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Audiovisual materials in an EFL class

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1. INTRODUCTION

The topic of this dissertation will be the audiovisual materials in an EFL class.

The choice of this topic comes from some studies which have shown that they have plenty of benefits and thanks to the use of this kind of materials in the English classroom, the skills in the second language are improved in a significant way, especially the listening and speaking skills.

After reading all these studies that affirm that using audiovisual materials are useful to develop the different skills concerning a foreign language in a greater extent, like Noa Talaván or Díaz Cintas , and after observing in my placement period that there was a lack of the use of these audiovisual materials during the regular classes in a 4th class of Secondary Education, I have decided to propose a teaching unit composed of five lesson plans integrating these type of materials.

Moreover, other aspects that reinforce my choice was that my students during my placement period usually tended to explain that the main difficulties they face while using the language was understanding native speakers, when they travel or during the listening exercises they did during the class which provide only the audio. Despite this fact, these kind of audiovisual materials where students can actually listen and see native speakers within a context, what would improve their comprehension, were frequently forgotten during the classes, using them only in some special occasions and not on a regular basis, so the main input that these ESO students received was their teacher's English, who is not a native speaker.

This lack of native speakers' input will be their main disadvantage when they have to face the real world. In addition, in a test that I carried out during my classes at the school, most of the students agree on the fact that the teacher did not use enough audiovisual materials and they pointed out that they would love to be able to use these materials in class more frequently, because some of them already watched some TV shows in English and they realised that it helped them with the listening aspect and with the English subject in general.

Therefore, the main objective of this dissertation will be to produce a positive and relevant change in the teaching-learning process of English as a foreign language in the Secondary Education classes thanks to the proposed teaching unit, using all types of audiovisual materials with ICTs help, throughout all the lessons. With their help students will be able to improve their language skills, more specifically their listening and speaking skills, fostering the main key competences and some teaching methods as the CLT, the project-based method, the cooperative work or the use of tasks, amongst others. Furthermore, their motivation will be higher as they realise that they gradually understand better native speakers and they will be able to communicate effectively in their trips or understand their favourite songs or TV shows.

This topic is highly relevant currently, because although changes in education are slow, new technologies are changing at a vertiginous pace and they are an essential part in children's daily life, as they belong to the digital generation (McCain and Crocket 2010). As a result, schools must adapt to this fact. The presence of audiovisual materials at schools are steadily increasing, however, their use in most schools is not sufficient and varied, as they are only used rarely in special occasions. Thus, teachers need to know them and use them properly to be able to maximize the benefits that they can provide to students.

Furthermore, according to the LOMCE, the effective learning of English as a Foreign Language will be a crucial need for students in the future, as it is a key aspect in a global and intercultural world, which is in a constant change and that is increasingly more connected thanks to the new technologies. Being proficient in English will really help students as most of the information and academic sources are in this language and it is considered the lingua franca, so with this language they will be able to communicate almost everywhere and they will relate and understand better other cultures and this will boost their options in the professional field.

The chosen course was the Fourth year of Secondary Education (ESO), due to a number of reasons:

- Students are more mature and have a higher abstract thought.
- Their level of English is the highest one, so more demanding tasks and projects can be asked.
- They have more experiences and knowledge that can relate to the project in order to enrich it.
- Their learning and concentration capacities are higher and they tend to be more disciplined than younger students.
- They are more interested in mastering the language as it might be their last year at school and they could be thinking on their working life.

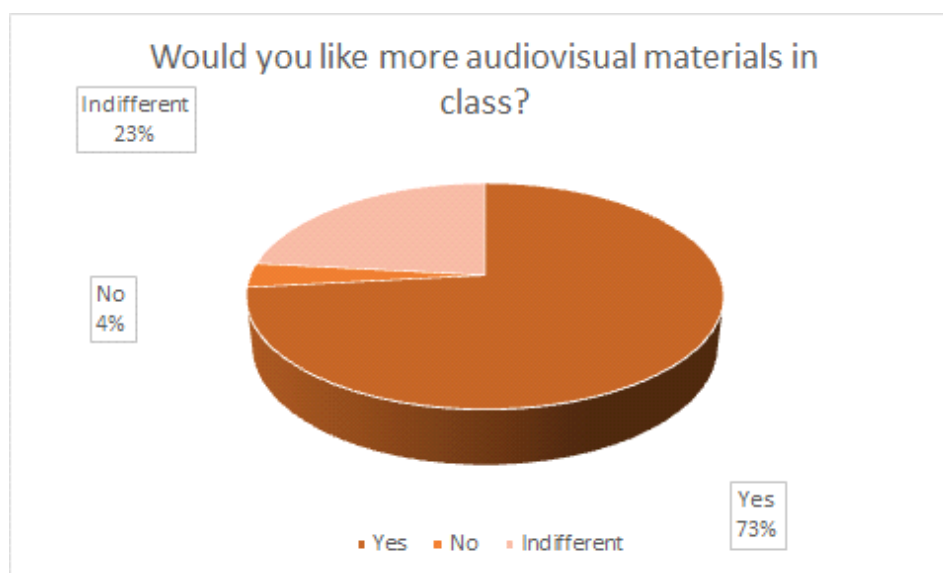
In this last year of ESO, students are expected to be able to communicate efficiently in everyday situations so the completion of the project will be achieved in a better way as students will have to negotiate meaning and be able to express themselves in order to agree on what to include in their leaflets. Furthermore, in this stage students are more autonomous, as they will work mainly alone in cooperative groups, this aspect will be highly relevant. Lastly, students will be more engaged in the topic as they realise the importance of speaking a second language as English and because they will be more interested in travelling as they begin to have some independence from their parents and are more intrigued about new cultures.

Regarding the outline of contents of this dissertation, firstly a justification of the topic will be introduced based on my placement period, followed by its theoretical foundation and the main academics that support the use of audiovisual materials. Then, the main aspects of the methodology implemented in all the five lessons will be explained, being the most important ones the CLT, the project-based learning, the use of ICTs, the cooperative and collaborative learning and the task-based approach. Secondly, the teaching proposal will be presented consisting mainly in the creation of a leaflet about one UK city with the purpose of choosing one to travel as the end of the course trip, a context and group characteristics will be provided as well as the measures for differentiation in order to attend diversity, after that, the contribution of the key competences will be commented, and then the objectives and contents that are covered that appear in the Curriculum. Next, the sequencing of the activities and its reason will be explained as well as the choice of some materials and the evaluation criteria. Thirdly, a conclusion will be drawn summarizing the main aspects of the critical comment of the teaching unit and lastly the works cited and the materials employed will be found.

2. JUSTIFICATION OF THE TOPIC

The choice of this topic comes from my placement period where in my classes observation time at the school in 4th ESO, I realised that there was a lack of audiovisual materials in the regular sessions, as the teacher herself explained to me that the only materials that she used was barely a projector to show them in rare occasions a powerpoint presentation and that she only showed them a TV or a music clip or a song, just maybe in a couple of occasions throughout all the course so the only input that they receive from native speakers regularly were the listening exercises, that were only an audiotrack, that were indicated in the book. Furthermore, thanks to a test related to this topic that I gave them to complete, the students were able to express their opinions and their needs about these kind of materials, therefore as it can be appreciated in this graphic, most of them claimed that they would love to use more these materials:

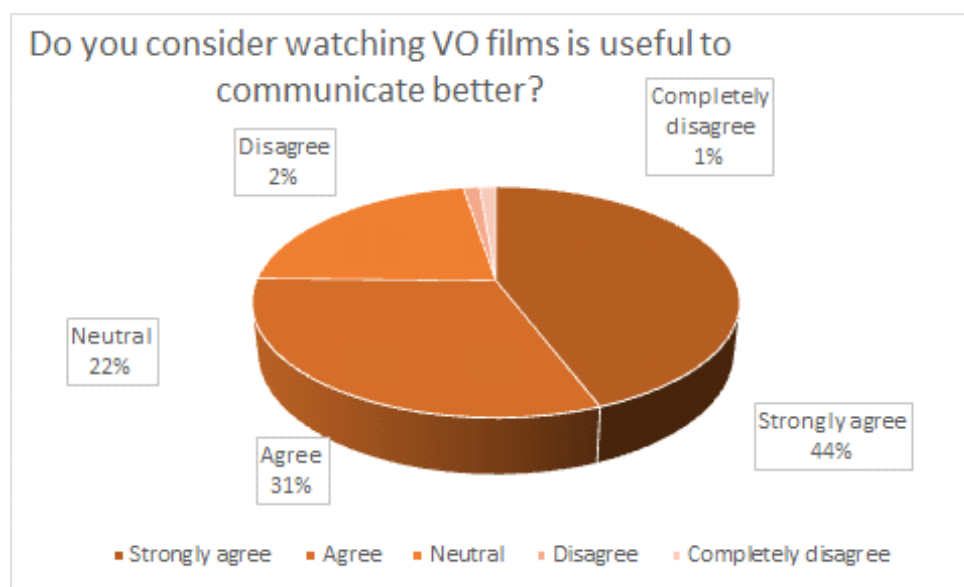
18. *Would you like more audiovisual materials in class?*



According to the results of the previous question, the answer to this one was expected. As mentioned before, the results obtained in these two graphics show a necessity to change the way of teaching foreign languages we have in Spain. In the era we are living there are plenty of resources we can find to teach English in a entertaining and communicative way using authentic materials that can attire the attention of our students such as clips or Youtube *videos*.

In addition, it is important to highlight that most of them really think that using this kind of materials will help to communicate better in the real world, which is one of the goals that is pursued in the Communicative Language Approach that will take place in the lessons developed.

17. Do you consider watching OV films is useful to communicate better in the real world?



As it can be seen in the graphic, 75% of the students answered positively to this question. Probably they did so because working with authentic materials is always more efficient than working with just the prepared listening book materials, which is what has been used traditionally in the English classes. This result can be interpreted as a wake-up call to the methodology used in Spanish schools to teach English.

2.1 FOUNDATION

One of the reasons of the choice of this topic was also the lack of motivation that I could appreciate in the students in a regular class mainly following the traditional method, just studying from the book, and I really consider that using audiovisual materials more frequently would contribute to improve their motivation, this is because students would appreciate that a new and original activity, using new technologies making it more entertaining, is introduced instead of the traditional grammar and exercises and this automatically tends to focus their attention. As according to Di Carlo (1994) its use increases the motivation and the participation dynamics in class and creates an active, funny and attractive learning environment. One of the reasons for this is that comparing to the audio tracks, audiovisual materials are more playful and familiar (Stempleski and Tomalin, 1990) so they increase the attractiveness of the course content showing them this kind of materials, being for them unusual and exotic and a way to avoid the routine of the classes. (Dornyei, 1994)

Moreover, Dornyei (1994) states that some of the ways of improving our students' motivation are regarding the language level including a sociocultural component in the L2 syllabus

by showing films or TV recordings, developing the learners' cross-cultural awareness focusing on cross-cultural similarities to make the strange familiar, promoting student contact with L2 speaker by organising school trips and developing learner's instrumental motivation by discussing the role and the potential usefulness of the L2 in the world. With this teaching unit the main strategies of the language level will be applied to increase their motivation as some videoclips of places of the UK will be displayed, they will discuss about the similarities between Spain and the UK, a school trip will be chosen as they will decide the city where they would be travelling and they will realise the usefulness of the language, as they will use it in the real world, because if they want to communicate effectively there during their trips they need to improve all their language skills.

Furthermore, this will increase their intrinsic motivation as happens if a authentic videoclip of one of their favorite TV shows is shown in class. They might want to be able to understand it, because if they achieve it they will get the sensation of understanding the real language so they will appreciate that the subject is really useful, or to search for more of these videos in original version. This would be internal rewards as Dornyei (1994) explains “with intrinsically motivated behaviors, the rewards are internal”, being this kind of rewards, on the contrary of the external ones a central motivator in the educational process, “Intrinsic motivation is in evidence whenever students' natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish” (Decy and Ryan, 1985, as cited in Dornyei, 1994). Therefore, showing an attractive videoclip for the students will be this rich source of stimulation that perhaps will foster the students' natural curiosity for the foreign language searching for more of these videos at their homes, having nothing to do with school's obligations and doing it just for entertainment. When they are able to understand them their confidence related with the language and their self-efficacy will increase as well.

In addition, this kind of project that has a trip as a final outcome, fosters Gardner's integrativeness as there is a “positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community”, being this really associated with friendship and travel orientations as Clément and Kruidenier's indicate (as cited in Dornyei, 1994).

Another problem that I could observe was that my students did not have enough amount of vocabulary in order to communicate properly and the main difficulties they face with the language were related to the listening skill. Therefore this kind of materials can really help to solve this problem as Talaván (2012) claims that watching and hearing audiovisual material may contribute in a great extent to the development of linguistic skills and the understanding of the foreign culture in an entertaining way. Furthermore, Allan (1985) states that “audiovisual materials present realistic

slices of life, gets students into talking, provides visual support and offers variety and entertainment”. Thanks to the clips of video, students are provided with cultural elements in their context and with the opportunity to learn words and expressions related directly to non-verbal references; this is relevant gestures, facial expressions, or situations. In addition, learners are able to interpret the speaker's attitude easier thanks to these visual clues, being a very useful tool to enhance learning, facilitating the understanding of the meaning and the long-term memory of these new language inputs in order to use them in later communicative situations in the foreign language. (Jorge Díaz, 2012). Therefore, it can be said that visual support is one of the main benefits of the audiovisual texts due to the context information that it is implicit to them, facilitating the understanding of the message and the acquisition of new vocabulary and structures.

Additionally, there are more benefits related to these materials, They have great flexibility: they can be used in different ways and with diverse pedagogical objectives (Tomalin, 1986). They can be reproduced in different forms with great speed and precision (they can be stopped, or rewinded when it is needed to repeat it), and their use may be used for different objectives, depending on the session. They are a good substitute for face-to-face teaching in the distance learning environments, as happens in Spain.

They promote transferable skills, achieving a more critical and efficient knowledge of the communicative means used currently. Furthermore, it allows to introduce television or cinema registers in the L2 learning, which can increase the student's motivation to search more audiovisual materials not related to the pedagogical context.

Furthermore, another very relevant benefit of using this kind of materials in class is that they are able to cover easily the main points in the LOMCE Aragonese Curriculum, for example, with a visualization of a clip of a video in class all the six key competences can be developed: the linguistic competence, as they are practicing English, improving their listening skills and using English as their tool of communication to comment later the video, the digital competence, due to the fact that they become familiar with this kind of technologies because they are used in class, the social and civic competence, because students will have to communicate and interact with their partners to express their ideas and this will make then develop a code of conduct personal and interpersonal, the awareness and cultural expressions competence, since watching an authentic video about another country will consequently, explaining directly other costumes and traditions or inferring them, will improve their culture about the world, learning to learn can also be encouraged as students can be told to carry out a self-evaluation or a peer-assessment about projects realized about the audiovisual materials treated in class and lastly the personal initiative and entrepreneurship competence, because students are able to choose always what they will say or write about the video,

they have to decide.

Furthermore, some of the general objectives of the Curriculum can be covered using audiovisual resources, justifying in this way this topic too will be especially objective number 6, which states that developing autonomous and cooperative learning strategies, thanks to the individual and team work, the use of all the means available for them, (especially ICTs), the self-evaluation and peer-evaluation, in order to progress in the L2 learning and acquisition". Other objectives than can be covered are Objectives from 1 to 4, as students have to understand general and specific oral messages as the videos and their partners' presentations, emitted through technical means or in face-to-face communication. They have to express themselves orally and exchange messages in an understandable way in communicative situations coming from some specific tasks such as presenting their projects or speaking with their classmates about what to include in their leaflets. They will have to read and understand written texts selecting the general and specific information as from authentic websites with information related to the UK cities and writing simple written texts taking into account the reader and the communicative intention, such as their leaflets.

Therefore to conclude this section, the most remarkable advantages previously explained are reinforced by Daniel (2013) as he claims that audiovisual materials:

- Help to avoid superfluous, empty and meaningless verbalization while teaching English.
- Help students to create accurate and easy to understand concepts in the foreign language.
- Achieve an effective way of teaching and learning.
- Provide variety in teaching.
- Increase interest and motivation.
- Make clearer the subject-matter relationship.
- Save energy and time.

2.2 METHODOLOGY

One of the most important methodologies used is the one based on the *project-based learning*, being this the specific syllabus, which is based on learning by doing, students will acquire a deeper knowledge of the topic as they participate actively in it, assigning a project of certain size to groups of students, in which they will have to investigate collecting and analysing the data, debating and drawing conclusions, to what they are going to finally write in their projects, which will be a leaflet about an UK city. As it is explained in the LOMCE, projects are especially relevant for the competence learning because it proposes an action plan in order to achieve a practical outcome and students have to reflect, pose a hypothesis and everyone has a responsibility applying all her abilities and knowledge to the project. As a result, a interdisciplinary learning is promoted. According to Hedge (2000), projects are promoted because as students have to analyse information and negotiate plans, there are genuine communitive needs. In addition, project-based learning encourages several factors such as creativity and imagination, self-discipline and responsibility, collaboration and research and study skills, as well as cross-curricular work, since they can use their knowledge about other subjects.

Another of the main approaches that will be used in this teaching unit will be the *Communicative Language Teaching (CLT)*, the main idea of this method is that the function of language use is communication and the main goal of it is developing the communicative competence and being able to express yourself and transmit successfully your message. (Hymes, 1972). This communicative competence includes: the linguistic competence, this is the knowledge of the language code, which can be improved thanks to the visualization of these materials, the sociolinguistic competence, this means knowing the sociocultural conditions of the language use, and the pragmatic competence, this is the appropriateness depends on the setting of the communicative situation, so it is necessary to adapt to the specific register.

The CLT can be defined more precisely, according to Brown (2007), attending to seven characteristics: it must focus on both organizational and pragmatic aspects, covering the grammatical, functional, sociolinguistic and strategic components. There has to be a relationship of form and fuction, students will be engaged fundamentally in the pragmatic and funcional use of language for meaningful purposes and although it will not be a central focus on organizational language as well. The focus will be mainly fluency but also accuracy, fluency on comprehension and production in order to engage learners in a meaningful way in language, but accuracy will also be important as teachers will have to offer correct feedback on students' errors. Focus on real-world contexts, the final outcome of a communicative class is to provide students with the necessary tools

to be able to communicate in contexts outside the classroom. Autonomy and strategic involvement, as learners will focus on their own language process and they will be able to learn in an autonomous way beyond the classroom, what will increase their motivation in the subject as they will be able to communicate, the role of the teacher will be a facilitator and not a guide, students develop linguistic interaction with other students and with the teacher, and the latter will value their performance. In a CLT class the student will be active participants of their own learning process.

According to Dornyei (2010), who argued about the traditional features of the CLT, when fluency was the main goal, he states that the simple exposure to natural language input by communicative practice does not seem to make a significant progress in students, this is why he claimed that explicit learning procedures as focus on form or some controlled practice was necessary. Being a combination of both fluency and accuracy the way to find a perfect balance for SLA for learners. This is the reason why in this teaching unit, they are asked to use some structures perfectly applied to leaflets, as the imperative, the conditional and some modals like may, might or could. They were concepts that they knew beforehand, so they could also focus on form.

All these CLT principles will be developed thanks to this teaching unit as students will have to speak in English negotiating meaning in order to create their leaflets and they will have to be able to communicate a message efficiently during their projects presentations, the focus will be fluency so our students will understand others but if the teacher appreciates some errors, they will be corrected as the teacher will be a facilitator. The focus will be a real-world context as they will have to decide which city they are travelling in their trip and some of the topics covered in their leaflets will help them there, in a context outside the classroom. Furthermore, students will work in an autonomous way and cooperative and collaborative learning will be fostered as it is a team work project and they will have to interact with other people.

In the same way, another important teaching methodology that can be developed with these materials is the *Task-Based Learning or TBL*, because this method has its basis in learning throughout tasks in order to create a bigger project, which can be defined as:

“an activity which requires learners to use language, with emphasis on meaning, to attain an objective” according to Bygate, Skehan and Swain (2001), and there is a very interesting kind of task for audiovisual materials which is the real-world task, that is defined by Richards (2006) as “tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks”. Currently, one of the most effective ways of achieving the creation of believable communicative environments is fostering the use of authentic texts through the possibilities that the

audiovisual materials offer, thanks to the ICTs progress. Therefore, with the display of these videos where native speakers speak, students can easily find these real-world uses of the language and reflect about them as these videos can be used as builders of context for the task that will be done later. During the elaboration of this project, students will have to fulfill some task in each session where the meaning will be primary, there will be a communicative problem to solve, the completion will have some priority and the evaluation will be its outcome, achieving the main characteristics of a task according to Skehan (1998).

While the completion of these leaflets, there will be a *learner-centered instruction*, as students will be the ones that will be most of the time of the classes speaking and using the L2 in order to achieve their goal and the teacher will just be a facilitator, solving some doubts and correcting some observed errors. Some of the characteristics of this method that will be developed in these teaching units are, as Brown (2007) explains: giving some control to the student (thanks to group work), techniques that allow innovation and creativity and others that will improve their competence and self-worth.

Another implemented method will be the *cooperative learning*, as students will work in groups, they will share information and help their classmates, being collaborative as well, as they are a “team” and they have to work together in order to achieve the goal of completing the leaflet. Some of the advantages of this methodology are “promoting intrinsic motivation, heightening self-esteem, creating caring and altruistic relationships and lowering anxiety and prejudice” (Oxford, 1997 as cited in Brown, 2007). Furthermore, working in small groups will increase the amount of language that they would produce comparing with the teacher-centered methodology, they will learn while hearing how other students use the language and they will have more opportunities to develop fluency. (Richards, 2006).

In this teaching unit, as the audiovisual aids are the center of this teaching unit, the *use of ICTs* will be essential in our lessons, as students will use laptops or computers to search information on the Internet and follow the steps that a WebQuest will indicate them in order to do this, they will have to use a Powerpoint presentation as well in order to present their leaflets which can be created with Glogster, and a projector will also be necessary to show some videos and some presentations. As some of the characteristics of the CLT will be harder for some non-native speakers, as a grammar-translation method is much simpler than achieving an efficient communication, this kind of technology will help those kind of teachers with a lower level of English.

Furthermore, the aspect of ICTs is really important in the Curriculum as it is explained in the LOMCE Curriculum and with this teaching unit this aspect will be properly covered: “The master of at least one foreign language has become a key aspect for what the Europe Council calls a

global, intercultural and plurilingual education, with constant changes and everyday more interconnected thanks to basically the new technologies (ICTs)". Consequently, being able to know and work efficiently with these technologies will contribute to a better formation of our students. In addition, they promote the digital competence, also explained in the curriculum as: "Currently, communication occurs mostly through the digital media, which can offer a real and functional context which can support the teaching-learning process. The students will have to know how to obtain information or knowledge from this media or in order to produce, understand and process that information. Hence, the digital competence is a key part of the communicative competence and both contribute to their development together. Furthermore, the English class is an ideal environment to learn the autonomous, critic and responsible use of the ICTs". Lastly, in the Curriculum, the use of this kind of audiovisual materials are promoted specifically: "The selection and use of these materials constitutes a key aspect in the methodology. Teacher must engage in the elaboration and design of different types of materials adapted to their levels and learning rhythms. The use of these varied resources must be fostered, considering especially authentic materials (songs, videos, games, films, literature) or modified for the classes (textbooks, messages, adapted articles). They can also be used as a measure to attend diversity, individually or in group, as they may satisfy their needs".

To sum up, the methodology employed will be learner-centered, integrative, global and flexible, adapting to the students' needs. It is also important to promote the integration of competences, providing the students with the opportunity to establish links between competences and contents. This global process is intended to promote a reflection on the foreign language and culture to develop intercultural competence. A successful learning process can only be attained through a good working atmosphere, and it should be developed by activities that promote cooperative work, as the project will be carried out in groups. This leads to the fostering of students' autonomy. Finally, investigation is also promoted using ICTs.

Furthermore, there will be cross-curricular contents as arts, history and geography as they will be designing a city and scaffolding with visual aids in order to guide students, especially the ones encountering more difficulties, so they will not be lost at any moment.

Regarding the way of evaluating, it will be explained in the evaluation criteria section, a rubric will be used by the teacher and students to peer-assess their partners and a percentage will be given to both daily work and the project. As this teaching unit could not be implemented due to lack of time of the school teacher in my placement period, it was impossible to check if it was effective and students would improve their language skills. The optimal way to prove that this kind of

projects using audiovisual aids are effective and improve all the skills, especially the listening one, would be implementing this projects at least once by term and then at the end of the course test them to see if there were any improvements related to their skills and their general performance in the SL.

3. TEACHING PROPOSAL

3.1. CONTEXT AND GROUP CHARACTERISTICS

This learning unit is organised in five sessions of 55 minutes, placed in the second term, as they are going to travel in the third term. The average level will be A2/B1 according to the European Framework and every lesson will be related to the context of the United Kingdom and their cities.

The name of this teaching unit is “Deciding our trip to the UK”. Students at the end of these five lessons will be required to create a leaflet about one UK city that will be assigned to each group. They will have the objective of convincing their partners to choose their city because later they will have to vote their favourite destination for their final course trip after their classmates' presentations so there will be a real-life outcome. In order to do this, they will be exposed to authentic materials, such as YouTube videos o tourist websites, being constantly working with ICTs, and developing the four skills and the key competences in an integrated way. This teaching unit was thought and designed due to the fact that there was a lack of audiovisual aids during the regular classes during my placement period as they mainly followed the traditional method with grammar book exercises, and this affected the motivation and the development of their different skills related to the foreign language. Furthermore, thanks to a test thay they completed, it could be appreciated that they demanded more this kind of materials because they considered that when some of them use them at home they improve their English skills, especially the listening one.

Therefore, the main objectives of these lesson plans will be increasing the motivation and their engagement in the classes. This will be achieved as they are really interested in travelling and they will decide the city after this project and also because the best brochures will be handed out at the shool to the older students, so they will appreciate that there is really a real-life outcome in this project. Additionally, other main objective will be implementing new teaching methodologies for them as the CLT or the project-based method and the improvement of their performance in the L2, in all the skills, but especially in the listening one as they really struggle understanding the audiotapes that the teacher used in the listening exams. This teaching unit was planned for a 4th year of ESO class with 20 students at El Pilar Maristas school, located in the Actur neighbourhood,

a state-funded one. Most of them have a similar level of English (around A2) but there are two students with an English level above the average and three students with learning disorders with a lower level than the rest of students. In this class, two thirds of pupils watch films and series in original version, so it can be considered a useful class, because they have experience with this kind of materials.

The chosen course was the fourth year of Secondary Education, due to a number of reasons, mainly because students are more mature and more interested in travelling and discover new cultures, so they will be more engaged in this topic. And also because they have a higher level of English and their capacities are more developed, including the creative one, necessary for this project, where they will have to create a leaflet about one UK city following some steps and later they will decide which city is more attractive to them and vote for one for their trip.

In order to attend diversity, which can be found in the class in terms of academic performance, as it has been indicated before, with three students with learning disorders, whose performance is under the average and two students with a higher academic performance than the average of the class, some measures can be proposed as activities are organised in a way in which non significant curricular adaptations are put into practice in order to help those learners whose academic performance is under the average of the class, as well as to motivate those learners with a higher degree of proficiency in English.

Group work play a key role in this aspect, and therefore groupings will be always made by the teacher taking this into account, creating heterogenous groups with mixed-ability students so that peer assistance is promoted. In order to guarantee this, in each group there will be one high level student, two or three intermediate students and one weaker student. Furthermore, they will be assigned some roles according to their individual differences that can be repeated (leader, speaker, researcher and scribe). This also contributes to the multiple intelligences and the integration of all the members of the class in the learning process regardless of their individual characteristics, as weaker students will be helped being provided with feedback from higher-level students.

Furthermore, scaffolding with visual aids will be provided in order to help weaker students facilitating their learning and if there is a fast-finishers group they will be asked to prepare a YouTube video explaining their leaflet or to create an app for a mobile phone about their cities, so they will expand and diverse their contact with the new technologies or to include in their presentations functional language related to the real world, showing some structures than can be used for booking a hotel or ordering in a restaurant, for instance,

3.2 CONTRIBUTION TO THE KEY COMPETENCES

This course plan is designed according to our current competence-based curriculum model, which seeks for the development of the key competences. Therefore, the five units that appear in this course plan contribute to the development of six key competences that are covered in the Foreign Language syllabus.

This unit contributes directly to the development of the *communicative linguistic competence* because it uses the English language as the instrument for creating their leaflets interpreting and representing reality and students will have to use the language to express themselves and negotiate meaning in order to finish their projects.

It also contributes to the development of the *competence learning to learn* as this unit helps to improve student's own resources for comprehension and production, being more autonomous and it facilitates the development of their capacity to pay attention also to the process as they will be peer-assessing their partners and inferring the structure of the leaflets, for instance.

In addition, students are asked to make decisions while the last sessions, deciding the contents and the most relevant information to add on their tourist leaflets, which contributes to the development of the sense of *initiative and entrepreneurship competence*.

Furthermore, this unit contributes to the development of *digital competence* as they will have to use ICTs and the Internet steadily in order to watch some videos and seek for information and follow the WebQuest steps about these UK cities to produce their written leaflets and oral presentations.

Regarding *the awareness and cultural expressions competence* it will be developed because students will know significant cultural features of the English culture by means of making reference to different aspects related to it in their projects and also to artistic ones as they will be searching for information about the main attractions of the cities and some of them will be museums or theaters.

Finally, it contributes to the development of social and civic competence as students will improve their interpersonal competence interacting with their partners and the relationships with British people in their trip as a result of being familiar with the cultural aspects of United Kingdom developed in the previous competence.

Furthermore, the following lessons contribute specifically to the development of communicative competence and its concrete components. First, they play a part in the development of the linguistic competence as students are asked to produce oral and written texts taking into account lexical, grammatical and phonological aspects of the English language. Second, they help to develop the sociolinguistic competence because tasks are planned so that learners became familiar with the sociolinguistic conventions of the language use, such as the register or the common expressions, as they will watch and read some authentic sources. Finally, they foster the

development of pragmatic competence as students learn about how to adapt to the communicative situation, as it is different to have an informal conversation with their classmates about the process of the leaflet, that a formal presentation in class, when they are being evaluated.

3.3 OBJECTIVES

Students will have to achieve a series of objectives throughout the teaching unit, selected from the evaluation criteria, as in the LOMCE there are no specific objectives for each course.

Therefore, some of the first objectives that the students will have to accomplish will be the ones related to **understanding oral texts**, as they will have to start the teaching unit listening to a video dealing about the UK countries, and these will be the following:

- Understand the general and specific information of oral texts of a average length transmitted by a person or by technical ways, as they will have to understand their classmates presentations or a video on the Internet (Crit 1.1). This will contribute mainly to the linguistic communicative competence, thanks to the acquisition of oral abilities and also to the digital competence, as they will have to be in contact with a video.
- Knowing and using the sociocultural and sociolinguistic aspects of the text related to daily life for the comprehension of the text, as in a videoclip a context is provided to them, they can practise using all these aspects for the text understanding. Furthermore, they will show a proper use of social conventions and a confidence attitude in the use of the language as a communication and understanding mean.(Crit. 1.2). This will contribute mainly to the linguistic communicative competence as they will improve their listening skills, to the awareness and cultural expressions, as students reflect on these sociocultural and sociolinguistic aspects to improve their skills, to the social and civic competence, because they will know many sociocultural aspects of another country.

Secondly, after listening to the video, they will have to start **expressing themselves orally in English** in order to answer the questions about it and in order to start working on their project and negotiation meaning to have an agreement on how to do their leaflet and finally they will have to carry out their presentations speaking successfully in their foreign language, so the following objectives will be necessary to accomplish:

- Produce short or average oral messages, in different registers, exchanging information and

opinions and justifying actions, applying planning and implementation strategies, expressing the required syntactic-discursive pattern and proper pronunciation with a common use lexic, frequent expressions, in order to organise a text with enough cohesion and coherence (Crit. 2.1). This will foster mostly the linguistic communication competence, as they are using the foreign language to express themselves, and the learning to learn competence, as they have to apply some strategies in order to improve the speaking skill.

-Adjust the register to the listener, the communicative purpose, the topic and the channel, expressing polite opinions and showing initiative and confidence in the use of the language. This is a quite important as they have to begin to differentiate between different communicative situations and registers (Crit. 2.2), as it is a different register speaking with their classmates while doing the project and afterwards when they have to speak during the exposition because the teacher will be listening and evaluating them. This will contribute to the linguistic communicative competence as well, and to the learning to learn and initiative and entrepreneurship, as students have to choose the communicative strategies in order to express themselves properly. Also to the social and civic competence as students will have to interact and adapt to their partners characteristics.

Thirdly, they will be shown some authentic brochures and they will begin to search on the Internet authentic websites in order to gather all the relevant information, and **understand the written texts** that appear there, that they want to add in their leaflets, so the objectives to fulfill will be the next ones:

- Comprehend the essential information and the most relevant details of texts with an average length, written in different registers, about daily issues, or less common, identifying the main communicative functions and the syntactic-discursive patterns associated with them, recognising the lexicon, the common use expressions, the orthographic conventions related to punctuation and format, as well as symbols and abbreviation (Crit 3.1)., as they will have to understand and select the information about the cities on the Internet and identify the main grammatical structures in the authentic leaflets in order to have a model to elaborate their own leaflet. This specific objective will help to develop the linguistic communicative competence as they are reading in the foreign language, the learning to learn and initiative and entrepreneurship competences as well as they are realising how the text is written in order to improve their own text and they are making choices deciding the most relevant data for their projects, and the digital competence as they are reading information in authentic websites.

- Know and use for the text comprehension of the text the sociocultural aspect and sociolinguistic of the text related to daily life, life conditions, interpersonal relationships and social conventions (Crit. 3.2). This will contribute to the communicative competence as well and the social and civic

competence, as they are using the sociocultural aspects of a foreign country to improve their listening skill.

Lastly, after gathering and selecting the information that they want to add in their leaflets, students will start to express their ideas **producing written texts** in their projects, therefore, the objectives to achieve will be:

- Produce short or average length written texts, being coherent and with a clear structure, about daily matters or less common ones, expressing the communicative functions required through the correct use of syntactic-discursive patterns, lexicon, expressions or orthographic conventions, punctuation and format (Crit 4.1.). This will help to develop the linguistic communicative competence as they are writing in English, the learning to learn competence, as they are realising the main linguistic patterns, the initiative and entrepreneurship as they have to decide what information they write in their leaflets, the digital competence, as they can write the information in a computer and the awareness and cultural expressions as they will be able to expand their knowledge about the cultural and artistic competence about the UK.
- Integrate the sociocultural and sociolinguistic knowledge related to the interpersonal relationships and social conventions in different life areas, adjusting the expression to the reader, to the communicative purpose, the topic and the textual support, showing an attitude full of confidence and effort in the use of the written language (Crit.4.2). As they will have their leaflets according to the right register and communicative situation, trying to persuade the readers to visit that city. This will foster the social and civic competence as students will know significant cultural aspects and they will show them in their leaflets, the learning to learn and the initiative and entrepreneurship will be developed as well, as they will integrate some features of the authentic text while writing their projects.

3.4 CONTENTS

This course plan is designed taking into account the curricular contents for Foreign Languages in ESO that appear in the LOMCE. Here are the common contents that appear in the five lessons.

Block 1: Understanding of oral texts

- Understanding general and specific information from diverse oral texts transmitted by other people or through ICTs, from different resources (teachers, classmates, TV, YouTube), like understanding their partners during the conversations about the development of the project or during their presentations or the videos shown in class.
- Interpretation of the messages: identification of the main idea and the secondary ones, distinguish between facts and opinion, the speakers' intention, humour and irony features, in order to understand completely the videos shown in class or the messages transmitted by their partners.
- Use of understanding strategies like activation of previous knowledge related to the topic, anticipation of the general content with the support of verbal and not verbal elements or inference of the meaning from the linguistic or situational context, this will be possible thanks to the visualization of videos where they have a context so they can infer the general meaning.

Block 2: Production of oral texts

- Oral production of a description of a city, like in this case a UK city.
- Participation in conversations with the communicative purpose of achieving the goal of ending their projects.
- Use communication strategies like using properly the digital resources in order to carry out a team presentation, adequate to the register, express the message clear with coherence and a right structure depending on the text (opinion, debate, exposition).
- Interest for establishing contacts with foreign language speakers, as they will have to speak with some people in their chosen city of the UK.
- Social conventions, courtesy rules and linguistic registers (formal like a class presentation, or informal like talking with their partners in order to decide which information they add to their leaflets).
- Description of a place, like one UK city.
- Exchange of opinions, points of view or advices, when they are negotiating meaning in their team collaborative work.
- Expression of certainty, probability and possibility as they will use the conditionals in their brochures.

- Expression of suggestions, advises, wishes, conditions, hypothesis, interest, approval, while their conversations about the project.

Block 3: Understanding of written texts

- Understanding the general and specific information of authentic texts like websites or real leaflets with information about the UK cities.
- Use of understanding strategies like activation of previous knowledge about the topic of the UK, prediction of the information from textual and not textual elements, identification of the type of text (description of a city) in order to adapt the understanding to it, infer the meaning from the context, and use of digital resources in order to solve understanding problems as they will be in continuous contact with a computer and the Internet.

Block 4: Production of written texts

- Composition of creative written texts, like a leaflet about one UK city.
- Use production strategies: activate and coordinate the own general and communicative competences in order to elaborate efficiently the task (generate options with a brain storming with their partners, organise in paragraphs, revise a draft of the leaflet), Use properly the ICT resources to be able to solve their doubts), write texts from a model and guide activity, like writing a leaflet from a real brochure and following a WebQuest guiding them, write the message of the brochure with clarity, adapting to the text model, interest for a good presentation of the written text, reflect about strategies of self-evaluation and self-correction to improve the written expression and recognise the mistake as a part of the learning process.
- Tense review, use correctly the main verb tenses like the present simple and continuous, the future or the past.
- Use the first conditional sentence, the modals (might, may, could) and the imperative, as they will be the most important structures they will have to integrate while writing their projects.
- The adjective and the adverb, as they will be necessary in order to describe their cities.

3.5 SEQUENCING OF THE ACTIVITIES

According to Finney's classification (2002), students of fourth year of ESO belong to the pre-intermediate level. In this level the instructional sequence that is more advisable to implement is a task-based approach with problem-solving activities. This is helpful in order to work on functions and skills so that students learn how to use language as part of a process in which activities are communicative, avoiding just the focus on structure. Each session is organised around a main task

that will have as well a pre-task and post-task and the language used is mainly determined by the completion of the task by the students.

- Resources

There are some resources that are used throughout the five lessons: whiteboard, computers, Internet, photocopies, videos, articles and other printed materials.

- Groupings

Students have to work mainly in pairs and cooperative groups.

- Space

The space used for the development of the units are the ordinary classroom and the ICT room.

- Timing

Each of the five lessons that comprise our learning unit have a length of 55 minutes, places in the second term.

Regarding the sequencing, in the first three sessions students will be prepared with some warming-up activities in order to activate their previous knowledge about the UK and providing them with some general notions about the capital cities and a review of the grammar structures and vocabulary most used in order to describe a city which will allow them to carry out successfully the final project about their assigned UK city in the last two sessions, in which they will elaborate it in an autonomous way in cooperative groups following some steps that the teacher will propose.

More specifically, in the first lesson, they will watch a video about the four nations in the UK, as they will be assigned the four capital cities of the four countries, so they will activate their previous knowledge about the topic and increase it after watching it. Then, they will answer some oral questions and exercises about the video, so they will be practising listening, speaking and writing skills, improving their communicative linguistic competence and they will start working from the beginning with the ICTs and in a cooperative way in pairs.

Then, in the second lesson, their previous knowledge about cities adjectives and nouns will be activated so they will be able to use them explaining their leaflets in the oral presentations. Then, the listening skill will be fostered as they will watch some tourist videos about the cities. They will have to complete two tasks, completing the see-think-wonder charts and the post-its activity so the task-based approach will be applied and they will practise the writing skill.

In the third lesson, they will be provided with some authentic leaflets and they work cooperatively, so they will infer the structure of the leaflets, developing the learning to learn competence, and also the communicative linguistic competence as they will have to read and write in the foreign language.

The fourth lesson will mean the beginning of the creation of their leaflets, so the project-based method and the cooperative learning will be employed, since they will work in teams. They will improve the four skills, and they will have to listen to their partners, being able to communicate and negotiate meaning, so the CLT will be implemented as well. Lastly, in this session, the ICTs will be used in a greater depth as learners will have to search and select the most relevant information on authentic websites using computers or tablets, as a result the digital competence will be promoted.

In the fifth lesson, the listening and speaking skills will be fostered, as they will have to listen and express themselves orally to present and try to convince the rest of the class to go to that city, achieving the goal of make their message understood, so CLT will be applied here as well. Furthermore, the learning to learn competence will be promoted as they will have to peer-assess their partners.

3.6 MATERIALS

Concerning the materials, the first video about the UK is adapted as it is from the British Council website, but most of the rest of the materials are authentic, like the tourist videos, the leaflets and the websites as they are real and they are not adapted taking into account the level of the students being designed for the learning of the second language. Authentic materials have been selected because according to some studies, the classroom activities should be as close as possible to the real world and the purposes of reading should be the same in class and in the real life. Some of the main advantages that they claimed were that these authentic materials “provide cultural information about the target language, exposure to real language, they relate more closely to learners' needs and they support a more creative approach to teaching” (Clarke and Silberstein, 1977, as cited in Richards, 2006).

Other selected materials are some exercises to check understanding about the first video in order to improve the listening skill, a STW chart so they can develop the learning to learn competence, a description of a city and a mind map in order to activate their previous knowledge and add new vocabulary, a PWP presentation and a WebQuest providing the steps, so students will not be lost and will have a clear aim in their tasks and lastly a rubric so they can peer-assess their partners, focusing on the process and promoting the learning to learn competence.

3.7 EVALUATION CRITERIA

Some of the Evaluation Standards that can be applied to this learning unit are:

Block 1: Understanding of oral texts

Est. IN. 1.1.1. Listen to oral texts emitted by a speaker (monologue) like a presentation about the leaflet of their cities and show that they have understood the main ideas and more detailed information, thanks to the peer-evaluation or one-minute papers.

Est.IN.1.1.2. Listen to oral texts between two or more speakers, face to face or recorded, like videos about the UK cities or conversations about how to do the leaflets, understanding the general or specific information thanks to different kind of tasks.

Est. IN. 1.2.1. Extract and interpret information about the sociocultural and sociolinguistic aspects of the English native speakers, for example watching videos about the UK cities and their different cultures, using them in order to improve their oral understanding and giving value to that language to access new knowledge and cultures.

Block 2: Production of oral texts

Est.IN.2.1.1. Do brief presentations with a good structure, having rehearsed and with visual support, related to a UK city with a PowerPoint presentation and the leaflet as visual support, organising the information in a coherent way, expressing clearly their ideas and answering to their classmates questions.

Est.IN.2.1.2. Participate properly in conversations about a city of the United Kingdom in order to achieve the goal of creating their leaflets, exchanging information, expressing and justifying briefly their opinions, making suggestions and producing a coherent discourse adapted to the communicative situation characteristics.

Est.IN.2.2.1 Participate with fluency in informal conversations related to the elaboration of the leaflet, being respectful towards the communicative rules (such as the turn to speak, courtesy, linguistic register, amongst others), adapting to the listeners' characteristics and reflecting on the language in order to improve their oral productions.

Block 3: Understanding of written texts

Est.IN.3.1.1. Understand the general sense, relevant information and possible implications of

authentic texts such as real leaflets or websites with information about the United Kingdom, selecting also specific information from this written resources.

Est.IN.3.2.1 Extract and interpret data about the aspects that define the sociocultural and sociolinguistic of each city of the UK, using this knowledge to improve their reading comprehension and show initiative in the use of digital resources, like the Internet and all these audiovisual materials.

Block 4: Production of written texts

Est.In.4.1.1. Write formal or informal texts like some information in the leaflets, adapting to the given models and the formulas of this kind of text.

Est.IN.4.2.1 Describe the characteristics of a place like a city of the United Kingdom and its most remarkable places to visit.

Est.IN.4.2.1. Write in some social media like a mobile phone app about these cities, that will be one possibility of the final outcome of these leaflets.

The assessment that will carry out will be integrative, summative and formative as daily tasks and one-minute papers will be collected and provide them with feedback. Furthermore, observation scales will be used to take into account their participation and attitude in the subject. Additionally, the final project will be assessed with two rubrics, one about the leaflet itself and the other about the oral presentation giving also the students the opportunity to peer-assess their partners and contribute with a 10% of the total mark.

Regarding the grading criteria, as it can be appreciated in the table, a 40% of the mark will be given to the process, collecting daily activities like the listening comprehension exercises or the STW chart together with the one-minute papers checking that what has been explained in class is properly understood.

On the other hand, a 60% of the mark will be given to the product, dividing it in the final project, this is the tourist leaflet with a 35%, from which the teacher assessment will constitute the 30% and the peer-assessment of the evaluating teams the 5% and in the oral presentation with a 25%, 20% by the teacher and the 5% left by the students.

Process: 40% (Daily tasks and one-minute papers)	
Product: 60%	Project: 35% (30% teacher assessment; 5% peer-assessment)
	Oral presentation: 25% (20% teacher assessment; 5% peer-assessment)

Concerning evaluation tools, two rubrics will be used, included in the appendix, one in order to assess the students' leaflet itself, and it will be the same that students will have, so that they can peer-assess their partners too. And a second one, evaluating their oral presentation and use of the language, which the students will also have. There will be two teams evaluating each presentation, one will evaluate the written leaflet itself and the other the oral presentation. Moreover, before starting their leaflets they will be able to see the rubric as well on the WebQuest so they will know what they are expected to present on their leaflets. The aspects that will be evaluated will be if it is an attractive leaflet, the correct use of the structures studied in class, if the information provided is relevant, the use of visual aids, if the steps given in class are followed, the correct organization of the leaflet, the appropriate use of English, if the purpose is achieved and the originality. About the oral presentation, it will be assessed the fluency, the correct use of the language and structures, the originality of the discourse, the intonation and pronunciation and the body language.

Finally, in order to carry out a reflective teaching, a journal with notes on how the class was developed and if it was successful or not will be used, and in this last case some improvements will be considered in order to adapt more efficiently to the students needs or to a better management of timing. Moreover, in the one-minute papers that will be collected, students will be asked to point out the strong and weak points of some activities, which will also help to improve them in future implementations.

4. CONCLUSION

To conclude this dissertation, it can be appreciated that in this teaching unit all kind of audiovisual materials are integrated, so the lack of these aids during the regular classes would be solved and their answers in the test where they demanded more of these materials would be satisfied as well. Consequently, this would be a great innovation for these students and for the current teaching in Spain as well, since at many schools this type of materials are used in very few occasions and the traditional method is mainly followed. Furthermore, students would be able to benefit from all the advantages that they provide, according to many scholars. Being some of the most remarkable ones, increasing their motivation, providing a context so inferring the meaning will be easier and they can also be in contact with some cultural elements without travelling. Additionally some different approaches based on the learner centered methodology can be carried out, as the project-based method, the Communicative language teaching and the task-based approach.

This teaching unit was designed for a 4th course of ESO as they will be more mature and with a higher level of English in order to complete successfully the project proposed. Diversity has been taken into account, so students will be arranged in mixed-ability groups and there will be extra activities for fast-finishers. Moreover, many aspects of the LOMCE curriculum will be covered as six key competences will be fostered, especially the communicative linguistic one as English will be the language in which they will write their projects and later present them and the digital competence as in all the lessons they will be working with audiovisual materials and the ICTs. Other competences that will be developed will be the learning to learn and the initiative and entrepreneurship ones as they will have to take decisions and think about the process, for example evaluating their partners, while doing their projects, and the social and civic and awareness and cultural expressions competences as they will be able to know another culture as the British one and that will help them to have an open and positive vision of foreign people elaborating their leaflets

about the UK.

Furthermore, more aspects related to the curriculum will be promoted as the general and the specific objectives based on the evaluation criteria will be covered, as they will have to understand and produce oral texts, taking into account the cultural elements of these British cities while listening to the videos or presenting their projects adapting to the communicative situation and they will have to comprehend and produce written texts as well understanding the general and the specific information of authentic websites about the cities and writing about them in their leaflets considering the register and the sociocultural aspects too. Other general objectives will be fulfilled since they will work in a cooperative way in groups using ICTs and they will also peer-assess their classmates. In addition, they will know much better the British culture and they will realise about the importance of studying a foreign language as this will allow them to gather and understand all the possible information about these cities to complete their leaflets and they will use this knowledge in the real life as they will travel to the UK being the final trip of the course and they will have to express themselves in English, practising all their skills in this foreign language. Moreover, contents from the four blocks will be worked, since students will have to understand oral texts from different sources as authentic videos from Youtube or their classmates presentations, they will have to produce oral texts describing their cities adapting to the register, understand written texts related to the UK cities and write creative texts using some grammatical structures, mainly the imperative and the first conditional.

Regarding the evaluation criteria, the Evaluation Standards of the four blocks of contents will be followed and a rubric will be provided to the students so they can peer-assess their partners. This rubric will be the same that the teacher will use to give a mark to the different groups. Furthermore, students will know the percentages of each part of the project, being 40% the daily work and 60% the project, giving 35% to the leaflet and 25% to the oral presentation. Students will also influence in the mark as they will give 5% to the project and another 5% to the presentation and this will count for the final mark together with the teacher one. This can also be considered as an innovation as it is not common that during the regular classes of Secondary Education students peer-assess their partners and their considerations count for the final mark, giving a real boost to the learning to learn competence.

Lastly, this teaching unit could not be implemented due to lack of time at the school but the strong points would be that these lesson plans seek for the development of the different skills and the main competences in an integrated way. Furthermore, motivation will be really high as a new

and entertaining element would be introduced in the class as it is the audiovisual materials and this is a engaging topic as they will decide the city where they are travelling when the course finishes. Moreover, cooperative work, thanks to the mixed-ability teams, is really developed in the five lessons, so students' anxiety will be reduced as they will help each other and they will learn from other classmates as well. Some of the weak points that could be expected would be the difficulty in the management of the class, as they would be working in teams in all the lessons, and perhaps it would be challenging to help all the groups and to manage the behaviour as well and be sure that they are speaking English all the time. Another weak point would be timing, as these projects require a considerable amount of time maybe it would be complicated to finish in five lessons.

Therefore, taking into account these weak points, some lines of action or future improvements that can be proposed related to the timing would be extending the length of this teaching unit and add one or two more lessons, if most of the groups did not have enough time to finish their projects properly. Finally, related to the management of the class, if it is observed that a group is speaking in Spanish a yellow or a red card if it happens frequently can be shown to them, so they will be more aware that they only have to speak English in a gamification way.

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6. APPENDICES

LESSON PLANS

LESSON 1: What do you know about the UK?

Target grade level: A2/B1 Teacher: Sofia de Diego
Expected learning outcomes and objectives: At the end of this lesson students will be able to -Activate previous knowledge about United Kingdom -Understand a video about the different countries comprising UK, improving the listening skills -Maintain a discussion about the topic of this lesson, improving their speaking skills

Teacher's guide	Description of activities	Teacher talk	Materials	Timing
Pre-Task activities and critical input	Warm up activity: Activate students previous knowledge by asking students questions like: 1. What do you know about the UK? 2. Do you think it is an exciting country to visit? Why? 3. Have you ever been there? 4. Would you like to go? Where? Why?	“Well this unit is going to be about working in a special project for you. As a reward of the hard year you are living we are going to travel next term to the UK!....”		10’
Learning task	Video about the UK: Students will be shown a video about the general notions and main traditions of each country of the UK. Then, they will complete some exercises in order to check understanding and improve their listening skills.	“We will start by watching an original video from the BBC channel...”	Video + exercises (Appendix)	25’

Post-Task Activities and Understanding Performances	Discussion: Students will discuss, first in pairs and then sharing it with the rest of the class, about what similarities and differences are able to find between the United Kingdom and their country and which UK country and and city they find more interesting and why, improving their speaking skills as well as their intercultural competence.	“What if now you share your ideas with the rest of the class? Which are, according to your criteria, the most relevant differences between your country and United Kingdom? Which do you think is the most interesting country to visit?”		20’
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LESSON 2: How to describe a city

Target grade level: A2/B1 Teacher: Sofia de Diego
Expected learning outcomes and objectives: At the end of this lesson students will be able to: -Read and understand different authentic texts and being able to answer to specific questions about it with the aim of checking their understanding. -Know how to fulfil a See-Think-Wonder chart, which help them to activate their critical thinking -Take an active role in conversations.

Teacher’s guide	Description of activities	Teacher talk	Materials	Timing
Pre-Task activities and critical input	Brainstorming: elicit words from students related to cities. We will divide the whiteboard in two, the right side of the table will be for writing down the adjectives we can use to describe a city or a town and the left side to write nouns about the main attractions a city may have (town hall, churches...)	“Continuing with the topic we started yesterday...Do you all remember what we were speaking about, right? Can	Post-its	10’

	<p>Ask students to note down what they know and write their ideas on post-its. Each of them should write at least two post-its one containing three adjectives and the other containing two main attractions. Once everyone has been able to complete the task they will stand up and stick the post-it in the correct place of the whiteboard.</p>	<p>somebody refresh my mind?..."</p>		
Learning task	<p>UK cities photographs and videos: Show students some photographs and videos about some cities of UK, so they will have some general knowledge about all the cities that will be working in the leaflets. Students, arranged in pairs, will have to fill a See-Think-Wonder chart about the photographs/videos they have just observed. In the <i>See</i> section, they will have to describe the photographs/videos using the vocabulary seen in the pre-task, in the <i>Think</i> section, they will have to write about what the city transmits to them and lastly in the <i>Wonder</i> section, they will have to write about how they think the city should be and which could be their main attractions.</p>	<p>"Now working in pairs, you will work with the person sitting next to you..."</p>	<p>Photos and video links See-Think-Wonder chart (appendix)</p>	20'
Post-Task Activities and Understanding Performances	<p>Comparing answers: The students will be asked to switch partners in order to share their See-Think-Wonder chart with the new partner. With this new arrangement students will be able to share and complete their charts in case their ideas are different, enriching the chart.</p>	<p>"Now you have to find a different partner and you will share the STW chart you made with him/her"</p>	<p>See-Think-Wonder chart (appendix)</p>	15'
Task 2	<p>Description of Cambridge: Students will read a description about Cambridge with some important structures (adjectives, main verb tenses, nouns...) highlighted. Then they will be asked to classify these words in a</p>	<p>"Okay, so now we will hand out a small composition with some words highlighted...can you recognize</p>	<p>Description of the city of Cambridge (appendix)</p>	10'

	chart.	which kind of words are they?..."		
Post-Task Activities	<p>Mind map and one minute paper: Afterwards, the teacher will provide them with some mind-maps with more adjectives and nouns related to cities (main places in a city and main attractions) so they will be able to use a wider variety of these words in their descriptions.</p> <p>One minute paper: what have you learnt from today's lesson? (draw it); Describe your city in a sentence by using five of the adjectives/nouns you learnt today.</p>	<p>"Before we finish and as a way to check your understanding of today's lesson we are going to ask you to do a one minute paper..."</p>	Mind-map (appendix)	5'

LESSON 3: Let's get started!

Name of lesson: Target grade level: A2/B1 Teacher: Sofia de Diego
Expected learning outcomes and objectives: At the end of this lesson students will be able to: -Work in cooperative groups negotiating meaning in order to reach an agreement. -Read and understand different authentic texts such as articles of an adequate level, not simplified, with the aim of extracting general and specific information about cities. -Discriminate between relevant and irrelevant information.

Teacher's guide	Description of activities	Teacher talk	Materials	Timing
Pre-Task activities and critical input	Arrangement of groups: Students will be arranged in heterogeneous groups of four students ,to work cooperatively, in order to differentiate and attend to diversity. There will be one student with advanced level, three with intermediate and another with low level. Each member will have an specific role: speaker, scribe, researcher and the leader. The leader doesn't have to impose his thoughts but help the group to get into an agreement, therefore this function is more the one of a mediator. Each team will be assigned one UK capital city. The whole team will have to participate in the design of a leaflet for the city they have been given. They will be explained that they will have to convince the rest of students that their city is the best to visit in their end-of-year trip.	"How do you feel about making groups today?" "Why don't you join this group, Mary?"		10'
Learning task	Comparison of leaflets: Each group will be provided with two authentic leaflets and they will have to examine it together. They will have to read the leaflet carefully in order to be able to answer the questions of the chart given comparing both leaflets deciding which is the best of them.	"Now you will work cooperatively in your respective groups..."	Chart (appendix 6) Leaflets (appendix)	25'

<p>Post-Task Activities and Understanding Performances</p>	<p>A3 sheet: Students will have to infer their structure used in the leaflets that they have analysed in the previous activity noticing how they are ordered and the language used in order to be convincing as well as the number of photographs used to attire viewers attention.</p> <p>For this activity the students will be provided with an A3 sheet where they will be asked to draw a diagram as the one we will be projecting them.</p> <p>The outer spaces will be for each member of the group (4) to write their ideas; once they all have written their thoughts we will conduct a Round Robin so that each student can share their views in their specific groups. Then, the scribe of each group will note down in the middle circle of the sheet the common points made by each member.</p> <p>Finally, students will share their common ideas with the rest of the class (the speaker of each group will be the one in charge of this).</p>	<p>“Do you feel like playing a game now?”</p>	<p>A3 sheet (appendix)</p>	<p>20’</p>
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LESSON 4: How to create a leaflet?

Target grade level: A2/B1 Teacher: Sofia de Diego
Expected learning outcomes and objectives: At the end of this lesson students will be able to: -Follow steps in order to create their own projects in an autonomous and collaborative way. -Acquire knowledge of the cultural environment through the contact with the foreign language. -Develop attitudes, work habits and strategies using different resources such as ICTs and Internet.

Teacher's guide	Description of activities	Teacher talk	Materials	Timing
Pre-Task activities and critical input	PPT presentation and WebQuest with steps to follow: The teacher will show students a PPT presentation with the main steps to follow in order to do a good touristic leaflet. Then a WebQuest will be provided so they will have the steps clearer and related with recommended websites,	"Today is the day you have to create your own leaflet! Aren't you excited about it?"	PPT presentation WebQuest (Appendix)	5'
Learning task	Creation of the leaflet: Students will begin to search for information about their assigned cities with the help of ICTs. Students will begin to create their tourist leaflets about their corresponding cities following the steps given in the previous lesson and using the main structures and vocabulary given in class in order to describe cities. The students will first write a first draft of their leaflets, then the final one and lastly they will carry out the revision. The researchers will look for the main characteristics and attractions of the city and will reach an agreement with the help of the leader about which attraction they find more interesting and will show in their leaflets, the scribe will be in charge of writing down the group ideas. The group will have to decide if	"Remember each of you has a role, respect it always"		40'

	they want to make a paper leaflet or one with the help of ICTs.			
Post-Task Activities and Understanding Performances	<p>Feedback carrousel: Students will take part in the feedback carrousel. This consists in walking around the class looking at the others group ideas. Students will be asked to give concrete suggestions for improvement and say the strengths of the plan and ideas.</p> <p>HOMEWORK: prepare the oral presentation of each leaflet.</p>	“Now you all are going to be teachers for a moment...”	Feedback carrousel (appendix)	10’

LESSON 5: Presentation of our leaflets

Target grade level: A2/B1 Teacher: Sofia de Diego
Expected learning outcomes and objectives: At the end of this lesson students will be able to: <ul style="list-style-type: none">-Develop the learning autonomy by means of controlling the process itself through peer-assessment and making decisions and agreements.-Provide peer-assessment to their classmates, always giving constructive criticisms.-Create their own project in an autonomous way, following the steps provide by the teacher.

Teacher's guide	Description of activities	Teacher talk	Materials	Timing
Learning task	Oral presentations: Students will present their leaflets using any of the resources they need, trying to convince the rest of students to choose their city. Each group will have around 10 minutes to perform their presentation. There will be two groups peer assessing each of the teams with the help of the rubrics and at the end of all presentations they will vote deciding the winning city.	"Okay children...It's show time!"	Rubrics (appendix)	50'
Post-Task Activities and Understanding Performances	One minute paper: Every group will have to hand in their presentations and an evaluation checklist in order to analyse their partners work. In class, they will also be asked to hand in a one minute paper with their impressions of the experience, focusing on the strengths and weaknesses of the task. This could be very useful for the teacher to improve the task.	"So now that our project is over, what do you feel about it? Are you proud of your work?" "Aren't you excited about going to ...?"		5'

TEST CARRIED OUT TO STUDENTS IN MY PLACEMENT PERIOD AND RESULTS

- ¿Te gusta el inglés?

☐

Totalmente de acuerdo

☐

De acuerdo

☐

Neutro

☐

En desacuerdo

☐

Totalmente en desacuerdo

2. ¿Consideras que tienes una aptitud para los idiomas?

☐

Totalmente de acuerdo

☐

De acuerdo

☐

Neutro

☐

En desacuerdo

☐

Totalmente en desacuerdo

3. ¿Cuál crees que es tu punto fuerte en la asignatura de inglés?

☐

Listening

☐

Reading

☐

Writing

☐

Speaking

☐

Gramática

4. ¿Crees que te será útil el conocimiento de inglés en el futuro?

☐

Totalmente de acuerdo

☐

De acuerdo

☐

Neutro

☐

En desacuerdo

☐

Totalmente en desacuerdo

- 4b. En caso afirmativo, ¿por qué crees que será de utilidad?

☐

Para tener más oportunidades de encontrar trabajo

☐

Para viajar por el mundo y hacerme entender con personas de otros países

☐

Para ser capaz de leer y comprender textos especializados (internet, científicos...)

☐

Para entender películas, series, canciones en inglés

☐

Otros: _____

5. ¿Consideras que la manera de estudiar inglés en el colegio es la apropiada para luego poner en práctica los conocimientos adquiridos en un contexto real?

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Neutro
- ☐ De acuerdo
- ☐ Totalmente en desacuerdo

6. ¿Qué tipo de material audiovisual utilizas en clase?

7. ¿Sueles acudir a otro tipo de materiales audiovisuales en lengua inglesa fuera de clase?

- ☐ Sí
- ☐ No
- ☐ Ns/Nc

8. ¿Escuchas música en inglés?

- ☐ Sí
- ☐ No

8b. En caso afirmativo, ¿si prestas atención a la letra eres capaz de entenderla?

- ☐ Siempre
- ☐ A veces
- ☐ Rara vez
- ☐ Nunca

8c. ¿Buscas las letras de las canciones para conseguir entenderlas?

- ☐ Siempre
- ☐ Algunas veces
- ☐ Rara vez
- ☐ Nunca

9. ¿Ves series o películas en versión original (inglés)?

- ☐ Sí
- ☐ No

10. En caso afirmativo, ¿con cuánta frecuencia?

☐

Habitualmente

☐

A menudo

☐

Algunas veces

☐

Raras veces

11. Qué series o películas en VO sueles ver o has visto?

- _____
- _____
- _____
- _____
- _____

12. ¿Utilizas subtítulos mientras ves estas series o películas?

☐

Sí

☐

Algunas veces

☐

No

13. Si utilizas subtítulos, ¿en qué idioma?

☐

Inglés

☐

Español

14. ¿Por qué ves series en VO en vez de dobladas al español?

☐

Para mejorar mi inglés.

☐

Para que la serie sea más auténtica (con las voces originales de los actores).

☐

Para verla al mismo ritmo que EEUU o el país de emisión.

☐

Otros: _____

15. ¿Ver series o películas en VO te motiva a la hora de estudiar inglés?

☐

Totalmente de acuerdo

☐

De acuerdo

☐

Neutro

☐

En desacuerdo

☐

Totalmente en desacuerdo

16. ¿Crees que ver estos recursos audiovisuales en VO ha mejorado tu nivel de inglés?

☐

Totalmente de acuerdo.

☐

De acuerdo

- ☐ **Neutro**
☐ **En desacuerdo**
☐ **Totalmente en desacuerdo.**

16b. En caso afirmativo, ¿esta mejora se ve reflejada en el área de listening?

- ☐ **Sí**
☐ **No**

17. ¿ Crees que es eficaz el escuchar lenguaje cotidiano en inglés en estas series o películas para comunicarse mejor, de una forma más efectiva en el mundo real?

- ☐ **Totalmente de acuerdo**
☐ **De acuerdo**
☐ **Neutro**
☐ **En desacuerdo**
☐ **Totalmente en desacuerdo**

18. ¿Te gustaría que en clase se hiciera mayor uso de estos recursos audiovisuales?

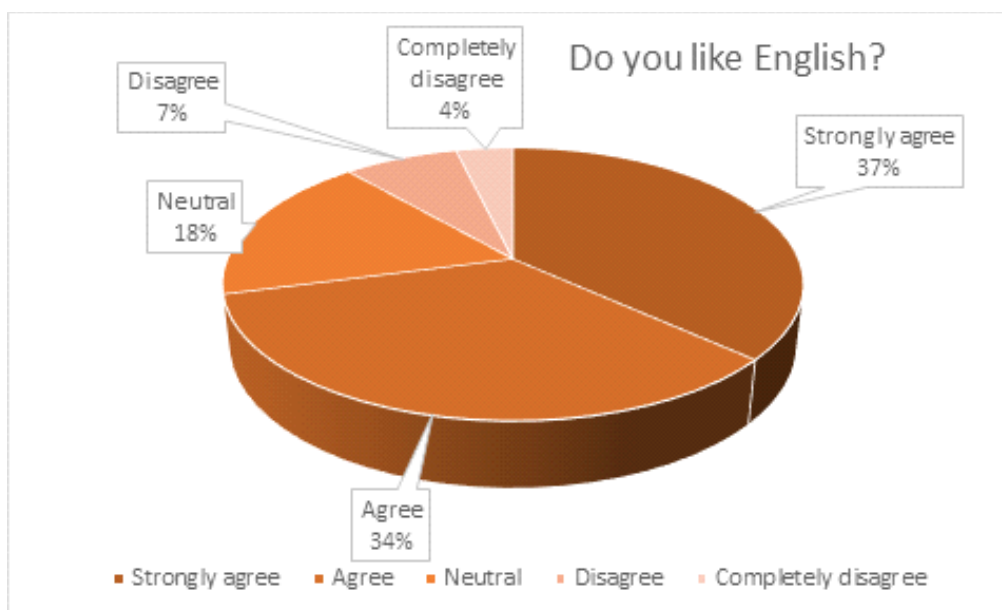
- ☐ **Sí**
☐ **No**
☐ **Indiferente**

19. ¿Qué series o películas te gustaría ver en clase para practicar ejercicios de listening?

20. Comentarios:

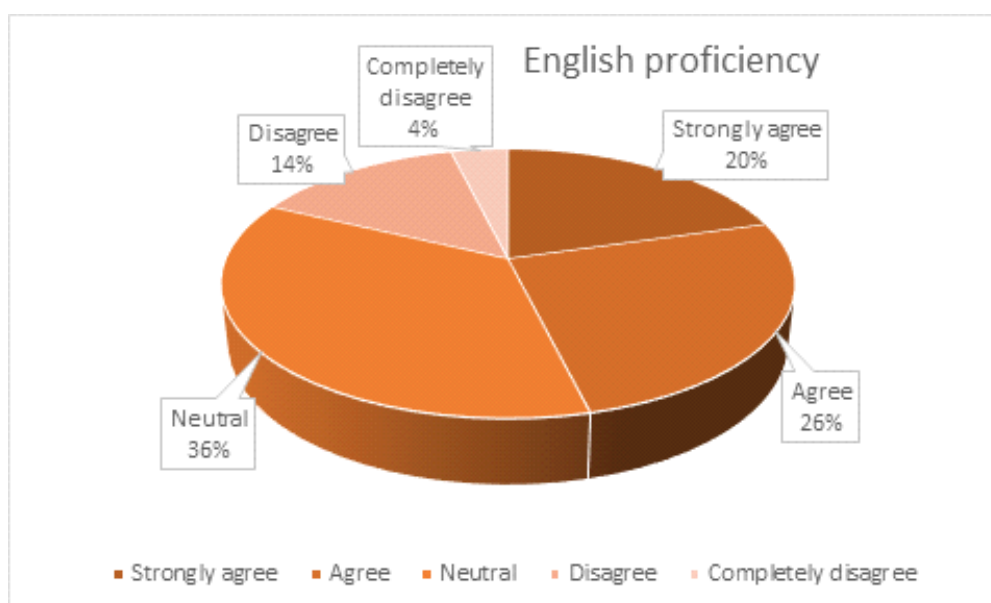
CLOSED QUESTIONS

- *Do you like English?*



As can be noticed from this graphic, most of the students tend to like English language, with a 37% of them being strongly favourable to it whereas those who do not find English as a relevant subject would make only a 29% (neutral 18% + Disagree 7% + totally disagree 4%) of the total of the students.

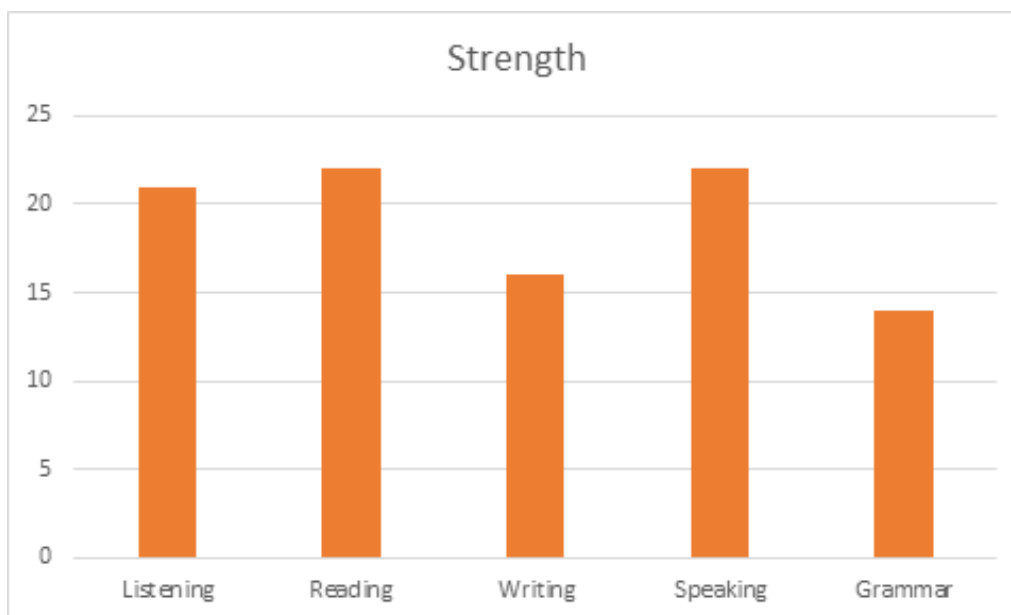
2. *Do you consider you have an aptitude for English?*



Regarding the students' self-awareness on their proficiency towards the study of English, what can be deducted from this, a great percentage of the students do not feel confident enough in their relationship with English language or their own acquisition of the language being the 46% of them

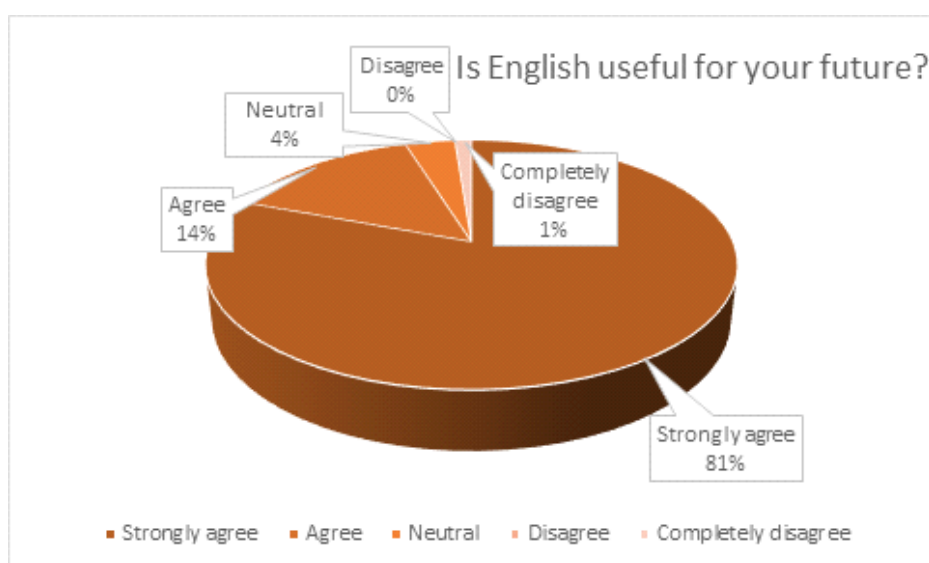
confident or quite confident.

3. Which do you think is your strong point in the English subject?



Here students answered which they considered to be their best strength regarding the English subject. There was an equal result in speaking and reading, being followed by the listening skills. However, it can be observed that students do not feel as confident in those skills regarding more technical points, as for instance writing skills or grammar.

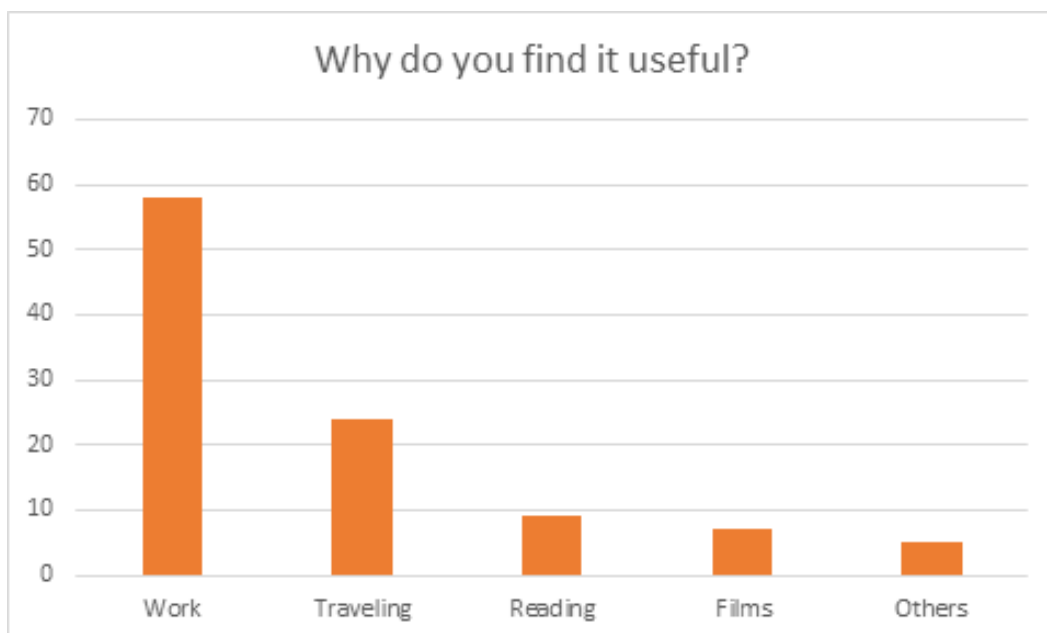
4. Do you think English will be useful for your future?



This time, it can be observed that most of the students claim English to be useful for their future (81%), whereas only a 1% of them find English to be irrelevant. Therefore, most of the students

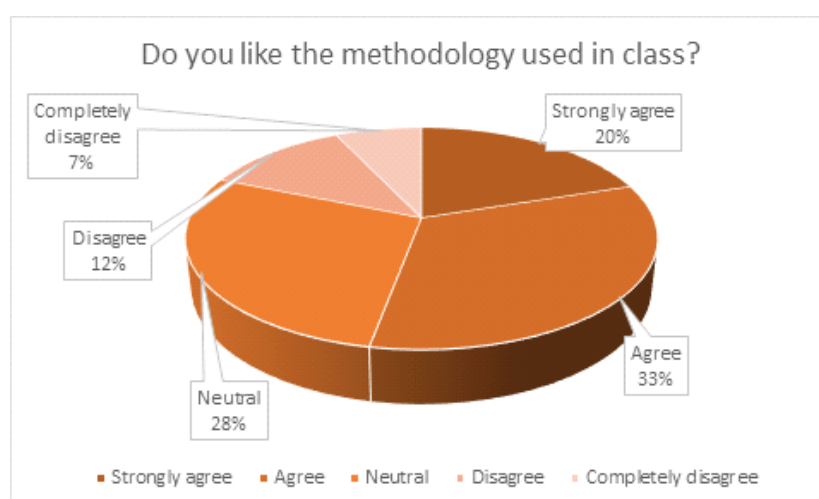
have a positive opinion towards English and find it useful.

4b. If this is the case, why do you think it will be useful?



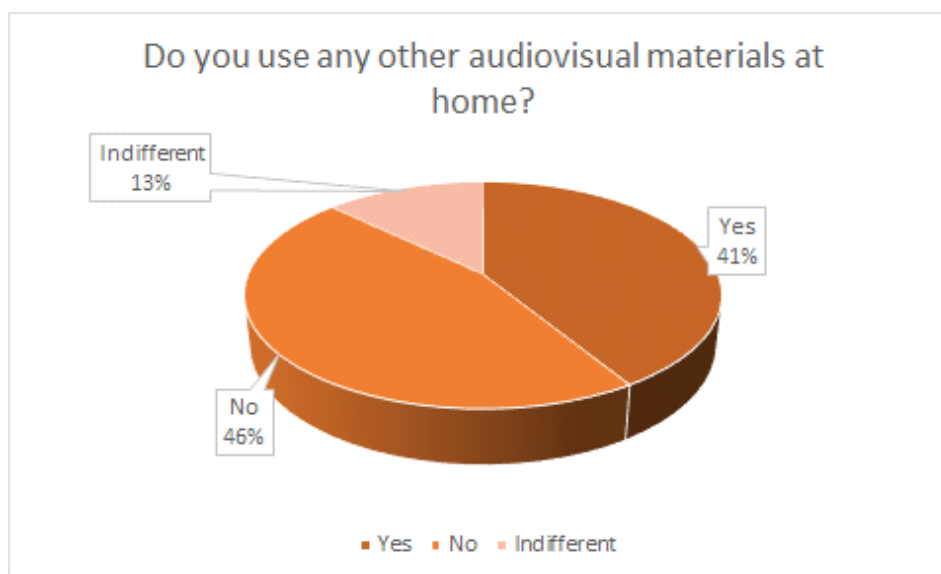
This graphic infers is that students consider English useful mostly for their future careers and to traveling abroad. Nevertheless, they do not consider this language to be important in terms of enjoying leisure time doing some activities like watching films or reading.

5. Do you think the way English is taught in schools is the proper one to later put in practice all that knowledge in the real world?



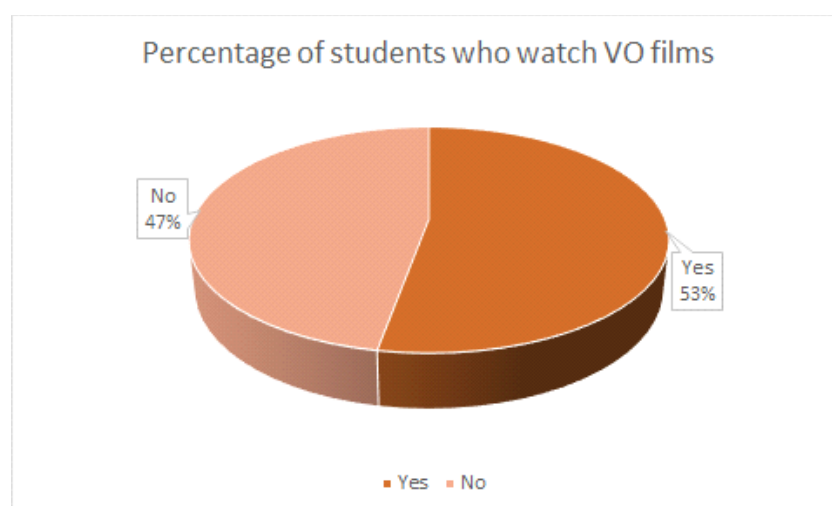
When asked about their opinion on the methodology that is being used in their lessons, a 53% of them consider it effective, however this tendency is clearly opposed to those who do not like it at all or feel neutral towards the topic, so maybe some changes should be included to vary this tendency.

7. Do you use any other audiovisual materials at home?



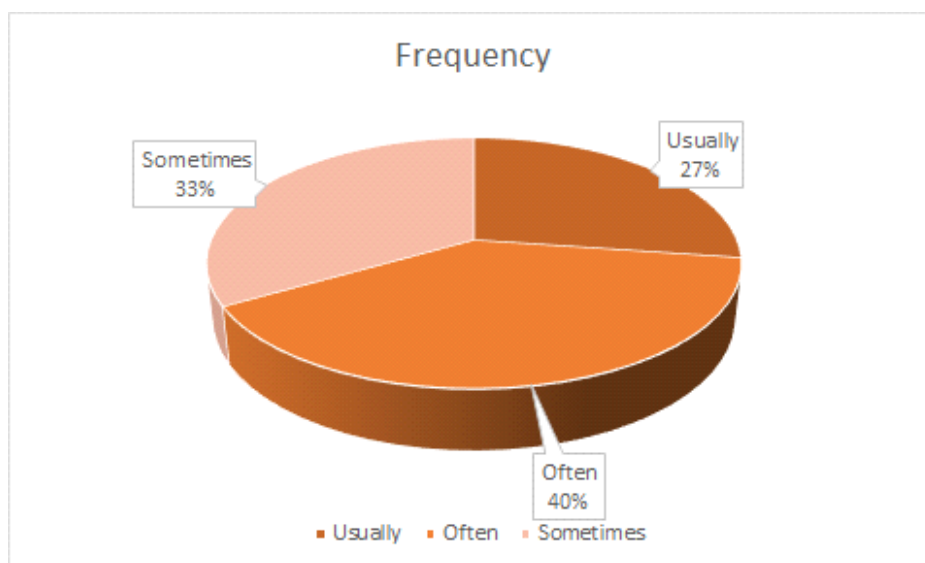
As it can be observed from the graph, many students (41,2%) watch other kind of audiovisual materials apart from the ones used in class, which indicates that the amount of these materials employed during the English lessons is not enough for the students.

9. ¿Do you watch TV shows or films in OV (English)?



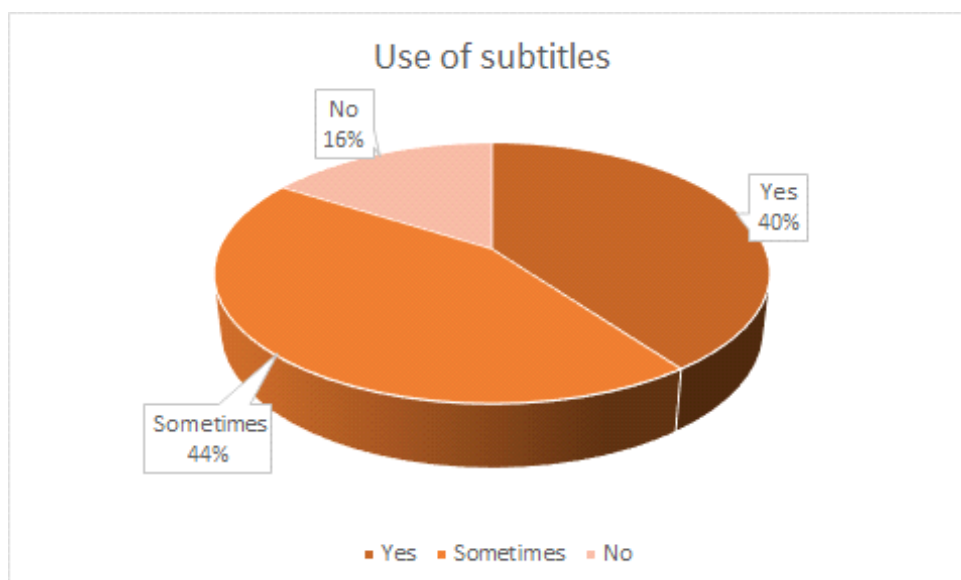
The majority of students (53%) watch films or TV series in VO, therefore it is worthwhile to carry out an investigation to verify if this has a positive effect on their listening skills in order to use this resource more often during the English lessons at school.

10. If yes, how often do you watch them?



Regarding the frequency most students (40% and 27%) watch these audiovisual resources often and usually respectively and more than a third of the class (33%) watch them sometimes. Although it is not a bad statistic it would be recommendable that they use these resources more regularly to see their positive effects on listening.

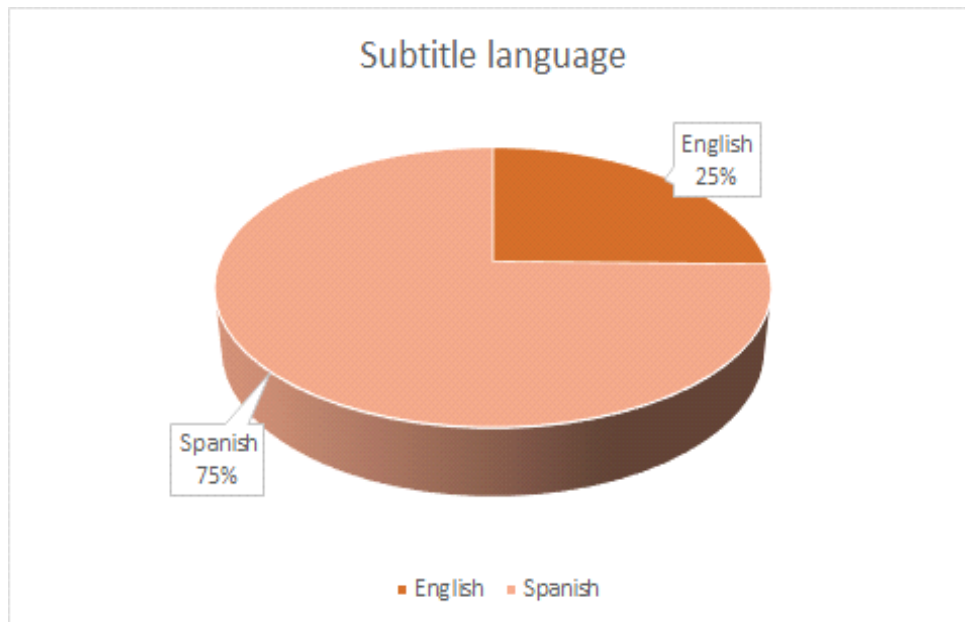
12. Do you use subtitles when you watch these audiovisual materials?



As it can be noticed in the graphics the great majority use subtitles if not always, sometimes (84%) in order to help the understanding of OV films or series and only a 16% do not use subtitles. This could be explained because watching these OV films without subtitles may be really hard for students, because even students with a higher level of English struggle to understand everything that

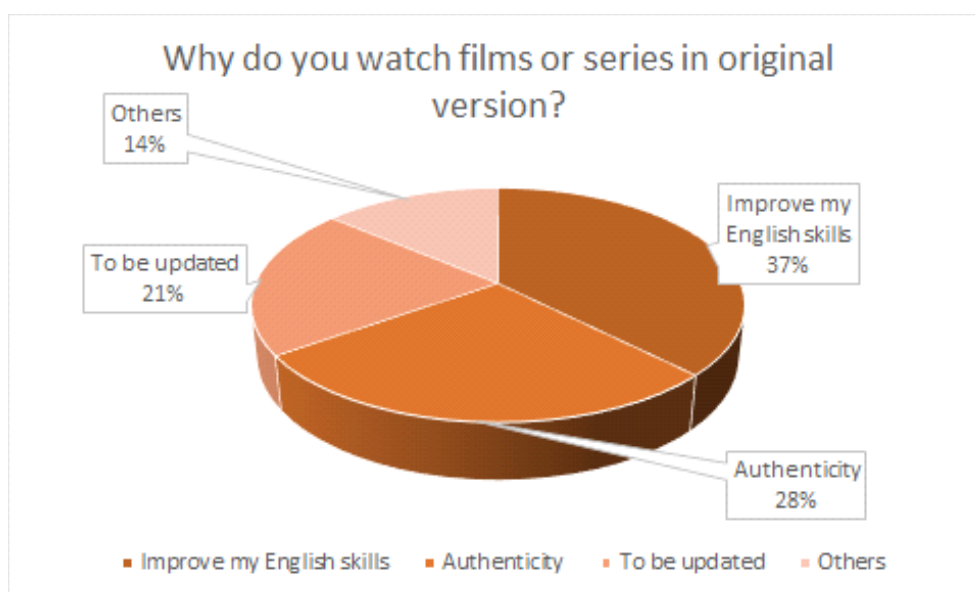
actors say.

13. If you use subtitles, in which language?



The large majority of students (75%) choose Spanish subtitles to comprehend better what they are listening, nevertheless it is highly advisable to watch them with subtitles in English as their L2 learning and their listening improvement would be much more effective.

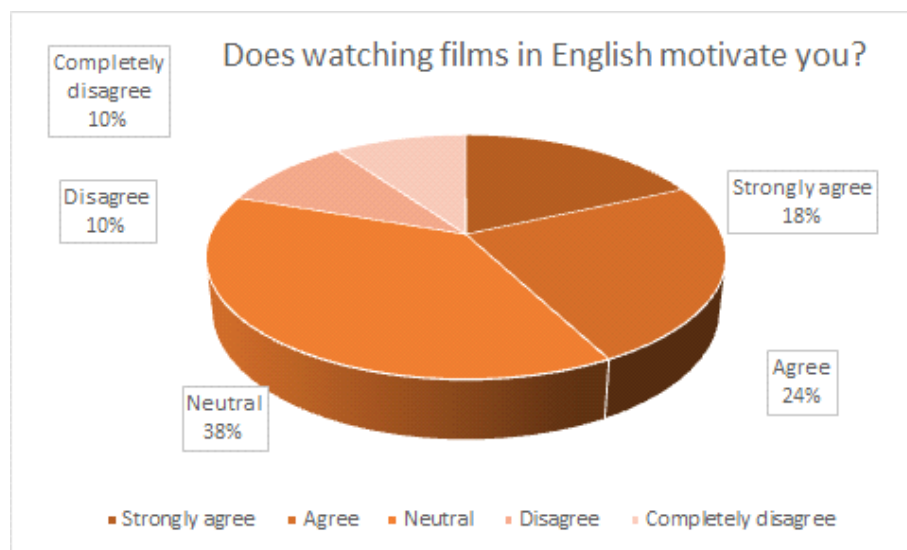
14. Why do you watch films or series in OV instead of in Spanish?



Regarding the reasons that students have to watch these audiovisual materials in OV, the most relevant one, with a 37%, is to improve their English skills, which is positive for their learning.

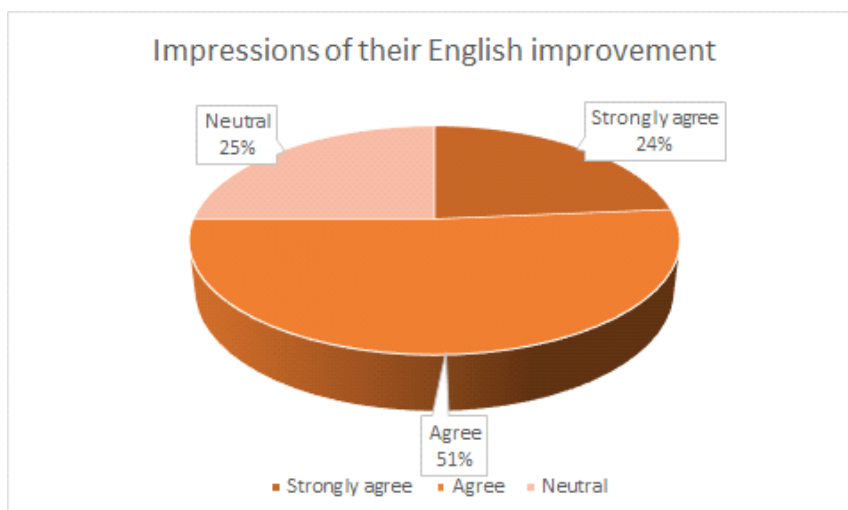
Other reasons apart from the academic ones are to be updated (in the case of TV series) and to watch them in a more authentic way, with the original voices of the actors. The 14% students answers others, where they specified that they watch films or series in OV because they were not already dubbed in Spanish so it can be noticed that these students do not have any interest in improving their English through this resource.

15. Does watching films in English motivate you to learn English?



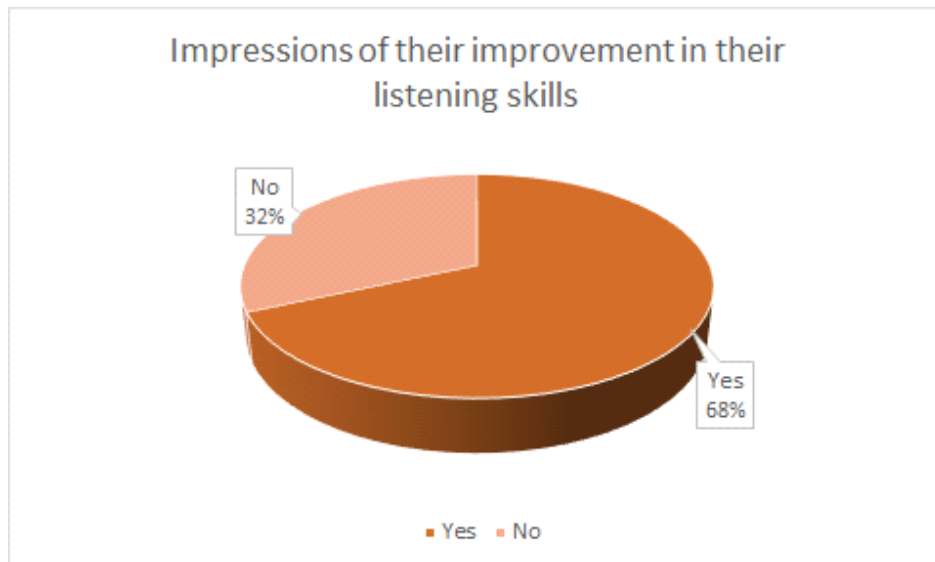
With the results for this question we can see that watching films in original version is not one of the motives that make students study English (38% of them stayed neutral to this question). In fact, it could be said that watching OV films is not a reason but an effect. Therefore, it can be inferred that students who are motivated to study English are the ones who usually see OV series and films and not the opposite.

16. Do you think watching these resources have improved your language skills?



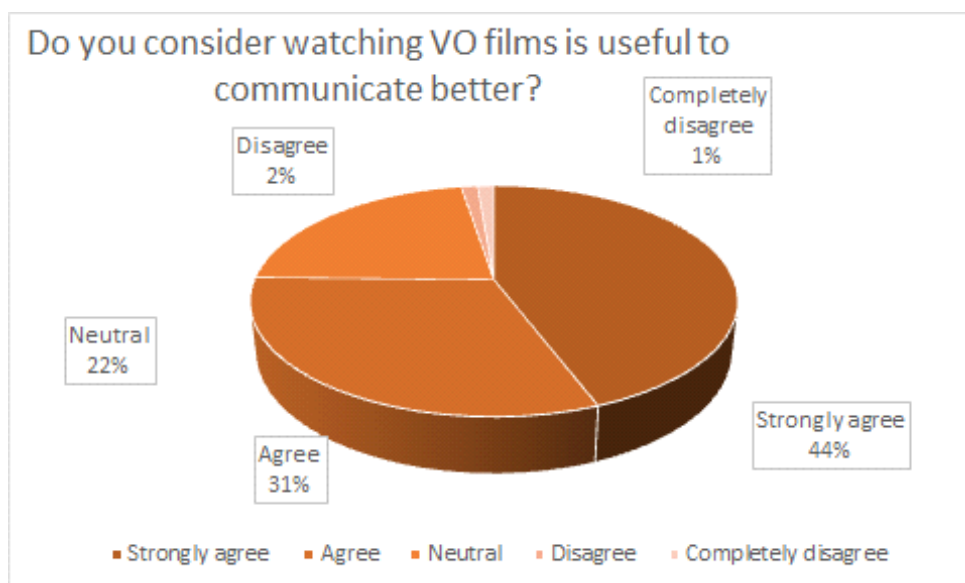
Regarding their impressions in their English improvement, the most important result is the *agree* one where 51% of students answered. This reflects a positive relation between students who use VO audiovisual resources and their impressions on how well they are doing in the English subject.

16b. Is this improvement reflected in listening skills?



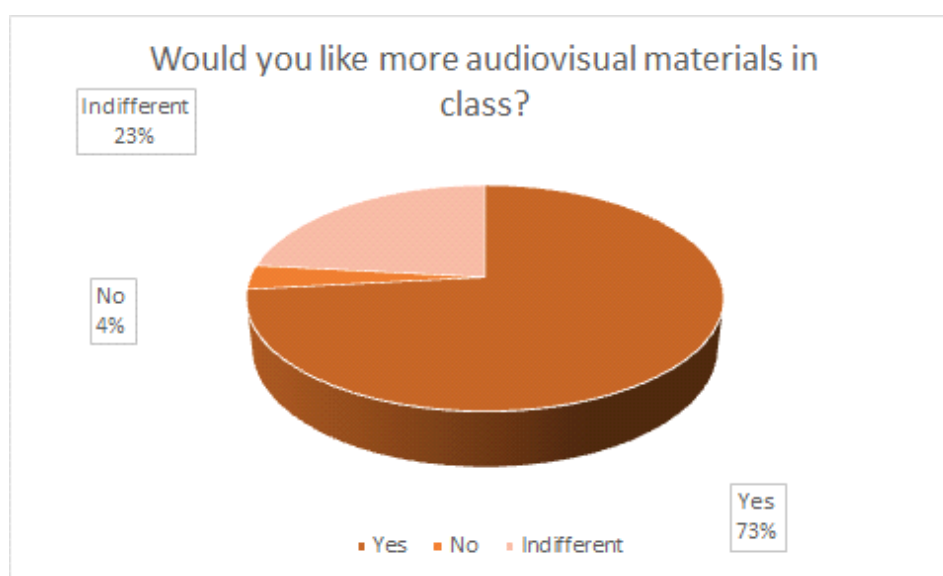
Continuing with the previous question, students have a positive impression on their improvement in the subject of English and specially in the listening skills because they have made use of these resources. Therefore, this answer reinforces our hypothesis that watching OV audiovisual materials affects positively the listening skills of our students.

17. Do you consider watching OV films is useful to communicate better in the real world?



As it can be seen in the graphic, 75% of the students answered positively to this question. Probably they did because working with authentic materials is always more efficient than working with prepared materials, which is what has been used traditionally at english classes. This result can be interpreted as a wake-up call to the methodology used in Spanish schools to teach English.

18. *Would you like more audiovisual materials in class?*



According to the results of the previous question, the answer to this one was expected. As mentioned before, the results obtained in these two graphics show a necessity to change the way we have in Spain to teach foreign languages. In the era we are living there are plenty of resources we can find to teach English in a entertaining and communicative way using authentic materials that can attract the attention of our students such as clips or Youtube *videos*.

LESSONS MATERIALS

LESSON 1

Video about the UK: <https://learnenglishteens.britishcouncil.org/uk-now/video-uk/four-nations>



This video is part of our [Word on the Street](#) series. Word on the Street is an exciting new English Language teaching programme co-produced by the BBC and the British Council.

Exercises about the video to check understanding:

https://learnenglishteens.britishcouncil.org/sites/teens/files/four_nations_-_exercises_0.pdf

Preparation

Draw a line to match the pictures with the words below.

			
			
Wales dancing	England a cup of tea	Scotland bagpipes	choir Northern Ireland

1. Check your understanding: gap fill

Complete the gaps with a word from the box.

three million	fifty million	sixty
twenty	two million	five million

- Just over _____ people live in Scotland.
- Nearly _____ people live in Wales.
- Northern Ireland is home to just under _____ people.
- The population of England is around _____ people.
- The Edinburgh Festival has celebrated art, theatre and culture for over _____ years.
- About _____ per cent of Welsh people speak Cymraeg.

LESSON 2

See-Think-Wonder Chart, to complete after watching the pictures and some videos about the cities

See-Think-Wonder

See	Think	Wonder

Pictures and videos about the four UK countries:

London:



<https://www.youtube.com/watch?v=45ETZ1xvHS0&t=91s>



#London #vacation #sightseeing
London Vacation Travel Guide | Expedia

Siguiente

REPRODUC



Edinburgh

<https://www.youtube.com/watch?v=zhtg9XgVwuM&t=179s>



Edinburgh Vacation Travel Guide | Expedia

Siguiente

REPRODUC



Cardiff

<https://www.youtube.com/watch?v=wZg0u1fHIZU&t=94s>



Cardiff, Wales - Travel Around The World | Top best places to visit in Cardiff

10,540 visualizaciones • 7 ene. 2018

60

2

COMPARTIR

GUARDAR

Siguiente

REPRODUCIR

Cardiff: A



Dublin

<https://www.youtube.com/watch?v=LcKnx7I97yk>



Cambridge description

WELCOME TO CAMBRIDGE!

I live in cambridge. It is a **small** city located in the southeast of England. Cambridge attires many tourists every year as it is a **small, quiet** and **safe** city. Cambridge is an **interesting** city due to it's history and specially its **university**, which is one of the world's **oldest** universities. Its reputation for outstanding academic achievement is known worldwide and reflects the intellectual achievement of its students, as well as the world-class original research carried out by the staff of the University and the Colleges.

Cambridge is also denominated as a "green city" as it is **well known** for its numerous **parks** and **green zones** where you can see people practicing sports, walking their dogs or even having a picnic.

There are also plenty of shops in Cambridge, especially in the city centre, where tourists buy their souvenirs. everyday, at the **main square**, **there is** a huge **market** where you can find almost everything: food, flowers, clothes and even wood toys!

The city of Cambridge has two **football teams** but they are not very good. The city is well known for having a very good rowing team. Many students row meanwhile they are studying at the University. Every year the annual competition between the University of Cambridge and the University of Oxford is held. The two university teams compete to achieve the title of champion. It is a very intense race where

Mind map



LESSON 3

Authentic leaflets

Meet the Pros of Hogtown



The Maple Leafs were one of the original NHL teams formed in 1927. The Leafs claim Toronto's largest sports fan base and pack the Air Canada Centre every game. It just isn't Canada without hockey www.mapleleafs.nhl.com



The Blue Jays brought America's favorite pastime to Toronto in 1976. The Jays play under the retractable domed roof of the Rogers Centre at the foot of the CN tower www.bluejays.mlb.com



The Raptors brought the thrill of the NBA back to Toronto in 1995 after the Huskies franchise left in 1947. www.nba.com/raptors



The Air Canada Centre has been the home of the Maple Leafs and Raptors since 1999.

The City of Toronto cordially welcomes all its visitors. Toronto is proud of its history, diverse racial culture, architectural ingenuity, and bright future. There is something exciting for everyone in Toronto.



The CN Tower is one of the modern marvels of the world; expand your vacation to see one of the natural marvels of the world, the majestic Niagara Falls, only 78 miles away.

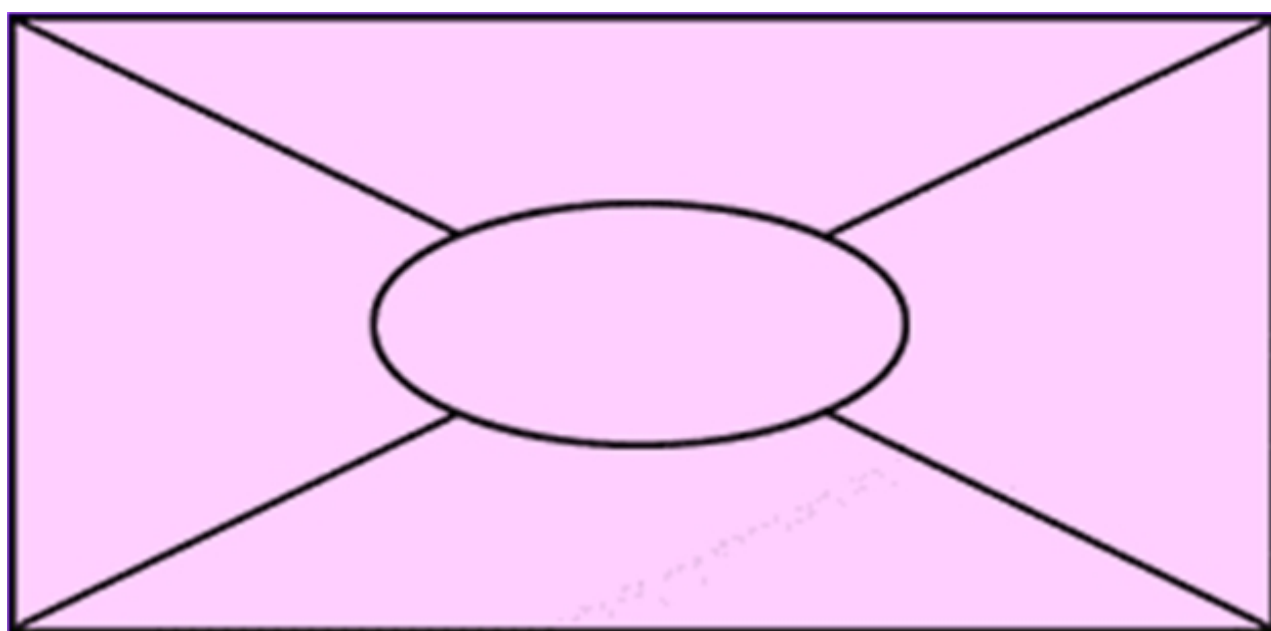






A3 sheet

Questions	Leaflet 1	Leaflet 2
Are there maps? diagrams? other illustrations?		
What kind of vocabulary is used?		
What verb tenses are used?		
How is the text presented?		
Are there any places highlighted?		
Which are the strengths of the leaflet?		
Which are the weaknesses of the leaflet?		
What other relevant things you can see in each leaflet?		



LESSON 4

PowerPoint where the main steps are explained:

<https://docs.google.com/presentation/d/1c5bkPQ3hFiA7RIHWXaRXVKPhNLNmQPQcy2qCynyzaBg/edit#slide=id.p>

- Brief description of the setting
- Highlight of well-known places
- Location, including a map



Webquest with the steps and websites to follow in order to create a proper leaflet:

▼ Process

Here you will find some useful websites where you will have to select the most relevant information about the previous topics:

Places to stay, entertainment, restaurants, location, historical and cultural sites:

<https://www.lonelyplanet.com/england/london>

Transport and accomodation;

<https://www.visitlondon.com/traveller-information/getting-around-london/london-transport>

Geography, climate and city description:

<https://www.britannica.com/place/London>

- Remember to follow the structure of the leaflets shown to you as a model and use some grammatical structures like the imperative, the modals or the first conditional.

-You can use Glogster, PowerPoint or any other computer programme to design your brochure. If you finish early you can start working on how to record a video for Youtube speaking about London and your leaflet or on how would you do an app for a mobile phone related to this city.

<https://www.createwebquest.com/creating-your-leaflets-step-step>

Feedback Carrousel

?

Questions you have
about the plan.

Strengths of the plan
and ideas

Suggestions for
improvement

Helpful resources
and links

LESSON 5

Rubric in order to evaluate just the written students' leaflets exposition (students will also be provided with it to peer-assess their partners):

Members of the group evaluating:

Group evaluated: _____

1= Excellent; 2= Good; 3= Fair; 4=Poor

	1	2	3	4	Teacher's evaluation
1. Appealing leaflet (0.5 p.):					
2. Correct use of the structures given in class in the leaflet (1.5 p.): the use of adequate vocabulary (adjectives and nouns), use of grammar structures (present simple, continuous and the passive) and some more specific (imperative, conditional and modals).					
3. Adequate information provided (1 p.): focus on the relevant data.					
4. Use of attractive visual aids (1 p.): images, maps...					
5. Respects the steps given in class (2p.): responds to what the teacher asked for.					
6. Correct organization and sequence of the leaflet (1 p.): good distribution of the visuals and the text.					
7. The English written in the leaflet is adequate and appropriate (1 p.)					
7. Purpose of the leaflet achieved (1 p.): does the leaflet make the reader want to visit the place?					
8. Originality (1 p.): Is information presented in a creative way?					
COMMENTS: <hr/> <hr/> <hr/>					

Rubric to assess the oral presentation and their language use by students and the teacher:

	1	2	3	4	Teacher's evaluation
1. Fluency (3p.) The student communicates fluently, there are not lots of pauses and hesitations					
2. Correct use of the language and the structures given in class in their speech (3 p.): the language is adequate and adapted to the communicative situation and there is a correct use of the structures given in class and they are integrated in their discourse.					
3. Body language. Movements are natural and help to understand the meaning of the message. (1p.)					
4. Intonation and pronunciation. Intonation and pronunciation are precise and clear, without a lot of mistakes (2p.)					
5. Creativity. The speech is presented in an attractive way and it is not monotonous (1p).					
COMMENTS: <hr/> <hr/> <hr/>					

LIST OF GENERAL OBJECTIVES ACHIEVED IN THIS TEACHING UNIT

Obj.IN.1. Comprender la información general y específica de textos orales, sobre temas cotidianos, generales o de su interés, emitidos en situaciones de comunicación cara a cara o por medios técnicos

Obj.IN.2. Expresarse oralmente e intercambiar mensajes de forma comprensible, adecuada y con cierta autonomía, sobre temas cotidianos, generales o de su interés, en diferentes situaciones comunicativas derivadas de tareas concretas

Obj.IN.3. Leer y comprender textos escritos de tipología diversa, de un nivel adecuado a sus capacidades e intereses, con el propósito de extraer la información general y específica, y valorar la lectura como fuente de información, disfrute y ocio

Obj.IN.4. Escribir textos sencillos sobre temas conocidos, generales o de su interés, con suficiente corrección, cohesión y coherencia, teniendo en cuenta el lector al que se dirige y la intención comunicativa

Obj.IN.5. Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para comprender textos orales y escritos, hablar y escribir de forma adecuada, y reflexionar sobre el funcionamiento de la lengua extranjera en situaciones de comunicación

Obj.IN.6. Desarrollar estrategias de aprendizaje autónomo y cooperativo, mediante la realización de las tareas de clase, el trabajo individual y en equipo, el uso de todos los medios a su alcance (especialmente las TIC), la autoevaluación y co-evaluación, con el fin de progresar en el aprendizaje y adquisición de la lengua extranjera

Obj.IN.7. Valorar el uso de la lengua extranjera como medio de acceso a la información, y reconocer su importancia como instrumento de comunicación y entendimiento entre personas de distintas procedencias y culturas, con el fin de desarrollar una consciencia intercultural sin prejuicios ni estereotipos

Obj.IN.8. Desarrollar y mostrar una actitud receptiva, de interés, esfuerzo y confianza en la propia capacidad de aprendizaje y de uso de la lengua extranjera

LIST OF EVALUATION CRITERIA/SPECIFIC OBJECTIVES

BLOQUE 1: Comprensión de textos orales

Crit.IN.1.1. Comprender la información general, específica y los detalles más relevantes en textos orales de longitud media, transmitidos de viva voz o por medios técnicos, en diferentes registros, sobre aspectos concretos o abstractos de temas cotidianos, de su interés o menos habituales, aplicando estrategias de comprensión adecuadas, identificando las principales funciones comunicativas y los patrones sintáctico-discursivos asociados a ellas, reconociendo el léxico común, las expresiones y modismos frecuentes y los patrones básicos de pronunciación.

Crit.IN.1.2. Conocer y utilizar para la comprensión del texto oral los aspectos socioculturales (de carácter histórico o literario) y sociolingüísticos relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida, relaciones interpersonales, comportamiento (lenguaje no verbal, uso de la voz) y convenciones sociales (cortesía, registro, valores), mostrando una actitud de confianza en el uso de la lengua como medio de comunicación y entendimiento.

BLOQUE 2: Producción de textos orales: Expresión e interacción

Crit.IN.2.1. Producir mensajes orales breves o de longitud media, en diferentes registros, en los que se intercambia información y opiniones, se justifican acciones y se formulan hipótesis, aplicando estrategias de planificación y ejecución, expresando las funciones comunicativas requeridas mediante el empleo de patrones sintáctico-discursivos y de pronunciación adecuados, y léxico de uso común, expresiones y modismos frecuentes, para organizar el texto con suficiente cohesión y coherencia.

Crit.IN.2.2. Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y laboral, seleccionando y aportando información pertinente, ajustando la expresión al destinatario, al propósito comunicativo, al tema y al canal, expresando opiniones con cortesía, y mostrando iniciativa y confianza en el uso de la lengua.

BLOQUE 3: Comprensión de textos escritos

Crit.IN.3.1. Comprender la información esencial y los detalles más relevantes en textos de longitud media, escritos en diferentes registros, sobre temas cotidianos, de su interés o menos habituales, aplicando estrategias de comprensión adecuadas, identificando las principales funciones comunicativas y los patrones sintáctico-discursivos asociados a ellas, reconociendo el léxico, expresiones y modismos de uso común, las convenciones ortográficas, de puntuación y de formato, así como símbolos y abreviaturas.

Crit.IN.3.2. Conocer y utilizar para la comprensión del texto los aspectos socioculturales (e.g. de carácter histórico o literario) y sociolingüísticos de texto relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida, relaciones interpersonales y convenciones sociales (actitudes, valores), mostrando una actitud positiva y de confianza en el uso de la lengua como medio de acceso a la información.

BLOQUE 4: Producción de textos escritos: Expresión e interacción

Crit.IN.4.1. Producir textos escritos breves o de longitud media, coherentes y de estructura clara,

sobre temas cotidianos, de su interés o menos habituales, en diferentes registros, aplicando estrategias de planificación y ejecución, expresando las funciones comunicativas requeridas mediante el uso correcto de los patrones sintáctico-discursivos asociados a ellas, el léxico, expresiones y modismos de uso común, y las convenciones ortográficas, de puntuación y de formato.

Crit.IN.4.2. Incorporar a la elaboración de textos los conocimientos socioculturales y sociolingüísticos relativos a relaciones interpersonales y convenciones sociales en diferentes ámbitos de la vida, seleccionando y aportando información necesaria, ajustando la expresión al destinatario, al propósito comunicativo, al tema y al soporte textual, y expresando opiniones y puntos de vista con la cortesía necesaria, y mostrando una actitud de esfuerzo y de confianza en el uso de la lengua escrita.

CONTENIDOS

BLOQUE 1: Comprensión de textos orales

Habilidades y estrategias de comprensión:

- Comprensión de la información general y específica de textos orales diversos (instrucciones, charlas, diálogos, entrevistas, noticias, anuncios, conversaciones telefónicas, ...) adecuados a su capacidad y experiencia, transmitidos de viva voz o por medios técnicos, por distintas fuentes (profesor, compañeros, radio, televisión, YouTube, etc.)
- Interpretación de los mensajes: Identificación de la idea principal y las secundarias; distinción entre datos y opiniones; intención del hablante, rasgos de humor e ironía, implícitos diversos, etc.
- Utilización de estrategias de comprensión:

Activación de conocimientos previos sobre el tema y el tipo de tarea

Identificación del tipo de texto, adaptando la comprensión al mismo

Distinción de tipos de comprensión (información general, específica y detallada; implicaciones)

Anticipación del contenido general de lo que se escucha con apoyo de elementos verbales y no verbales

Reformulación de hipótesis a partir de la comprensión de palabras clave o información nueva

Deducción de significados (explícitos e implícitos) a partir del contexto lingüístico o situacional

Estrategias para resolver tareas concretas: Lectura cuidadosa de todas las opciones antes de escuchar, identificación de participantes, toma de notas mientras se escucha, etc.

Predisposición a entender la idea general de un texto, sin necesidad de entender todos y cada uno de sus elementos

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros lingüísticos (formal, informal, especializado)
- Costumbres, tradiciones (similitudes y diferencias significativas que prevalecen entre hablantes de la lengua extranjera y de la propia)
- Valores, creencias y actitudes; actitud crítica hacia pre-conceptos y estereotipos; respeto hacia otras formas de pensar
- Valoración de la lengua extranjera como instrumento de información, comunicación y entendimiento entre culturas
- Interés por establecer contactos con hablantes de otras lenguas

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades; descripción de fotografías

- Narración de hechos pasados y recientes; descripción de estados y situaciones presentes; expresión de planes, intenciones y predicciones para el futuro
- Intercambio de información personal, aficiones, opiniones y puntos de vista, consejos
- Pedir y dar instrucciones, precios en compras, direcciones de un lugar, itinerarios
- Expresión de diversos tipos de modalidad (actitud del hablante hacia lo que sucede):
Certeza, probabilidad y posibilidad
- Voluntad, intención, decisión, promesa, capacidad, permiso, prohibición, obligación y necesidad
- Sugerencias, consejos, advertencias, invitaciones, deseos, condiciones e hipótesis
- Expresión de interés, aprobación, aprecio, simpatía, satisfacción, esperanza, confianza, sorpresa, y sus contrarios
- Establecimiento y mantenimiento de la comunicación, y organización del discurso

Estructuras sintáctico-discursivas:

- El verbo y el sintagma verbal:

Tense review: present simple/present continuous; past simple/past continuous; *will, be going to*; present simple and continuous with future meaning; *used to*; present perfect simple; past perfect simple

Modality: Ability (*can, be able to, could*); possibility (*could, may, might*); prediction (*will*), positive deduction (*must*); negative deduction (*can't*); obligation (*must, have to*); no obligation/no necessity (*needn't, don't need to, don't have to*); prohibition (*mustn't, can't*); advice (*should*); permission/request (*can, could, may*)

- El adjetivo y el adverbio:

Adjective order; adjectives in *-ing* and *-ed*; compound adjectives (e.g. *hard-working*); adjectives + preposition (e.g. *good at, keen on*); comparison (*as/not so + adj. + as; less/more + adj./adv. (than); better and better; the highest in the world*); *too + adj. (e.g. too expensive), (not) + adj. + enough (e.g. not cheap enough)*

Adverbs: degree (e.g. *pretty good, much too expensive; absolutely, a (little) bit*); time (*early, late, ever, never, already, yet, just, ago*); frequency (e.g. *hardly ever, daily*); adverbs and phrases of manner (e.g. *carefully, in a hurry*); irregular adverbs (e.g. *hard, fast, high, straight*)

La oración simple:

Statements: Affirmative; existential clauses (*There could be*); tags (e.g. *Yes I will; Me too;*

Think/Hope so; negative sentences with *not, never, no* (e.g. *no chance*); negative tags (e.g. *No, I haven't*); *me neither*; alternative negative elements (e.g. *I didn't see any birds = I saw no birds*)

Questions: *Yes/No* questions; *Wh-* questions with prepositions (e.g. *What is the book about?*); Tag questions (e.g. *He likes that, doesn't he?*); Subject/object questions

Commands: The imperative (e.g. *Don't touch any cables*); with subject (*You be quiet!*)

Exclamations: *What + (adj.) + noun* (e.g. *What beautiful horses!*); *How + adv. + adj.* (e.g. *How very nice!*); exclamatory sentences (e.g. *Hey, that's my bike!*)

- La oración compuesta –Coordination: *and, or, but; not only ... but also; both ... and, either ... or, neither ... nor*

- La oración compleja –Subordination:

Léxico oral de uso común (recepción):

- Identificación personal; vivienda, hogar y entorno (barrio, ciudad); actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; deporte, tiempo libre, ocio y cultura (música, libros, cine, televisión); moda; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; noticias de interés; Tecnologías de la Información y la Comunicación; temas relacionados con otras áreas del currículo

BLOQUE 2: Producción de textos orales: Expresión e interacción

CONTENIDOS:

Habilidades y estrategias de producción:

- Producción oral de descripciones, narraciones y explicaciones sobre hechos, experiencias y contenidos diversos
- Participación espontánea en situaciones de comunicación en el aula y en conversaciones sobre temas cotidianos o de su interés, con diversos fines comunicativos, utilizando las convenciones propias de la conversación
- Utilización de estrategias de comunicación:

Planificación:

Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica

Usar adecuadamente recursos digitales o bibliográficos para hacer monólogos, diálogos o presentaciones en equipo

Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso

Ejecución:

Apoyarse en y sacar el máximo partido de los conocimientos previos (e.g. fórmulas y expresiones ya aprendidas)

Expresar el mensaje con claridad, coherencia, estructurándolo adecuadamente y ajustándose a los modelos y fórmulas de cada tipo de texto (entrevista, descripción, narración, dramatización, opinión, debate, ...)

Reajustar la tarea o el mensaje a sus posibilidades, tras valorar las dificultades y los recursos disponibles

Reflexionar y aplicar estrategias de auto-corrección y autoevaluación para mejorar la expresión oral; reconocer el error como parte del proceso de aprendizaje

Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos y paratextuales:

- Lingüísticos: Utilizar palabras de significado parecido; definir o parafrasear un término o expresión
- Paralingüísticos y paratextuales:

Pedir ayuda, aclaraciones (estrategia cooperativa); señalar objetos o imágenes, usar deícticos o realizar acciones que aclaren el significado

Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica)

Usar sonidos extralingüísticos y cualidades prosódicas convencionales (intensidad de voz, tono, volumen, risas, pausas, ...)

Ser conscientes de las consecuencias pragmáticas de estas estrategias en la interpretación del mensaje

BLOQUE 3: Comprensión de textos escritos

Habilidades y estrategias de comprensión:

- Comprensión de la información general y específica de textos auténticos o adaptados, redactados en una lengua de uso habitual: menús, recetas de cocina, anuncios, reseñas de libros y películas, noticias, informes, historias, biografías, correspondencia, mensajes en foros web, textos literarios (poemas, relatos cortos, comentarios críticos...), textos científicos (temas relacionados con otras disciplinas), etc.

- Lectura autónoma de textos más extensos relacionados con sus intereses, y adaptados a su nivel competencial

- Interpretación de los mensajes: Rasgos propios del código escrito; identificación de la idea principal y las secundarias; distinción entre hechos y opiniones, intención del autor, rasgos de humor e

ironía, implícitos diversos, etc.

- Utilización de estrategias de comprensión:

Activación de conocimientos previos sobre el tema y el tipo de tarea

Predicción de información a partir de elementos textuales y no textuales

Identificación del tipo de texto, adaptando la comprensión al mismo

Distinción de tipos de comprensión (información general, específica y detallada); implicaciones

Deducción de significados (explícitos e implícitos) a partir del contexto

Reformulación de hipótesis a partir de la comprensión de elementos nuevos

Estrategias para resolver tareas concretas: Localizar palabras clave en las preguntas y en el texto, buscar sinónimos, inferir significados, traducir, identificar información relevante, etc.

Uso de recursos digitales o bibliográficos con el fin de resolver problemas de comprensión

BLOQUE 4: Producción de textos escritos: Expresión e interacción

Habilidades y estrategias de producción:

- Composición de textos escritos creativos (descripciones, narraciones, instrucciones, informes, anuncios, biografías, reseñas de películas, cartas, correos electrónicos, entradas de blog, mensajes para un foro web, ensayos de opinión) sobre temas de actualidad o de interés personal

- Utilización de estrategias de producción:

Planificación:

-Activar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, generar opciones a través de la técnica ‘lluvia de ideas’, organizarlas en párrafos, revisar un borrador, etc.)

-Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, recursos TIC, petición de ayuda, etc.)

-Ejecución:

-Apoyarse en y sacar el máximo partido de los conocimientos previos (e.g. fórmulas y expresiones ya aprendidas)

-Escribir textos a partir de modelos y actividades guiadas

-Escribir el mensaje con claridad, ajustándose a los modelos y fórmulas de cada tipo de texto

-Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles

-Interés por cuidar la presentación de los textos escritos

-Reflexionar y aplicar estrategias de auto-corrección y autoevaluación para mejorar la expresión escrita; y reconocer el error como parte del proceso de aprendizaje

Appendix 1 Assignments used as evidence of the necessity of improvement

1. *Watching films OV: A positive influence in listening skills? - Evaluation and teaching Innovation:*
<https://drive.google.com/drive/u/0/my-drive>

2. *Our trip to the UK: DODALE-*
<https://docs.google.com/document/d/1ewbSLxyeK8n4Z39nZTQiIwrnYVe-IUbattqj8d8J6Mc/edit>