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Trabajo Fin de Máster

TEACHING 'REAL ENGLISH' THROUGH ICTs: FROM THEORY TO PRACTICE

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0. Abstract and Keywords

Abstract and Keywords

The aim of this MA dissertation is to review two complementary approaches for teaching a foreign language and to show their effectiveness within the teaching field of a very specific sort of vocabulary: 'Real English'. The two approaches under scrutiny are the Lexical Approach and Computer-Assisted Language Learning (CALL).

The first part presents these two approaches. The Lexical Approach focuses its attention on the learning of vocabulary as the principal aspect of second language learning, while Computer-Assisted Language Learning aims to teach vocabulary, especially 'Real English', through computers.

The second part outlines a series of activities proposed to teach and learn 'Real English'. These activities favour the learning of 'Real English' in a wiki framework. The choice of this topic is substantiated by the importance that vocabulary has in teaching second languages and the importance that computers are gaining.

In conclusion, this MA dissertation proposes a different way of learning -through computers- a new kind of vocabulary -'Real English'-.

Keywords: Lexical Approach, Computer-Assisted Language Learning, 'Real English', computers, wiki.

Resumen y Palabras Clave

El fin de este Trabajo Fin de Máster es hacer una revisión de dos enfoques complementarios para la enseñanza de una lengua extranjera y demostrar la efectividad de los mismos en la enseñanza de un tipo muy específico de vocabulario, 'Inglés Real'. Estos dos enfoques son el léxico y el digital, cuya herramienta básica son los ordenadores.

La primera parte presenta estos dos enfoques. El enfoque léxico se centra en la importancia de aprender vocabulario por encima de cualquier otro aspecto del lenguaje. Por otro lado, el enfoque digital propone una forma más atractiva de aprender a través de los ordenadores.

La segunda parte describe una serie de actividades propuestas para la enseñanza y aprendizaje del 'Inglés Real', en el contexto de una wiki. La elección de este tema se debe a la importancia que el vocabulario debería recibir en la clase y a la importancia que los ordenadores están adquiriendo hoy en día.

En definitiva, este Trabajo Fin de Máster propone una manera diferente de aprendizaje -a través de ordenadores- de un vocabulario reciente -'Inglés Real'-.

Palabras clave: Enfoque léxico, enfoque digital, 'Inglés Real', ordenadores, wiki.

1. Introduction

We live in a society in which globalisation plays a very important role and to be able to participate in the cultural and economic diversity brought on by globalisation, one needs to learn foreign languages. This need directly affects education. How to more effectively teach second languages has become a crucial aspect to be taken into consideration, and it is the focus of this MA dissertation.

The Common European Framework of Reference of Modern Languages (CEFR) states that European citizens should be able to communicate in at least three different languages, no matter the proficiency level they have in each of them. English has become the most common foreign language studied in those non-speaking English countries that belong to the European Union. In this sense, English has evolved into the new international language or the most important 'lingua franca'. Thus, if Spanish people want to participate in the process of globalisation, they need to learn English.

The CEFR also highlights the importance of developing each skill or competence: listening, writing, reading, speaking and interaction. However, listening, speaking and interaction skills are increasingly acquiring a shaper relief. Here resides the main aim of this dissertation: to give students the 'Real English' vocabulary that they need to be able to communicate and interact with other people in English as fluently as if they were native English speakers.

'Real English' vocabulary is comprised of the most common usage words and expressions employed in everyday conversational and written English language. This type of vocabulary includes words that do not normally appear in dictionaries because they are of recent creation, although some of the words are also older. Students should not only learn them, but be aware of how to look for them. This dissertation on the effectiveness of vocabulary teaching is based on the Lexical Approach because of its focus on vocabulary as the most important aspect of a language to be learnt.

The tool used in the MA thesis for teaching vocabulary is the computer: the CALL (Computer-Assisted Language Learning) approach which is going to be reviewed as well. Almost every student is a computer user, so they already have the knowledge required for its correct usage. However, special attention needs to be paid to the web pages where students can find these 'Real English' words and expressions, as well as the appropriate pages to practise with them. Students will have the opportunity to continue learning 'Real English' without the teacher's guidance.

In this environment where students can learn and practise 'Real English' vocabulary on their own, a series of activities have been designed to be conducted in a wiki. A wiki is a web page where all the students can add and modify information

added by either the teacher or other students. Students will interact among themselves and with the computer. It is dynamic and attractive, and a different way of learning a second language.

In essence, the aim of this dissertation is to capitalise on the utility of using 'Real English' vocabulary to improve students' Basic Interpersonal Communication (BICS) using the computer as the main tool. A set of original activities comprising 'Real English' expressions have been designed using a wiki framework. Unfortunately, it has not been possible to implement them in a high school. However, they have been designed using an existing secondary school as a model so that the activities can be implemented in the future.

The novelty of this proposal resides in the fact that the implementation of 'Real English' vocabulary through a wiki has not been conducted before. As this concept has emerged quite recently, numerous studies need to be carried out to measure their effectiveness. This dissertation is intended to be a basis for future research and it tries to fill a new niche as far as vocabulary learning is concerned. Our society is evolving, as well as our languages, so it is very important to continue learning and acquiring vocabulary, rather than limiting our lexicon. The more 'Real English' vocabulary one knows, the more one will be able to communicate in English.

This MA dissertation is divided into five chapters:

- The introduction is the first one.
- The second chapter is devoted to reviewing the literature about teaching methods including the Lexical Approach and Computer-Assisted Language Learning. Special attention is paid in this chapter to 'Real English' vocabulary as well as wikis, as they constitute the basis of this work.
- The third chapter is devoted to the Didactic Unit designed for the study and the basic principles dealt with throughout this MA dissertation. This lesson plan includes a justification and a contextualisation for its development; the objectives, contents, and competences that students are going to work on; the methodology and the materials used; the timing and the step-by-step lesson sequence, with all the activities designed to work on each skill. It also deals with transversality and interdisciplinarity issues, as this Didactic Unit tackles other curricular and extracurricular areas. There are also specific activities for students who have some difficulties following the normal rhythm of the class. Finally, there are activities for those advanced students who finish the proposed exercises early; and the evaluation criteria as well as the evaluation tools.
- The fourth chapter includes a summary of the information presented in the previous chapters.

- At the very end of this MA dissertation, in the last chapter, the references used to compile the literature review are included, as well as two annexes with a glossary of the 'Real English' expressions utilised in the activities designed for the lesson plan and the book cover employed for the design of the activities.

2. Literature Review

2.1. The backdrop: A methodological history of language teaching

Throughout this section, the theories of the nature of language and of language learning will be presented, as well as a general overview of the different changes that have occurred in language teaching methods. It constitutes an introduction to the main pillars of this MA dissertation, namely, the Lexical Approach and Computer Assisted Language Learning.

It has been estimated that the 60 percent of the world's population is multilingual, which means that learning a foreign language is the norm. Moreover, the most common second language is English and, while the individual reasons for studying a second language may vary, the basic reasons have remained the same since the beginning of history. During the Roman Empire and up until 500 years ago, Latin was the dominant language, as it was the language of commerce, science, religion, education and, in many cases, of government. Until recently, French was the international language. However, with the rise of the U.S.A. and the growth of the Internet in the last two decades, the most common international language has become English.

Even though the importance of Latin decreased, its study remained an important part of the school curriculum. Nonetheless, the way of learning Latin was so popular that it became the model for foreign language study from the seventeenth to the nineteenth centuries. Children started to learn Latin grammar through grammar rules, declensions, conjugations, translations and some practice in writing. Once students had acquired the basic notions of Latin, they were introduced to the advanced study of grammar and rhetoric.

As the study of 'modern' languages began to enter into the European school system, they were studied following the same method as Latin. Students learned grammar, vocabulary and did translations and wrote. Speaking and oral practice was almost null, as it was not part of the goal of the teaching of these languages, the same as speaking did not form part of the teaching of Latin. This way of studying became the standard approach of teaching any foreign language. This method is known as the Grammar-Translation Method.

The Grammar-Translation Method is "the offspring of German scholarship" and its object was "to know everything about something rather than the thing itself" (Rouse, in Kelly, 1969: 53, as quoted in Richards and Rodgers, 2001). Richards and Rodgers (2001) go on to identify the goal of learning a foreign language as learning it in

order to read its literature. Thus, reading and writing are the major focus. Grammar is taught through sentences, which are the basic units of teaching in this method. Vocabulary does not receive as much attention as grammar and it is taught by memorising long lists of lexical items. Another aspect worth mentioning is that, just as in Latin, the language of instruction was the student's mother tongue and not the target language.

The Grammar-Translation Method dominated the field of foreign language teaching from the 1840s to the 1940s, and while it is no longer the dominant method, variations of it continue to be used widely in many parts of the world today. This method is characterised by the frustration that it caused for students who did not understand grammar through translations, as there was no learning theory.

In the mid-nineteenth century, some alternatives to the Grammar-Translation Method began to appear. Many included the development of oral skills to meet students' demands; as Blake (1788) stated, "the true method of knowledge is experiment". In Germany, England, France and other European countries, these new approaches were developed by individual language teaching specialists, such as C. Marcel, T. Prendergast and G. Gouin. However, they did not achieve much success.

The Frenchman Gouin is perhaps the most well-known of the *pre-reformers* of that time. He proposed an approach in which situations and themes were required as ways of organising and presenting oral language. He placed emphasis on clarifying meanings, using gestures and actions "to convey the meaning of utterances" (Richards and Rodgers, 2001: 8).

New changes in the approaches and methods of language teaching continued up to the end of the nineteenth century. Teachers and linguists began to write about the new methods and these new methods became known as the Reform Movement in language teaching.

The Reform Movement not only includes Marcel's, Prendergast's and Gouin's ideas, but also the new ideas of other linguists such as Henry Sweet, Wilhelm Viëtor and Paul Passy. Their ideas provoked the revitalisation of the discipline of linguistics and second language teaching. The International Phonetic Alphabet was created so that the sounds of any language could be transcribed. Viëtor, for example, believed that speech patterns were the key elements of language. Some reformers agreed with him, although they differed in other areas.

The writings of these scholars provided new ideas for new approaches. However, none of their proposals received the status of a method. Parallel to the ideas of members of the Reform Movement, "there was an interest in developing principles

for language teaching out of naturalistic principles of language learning" (Richards and Rodgers, 2001: 11). This led to the Direct Method.

The Direct Method was based on attempts to make second language learning like first language learning. This method is based on the Natural Approach and was introduced in countries such as France, Germany and the United States. Unlike the Grammar-Translation method, according to Richards and Rodgers (2001), the Direct Method included instruction of the target language in the target language, rather than through the student's mother tongue. The emphasis was placed on vocabulary, which was taught through demonstration, objects, and pictures; and through association of ideas in the case of abstract vocabulary. Students were instructed in both speech and listening comprehension, giving oral skills the same -if not more- importance as reading and writing skills in the foreign language.

This method was quite successful in private language schools where students were highly motivated and teachers were native speakers of the target language. This prevented using the students' mother tongue to teach the target language. Nonetheless, this was a weak point of the method, because the success of the learning period relied exclusively on the teacher's skills rather than on general shared resources and criteria. Although the Direct Method was popular in Europe, it had limitations and its usage started to decline.

The Direct Method marked the beginning of the '*methods era*'. During the twentieth century there were many language approaches and methods that rose and fell in usage and in popularity. While all these approaches differed in some aspects, they had one thing in common: language learning had to be improved through changes in the language teaching methodology.

After the decline of the Direct Method, new methods and approaches emerged. Although there is no documented study, there was a method in the twenties, the *Reading Method*, whose main aim was to teach a foreign language through the reading of literature. Students were taught strategies to be able to read perfectly and comprehensively.

After the Reading Method, the *Audiolingual Method* appeared and it prioritised the development of oral and listening skills as the best way of learning a foreign language. The Army Specialised Training Programme favoured this method, as soldiers had to learn the language of their enemies. This method is also known as the Army Method.

Another method that appeared during this era was the *Audiovisual Method*. The latter proposed a completely different way of learning a foreign language. It was the first method which incorporated 'context' when learning a language and it

promoted foreign language learning through the use of visual aids, which contextualised the subject under study.

After the appearance of all the methods which have thus far been revised, another group of methods and approaches entered the language teaching scene, namely, the so-called *Humanistic Methods*. These methods are different from each other; however, they all recognise "the supremacy of emotional and affective factors within the learning process" (Tejada Molina *et al.*, 2005: 24). Within this group, one can identify Community Language Learning, Suggestopedia, the Silent Way and Total Physical Response. A brief summary of each of them is provided below.

- *Community Language Learning* is an approach in which learners are members of a community who learn a foreign language through interaction among themselves or with each other.
- *Suggestopedia* is based on the premise that the most important aspect of the language learning process is the creation of an environment where the students are relaxed. To do this, students are taught different techniques to relax and special care is put into the arrangement of all the elements contained in the classroom.
- The *Silent Way* is based on two basic premises. The first is that students learn through the need to use the target language. The teacher tries to create situations where students are obligated to speak by remaining silent. The second premise is that languages are best learned in the target language. To this end, translation is forbidden.
- *Total Physical Response* tries to teach language through physical activities (Richards and Rodgers, 2001: 73). It is based on a stimulus-response view of foreign language learning.

In 1977, an alternative to these Humanistic methods arose: the *Natural Approach*. This approach promoted the learning of a foreign language following the patterns through which mother tongues are learned. Thus, exposition became the pillar for learning a foreign language.

This, in turn, led to *Communicative Language Learning*. The two main aims of this approach are identified by Richards and Rodgers (2001: 155) as (1) "to make communicative competence the goal of language teaching" and (2) "to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication". This method pursues real communication and one of the ways that it proposes to achieve it is through the learning of 'Real English' vocabulary (see section 2.2.6.).

In the so-called post-communicative or post-method era, another important set of approaches to language teaching have burgeoned and are now briefly canvassed.

The *Lexical Approach*, which is one of the main pillars of this dissertation, focuses its attention on vocabulary, especially on words and word combinations (Richards and Rodgers, 2001: 132) (see section 2.2.).

Task-Based Learning is another method that emerged during the 1980s, and which is a development of Communicative Language Teaching. Task-based learning proposes a series of tasks to learn a target language. These tasks are designed to be "activities which involve real communication [...], activities in which language is used for carrying out meaningful tasks [...]" (Richards and Rodgers, 2001: 223).

Cooperative Learning appeared as an option to the traditional methods. It reinforces the idea of learning a foreign language through cooperation among students. Students will learn a language rapidly if they cooperate with other students who are in the same situation as them. Again, real communication is the basis of this method.

Computer Assisted Language Learning (CALL) promotes the use of new technologies to teach and learn foreign languages. CALL fosters interaction between the computer and students, which favours the autonomy of both the teacher and the student. Through the increased autonomy and corresponding responsibility of the student, CALL usage seeks to increase the student's motivation. Computers are considered to be the preferred tool of learning for young people.

The Lexical Approach used to teach 'Real English' with a wiki-structured CALL program are the objects of this MA dissertation because they are an effective way of learning a foreign language through words and word combinations. The tool to achieve this aim are computers. These two approaches will be commented on in greater depth in further sections in order to establish a concrete background for the Didactic Unit presented in the second main section of this dissertation (see section 3).

2.2. The Lexical Approach

2.2.1. Definition

"Language consists of grammaticalised lexis, not lexicalised grammar" (Lewis, 1983: 89, as quoted in Pérez Cañado, 2000). This quotation illustrates the position of lexis as the central most fundamental part of language, a point which is backed up by words being the most minimal units of language. Teaching language has traditionally dealt with grammar and lexis separately and has subsequently created a dichotomy between the teaching of the two. The result has been that most students have a limited lexicon which impedes their ability to continue learning the target language.

The Lexical Approach supports the belief that "the building blocks of language learning and communication are not grammar, functions, notions, or some other units

of planning and teaching but lexis, that is, words and word combinations", according to Richards and Rodgers(2001: 132). Lewis (1997: 3), in turn, defines the Lexical Approach with the following quotation: "language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks".

However, whether or not word combinations become lexical chunks depend on social endorsement. In other words, a lexical chunk depends on its social use. The main elements of this approach are:

1. Language is essentially social. Students easily remember the vocabulary they read or hear in everyday conversations, as well as the vocabulary that they think they will need to talk with other English speakers.
2. Not all languages to which students are exposed are well acquired and not every lexical item learned will be used spontaneously in a conversation. Students' minds select which items they will need and store them where they can be used to participate in a conversation with other English speakers.
3. Language is successfully acquired only when it is available for spontaneous, original personal use with other people. The only way students will learn a language is by being immersed in the language and culture, and talking to other people, either native or non-native speakers of English, without being afraid of making mistakes.

(Lewis, in Willis and Willis, 1996: 12)

In essence, the Lexical Approach follows lexical principles rather than grammatical ones. Concerning its categorisation, Nattinger and DeCarrico (1992: 185) stated that "distinguishing lexical phrases as social interactions, necessary topics, and discourse devices seem to us the most effective distinction for pedagogical purposes, but that is not to say that a more effective way of grouping might not be found necessary in the wake of further research".

It has to be said that the role of the learner is that of "discoverer" of new vocabulary that could be used for personal purposes. The role of the teacher is that of "guide" who takes learners towards the discovery of the new lexicon.

As far as the procedure is concerned, it varies depending on the type of material and activities chosen by the teacher. The main aim of the Lexical Approach is to teach collocations (groups of words often used together) to make students aware of them. Then, the teacher tries to create situations where the students need and want to use them. These situations help the students store the collocations for their personal purposes.

Regarding the materials and teaching resources, we have to underscore at least four types:

1. Complete packages that include texts, tapes, teacher's manuals, and other instructional materials for teachers.
2. Collections of vocabulary teaching activities.
3. 'Printout' versions of computer corpora collections packaged in text format.
4. Computer concordance programs and attached data sets to allow students to set up and carry out their own analysis.

(Richards and Rodgers, 2001: 136)

2.2.2. Types of lexical items

Lexis is a wide concept whose aspects have been classified in different ways by many authors. Nattinger (in Lewis, 1993: 91) provides the following taxonomy:

- *polywords*: "short, fixed phrases whose meaning is often not analysable from the regular rules of syntax"
- *phrasal constraints*: "short relatively fixed phrases with slots that permit some variation"
- *deictic locutions*: "short to medium length phrases of low variability whose function directs the flow of conversation"
- *sentence builder*: "phrases up to sentence length, highly variably containing slots for parameters or arguments"
- *situational utterances*: "complete sentences, amenable to the regular rules of syntax and highly dependent on social context. They provide the framework for particular social interactions"
- *verbatim text*: "entire text with extremely low variability, used for quotations, allusion, aphorism, proverbs, etc. [...]"

Lewis (1993: 91-95) proposes a different classification of these lexical items. This classification consists of:

- *words*: "they are the most basic kind of lexical items and also the most familiar [...]"
- *multi-word items*: "they are words that appear together and that each of their lexical units have an independent existence [...]"
- *polywords*: "they are found, like single words, in dictionaries; they are composed of two or three words, and their meaning is different from the meaning of each simple unit"
- *collocations*: "they describe the way individual words co-occur with others [...]"
- *institutionalised expressions*: "these expressions allow the interlocutors to know aspects of the interaction as they are essentially pragmatic [...]"

In turn, according to Nattinger and DeCarrico (1992: 38-43), there are four categories of lexical phrases: *polywords*, *institutionalised expressions*, *phrasal constraints* and *sentence builders* (all the elements of this list have been defined and briefly explained in the previous lists of lexical items).

To avoid confusion, it is very important to differentiate between lexical phrases, collocations and ordinary strings that are not considered lexical phrases.

- *Syntactic strings* are strings of categories of symbols ('NP + Aux + VP') that imply a grammatical structure.
- Collocations are strings or specifically lexical items, such as *curry favour* or *rancid butter*, that co-occur with a mutual expectancy greater than chance.
- Lexical phrases are collocations that have been assigned pragmatic functions. There are two main types: *strings of specified lexical items*, which allow no paradigmatic or syntagmatic substitution (e.g., *what on earth* and *by and large*); and *generalised frames* which has been assigned a pragmatic function (e.g., *off with his head* and *down with the king*).

(Nattinger and DeCarrico, 1992: 36)

Although each author proposes a different classification, they are similar in many ways. Thus, in order to have a final classification, a combination of all of them must be made. For this dissertation, the following taxonomy has been considered: *words*, *multi-word items*, *polywords*, *collocations*, *deictic locutions* and *situational utterances*.

2.2.3. Formal aspects of lexical items

Once the different types of lexical items have been identified, their formal aspects must also be commented on. Nattinger and DeCarrico (1992) have identified the following issues to be taken into consideration when classifying their formal aspects:

1. Prefabricated language and psychological processing

Many researchers have been working to provide "descriptions of psychological categories and processes, attempting to describe languages in terms of how they are perceived, stored, remembered, and produced" (Nattinger and DeCarrico, 1992: 31). These studies are necessary because it is thought that vocabulary is stored redundantly; for example, in the case of lexical chunks, words are stored not only as single units but also as components of chunks. Furthermore, it is believed that students have a large storage capacity in their minds and that this storage takes place rapidly. Idioms and clichés, non-canonical phrases, and the variability of lexical items need to be commented on.

a) Idioms and clichés

Since the very beginning of the study of second language teaching, linguists and scholars have paid special attention to lexical items such as idioms, which are considered to be "bits of frozen syntax, whose meanings cannot be derived from the meaning of their constituents" (Nattinger and DeCarrico, 1992: 33), and clichés, which are similar to idioms in the sense that "they are relatively frozen" (Nattinger and DeCarrico, 1992: 33), even though they are larger chunks and their meaning can be guessed at by taking into consideration all their items.

b) Non-canonical phrases

Non-canonical phrases are another type of 'chunk', but this category is quite different from the previously mentioned ones. They are sometimes invariable, such as *by and large* or *as it were*; but other times, they are quite flexible and lots of combinations are possible (for instance, *down with the king*, *away with all bureaucrats*). Both lexical chunks have the same pattern: 'Adv (direction) + *with* + NP'. Taking into account this pattern, there are many grammatical and lexical combinations.

As mentioned before, there are three types of phrases classified by their formal features. However, these three types can be either variable or not. In this sense, a distinction between variable and non-variable items must be established.

- *Variability as points on a continuum*. Variability has been seen as a common point in all the lexical chunks available. Since the very beginning, when these sequences started to be considered chunks, some of them have suffered changes. This is possible due to their high variability. For example, the cliché *a good time was had by all* can have many other possibilities such as *a bad time was had by all*, *a glorious time was had by all* or *a great time was had by all*. On the contrary, some chunks are not variable at all, so there is only one possibility of occurrence. This is the case of *by and large*, for instance. This feature is one of the characteristics of chunks that has created controversy throughout the years.
- *From less variable to more variable*. There are other types of lexical phrases aside from idioms, clichés and non-canonical phrases. There are phrases that are non-canonical, variable, and whose meaning can be described by traditional rules. An example of these lexical phrases is *a year ago*. Its pattern is *a ____ ago*, but in the gap we can include other lexical items such as *day*, *short while* and *very long time*. It is the same with the case of conditionals. All conditional sentences have the same pattern, although the lexical content varies and the verb tense is also different.

2. Lexical phrases as variable units

The main asset of lexical phrases is that they are governed by the principles of pragmatic competence (variability, negotiability, adaptability, salience, indeterminacy and dynamicity) and they also perform specific functions. They are used either in written or in spoken English. Nonetheless, they are more common in the spoken version of the language. That is the reason why some of them are very informal and their meaning can produce laughter or anger, depending on the situation. For instance, *kick the bucket* is not an appropriate expression to use when you are in a funeral; but in a private circle it could be used to talk about death in an informal and funny way.

3. Issues of form and flexibility

Form and flexibility deal with the form that phrases acquire to identify them as 'lexical chunks' and their flexibility when being considered as a chunk. There are four main considerations to be taken into account with form and flexibility:

a) Indirect speech acts as lexical phrase sentence builders

We have to differentiate between 'direct speech', where someone's exact words are reproduced, and 'indirect speech', where someone reproduces another person's words. The main purpose of the latter has nothing to do with the meaning it expresses; whereas with direct speech the purpose is to communicate the literal meaning of the utterance. Sometimes 'indirect speech' is used with the form of a lexical phrase sentence builder, although it has no particular form associated to it. For example, polite requests are expressed through a *yes/no question* rather than with a performative verb. For instance, using *Could you pass me the salt?* rather than using *I was wondering if you would mind passing me the salt.*

b) Non-conventional indirect speech acts

Searle (1975, as cited in Nattinger and DeCarrico, 1992) discusses another use of 'indirect speech' (not giving a direct answer). It is used for non-conventional purposes. The following dialogue is a good example of non-conventional indirect speech:

A: Let's go to the movies tonight.

B: I have to study for an exam.

The second speaker is using an affirmative sentence to express rejection to a proposal made by the first interlocutor. This is not the traditional way to express rejection; however, it is easy to understand the hidden meaning of this utterance. Nonetheless, not all types of affirmative sentences can be used to express rejection. It is very important to establish the limits for this use of indirect speech so that people will not misunderstand what the other interlocutor means or wants to say.

c) Conventional indirect speech acts

"Non-conventional speech acts are highly dependent on context and the form they acquire is selected differently" (Nattinger and DeCarrico, 1992: 49). This contrasts with the form many indirect speech acts take. For instance, *can you pass me the salt?*, *can/could you reach the salt?*, *can/could you hand me the salt?* These examples are quite conventional standard utterances used with an indirect purpose, in which you can identify the intended illocutionary force of the utterance. "These conventionalised indirect speech acts are lexical phrases in the sentence builder category" (Nattinger and DeCarrico, 1992: 49).

d) Conventionalised sets and basic lexical frames

These examples of 'indirect speech acts', when used as lexical phrases, show us the great flexibility of the sentence builder category, that allows many different structures. However, the selection of which forms of indirect speech become lexical phrases is quite controversial. Not everybody agrees on the same types of structures. An answer could be that some structures and sentences in indirect speech have become standard and they are considered to be fixed expressions, so that is the reason why they are considered lexical phrases, no matter what their length is. A good example would be the different ways in which we can express politeness. The example of the salt within the previous subcategory can be included here as well.

2.2.4. Functional aspects of lexical items

The main competences needed to successfully function in a language are conversation and comprehension, not only using individual words, but also groups of words (see section 2.2.2.); or as illustrated in the following quotation, "speaking a language means conversing in it, and comprehending a language means understanding phrases, not as isolated bits of grammatical structures, but as a whole" (Nattinger and DeCarrico, 1992: 59).

These word groups are classified according to their uses by Nattinger and DeCarrico (1992: 60-65) in,

- *social interaction*: lexical phrases with the main aim to describe social interactions. There are two main types of lexical phrases for social interaction: *conversational maintenance*, (regularities of conversational interaction that describe how conversation begins, continues, and ends) and *conversational purpose* (which are types of speech acts such as questioning, answering, requesting, etc.);
- *necessary topics*: these are those topics about which learners will be asked, or ones they will need to talk about frequently. For instance, about time (*what*

time X?, a ____ ago, etc.), location (where is ____?, how far is ____?...), language (do you speak ____?, how do you say ____?...), weather (it's very ____ (today)), likes (I like(enjoy ____ (a lot), I'd like to ____, etc.), etc;

- *discourse devices*: these are types of lexical phrases that connect the meaning and structure of the discourse. Here we can find logical connectors (e.g., *as a result, nevertheless...*), temporal connectors (e.g., *and then, the ay/week/month/year before/after ____*), spatial connectors (e.g., *around here, over there...*), exemplifiers (e.g., *in other words, for example...*), etc.

All the lexical phrases included in these three categories can, in turn, be subdivided into the categories previously mentioned (see section 2.2.2.), polywords, phrasal constrains or sentence builders; and taking into account their functions and meanings. Lexical phrases can not only be found in English, but also in other languages, such as Chinese, Spanish and Russian. An example of a Spanish lexical chunk would be *¿qué tal?*

2.2.5. Pedagogical implications of the Lexical Approach

In pedagogy, language has been seen as composed of grammar, which, in turn, is made up of elements of the generative system of the language. However, this assumption has been challenged and shown to be incorrect from both the linguistic and pedagogical points of view (Lewis, 1993; Nattinger and DeCarrico, 1992; Willis, 1990).

In current foreign language teaching, we find a more comprehensive model of language - a model in which grammar and vocabulary have the same weight in the balance of importance. Nonetheless, this model has not been established in many schools where grammar still tends to be given more importance. In the current educational environment, students have few opportunities to learn through experimentation (Lee, 2000), which is how most contextualised and usable vocabulary is learned. The lack of the evolution of current educational methods makes the adaptation of 'Real English' to the most prevalent educational systems very important. This has several implications:

a) A review of the language content must be made

As mentioned before, for a second language to be taught effectively, vocabulary must have the same importance as grammar, so a review of the contents of courses is necessary. In order to improve the teaching collocations in class, teachers need to focus on teaching the most common ones. In this review, we, as teachers, have to take into account the frequency of occurrence of collocations in spoken and

written texts, the suitability of learning them for foreign language use, the level of lexical learning, and the type of language course.

b) The increase of language input

People wrongly believe repetition is the most effective way to teach language. For this reason, many classes are dedicated to repetitive drills. However, when teaching involves the artificial repetition of vocabulary, it is not as effective and its popularity would make one think. Artificial repetition drills tend not to interest students who, in turn, become distracted. If the teacher can create an environment where the students have the desire to repeat a phrase, it will be the perfect opportunity for them to learn and use these lexical chunks accurately.

c) The review of strategies

Learning vocabulary is not the same at different levels. At the first stage, students should increase their lexicon with individual words. Intermediate students need to learn some collocates for these words. And advanced learners need to store lots of collocations and to increase their collocational competence to achieve fluency. The success of students depends in part on teachers and their ability to develop strategies to teach vocabulary in a meaningful manner, which helps students store it.

d) Translations

Literal translations of many collocations are almost impossible. For example, they are very different in English and in Spanish. In order to help students understand them, it is better to interpret them so that students infer the meaning for themselves, which will help them to store collocations in their long-term memories.

e) Language model

English is often taught by non-native speakers with a low level of fluency and who know few collocations. As a result, it is unlikely that students will learn them and it is improbable that students will communicate using lexical chunks. Collocations are typically used by native and fluent speakers of English. Thus, once students have acquired a wide lexicon of collocations, they should be able to communicate perfectly with native and fluent speakers of English.

Aside from Hill's (in Lewis, 1993) considerations of the pedagogical implications of the Lexical Approach, Krashen and Terrell (1983, as quoted in Coady and Huckin, 1997: 260) mention that "we acquire language by understanding messages", as the messages are used in real life situations. Hence, current formal teaching may be of little benefit for students. However, by means of raising conscious awareness, students can acquire a wider lexicon.

There are many ways of making students aware of collocations and teaching them to them. However, the most attractive ones are games, crosswords, jigsaw dialogues or lexical dominoes, among many others. It is a different way of learning which leads to communicative interaction with the rest of their classmates. Learners have fun at the same time as they are learning, so they will probably remember new vocabulary more easily.

2.2.6. 'Real English'

2.2.6.1. Definition of 'Real English'

Societies and cultures evolve and their evolution affects languages. As Eves-Walton (1999: 6, as cited in Pérez Cañado, 2009) states, "no language stays still", that is, "all languages change" (Swan, 2005: 4, as quoted in Pérez Cañado, 2009). This is especially true in the case of English, as it is a *lingua franca* that is spoken worldwide, and is being learned by an estimated 750 million EFL (Frequent English Speakers) and 350 million ESL (Daily English Speakers) from many different cultures. Being a *lingua franca* implies the use of the language by non-native speakers; and, as a result, we face a language that is not only important because of its widespread use, but which is in constant evolution to meet the demands of new societies and cultures and constantly expanding to incorporate the new vocabulary clusters formed by new speakers in which what is more important is the message conveyed, not its form. Thus, users of English as a *lingua franca* make many mistakes, but they are understood.

Students sometimes speak with learned collocations. Many times they learn them as a whole without even knowing the meanings of the individual words. For example, students learn 'How are you?' as a whole construction, not as a sentence. In this sense, they also learn, in the same way, the answer to this question, 'I'm fine, thank you. How are you?'.

Together with the previous idea of learning collocations as single units, it is worth mentioning that many non-fluent speakers use English and they are able to be understood using collocations. As they are fixed expressions, they learn them perfectly, without making mistakes.

Fashion determines the appearance or disappearance of certain words or expressions, so we should "keep an eye on what is happening" (Swan, 2005: 6, as quoted in Pérez Cañado, 2009). We must keep ourselves updated as far as vocabulary is concerned, so our students are truly learning 'Real English'.

Nonetheless, what makes a word or expression 'real'? Curzan (2014) perfectly answers this question by saying that "if a community of speakers is using a word and knows what it means, it's real. That word might be slangy, that word might be

informal, that word might be a word that you think is illogical or unnecessary, but that word that we're using, that word is real".

"Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (Wilkins, 1972: 111, as quoted in Seregély, 2008). This quote underlines the importance of vocabulary. Nonetheless, what is 'Real English'? Pérez Cañado (2009: 2) defines the concept as:

The concept of 'real' English involves single words and, especially, multi-word items which are currently employed in conversational English by native speakers of the language. They are often colloquial in use and enhance the native-like quality and fluency of the language of those who incorporate them into their productive vocabulary'.

The definition of 'Real English' poses the question of, 'what is a multi-word item?' According to Moon (1997: 43, as cited in Pérez Cañado, 2000),

A multi-word item is a vocabulary item which consists of two or more words (a word being simply an orthographic unit). This sequence of words semantically and/or syntactically forms a meaningful and inseparable unit. Multi-word items are the result of lexical (and semantic) processes of fossilisation and word-formation, rather than the result of the operation of grammatical rules.

Nevertheless, according to Pérez Cañado's point of view (2000: 1) "[...] a specific type of item has forcefully entered the language teaching panorama, powerfully attracting scholars' attention: the multi word unit [...]". She (2009: 2) includes within this concept the following categories: *collocations, phrasal verbs or prefabricated routines, acronyms or netcronyms, sentence builders* (Nattinger and DeCarrico, 1992) and *sentence frames* (Lewis, 1997).

A good example to illustrate this new concept is the one provided by Pérez Cañado (2009: 2): the common answer to the question '*How are you?*' is '*I'm very well, thank you*'. However, the 'Real English' answer might be an American expression '*I'm good, thanks*'.

2.2.6.2. Importance of 'Real English'

The importance of lexical chunks (another term to refer to 'Real English' expressions) resides on their economising and motivational roles, as students find that they can express themselves rapidly and without knowing complex patterns of grammar or specific vocabulary. These key roles of lexical chunks can be found in Corder's (1987: 131) assumption, "economy measure, a sort of short cut"; and in Pérez Cañado's (2000: 9) quotation, "lexical phrases also have an important role in language learning, as they enable learners to express a wide range of functions from the very

outset, functions which they are yet incapable of constructing from their linguistic system and which they have hence stored like large lexical items".

As Pérez Cañado (2009: 2) states, "the difference between speaking English well and very well is to be found in the much larger stock of ready-made expressions stored in the speaker's mental lexicon and which (s)he can pull out automatically". In other words, the student who is more likely to achieve fluency is the one who stores more lexical chunks in his/her mind, and who is also able to retrieve them whenever and wherever necessary. The storage of a wide lexicon of 'ready-made expressions' improves the student's fluency in English. And this type of improvement is what makes his/her fluency appear to be more or less native-like, or approximate native-like fluency.

These authors, however, are not the only ones who have dealt with Real English and lexical chunks. Sökmen (1997: 254, as cited in Pérez Cañado, 2000) claims that "learning chunks is very efficient and more accurate than learning individual words". Seal (1991: 307, as quoted in Pérez Cañado, 2000) noted that, "their knowledge [of collocations] facilitates the learner's ability to encode language -by making him/her more aware of the restricted range of possibilities- and to decode it -by helping him/her to anticipate part of the message-". And, Hill (1999: 5, as quoted in Pérez Cañado, 2000) concludes that "collocations aid the speaker in recognizing, comprehending, processing, and producing language at a much faster rate, thereby being the 'key to fluency'".

As can be observed, 'Real English' has some important advantages when learning new vocabulary, as students acquire more fluency and accuracy in English. However, there are many other authors who disagree and comment on the main problems of learning 'Real English'.

2.2.6.3. Main problems of learning 'Real English'

"Multi-word items are typically presented as a problem in teaching and learning a foreign language" (Moon, 1997: 57, as cited in Pérez Cañado, 2000). Both teachers and students find very difficult to remember and use these expressions, especially when they do not have a translation equivalent in their mother tongue.

Not every 'Real English' expression lacks a translation equivalent. However, when students face one, they try to guess its meaning by taking into account the meaning of every single unit of the expression -many times with erroneous results-. This process is known as opaqueness. It must be borne in mind since it might lead to misunderstandings and communication errors if lexical chunks are used inappropriately (Pérez Cañado, 2000).

Furthermore, these possible errors can be identified in three different categories: formal (which may involve recognition, lexical, literal translation, interference, or syntactic mistakes), pragmatic (when the multi-word items are discursively inadequate), and stylistic (arising through the use of an excessively marked multi-word item or in an inappropriate genre).

In order to avoid these problems, care must be taken when 'Real English' is taught. For this reason, the following section is devoted to the teaching of this new concept.

2.2.6.4. Ways of teaching 'Real English'

As was previously mentioned, English is in a period of rapid change and not all traditional resources (textbooks, grammar or dictionaries) supply us with new vocabulary information. Even nowadays, going on study abroad programmes is not a guarantee of being in contact with fluent speakers, and consequently, with 'Real English'. Sometimes, even when students are in contact with 'Real English' vocabulary, they are not aware of it. As a result, it is as important to teach them this new vocabulary as it is to make them aware of it. But, how can their attention be drawn to 'Real English'? They have to be reminded that one does not only learn a language in a classroom, but also watching films, sitcoms, TV series, podcasts; reading internet texts, recent bestsellers; taking part in telecollaboration/e-Twinning projects, etc.

In this sense, learning a foreign language can be directed either in context or out of it. That is, 'Real English' vocabulary can be learned contextualised (in a book, song, video, text, etc.) or de-contextualised (memorising long lists of lexical items with their equivalent translations in Spanish). However, in order to teach 'Real English', it is better for students to learn this vocabulary in a given context. Lewis (1993: 115) states that "lexis can be learnt de-contextualised; nonetheless, it is better for students if teachers give a context and a co-text for a certain word", because until a word or series of words is contextualised, students have trouble using the word and absorbing it into long-term memory. In other words, they have only a morphological understanding of the word without understanding its syntactic use, semantic information or pragmatic or 'real-world use' of a word (Freeman and Freeman, 2004).

Pérez Cañado (2009: 3-5) proposes several pedagogical ways of teaching these multi-word items:

1. *Telecollaboration*. This proposal is to learn 'Real English' vocabulary through the interaction between native and non-native speakers of English. Students of a foreign language learn the language itself through their contact with native speakers. In order to pursue this aim, students contact each other via computers and the

Internet. This allows Spanish students of English to benefit from native speakers of English who will expose them to some of these expressions. Pérez Cañado and Ware created a project (2006-2007) with students from the University of Jaén and Southern Methodist University in Dallas whose main aim was to make Spanish students aware of 'Real English' expressions through a series of exercises and activities. The results of this project have shown that it was quite beneficial for Spanish students, who, during and after the study, began to use these 'Real English' expressions as part of their everyday vocabulary. Pérez Cañado has also proposed face-to-face 'coffee and talk' sessions as a useful way of supplementing telecollaboration.

2. *Sitcoms and TV series.* Watching sitcoms, TV series and films is a very attractive way to learn 'Real English' vocabulary. Students will enjoy listening to them in their spare time. They will be able to learn 'Real English' not only from Great Britain and America, but also from other places where English is spoken as a first language. Thus, students will be exposed to the different accents and dialects of English. This can be accompanied by the realisation of exercises of the type of *gap-filling*, *translation of 'real' chunks*, *guessing from context with the aid of corpora*, and *productive practice*.

3. *Podcasts and Internet texts.* The activities mentioned above can also be used when dealing with other sources such as podcasts and Internet texts. The Worldwide Web provides us with unlimited access to many different sources where we can retrieve 'Real English' expressions from many different topics and from many different perspectives. When working with the Internet, almost every English Internet page is useful, but when we want to use podcasts, the best sources are YouTube, iTunes, National Public Radio (from the U.S.A.) and the BBC. It provides us with the newest vocabulary in many different contexts. The positive aspect is that these videos are uploaded by native speakers. Students will not only learn vocabulary, but also pronunciation and how to use it appropriately.

4. *Different types of literature.* Reading bestsellers which contain 'Real English' expressions has been proved to be very beneficial for students. As Krashen (1999: 58, as cited in Pérez Cañado, 2009) mentions, "they reported enjoying the reading enormously, made impressive gains on tests of vocabulary, and reported great improvement in their English".

These pedagogical proposals for teaching 'Real English' form part of the *Lexical Approach*. However, this is not the only method to approach the teaching of this type of vocabulary. Methods and approaches, such as *Cooperative Learning* (through, e.g., telecollaboration), *Task-based Learning* or *Communicative Language Teaching* are alternatives or complementary methods that pursue the same goal.

2.3. Computer-Assisted Language Learning (CALL)

2.3.1. Definition and characterisation

CALL, in Chapelle's words (2008: 1), "is the acronym for 'computer-assisted language learning', the area of applied linguistics concerned with the use of computers for teaching and learning a second language". That is to say, CALL involves the use of computers in the language learning classroom to teach languages. Thus, the computer becomes a tool or an aid (Kenning and Kenning, 1983). Teachers can use computers either to amplify or extend our knowledge, talents and capabilities (Kenning and Kenning, 1983).

However, not every teacher is comfortable with the use of computers in their classroom. Technology evolves so rapidly that it frightens them. As a result, according to Kenning and Kenning (1983: 1), some teachers think that "it [the computer] may come to dominate us". In this sense, teachers think that computers dehumanise a subject (Kenning and Kenning, 1983) and that they, as teachers, are going to be substituted. Nonetheless, computers are machines and "without the human input and control they are useless" (Kenning and Kenning, 1983: 1). Hence, there is no need for becoming frightened about technology or computers, as they are certainly not a substitute for the teacher (Ahmad *et al.*, 1985).

"Technology has always played a fundamental and inseparable role in the development of languages and how they are taught and learnt" (Levy and Hubbard, 2005: 145). That is why CALL is beginning to be used to teach 'Real English' vocabulary (see section 2.2.6.). Thanks to computers and the Internet, we are connected to people all over the world (Chapelle, 2001, as cited in Pérez Gutiérrez and Pérez Torres, 2005) and we can be witnesses to the changes a language suffers-the appearance of new words or the reinterpretation of old ones. Students no longer have the necessity of going to an English-speaking country (O'Dell, 2004) to be in contact with native speakers.

Nevertheless, CALL is an "amorphous or unstructured discipline, constantly evolving both in terms of pedagogy and technological advances in hardware and software" (Beatty, 2003: 8, as quoted in Pérez Cañado and Ráez Padilla, 2014). Hence, there is no unique approach or way to teach through computers; "the effectiveness of CALL does not reside in the medium itself but rather on how its put to use" (Gassó, 2000: 54, as cited in Pérez Cañado and Ráez Padilla, 2014). In other words, the effectiveness of the use of CALL in the language learning classroom depends on the teacher, as they are 'learning facilitators', on their ability to use new technologies and on whether or not they are predisposed towards the combination of virtual and traditional language learning.

Although CALL is an unstructured discipline, computers have some features that we can take advantage of: "the computer is patient and will tirelessly go over the same points for as long as it is necessary" (Kenning and Kenning, 1983: 3); "the computer can be made sensitive to the learner's pace, pattern of responses, and so on, and can adjust the linguistic material to the needs of the individual" (Ahmad *et al.*, 1985: 5); "it offers privacy, which relieves learners from the fear of being ridiculed for their mistakes by their classmates" (Kenning and Kenning, 1983: 3). All in all, the computer becomes a partner with which the learner can interact (Nelson *et al.*, 1976, as quoted in Kenning and Kenning, 1983). However, the computer cannot participate in a dialogue with the student (Ahmad *et al.*, 1985). The computer interacts with the student in the sense that it provides feedback for the activities carried out using it (Kenning and Kenning, 1983); for instance, pointing out mistakes or giving brief explanations.

On the whole, CALL is an approach based on the process of learning a language by using computers. Its effectiveness resides on the teacher and on his/her willingness to use computers. Thus, we, as teachers, should take advantage of them and be careful with their downsides (see section 2.3.4.).

2.3.2. Stages of CALL

With the evolution of technology (see section 2.3.1.), changes in CALL have appeared. Three clear-cut stages have been identified (Pérez Gutiérrez and Pérez Torres, 2005; Pérez Cañado and Ráez Padilla, 2014). Behaviouristic CALL, dating back to the 1950s, is the first stage; Communicative CALL, from the 1980s, is the second stage; and Integrative CALL, developed in the 1990s, is the third stage.

Behaviourist CALL was based on the Audiolingual Method (see section 2.1.) and on behaviourist learning. The activities carried out were of the *drill* and *practice* type. Those activities pursued learning through the repetition of language, explicit grammar and vocabulary instruction, as well as activities focused on form (Pérez Cañado and Ráez Padilla, 2014). As a result, the computer became a mechanical tutor (Pérez Gutiérrez and Pérez Torres, 2005) correcting the mistakes and explaining why students were incorrect. Universities were almost the only institutions which could afford having computers and putting CALL into practice.

Communicative CALL was implemented as a reaction to Behaviouristic CALL. Hence, it was based on cognitive theories which considered "learning as a creative process of discovery and thus incorporated more interactive and varied programs" (Pérez Cañado and Ráez Padilla, 2014: 8). This stage of CALL reflected a change in language teaching, as more importance was given to the interaction among students and between the student and the computer. "Text reconstruction, concordancing or

simulation programs are good examples" of programs used during this phase (Pérez Gutiérrez and Pérez Torres, 2005: 17).

Integrative CALL emerged as a consequence of the socio-cognitive view of the world and the importance given to 'real language' (Pérez Cañado and Ráez Padilla, 2014). Again, more emphasis is given to interaction and to the use of language in a real or meaningful context and for a real purpose. Computers and the Internet have been integrated to form a new learning tool at teachers' disposal. The kind of activities employed within this stage are the ones that relate to 'task-based', 'project-based' and 'content-based' approaches. Students discover on their own the information required to achieve a certain level of language proficiency and they also interact with other students, as well as with the computer. They sometimes even interact with other students through their computers.

The evolution of CALL in these three stages has been the product of changes that have occurred in our society as it has evolved: the evolution of technology, the incorporation of the Internet and the evolution of second language learning methods. The combination of these factors has helped CALL to evolve into a very effective tool.

2.3.3. CALL tools

The rapid development of digital technologies and their use in education has led to the appearance of numerous tools which can be used when implementing CALL. They are varied and used for many different purposes. In Chapelle's words (2008: 7), "CALL materials offer learners explicit instruction to help them with specific knowledge and skills". However, they are not spontaneous and do not react to the unforeseen (Davies, 2000, in Barr, 2004). This lack of adaptability has come to define the new role of teachers as learning facilitators (see section 2.3.1.).

The main roles of CALL programs are clearly identified by Barr (2004). He mentions two of them: the first one is the computer as a tutor; and second is the computer as a tool. These CALL roles are suitable for students. When computers act as a tutor, students are learning on their own. They are learning by doing, experimenting with language and finding out what is correct and incorrect. That is to say, they are learning from their own mistakes and, thus, improving their language proficiency. On the other hand, when the computer acts as a tool, CALL programs help teachers to design activities which are better suited to the student's English proficiency level and necessities.

Continuing with the distinction between the computer or CALL programs as a tutor or as a tool, the following table is particularly useful:

THE COMPUTER AS A TUTOR	THE COMPUTER AS A TOOL
-Grammar and vocabulary tutorials -Pronunciation programs -Text reconstruction programs -Gap-filling programs -Multiple choice and matching programs -Games -Comprehensive multimedia programs	-Word processors -Browsers -Simulation programs -Reference materials (dictionaries, encyclopaedias, etc.) -Concordancers -CmC (Computer mediated Communication) programs (MOOs, e-mail programs, Blogs, chats) -Authentic material from the Web (problem-solving activities, treasure hunt, WebQuests, etc.)

Table 1. CALL tools

(Pérez Gutiérrez and Pérez Torres, 2005: 20-21)

As the first column shows, when a computer is used as a tutor, the tasks are limited to traditional grammar-based teaching methods a bit more dynamic, but still generally de-contextualised language learning, where the learners are passive language creators:

- pronunciation programs, showing students the right pronunciation and intonation of a word;
- text reconstruction programs, in order to practice the word order and the grammar and vocabulary studied in the classroom;
- gap-filling, multiple choice and matching programs to check whether or not students have understood what has been previously explained;
- games, which revise the contents while students enjoy an activity, such as getting a reward after making the suitable decisions through its development (Pérez Gutiérrez and Pérez Torres, 2005);
- comprehensive multimedia programs, videos or podcasts, for example, are used to explain a grammatical aspect or a vocabulary variety and to check students' comprehension of it.

As the second column shows, when a computer is used as a tool, learners are able to learn English through contextualised exercises. For this reason, word processors are used to design the activities and correct them; browsers are used to obtain information from Internet texts; simulation programs, whose main function is similar to that of games, explained above; reference materials used to obtain the necessary information for the development of the classroom and for an activity in particular -for instance, dictionaries or encyclopaedias (Pérez Gutiérrez and Pérez Torres, 2005)-; concordancers in order to analyse the most common mistakes students

make and to offer extra practice, and in order to "know more about a language" (O'Dell, 2004: 2); CmC programs, which "expand learners' opportunities to communicate in English" (Chapelle, 2008: 8); and, at the very end of the table, we find authentic material from the web and students' work with authentic texts, videos or podcasts while they are involved in an activity -for instance, a treasure hunt-.

As has already been pointed out, there is a wide variety of CALL tools that can be used in a language teaching classroom. Pérez Cañado and Ráez Padilla (2014) have described many of their assets. Among their most attractive features are the fact that they are learner-centred and based on interaction (Freiermuth, 2002; O'Dowd, 2007; O'Rourke, 2005; Tudini, 2003); that they are a source of comprehensible input (Doughty and Varela, 1998; Gass, 1998, 2003; Van Patten & Cadierno, 1993); that they promote '*learn by doing*' (Lee, 2000); that they provide immediate feedback (Lalande, 1982; Kubota, 2001); and that they result in increased learner autonomy, motivation and self-confidence (Lee, 2000; Moreno Fuentes, 2010; Pérez Gutiérrez & Pérez Torres, 2005).

2.3.4. Advantages and disadvantages of CALL

The general disadvantages -teacher's reluctance due to concerns of dehumanising subjects and of being replaced by computers- have been presented in section 2.3. However, there are also specific objections to the use of CALL in the language classroom. Pérez Cañado and Ráez Padilla (2014) enumerate some of them, following O'Dell (2004), Lee (2000), Pérez Gutiérrez and Pérez Torres (2005) and Moreno Fuentes (2010):

- The development and maintenance of CALL software and hardware is quite expensive.
- Computer hardware and software may not always be available.
- Loss of time trying to make CALL programmes work.
- Additional knowledge that some teachers are not willing to acquire if they do not already have it.
- Numerous changes to adapt the student's curriculum in order to include CALL programmes.
- The necessity to be constantly informed about the changes that CALL programs suffer and to be flexible enough to adapt to new situations and to the new tools.

At the same time, CALL programmes have proved to have advantages. Among the advantages of using CALL to teach a foreign language, it has to be said that the

programmes allow students "to work on their own, in their own time and, more importantly, at their own pace" (Kenning and Kenning, 1983: 3). This aspect is very useful for those students who cannot follow the normal rhythm of the class or who have been absent from class one day. The computer also provides immediate feedback at the end of the activity in a private way, which avoids students feeling ridiculed by other classmates when making mistakes (Kenning and Kenning, 1983).

Also, as stated in section 2.3.3., computers "favour the learner's autonomy" and "facilitate the learner-centred approach" (Pérez Gutiérrez and Pérez Torres, 2005: 19), which increases students' motivation and promotes co-operative learning (Pérez Gutiérrez and Pérez Torres, 2005).

As mentioned before (see section 2.3.1.), the computer never gets tired and will cover the same points for as long as necessary (Kenning and Kenning, 1983). Computers as well as CALL programmes are suitable for teaching any language point (grammar, vocabulary, use of English, etc.) and for developing any skill (listening, reading, writing, speaking and interaction) (Levy and Hubbard, 2005). All the activities which students need to work on are personalised and adapted to their level of English proficiency (Ahmad *et al.*, 1985), and they can include sound, graphics, video and animation to catch the student's attention (Chun and Brandl, 1992, as quoted in Singhal, 1997). CALL also provides the possibility to be in contact with people all over the world and to speak to English-speaking people without the necessity of travelling abroad.

As has been outlined, CALL programs can have some disadvantages, although some strategies can be developed to overcome them, such as a wiki (see section 2.3.6.). However, the motivational, leaning-centred, and authentic learning advantages make them one of the most effective tools for teaching languages.

2.3.5. Conditions for the use of CALL in the language classroom

While some language teachers have qualms about the use of the computer for the teaching of a foreign language (see sections 2.3.1. and 2.3.4.), "the fact that many English language learners are computer users is prompting ESL teachers to think about using computers in their classes" (Chapelle, 2008: 2). Computers have affected the way we teach (focusing on students' mistakes due to computer corpora and concordancing software), how we teach and how students learn (reading and listening to 'Real English'); and how we relate to each other (allowing more time for interaction) (Pérez Cañado and Ráez Padilla, 2014). For these reasons, the use of CALL has grown in the language classroom and will continue to grow.

Aside from teaching implementation concerns, physical implementation concerns also need to be taken into consideration: where the computer is located (in order to rearrange the students and the classroom itself around it); the student's access; the student's comfort when they are working (chair, table, etc.); the time employed to work with the computer and the time spent to launch the program; and finally, the ease of reading (how the presentation is constructed and the screen size) (Ahmad *et al.*, 1985).

As has been stated, to provide the most effective learning experience, we, as teachers, should provide the learner with as many opportunities as possible to use the language for specific and real purposes; because of this we should also encourage them to use the computer and to continue learning a language through it. These opportunities should be created in a relaxed atmosphere in order to learn without any kind of anxiety (Ahmad *et al.*, 1985).

In order to teach vocabulary with the aid of computers, first of all, we should improve conventional exercises and make them more attractive to students; and then, explore and exploit all the capabilities that a computer offers (Ahmad *et al.*, 1985). To overcome the limitations in open-ended and interpretation actuations, Chapelle (2008: 12) provides the following tips to teach vocabulary with CALL:

- Select CALL materials that teach appropriate vocabulary
- Choose CALL materials that explicitly teach English vocabulary
- Provide learners with opportunities for interaction with the computer
- Let the vocabulary tasks spark interaction among learners
- Include regular evaluations of answers and summaries of performance
- Help learners develop strategies for explicit online vocabulary learning through the use of online dictionaries and concordancers.

Consequently, using computers to teach a foreign language implies a new design of the traditional vocabulary activities, as well as the involvement of interaction not only among students or between the teacher and the students, but also between the teacher, the computer, the students and people outside the classroom. As this approach is quite a useful and attractive one to learn a foreign language, "practically all teachers will end up using ICT to teach or at least to communicate with or evaluate students to a greater or lesser extent" (Pennock-Speck, 2013, as cited in Pérez Cañado and Ráez Padilla, 2014: 7).

2.3.6. Wikis

In Arreguin's words (2004, as quoted in Pérez Cañado and Ráez Padilla, 2014: 5), "a wiki is a group of pages that allow users to add content, similar to a discussion forum or blog, but also permits others (sometimes completely unrestrictedly) to edit the content". It seems to be a very useful tool to teach and learn a foreign language and it is why the focus of this dissertation is on the use of wikis to teach 'Real English'. However, it has become controversial, because if anyone can edit it, how can you trust what is said in a wiki? Richardson wonders about the same question and concludes that "[...] thankfully, there are vastly more editors that want to make it right than those who want to make it wrong" (2009: 56). Nonetheless, they can be restricted; in other words, the creators of the wiki can privatise the wiki or allow just a few members of the community to edit and consult the page.

These web pages include "control tools that allow authors to track the history of specific pages, and the history of their personal contributions" (Duffy and Bruns, 2006: 6). That is, in the case of using wikis in the language classroom, the teacher is informed at all times of a change made in the wiki and about who made it. This allows the teacher to know who participates in the development of the wiki and how much they participate, as well as to monitor the activity of the class. This can be summarised in the following quotation: "a wiki also offers the ability to interact with an evolving document over time. It allows teachers and learners to see the evolution of a written task, and to continually comment on it, rather than offering comments only on the final draft" (Duffy and Bruns, 2006: 6).

Wikis offer numerous advantages. They can be personal but they are often open to collaboration (Duffy and Bruns, 2006), which fosters a co-operative environment where students can learn from each other. They involve the creation of documents in the wiki itself (Duffy and Bruns, 2006) and the attachment of some of them, in order for them to be consulted by every member of the wiki community. These documents can be linked or interconnected with other pages of the wiki, establishing a network of interrelated information.

Wikis are a-temporal (Duffy and Bruns, 2006), that is to say, they can be consulted whenever you want unless they are deleted by their creators. They can be consulted anywhere just if you have access to the Internet.

In essence, "the flexibility and relative ease of using wikis make them suitable for the implementation of learning paradigms like collaborative learning spaces and peer-to-peer learning" (Kovaic *et al.*, 2008: 1). These features, together with their attractiveness and interaction with the Internet, make wikis a powerful and useful tool that should be included within each subject of the student's curriculum.

Other educational advantages include:

- Students can work with a wiki to develop research projects, being the wiki an ongoing recording of their work.
- Wikis can be also used to add summaries about the topic studied that day in the language classroom or to give their opinions about a specific topic.
- Wikis can also be employed to map concepts and review and summarise what has been previously learnt.
- Teachers can use them to publish documents to all the members of the educational community, to establish a knowledge base for them or to evaluate students.
- Wikis can constitute a means of communication not only between the teacher and the students and among the students of the same classroom, but also among students of different classrooms, different schools or even different countries.

2.4. Conclusion

As Chapelle highlights, "vocabulary words and phrases are the building blocks and grammar is the glue that holds them together" (2008: 11). Thus, we conclude that more importance needs to be given to learning vocabulary in the second language learning process. In this sense, an overview of the Lexical Approach has been offered in order to highlight the importance of vocabulary, as well as the main ways to focus our attention on it.

Within this idea of making the learning of vocabulary a central aspect in the second language classroom, we have then directed our attention to the study of a very specific type of vocabulary, recently coined by Pérez Cañado: 'Real English'. The background for its teaching has been provided by the Lexical Approach.

However, as 'Real English' is continuously evolving due to social changes, it is very important to keep up to date with these new expressions. In this sense, a proposal has been set forth to capitalise on the effectiveness of CALL (Computer-Assisted Language Learning) to pursue this aim. Students can keep learning 'Real English' thanks to the use of computers and a wiki.

Computers provide a dynamic, attractive and different way of learning a second language. Students enjoy the learning process to a greater extent if they work with computers, as they do not only interact with the teacher and with other students, but also with the computer and people outside the classroom.

Moreover, to make even more attractive the learning process to students, a series of activities have been designed to be part of a wiki page. Wikis create a

community 'control' guided process which involves all the students to participate in the activities proposed.

The main purpose of this MA dissertation is to set up parameters to study and quantify the effects of these concepts: the use of CALL systems to teach 'Real English' using the Lexical Approach organised in a virtual environment; and the learning and teaching process of a recent type of vocabulary, 'Real English', through a digital tool, the computer. We now explore these chief remits of our dissertation from a practical perspective in the following Didactic Unit.

3. Didactic Unit

3.1. General Information

TITLE	Learning 'REAL REAL' English
LEVEL	4 th grade of Compulsory Secondary Education - B1
TOPIC	Acquiring as fluency as a native speaker
ENGLISH VARIETY	British and American English
NUMBER OF SESSIONS	5

Table 2. General information of the Didactic Unit

3.2. Justification

Society is evolving as well as languages. As seen in section 2.2.6.1., Curzan (2014) claims that "if a community of speakers is using a word and knows what it means, it's real". Thus, one cannot ignore these new words or expressions, or the reinterpretation of the old ones.

The importance of learning vocabulary has been highlighted in the previous section (see section 2.2.), so it is essential to transmit this idea to students. They need to be aware of the fact that language is changing, and more importantly, that they need to know and become familiar with this vocabulary so that they can use it as part of their everyday lexicon.

The purpose of this Didactic Unit resides in the necessity to teach these new words or expressions that are appearing in the English language through the use of computers. Thus, Spanish students of English as a foreign language will have the opportunity to achieve as much fluency as a native speaker of English while enjoying working with this digital tool.

The design of this Didactic Unit follows the patterns of the Lexical Approach in order to teach multi-word items, and those of CALL in order to work with computers. Thus, a series of original activities have been designed in a wiki frame in order to attain this objective. The activities proposed are varied. There are multiple-choice items, comprehensive reading, true or false questions, completing and ordering texts, a story piecing activity, describing people, writing compositions, and listening comprehension through watching videos and songs. Together with these activities, students will work

co-operatively in order to compile a glossary of 'Real English' expressions and will interact by creating a diary in which each student will be assigned a specific character. These activities are designed for a group of bilingual students of the fourth grade of Compulsory Secondary Education (CSE).

As mentioned in the previous section of this MA dissertation, the concept of 'Real English' (see section 2.2.6.) is as recent as the continuous evolvement of the digital era. In essence, the attempt of this Didactic Unit is to familiarise students with this recent concept and some of the expressions under it, through the use of computers and other CALL tools.

3.3. Contextualisation

As indicated in the previous section, the main aim of this Didactic Unit is to teach 'Real English' vocabulary through computers to students of a bilingual programme. The Didactic Unit is composed of five sessions of fifty-five minutes each.

These five lessons will not be taught, but they are intended to be implemented at an Andalusian secondary school (Jabalcul high school). It is an urban school located in a lower-middle class neighborhood, which is not far from the city center. Most of the students attending this school belong to a lower-middle or middle class background, and, in general, the academic environment found in this school is quite good.

Since 2009, the school is part of the regional government's initiative to foster the development of the student's communicative competence in at least one foreign language, that is, *The Plurilingualism Promotion Plan*. Students can choose whether they want to participate in this programme or not. If they choose to be part of it, they will take several subjects in their mother tongue, and some others in the foreign language, in this case, English. The result of this programme has been very positive throughout all these years. Furthermore, this high school is also an ICT school, which facilitates the students' acquisition of new contents, both in English and Spanish, with the aid of computers.

As mentioned above, this high school became a bilingual high school in 2009. Since then, one grade per year has been included within the bilingual programme. In other words, in 2009, there was only one bilingual grade, namely, the first grade of CSE. However, now, in 2015, all the courses taught in this high school are part of the bilingual programme -from the first grade of the CSE to the second grade of Non-Compulsory Secondary Education-.

Jabalcul high school not only promotes bilingualism in a classroom environment, but also immersion programmes abroad, where students can improve

their English skills in an English-speaking country. English culture is also well promoted in this high school. For example, let us consider 'Halloween'. Students took part of a contest in which they had to decorate their classroom according to a topic provided by the members of a board. Students investigated the origin of Halloween, and also the origin of their topic. Moreover, they had to decorate their classroom with this motif. For instance, the first grade of CSE had to decorate their classroom with black cats. They learned about this Halloween symbol and to work together as a team as well.

As previously stated, these five lessons have been designed on the basis of a linguistic subject (English as a foreign language). Moreover, the planning process has been aimed at a group of students in the fourth year of CSE. The contents covered in the five sessions target 'Real English' expressions related to the contents of the book they are working with, and their knowledge and abilities to use computers.

Regarding the students, the class is composed of about thirty learners in the fourth grade of CSE. All of them have been part of the bilingual programme for at least the three previous years of Compulsory Secondary Education. However, some of them studied in a bilingual primary school so that they have a higher level of proficiency in English. Nonetheless, the level of proficiency of English of all the students is almost homogenous, and it may be equivalent to a B1 level, taking into consideration the CEFR. In order to attain the established objectives, many adaptations have to be made by teachers. Nevertheless, the material designed for these sessions is completely original, so the adaptations have already been made through the design process.

Vis-à-vis the high school facilities, the classrooms are provided with overhead projectors which allow students to observe what teachers and language assistants do on their computer. There are also loud-speakers so that learners can do listening activities, watch videos, and so on. And finally, teachers can work with an electronic blackboard that is also connected to the computer. As there are not enough computers for all the students, they will have to move to the Computer Lab to work with the wiki when learning 'Real English' vocabulary. Nevertheless, students also have books and follow the traditional learning process although they work with new technologies.

Concerning the number of teaching periods, students of 4th grade of CSE have four lessons per week. All these sessions are taught in English. Finally, it has to be mentioned that students will have previously dealt with the main topics of these sessions, that is, with description of people, feelings, animals and parts of the body. However, they will have not dealt previously with texting messages in a very informal way, but as they will work on a topic about codes and spies, it would be a good idea to include this topic under this heading.

3.4. Objectives and Competences

Didactic Objectives	Stage Objectives	Foreign Language Objectives	Competences
1. To know what 'Real English' is and recognise some of these words and expressions.			
2. To incorporate these 'Real English' expressions into your lexicon.			-Communication in their mother tongue - Communication in foreign languages
3. To make communicative exchanges by using this kind of vocabulary.	a), b), c), d), g), i), j), l) (Royal Decree 1631/06 of December 29 th)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (Royal Decree 1631/06, Decree 231/07 & Order of August 10 th , 2007)	- Mathematical competence and basic competences in science and technology - Digital competence
4. To use new technologies to have access to 'Real English'.			- Learning to learn
5. To know how a wiki works and to be able to work co-operatively with one.	a), b) [Decree 231/07 of July 31 st (Andalusia)]		- Social and civic competences - Sense of initiative and entrepreneurship
6. To work individually, in pairs or in small groups, on the activities originally designed to learn 'Real English' vocabulary and that can be found in a wiki created by the teacher.			- Cultural awareness and expression

Table 3. Interaction of all the objectives and competences

As can be observed in the table above, there are three types of objectives that need to be considered in order to implement this Didactic Unit. Firstly, one should take into consideration the objectives of the stage, that is, the objectives concerned to those of the fourth grade of Compulsory Secondary Education. Within this category, the followings objectives are stated:

LOE 2/2006 of May, 3rd, and Royal Decree 1631/06 of December, 29th

a) To assume their duties responsibly, get to know and exercise their rights respecting others; to practice tolerance, cooperation and solidarity and to use dialogue in order to consolidate human rights as the key principles of a pluralistic and democratic society.

- b) To get into the habit of working individually and cooperatively, of showing effort and becoming responsible in one's studies and to recognise these as necessary variables to succeed in school tasks and as a means of personal growth.
- c) To assess and respect both the differences between sexes and the principle of equal rights and opportunities between them. To reject any kind of stereotyping that might imply man-woman discrimination.
- d) To develop affective capacities within all possible spheres of their personality and social relationships, together with attitudes completely opposed to any kind of violence, prejudices and sexist stereotypes, and favouring a peaceful resolution of conflicts.
- e) To develop a number of basic skills when using different sources of information in order to, with critical awareness, acquire new knowledge. Also, to build up basic skills in order to use the new technologies of information and communication.
- g) To develop attitudes of self-confidence, critical awareness, personal initiative, cooperation, curiosity and interest; to foster learning-to-learn strategies and also skills to plan, take decisions and assume responsibilities.
- i) To acquire a basic communicative competence in at least one foreign language in order to understand and produce foreign language messages.
- j) To become familiarised with and appraise the elements and basic traits of both their natural, social, historical, cultural and artistic heritage and also that of others.
- l) To value artistic creation and also to understand and use the different modes of expression and representation of the distinct arts.

Decree 231/07 of July 31st (Andalusia)

- a) To develop skills in order to get in touch in other people and take part in group-work activities showing tolerant and supportive attitudes, devoid of inhibitions and prejudices.
- b) To interpret and produce adequate, autonomous and creative messages, through the exercises, involving the use of artistic, scientific or technical codes.

Secondly, one should bear in mind the objectives of the subject, in this case, the objectives of the English subject itself. Among them, we can find the following:

Royal Decree 1631/06, Decree 231/07 and Order of August 10th, 2007

1. To comprehend global and specific information from oral texts intended for diverse communicative situations, adopting an attitude of respect and co-operation.
2. To be able to produce oral texts and interact in the course of familiar communicative events not only comprehensibly and adequately but also with a certain degree of autonomy.

3. To comprehend written texts previously adapted to students' proficiency level, interests and needs with the idea of scanning and skimming through them, appreciating their value as sources of information, enjoyment and pleasure, and also personal growth.
4. To produce brief and simple written texts aimed at different purposes and built upon distinct topics, making use of the appropriate cohesive and coherent devices.
5. To make an accurate use of the phonetic, lexical, structural and functional components of the FL in real communication contexts.
6. To develop learning to learn strategies; to be able to apply L1 knowledge and communicative skills when trying to learn a new language. To reflect upon one's learning processes.
7. To utilise learning strategies and every single means at their disposal, including new technologies of information and communication, in order to obtain, select and offer oral and written information.
8. To appreciate the value of languages as both learning tools and sources of distinct types of information.
9. To assess FLs -and languages, in general- as an instrument to gain access to other cultures, people and countries, eliminating any sort of cultural and linguistic stereotype.
10. To show a receptive approach towards L2 learning and to develop a self-confident attitude in one's own capacity to learn and use a foreign language.

And, thirdly, one should highlight those objectives related to this Didactic Unit. These are the didactic objectives and they have been originally created and chosen, as they have not been stated before. Thus, these objectives are original and they are not included within any official document. The ones chosen to fulfil the role of didactic objectives are the following ones:

1. To know what 'Real English' is and recognise some of these words and expressions.
2. To incorporate these 'Real English' expressions into your lexicon.
3. To make communicative exchanges by using this kind of vocabulary.
4. To use new technologies to have access to 'Real English'.
5. To know how a wiki works and to be able to work co-operatively with one.
6. To work individually, in pairs or in small groups on the activities originally designed to learn 'Real English' vocabulary and that can be found in a wiki created by the teacher.

Once the review of the main objectives considering the grade, the course and the Didactic Unit has been made, let us consider the key competences that students are going to develop when working on this lesson plan. The key competences we are going to consider are the ones included within the Common European Framework of Reference of Modern Languages. They are considered to be eight competences and they are the ones found below:

- Communication in their mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

After considering the justification, contextualisation, and objectives and competences of this Didactic Unit, we should take into account the contents that are included within it. They can be found in the following section of this chapter.

3.5. Contents

Concerning the contents of this Didactic Unit, we should remember that the main topics which it comprises are included in the students' curriculum. Students will review the vocabulary contents of some of the topics they can find in their book (*Challenge for ESO 4*). The contents covered in this Didactic Unit involve a distinction between the five competences identified by the CEFR: linguistic awareness and reflection upon the language, reflection upon one's learning, and socio-cultural aspects and multicultural awareness. These contents are fleshed out in three tables according the four categories stated above.

Listening, Speaking and Interacting	Reading and Writing
- Exchanging information with their partners in class - Producing oral messages related to the topic under study	- Skimming and scanning a text in order to identify 'Real English' expressions - Reading a text in order to complete some comprehension questions, such as multiple-choice

- Listening to a song, a TED talk and episodes of series in their original version (English) - Recognising words or expressions considered as part of 'Real English' vocabulary - Writing a diary in order to interact with their classmates using as many 'Real English' expressions as possible	- questions or true or false questions - Describing people using the 'Real English' expressions studied - Completing a text, creating the dialogues of a comic and writing some compositions related to the topic under study - Rearranging the paragraphs of a text so that it makes sense - Compiling a glossary of 'Real English' expressions - Writing a diary in order to interact with their classmates using as many 'Real English' expressions as possible
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Table 4. Linguistic competences

Linguistic Awareness and Reflection upon the Language			
Functions	Grammar	Vocabulary	Phonetics
- Listening to native speakers of English - Talking like native speakers of English - Describing people - Identifying 'Real English' expressions without the aid of the teacher - Compiling a glossary of 'Real English' expressions - Interacting with other classmates through a diary	- Present simple - Present continuous - Past simple - Past continuous - Present perfect - Present perfect continuous	- Animals - Parts of the body - Adjectives to describe people - Adjectives to express feelings - Abbreviations to write text messages and e-mails	- Pronunciation of all the new words and expressions learnt during the sessions

Table 5. Linguistic awareness and reflection upon language

Reflection upon One's Learning	Socio-cultural Aspects and Multicultural Awareness
- Participating in pair and group work - Developing autonomy and independence - Accepting errors as an integral part of a foreign	- Appreciating the foreign language in order to communicate - Respecting other cultures

language learning process	- Being aware of the existence of a culture behind a language
- Correcting themselves and among themselves in oral and written texts	- Being aware of the existence of such an informal language in another language
- Acquiring learning-to-learn strategies	- Being aware of the possibilities a computer offers in the classroom environment
- Acquiring knowledge and abilities to deal with new technologies	- Raising awareness about the advantages of using the Internet to have access to oral and written information in the foreign language

Table 6. Reflection upon one's learning, and socio-cultural and multicultural aspects

This Didactic Unit can be considered a complete and original one, as it addresses several interesting topics and with many activities which promote interaction among students and with the teacher, the computer and the students. In order to have a more detailed idea of this Didactic Unit, a table will be provided for each session with relevant information (see sections 3.7. and 3.10.).

3.6. Interdisciplinarity and cross-curricular issues

In addition to the set of contents previously mentioned, we, as teachers, should also consider interdisciplinarity and cross-curricular issues as other important aspects to take into account when planning a Didactic Unit. Regarding the former one, interdisciplinarity, we should be aware of the fact that these topics are closely connected to other subjects in the curriculum, such as Spanish Language and Computer Science. Our Didactic Unit is connected to Spanish Language, as students can and need to compare the English vocabulary to its equivalent translation in Spanish, in order to make sure that they understand the meaning of a given word. It also ties in with Computer Science, as students are required to have knowledge related to new technologies in order to surf the Internet, look for information there and work with the wiki. Nonetheless, the subject in which this Didactic Unit is going to be taught is in English as a Foreign Language.

As far as cross-curricular issues are concerned, this unit will have a close connection with three other areas in the curriculum:

- Multicultural Education: students will learn the cultures of those countries where English is spoken.
- Moral and Civic Education: students will learn and respect other cultures as well as their main moral and social values.

- Education for Peace: they will work co-operatively in pairs or small groups throughout the five sessions, and especially in the final project.

These contents are not explicitly included within the lesson plan. However, they are worked on throughout the whole Didactic Unit and the different activities designed for it. The activities are included in section 3.10.

3.7. Materials and timing

This Didactic Unit is composed of five sessions of fifty-five minutes each. As the students of the fourth grade of Compulsory Secondary Education only have four English sessions per week, these sessions are intended to be implemented at the very end of the topic to which they are related. In other words, at the end of the first topic, students will work on the first session of this Didactic Unit, and so on.

The main material students are going to use is the computer, and thus, Internet connection is required to access the wiki in which all the activities designed are included. Students will also need loud-speakers to listen to the different videos and songs, and an LCD projector and whiteboard in order to pay attention to the teacher's instructions, comments and tips. A clear and detailed version of the timing and materials can be consulted in the following tables.

SESSION 1		
Activity	Materials	Timing
Reading Comprehension + True or False Activity 1	LCD Projector, Whiteboard, Computer, Internet Connection	10'
Reading Comprehension + True or False Activity 2	LCD Projector, Whiteboard, Computer, Internet Connection	10'
TED Talk + Creating Words Activity	LCD Projector, Whiteboard, Computer, Internet Connection, Speakers	20'
Story Piecing	LCD Projector, Whiteboard, Computer, Internet Connection	15'

Table 7. Session 1 - Timing and materials

SESSION 2

Activity	Materials	Timing
Reading Comprehension + True or False Activity	LCD Projector, Whiteboard, Computer, Internet Connection	15'
The Simpsons	LCD Projector, Whiteboard, Computer, Internet Connection, Speakers	30'
Describing Famous People	LCD Projector, Whiteboard, Computer, Internet Connection	10'

Table 8. Session 2 - Timing and materials

SESSION 3		
Activity	Materials	Timing
Friends	LCD Projector, Whiteboard, Computer, Internet Connection, Speakers	25'
Reading Comprehension	LCD Projector, Whiteboard, Computer, Internet Connection	15'
Multiple-Choice Activity	LCD Projector, Whiteboard, Computer, Internet Connection	5'
Continuing a Text	LCD Projector, Whiteboard, Computer, Internet Connection	10'

Table 9. Session 3 - Timing and materials

SESSION 4		
Activity	Materials	Timing
House	LCD Projector, Whiteboard, Computer, Internet Connection, Speakers	25'
Jigsaw Text + Reading Comprehension	LCD Projector, Whiteboard, Computer, Internet Connection	10'
Multiple-Choice Activity	LCD Projector, Whiteboard, Computer, Internet Connection	5'
Writing a Composition	LCD Projector, Whiteboard,	15'

	Computer, Internet Connection	
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Table 10. Session 4 - Timing and materials

SESSION 5		
Activity	Materials	Timing
Reading Comprehension + True or False Activity	LCD Projector, Whiteboard, Computer, Internet Connection	15'
Song - All of me	LCD Projector, Whiteboard, Computer, Internet Connection, Speakers	15'
Looking For More REE	LCD Projector, Whiteboard, Computer, Internet Connection, Speakers	10'
Writing a Composition	LCD Projector, Whiteboard, Computer, Internet Connection	15'

Table 11. Session 5 - Timing and materials

3.8. Methodology

In line with what was said in the literature review chapter (see chapter 2), this Didactic Unit was designed following the patterns of both the Lexical Approach (see section 2.2.) and CALL (see section 2.3.). The main aim of this lesson plan is for students to learn useful 'Real English' vocabulary and incorporate it to their lexicon, as well as to be able to retrieve it whenever and wherever with the aid of computers.

Above all, this Didactic Unit has been designed around the students, that is to say, it is learner-centred. It is based on the students and for the students. The teacher's role is that of 'facilitator', so that (s)he guides the students and helps them with any problem they may have. Moreover, it promotes learners' autonomy and independence so that they can continue learning 'Real English' vocabulary on their own and outside the classroom (learning-to-learn strategies). Furthermore, students will learn how to work co-operatively, setting aside competitiveness among themselves. Working as a team to achieve a common goal will benefit them in many aspects, such as respecting other people's views and opinions, and interacting with them.

Besides, students will develop their skills to deal with computers and other digital tools. And more importantly, they will learn meaningful vocabulary that they will use it as part of their everyday vocabulary. As in the case of interdisciplinarity and

cross-curricular issues (see section 3.6.), these methodological principles are implicitly included in the Didactic Unit.

3.9. Anticipated problems or difficulties

Although the activities of this Didactic Unit have been designed following the objectives and contents of the English subject in the curriculum of the fourth grade of Compulsory Secondary Education, there may be some problems or difficulties when implementing them. Among the main problems or difficulties that we, as teachers, should take into consideration in order to solve them and provide a non-stressful learning process, we can find the following ones:

- Difficulty of the term 'Real English' vocabulary and the use of the wiki to deal with it.
- Difficulty of the texts proposed for the reading part of the sessions and unfamiliarity with the key vocabulary in them.
- Impossibility of storing these expressions and thus, incorporating them to our lexicon.
- Ambiguity of some sentences in any *True or False Activity* or in any *Multiple-choice Activity*.
- Difficulty to understand the videos and the song.
- Possible glitches with the computers, Internet connection and the LCD projector.

3.10. Step-by-step planning

As mentioned previously in this chapter, this section is devoted to the development of the activities of each session. They will be explained and illustrated in order to have a general overview of them. Each session has activities to work on the reading, listening, writing and interaction competences. The speaking competence is not worked on as much as it should be, as students have an hour per week in their schedule just for speaking practice. Nonetheless, the activities and their results will be explained and corrected orally in class, and there will be a little more time for oral practice with a little debate about a given topic if there is enough time.

3.10.1. Session 1

SESSION 1	
TOPIC	TIMING
Animals	55'

Table 12. Session 1 - Topic and timing

SESSION 1		
Activity	Classroom arrangement	Timing
Reading Comprehension + True or False Activity 1	Student	10'
	Students - Students	
	Teacher - Students	
Reading Comprehension + True or False Activity 2	Student	10'
	Students - Students	
	Teacher - Students	
TED Talk + Creating Words Activity	Student	20'
	Students - Students	
	Teacher - Students	
Story Piecing	Student	15'
	Teacher - Students	

Table 13. Session1 - Activities and classroom arrangement

1. Reading Comprehension and True or False Activity 1

The concept of 'Real English' will have been introduced to students in the previous session as well as all the information related to the wiki. Thus, students will start this session by reading to the following text. Once they have read it, they will have to underline these expressions and try to provide an equivalent translation to Spanish; if it is not possible, they will interpret them. In order to check whether or not they have understood the text and the meaning of these five expressions, they will answer a *True or False Activity* based on this text.

Text 1

"Anne is a student from a high school in the province of Jaén. She is studying the fourth grade of Compulsory Secondary Education. She is a very good student, but she

*cannot speak in English -she is embarrassed when she has to talk in another language and in front of unknown people-. But she does her best and passes her exams. One day, her high school organised an exchange programme with students from other high schools in the UK. She thought that it could be awesome for her improvement of English. Nonetheless, when she found out that she had to speak in front of a board in English in order to get a place, she **chickened out**. Everybody encouraged her **to kill two birds with one stone** and overcome her fears. After some days considering it, she **got back on the horse** and prepared her speech. Once her speech was over, everybody was impressed with her -she had improved her English a lot -, and '**you are top dog**' was heard all over the classroom. Her friends gave her **bear hugs** and kisses. Now, she is in the UK improving her English even more."*

[Originally designed activity]

True or False Activity 1

- "1. Anne is a very good English student.*
- 2. She has always wanted to participate in the student exchange programme.*
- 3. She always passes her English exams.*
- 4. Finally, she decided not to participate in the student exchange programme.*
- 5. Everybody told her that she did an awful interview.*
- 6. Her friends called her bear.*
- 7. She was afraid of talking in English in public.*
- 8. She didn't really kill two birds.*
- 9. She has never been to the UK.*
- 10. Everybody called her names after the interview.*

[Originally designed activity]

2. Reading Comprehension and True or False Activity 2

The second activity of this session is quite similar to the previous one. Students will read another text and they will have to identify some expressions and provide an equivalent translation. After the text, students will have to complete a *true or false activity* based on the text previously read.

Text 2

*"It was Paul's birthday. His mom had prepared a fantastic cake for him and his friends. Three hours before the beginning of the party, the cake disappeared. Paul's brother, Jack, was **bitten by the bug** and he **pigged out**. Paul and his mom were very angry. When they asked Jack, he didn't speak, so his mom asked him: **has the cat got your tongue?** Paul accused him of being a **scaredy-cat** because he wasn't confessing what he did. Jack exploded and told his mom that his brother was a **copycat** because he had cheated on his exam. Paul told Jack to **hold his horses!** He was being a **stool-pigeon**. That wasn't the question at that moment -they are always **fighting like cat and dog**. But Jack and Paul's mom was so angry that she told both of them off and the birthday party was called off."*

[Originally designed activity]

True or False Activity 2

- 1. A bug bit Paul.*
- 2. Jack ate too much cake.*
- 3. Jack wasn't able to talk because he didn't want to be told off by his mom and his brother.*
- 4. Jack isn't a coward.*
- 5. Paul never cheats on his exams.*
- 6. Paul was given a horse as a birthday present.*
- 7. The party wasn't cancelled.*
- 8. Jack and Paul's cat and dog fought during the party.*
- 9. Jack told his mom his brother's secret.*
- 10. Paul and Jack weren't punished for what they did.*

[Originally designed activity]

3. TED Talk and Creating Words Activity

Students will listen to McKean talking about how words are created or reinterpreted to face our necessities. It is a seven-minute long video. This video can be consulted in the TED Talk Platform or Webpage or at the following link https://www.ted.com/talks/erin_mckean_go_ahead_make_up_new_words. Students will listen to it twice, the first time without the transcript and the second one with it. Once they have listened twice to the video, students will be asked to write down as

many 'new words' as they can remember. After that, they will work in pairs to create new ones according to the different ways of creating words that McKean suggested.

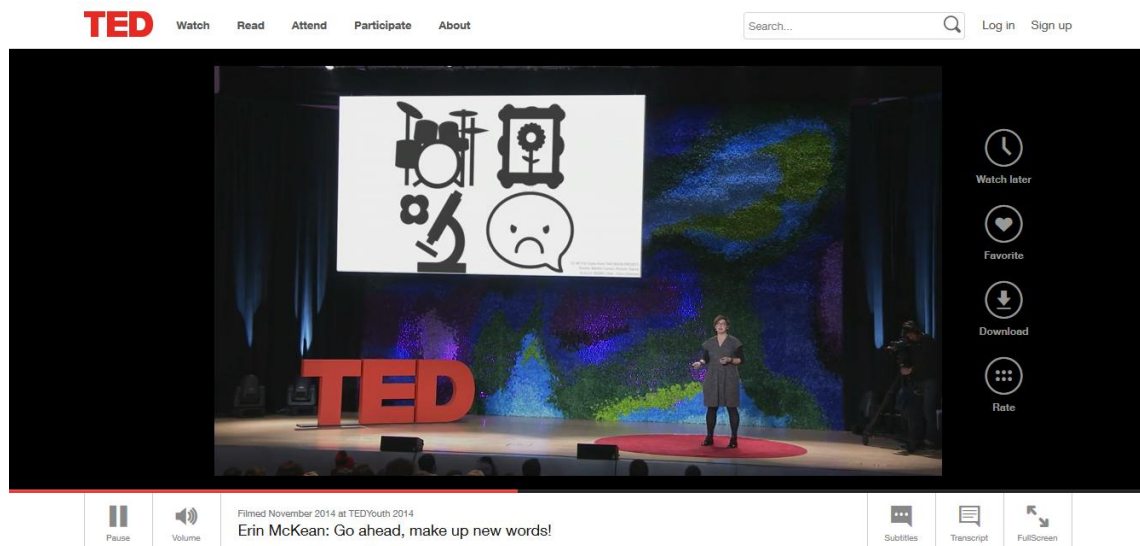


Figure 1. Screenshot TED talk 1

Subtitles and Transcript

Select language

English

0:11 I'm a lexicographer. I make dictionaries. And my job as a lexicographer is to try to put all the words possible into the dictionary. My job is not to decide what a word is; that is your job.

0:25 Everybody who speaks English decides together what's a word and what's not a word. Every language is just a group of people who agree to understand each other. Now, sometimes when people are trying to decide whether a word is good or bad, they don't really have a good reason. So they say something like, "Because grammar!" (Laughter) I don't actually really care about grammar too much -- don't tell anybody.

0:51 But the word "grammar," actually, there are two kinds of grammar. There's the kind of grammar that lives inside your brain, and if you're a native speaker of a language or a good speaker of a language, it's the unconscious rules that you follow when you speak that language. And this is what you learn when you learn a language as a child. And here's an example: This is a wug, right? It's a wug. Now there is another one. There are two of these. There are two ... Audience: Wugs. Erin McKean: Exactly! You know how to make the plural of wug. That rule lives in your brain. You never had to be taught this rule, you just understand it. This is an experiment that was invented by a professor at [Boston University] named Jean Berko Gleason back in 1958. So we've been talking about this for a long time.

1:36 Now, these kinds of natural rules that exist in your brain, they're not like traffic laws, they're more like laws of nature. And nobody has to remind you to obey a law of nature, right? When you leave the house in the morning, your mom doesn't say, "Hey, honey, I think it's going to be cold, take a hoodie, don't forget to obey the law of gravity." Nobody says this. Now, there are other rules that are more about manners than they are about nature. So you can think of a word as like a hat. Once you know how hats work, nobody has to tell you, "Don't wear hats on your feet." What they have to tell you is, "Can you wear hats inside? Who gets to wear a hat? What are the kinds of hats you get to wear?" Those are more of the second kind of grammar, which linguists often call usage, as opposed to grammar.

2:27 Now, sometimes people use this kind of rules-based grammar to discourage people from making up words. And I think that is, well, stupid. So, for example, people are always telling you, "Be creative, make new music, do art, invent things, science and technology." But when it comes to words, they're like, "Don't! No. Creativity stops right here, whippersnappers. Give it a rest." (Laughter) But that makes no sense to me. Words are great. We should have more of them. I want you to make as many new words as

Figure 2. Screenshot TED talk 2

Creating Words Activity

Stealing words from other languages

Compounding

Blending

Functional shift

Backformation

Putting the first letter of several words together

[Originally designed activity]

4. Story Piecing

In the last activity of this session, students will work with a comic. The comic does not have any bubbles with text about the story. Moreover, the scenes are not ordered. Hence, students will have to order them and create as many bubbles and texts as they want. The only instruction given is that they have to use some of the 'Real English' expressions learnt during the session. In case they do not have enough time to finish the activity in class, it will be assigned as homework. The comic has been created online (<http://www.pixton.com/es/create/comic/dfoo5agn>).



Figure 3. Comic 1



Figure 4. Comic 2



Figure 5. Comic 3

[Originally designed activity]

3.10.2. Session 2

SESSION 2	
TOPIC	TIMING
Adjectives to describe people	55'

Table 14. Session 2 - Topic and timing

SESSION 2		
Activity	Classroom arrangement	Timing
Reading Comprehension + True or False Activity	Student	15'
	Students - Students	
	Teacher - Students	
The Simpsons	Student	30'
	Students - Students	
	Teacher - Students	
Describing Famous People	Student	10'
	Students - Students	
	Teacher - Students	

Table 15. Session 2 - Activities and classroom arrangement

1. Reading Comprehension and True or False Activity

Following the structure of the previous session, students are going to work with a text again in this unit. They will read a text and identify some 'Real English' expressions. They will also try to provide an equivalent translation to these expressions. After the text, students will face a *true or false activity* where they will check whether or not they have understood the text and the expressions.

Text

"+ Hi Maci. Guess what!

- Hi Julie. What's up?

*+ I've met **a one-off** boy. He is **picture-perfect**.*

*- Really? So, is he a **hottie**?*

*+ Oh yeah! You should see him! He is **mind-blowing**. I'm crazy about him.*

*- **Terrific!** And where did you meet him? Tell me more about him.*

*+ I met him in Ethan's party. I was introduced to him and we were talking for a long time; but, then, Ethan came and he ruined everything. He is such a **killjoy!***

*- What did he do? He's always doing things like that. **It's getting old!***

*+ He started saying that I was a **moocher** and all I wanted was to have a boyfriend so that he could pay everything on the dates.*

*- Oh honey, don't worry! **You are a star! You are a keeper!** And I'm sure he realised that.*

*+ Thanks, sweetie! **You are something else!** I don't know what I would do without your friendship.*

*- Oh, come on! Don't be so **touchy-feely!** **We rock!** And you know it! Hahaha"*

[Originally designed activity]

True or False Activity

1. Julie has met the handsome boy who appears in a picture.

2. Maci is a rock star.

3. Ethan is always ruining all the parties he goes to.

4. Maci gives support to Julie because she thinks that this new guy is not going to call her anymore.

5. Maci says that Julie is a very sentimental girl.

[Originally designed activity]

2. The Simpsons

Again, continuing with the structure of the previous session, students will listen to an English video; in this case, an episode of *The Simpsons* -episode 355, season 16, *Home away from Homer*- (<http://allmyvideos.net/xd3d2d5wd7a7>). Students will listen to it in English with the aid of the English subtitles. They will have to identify as many 'Real English' expressions as possible. After listening to the full episode, students will comment on how many 'Real English' expressions they have found, their meanings and their equivalent translations to Spanish, if possible.



Figure 6. Screenshot *The Simpsons*

[Originally designed activity]

3. Describing Famous People

In this activity, students will choose one of the famous people who appear in the collage. Then, they will create a brief description of him/her using as many 'Real English' expressions as possible. Once they have created these descriptions, the rest of the classmates will try to guess who the character described is.



Figure 7. Famous people collage

[Originally designed activity]

3.10.3. Session 3

SESSION 3	
TOPIC	TIMING
Codes & Spies	55'

Table 16. Session 3 - Topic and timing

SESSION 3		
Activity	Classroom arrangement	Timing
Friends	Student	25'
	Students - Students	
	Teacher - Students	
Reading Comprehension	Student	15'
	Students - Students	
	Teacher - Students	

Multiple-Choice Activity	Student	5'
	Students - Students	
	Teacher – Students	
Continuing a Text	Student	10'
	Teacher - Students	

Table 17. Session 3 - Activities and classroom arrangement

1. Friends

Students will watch a full episode of the TV series *Friends* -Episode 99, season 5, *The one with all the kissing*- (<http://allmyvideos.net/dc8fmdku2rgp>). Here, there are some great 'Real English' expressions which they will have to identify, and as in the case of the episode from *The Simpsons*, they will have to tell the rest of the class the meaning of these expressions as well as their equivalent translations, if possible. Again, students will listen to it in English, with English subtitles too.



Figure 8. Screenshot *Friends*

[Originally designed activity]

2 and 3. Reading Comprehension and Multiple-Choice Activity

Students will have to identify thirteen expressions and will try to guess their meanings, by looking them up on the Internet. After reading the text, they will have to complete a multiple-choice activity in order to check the meanings of some expressions of the texts and to confirm expectations. Some new expressions will be added in this activity, but they are very easy. Thus, they will not have any difficulty to learn more 'Real English' expressions in this session.

Text

+ Hi **bestie!** How R U? R U **F9**? I haven't heard from you in while... Hope U aren't in **a catch-22!** **JK!** I have news. Can't **W8** to tell U! **TMB! 831!**

- Hi girly! I'm **F9**, just tired. And U? **TGIF** and I have time to go out and have a coffee. What's new? Have you met a man and now he is your boyfriend? **JK!** **Buzz me** if you can meet me. I'm available **24/7. HAND!**

+ You are such an idiot! **GAL!** Anyway, **YMMD!** I'll meet you at 5 pm in the café. **Catch ya later! GBH!**

[Originally designed activity]

Multiple-Choice Activity

1. 'Gonna' is the abbreviated form of...

a) going to **b)** going on a

2. What is the meaning of 'AW' in the sentence Thanks for the gift, it's AW!?

a) awful **b)** awesome

3. 'Wanna' is the abbreviated form of...

a) want to **b)** want a

4. What is the meaning of '10q' in the sentence 10q for coming to the party!?

a) Ten questions **b)** Thank you

5. 'LOL' is the acronym for...

a) Laugh Out Loud **b)** Live Our Life

[Originally designed activity]

4. Continuing a text

In this case, students will have to continue a text using as many 'Real English' expressions as possible. A brief context has been created in order to make the students aware of the situation. Then, the beginning of the text, which is a conversation -text messages- is also provided.

Ian is waiting for Josh at the school. As Josh doesn't appear, Ian sends a text message to him. Reproduce the conversation between these two friends.

Hey dude! What's wrong with U?...

[Originally designed activity]

3.10.4. Session 4

SESSION 4	
TOPIC	TIMING
Parts of the Body	55'

Table 18. Session 4 - Topic and timing

SESSION 4		
Activity	Classroom arrangement	Timing
House	Student Students - Students Teacher - Students	25'
Jigsaw Text + Reading Comprehension	Student Students - Students Teacher - Students	10'
Multiple-Choice Activity	Student Students - Students Teacher - Students	5'
Writing a Composition	Student Teacher - Students	15'

Table 19. Session 4 - Activities and classroom arrangement

1. House

In order to work on listening competence, students will listen to and watch an episode of *House* -episode 11, season 2, *Need to know-* (<http://allmyvideos.net/jo87ihl7azxs>). As the full episode lasts forty-two minutes, students will only listen to the first twenty or twenty-two minutes. As in the previous listening exercises, students will have to identify some 'Real English' expressions and

their meanings, and also their equivalent translations, if possible. They will listen to it in English, with English subtitles too.



Figure 9. Screenshot *House*

[Originally designed activity]

2 and 3. Reading Comprehension and Multiple-Choice Activity

As in previous sessions of this Didactic Unit, there is a reading comprehension activity. The text provides a context for the thirteen 'Real English' expressions that it contains. Students will have to identify them and, as usual, try to guess their meanings and their equivalent translations to Spanish, when possible. The only difference of this text is that it is jumbled, so before reading and identifying the expressions, students will have to order it. Here, the text does not appear disordered in order to facilitate its reading. After the reading of the text, they will complete a multiple-choice activity whose main aim is to confirm expectations about whether or not students have understood the meanings of some of the expressions that appear in the text.

Text

*"Adam is in his senior year. So, as he wants to go to the University, he is putting in lots of **elbow grease**. He is fighting with **tooth and nail** to get an A grade in each exam he takes. But he **has his fingers in too many pies**, so he is **in over his head**. Everybody is trying to **keep him on his toes** so that he doesn't fail his exams. But he **turns a blind eye** and continues in the same way. Nonetheless, things are going to change a little bit now because he is **head over heels**; so he has no time to study so hard. He is going to **play it by ear** in his exams if he really wants an A grade on them, or*

ask his friends to **throw him a bone**. If he gets it, it would be **music to my ears** and I would have **my eyes out on stalks**. If so, his friends wouldn't **laugh their heads off** because Adam would have had succeeded, and they would **eat their hearts out!**"

[Originally designed activity]

Multiple-Choice Activity

1. A. I passed my exam! B. ...

a) That's music to my ears! b) What a pity!

2. If you want to pass your exams, you have to put in...

a) elbow grease b) elbow greese

3. Have you heard the new gossip? You're going to have your...

a) eyes out on stalks b) eyes out of your face

4. I have met David Guetta! ...

a) Eat your heart out! b) Eat your head out!

5. I saw my ex-boyfriend in the street, but I didn't want to talk to him. so, I...

a) turned a big eye b) turned a blind eye

[Originally designed activity]

4. Writing a Composition

Students will have to write a composition so that they can practise the expressions they have learnt during the session. In this case, students are not given any extra instructions to develop this activity, that is, they can write about any topic they want to talk about using as many 'Real English' expressions as possible.

"Write a composition using as many 'Real English' expressions as possible (100-120 words)."

[Originally designed activity]

3.10.5. Session 5

SESSION 5

TOPIC	TIMING
Expressing Feelings	55'

Table 20. Session 5 - Topic and timing

SESSION 5		
Activity	Classroom arrangement	Timing
Reading Comprehension + True or False Activity	Student	15'
	Students - Students	
	Teacher - Students	
Song - All of me	Student	15'
	Students - Students	
	Teacher - Students	
Looking For More REE	Student	10'
	Students - Students	
	Teacher - Students	
Writing a Composition	Student	15'
	Teacher – Students	

Table 21. Session 5 - Activities and classroom arrangement

1. Reading Comprehension and True or False Activity

Again, students will work with a text that contains thirteen 'Real English' expressions. Students will read it and will identify and underline the expressions. As in the previous reading comprehension activities, they will also have to identify and express their meanings and their equivalent translations, if possible. After reading the text, students will complete a true or false activity where they will check whether or not they have understood the text and the expressions contained within it.

Text

+ Hi Kate! How was your trip? Have you come home **safe and sound**? I'm **sick and tired** of studying and I've missed you.

- Hi John! I've missed you too! It was amazing! I'm still **over the moon**! But I'm **beat** and I don't feel very well. I think I'm getting a cold. How was your weekend here preparing the exams?

+ It was awful. I'm **brain-dead** and **swamped** because I had to study hard for a lot of exams. I **got cold feet** for not going with you to the countryside.

- Ouch! Stay **cool, calm and collected**! You will pass all of them! I'm sure about it. And don't worry about the trip, we'll go again as soon as you finish your exams and we'll have a perfect and lovely weekend together.

+ Don't **get my hopes up**! You won't want to go again!

- I promise I will go with you! Because I'm **hung up you** and I love you to pieces!

+ Oh! **You rock my world** babe! I have to go, I have to study. **Feel better** and see you tomorrow! Love you!

[Originally designed activity]

True or False Activity

1. John is fed up with studying hard for his exams.
2. Kate has travelled to the moon.
3. John has a brain disease.
4. Kate is rock star known all around the world.
5. Kate has been beaten in a fight.

[Originally designed activity]

2. Song - All of me

In the listening part of this session, students will listen to a song -*All of me* by John Legend- (<https://www.youtube.com/watch?v=450p7goxZqg>). They will listen to it twice, the first time without the lyrics of the song and the second one with them(<http://letras.com/john-legend/all-of-me/>). Again, they will have to identify some 'Real English' expressions and try to guess their meanings and equivalent translations in Spanish.



Figure 10. Screenshot *All of me*

All of me - John Legend

What would I do without your smart mouth
Drawing me in, and you kicking me out
Got my head spinning, no kidding, I can't pin you down
What's going on in that beautiful mind
I'm on your magical mystery ride
And I'm so dizzy, don't know what hit me, but I'll be alright

My head's under water
But I'm breathing fine
You're crazy and I'm out of my mind

'Cause all of me
Loves all of you
Love your curves and all your edges
All your perfect imperfections
Give your all to me
I'll give my all to you
You're my end and my beginning
Even when I lose I'm winning
'Cause I give you all, all of me
And you give me all, all of you

How many times do I have to tell you
Even when you're crying you're beautiful too
The world is beating you down, I'm around through every mood
You're my downfall, you're my muse

My worst distraction, my rhythm and blues
I can't stop singing, it's ringing, in my head for you

My head's under water
But I'm breathing fine
You're crazy and I'm out of my mind

'Cause all of me
Loves all of you
Love your curves and all your edges
All your perfect imperfections
Give your all to me
I'll give my all to you
You're my end and my beginning
Even when I lose I'm winning
'Cause I give you all of me
And you give me all, all of you

Cards on the table, we're both showing hearts
Risking it all, though it's hard

'Cause all of me
Loves all of you
Love your curves and all your edges
All your perfect imperfections
Give your all to me
I'll give my all to you
You're my end and my beginning
Even when I lose I'm winning
'Cause I give you all of me
And you give me all of you

I give you all, all of me
And you give me all, all of you

[Partially originally designed activity]

3. Looking for More REEs

Students will have ten minutes to surf the Internet and look for another song which contains some 'Real English' expressions. They will also have to look for their meanings and their equivalent translations to Spanish. Students will work in pairs and each song will be uploaded on the wiki so that everybody has access to them and to a new range of 'Real English' vocabulary.

"Look for a song (and its lyrics) where you can find 'Real English' expressions. Underline them and provide their equivalent translation to Spanish, as well as more examples for them."

[Originally designed activity]

4. Writing a composition

In order to practise the expressions learnt during this session, students will face another writing task. Again, they will have to create a composition using as many 'Real English' expressions as possible.

"Write a composition describing your feelings and emotions about a relationship you are in or about something you really like. Use as many 'Real English' expressions as possible (100-120 words)."

[Originally designed activity]

3.11. Attention to diversity

When there is a group of students with different learning paces and learning abilities, it is essential to cater for diversity in the classroom. In order to foster an adequate environment among all the students, the following measures of attention to diversity are considered:

- Grouping students. Weak students or students with difficulties to learn English will be paired or put into small groups with strong students or students with an advanced level of English. Thanks to this way of grouping, weak students will learn and enjoy the learning process to a greater extent, and if they achieve the main objectives proposed, their self-confidence will increase.
- Reinforcement activities. A series of activities have been originally designed for those students who may have difficulty when dealing with 'Real English' vocabulary. These activities have a lower level of English, that is, they are easier than the ones proposed for the Didactic Unit. Although the group of students have an almost homogenous level of English, these activities will be taken into account if any learner has any kind of difficulty.
- Extension activities. There are no extension activities designed for those advanced students who finish the activities earlier than his/her classmates. In this case, students will work on their homework.

- Homework. All the students will have extra activities to do at home. These activities will be the same for all the students as they are very easy and they may have the aid of some friends or relatives who can speak English and the aid of the computer, dictionaries and the Internet.

3.11.1. Reinforcement activities

For those students with a lower level of English, some exercises have been adapted, especially the texts. Hence, new texts have been created as well as some activities related to it and to the 'Real English' expressions learnt that appear in the text.

SESSION 1

Students will read the text, underline the 'Real English' expressions they can find and try to guess their meanings, and their equivalent translations, if possible. This text contains five expressions.

*"Mike is **a stool pigeon**! He told everybody that Ross had cheated in his exam. He accused him of being **a copycat**! Both of them **fought like cat and dog**. The rest of their classmates told them to **hold their horses**, because they were friends. Mike gave Ross **a bear hug** and everything was forgotten".*

[Originally designed activity]

They will also complete a multiple-choice activity which contains more 'Real English' expressions. When they finish this activity, and in order to practice these new expressions, students will complete some sentences. The beginning of the sentence is given and students will have to imagine the end.

Multiple-Choice Activity

1. He chickened out of going parachuting.

a) be afraid of doing something b) willing to do something

2. He was dog-tired of studying.

a) very lazy b) really tired

3. She is such a scaredy-cat. She doesn't like climbing.

a) coward

b) liar

4. Has the cat got your tongue?

a) shy to talk

b) not able to speak

[Originally designed activity]

Incomplete sentences

"1. Everybody has a friend who is always dog-tired to...

2. I don't get on well with one friend, we always...

3. I don't like people who are... because...

4. A ... is the best way to solve a problem".

[Originally designed activity]

SESSION 2

In this session, students will read a text, underline the main 'Real English' expressions they find and try to guess their meanings and their equivalent translations as well. This text is again, shorter and easier, although the expressions vary a little bit from the other ones found in this session.

*"Everybody has two friends who are like **chalk and cheese**. One of them is a **hottie** and a very good person. However, the other is a **busybody**, who always wants to know everything. But anytime we decide to do something different, (s)he says (s)he is **down and out** or (s)he is tired. What a **couch potato** and a **killjoy**! Other times (s)he asks you to pay the cost of the new activity. What a **moocher**! However, no matter if they are **quitters** or not; they are our friends and they **are something else!**"*

[Originally designed activity]

If there is extra time, students can revise what they learnt in the previous session by answering to the following questions.

1. How many expressions do you remember with X (any animal)?

2. And their meanings?

3. Can you create a sentence with them?

[Originally designed activity]

SESSION 3

The first reinforcement activity that students are going to work on is a text written in the form of a text messages. It is full of abbreviated and contracted forms of very common words. Students will read it and underline the 'Real English' expressions they find. Once they have found them, and as in the other text of this session, students will have time to surf the Internet and look for their meanings and their equivalent translations to Spanish.

*"Hi! How **R U**? Hope U R ok for our trip! Can't **w8** for it! It's **gonna** be **AW**! I just wanted to know if U can lend me **UR** green T-shirt. I've lost mine! **LOL.10q**! **Text me** to let me know.**CU.HAND.831**."*

[Originally designed activity]

After reading the text and looking for the different expressions, they will order the following text message in order for it to make sense. However, the text does not appear disordered here in order to facilitate its reading.

- "1. Hi! How R U? Hope U R fine. I haven't heard from U for a while.*
- 2. R U gonna come to my party? It's on Saturday! It's gonna be AW!*
- 3. Hope U can make it! Can't w8 to CU!*
- 4. Text me when U know it! CU! XOXO."*

[Originally designed activity]

SESSION 4

In this session, two different texts have been created for weaker students. Students will read both of them and find all the 'Real English' expressions that appear in the texts. Then, they will try to guess their meanings and their equivalent translations to Spanish.

*"Sarah and Lucy wanted to go to Ed Sheeran's concert, and fortunately, there was one in London. That was **music to their ears**! However, getting some tickets was a very*

difficult task. But they fought with **tooth and nail** for two tickets. They got them **by the skin of their teeth**! And when they got the tickets, they **laughed their heads off**, because they were the last ones, and told everybody **to eat their hearts out**! Sarah and Lucy were going to the concert, but the rest weren't."

[Originally designed activity]

"I **was in over my head** because I was on my finals. I had to put in lots of **elbow grease** if I wanted to pass them. But they were very difficult, so I decided to buy the answers to the exams from a classmate. They cost me **an arm and a leg**. Everybody had their **eyes out on stalks** when they found out what I had done. They criticised me, so I asked them to **get off my back**! Everybody has done it sometime in their lives."

[Originally designed activity]

After reading the text and looking the expressions up, students will complete the following multiple-choice activity.

1. A. I passed my exam! B. ...
a) That's music to my ears! **b) What a pity!**
2. I bought the new play station. It cost me...
a) an eye and a leg **b) an arm and a leg**
3. A. You are very lazy! B. ...
a) Get off my back! **b) Get off my head!**
4. If you want to pass your exams, you have to put in...
a) elbow grease **b) elbow greese**
5. Have you heard the new gossip? You' re going to have your...
a) eyes out on stalks **b) eyes out of your face**
6. I got my driving license by...
a) my hair **b) the skin of my teeth**
7. I have met David Guetta! ...
a) Eat your heart out! **b) Eat your head out!**

[Originally designed activity]

SESSION 5

As in previous sessions, and in this session itself, students are going to read a text which expresses a character's feelings. Feelings are expressed through 'Real English' expressions, so students will identify them and try to guess their meanings and provide their equivalent translations to Spanish, if possible. Once they have finished with the reading activity, they will complete an activity related to the previous text (true or false activity).

Text

*"I have just returned **safe and sound** from my trip to Belgium. I'm **over the moon**, because all the cities I have visited are amazing. They are the best cities in the world. However, I'm **beat** as I have visited five different cities in Belgium in just five days. I can't believe I have made this trip! Now, the problem is that I haven't studied for my finals. I'm **swamped**! I have six exams next week and I haven't studied anyone of them. By the end of the week I will be **brain-dead**... I hope I can pass all my exams."*

[Originally designed activity]

True or False Activity

- 1. The boy or girl from the text has returned from the moon.*
- 2. (S)He has visited five cities in Belgium.*
- 3. (S)He is not tired at all.*
- 4. (S)He has a brain disease.*
- 5. (S)He is going to get good marks in his/her exams because (s)he has studied hard.*

[Originally designed activity]

3.11.2. Extension activities/Homework

Those students who finish the activities proposed for the session earlier than their classmates will start doing their homework, as no extra activities have been designed for them. The activities designed to do at home are a glossary of 'Real English' expressions and a diary where all the students will write an entry every time they learn new 'Real English' expressions. If they are motivated, they can write whenever they want to.

Glossary of REE

All the students will work together to compile a glossary of 'Real English' expressions. They will write all the expressions learnt during the sessions together with a brief definition in English, their equivalent translation in Spanish and an example. It will be part of the wiki so that it can be consulted whenever and wherever. Each student should contribute to the creation of this glossary that would be very useful for the final exam of the subject.

Diary

Each student will have a character and all of them will be interrelated. They will write an entry using some of the expressions learnt during the session, taking into consideration who they are and who their classmates are. Everybody should write in the diary at least once when they have finished a topic. Nonetheless, if the students are motivated and enjoy writing in the diary, it would be fantastic to write one or two entries per week, in order to practise the expressions learnt and to interact with their classmates.

3.12. Evaluation

As far as the evaluation is concerned, the teacher will take into consideration the development of the activities, the participation and interaction in the wiki, the students' willingness to participate in the activities and the students' self-evaluation. It will thus be a formative (rather than merely summative) , diversified, and student-centred type of evaluation. At the end of each 'Real English' session, students will complete the following two tables, in order to check whether or not students have achieved all the objectives proposed at the beginning of this Didactic Unit (see section 3.4.) and to give feedback to the teacher so that (s)he can make the appropriate changes and modifications for the successful development of future 'Real English' session.

Self-Evaluation		
Objectives	Yes	No
1. Do I know what 'Real English' is and am I able to recognise some of these words and expressions?		
2. Am I able to incorporate these 'Real English' expressions to my lexicon?		

3. Am I able to make communicative exchanges by using this kind of vocabulary?
4. Am I able to use new technologies to have access to 'Real English'?
5. Do I know how a wiki works and am I able to work co-operatively with one?
6. Am I able to work individually, in pairs or in small groups on the activities originally designed to learn 'Real English' vocabulary and that can be found in a wiki created by the teacher?

Table 22. Self-evaluation 1

[Originally designed self-evaluation]

Self-Evaluation		
Questions	Yes	No
1. Do you consider it is useful to have this section at the end of the unit?		
2. Do you consider that it was difficult to learn this kind of vocabulary?		
3. Did you enjoy the activities?		
4. Were the activities difficult?		
5. Would you like to have another similar vocabulary section at the end of the next unit?		
6. Do you think that learning this type of vocabulary is useful for you?		
7. Do you think you can use these expressions in your everyday English?		

Table 23. Self-evaluation 2

[Originally designed self-evaluation]

Regarding the evaluation of the whole Didactic Unit, this 'Real English' section will constitute a 35% of the final mark of the subject, together with the exam mark, the participation in the speaking sessions, their participation and attitudes towards the English subject and their abilities in the listening activities carried out during the academic year. Students will be evaluated within these 'Real English' sessions

considering the didactic objectives proposed (see section 3.4.) and all the activities designed for this Didactic Unit (see sections 3.10. and 3.11.). In order to pursue an objective evaluation of these sessions, the following table will be considered. It is composed of three columns: the first one deals with the didactic objectives; the second one, with instruments for evaluation (the different activities); and the last one, with the percentage given to the successful achievement of each objective.

Evaluation		
Didactic Objectives/Evaluation Criteria	Evaluation instruments	Percentage
1. To know what 'Real English' is and recognise some of these words and expressions	• Reading comprehension texts and activities related to them • Videos and activities related to them • Glossary	20%
2. To incorporate these 'Real English' expressions to your lexicon	• Writing activities • Diary • Glossary	20%
3. To make communicative exchanges by using this kind of vocabulary	• Writing activities • Diary • Glossary	20%
4. To use new technologies to have access to 'Real English'	• Use of the wiki • Use of the Internet	15%
5. To know how a wiki works and to be able to work co-operatively with one	• Correct development of the activities • Adequate use of the wiki	10%
6. To work individually, in pairs or in small groups on the activities originally designed to learn 'Real English' vocabulary and that can be found in a wiki created by the teacher	• All the activities developed during the five sessions	15%

Table 24. Evaluation

[Originally designed evaluation table]

4. Conclusion

Throughout this MA dissertation, the importance of learning 'Real English' has been underscored. Having access to 'Real English' is crucial if we, as students of English as a foreign language, want to acquire as much fluency and accuracy as a native speaker of English. This is very easy if we have a computer and Internet connection. The Internet offers a wide range of possibilities to be in contact with 'Real English'. We can watch native English programs and videos or we can even interact with native speakers thanks to Facebook or other social networks.

As the Internet is such a wide portal, we, as teachers, need to guide students towards specific web pages and to create activities where students can find 'Real English' expressions and where they can use them. This is the main aim of the wiki: to provide students with a web portal where they can have access to the newest 'Real English' expressions, where they can work with them and interact with other students who are also learning them.

In order to develop the proposed Didactic Unit of 'Real English' vocabulary through a wiki page, the Lexical Approach has been adapted to CALL systems. In turn, CALL systems have been used to develop the pedagogical proposal for teaching 'Real English'. The Didactic Unit contained in section 3 is thus based on the principles of two very popular teaching approaches: the Lexical Approach and CALL. The combination of the two in a wiki environment has been favoured for two reasons: first, to catch the student's attention by learning vocabulary using a very popular tool -the computer-, which combined with an Internet connection offers immeasurable possibilities to be in contact with 'Real English'; and second, the wiki allays many teachers' fears of using computers in teaching, by creating a virtual 'classroom' where they can include content.

Although this Didactic Unit focuses on the learning of vocabulary, it also contains work on the grammar, functions and indirectly phonetics through the activities proposed. The activities of this Didactic Unit foster the four elements that are contained within linguistic awareness and reflection upon the language (vocabulary, grammar, functions and phonetics; see section 3.5.) and it also develops the five competences established by the CEFR (listening, reading, writing, speaking and interaction; see section 3.4.).

As mentioned previously, this dissertation intends to constitute a practical basis for future teaching and research on this field. It tries to fill a new niche as far as 'Real English' teaching and learning is concerned.

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Real English Expressions

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Annexes

1. Book Cover

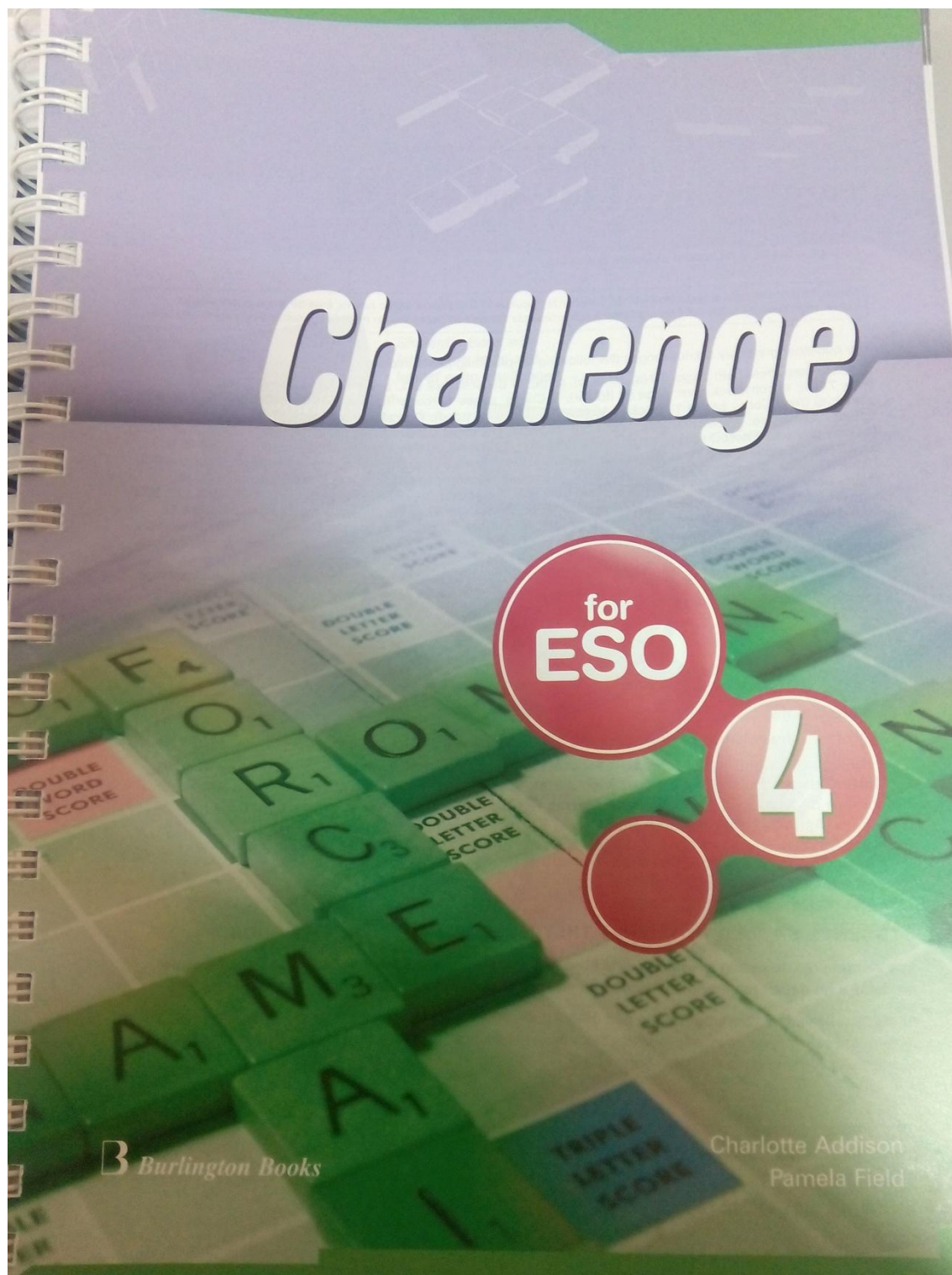


Figure 11. Book cover

2. 'Real English' Expressions Glossary

- ANIMALS

1. **A bear hug:** a very affective hug (un abrazo muy fuerte). E.g., *Ross gave Rachel a bear hug after coming back for his long trip.*
2. **To chicken out:** be afraid of doing something / to be a coward (echarse atrás por cobardía). E.g., *He chickened out of going parachuting.*
3. **Fight like cat and dog:** to argue violently (pelearse). E.g., *Sue and Susan fought like cat and dog because Susan took Sue's new shirt.*
4. **Copycat:** a person who cheats in his/her exams (copión/a). E.g., *Mike accused Ethan of being a copycat in the math exam.*
5. **Scaredy-cat:** coward (cobarde). E.g., *She is such a scaredy-cat. She doesn't like climbing.*
6. **You are top dog:** to be excellent at something (ser el número uno). E.g., *When he passed his English exam, everybody told him that he was top dog.*
7. **Has the cat got your tongue?:** an expression used to say that someone is not able to talk because (s)he is very shy (¿te ha comido la lengua el gato?). E.g., *Mary, why aren't you talking? Has the cat got your tongue?*
8. **Hold one's horses!:** it is an expression used to tell someone to stop doing or saying something (¡para el carro!). E.g., A - *Mum, I want a new T-shirt, and a skirt, and a shirt, and a pair of jeans...* B - *uoh uoh - hold your horses! I'm not rich!*
9. **To get back on the horse:** to try to do something that you have previously failed on (intentar algo en lo que previamente se ha fracasado). E.g., *She gave up on the race; but then, she got back on the horse and ran.*
10. **A stool pigeon:** someone who is not able to keep a secret (soplón/a). E.g., *Mark is a stool pigeon. He told everybody I cheated in my exam.*
11. **To kill two birds with one stone:** to do two things just doing one (matar dos pájaros de un tiro). E.g., *Anne is afraid of talking in public and of talking in English, but she killed two birds with one stone and she made an English speech in front of a board.*
12. **To pig out:** to eat a lot (darse un atracón). E.g., *Lisa and Bart went to the new restaurant and they pigged out. They ate all they could ask.*
13. **Bitten by the bug:** you like doing something (haberle cogido gusto a algo). E.g., *Jack was bitten by the bug and he ate the whole cake.*

- PARTS OF THE BODY

14. Music to one's ears!: an expression used to celebrate good news (¡fantásticas noticias!). E.g., A - *I got my driving license!* B - *That's music to my ears!*

15. To play it by ear: improvise (improvisar). E.g., *Kate hasn't studied for her exam, so, if she wants to pass it, she will have to play it by ear.*

16. By the skin of one's teeth: it is an expression used to say that you got or did something almost by chance (por los pelos). E.g., *I passed my final exam by the skin of my teeth.*

17. Tooth and nail: an expression used to reinforce the fact that you are going to fight to death to get something (con uñas y dientes). E.g., *I will get a ticket for Vetusta Morla's concert with tooth and nail.*

18. Elbow grease: to study hard (hincar los codos). E.g., *You have to put in lots of elbow grease if you want to pass your finals.*

19. An arm and a leg: very expensive (un ojo de la cara). E.g., *I bought the new Iphone 6. It cost me an arm and a leg.*

20. Get off my back!: it is an expression used to asked somebody to stop criticising you (¡deja de criticarme!). E.g., A - *You should study hard. You don't study. You are just playing computer games!* B - *Get off my back! I'm also studying!*

21. Eat your heart out!: an expression used to tell a person you have succeed or achieved something very difficult in order to be the envy of everybody (¡muérete de envidia!). E.g., *I've met David Guetta!! Eat your heart out!!*

22. Eyes out on stalks: an expression to say that something is very surprising (con los ojos como platos). E.g., *Everybody had their eyes out on stalks when they found I had met David Guetta.*

23. To be in over one's head: to be very stressed and occupied (estar desbordado/a). E.g., *I'm in over my head studying so hard for my finals.*

24. Laugh your head off: laugh out loud (partirse de risa). E.g., *Alicia laughs her head off every time Marta tells a joke.*

25. Head over heels: to love someone (estar enamorado hasta las trancas). E.g., *I have a new boyfriend. I have my head over heels.*

26. Throw me a bone!: Help me! (¡échame una mano!). E.g., *I don't know how to do my homework. Throw me a bone!*

27. To turn a blind eye: to pretend not to have seen or done something (hacerse el loco). E.g., *I didn't want to answer the phone to John, so I turned a blind eye.*

28. To have one's fingers in too many pies: to do many things at the same time (abarcar demasiado). E.g., *Sara is studying all her exams at the same time, she has her fingers in too many pies.*

29. To keep someone on their toes: to make someone be alert all the time (mantener a alguien siempre alerta). E.g., *Everybody is trying to keep Marcus on his toes so that he doesn't fail his exams.*

- DESCRIBING PEOPLE

30. Killjoy: a person who ruins every plan (aguafiestas). E.g., *Manu is a killjoy. He never wants to do anything new.*

31. Hottie: beautiful / handsome (guapo/a). E.g., *Luke is such a hottie!*

32. To be something else: to be the best person in the world (ser la leche). E.g., *Victoria is something else! She brought me an awesome gift from New York.*

33. Like chalk and cheese: an expression used to compare two people who are completely different (como la noche y el día). E.g., *Although Emma and Leah are sisters, they are like chalk and cheese.*

34. Busybody: a person who always wants to know everything (entrometido/a). E.g., *María is a busybody. She always wants to know what we are talking about, no matter whether it concerns her or not.*

35. Couch potato: a very lazy person (vago/a). E.g., *My brother is a couch potato. He does nothing but lie on the sofa.*

36. Quitter: a person who always rejects a plan (rajado/a). E.g., *Celia never wants to go to a disco. What a quitter!*

37. Down and out: a person who has no money (arruinado/a). E.g., *I can't afford buying a new house. I'm down and out.*

38. Moocher: a person who always wants to take advantage from others (aprovechado/a). E.g., *Javi said that he had no money, so, he asked me to pay his dinner. What a moocher!!*

39. You rock!: you are really great! (¡eres la caña!). E.g., *Thank you for the amazing gift. You rock!*

40. Picture-perfect: absolutely perfect (absolutamente perfecto/a). E.g., *My girlfriend is picture-perfect.*

41. Mind-blowing: spectacular (espectacular). E.g., *You are mind-blowing in your new dress.*

42. A one-off: an unique/remarkable person (una persona única/increíble). E.g., *My mom is a one-off.*

43. It gets old: it is boring (aburre/cansa). E.g., *Listening to the news every day makes me feel angry. Everybody is a thief. It gets old.*

44. Touchy-feely: sentimental (sentimental). E.g., *I am a very touchy-feely person.*

45. You are a keeper: you are a unique person (eres una joya/un partidazo). E.g., *The new boy of the school is a keeper. He is tall, handsome and very clever.*

46. You are a star: you are awesome (eres un sol). E.g., *Thank you for helping me with my exam. You are a star.*

47. Terrific: great, spectacular (genial, espectacular). E.g., *'Ocho Apellidos Vascos' is a terrific movie.*

- TEXTING

48. R: are - a form of the verb 'to be' (una de las posibles conjugaciones del verbo 'ser o estar'). E.g., *How R you?*

49. U: you - personal pronoun (pronombre personal 'tú' o 'vosotros'). E.g., *How are U?*

50. W8: wait (esperar). E.g., *Can'tw8 to see you!*

51. Gonna: going to (estar a punto de hacer algo). E.g., *Are you gonna come to the concert?*

52. AW: awesome (fantástico). E.g., *The travel was aw!*

53. UR: your (determinate posesivo 'tu'). E.g., *Can you lend me UR car?*

54. LOL: laughing out loud (partirse de risa). E.g., A - *Why is 6 afraid of 7?* B - *I don't know. A - Because 7 ate (8) 9!* B - *LOL.*

55. 10q: thank you (gracias). E.g., *10q for your support. You are a very good friend.*

56. Text me: text me back (mándame un WhatsApp). E.g., *As soon as you see this, text me. I have to talk to you.*

57. CU: see you - an expression to say goodbye or to meet somewhere (nos vemos). E.g., *I have to go. Bye. CU.*

58. HAND: have a nice day - an expression used to wish a good day to somebody (¡que tengas un buen día!). E.g., *Good morning! Hope you enjoy your trip! HAND!*

59. '831': 8 letters, 3 words, 1 meaning - I love you (te quiero). E.g., *Can't wait to see you!! 831!!*

60. TGIF: thank God is Friday - an expression to express relief for the end of the week (gracias a Dios es viernes). E.g., *This week has been a very tough one at the school, TGIF.*

61. GAL: get a life - an expression to tell someone not to get into your life (búscate una vida). E.g., *You are always gossiping about other people... GAL.*

62. GHB: great big hug (un abrazo fuerte). E.g., *CU later! GBG!*

63. YMMD: you've made my day - an expression to tell someone that your day is awesome because of him/her (me has alegrado el día). E.g., *+ I have two tickets for the concert! - OH! YMMD!*

64. Buzz me: an expression to ask someone to phone or call you later (llámame). E.g., *I have to go, but let me know if you want to come to the party. Buzz me.*

65. TMB: text me back - an expression to ask someone to send a message back to you (mándame un WhatsApp). E.g., *I have to go but TMB if you want to come to the cinema with us.*

66. Catch ya later!: an expression similar to 'see you' (hasta luego). E.g., *I have to go. Catch ya later!*

67. A catch-22: a difficult situation (un marrón). E.g., *I'm in a catch-22. I need your help!*

68. F9: fine (bien). E.g., *I'm F9, thanks. And you?*

69. JK: just kidding (sólo bromeaba). E.g., *I've failed all my exams. JK!*

70. Bestie: best friend (mejor amigo/a). E.g., *Mary you will always be my bestie.*

71. 24/7: 24 hours/7 days - an expression to say 'all the time' (todo el rato). E.g., *I use my mobile phone 24/7.*

- FEELINGS

72. Dog-tired: extremely tired (muy cansado/a). E.g., *He is dog-tired of studying for his finals.*

73. Sick and tired: an expression similar to 'be fed up with' (harto/a). E.g., *I'm sick and tired of studying so hard.*

74. Safe and sound: to be safe somewhere (sano/a y salvo/a). E.g., *I've arrived from my trip safe and sound.*

75. Cool, calm and collected: calm, relaxed (sereno/a, tranquilo/a). E.g., *After the stressful week at the school, I'm cool, calm and collected.*

76. To be swamped: to be overloaded (estar desbordado/a). E.g., *I'm swamped with all the school stuff.*

77. You rock my world: an expression to tell someone that you really appreciate him/her and that (s)he means a lot to you (me alegras la vida/me encantas). E.g., *My life is better since you we are together. You rock my world!*

78. To get cold feet: to regret something (arrepentirse). E.g., *I got cold feet for not going to the party with you.*

79. To get your hopes up: to think or believe that something good is going to happen (hacerse ilusiones). E.g., *Don't get my hopes up saying that you are going to take me to a trip.*

80. Over the moon: super excited (pletórico/a). E.g., *I've passed all my exams. I'm over the moon.*

81. Feel better: get well soon (mejórate). E.g., *I've heard that you aren't feeling good. Feel better.*

82. Beat: really tired (agotado/a, muerto/a). E.g., *The gym session of today has been exhausting. I'm beat.*

83. To be brain-dead: to be super tired (estar muerto/a, agotado/a). E.g., *I can't study more. I'm brain-dead.*

84. To be hung up on someone: to love someone (estar enamorado de alguien). E.g., *Martha is hung up on Daniel.*

