by frequently including group work and collaborative tasks, which Dörnyei (1994) describes as measures that help contribute to student motivation. Practising group work encourages the development of social and collaborative skills among students which have a positive impact on the classroom climate. This helps create an environment where respect and support prevail, making students feel comfortable when participating.

In addition, students working together to solve problems, research, share ideas, or as in the specific case of this unit, to design and create a product, makes learning more dynamic, interactive and attractive, aspects directly related to motivation.

Finally, the methodology used in this unit to assess students also contributes to motivation. Formative and qualitative assessment consists of providing feedback to students continuously throughout the unit by highlighting what students can do in the L2 rather than what they can not do, thus encouraging their interest in progressing.

6.8 Attention to diversity

Catering to diverse learning profiles means recognizing that students have different strengths, weaknesses, preferences, and needs when it comes to learning. Gardner (2011) affirms that depending on the personal inclinations of the human being, their heritage, cultural or social background, he/she can be equipped with numerous and different intellectual potentials. Thus, when creating a didactic unit, it is necessary to integrate different aspects to pay attention to students with specific attention or educational support needs as well as to cater the different learning profiles within the group-class. For the learning process to be fruitful it is essential to guide, help and provide students with all the necessary means, resources and adaptations to ensure their knowledge and improvement during the learning process so that no learner is left behind. To this end, the teaching unit has been designed considering the Universal Design for Learning Guidelines to ensure that the proposed tasks and materials are accessible to all students regardless of their abilities or learning styles.

Firstly, the unit includes means for engagement. The things that motivate and excite students to learn are very different. Some learners may feel motivated when working with their peers while other learners might prefer to work alone. Learners will be curious and feel motivation to learn new content and practise new learning dynamics, while there are students who are terrified of novelty. This unit is equipped with materials, learning strategies and tasks to attract and motivate the largest number of students among the group-class. On the one hand, throughout the task sequences there are opportunities for the learners to develop their autonomy by offering them to choose. For example, in the task phase of session 3, students have to write a recommendation and design it as a post having the freedom to choose which visual elements to include and how to distribute them in the post, also to add a title to the post or not, to highlight

some information or write it with another font. In short, they are the main responsables for its creation and are free to design it as they wish. As the Center for Applied Special Technology (2018) affirms “offering learners choices can develop agency, pride in accomplishment, and increase connection to their learning”. Moreover, students are more engaged and committed to learning if they work on relevant content and activities with real-life value. The content covered throughout this unit is socially relevant, thus students work on authentic tasks which have a clear and communicative purpose, promote active participation and provide students with opportunities for creativity, problem solving, investigation and learning reflection.

Secondly, learners' perceptions and interpretations of information and new content can vary. Therefore, following the UDL guidelines, the unit includes different means of representation. Along this unit, the information and contents are presented in many different ways and formats including text, images, animations and videos. For example, the display of information in printed materials is fixed and permanent, however, the materials created for this unit to be printed, offer information in accessible formats. In the case of session 6, the role-playing sheet for the task includes text in different sizes to highlight and differentiate the sections within the task. The text is also highlighted in bold on some occasions to emphasise specific information such as the task instructions, since it is very important that students understand and have a clear idea about what they have to do. The material also includes symbols and images that facilitate understanding of the task and offer visual support for those students who may have difficulties with written text. Moreover, the task sequences and materials included in this unit aim to guide students gradually along the process of SLA, to support understanding and internalisation of content and to function as a scaffold to help learners connect new information to prior knowledge and to transfer their learning to general and new contexts. These are, for example, thinking charts like the one in session 1 or 4, the brainstorming technique and the thinking routine “See Think Wonder” included in session 2, or the mind map creation guided by a WAGOLL in session 3.

Finally, the unit provides multiple means of action and expression. Each student expresses the acquired knowledge and skills in different ways, as well as, they act differently in the same context. Therefore, in order to address this differentiation, this unit includes numerous opportunities for students to actively interact in the learning process. The Center for Applied Special Technology (2018) affirms that “it is important

to design materials and physical environments that support and value the interaction needs”. In this unit, students have opportunities to express themselves and interact in a variety of ways, for example, in pairs, in small and large groups, handwriting, orally in tasks where they have to discuss or make a presentation, or through the creation of multimodal ensembles as in the case of the creation of the brochure. Furthermore, if necessary, tasks and materials can be adapted so that the student can express themselves and act in a comfortable way, which is beneficial for their learning. Moreover, this unit does not set any barriers when it comes to the design and organisation of the physical space in the classroom. For the development of tasks, students can freely sit where and in whatever position they want, and can move around the room if necessary. For tasks in which students work in pairs or small groups, it is also positive to be flexible and allow them to work with whomever they want as long as this freedom when choosing benefits the students and does not cause problems in the group-class.

Regarding this issue, it is important to detect and identify the specific educational needs of the students at an early point along the unit development. In this case teachers have time to act and adapt the contents and the materials to ensure the student learning process and SLA in case the elements included in the lesson plan to address differentiation are not sufficient.

7. Conclusions

The observation task carried out in the secondary classroom and implementing myself as an EFL teacher have been enriching experiences that have significantly contributed to my personal and professional development. It has provided me with potential data and valuable insights to assess pedagogical approaches, teaching methodologies as well as class dynamics that are neither beneficial nor fruitful for the language teaching-learning process. However, I have also been able to test and identify which practices do positively influence English learning and acquisition, that create a meaningful, active and motivating learning environment. Thus, through this master's thesis I have had the opportunity to, based on what I have learned during the course and on the placement period, create from scratch an innovative teaching proposal on founded principles for a successful language learning.

The didactic unit has been created for a real context, a highschool in Zaragoza, the one in which I did my implementation during the placement period. However, during that time it was not possible to exploit this unit, thus the conclusions drawn after the completion of the proposal have not been empirically proven in the class. Even so, the unit has been designed in a realistic way in the event to experiment with it in the future. The lack of the opportunity for a practical application limits the possibility of assessing the effectiveness of the teaching plan in a justified and evidential manner. Nevertheless, it enables future innovations or modifications to be made once it is implemented in a real educational context, based on the specific needs of the group class, on the observations made during the development of sessions, on possible learners' feedback, as well as on the basis of students' reflections in the exit tickets or the results of the evaluation. Having said that, I have drawn different conclusions after carrying out the detailed and critical analysis of the unit.

First of all, mentioning the choice of the topic to contextualise the unit. Apart from what may be interesting for the students or is close to their reality, teachers have to adhere to educational limitations such as what is established by law, so that the unit is consistent with the skills and objectives that students must achieve, or what is dictated by the school itself. It is also necessary to consider the material and resources available in the educational centre such as books, computers, tablets or digital screens to exploit the unit. Taking these aspects into consideration, I selected the topic of sustainability being aware that it is not an attractive nor funny topic for teenagers. Thus, with the aim of attracting and motivating the largest number of students in the class and so that working on this topic would not be tedious for them, I focused the unit on sustainable tourism. Tourism is a close and interesting topic for students as the theme of travelling, knowing new places and cultures comes into play, which awakens the curiosity of young people. To go further and for the theme to be contextualised in a real place, I focused it on sustainable tourism in Andalusia. With this approach I seek that the students feel more identified and connect better with the contents of the unit, since Andalusia is a province of their country. Furthermore, Andalusia being a rich cultural, natural and touristic place allows for a more situational, exemplified and detailed exploitation of the subject.

Taking into account the improvements and innovations carried out with respect to the topic of sustainability in this unit, I considered the possibility that the contents

would be hard and boring to work with. In order to overcome the obstacle, the task sequence of the unit for the development of the contents is made up of a wide variety of original and innovative tasks that include individual and group work, activities to reflect and other to interact, practices focused on oral communication and others on written communication, so that the unit adapts in some way to the diversity of the classroom in terms of tastes and interests, as well as learning styles. Also, mentioning that the task sequence concludes in a final action-oriented task, consisting of the creation of the touristic pamphlet. The fact that the tasks of each lesson contribute to the creation of the pamphlet helps students see a purpose in the learning and they become more motivated and participative, wanting to improve and advance in their learning to reach the final objective of the unit.

Secondly, highlighting the innovation regarding the material and resources. For the unit development I have created and designed numerous materials in digital and printed format, as well as I have included digital platforms and web pages to work with. The introduction of authentic and original materials, which cannot be found in books or digital platforms makes the lesson plan more relevant and engaging for students. In addition, creating the material from scratch permits to adjust and align the tasks of the unit more easily to the different learning profiles and specific needs of the group class. Moreover, the use of digital resources also makes the lesson plan to be more dynamic and interactive and promotes the creation of a more relaxed atmosphere in the classroom, where students feel comfortable expressing themselves and participating in the learning process. For example, the unit includes tasks that require the use of digital platforms for playing videos such as YouTube or Tiktok, the education tool Quizizz for making a quiz or Google Drive for working collaboratively online. This is a big step forward from the sole and exclusive use of the traditional textbook for English learning.

Finally, I would like to comment on a possible improvement. Although, as previously justified in this work, the contents learned in accordance with sustainable tourism in Andalusia can be directly transferred and applied to the students' closest context, I consider that they could obtain greater benefit from this unit if a closer and more explicit relationship were established throughout the lessons between Andalusia and the students' context (Zaragoza or even Aragon). Connecting the topic more directly to the learners' local environment would facilitate the contents' understanding and would even lead to greater involvement by students. For example, some tasks could be

included to compare sustainable tourism initiatives in Andalusia with similar initiatives in Aragon or to investigate and analyse how the problems caused by mass tourism are being solved in Zaragoza.

To conclude, I would like to emphasise that according to the reality observed in the classroom of English as a Foreign Language, this Master's Thesis presents an original and innovative didactic unit proposal that meets its purpose. Responding to previous detailed and analysed language teaching needs, this unit is based on the principles of AoA and TBL through which students learn English in an active and meaningful way, developing, certainly, linguistic and communicative skills but also others related to cultural appreciation, personal growth or the use of technologies with realistic content, which deals with a nowadays social issue and using authentic material that foster students' motivation.

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Appendices

Appendix 1 Selected assignments

1. Practicum I report

This document reflects the data and information collected during the first classroom observation task during the placement period. The idea for the didactic proposal arose from this first period of contact with the classroom and monitoring process, after identifying the need to develop an innovation plan that eradicated some observed problems. Firstly, the methodologies used in the classroom were not focused on the active participation of students in the SLA process, nor were authentic, dynamic and attractive materials identifiable with real-life contexts used. On the contrary, the pedagogical approach was more traditional. Thus, the lack of enthusiasm and low level of participation among students could also be observed.

[Practicum I](#)

2. Practicum II report

The practicum II report includes, on the one hand, the observation task carried out in the classroom during the second placement period and on the other hand, a self-analysis of my implementation as student teaching. After capturing in this document the work carried out at that time, I was able to evaluate and consider the good and positive result that the process carried out for the development of my implementation had, both at the level of language acquisition, as well as in the class dynamics, my relationship with the students and between them, and the increase in students participation and dedication to the subject. Due to that, the experience and this report had been a great inspiration and support for the design of the proposed unit.

[Practicum II](#)

3. “Taking care of planet earth”, a didactic plan designed for the subject Design of Learning Activities for EFL

This assignment consisted on the creation of a didactic unit whose basis laid on AoA and TBL. The activity required the design of a very detailed teaching unit, which had to be aligned with the premises of the Aragonese Curriculum, objectives and pedagogical principles were specified, activities were designed and authentic material was created as well as scaffolding, differentiation and formative assessment techniques were provided. In short, this work provided the basis for this final dissertation,

functioning as a WAGOLL (What A Good One Looks Like) for the didactic unit proposed.

[Learning unit "Taking care of the planet"](#)

Appendix 2 Title, overview and purpose of the didactic sequence

The didactic unit for teaching English as a Foreign Language “Travelling around Andalusia in a sustainable way” presented along this Master Thesis is framed in the principles of the LOMLOE educational lay (Order ECD/1172/2022) and the basis of the AoA and the TBL teaching methodologies. The didactic sequence is composed of nine sessions that culminate in the creation of a final product, a tourist pamphlet, to be presented by the students on the school celebration of the World Environment Day (June 5th). The task sequences that compose the unit are designed to raise awareness among students on aspects related to sustainability, more specifically to teach them about the importance of practising sustainable tourism through practical, communicative, cooperative and contextualised tasks where students use, develop and improve their linguistic knowledge in the English language.

Appendix 3 Learning aims and contents

The unit proposes and sets different goals that students should achieve while learning English through this didactic unit:

- To exercise active and responsible citizenship.
- To become aware about the importance of sustainable habits in the tourism sector.
- To develop communicative skills and strategies to effectively interact, focusing on reaching a common understanding.
- To develop reading comprehension abilities that allow students to read and understand texts of a certain complexity with social significance.
- To make responsible and appropriate use of the ICTs, exploiting it for learning outcomes.
- To strengthen independence and entrepreneurial spirit with activities that encourage initiative, participation, creativity, decision-making and self-confidence.

- To identify and critically assess non-sustainable or disrespectful practices towards the environment, local communities and culture.

The following table includes the knowledge, skills and attitudes, adapted from the LOMLOE Aragonese Curriculum for 4th ESO, raised by the didactic unit proposal:

Essential knowledge contents	Knowledge, skills and attitudes
COMMUNICATION	- Self-confidence and initiative. Error as an integral part of the learning process. - Strategies for planning, executing, monitoring and repairing the understanding, production and co-production of oral, written and multimodal texts. - Knowledge, skills and attitudes that enable mediation activities to be carried out in everyday situations. - Communicative functions appropriate to the scope and communicative context - Contextual models and discourse genres commonly used in the comprehension, production and co-production of oral, written and multimodal texts, brief and simple, literary and non-literary. - Commonly used vocabulary of interest to students (places and environments, leisure and free time, everyday life, home and household, climate and natural environment, information and communication technologies) - Sound, accentual, rhythmical and intonation patterns, and general communicative meanings and intentions associated with these patterns. - Orthographic conventions and communicative meanings and intentions associated with formats, patterns and graphic elements. - Conversational conventions and strategies, in synchronous or asynchronous format (start, maintain and end communication; ask for and give

	clarifications and explanations; reformulate, collaborate, debate). - Learning resources and searching and selecting information strategies (research papers, dictionaries, digital resources). - 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, collaborative digital tools, etc.) for learning, communication and project development with speakers or Foreign Language learners.
PLURILINGUALISM	- Strategies and techniques to respond effectively and with increasing levels of fluency, adequacy and appropriateness to a specific communicative need despite the limitations derived from the level of proficiency in the Foreign Language and in other languages of the personal linguistic repertoire. - Strategies to identify, organise, retain, recover and creatively use linguistic units (vocabulary, morphosyntax, sound patterns, etc.) based on the comparison of the languages and varieties that within personal linguistic repertoire. - Strategies and tools for self-assessment, peer-assessment and self-repair, analog and digital, individual and cooperative. - Specific expressions and vocabulary commonly used to exchange ideas about communication, language, learning and communication and learning tools (metalanguage).
INTERCULTURALITY	- 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. - Interest and initiative in carrying out communicative exchanges through different media with speakers or learners of the Foreign Language.

	- Strategies for understanding and appreciating linguistic, cultural and artistic linguistic diversity, taking into account eco-social and democratic values. - Strategies for detecting and responding to discriminatory uses of verbal and non-verbal language.
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Appendix 4 Evaluation criteria

The following rubric represents the tool used to provide students with formative assessment according to their performance throughout the nine sessions of the unit.

LEVEL	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
CRITERIA				
Group Work (2.1, 3.1, 4.2) 	The student actively collaborates in group tasks, listens to others, contributes ideas effectively and takes consensual decisions to fulfil the task.	The student has a good attitude within collaborative tasks, significantly contributing to the achievement of the common goal..	The student participates in group tasks, listens to others, and occasionally contributes to group goals.	The student shows minimal participation in group tasks, has difficulties to listen to others, and rarely contributes in collaborative tasks.
Reception (1.1, 1.2, 1.3) 	The student demonstrates excellent comprehension skills by accurately understanding texts expressed in spoken and written English.	The student shows good comprehension skills by understanding most details and specifications in text's context expressed in spoken and written English language.	The student demonstrates basic comprehension skills by understanding general ideas expressed orally and in written form.	The student struggles following oral conversations and understanding explanations and instructions and written English texts.

LEVEL	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
CRITERIA				
Production (2.2, 2.3) 	The student expresses ideas clearly and effectively both verbally and in writing using ,appropriate to the context, vocabulary and grammar structures perfectly fulfilling the communication purpose.	The student communicates ideas clearly and effectively most of the time using appropriate language and grammar structures making her/himself understood.	The student communicates ideas in a disordered way in written and oral format, making the comprehension difficult.	The student struggles to express ideas orally and in written using, inappropriate to the context, vocabulary and grammar structures, not making him/herself understood.
ICT Literacy (2.2, 2.3, 4.2) 	The student demonstrates advanced ICT skills by effectively using technology affordances for the completion of tasks and to enhance language learning and communication.	The student shows good ICT skills by using technology functions to support the completion of tasks and language learning and communication.	The student demonstrates basic ICT skills using technology tools with guidance and help to use its functions for learning and communicative purposes.	The student demonstrates limited knowledge of digital tools, being able to do very simple tasks with its educational and communications affordances.

The following rubric serves to evaluate the work of the different groups with regard to the pamphlet creation.

DEVELOPING (areas that need improvement)		SUCCEEDING	EXCEEDING (evidences of exceeding standards)
		GROUP PERFORMANCE	
		Collaboration: The group has worked together successfully. Each member has had a role within the group and has worked positively for the benefit of all.	
		Communication: Group members communicate with each other while they work, with equal participation and active listening. They do not work in isolation.	
		Use of L2: Students use the L2 according to the communicative context, using it to explain concepts, clarify ideas or negotiate.	
		Use of feedback: Group members demonstrate the ability to correct their mistakes and accept corrections from their peers.	
		THE FINAL PRODUCT	
		Language: The pamphlet presents an adequate and varied use of grammatical structures. The vocabulary is broad, appropriate to the topic, format and audience (coherence). In general, the text is clear, with an	

DEVELOPING (areas that need improvement)		SUCCEEDING	EXCEEDING (evidences of exceeding standards)
		effective use of connectors and transitions between ideas (cohesion).	
		Relevance: the content is relevant to the topic. It includes persuasive data, information and recommendations that are appropriate to the format.	
		Purpose: The message is clear, direct and effective. The purpose of the pamphlet is well defined and the reader can clearly understand what is meant to be conveyed and promoted regarding sustainable tourism.	
		Layout: The pamphlet is clear, legible, balanced and appealing, and its content is correctly arranged.	
		Innovation: The pamphlet is original. The approach to the topic is unique and the elements are combined in the pamphlet in a creative way.	
EVALUATION CRITERIA			
1.1, 1.2, 1.3, 2.1, 2.2, 2.3 3.1, 3.2, 4.1, 5.2			

Appendix 5 Lesson plans and methodology

The following tables show the specific contents that will be worked on each session, as well as the structure and organisation of them. In addition, the material and the resources used for the development of said contents will be determined.

SESSION 1 “ANDALUSIA, PART OF OUR CULTURE”	
TIMING	TASK SEQUENCE
15 MIN	● PRE-TASK: unit introduction. By a visual image projected on the digital screen, students have to infer the topic of the unit, discuss it with a partner and then the teacher will generate some conversation to discuss the topic with the whole group. The teacher explains to the learners the main aims of the unit as well as the organisation of it, creates the groups for working along the unit and designates one province of Andalusia to each group (seven groups of 3 students, one group of 4 students).
20 MIN	● TASK: A video campaign of the government of Andalusia that promotes tourism for the 2023-2024 season will be projected. After watching it twice, learners will have to complete a chart in pairs.
20 MIN	● POST-TASK: Some expressions from the video will be presented in the powerpoint of the lesson and students will be asked to get in the prearranged groups and make a short slogan with one of the expressions, using a digital tool on their Chromebook, to promote Andalusia. Finally, they will have to vote for the best one, which will be the slogan for the final poster.
MATERIALS AND RESOURCES	● Classroom television ● Students' Chromebook ● Canva presentation ● Video campaign ● Listening chart ● Slogan creator ● A printed sheet for voting

SESSION 2 “WHAT DO I KNOW ABOUT SUSTAINABLE TOURISM?”	
TIMING	TASK SEQUENCE
15 MIN	● PRE-TASK: students will enter the digital tool ‘Mentimeter’ on their Chromebook to brainstorm some vocabulary and ideas on the topic. Then, from the final result of the mentimeter, the teacher creates and generates conversation from open questions on the topic (e.g what they know about tourism and its impact, how they do tourism, what they know about sustainability, what sustainable practices they incorporate in their daily life). ● TASK: Students, in pairs will complete the thinking routine “See Think Wonder”. Some images will be presented on the digital screen and students will be given a chart to complete. Then the teacher will ask some students to comment on each photo with the whole group to introduce some vocabulary on the topic related to the photos. ● POST-TASK: Learners will complete an exit ticket. *For homework, the groups will be asked to do research on some place or plan, special and sustainable in their province of Andalusia that they would recommend to someone else.
25 MIN	
15 MIN	
MATERIALS AND RESOURCES	● Classroom television ● Students’ Chromebook ● Canva presentation ● Mentimeter ● A printed sheet for the thinking routine ● A printed sheet for the exit ticket ● A printed sheet for homework

SESSION 3 “HOW DO WE ACCESS TOURISM?”	
TIMING	TASK SEQUENCE
15 MIN	● PRE-TASK: Students will do a mind map in pairs on the different ways that tourism can be promoted using the digital tool ‘Coggle’ on their Chromebook. In the digital screen a WAGOLL would be presented to guide students. Then the teacher will present them the changes on the promotion and access to tourism through photos, images and social media posts.
20 MIN	● TASK: In the ‘Padlet’ digital platform, the defined groups will have to create a catchy and short post-like to recommend (to be included in the final pamphlet) something special and sustainable of their province of Andalusia (research requested as homework), using text and visual elements. They will have to complete a checklist for group-assessment.
15 MIN	● POST TASK: Every group will have to read other two padlets posts and focus on the elements that make them catchy, to guide them the teacher will give them a chart to complete.
MATERIALS AND RESOURCES	● Classroom television ● Students’ Chromebook ● Canva presentation ● Mind map tool ● Padlet ● A printed checklist ● A printed chart for analysing the recommendations

SESSION 4 “HOW DOES TOURISM IMPACT ON A PLACE AND ITS COMMUNITY?”	
TIMING	TASK SEQUENCE
20 MIN	● PRE-TASK: A video about the impact of tourism will be presented and students will have to write in their notebooks three positive and negative ideas extracted from the video. They will share their ideas with their partner and finally the teacher will comment on some aspects of the topic. ● TASK: In the digital screen some pictures will be projected for students to infer the changes between them. To collect the analysis they do on the pictures, they will have to complete a thinking chart in pairs. ● POST-TASK: Students will see a TikTok video about gentrification and touristification and they will be asked to complete an exit ticket.
25 MIN	
10 MIN	
MATERIALS AND RESOURCES	● Classroom television ● Students’ notebooks ● Canva presentation ● Youtube video ● A printed sheet for the thinking chart ● TikTok post ● A printed sheet for the exit ticket

SESSION 5: “HOW DOES TOURISM IMPACT ON A PLACE AND ITS COMMUNITY?”	
TIMING	TASK SEQUENCE
10 MIN	● PRE-TASK: Students will be given a text to read about the Malaga situation due to tourism and identify the problems caused in the city. They will be requested to work individually and then the teacher will generate discussion with the whole group on the task. ● TASK: Students will be divided into five groups and they will have to create a plan to provide possible solutions to solve one of the problems in the city of Malaga, discussed in the previous task. They will be provided with a template to be guided in the working process. ● POST-TASK: The five different groups will have to assign two speakers who will present their plan to the rest of the class. While the presentations take place, the remaining students, individually, will have to provide peer-feedback using the technique ‘Two stars and a wish’ and finally vote for the more viable one.
30 MIN	
15 MIN	
MATERIALS AND RESOURCES	● Reading sheet adapted from: https://osalto.gal/ciudad/turistificacion-airbnb-problema-malaga ● A printed template for the plan creation ● ‘Two stars and a wish’ printed sheet

SESSION 6 WAYS OF SUSTAINABLE TOURISM	
TIMING	TASK SEQUENCE
15 MIN	● PRE-TASK: Introducing what sustainable tourism is with a Tiktok video projection. The teacher will generate conversation to discuss out loud about the video. ● TASK: In pairs, students will be asked to redact the script for a role play. One of their classmates wants to visit Andalusia so they will give her/him some sustainable and respectful recommendations. A sheet for the script will be provided, as well as an online document with reliable web pages to extract information. ● POST-TASK: In pairs students will do a quiz to practise on some vocabulary words discussed throughout the session. At the end of the quiz, some questions will be referenced and discussed jointly with the students.
25 MIN	
15 MIN	
MATERIALS AND RESOURCES	● Classroom television ● TikTok post ● Printed sheet for the role playing script ● Web pages document ● Quiz ● Students' Chromebook

SESSION 7 SUSTAINABLE TOURISM AROUND ANDALUSIA	
TIMING	TASK SEQUENCE
20 MIN	● PRE-TASK: Students will be asked to group themselves in their assigned groups. Each group will be in charge of searching and collecting info about a specific designated section of the pamphlet template. Students first will be asked to search the information on an online document with reliable web pages provided to them and then select, organise and structure the information they find in a shared google drive document.
20 MIN	● TASK: Pamphlet creation. Students will be asked to access the canva application where they will have to transfer to the template the information collected, highlighting the grammar structures, vocabulary or expression used that make the content more attractive (e.g. imperatives, questions, exclamations, attention-grabbing verbs, adjectives). In the template itself some WAGOLLS are provided.
15 MIN	● POST-TASK: Students will be asked to perform the role play of the previous session. To do this, the couples that have worked together on the script will be rearranged, each member will perform the role play with another partner. A sheet will be given to them to provide peer-feedback using the “sandwich technique”.
MATERIALS AND RESOURCES	● Classroom television ● Students' Chromebook ● Google Drive document ● Pamphlet template ● Web pages document ● Peer-feedback sheet

SESSION 8 SUSTAINABLE TOURISM AROUND ANDALUSIA	
TIMING	TASK SEQUENCE
20 MIN	● PRE-TASK: Students will be asked to group themselves in their assigned groups. Each group will be in charge of searching and collecting info to complete the provinces section of the pamphlet template. Students will be asked to use the same google drive document of the previous day as well as the online document with reliable web pages. ● TASK: Pamphlet creation. Students will be asked to access the canva application to fill in the pamphlet template with information they have previously collected, highlighting the grammar structures, vocabulary or expression used that make the content more attractive (e.g. imperatives, questions, exclamations, attention-grabbing verbs, adjectives). In the template itself some WAGOLLS are provided. Students can access the Padlet post they created (See Session 3) and use it for the pamphlet. ● POST-TASK: The sections of the pamphlet completed in the previous session will be projected on the classroom screen and, voluntarily or by teacher selection, students will read each section aloud. After reading, the teacher will focus on the positives aspects, on some possible mistakes and will give some feedback.
20 MIN	
15 MIN	
MATERIALS AND RESOURCES	● Classroom television ● Students' Chromebook ● Google Drive document ● Pamphlet template ● Web pages document ● Padlet

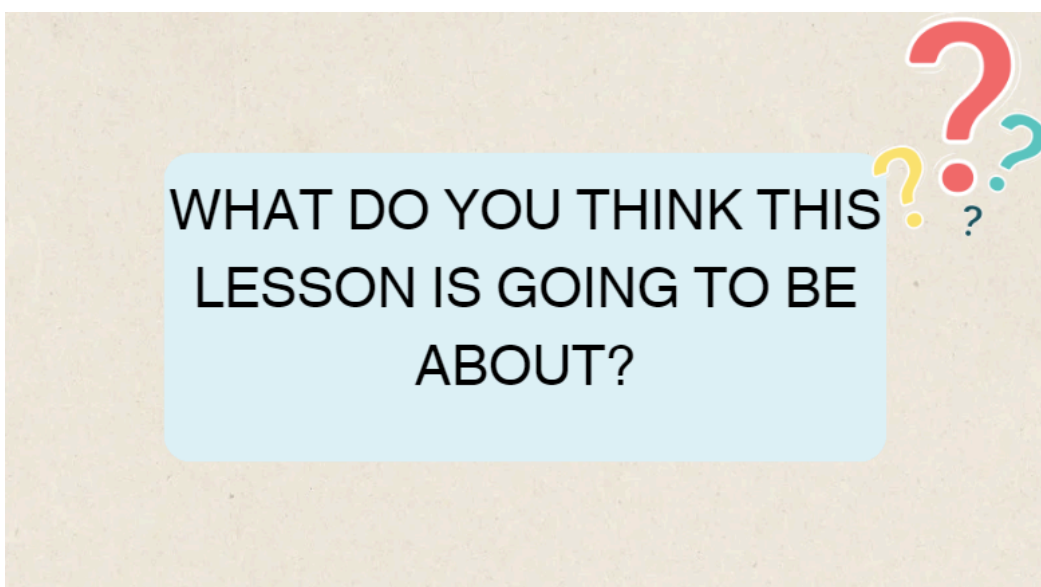
SESSION 9 PROMOTING SUSTAINABLE TOURISM	
TIMING	TASK SEQUENCE
10 MIN	● PRE-TASK: Some questions will be projected on the screen for commnet with the whole class about the experience of working to create a travel pamphlet. ● TASK: Students will be divided into their corresponding groups to do the carousel exercise. This consists of groups, two by two, rotating to different ‘stations’ to defend and promote their proposed trip around their province to another group. Once both groups have spoken about their sustainable route, they will rotate to another ‘station’ until each group has completed the full lap. ● POST-TASK: Students will be given an exit ticket for doing a final reflection on the learning process.
35 MIN	
10 MIN	
MATERIALS AND RESOURCES	● Classroom television ● Students’ Chromebook ● Pamphlet template ● The exit ticket printed sheet

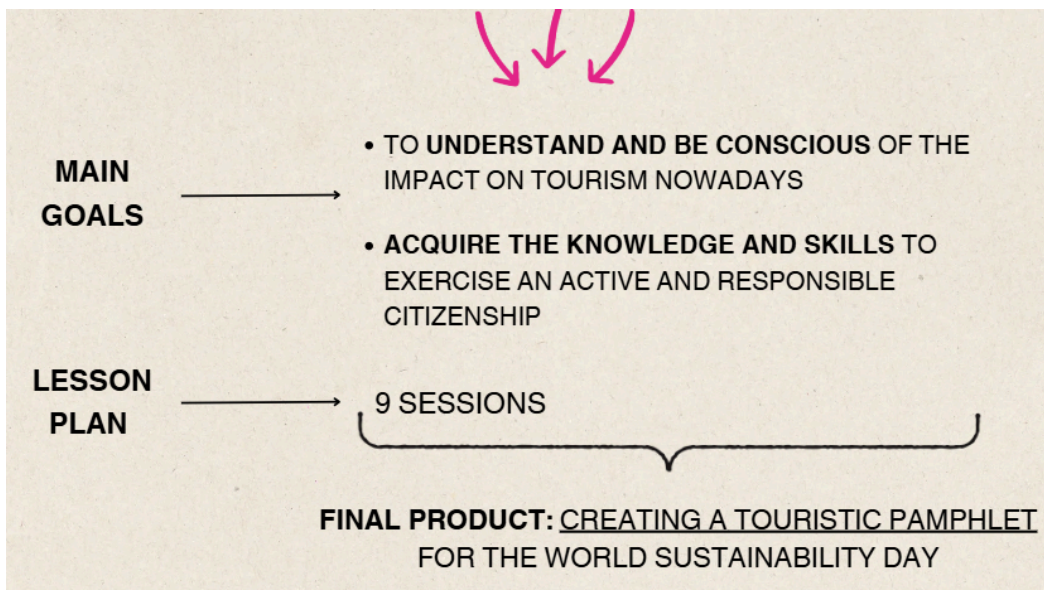
Appendix 6 Materials and resources

SESSION 1

Pre-task

[-Power Point slides](#)





Task

-[Power Point slides](#)



-[Video campaign](#)

-[Listening chart](#)

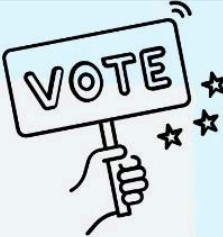
Post-task

-[Power Point slides](#)



-[Slogan creator](#)

-Printed sheet for the slogan votation

GROUP 1	★	★	★	
GROUP 2	★	★	★	
GROUP 3	★	★	★	
GROUP 4	★	★	★	
GROUP 5	★	★	★	
GROUP 6	★	★	★	
GROUP 7	★	★	★	
YOUR OWN GROUP	★	★	★	

SESSION 2

Pre-task

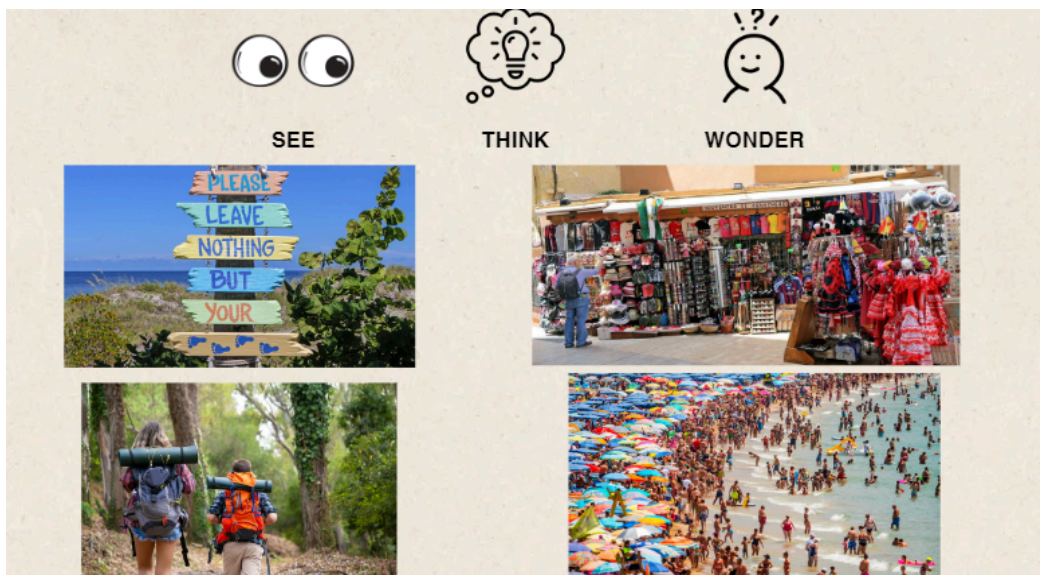
-[Power Point slides](#)



-[Brainstorming tool](#)

Task

-[Power Point slides](#)





DO NOT LITTER, NEITHER
DISTURB NATURE



THOSE PEOPLE ARE
MAKING ECOTOURISM IN A
NATURAL ENVIRONMENT



IT IS DIFFICULT TO **BUY LOCAL** IN
SOME TOURISTIC CITIES, ONLY
SOUVENIRS SHOPS CAN BE
FOUND



MASS TOURISM PROVOKES
SOME PLACES TO BE
OVERCROWDED

-Printed sheet for the 'Thinking Routine'

	WHAT DO YOU SEE? 	WHAT DO YOU THINK ABOUT THAT? 	WHAT MAKES YOU WONDER? 
IMAGE 1			
IMAGE 2			
IMAGE 3			
IMAGE 4			

Post-task

-Printed sheet for the Exit Ticket



Exit Ticket

Name: _____

Date: _____

- Before this class, I knew about sustainable tourism that

- During this session I have learned that

- I would like to learn more about

Homework

-Organiser sheet

HOMEWORK SHEET

INFO ORGANIZATOR

Group members:

Designated provide:

What are you going to recommend? Where is it located?

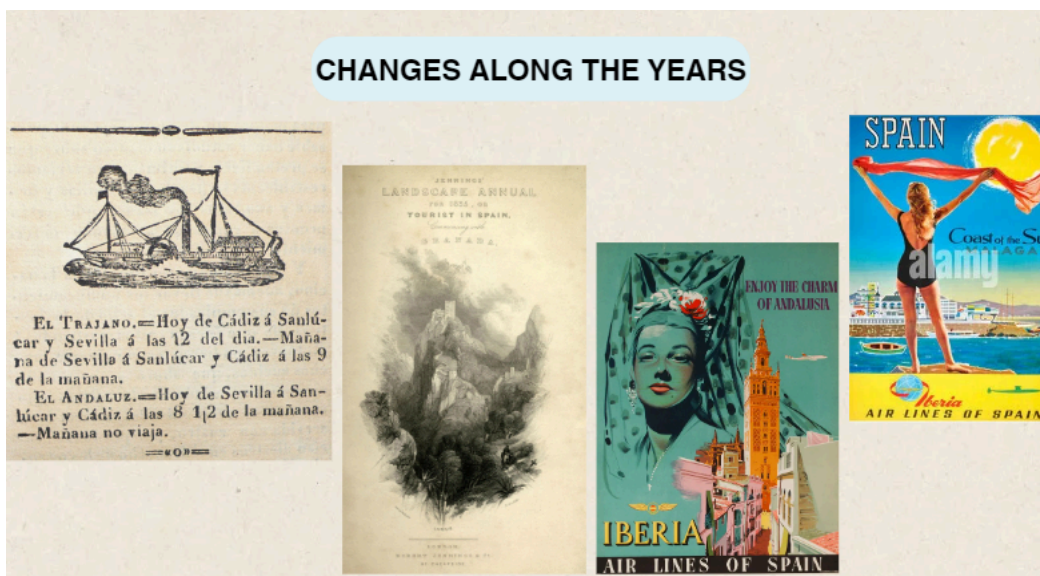
Key information about the place:

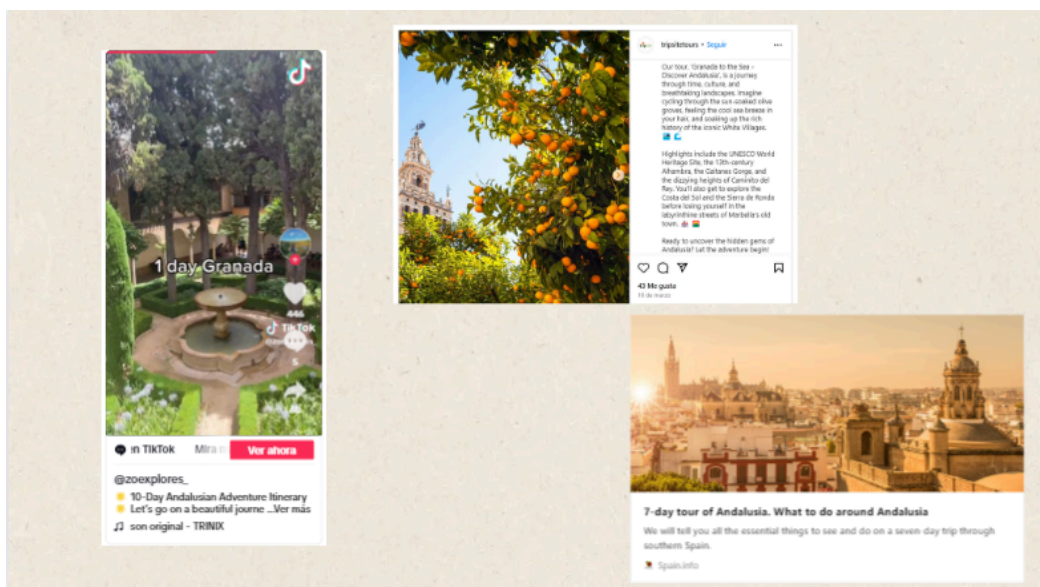
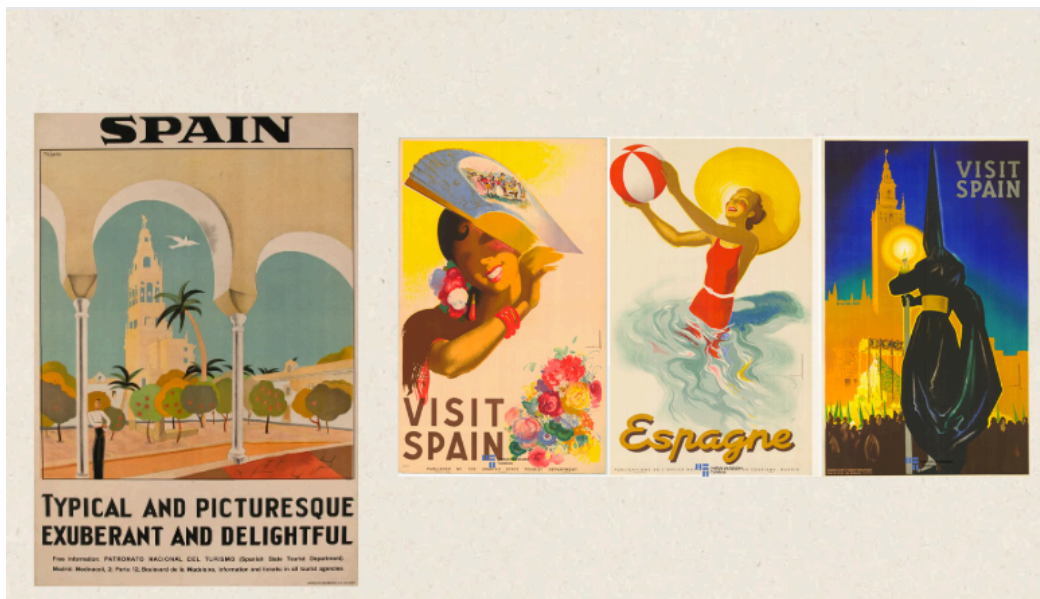
-
-
-
-
-

SESSION 3

Pre-task

-Power Point slides





-[Mind map tool](#)

Task

-Padlet



-Checklist

 **RECOMMENDATION CHECKLIST**

- ☐ **It is supported by sustainable principles**
- ☐ **The grammar used is appropriate for a recommendation (should, must, suggest)**
- ☐ **Vocabulary attracts the reader's attention**
- ☐ **We integrate visuals in the post**

Post-task

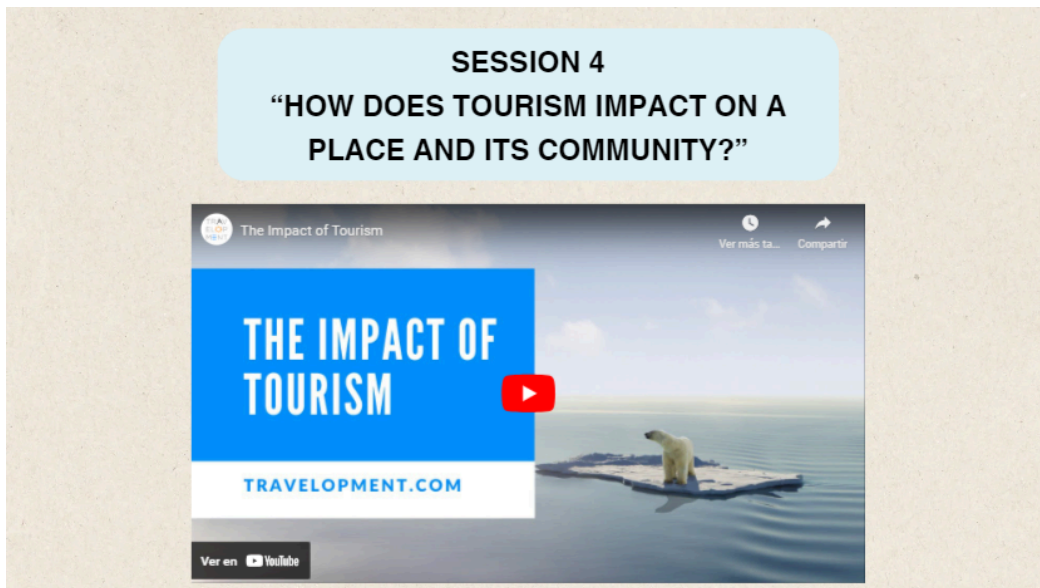
-Analysis chart

Group:	
After reading two posts of other groups complete this table:	
What words contribute to capture your attention? Write them down. 	
Are the verbs used appropriate for the typology of the text? Write down two examples 	
Does the combination of the written and the visual facilitate the understanding of the message conveyed? Write down one reason. 	

SESSION 4

Pre-task

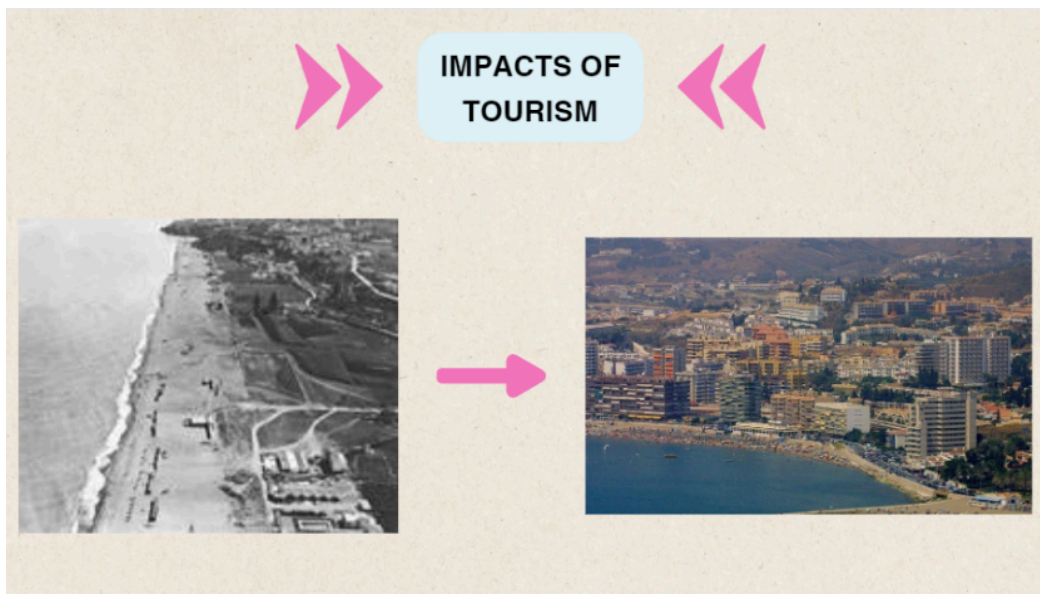
-[Power Point slides](#)



-[Youtube video](#)

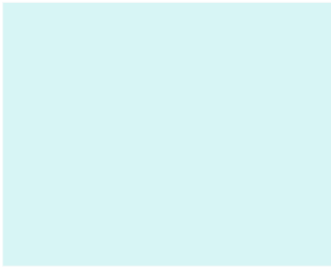
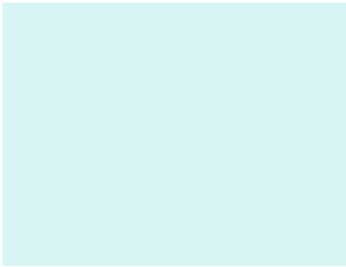
Task

-[Power Point slides](#)





-[Thinking chart](#)

		THINKING CHART
		PAIR 1
WHAT CAN YOU SEE IN PICTURE 1?	WHAT CAN YOU SEE IN PICTURE 2?	
		
		
REFLECTION:		

Post-task

-Printed sheet for the Exit Ticket

Exit Ticket		
Name: _____ Date: _____		
HOW DO YOU FEEL ABOUT YOUR LEARNING TODAY?		
		
I am feeling good!	I need more practice.	I need some help.
.....		
TWO THINGS I LEARNED ABOUT THE IMPACT OF TOURISM		
1	_____	

2	_____	

ONE CONCERN I HAVE ON THE TOPIC		
1	_____	

SESSION 5

Pre-task

-[Power Point slides](#)



-[Reading sheet](#)

Task

-Action plan sheet

ACTION PLAN		
MAIN AIMS _____ _____ _____ _____		
IDENTIFIED PROBLEM 1	IDENTIFIED PROBLEM 2	IDENTIFIED PROBLEM 3
↓	↓	↓
SOLUTIONS • • • •	SOLUTIONS • • • •	SOLUTIONS • • • •

Post-task

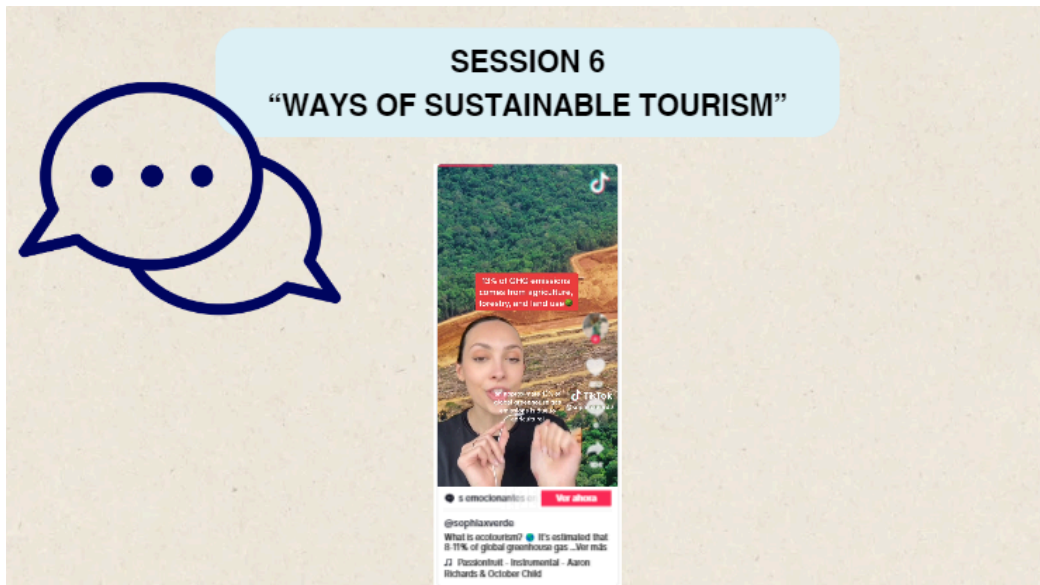
-Feedback sheet

2 STARS & A WISH	
Feedback for:	
	
	
	

SESSION 6

Pre-task

-[Power Point slides](#)



-[TikTok post](#)

Task

-[Web pages document](#)

-[Role-playing sheet](#)

ROLE-playing

INSTRUCTIONS

- Work in pairs
- Complete the discussion topics boxes with the things you choose to recommend. They **don't have to be the same** as the ones below, THEY ARE EXAMPLES
- You have to complete AT LEAST **3 recommendations**
- Complete the last boxes with **the main info of the tips**. You can write it or make an outline.

DISCUSSION TOPICS

1. RESTAURANTS

2. TOURS

3. NATURE AREAS

4. GENERAL SUSTAINABLE PRACTICES



RECOMMENDATIONS SCRIPT

1

Post-task

-[Quiz](#)

SESSION 7

Pre-task

-[Power Point slides](#)



-[Web pages document](#)

-[Google Drive document](#)

Task

-[Pamphlet template](#)

(WINNING SLOGAN)

A sustainable travel guide around Andalusia

Special Issue N6



SUSTAINABLE TOURISM

Find out why it is SO IMPORTANT to implement sustainable practices and habits when traveling and doing tourism

THE GUIDE

Check out our guide to discover THE BEST ROUTE around the eight Andalusian provinces

By (Name of students)
Edited by (teacher)

RECOMMENDATIONS

Don't miss this SPECIAL ISSUE with tips on eco-friendly, accommodations, local businesses, plans and restaurants .

Keep reading to find out more.

June the 5th, World Environment Day



THE IMPORTANCE OF SUSTAINABLE TOURISM

SUSTAINABILITY involves making **responsible choices** that ensure the long-term health of our planet. In the same way, SUSTAINABLE TOURISM seeks to provide enriching travel experiences while **preserving natural and cultural environments, and local communities.**

WHAT IS SUSTAINABLE TOURISM?

WHAT CAN BE THE IMPACTS OF TOURISM ON THE ENVIRONMENT AND THE LOCAL?

1



2

EXAMPLES OF SUSTAINABLE PRACTICES WHEN TRAVELLING

-
-
-
-
-

SUSTAINABLE TOURISM IN ANDALUSIA

[Write an introductory paragraph to present the region of Andalusia (its rich cultural, historical and natural heritage) and justify the importance of implementing sustainable tourism measures in this place]

TIPS ON SUSTAINABLE PRACTICES

This list offers some GUIDANCE for being a **sustainable** and **responsible** VISITOR:

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•



THE POWER OF COLLECTIVE ACTION

Here are the IMPACTS of COLLECTIVE EFFORTS to achieve a **sustainable** and **responsible** tourism in Andalusia:

•

•

•

•

Post-task

-Peer-feedback sheet

**SANDWICH
FEEDBACK**

HIGHLIGHT SOMETHING YOU LIKE

CONSTRUCTIVE COMMENTS

HIGHLIGHT SOMETHING YOU LIKE

SESSION 8

Pre-task

-[Power Point slides](#)



-[Web pages document](#)

-[Google Drive document](#)

Task

-[Padlet](#)

-[Pamphlet template](#)

**THE BEST
SUSTAINABLE
TRIP AROUND
ANDALUSIA**

"NAME OF
THE PROVINCE"

HOW TO GET AROUND

ECO-FRIENDLY ACCOMMODATIONS

WHERE TO BUY LOCAL

**SUPPORT
LOCAL
BUSINESS**

THE BEST SUSTAINABLE TRIP AROUND ANDALUSIA



THINGS TO DO

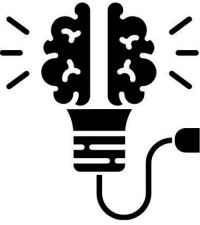


WHERE TO EAT

SESSION 9

Post-task

-Printed sheet for the Exit Ticket



3-2-1 REFLECTION

Fill in the boxes below to reflect on your learning process along this unit. What did you learn, and what questions do you still have?

3 THINGS I HAVE LEARNED

1. _____

2. _____

3. _____

2 INTERESTING FACTS

1. _____

2. _____

1 QUESTION I HAVE

1. _____

