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THE USE OF AUDIO-VISUAL MATERIALS IN THE EFL SECONDARY EDUCATION

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Abstract:

The present dissertation carries out an analysis of the use of audio-visual materials in the EFL class in the Compulsory Secondary Education. It is based on the integration of these materials as a teaching technique in order to motivate students and encourage them to learn a foreign language more effectively. It has been divided into two parts:

Firstly, the theoretical framework analyses the progress of these materials throughout the centuries and how both teachers and students have realised the positive effects of using them as an aid to increase their interest on the subject.

Next, the functions of using these materials will be explained, namely, as a source of motivation, with an informative or expressive function, for research, evaluation or as an entertaining educational aid. It is essential to know the reasons why these materials have a great impact on the students, and also how are they used in class as a powerful learning tool. On the other hand, there is a classification of the different types of audio-visual materials (technical support and non-technical support) to know which of them are the most appropriate.

The second part will consist of a practical section in which a lesson plan of five sessions will reflect the implementation of these materials in the EFL class to acquire efficient ways to learn a foreign language, to develop students' imagination, to have a real experience in class and to promote autonomy.

Keywords: audio-visual materials, teaching EFL, language skills, lesson plan, Compulsory Secondary Education.

Resumen:

Este Trabajo de Fin de Máster tiene como objetivo analizar el uso de los materiales audiovisuales en las clases de inglés como lengua extranjera en la ESO. El presente trabajo se ha dividido en dos partes:

En primer lugar, en el marco teórico se desarrolla la función que desempeñan estos materiales en clase, como fuente de motivación, expresividad, información, entretenimiento, evaluación e investigación. No solo es importante conocer los motivos por lo que tiene un gran impacto entre los estudiantes, sino también cómo utilizan esta herramienta de aprendizaje. Para concluir esta parte, se enumerarán las ventajas y desventajas de su uso, así como también las diferentes formas que existen para clasificar estos materiales según diferentes autores.

La segunda parte de este Trabajo de Fin de Máster incluye una parte práctica que consiste en una unidad didáctica formada por cinco sesiones en las que se refleja el uso de materiales audiovisuales en las clases de inglés como lengua extranjera. El objetivo

es integrar correctamente estos materiales en el aula para atraer la atención de los estudiantes, tener una experiencia lo más real posible, fomentar el trabajo autónomo, desarrollar su imaginación, reforzar sus habilidades y aumentar su capacidad de retención.

Palabras claves: materiales audiovisuales, inglés como lengua extranjera, unidad didáctica, Educación Secundaria Obligatoria.

1. Introduction

The present dissertation, or TFM (Trabajo de Fin de Máster) in Spanish is the result of both theoretical knowledge and methodological approaches acquired, as well as the consequence of the direct experience in a real-education context as an intern.

In the first place, the dissertation begins with the theoretical framework, that is, the technical information at the basis of the present document. Throughout this dissertation, the notion of audio-visual material will be developed, its classification and functions, the role of audio-visual materials according to the teaching methods, the different types audio-visual materials and, finally, the main reasons they should be used in class.

The second part of the present dissertation is composed of a lesson plan for the 3rd year of E.S.O. (Compulsory Secondary Education). The students will learn the main ways to talk about the future in English and vocabulary related to jobs and occupations. In the lesson plan several activities will integrate this knowledge along with the use of audio-visual materials in class. Following that part, the dissertation moves on to the curricular elements of the unit, such as the objectives, key competences, contents, standards, assessment criteria and so on. Finally, five sessions will be developed in detail.

The very last part of the document covers the conclusion, bibliography and references used as sources for the better elaboration of the dissertation. To conclude, the last section of the dissertation gathers the appendix, such as the documents of the lesson plan in detail and the series of rubrics for both speaking and writing and additional materials.

2. Theoretical framework

Nowadays, audio-visual materials are in every student's life, they have even become a daily necessity. The majority of teenagers use them as a means of entertainment, but are they really aware of the different types, functions and advantages and disadvantages of using them at school? These materials have expanded in many ways and now their integration is increasing gradually in schools.

The use of audio-visual materials in EFL class is becoming more and more common. They have a very important role in learning a foreign language to enhance the student's interest. They facilitate teaching language in class, in other words, students retain more information in a shorter period of time. In addition, they also help teachers in their classroom practice, that is why many schools nowadays have already implemented these materials to increase the effectiveness of teaching and learning while having a real experience of it.

During the last decades, researchers have been studying the use of these materials in class in EFL class (Canning-Wilson, 2001; Becta, 2004; Anzaku, 2011; Kumar, 2016). Although there exist many different points of views, it has been appropriate to focus on the types and effects of these materials in certain contexts in order to prove how learning can be improved.

This new tendency to use audio-visual materials in class has helped the acquisition of a new language more effective due to the fact that students learn new information through different sources. Nevertheless, it must be taken into account the type of materials (technical support and non-technical support) and its goal in class in order to avoid the loss of attention.

Therefore, the present dissertation wants to contribute to this topic of research to make findings in this path more consistent.

3. Objectives

The main objectives of this study will be explained below:

- The purpose of this study is to analyse the efficacy of audio-visual materials in EFL classes,
- To show which of those materials are the most widely used,
- To establish how teachers may use them in class,
- To promote their use in the classroom
- To know the reasons why teachers use them in class,
- To show their advantages and disadvantages.

4. Definitions of audio-visual materials

To begin with, several definitions of audio-visual materials will be shown in order to learn the different points of view of what is considered an audio-visual material over time. Learning a second language is a difficult process to define due to diverse factors. In the past, teachers played a different role than today because they were the focus of the class and the students should follow carefully their commands. At the moment, the teachers' role has changed considerably as well as the educational system in Spain

during the 21st century. They encourage students to learn independently by using the necessary resources and feedback.

These materials have been integrated into the curriculum for education for several decades. In fact, the use of audio-visual materials is not new, as considered by this quote by UNESCO:

We live in a world where media are omnipresent. An increasing number of people spend a great deal of time watching television, reading newspapers and magazines, playing records and listening to the radio... The school and the family share the responsibility of preparing the young person living in a world of powerful images, words and sounds (UNESCO Declaration on Media, 1982, p.1).

First of all, there is a great tendency to use audio-visual materials in class as a teaching and learning tool in recent years. It is necessary to explain some definitions of audio-visual materials and why they are essential in the area of language teaching. The word “audio-visual” is defined as “using both recorded sounds and images” (MacMillan Dictionary, 2019)¹. That is to say, materials which help the students to acquire or reinforce some items of the English classes. Audio-visual materials do not only involve computer and internet, they refer to the transmission of information through technology in the educational field. On the other hand, audio-visual materials are:

Those materials which do not depend solely upon reading to convey meaning. They present the information through the sense of hearing, as in audio-resources, or through the sense of sight, as in visual resources, or through a combination of senses (Dike, 1993, p.3).

The younger generation is more often surrounded by these materials such as films, press, television, radio, posters, flashcards etc. in many aspects of life. More recently, audio-visual materials have been considered as a learning tool by teachers in order to motivate the students and encourage them to learn a foreign language. Before the incorporation of computers and webs in education, these materials were mainly non-technical, such as cartoons, maps, charts etc. However, over time, this definition of audio-visual materials has changed. For instance, Singh (2005) considers them as the combination of sight and sound to provide the student a complete experience in class.

According to Anzaku (2011), audio-visual materials are those materials prepared to be used with an exact meaning in class in order to avoid the total dependence upon verbal language. Thus, thanks to the use of these materials, the barrier of communication has nearly disappeared because it is easier to visualize and retain the information faster.

¹ https://www.macmillandictionary.com/dictionary/british/resource_1

Table 1. Definitions of the term audio-visual materials.

Author	Definition
MacMillan Dictionary, 2019	"Using both recorded sounds and images".
Anzaku, 2011	Audio-visual materials are those materials prepared to be used with an exact meaning in class in order to avoid the total dependence upon verbal language.
Singh, 2005, p.78	"Any device which by sight and sound increase the individual experience, beyond that acquired through read described as an audio-visual aid".
Rather, 2004, p.226	"Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating. The material like models, charts, film strip, projectors, radio, television, maps etc. called instructional aids".
Dike, 1993, p.44	"Those materials which do not depend solely upon reading to convey meaning and present information through the sense of hearing as audio resources or through a combination of both senses".

To sum up, defining the term audio-visual material is a complex task as we have already seen above. Although there is a diversity of definitions, all of them have in common that it is an aid tool to facilitate the learning process of students through sounds, images or both. To sum up, the different definitions of audio-visuals materials will be shown in the table below in order to compare the evolution of these materials over the years.

5. The role of audio-visual materials throughout the teaching methods

Audio-visual materials have been in the classroom for many years within several teaching methodologies. During the 19th century and part of the 20th century, there was a tendency to teach languages as if they were classical languages (Greek and Latin). The most important teaching methodologies during the 19th century were the grammar-translation method and the direct approach.

Firstly, the **grammar-translation method** provides the learner with a deep knowledge of grammar mainly. Lots of vocabulary and grammatical rules were explained with examples and they had to be memorised by the students. This methodology did

not include oral skills so the opportunities for practising oral skills were almost non-existent, in other words, the written language was emphasised rather than the speaking language. For this reason, hardly any audio-visual materials were used, only some objects to explain a new concept.

The **direct approach** is considered as the first application of natural methodology when teaching a foreign language in class. The objective of this method was to encourage the spoken language rather than the written language to recreate the acquisition of a child when learning their mother tongue. Unlike the previous method, students did not have to memorise long lists of grammar rules and vocabulary. This method requires dynamic teachers to encourage learners to speak and practice listening in class. Besides, it has had an important impact on the EFL class because students started to relate concepts and meanings in a different way. For instance, teachers used pictures and objects to promote participation in class and to encourage students to express their own ideas.

Around the 20th century, there were lots of different opinions about using these materials in class, some teachers still believed in grammar-translation method while others preferred the direct method. Nevertheless, the role of audio-visual materials changed gradually during this century. The most relevant methodologies were: the Berlitz school, Basic English, the Reading method, the Army specialized training program and the Structuralist methodologies.

In the teaching of English, the teacher uses the direct method. Therefore, it is for the teacher to give a clear idea to the students through audio-visual aids. Such type of teaching makes the idea permanent in the pupil's mind. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. History suggests that the basic conditions which strongly encouraged study and experimentation with visual aids were excessive verbalization in teaching (Daniel, 2013, p.3811)

The **Berlitz method** was still closely related to the previous method where spoken language was more important than the written language. However, Berlitz method was taught by native speakers that used new structures to contextualize in class "situations" in order to have a real experience by using images, radio, objects etc. In fact, translation was not allowed because the majority of the teachers did not know the mother tongue of the students, so they finally could develop their pronunciation skills. It was so successful that by the end of the century it had hundreds of schools around the world.

Basic English was characterised by easy understanding among international people. In other words, the aim of this method was to make English simple to promote the communication between people after some traumatic years. Consequently, it was reduced the English and vocabulary grammar to basic notions with the purpose of

facilitating the learning process. During these years, no great progress was made in the use of audio-visual materials in EFL class due to the global situation. However, radio, charts, objects, flashcards or pictures continued to be used to motivate students.

The **Reading method** was created due to the fact that teachers thought it was easier for students to develop their reading skills than speaking. The aim of this method was to promote silent reading to practice the skill of summarising, encourage reading and retain information to face a final test. Students learnt how to apply the best reading strategies to texts of different levels so the materials needed were mainly textbooks, newspapers and dictionaries.

The **Army** method was considered a turning point in the development of language teaching because classes were composed of a small ratio of students, teachers were native speakers and new learning techniques were taught to boost motivation. Besides, audio-visual materials such as radio, films, dictionaries, pictures, newspapers etc. were used to prepare them for self-instruction.

The **Structuralist methodology** includes the **Oral approach**, the **Situational language approach** and the **Audio-lingual method**. As its name suggests, structuralists believed that every language follows specific patterns and rules. For this reason, teachers thought that if students follow these patterns, they will develop some set of “habits”. This mechanical process based on repetition of habit formation enabled the students to put into practice several skills at the same time. Additionally, new audio-visual materials were integrated into the class such as tape recording or film-strip projector apart from newspapers, objects or images. These resources were essential to train listening comprehension and accurate pronunciation. Although new audio-visual materials were integrated in the classroom, this method lacked theoretical basis so finally in the 1960s started to fall into disuse.

Generally, this century has marked a new path in teaching methodologies as it is characterised by its progress in the classroom. These powerful learning tools allowed learners to have a much more realistic experience due to the fact that teachers used many different materials, for example, dictionaries, pictures, worksheets or even tape-recordings.

Under these approaches learning is thought to emerge through language production, and being able to communicate requires more than mastering linguistic structures, since language is fundamentally social (González-Vera, P., & Corisco, A. H., 2016, p.4).

It is vital to highlight that using audio-visual materials in class helped many teachers to explain a concept which made the task more motivating and meaningful. It is easier to clarify any concept and enables the students to have an effective learning because these materials help them to make a task more authentic. Furthermore, over time the teachers noticed the improvement, especially after having used audio-visual

material in class, the pupils were able to make longer sentences using new vocabulary and even with better pronunciation. It also helped to train long-term memory, focusing attention, clarifying concepts etc. so there was a great evolution in teaching.

In order to make learning as real as possible for the pupils, the necessary elements must be used in the classroom. During this century, it was discovered that the quality of students' learning was much higher as they associated new concepts with any audio-visual material than if they were only explained orally or written. The more visual information they had, the easier it was to retain due to the fact that visual skills are developed before than verbal development. It must be taken into account that it is a valuable source of information; students construct knowledge better when they express interest and curiosity on a task. Besides, the use of audio-visual materials has to be totally related to a specific purpose (cause-effect).

Next, the 21st century is primarily an era of progress and consolidation. This century includes the following methodologies: **The task-based learning, the Lexical approach, Content-Based Instruction, Cooperative Learning, Multiple Intelligence Theory among others**. On the one hand, it is a period of progress because thanks to new technologies, many new materials have been implemented in the classroom. However, it is also an era of consolidation as these materials have been used for years. During this period, even more attention is paid to the integration of audio-visual materials in the classroom as it has been shown that learning through the senses is much more beneficial for the learning process.

The **Task-based learning** introduced some new notions about learning such as the learners take part in class frequently, project work, flexibility in the curriculum, classroom research etc. Nowadays, there is such a wide variety of materials such as interactive whiteboard, newspapers, dictionaries, pictures, objects, TV, radio, CD player etc. that teachers can sometimes be overwhelmed by the situation. For this reason, teaching without any kind of support is useless as it would not provide a real experience.

Teachers should ground their skills in a mixture of theory and praxis (e.g., learning in context). Another reason is that the reform movements of teacher education programs emphasize alternative methods of instruction more than ever (Ozkan, 2002, p.37).

It is always necessary to look at the best way to learn a foreign language. The rapid growth of audio-visual materials has meant that both students and teachers need to keep up to date with it. This technological development has made it possible to teach a foreign language in an innovative and entertaining way. We are all exposed to a huge amount of information in just a second, so today's generations are totally accustomed to living surrounded by these materials.

The **Lexical approach** was developed in 1993 and it was focused on lexical items mainly. It was believed that lexis should be the key of learning a language rather than grammar in order to produce lexical units as chunks. Traditionally, what the teacher said was the only option and all students had to memorise it as we have seen above. Nevertheless, materials such as posters, dictionaries, textbooks, flashcards, pictures, radio, TV, CD player etc. were used in class at the beginning of the century to increase the interest on learning a new language.

The aim of the **Content-based instruction** method is to focus on a specific topic during the lesson in order to acquire the target language through content. It is characterised by its instructional decisions, integration of skills, participation, interest etc. Nowadays, materials such as interactive whiteboard, digital books, videos, magazines, apps, radio etc. are used in the EFL class. For this reason, the teacher has to select carefully the materials and task to avoid distractions. It is one of the most relevant approaches because it makes students more confidence, autonomous and it offers the opportunity to think by themselves.

By the middle of the century, new methodologies were being developed. The **Cooperative learning** was characterized by making cooperative activities in class. The aim of this method is to reach a common goal by applying knowledge in a work environment where participation is welcomed and everyone work equally in order to fulfil a specific task. The most widely used audio-visual materials so far are not only textbooks or pictures, but also interactive whiteboard, digital books, pictures, apps, web-based activities, magazines, pamphlets etc.

Teachers soon observe that this method enables the student to know their classmates better so it facilitates social interaction too. The advance of new technologies and their integration in the EFL class has allowed learners to improve their concentration and communicative skills apart from learning a foreign language effectively. Teachers promote autonomous and cooperative learning among students where they are taught to grow personally and to organise their thinking, not only to memorise it.

These students have a low tolerance for lectures and prefer active rather than passive learning, which leads to a change in the model of pedagogy (González-Vera, P., & Corisco, A. H., 2016, p.2).

To conclude, the **Multiple Intelligence** method adapt the different intelligences (linguistic, logical-mathematical, visual-spatial, musical, kinaesthetic, naturalistic, intrapersonal and interpersonal) types to class. The most used audio-visual materials in class are: digital textbooks, interactive whiteboard, apps, magazines, flashcards, posters, radio, pamphlets etc.

After briefly explaining the history of audio-visual materials in different eras, we can conclude that they have always been present in one form or another and that they have been more beneficial than detrimental, so both teachers and students have to adapt to each era and context and try to make the most of these powerful learning tools.

6. Classification of audio-visual materials

Nowadays, teachers use different audio-visual materials to facilitate the learning process. However, the range of materials requires establishing a classification depending on their educational purpose. Thus, the first classification includes four sections: technical or non-technical support, the channel, the purpose and the design.

Materials with technical support require some specialized knowledge. They refer, for example, to a YouTube video; however, materials classified under the heading non-technical support involve flashcards, posters, cartoons etc. These non-technical materials are mainly characterised by its low price and their ease of use. If teachers are not familiarized with technology, these traditional materials are another option to facilitate the learning process and motivate the students. It must be taken into account that nowadays students are digital natives, so they are familiarised with technical materials.

Secondly, the channel is related to the means of transmission: visual, auditory or audio-visual. In the third place, the purpose of these audio-visual materials depends on whether they were created for language learning or if they were adapted in some way for it. Thirdly, the purpose, that is to say, the aim for which they were created. Finally, the design refers to who has created these materials; teachers or students (Luque-Agulló, in press).

The following chart shows an overview of the four sections into which audio-visual materials can be classified.

Table 2. Classification of audio-visual materials (Luque-Agulló, 2021, p.3).

Types		
Technical support	Specialised knowledge	YouTube video, radio
Non-technical support	Non-specialised knowledge	Flashcards, posters
Channel	Means of production	Visual, auditory, audio-visual
Purpose	Specific objective	For L1 purposes, for L2 teaching purposes
Design	Who created these materials	Teachers or learners

The classification above is not immovable. That is to say, there is not a particular way to classify these materials because in a way it depends on the point of view of the teacher who actually adapts these materials according to the group of students.

On the other hand, Bagila et al., (2019) assumes that audio-visual materials could be classified in a different way too. He considers to types: visual learning tools, which in turn include three categories (natural objects, artistic and figurative means and descriptions of objects and phenomena) and audio learning tools (including classification and levels), in other words, some techniques to practice the listening in class and the different ways to acquire a language.

Visual learning tools are used to route the development of the learning process while audio learning tools refer to the perception of the information through the sound (Table 3). A student can remember a great amount of information while listening and viewing because they are using two channels of communication simultaneously.

Table 3. Materials in the language classroom (Bagila et al., 2019, p.130)

Types			
Visual learning tools	Natural objects	1. Wood, metal etc.	2. Measurement, machinery etc.
		3. Mineral, rocks etc.	4. Reagents, devices etc.
	Artistic and figurative means	1. Layouts	2. Tables
		3. Maps	4. Drawings
	Description of objects and phenomena	1. Textbooks	2. Collection of exercises and tasks
		3. Control of testing	4. Labour work, written materials etc.
Audio learning tools	Classifications	1. Audio recordings	2. Recorded players
		3. Audio-passive	4. Audio-active
	Levels	1. Episodic level	2. Systemic level
		3. Synchronous level	

A simpler definition was provided by Almagro et al., (2015) who proposed a classification including only two types: technical and non-technical support.

Table 4. *Materials in the language classroom* (Luque-Agulló, in press; Almagro et al. 2015, restricted online classroom material).

Types	
Technical support	Television, interactive whiteboard, radio, apps and web-based activities, digital textbooks etc.
Non-technical support	Flashcards, boardgames, dictionaries and textbooks, pamphlets and flyers, magazines and newspapers, pictures etc.

7. Functions of Audio-visual materials

Audio-visual materials can be divided into several categories depending on their function: motivation source, informative, expressive, researcher, evaluation and playful (Shamsudeen, 2016).

To begin with, audio-visual materials are considered a source of **motivation**, because students focus their attention on these materials easily and they also foster creativity. At the same time, students will develop more emotions watching a video than reading a textbook.

Teachers also have more influence on these behaviours and the motivation they represent than on students' reasons for studying the second language or their attitudes toward the language and its speakers. Teachers can make a positive contribution to students' motivation to learn if classrooms are places that student enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive (Lightbown, P. M., & Spada, N., 2013, p.88)

The **informative** function audio-visual materials have referred to the information teachers show in class, which can be improved with these materials. For instance, if they want to explain some cultural issues about other nationalities, they may use flashcards, charts, radio, image, video etc. so learners will retain the information easier.

The next function refers to the **expressive** function. Audio-visual materials encourage the communication between the students during the class process in order to exchange any information or solve any problem. Students who work with any audio-visual materials in the EFL class will express easier their feelings and thoughts.

The **researcher** function is related to the investigation procedure. For instance, if teachers prepare beforehand the contents of the class, he/she would look for the most appropriate way to explain something particularly and he/she could explain a specific topic in an innovative way. Then, if teachers not only use text-books but they also use audio-visual aids, learners would understand it better and it would be easier to reach the lesson plan objectives.

The fifth function is the **evaluation**. It refers to the way in which materials may affect the teaching and learning process, hopefully avoiding distractions and demotivation.

Finally, the **playful** function is deals with the fact that audio-visual materials may increase their interest and concentration while being entertained and correctly developing their skills

To conclude, these six functions (motivation, information, expressive, researcher, evaluation and playful) of audio-visual materials in class could provide learners a complete experience in class because they are developing their skills in several aspects: they can show more interest in the subject thanks to the use of these materials which maintain the motivation in the subject, they are interacting more frequently between them, they are learning new useful concepts in English as a foreign language, they are putting into practice their research skills and finally they feel comfortable and calm while playing in class. From my point view, these functions are vital because they benefit in several ways the learning process of the students and they are necessary to reach the specific goals correctly.

8. Reasons for using audio-visual materials in the EFL classroom

Using audio-visual materials in class has a great impact on the learning process because they are considered an effective way to deliver information. At present, one of the keys of the learning process is an active participation in class. If students had a positive and open attitude, they would play a developing and progressing role to learn a foreign language in an entertaining way.

The evolution of audio-visual materials aids has made it very possible for learners to become more involved in learning activity (Adamu & Ibrahim, 2018, p.34).

There exist several reasons why teachers should use more often audio-visual materials in class. Consequently, a list of these reasons will be developed below:

1. They provide **knowledge in depth and detail**, for instance when explaining a cultural aspect. It is easier to transmit this knowledge to the students

because the barriers between cultures have mostly disappeared thanks to the use of these materials in class.

2. They bring an **entertaining and work environment**, as we have explained before, it is a powerful learning tool because it encourages learners to participate and to increase their interest in the subject.
3. It is easier to **collaborate between students** because they retain more amount of information in a shorter period of time. In this way, students can put into practice their communicative skills with their classmates while learning a foreign language.
4. Audio-visual materials are considered a valuable **source of motivation and imagination** because learners are used to use them at home too so they feel comfortable with these materials. In addition, they bring to class a new way of learning which is modern, innovative and fun.
5. Audio-visual materials contribute to develop **pronunciation skills** by using the native language during the whole class so they are unconsciously intensifying the learning process. That is to say, if learners listen to a native speaker and view some videos several times in class, they can process more than more amount of information. According to Bagila et al., (2019), audio-visual materials allow for the processing of a higher amount of information. For example, listening to a native speaker during a short time achieve 25% and when viewing 25% too. However, using both audio-visual materials students retain and remember 65% of the information.
6. Using audio-visual materials help students to increase their **concentration** depending on their age, that is to say, the audio-visual activities should not last more than 5-10 minutes each. Additionally, the activities must be totally connected to each other in this way it helps the students' understanding (Kang Shin, 2006). Audio-visual materials may also be used to connect activities to other subjects. For example, teachers could use in class books, songs, comics, videos, applications, newspapers, blogs etc. However, which materials are the most suitable for an EFL classroom and how these materials benefit teachers?

Their use may also reduce the teacher's tediousness when having to repeat the same class/contents over and over again, or when forced to use the same textbook for an extended period of time. In short, they improve and assist classroom teaching and learning (Luque-Agulló, in press, p.3).

To sum up, the main purposes of using these materials are to motivate students, to increase the concentration in a specific task, to develop their imagination and creativeness in order to avoid distractions, to promote interest in learning a foreign

language, to have a nice working environment in class and to enjoy a great variety of activities, and to use their communicative skills. In my opinion, all teachers should be aware of the functions and the appropriate moment to use audio-visual materials in the EFL class and avoid their overuse, because it would cause the opposite effect.

9. How to use of audio-visual materials in class

Several practical usages might be considered when audio-visual materials are integrated to the class. It is vital that teachers have to be trained and learn beforehand how to integrate these materials in class in order not to waste time. However, as Harmer indicates:

Depending on the country, area and the school itself, they may have the advantage of well-equipment rooms and the latest classroom equipment and information technology (IT), or they may, as in many parts of the world, be sitting in rows in classrooms with a blackboard and no other teaching aid (Harmer, 2007, p.121).

In order to learn the different ways which teachers can use in the EFL classroom, this section will be divided into **2 parts** following the classification of the audio-visual materials above (Luque-Agulló, *in press*, Almagro, Luque-Agulló & Ortega, 2015):

Firstly, this section will be focused on different usages that can be carried out with technical support in class:

Interactive whiteboard:

Teachers can use the interactive whiteboard in several ways, for instance to make team competitions, to show the digital textbook, to play innovative games, to project images, listening and watching videos, to build a database of the lesson, to send homework, to make diverse activities etc. By means of the interactive whiteboard, teachers can show a concept in a different way, helping students fully understand the information.

Some teachers encourage students to use a device similar to a mouse that allows them to record their answers without leaving their seats. This allows all students to participate simultaneously and gives teachers immediate feedback about which questions are difficult and which are easy for the class, as well as data about who is answering correctly and incorrectly (Morgan, 2010, p.3).

Digital textbooks:

The use of digital textbooks in class also requires training and a new approach to teaching for both students and teachers. Digital textbooks include many interactive

activities which motivate learners to participate more frequently in class. Both the teacher and the students can download content constantly and search for information immediately too. Finally, they provide an immersive experience for both learners and teachers.

By training future teachers with these tools and activities - once it has been proved they are effective and motivating - we are paving the way for a more straightforward inclusion of these materials and technologies in the EFL teaching and learning process. Likewise, we are also ensuring the methodologies of foreign language teaching are updated - a demand made by students themselves (González-Vera, & Corisco, 2016, p.24).

TV/radio:

Although it is not considered one of the most important elements today, it does play a significant role in English classes. Specially in the past, using the radio in class was a revolution that improved pupils' listening comprehension. Nowadays, we can use the radio to listen to live programmes from all over the world. In this way, students can listen to different accents of a same language, which is very interesting for learning about other cultures and points of view of the same language. In addition, not only there is a wide variety of accents, but there are also many radio channels on different topics, which provides students with a great source of information daily. Listening to the radio helps students to adopt a position and respect other points of view of the same issue.

CD/DVD player:

Nowadays, CDs and DVDs are less and less used in class because teachers can play practically any type of file on the computer without the need for a CD or DVD player. In the past, it played a crucial role specially in listening comprehension exercises because they began to be integrated into textbooks, so the CD was a revolution, as well as the DVD which even allowed films to be shown on the TV in the classroom. All these elements are ways of motivating students and making them realise that languages can be applied in many fields.

Apps:

Using apps in EFL classes could be a double-edged sword because it could cause the opposite effect. Teachers have to be extremely careful in their use. "The content of mobile apps must be adjusted to meet students' immediate needs as far as English learning is concerned" (Klimova, 2019, p.2)

Teenagers nowadays cannot imagine life without apps because they use them daily. There is a wide variety of activities through apps for vocabulary, grammar, listening or reading practice. However, it would not be advisable to incorporate too many apps in the class, as they would lose their novelty.

Web-based & computer-based activities:

There is no doubt that this is one of the most widely used elements today as it combines new technologies with education. It is not surprising that students prefer to do activities carried out on the computer than in textbooks because they are much more entertaining and didactic for the pupils. This way of learning enables the student to access to a vast amount of information through hyperlinks which tends to motivate them, provides new stimuli and creates a comfortable and working environment. In addition, these activities help students to learn about resources, online environment, types of interactions, clarify the expectations etc.

After discussing some of the materials and activities which can be carried out with technical support, we will focus on video activities (Çakir, 2006), which can also be used with some of the material mentioned above. The following chart shows some activities especially for videos to put into practice at school: active viewing, freeze framing and prediction, silent viewing, sound on and vision off, repetition, reproduction activity, dubbing and follow-up activity.

VIDEOS ACTIVITIES	
ACTIVE VIEWING	Before watching any video, the teacher should ask the students what they already know about the content and establish some objectives. After viewing the video, students should be able to answer the previous questions. For further comprehension, the teacher would provide them a worksheet to complete with information of the presentation.
FREEZE FRAMING AND PREDICTION	This activity is characterised by stopping the picture on the screen while the teacher explains additional information. Freezing a picture enables the students to think about what is going to happen. It is a great opportunity for speculation and to develop their imagination about the characters of the video.
SILENT VIEWING	It is also a speculation exercise because if teachers play the video without sound, students will have to deduce what is happening. It keeps their attention during the video because they have to observe carefully the behaviour of the characters. Then, all together will check the answers with the sound on.
	Sound on and vision off activities are extremely useful because they can only hear the dialogue but they cannot watch the video. Students have to imagine what exactly is happening in the video.

SOUND ON AND VISION OFF ACTIVITY	This type of activity helps the students to reconstruct visually what they hear.
REPETITION AND ROLE-PLAY	The main objective is to promote students' speaking. Firstly, they have to try out the pronunciation and intonation of some words. Then, they interact with each other in class. This type of exercise help students to feel more comfortable in a working classroom environment.
REPRODUCTION ACTIVITY	This activity is characterised by reproducing what students have watched and heard. In this case, they are selecting the key information unconsciously and focusing on the main elements of the video. It encourages them to use all the knowledge acquired in order to describe what has happened. For instance, after watching and listening to a video, the teacher asks the students to summarise the main information of the video.
DUBBING	In this exercise students have to fill the missing dialogue after watching a video without sound. It is one of the most used video activities nowadays because learners have to guess what the characters have said in another language.
FOLLOW-UP ACTIVITY	After doing several activities, it is necessary to stimulate communication among students. It used to be enjoyable because they have the opportunity to express themselves by putting into practice their cooperative skills. It is not only important to communicate with the students, but it is also vital to do follow up in order to know the students' opinion. For example, after watching a video, ask them if they liked it, if they understood the real purpose, what impacted them the most, etc.

As a conclusion, we can reflect that each of these materials has their own function in the classroom and it is interesting to see the different ways in which we can implement them in the class to make students understand that they can learn a foreign language in many different ways. The teacher must know how to plan ahead and implement these elements in class correctly according to the characteristics of the group in order to avoid distractions and encourage participation. From my point of view, all of them are useful for students' learning. Nevertheless, using videos in class is the ideal combination for watching and listening to a foreign language.

Next, this section includes those other usages which can be used with non-technical materials, which, although more traditional, in the sense they have been used throughout time and in different methods, may prove still useful.

The non-verbal information helps us to predict what the text might be about, and this ability to predict helps us to recognise meaning more quickly than if we had to sort it solely from what we hear or read (Wright, 1990, p.136).

Next, this section will be focused on different usages that can be carried out with non-technical support in class:

Flashcards:

Flashcards are mostly used to learn new vocabulary; it will really work with 8 items. The teacher should point each flashcard and repeat the word quickly and slowly several times during some months. Finally, the students would fix the images in their memory (Ritter, 2018, p.1).

Board games:

Generally, all teenagers like to play board games. However, with the rapid progress of new technologies in the classroom, these games have become a bit outdated. Still, they have played an important role in education. For example, these games help students to keep their turn to speak, follow detailed instructions, respect classmates, learn about different topics, promote teamwork, listen to the opinions of peers, practice language skills etc. It is a powerful motivation tool that “encourage students to direct their energy toward language learning, providing them with meaningful context” (Wright, 2006, p.39).

Dictionaries & textbooks:

Whenever we talk about the use of dictionaries and textbooks in the class, students often think that it is a boring way to look up a word when you can find it on the internet in just a second without wasting time. Nevertheless, dictionaries and textbooks can be used in a fun way as well. Games can even be played. For example, the teacher chooses three words from the dictionary or the textbook according to a theme and the students have to guess their meaning. This is very useful for practising both oral and written skills. In order to encourage imagination, they can create a story with several new words on a particular topic. Finally, there are thousands of games to encourage the use of these elements in English class.

They are the primary source of information used by all humanity. After the invention of the typewriter, the printing of the textbooks and books in general reached high peaks and expanded its readership (Vavla, 2009, p.16).

Pamphlets & flyers:

Pamphlets and flyers can be used in the English classroom in a variety of ways. Firstly, focus on a topic and write a title that is short in order to capture the reader's attention. Choose a register that is appropriate for a particular audience and several pictures. Everything should be balanced and in harmony. This exercise helps them to sort out ideas on a particular topic, develop the imagination, identify the most important information and key words etc. Finally, they could explain to the rest of their classmates how they have done it so they practice both written and oral skills as well.

Magazines & newspapers:

They have usually small texts so as not to bore the reader, accompanied by lots of images. Now the teacher can even share the magazine on the interactive whiteboard to do activities as well to learn a new foreign language in an innovative way. "Newspapers bring to our students real life situations and can be easily used as authentic materials. Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading. They usually reflect the culture of a certain community through the language they contain." (Vavla, 2009, p.13). They often contain lots of online resources and downloadable content for printing too. It's a fantastic way to practice comparisons, search for words, develop speaking skills, encourage reading as they deal with age-appropriate topics etc.

In this way, students show more interest and they are much more engaged to EFL class. For example, each student could bring to class his/her favourite magazine, describe it and explain to the rest why they like it.

Their purpose is exactly the same as that of newspapers, to inform, entertain and persuade the public as well as to offer a means for targeted advertising. As such they could very easily be used just like newspapers (Vavla, 2009, p.15).

Pictures:

Using photos in the classroom is never obsolete because they can be adapted to any subject and level, therefore they are a great source of information and learning. They can be used in different ways: describing, comparing, completing sentences, developing the imagination, playing games, giving titles, making biographies or essays, creating short stories, expanding vocabulary, etc.

Providing the learners with a graphic or iconic representation supports brain work, normally engaged in a search for the essentials within the flow of the world, scaffolding the learner to work on a simplified scenario (Triacca, 2017, p.3).

To sum up this section, it is necessary to highlight that, although technical support is more frequently used, non-technical support should not be neglected as it provides non-verbal information which plays an important role in the classroom as well.

From my point of view, flashcards, pictures and magazines are the most useful because they contain a lot of different information and different skills can be developed together.

10. Advantages vs. Disadvantages of using audio-visual materials in class

Which are the **advantages** of using these materials in class? If students when learning new concepts at school have a support it will be easier for them to visualise the meaning than if it is explained only orally.

1. Retaining more information in less time: Students retain more information when they relate a concept to any audio-visual material than if the teacher simply explains it orally. In this way, repetition and perseverance are also important. If a concept is explained in class always associated with the same image, it will be much easier for the student to retain that information because what we see affects what we hear and vice versa.
2. Reinforcing skills: Using audio-visual materials in class reinforces different skills and also creativeness, speculation, cooperation between students. Finally, it is a powerful tool to combine all the skills while learning a foreign language (Nunan, 2003). For example, practising listening, reading or interactions skills through an audio-visual material would improve the quality of education because students unconsciously put into practice several skills at the same time.
3. Building interest to learn a foreign language: Learning a foreign language through these materials stimulates learners to enjoy the class while interacting in real time in order to increase participation, grab their attention and communication skills.
4. Teaching process more effective: Thanks to these materials, they bring into class a new way of learning, in other words, the teacher uses several examples to explain one aspect with different elements (interactive whiteboard, photos, digital textbooks, flashcards etc.) which facilitates the task.
5. Stimulate the imagination: Integrating interactive materials will enable the students to develop their imagination and creativity through diverse activities. In addition, students feel more engaged with the task and create better ideas. Using these materials is a powerful tool to communicate a message through the senses.
6. More autonomy: Using audio-visual materials in class promotes autonomy.

To conclude this section, some **disadvantages** of using audio-visual materials in class will be also considered:

1. Students' distractions: Due to so many new stimuli in the classroom, pupils may become distracted easily.

Attention deficits and distractions during the process of learning may lead to memory problems such as encoding, storing and retrieving information, which is then manifested in students' inability to recall needed information at exams (Klimova, 2019, p.2).

2. Technical problems: Teachers need to be prepared for any inconvenience because when working with audio-visual materials in class, there is always going to be a possibility of a problem arising. According to Becta (2004), training teachers to face these technical problems is complex issue due to the number of different components. Schools should invest in ICT training, especially how to use them, which are the possible obstacles etc. in order to increase effectiveness in class.
3. Appropriate materials: Another point to deal with is the lack of appropriate materials such as electronic devices, magazines, flashcards, photos... It depends mainly on how much the school invests and manages money in these materials. Teachers and designers need to incorporate flexibility in their materials and assignments so that students can choose among a variety of tools or strategies in order to customize learning for their specific disciplinary context and student goals within this co-evolving educational landscape. (Bikowski & Casal, 2018, p.134).
4. Economic investment: Innovation in schools always requires new investments, so using audio-visual materials in the classroom involves annual expenditure and maintenance throughout the year.
5. Adequate previous preparation: The incorporation of new items in class is always motivating and could cause some commotion to the students. For this reason, it requires careful attention to avoid a reverse impact. These materials have to be chosen carefully depending on the characteristics of the group. Thus, teachers will have to be careful with this fine line between using these materials appropriately or excessively in class. The teacher should ensure the development of the students' learning process. Teachers should use audio-visual materials at school, selecting carefully the most relevant aspects they want to show in class. That is to say, they should be able to plan beforehand all the contents and look for the appropriate materials.

In conclusion, using audio-visual materials in class is reasonable, suitable and in line with today's reality in the EFL classroom. Although there are more and more electronic devices in the classroom, we must bear in mind that it is also convenient to

use non-technical materials, as not all schools have sufficient technological resources, and some teachers may not feel comfortable using technical materials.

Next, a lesson plan called “Working on my future!” composed of five sessions will be explained in detail (methodology, key competences, objectives, justification, evaluation etc.). These sessions are integrated by activities related to both technical support and non-technical support.

11. Lesson Plan: Working on my future!

- SESSION 1: Which jobs do you remember?
- SESSION 2: Let's talk about the future
- SESSION 3: Life as a youtuber
- SESSION 4: Unusual jobs
- SESSION 5: Revision

11.1 Justification

The name of this unit of work is "Working on my future!". It has been designed for 3rd year of ESO of a state school named Colegio Nuestra Señora del Valle. The high school is located in the center of Écija (Sevilla) and it is involved in several projects including bilingualism. In addition, the high school has many technological resources, for example: students are provided with laptops that can be used both in the class and at home, and there is an interactive whiteboard in each classroom as well as a projector and a screen. In this state school, teachers are allowed to move the furniture when necessary to take advantage of each corner of the classroom and to create a suitable environment of learning.

The temporalization of the lesson plan consists of five sessions. The unit is scheduled for one week and one day more as students have four hours of English per week. It is taught from the 10th of May to the 17th of May in 2021 during the second term. The intention of this lesson plan is that students learn the different jobs and occupations that can be performed and that they are able to express what professionals do in their lives using the tenses correctly.

This unit of work has been created according to the Organic Law 8/2013 (LOMCE), of 9th December, for the improvement of Quality of Education and according to the Decree 1105/2014 and Order of 15th January, 2021 which regulates the curriculum of Compulsory Secondary Education and *Bachillerato* in Andalusia.

This unit includes five didactic objectives which are related to the stage objectives. In addition, key competences have been fulfilled through different activities, tasks and games. The key competences are:

- a) Competence in linguistic communication (CLC)
- b) Competence in mathematics, science and technology (CMST)
- c) Digital competence (DC)
- d) Learning to learn (L2L)
- e) Social and civic competence (SCC)

f) Sense of initiative and entrepreneurship (SIE)

g) Cultural awareness and expression (CAE)

The Organic Law 8/2013 (LOMCE), of 9th December, for the improvement of Quality of Education in its Article 6 'Contents', and the Royal Decree 1105/2014, of December 26th, which establishes the Minimum Curriculum for Compulsory Secondary Education, specify four blocks of content for the area of English as the First Foreign Language, for both cycles of the Compulsory Secondary Education.

The contents for this lesson plan have been selected according to the Order of January 15th, 2021 which regulates the curriculum of Compulsory Secondary Education and *Bachillerato* in Andalusia. Following this law, four blocks of content have been established: comprehension of oral texts, production and interaction of oral texts, comprehension of written texts and production of written texts. The contents specified in these blocks of content consider the learning requirements of students in Andalusia. These blocks of content are the basis of the evaluation since they are the means for students to develop the seven key competences and the stage objectives, measured by means of evaluation criteria and learning standards.

There are common aspects in all the blocks related to socio-cultural and socio-linguistic aspects, communicative functions, syntactic structures, basic and frequently used lexis, sound, stress, rhythm and intonation patterns, graphic patterns and orthographic standards.

Methodology is another element of the curriculum and it is considered as the range of strategies, skills and actions that the teacher carries out in a conscious and reflexive manner to enable learning to take place and to achieve the state objectives. According to the Organic Law 8/2013 (LOMCE), of 9th December, for the improvement of Quality of Education, the different students' rhythms of learning must be considered. In addition, they must favour self-learning and boost teamwork. Furthermore, according to the Order 15th January, 2021 which establishes the curriculum of Compulsory Secondary Education in Andalusia, methodologies of work will favour active participation of students and they will help to develop students' self-esteem and social integration.

Assessment Criteria and Measurable Learning Standards (MLS) are also part of the elements of the official curriculum. According to Royal Decree 1105/2015, of December 26th, 'Assessment Criteria' are references that are used to evaluate the learning process of students. They describe what is being assessed and what the students should achieve, both with regards to knowledge and competences.

Finally, Measurable Learning Standards (MLS) are defined according to Royal Decree 1105/2015, of 26th December, which establishes the basic curriculum of Compulsory Secondary Education and *Bachillerato* as "the learning results and further

specifications of what students should know, understand and be able to do in each subject". They must be observable, assessable and allow teachers to grade students' performances and achievements. In addition, MLS are classified in three types: basic, intermediate and advanced. In this unit of work Measurable Learning Standards are used to assess the acquisition level of the objectives and the key competences in a more specific way.

11.2 Methodology

The methodology is undoubtedly connected to the justification of the centre as it must be designed according to the students as the condition of the group and abilities are essential. It has to be adequate to the contents since they must be connected to the previous knowledge as well as inclusive and relevant. Moreover, the methodology has also to deal with the context and spaces in order to know what are the available resources that allow to develop the key competences and to achieve the objectives established.

According to MCER², the learning process based on tasks is strictly necessary while carrying out the process of teaching foreign languages. As mentioned before, the methodology must be oriented according to the students so that these activities and tasks are going to be chosen taking into account the competencies, characteristics and necessities that students have. However, it is important not to forget the pedagogical tasks that are the ones which allow the students to learn the formal aspects of the language.

The teacher is the figure who has to make balance between these tasks which have to be real and useful in order to guarantee the duration of the contents learnt as well as to be able to communicate in the foreign language. Another important issue that must be achieved is the motivation and engagement of the students making them feel relaxed while the learning process is taking place. Moreover, the teacher should consider the group characteristics in order to find out what methodology he or she must adopt. Thus, the methodology, including timing and groupings must guarantee diversity. Additionally, cooperative and significant learning will also be emphasized. That is why in this lesson plan a methodology based on cooperative learning has been chosen.

The cooperative methodology allows the teacher to maintain the control of the class as well as proposing activities that can be done individually or in groups contributing to cooperative learning processes. This methodology allows the teacher to make groups according to the necessities and abilities of the students in order to create a beneficial atmosphere of learning.

On the other hand, students will realize the importance of cooperation and learning from others developing the linguistic and social and civic competence. Diversity

² <https://www.cambridgeenglish.org/es/exams-and-tests/cefr/>

will also be considered at this stage since they will learn to respect opinions from others, to take advantage of the abilities of their classmates and to help them with their weaknesses.

11.3 Contextualisation

This group is composed of 24 students: 11 boys and 13 girls in the 3rd year of Compulsory Secondary Education at *Colegio de Nuestra Señora del Valle*. This state school is located in Écija (Sevilla) and the majority of pupils belong to a middle socioeconomic status. There is a homogenous English level: A2-B1 (CEFR). Nevertheless, there is one student with communication disorder.

11.4 Anticipated problems and prior knowledge

Before starting this unit students already have some prior knowledge that might help the acquisition of the new content. For example, in previous units, they dealt with vocabulary related to daily routines and made use of it to describe their day. In this new unit, students will have to work on jobs and occupation vocabulary. In terms of grammar, they already know when to use and how to form the present simple of regular and some irregular verbs (e.g., have, do, go...) and the verb “to be” as well as the prepositions of place. This unit introduces a new verbal tense, the future tense. This way, they will be able to produce more complete descriptions that include information about expressing future with going to, will and present continuous.

As regards the students’ behaviour, it has been noticed that, over the course of previous units, they have experienced some difficulties when it comes to participation and use of the English language, so this lesson plan will encourage them to participate through a number of motivating activities that interest them and that promote interaction. Furthermore, some of them have misbehaved and been disrespectful to their classmates and there is a general feeling of lack of cooperation among them. To address this problem, these sessions will try to improve students’ relationship and cohesion as a group with cooperative learning strategies such as heterogeneous groups and tasks and activities based on teamwork.

11.5 Objectives

Didactic objectives	Stage objectives	Area objectives
1.To boost teamwork in order to use job vocabulary and exchange opinions, interests and experiences related to it.	B) To develop and strengthen study habits and individual and teamwork skills to reach	8. To develop teamwork skills , to reject sex discrimination or any other personal or social reason.

	an effective learning and personal development.	
2.To use properly new technologies in order to acquire new efficient ways to work with by using materials, websites, platforms etc. in English classes.	E) To reinforce basic skills related to information resources to acquire knowledge critically. In addition, it is necessary to learn key commands in technology , especially in the communication field.	9. To use learning strategies correctly including information technologies to select and present information orally or written in the second foreign language.
3.To feel self-confident and to have initiative to use English as their communicating language in class when speaking about jobs and occupation.	G) To foster an entrepreneurial spirit and self-confidence as well as participation , critical sense, personal initiative and the ability to learning to learn , plan, make decisions and take on responsibilities.	12. To express an open mind and self-confidence in order to face learning process of a foreign language and to take part in class in a critical way in different communicative situations.
4.To produce and develop communication skills using grammar to talk about future plans, predictions, promises, spontaneous decisions and future arrangements.	I) To understand and express oneself both orally and written in foreign languages correctly.	2. To express and interact orally in common communicative situations appropriately through the dialogue in order to solve conflicts.
5.To produce and understand the main ideas from written texts according to CEFR A2 level.	I) To understand and express oneself both orally and written in foreign languages correctly.	5. To express written skills with the purpose of being able to write a simple text of different topics.

11.6 Key Competences

Through this lesson plan, the Key Competences will be acquired in different ways:

Lesson plan: working on my future!	What are they intended for?
CLC	Use of the language as an instrument of oral and written communication, interpretation and comprehension of reality, communication of knowledge and self-control of thought, emotions and conduct.
CMST	Acquisition of new concepts related to mathematics, physics, chemistry, biology or geology among others. Use of reasoning, symbols, formulas and the ability to employ diagrams, graphics or tables.
DC	The process of obtaining, communicating, searching for information and transforming it into knowledge. Using different media and ICTs as essential elements of communication
L2L	To continue learning in a more and more effective and autonomous way by using diverse strategies, being aware of their own abilities and establishing new goals.
SCC	To form part of the society where they live and understand the way in which it functions. It will help them to live as democratic citizens in a pluralistic society.
SIE	Autonomy and responsibility. Promoting perseverance and self-esteem, as well as by accepting and assuming their mistakes and errors as a source for learning
CAE	Knowing, understanding and appreciating different artistic and cultural manifestations.

11.7 Contents

The curriculum of Compulsory Secondary Education and *Bachillerato* in Andalusia is regulated by the Order 111/2016 of 14th July. which establishes four different blocks of contents.

To begin with, Block I has to do with the comprehension of oral texts. Block II deals with the production and interaction of oral texts and Block III includes the comprehension of written texts. Finally, Block IV is related to the production and expression of written texts.

These blocks are the basis of the evaluation of the students, as they are supposed to be a means of achieving the different objectives of the lesson plan as well as

developing the key competences presented in the lesson plan. Thus, the main topic of the lesson plan is jobs and occupations. However, there are more contents which are intended to be studied throughout the whole lesson plan, such as grammar, vocabulary or cross-curricular aspects, among others.

First of all, some activities are shown as an **example** for each block. Starting with Block I, the content chosen from the Order has been understanding specific information through a YouTube video called *5 women inventors*, the students should complete a chart with the correct information. Related to Block II, we have included a presentation about the students' dream job, expressing why they have chosen that job, workplace, and salary. Block III includes a different part of a text. The groups should read their part. Then, 6 new groups will be created with one member of the previous groups. These new groups will reorganize the different parts of the text in order to make the original one. To conclude, Block IV includes creating an end individually for a short story using the different ways to talk about the future (will, be going to and present continuous).

Finally, cross-curricular contents have also been included. The following chart summarises all the previous information with some **examples** of each skill of the lesson plan:

CONTENTS	
BLOCK I: COMPREHENSION OF ORAL TEXTS (LISTENING)	
Listening and understanding oral texts related to jobs and occupations.	
BLOCK II: PRODUCTION AND INTERACTION OF ORAL TEXTS (SPEAKING)	
Understanding and producing utterances related to jobs and occupations.	
BLOCK III: COMPREHENSION OF WRITTEN TEXTS (READING)	
Reading and understanding written texts about jobs and occupations.	
BLOCK IV: PRODUCTION OF WRITTEN TEXTS (WRITING)	
Understanding and producing short written texts about jobs and occupations.	
COMMON CONTENTS 4 BLOCKS	
Syntactic structures	Most common lexis
Expression of future tenses: present continuous, will and be going to (affirmative, negative & interrogative).	Jobs and occupations vocabulary: architect, farmer, employment, position, etc.
Communicative functions	
-Recognising future events. -Describing jobs and occupations by using the grammar and vocabulary correctly.	

-Asking about other people's jobs.
CROSS-CURRICULAR ELEMENTS
Information and communication technologies, effective equality between men and women, civic education etc.

11.8 Evaluation criteria of the lesson plan

11.8.1 Evaluation tools

The assessment criteria are the reference standards used to evaluate students' learning process. Thus, for the specific case of the present dissertation, learners are required to fulfil the minimum objectives for the 3rd year of E.S.O., as well as the key competences established.

Nevertheless, the Spanish student body must prove the achievement of the key aspects established by the Order 111/2016, 14th July, of the Autonomous Community of Andalusia. The assessment criteria determine the weight given to each of the assessments tools and procedures used by the teacher to evaluate students' results. That's is why it will be used some rubrics:

1. Writing: The teacher will use a rubric to evaluate it (p.81)
2. As a speaking activity, the teacher will use another rubric to evaluate it (p.80)

11.8.2 Marking criteria

The percentages assigned will determine the final mark of the lesson plan:

- **10%** Comic activity (session 2): Firstly, students have to complete the bubbles individually to create their own story based on the present continuous tense.
- **10%** Five women inventors' activity (session 1): Students will watch and listen twice to a short video called 5 women inventors you should thank. The aim is to complete a chart with the information they have listened to on *Youtube*.
- **30%** Short video (session 3): As a speaking activity, students would have to think about their dream job and make some notes on their notebook. Then, they should record a short video (3min) expressing why they have chosen that job, the characteristics of it, workplace, salary etc. This short video would be sent to the teacher's email for further evaluation.
- **50%** Concept map (session 5): In order to finish this lesson plan, the whole class will make a concept map using any audio-visual platform to resume all the key words and grammar related to jobs and occupations. Then, these concept maps would be shown in class. The objective of this activity is to clarify any doubt about the lesson plan.

11.8.3 References to evaluate objectives, assessment criteria and KC

In the evaluation process, we need to relate the didactive objectives of the unit to the key competences that we attempt to achieve as well as to the assessment criteria (i.e., what students are able to do) and to the Measurable Learning Standards (MLS):

Didactic objectives	Assessment Criteria	Measurable Learning Standards	K.C
To produce and develop communication skills using grammar to talk about future plans, predictions, promises, spontaneous decisions and future arrangements.	To Identify essential information and some relevant details in short and well-structures oral texts. (LE.03.01)	Identifies the general meaning and principal points of a conversation about a familiar topic. (LE. 03.02.01)	CCL, CAA, CEC, SIEP
To boost teamwork in order to use job vocabulary and exchange opinions, interests and experiences related to it.	To know and use a basic vocabulary repertoire and expressing opinions, interests and experiences . (LE.03.02) y (LE.03.04)	Participates in informal conversations both face to face and through electronic devices. (LE.03.05.02)	CCL, CAA, CD, SIEP, CEC
To feel self-confident and to have initiative to use English as their communicating language in class when speaking about jobs and occupation.	To interact in a simple manner in clearly structured exchanged, employing formulae or gestures in order to take or cede the turn to speak. (LE.03.04)	Participates in informal conversations both face to face and through electronic devices. (LE.03.05.02)	CCL, CAA, CEC, SIEP
To produce and understand the main ideas from written texts according to CEFR A2 level.	To produce short, simple and clearly structured texts in an informal or neutral register where information is exchanged. (LE.03.08)	Writes brief reports with simple and relevant information about habitual events, describing in a simple manner situations and people. (LE. 03.08.01)	CCL, CAA, CEC, CD, CSC
To use properly new technologies in order to acquire new efficient ways to work with by using materials, websites, platforms etc. in English classes.	To carry out small research projects of different topics using ICTs. (LE.03.04)	Makes presentations rehearsed with visual support, on familiar topics and answers simple questions. (LE.03.04.01)	CCL, CAA, CSC, SIEP

11.8.4 Evaluation of the teaching and the learning process

ELEMENTS	UNSATISFACTORY	DEVELOPMENT NEEDED	SATISFACTORY
Planning the unit and sessions effectively	There is no evidence of planning daily, weekly and sessions are not well organised.	Daily and weekly unit planning is inconsistent.	Daily, weekly unit planning is consistent and it is noticeable in students' motivation and learning.
Selection of the learning targets and activities	Learning targets are unconnected to content and MLS Learning activities are not connected with learning targets.	Learning targets are connected to learning activities and MLS. Learning activities are connected with learning targets and include limited opportunities for students to engage.	Learning targets are clearly connected to learning activities and MLS. Learning activities are connected with learning targets and include multiple opportunities for students to engage.
Designs coherent instruction	Teaching strategies and/or learning activities are unsupportive of the learning targets. Teacher does not provide appropriate instructions to meet the learning target(s).	Teaching strategies and/or learning activities support the learning targets, however may be unorganized or lacking coherence. Teacher provides some instructions to meet the learning target(s).	Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student's learning. Teacher provides sufficient instructions to meet the learning target(s).
Uses culturally and contextually relevant instructions to promote learning	Learning activities and strategies are not applied according to students' knowledge, students' interests and their cultural backgrounds.	Learning activities and strategies are sometimes applied according to students' knowledge, students' interests and their cultural backgrounds.	Learning activities and strategies are applied according to students' knowledge, students' interests and their cultural backgrounds.
Uses available resources and technology	There is little or no use of available technology and/or other resources.	Teacher makes use of relevant resources within the school, district and/or community. Teacher uses technology to show information to students, but does not use technology	Teacher makes use of relevant resources within the school, district and/or community. Uses of technology and other resources to increase cognitive engagement and

		to promote deeper learning and student engagement.	deeper conceptual understanding.
Plans for differentiation	No resources based on students' needs and interests are used to tackle differentiation in the classroom.	Limited resources based on students' needs and interests are used to tackle differentiation in the classroom.	Different and adequate resources based on students' needs and interests are used to tackle differentiation in the classroom.
Creates a safe learning environment	Teacher does not promote a good environment in class and it does not encourage the development of positive social and personal skills.	Teacher promotes a good environment in class and it partially encourages the development of positive social and personal skills.	Teacher promotes a good environment in class and it encourages the development of positive social and personal skills. Teacher and students have a positive relationship in the classroom.
Creates interdisciplinary learning experiences	Teacher does not attempt to create connections to other content disciplines or subjects. Cross-curricular content is not taught.	Teacher does not attempt to create connections to other content disciplines or subjects. Cross-curricular content is not taught.	Teacher promotes the connection with other disciplines or subjects. Cross-curricular content is usually taught.
Communicates learning targets and content	Learning targets and/or explanations of the content are unclear, inappropriate, or missing. It is not explained what is going to be assessed	Learning targets and explanations of the content are clear for most students, however some students are still confused. It is unclear what is going to be assessed.	Learning targets and explanations of the content are clear for all students. It is explained what is going to be assessed.
Uses strategies to engage students in the learning process	Teacher uses strategies that do not engage the students in the learning process. Strategies are not based on students' level of understanding. Teacher does not offer	Teacher strategies may engage some but not all students in the learning process. Some strategies are used according to students' level of understanding. Teacher offers limited	Teacher uses strategies that engage all students in the learning process. Strategies are used according to students' level of understanding and are beneficial to keep their motivation. Teacher offers many

	opportunities for students to practice what they have learnt.	opportunities for students to practice what they have learnt.	opportunities for students to practice what they have learnt.
Uses appropriate pacing and structure	The lesson has an unclear structure. Pacing of the lesson is too slow or too fast so it is difficult to follow.	Lesson structure is generally appropriate and helps to achieve some of the aims of the lesson. Pacing is generally appropriate for the class as a whole.	Lesson structure is appropriate for the class and it helps to achieve the essential aims of the lesson. Pacing is fully appropriate.
Provides feedback to foster learning	Teacher provides nonspecific feedback that does not guide learning.	Teacher provides specific feedback, but emphasises on procedures and marks.	Teacher provides specific feedback that is positive for the learning process.

12. Sequencing of sessions

SESSION 1: Which jobs do you remember?			
Skill practised: vocabulary, speaking & listening			
3 rd year of E.S.O.	Timing: 55 min	K.C: SCC, L2L, DC, CLC	Interdisciplinarity: ICT and written expression
	Materials: computers, interactive whiteboard, flashcards and worksheets		
Grouping	Individual & big groups		
Interaction	Teacher – students & student – student		
MI	Visual, linguistic, interpersonal, intrapersonal		
MLS	5 women inventors' activity would be assessed (10%)		
Warm-up activity (10 min)	The whole group will follow the teacher's instructions in order to remember the previous knowledge about jobs and occupations vocabulary. The teacher will give students a code of the <i>Mentimeter</i> platform which students have to introduce in their laptops. Each of them should write an occupation. Then, all of the contributions will appear on the interactive whiteboard, so everyone can see all the words.		
Main activities (30 min)	1. The class will be divided into 6 groups of 4 members. Each group will have 4 flashcards with the definition of different types of occupations. Each member has to read one definition and describe it in detail. Students can use the information which appears in the cards and also add any other they consider important. The rest of the group should guess which job is. At the end, the teacher will provide the solutions to the whole class. 2. Firstly, the teacher explains that they are going to watch and listen twice to a short video called 5 women inventors you should thank. The aim is to complete the following chart with the information they have listened to on https://www.youtube.com/watch?v=q9FSXw422T0 . Then, students complete the chart individually. 3. Each student should say aloud which women of their lives they admire and why. Then, the whole class would reflect on the importance of women pioneers and rights. They would look up new vocabulary in the dictionary related to gender equality.		

Closing activity (15 min)	The teacher will give students the following worksheet to practice some vocabulary about jobs and occupations. Each student will complete the crossword individually. Finally, the whole class will check their answers aloud.
Differentiation	The learner will be given a worksheet about jobs and occupations. It is composed of several exercises adapted to his level in order to learn this new vocabulary. The teacher will help him while the class is working on rest of activities.

SESSION 2: Let's talk about the future			
Skill practised: present continuous, be going to, will & speaking			
3rd year of E.S.O.	Timing: 55 min	K.C: DC, L2L, SIE, SCC, CLC	Interdisciplinarity: ICT and oral and written expression
	Materials: computers, interactive whiteboard, comic and grammar worksheets		
Grouping	Individual & pairs		
Interaction	Teacher – students & student – student		
MI	Visual, linguistic, interpersonal, intrapersonal		
MLS	Comic activity would be assessed (10%)		
Warm-up activity (15 min)	Firstly, students are going to watch and listen to the following video https://www.youtube.com/watch?v=0KcGo6xwHsk about the differences between will and be going to. During this activity, they can take notes if they want to. Then, 2 or 3 volunteers will explain with the teacher's help to the whole class how to use will and be going to. The aim is to elaborate an outline with the most important information about the grammar rules.		
Main activities (30 min)	1. Learners will play a Kahoot of 10 questions https://create.kahoot.it/details/658e2b8b-6610-46c6-ad32-63f706269c02 in order to practice the form and uses of will and be going to. In this type of exercise, students will also review some vocabulary aspects of the previous section. At the end of the Kahoot, the teacher will explain the most common mistakes students have made. 2. In addition, the teacher will review the present continuous rules with several examples to talk about the future. A chart will be done on the interactive whiteboard.		

	3. The teacher will share out a comic worksheet https://app-es.pixton.com/#/ . Students have to complete the strip individually to create their own story using the present continuous whenever possible.
Closing activity (10 min)	Finally, a speaking activity will be carried out in pairs. Students should talk about the future by using the present continuous, will and going to. They will have to pay attention to all their partner's answers. Also, the students will be given some questions to guide the conversation about future plans. To conclude this section, the teacher will choose one pair to tell his/her partner's answers.
Differentiation	The learner will be given an adapted worksheet about the differences between will and be going to. It is composed of several grammar exercises adapted to his level in order to practice its uses. The teacher will help him while the class is working on rest of activities.

SESSION 3: Life as a youtuber			
Skill practised: reading & speaking			
3rd year of E.S.O.	Timing: 55 min	K.C: L2L, SIE, SCC, CLC	Interdisciplinarity: written comprehension and oral expression
	Materials: interactive whiteboard, <i>Life as a youtuber</i> text, dictionaries and English notebook		
Grouping	Individual & big groups		
Interaction	Teacher – students & student – student		
MI	Linguistic, intrapersonal, interpersonal		
MLS	Short video activity would be assessed (30%)		
Warm-up activity (15 min)	In this exercise, students should match the words of the text <i>Life as a youtuber</i> Life as a YouTuber (A2) LearnEnglish Teens - British Council with their synonyms. The aim of this activity is to understand the meaning of the most difficult words of the text. The exercise will appear on the interactive whiteboard. This activity will be carried out individually.		
Main activities (25 min)	1. Students will be divided into 6 groups of 4 members. They will have a different part of the following text. Firstly, the groups should read their part. Then, 6 new groups will be created with one member of the previous groups. Finally, these new groups will reorganize the different parts of the text in order to make the original one. The text has been split into 6 parts. Each colour represents one group.		

	2. In this type of exercise learners will identify if these statements are true or false. Students should pay special attention to the sentences because they don't follow the same structure as the text. In addition, students should justify false statements. This activity will be carried out individually.
Closing activity (15 min)	To conclude, the class will be divided in 2 groups. One group should explain the advantages of being a youtuber and the other one is in charge of the disadvantages of this job. Firstly, both groups must write their ideas before the debate. Each group will be given a card with some ideas about the advantages and disadvantages. During the debate, each group has to defend their position and be ready to answer unexpected questions.
Differentiation	The whole class would have to think about their dream job and make some notes on their notebook. Then, they should record a short video at home (3min) expressing why they have chosen that job, the characteristics of it, workplace, salary etc. This short video would be sent to the teacher's email for further evaluation.

SESSION 4: Unusual jobs			
Skill practised: listening & speaking			
3rd year of E.S.O.	Timing: 55 min	K.C: SIE, SCC, L2L, CLC, DC	Interdisciplinarity: ICT, written and oral expression and comprehension
	Materials: interactive whiteboard, computers, a piece of paper and worksheets		
Grouping	Individual & big groups		
Interaction	Teacher – students & student – student		
MI	Visual, linguistic, interpersonal, intrapersonal		
Warm-up activity (10 min)	Firstly, the class will be divided into 6 groups of 4 members. The teacher will write a word related to the job vocabulary session on the interactive whiteboard. Each group has to write any word which starts with the first letter of the word. The team which writes the longest word will get a point. The team which gets more points will be the winner of the activity. The words will be: doctor, hairdresser, mechanic, firefighter and architect.		
Main activities (40 min)	1. The class will be divided into 6 groups of 4 members. Each student will be assigned a piece of paper with the name of a famous person. The aim of this activity is to make questions about their lives and jobs and to guess which famous character is each		

	member of the group. In this way, there will be 24 different characters that will appear on the interactive whiteboard. 2. At the beginning of the activity, the teacher will write 7 weird occupations on the interactive whiteboard. Students should say which jobs really exist and which do not. These are the suggested jobs: bed tester, water slide tester, fly's hunter, bulb tester, cat scratcher, golf ball diver, train pusher. Then, the whole class will watch the following video twice https://www.youtube.com/watch?v=AguhjxaB9-c and decide which one is the worst of all and why. 3. The third activity consists of making a presentation using any audio-visual material about any weird job which may exist in the future. The ideas should be presented clearly, avoiding long paragraphs. In case it is done with a technical support, this short presentation would be uploaded to an English blog for further evaluation.
Closing activity (5 min)	Lastly, this worksheet will be shared out individually. Students will complete the chart with the job vocabulary and grammar to talk about the future that students have learnt in previous lessons. They should write two words in each column.
Differentiation	First, the student will do the following exercise about jobs vocabulary. In this listening, the learner will have to match the five speakers with their jobs. https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/work. The student with communication disorders will be given an adapted worksheet about weird occupations. He would have to choose one and write down some ideas. Then, he will make a presentation too with the teacher help.

SESSION 5: Revision			
Skill practised: writing & speaking			
3rd year of E.S.O.	Timing: 55 min	K.C: SCC, L2L, SIE, DC	Interdisciplinarity: Oral and written expression
	Materials: A piece of paper, English notebook, dictionaries, worksheets		
Grouping	Individual & big groups		
Interaction	Teacher – students & student – student		
MI	Interpersonal, intrapersonal, linguistic		
MLS	Concept map will be assessed (50%)		

Warm-up activity (15 min)	To start with, learners will be divided into 6 groups of 4 members. The aim is to solve a situation related to the world of jobs. When the teacher says “pens in the middle”, students will have 5 minutes to talk and solve the problem together. They can talk, but they can’t write. After these 5 minutes, students have to write their answers individually. If a student has any doubt during the exercise, he/she can say “pens in the middle” to the rest of the group and they can start speaking.
Main activities (20 min)	Learners should choose 3 statements to create an end for them individually. They must write long sentences (20 approximately) using the different ways to talk about the future.
Closing activity (20 min)	In order to finish this lesson plan, the whole class will make a concept map using any audio-visual material to resume all the key words and grammar related to jobs and occupations. Then, these concept maps would be shown in class. The objective of this activity is to clarify any doubt about the lesson plan.
Differentiation	The students with communication disorder will do reinforcement activities about future grammar and the previous concept map. The teacher will help him while the rest of the class is working on rest of activities.

13. Differentiation

In the context of differentiation in the classroom, diversity refers to the individual variations and characteristics that students display regarding their motivations to learn, capacities for learning, learning styles, socioeconomic context, culture, language, personal interests, cognitive abilities and disabilities, among other factors.

According to that, teachers will adapt to the circumstances and they will ensure equality and equity, coeducation, respect for sexual and affective diversity and flexibility to meet student's needs, so diversity and inclusion will always be considered. In this regard and according to the Order 111/2016, of 14th July, which regulates the inclusion of students in Andalusia, teachers will take into account different capacities, rhythms and learning styles, motivations and interests, personal, social and economic conditions as well as cultural and linguistic situations.

If we want an inclusive classroom, it is our duty to plan and teach, thinking about all our students and their needs, which will lead eventually to more meaningful learning (Ulloa Salazar, G., & Díaz Larenas, C., 2018, p.108).

As a conclusion, it is highlighted that teachers must understand the concept of diversity as a reality in the classroom and help all students to achieve the maximum possible development of their personal potentialities and abilities. In this lesson plan, it has been used the Theory of Multiple Intelligences by Gardner in order to support equity and diversity.

The seven multiple intelligences (Linguistic, logical/mathematical, visual/spatial, bodily/kinaesthetic, musical, interpersonal, intrapersonal) are useful as a way to respond to general diversity and to student's needs to acquire new knowledge and develop their skills. The multiple intelligences that have been considered **in this lesson plan** are:

Lesson plan: working on my future!		
Multiple intelligences	Learns best by	Examples of the lesson plan
Linguistic	Making the longest word	Session 4: warm- up activity
Visual	Visualising five famous women inventors around the world	Session 1: five women inventors YouTube video
Kinaesthetic	Moving around the class to complete the task	Session 3: first main activity

Interpersonal	Working in heterogeneous pairs or groups	Session 5: pens in the middle game
Intrapersonal	Working individually	Session 3: warm-up activity

In this lesson plan, motivations and interests of students are also taken into account as being “jobs and occupations” a topic with multiple options and alternatives. According to the Order 111/2016, of 14th July, which regulates the educational inclusion of students in Andalusia, strategies and measures will be applied to boost the learning of all the students and contribute to their participation in the dynamics of the group and the class. Strategies are employed by teachers to encourage learning through interaction including collaborative learning methods, working by tasks or projects, interactive groups, among others. In this lesson plan some reinforcement activities are recommended to achieve the objectives at their own pace.

Lesson plan: working on my future! Reinforcement activities	
Vocabulary	The student will be given an adapted worksheet about jobs and occupation vocabulary divided into two columns (pictures vs. jobs). The teacher will help him while the rest of the class is working on the main activities.
Reading	Students will be divided into 6 groups of 4 members. They will have a different part of the following text Life as a YouTuber (A2) LearnEnglish Teens - British Council . Firstly, the groups should read their part. Then, 6 new groups will be created with one member of the previous groups. Finally, these new groups will reorganize the different parts of the text in order to make the original one. The text has been split into 6 parts. Each colour represents one group.
Grammar	The learner will be given an adapted worksheet about the differences between will and be going to . It is composed of several grammar exercises adapted to his level in order to practice its uses. The teacher will help him while the class is working on rest of activities.

Listening	First, he will do the following exercise about jobs vocabulary. In this listening , he will have to match the five speakers with their jobs. https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/work
Speaking	The whole class would have to think about their dream job and make some notes on their notebook. Then, they should record a short video (3min) expressing why they have chosen that job, the characteristics of it, workplace, salary etc.
Writing	In order to finish this lesson plan, the whole class will make a concept map using any audio-visual material to resume all the key words and grammar related to jobs and occupations. Then, these concept maps would be shown in class. The objective of this activity is to clarify any doubt about the lesson plan.

14. Conclusion

In conclusion, it should be noted that there is a great tendency in the recent years to use audio-visual materials in education due to the fact that we live in the era of technology and progress. The integration of these materials in class have brought new teaching methodologies, that is to say, learners have more responsibility and autonomy, they are more motivated, and in turn they might improve the skills and components at the same time they enjoy the learning process.

It must be taken into account that the traditional, non-technical materials are also important. However, both teachers and students have to adapt themselves to new resources and decide which of them are appropriate to learn a foreign language. Thus, teachers are in charge of using these materials (technical support and non-technical support) depending on the characteristics of the group and organising them in advance to increase interest and motivation of the students in order to boost their imagination and creativeness.

On the other hand, after studying the role of these materials throughout the history of education, we can conclude that there is a huge variety of materials to use in class as an aid tool and they have always benefited the learning process of students of different eras as they are a great source of motivation, they help to develop their imagination, to encourage autonomous work and to reinforce their skills.

To conclude, the focus of the present dissertation is on the analysis of the effectiveness of using audio-visual materials in the EFL class, but future research could be done to make a comparative analysis of these materials and their effects on the learning process.

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Legal references:

Order of Jan 15th, 2021 (BOJA number 144 July 28th), by means of which the curriculum corresponding to CSE in Andalusia is developed, certain aspects related to diversity are regulated, the evaluation of the students' learning process is established and the transition process between different educational stages is ascertained.

Decree 182/2020, of Nov 10th (BOJA number 221 of November 16th), which modifies Decree 111/2016, whereby the arranging and the curriculum corresponding to CSE in Andalusia is established.

Organic Law on the Improvement of Education (LOMCE 8/2013 of December, 9th).

Web resources:

<https://www.canva.com/>

<https://app-es.pixton.com/#/>

<https://www.youtube.com/watch?v=0KcGo6xwHsk>
<https://www.youtube.com/watch?v=q9FSXw422T0>
<https://www.youtube.com/watch?v=AguhjxaB9-c>
[Life as a YouTuber \(A2\) | LearnEnglish Teens - British Council](#)
<https://create.kahoot.it/details/658e2b8b-6610-46c6-ad32-63f706269c02>
<https://www.sciencedirect.com/topics/social-sciences/audiovisual-materials>
<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/work>

16. Appendix

Annex 1. Session 1: Which jobs do you remember?

Annex 2. Session 2: Let's talk about the future

Annex 3. Session 3: Life as a youtuber

Annex 4. Session 4: Unusual jobs

Annex 5. Session 5: Revision

Annex 6. Speaking rubric

Annex 7. Writing rubric

WORKING ON MY FUTURE!



WORKING ON MY FUTURE



#1

Session 1: Which jobs do you remember?



#2

Session 2: Let's talk about the future



#3

Session 3: Life as a youtuber



#4

Session 4: Unusual jobs

#5

Session 5: Revision

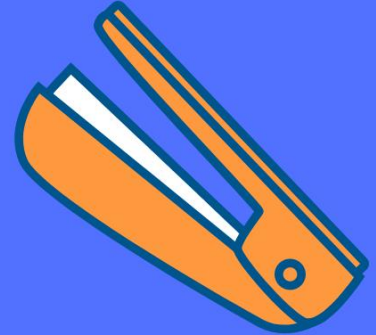
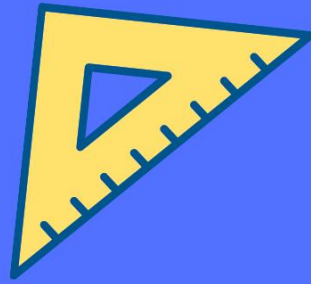
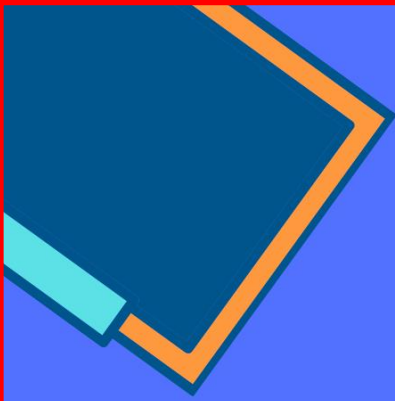


ANNEX 1

DON'T FORGET

WHICH JOBS DO YOU REMEMBER?

1. an architect
2. a waiter
3. a nurse
4. a shop assistant
5. a doctor
6. an artist
7. a singer
8. a lawyer
9. a musician
10. a butcher
11. a pilot
12. a flight attendant
13. a baker
14. a vet
15. a businessman
16. a soldier
17. a farmer
18. a mechanic
19. a hairdresser
20. a gardener
21. firefighter
21. To hire vs. To fire
23. To consolidate
24. To leave a job
25. To lose a job
26. To earn
27. To apply for a job
28. To work at
29. To look for a job
30. To get a job
31. To quit a job
32. To do business
33. employment
34. employee / employer
35. salary
36. part-time vs. full-time
37. freelance
38. skills
39. temporary/
permanent job
- 40 interview
41. retiree



Which jobs do you remember?

pilot singer driver lawyer vet
doctor policeman
shop assistant nurse
mechanic dentist
teacher





MAIN ACTIVITY



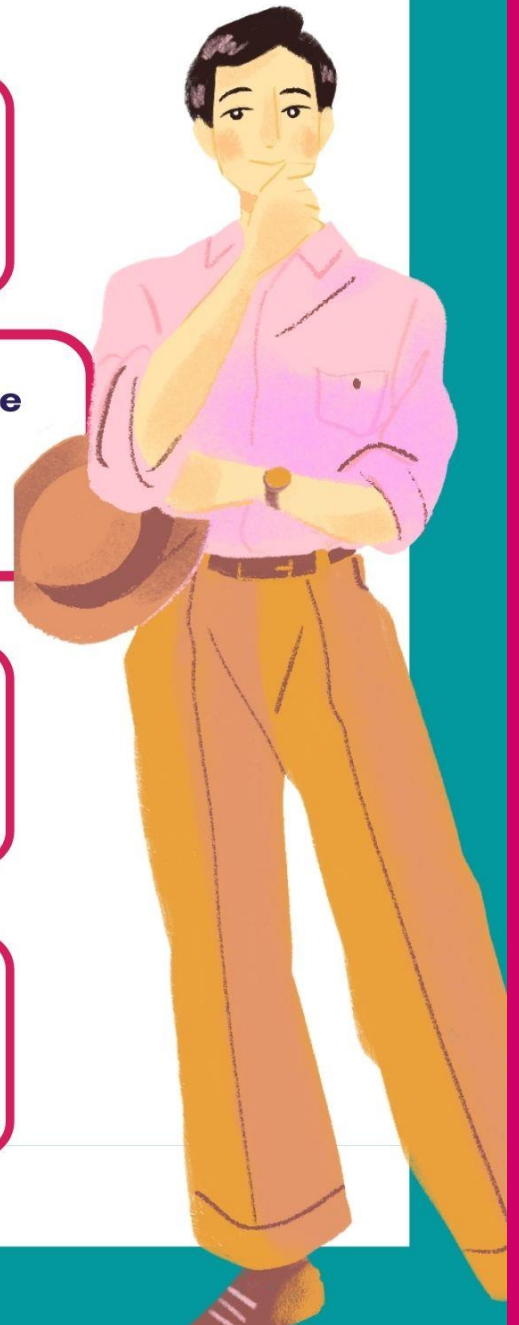
CAN YOU GUESS THE JOB?

- to advise people about the law
- to represent them in court
- to write legal documents

- to look after passengers on a plane
- to take orders
- to travel around the world

- to manage a farm
- to take care of animals
- to raise animals

- to work in business at a high-level
- to buy and sell products
- to attend meetings

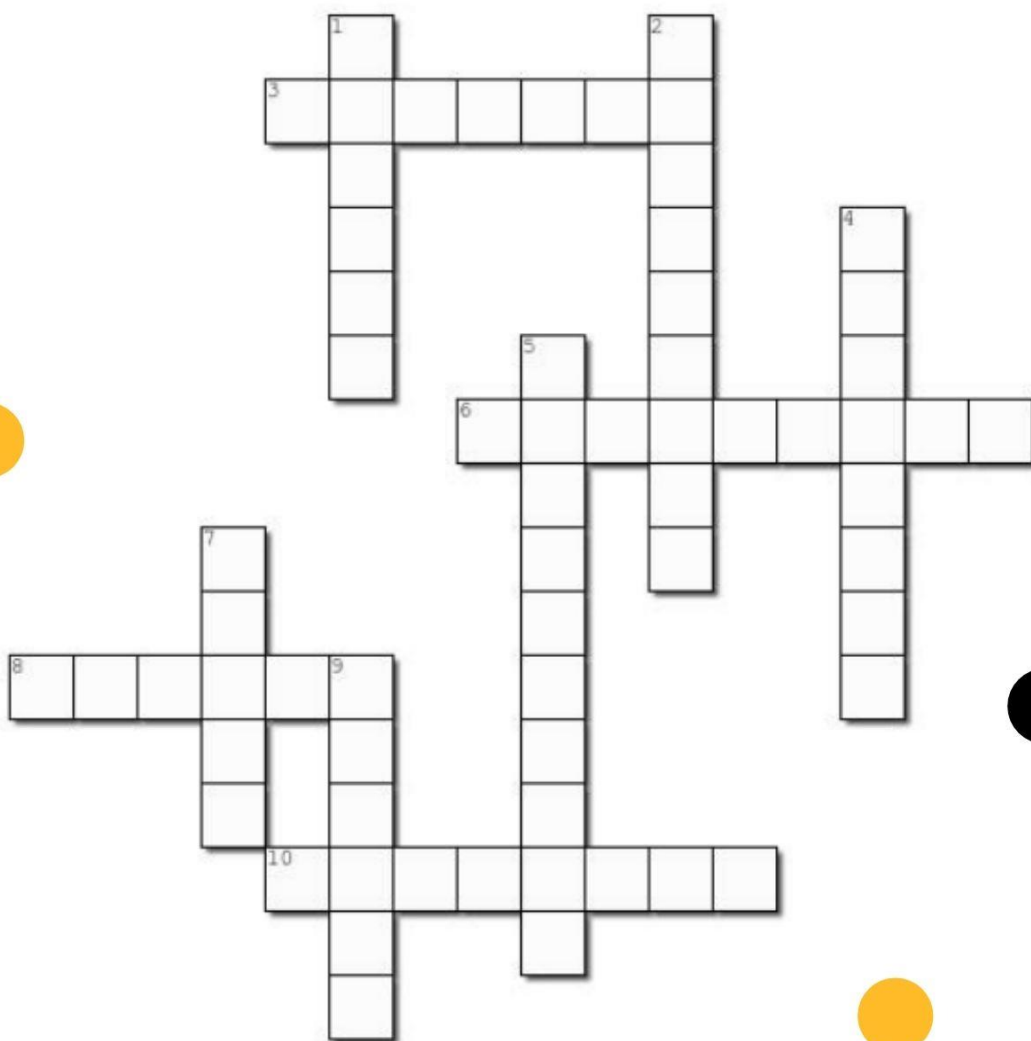


5 WOMEN INVENTORS YOU SHOULD THANK

Main activity

NAME					
COUNTRY					
JOBS					
INVENTIONS					

ARE YOU A GENIUS?



Horizontal

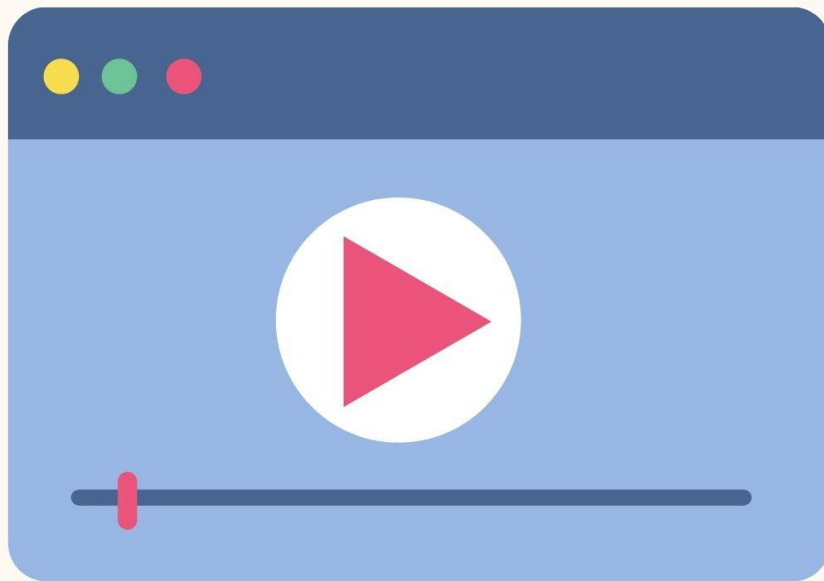
- 3. This person fights in wars.
- 6. You have to pass it to get a job.
- 8. Different abilities that you need to do your job well.
- 10. Someone who takes care of plants and flowers.

Vertical

- 1. You visit this person when you feel under the weather.
- 2. Someone who designs buildings.
- 4. This person plays a lot of instruments.
- 5. This person doesn't work.
- 7. This person travels around the world.
- 9. Amount of money you earn monthly.

ANNEX 2

LET'S TALK ABOUT THE FUTURE!



Differences
between will
and be going
to.



Elaborate an
outline with
the most
important
information
about the
grammar
rules.





WILL VS. BE GOING TO

	WILL	BE GOING TO
Form	Affirmative: Subject+ will infinitive Negative: Subject+ won't infinitive Interrogative: Will +Subject + infinitive	Affirmative: Subject+ am / is/ are +going to+ infinitive Negative: Subject+ am/is/ are not + going to+ infinitive Interrogative: Am/is/are subject+ going to + infinitive
Uses & examples	Predictions: I think Rihanna will win the prize. Spontaneous decision: Oh! The phone is ringing. I will get it. Promises: I will always love you.	Predictions with some evidence: I didn't study for the exam. I am going to fail. Future plan: I am going to have dinner with my mum tonight.



Kahoot:

3 - Quiz

The inspector ____ (ask) you a few questions.



30 sec

- | | | |
|---|-----------------|---|
|  | is asking | ✗ |
|  | is going to ask | ✓ |
|  | asks | ✗ |
|  | is going asking | ✗ |

6 - Quiz

John ____ (play) in a concert this Saturday night.

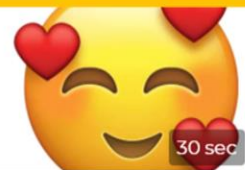


30 sec

- | | | |
|---|-------------------|---|
|  | is going to play | ✗ |
|  | are going to play | ✗ |
|  | is playng | ✗ |
|  | 's playing | ✓ |

14 - Quiz

I ____ (meet) Luke at the corner of the street in ten minutes.



30 sec

- | | | |
|---|------------------|---|
|  | are meeting | ✗ |
|  | 'm meting | ✗ |
|  | am going to meet | ✗ |
|  | am meeting | ✓ |



Present continuous

Affirmative: Subject+ am/is/ are + V-ing

Negative: Subject+ am/is/are + V-ing

Interrogative: Am/is/are+subject + V-ing

Uses & examples:

We are getting married on October 12th.

Ann is coming tomorrow at half-past six.

I'm travelling to Australia for a short holiday.



COMIC WORKSHEET





Present continuous, will and going to

1. ARE YOU...?

- going out with your friends tonight?
- doing something special this weekend?
- eating out tomorrow?

2. ARE YOU GOING TO...?

- travel abroad with your best friend this year?
- apply for a job soon?
- have a new member in your family?

3. DO YOU THINK...?

- elephants will become extinct?
- coins and bills will disappear?
- ice will melt quickly due to the greenhouse effect?



ANNEX 3

LIFE AS A YOUTUBER

HATE COMMENTS

TO GROW

TO TURN OFF

CHEEKS

CHANNEL

TO TURN SOMETHING INTO

SYNONYMS

- A) SWITCH OFF**
- B) AWFUL**
- C) GET BIGGER**
- D) SIDE OF THE FACE**
- E) ACCOUNT**
- F) BECOME**



Life as a youtuber

Jessii Vee makes videos of herself and puts them on YouTube. Millions of people watch them. Here, she tells us about her life as a YouTuber. Do funny or interesting things happen to you a lot? Do you think hundreds of thousands of people will want to listen to you tell stories about your life?

That's what life is like for YouTube star, Jessii Vee. More than 150 million people watch her videos of funny stories about herself, and subscribers to her channel grow every day.



Twenty-three-year-old Jessii from Ontario, Canada, turns her life into her work, six days a week. 'I spend all of Sunday having ideas for videos to film that week,' says Jessii. 'Then, on Monday, I wake up early to start making the videos. Usually, a video takes just over an hour to make. I try to make around five, so it takes most of my day. Then, from Tuesday to Friday, I edit them.'





Life as a youtuber

Online life isn't all good. In the past, Jessii felt bad when people said negative things about her. 'Some people online are so quick to write hate comments,' she says. Some people said that she has really big cheeks and a really thin mouth. It made her feel bad until she found a different way to think. 'People were negative about things that I can't change. So I decided to love those things and I became more confident in myself. Only people who don't feel good about themselves make hate comments.

If you want to start a YouTube channel, there are some things to think about. One thing you might want to do is turn off the comments. Then you won't get any negative ones. Being safe is very important, so don't show your face or real name and don't tell people where you live. One of the most famous YouTubers, DanTDM, a 26-year-old English man, didn't show his face in the beginning and now his videos have over 10 billion views.

Jessii also says you should make your channel about something you really care about because that will inspire people. People know when you're not being the real you because you just want to be popular. 'Make videos about something you love and your channel will grow much faster, believe me!'

TRUE OR FALSE?

1. If you want to succeed on YouTube, you must be authentic.
2. DanTDM is an Australian boy who is 20 years old.
3. A video takes over an hour to make.
4. Jessii considers herself as an unconfident person.
5. People who have low self-esteem usually make bad comments.
6. Privacy is essential when you share your daily life on the internet.



A controversial debate: pros and cons of being a youtuber



Write down
your own
ideas

Unexpected
questions



DEFEND YOUR POSITION!

ANNEX 4



Unusual jobs

Make the longest word!

Each group has to write any word which starts with the first letter of the word given by the teacher. The team which writes the longest word will get a point.

The words will be: doctor, hairdresser, mechanic, firefighter and architect.

Dentist
Octopus
Classmate
Tea
October
Rhino



GUESS WHO?



Úrsula Corberó



Rafa Nadal



Piqué



Paco León



Elizabeth II



Princess Leonor



Pedro Sánchez



Rubius



Patry Jordán



Amancio Ortega



Miley Cyrus



Fernando Simón

GUESS WHO?



Rosalía



Angelina
Jolie



Donald Trump



Michael Jackson



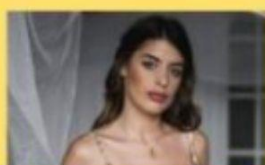
Kim Kardashian



Beyoncé



Cristiano Ronaldo



Dulceida



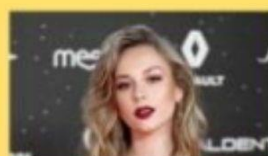
Ibai



The Grefg



Justin Bieber



Ester Expósito

TOP UNUSUAL JOBS

WHICH JOBS REALLY EXIST?

.....

1.BED TESTER

2.WATER SLIDE TESTER

3.FLIES HUNTER

4.BULB TESTER

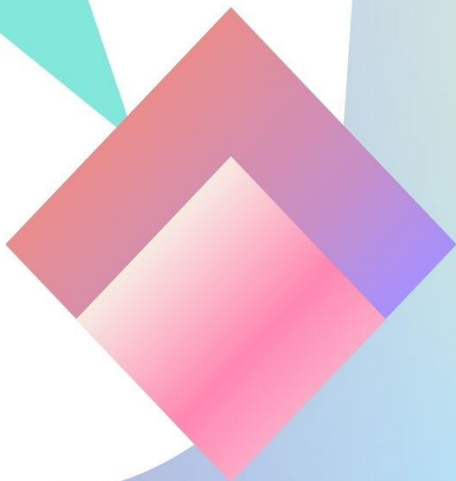
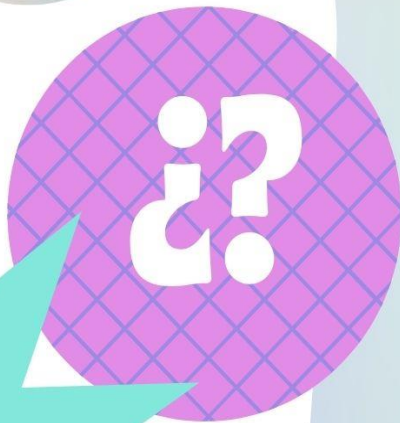
5.CAT SCRATCHER

6.GOLF BALL DIVER

7.TRAIN PUSHER

.....

ATTENTION



HOW MUCH DO YOU REMEMBER?

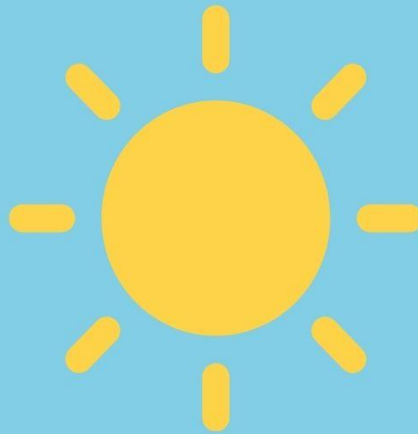
Complete the chart

2 jobs		
2 women inventors		
2 new words of other sessions		
2 be going to sentences		
2 present continuous sentences		
2 will sentences		

ANNEX 5



5 minutes



"Pens in the middle"



Solve the problem together!

The given situation will be:

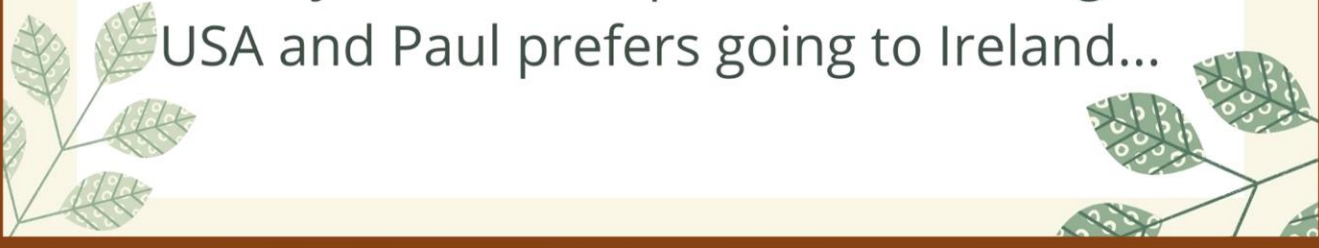
David is a 34 years old man who works as a lawyer in Jaén. David's boss is going to fire him due to some reasons: he is always late at work, he is impolite and David is always wearing jeans and a sweater. In this company, it's compulsory to wear a suit. What will his boss do?



IMAGINE AN END!



Choose 3 statements

- 
- 
1. Jamie and Laura have a relationship. They are in love. One day, Laura...
 2. My sister has finally finished her English studies degree. She isn't sure about her professional path...
 3. Mary loves fashion. She buys clothes every week and posts her looks on instagram because she wants to earn some extra money...
 4. Peter and Paul want to celebrate the New year. Peter prefers travelling to USA and Paul prefers going to Ireland...

CONCEPT MAP

- Make a concept map
- Use an audio-visual platform
- Well-organised and original
- Key words, grammar and vocabulary related to jobs and occupations
- Clarify any doubt about the lesson plan

Annex 6 RUBRIC: SPEAKING	5	4	3	2	1	0
Grammar	-Responses are in the form of complete simple sentences. -Attempts to use more complex structures, with only minor slips that don't affect meaning.	-Responses are in the form of complete simple sentences. -Attempts to use more complex structures with errors that don't affect meaning.	-Responses are in the form of short simple sentences. -Attempts to use more complex structures. Errors are noticed.	-Responses are in the form of short simple sentences. -Does not attempt to use more complex structures.	-Responses are very simple and linear with occasional errors.	No responses
Vocabulary	-The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. -Frequent idiomatic expressions are noticed	-The vocabulary used is relevant and appropriate with occasional lexical gaps that don't affect meaning.	-The vocabulary used is relevant and appropriate with few lexical gaps, and/or repetitions that don't affect meaning.	-The vocabulary used is relevant and appropriate with some lexical gaps and/or repetitions that may affect the meaning.	-The vocabulary used is not relevant sometimes with some lexical gaps and/or repetitions that affect meaning.	No responses
Pronunciation	-Individual sounds, stress and intonations are properly controlled with rare mispronunciations that do not affect communication.	-Individual sounds, stress and intonation are controlled with few mispronunciations that do not affect communication.	-Individual sounds, stress and intonations are controlled with few mispronunciations that rarely affect the communication.	-Individual sounds, stress and intonation are controlled with occasional mispronunciations that may affect communication.	-Individual sounds, stress and intonation are controlled with frequent mispronunciations that affect communication.	No responses

Annex 7 RUBRIC: WRITING	5	4	3	2	1	0
Grammar	-Uses simple grammatical forms and attempts to use some complex ones with a good degree of control. -While errors are noticeable, meaning can be determined.	-Uses simple grammatical forms with good degree of control. -Some errors are detected but they do not impede communication.	-Uses simple grammatical forms with control most of the times. -Errors may impede meaning at times.	-Uses simple grammatical forms with some degree of control. -Errors distract the reader from the content.	-Produces few simple grammatical forms with only limited control. -Difficult to understand due to many errors.	No attempt
Vocabulary	-Uses a wide range of everyday vocabulary appropriately.	-Uses a range of everyday vocabulary generally appropriately with occasional inappropriate use of less common lexis.	-Uses basic vocabulary reasonably appropriately while occasionally overusing certain lexis.	-Uses some basic but appropriate vocabulary of the unit.	-Produces basic vocabulary words and phrases.	No attempt
Organisation	-Text is well connected and coherent, using a sufficient range of linking words and many cohesive devices.	-Text is connected and coherent using basic linking words and a limited number of cohesive devices.	-Text is connected and coherent using basic, high-frequency linking words.	-Text is connected using few linking words. -It is not coherent at some points.	-Production unlikely to be connected, though punctuation and simple connectors may on occasion be used. -It is generally not coherent.	No attempt
Task achievement	-Task is well achieved and the intention is clear. -All the instructions are followed and there is a	-Task is well achieves and the intention is generally clear.	-Task is achieved although some gaps are noticed.	-Task in achieved somehow although some irrelevances are notice.	-Task entirely unachieved and the intention is very unclear.	No attempt

	positive effect on the reader.	-Most important instructions are followed. There is a positive effect on the reader.	-The intention is clear in most areas. -The most important instructions are followed. There is a positive effect on the reader.	-The intention is clear in some areas. Few instructions are followed. There is no effect on the reader.	-Instructions are not followed. -There is a negative effect on the reader.	
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