



Universitat
de les Illes Balears

MASTER'S THESIS

ADAPTING CONTENT-BASED INSTRUCTION TO TEACH EFL IN OBLIGATORY SECONDARY EDUCATION

María Antonia Caparrós Cirer

Master's Degree in Teacher Training

(Specialisation/Pathway: English)

Centre for Postgraduate Studies

Academic Year 2019-20

ADAPTING CONTENT-BASED INSTRUCTION TO TEACH EFL IN OBLIGATORY SECONDARY EDUCATION

María Antonia Caparrós Cirer

Master's Thesis

Centre for Postgraduate Studies

University of the Balearic Islands

Academic Year 2019-20

Key words:

Language teaching, methods, approach, English learning, Communicative language teaching CLT, content-based instruction CBI.

Thesis Supervisor: Yolanda Joy Calvo Benzies

Abstract

After having reviewed the main language-teaching methods and approaches, we have seen that Communicative Language Teaching (CLT) is nowadays the preferred approach. CLT is a step further Situational Language Teaching (SLT) and it keeps its functional view, gone are the days where the syllabus was formal, nowadays, with the support of the European Union, there is a common approach to language teaching with a notional / functional syllabus, based on interaction and communication. In the context of CLT, Content-based instruction (CBI) seems to stand out for its good results, both in language learning and in students' motivation; when the students use the language because they need it to access information, with a purpose and using real materials, they learn both, the language and the content, together with critical thinking and cognitive strategies. For this reason, the present proposal develops exercises that can be used both, in a classroom or online if the situation required it, as it happened the present academic year during the third term. What is important nowadays is the ability to communicate, it is fluency over accuracy, in a globalised world where languages are more important than ever and, if online tuition is necessary again, CBI is a good tool to compensate the lack of real practice in the classroom.

TABLE OF CONTENTS

ABSTRACT

1. INTRODUCTION	4
2. LITERATURE REVIEW.....	8
2.1. THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE: “United in diversity”	8
2.2. ENGLISH AS A GLOBAL COMMUNICATION TOOL	9
2.3. INTRODUCTION TO EARLY LANGUAGE TEACHING AND METHODS... 10	
2.3.1. The Grammar-Translation Method (the Classical method).....	10
2.3.2. The Direct Method.....	11
2.4. MAIN HISTORICAL LANGUAGE TEACHING METHODS	12
2.4.1. The Oral Approach and the Situational Language teaching.....	12
2.4.1.1. Approach: Theories of language and language learning....	12
2.4.1.2. Course Design.....	13
2.4.1.3. Teaching Procedure.....	14
2.4.2. The Audiolingual Method.....	14
2.4.2.1. Approach: Theories of language and language learning....	14
2.4.2.2. Course Design.....	16
2.4.2.3. Teaching Procedure.....	17
2.5. CURRENT COMMUNICATIVE APPROACHES.....	18
2.5.1. Communicative Language Teaching.....	18
2.5.1.1. Approach: Theories of language and language learning... 18	
2.5.1.2. Course Design.....	19
2.5.1.3. Teaching Procedure.....	21
2.5.2. Task-based Language Teaching.....	22
2.5.2.1. Approach: Theories of language and language learning... 22	

2.5.2.2. Course Design.....	23
2.5.2.3. Teaching Procedure.....	24
2.5.3. Content-based Instruction.....	25
2.5.3.1. Approach: Theories of language and language learning....	27
2.5.3.2. Course Design.....	29
2.5.3.3. Teaching Procedure.....	31
3. DIDATIC PROPOSAL.....	32
3.1. HOW HEALTHY ARE WE? (Sessions 1 & 2)	35
3.1.1. About the activity.....	35
3.1.2. Teaching objectives.....	35
3.1.3. Activity Design	35
3.1.4. Teaching Procedure	36
3.2. WHAT CAN WE DO TO BE HEALTHIER? (Session 3)	38
3.2.1. About the activity.....	38
3.2.2. Teaching objectives.....	39
3.2.3. Activity Design	39
3.2.4. Teaching Procedure	40
3.3. HOW DOES PHYSICAL EXERCISE IMPROVE OUR HEALTH? (S. 4)	42
3.3.1. About the activity.....	42
3.3.2. Teaching objectives.....	42
3.3.3. Activity Design	42
3.3.4. Teaching Procedure	44
3.4. BLAST OFF! (Session 5)	46
3.4.1. About the activity.....	46
3.4.2. Teaching objectives.....	46
3.4.3. Activity Design	46
3.4.4. Teaching Procedure	48

3.5. THE IMPORTANCE OF NUTRITION (Sessions 6 & 7)	49
3.5.1. About the activity.....	49
3.5.2. Teaching objectives.....	49
3.5.3. Activity Design	50
3.5.4. Teaching Procedure	52
4. CONCLUSIONS.....	54
5. REFERENCES.....	57
6. ANNEX.....	64
6.1. ANNEX 1. QUESTIONNAIRE (Sessions 1 & 2)	64
6.2. ANNEX 2. EDPUZZLE QUESTIONS (Session 4)	67
6.3. ANNEX 3. BLAST OFF! Game (Session 5)	71

1. INTRODUCTION

In the Methodology module within the Master in Teacher Training, taught by Dr Jacob (2019-20), we were introduced to different historical and contemporary teaching methods used to teach EFL. This topic was interesting and motivated me to conduct some further research on teaching methods, hence, in the literature review of my dissertation I analyse and summarise the main mainstream methods, since those are usually the approaches used in official secondary education. But it was the eye-opening experience during my teacher-training internship at a high school in Palma that determined my special interest in Content-based Instruction (CBI). Consequently, the didactic proposal will be based on this approach.

During my internship I was assigned the CLIL groups in the centre, but also had the opportunity to observe English tuition in non-CLIL groups and witnessed the significant disparity in the students' level of English in both groups. The communicative competence in English that the CLIL students had was impressive, especially as they advanced from year to year until the last year of the mandatory secondary education level (4th of ESO). The methodology used in the CLIL groups, which was CBI in the English language classes, clearly made a difference. At the same time, I also had the opportunity to speak with different English teachers, both in CLIL and non-CLIL groups, who corroborated the CLIL program and CBI success in both, student's academic results and, especially, in their motivation.

When I began my teaching stage, I became aware of the CLIL programs and that methodologies based on contents could be applied to the foreign language classroom, that is, in this case, to the EFL subject. Moreover, I discovered that the high school I trained at was a pioneer in the introduction of this type of approach to teaching a foreign language. This was another reason why I decided to widen my knowledge on this teaching approach and learn as much as I could about how the teachers at this high school teach English via contents.

While looking for information to write my literature review section, I also found that many authors' research into this field provide encouraging reports about this methodology, as seen in Pavón and Rubio (2010), concluding that CLIL methodology has been used around the world to teach non-linguistic subjects and it has been positively evaluated by many authors because of its good results. However, to the best of my knowledge, not much research has been conducted on the use of CLIL and CBI in the foreign language classroom, especially in Spain (as mentioned above, the high school I worked at was one of the first ones to introduce this methodology); consequently, this was another reason why my interest in finding out more on how this high school was combining these methodologies grew.

Richards and Rodgers (2001) suggest that teachers and teacher trainees should become familiar with the mainstream teaching approaches and then concentrate on one of them at the beginning, because they are the result of the teaching experience and analysis of both, authors and teachers, and for this reason, there is much to learn from them. Consequently, first it was necessary to research the main approaches and methods in the history of language teaching, in order to have an understanding of their principles and resources, to be able to understand the differences among them and to design the didactic proposal. For all the reasons above mentioned, in the present dissertation we have specifically selected CBI, which is, as seen in the CLIL groups of the high school where I trained, the approach used in the English language classes, and use it as the basis of my didactic proposal.

The second step was to prepare a didactic proposal on teaching English in Obligatory Secondary Education based on contents within the students' curriculum. It should be noted that initially, my idea was to carry out a comparative study on the motivation of the CLIL and non-CLIL groups towards learning English; however, due to the state of emergency and the lockdown, this was not feasible. For this reason, I decided to apply the techniques and knowledge learnt at the high school, before it closed and during the subsequent online period, and design an innovative teaching proposal on the use of content based methodologies for teaching English at secondary education level.

Chapter 2 of this dissertation, the Literature review, is divided into 5 sections. In the first section, a review was done on the importance that learning a foreign language has in general, and more specifically, being an EU country with a common legal framework. As such, we share with the rest of the EU countries the policies of the EU, such as that of Multilingualism, and we also share the EU legislation, which gets automatically applied in all EU countries; consequently, all EU countries must change and adapt their internal legislation to the EU law, as happened in Spain with the Education Acts and we will see in this section. In section 2 we further elaborate on the importance of learning a foreign language analysing the reasons behind the EU policy of Multilingualism, paying special attention to the English language for its status today as a lingua franca. In section 3 we have a look at the early language teaching and methods, to comprehend the origins of language teaching and its original principles and practices, reviewing the Grammar-translation method, also known as the Classical method, and the Direct Method. In section 4, and following a historical approach, as methods become more sophisticated and with scientific vocation, we review the main historical language teaching methods: The Oral Approach and the Situational Language Teaching, and the Audiolingual Method. In section 5 of the Literature review we review the main contemporary methods that have been used, and that would be suitable for us to apply in our didactic proposal for official secondary education, ESO, that is, the Communicative methods.

Finally, in Chapter 3, we develop our didactic proposal through CBI on teaching English in Obligatory Secondary Education based on contents within the students' curriculum.

2 LITERATURE REVIEW

2.1. THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE: “United in diversity”

The importance of learning a foreign language imbues the Decree 34/2015, of 15th of May, by which the curriculum of the Spanish Secondary Education in the

Balearic Islands is established, when in section 4.i) states that (to) “understand and express oneself correctly in one or more foreign languages” [my translation] is one of the general objectives that ESO students should meet, as established by the Organic Law 8/2013, of 9th December, for the Improvement of Educational Quality (LOMCE) in its section 11.i) and in the Royal Decree 1105/2014, 26 December, in which the Basic Compulsory Secondary and Upper secondary Curriculums are stated.

Through these legal tools, what the Spanish legislation is doing is to develop one of the most important policies in the European Union (EU): Multilingualism. The EU’s motto, “United in diversity” (European Union 2020), refers to the “essential contribution that linguistic diversity and language learning make to the European project” (ibid About multilingualism policy para.1). This motto stresses, in one hand, the value of foreign languages in employability and competitiveness in a globalized market (Araújo et al 2015); the fact that EU companies are losing contracts because of lack of foreign language knowledge, was what urged the European Commission to set Multilingualism as a policy and to create a multitude of projects to support language skills, and in the other hand: “linguistic diversity is seen to be a defining and enriching feature of the European identity, and language learning as essential to mutual understanding, to participation in a fully European culture and to continuing economic and social progress” (Green 2012 p8).

2.2. ENGLISH AS A GLOBAL COMMUNICATION TOOL

The two most-spoken languages in the world are English and Spanish, and English is also the language that most citizens speak as second language in the EU. Nowadays, English is considered a global language or *lingua franca* (Jenkins 2007, Walker 2011, Seidlhofer 2011, Richards and Rodgers 2014, MacKenzie 2014, Brinton and Snow 2017), and that it is used in all fields, including business, communication, and education. Most international companies require a level of English to work with them and many MBA are directly taught in English, just to

mention a couple of examples, but the reality is that English language permeates all fields. Consequently, the importance of English language teaching and learning cannot be neglected in any curriculum: students need to learn English not only to be competitive in a globalized world, but also to be able to communicate with foreign cultures, to learn, and to widen horizons, and to do so, unless we speak many different languages, English is the only way we have to communicate and interact with most people (ibid).

Having established the importance of learning a foreign language in general, and of learning English in particular, let us have a look now at the main methods that have been used, and that would be suitable for us to apply in our didactic proposal for compulsory secondary education, ESO.

2.3. INTRODUCTION TO EARLY LANGUAGE TEACHING AND METHODS

2.3.1 The Grammar-Translation Method (the Classical method)

Going back to ancient civilisations, the first method we encounter is the Grammar-Translation, used mainly by the Romans to translate and teach Greek. In the 18th century this method was adapted by German authors when schools added modern languages to their curriculum and used the same procedure to teach them, that is, translation (Richards and Rodgers 1986).

The focus of this method is: on literary language, rather than spoken language, which is considered inferior; on the grammar of the target language, which this approach believes it helps improving the grammar of the first language too, and it is taught deductively, providing the grammar rule and applying it to different exercises; and on vocabulary, answering reading comprehensive questions, and using translation from one language to another.

We see how it is mainly focused on reading and writing skills, and that speaking, and listening is not much practiced (Larsen-Freeman 2000 pp11-22). This method goes hand in hand with a traditional classroom approach, where the teacher is the authority and conducts the interaction teacher-students, with not much student-student interaction, and all is done in the native language.

Evaluation is based on translation, applying grammar rules, and answering written questions about the target culture, which replicates the activities that the students have been doing in class, having the teacher correcting the errors and providing the right answers when needed (ibid).

Following Richards and Rodgers (1986), by the 19th century, this method was already standardised, but opposition started from the 50s on, mainly because distances had become shorter, there were more liaisons among Europeans, and therefore, there was a demand for the speaking and listening skills, consequently, Phonetics was established and in 1886 “the International Phonetic Association was founded ... and its International Phonetic Alphabet (IPA) was designed to enable the sounds of any language to be accurately transcribed” (ibid p7).

2.3.2 The Direct Method

The Direct method has an early referent in the so-called *Natural* methods that were inspired in how children learn languages, using association and memorization (Tejada, Pérez, and Luque 2006). It is a monolingual approach that uses demonstration, pantomime, or visual aids to convey meaning and it was called *Direct Method* because the students had to make a direct association between the language and its meaning, avoiding translation, in this method, communication is of the essence (Sani 2017). Students have here a more active role in class than in the Grammar-Translation method, using the target language in class to practice, choosing daily vocabulary and expressions instead of literary language, paying special attention to pronunciation, teaching speech and listening comprehension, and using inductive learning, that is, providing examples for students to figure out the rule (Larsen-Freeman 2000).

As noted by Richards and Rodgers (1986), this method was widely spread in private schools, but its implementation was not successful in secondary education for different reasons, such as that it was not easy to implement, for it required a native-like fluency and not all teachers met this requirement, or that to use the target language for explanations was making the whole process too

complicated (ibid), consequently, from the 1920's the Direct Method started being abandoned in Europe.

2.4. MAIN HISTORICAL LANGUAGE TEACHING METHODS

2.4.1 The oral approach and the Situational Language Teaching (SLT)

SLT originated in the 1930s in Great Britain by applied linguists working to “develop a more scientific foundation for an oral approach to teaching English than was evidenced in the Direct Method” (Richards and Rodgers 2001 p36), and it influenced many well-known EFL and ESL courses in the 1970s and 1980s, such as *Streamline English*, which is based on SLT.

The main characteristics of this approach are: 1. Orality before written form. 2. The language of the classroom is the target language. 3. New language is introduced using a situation that requires that specific language form. 4. Essential vocabulary is selected to warranty a minimum. 5. Grammar gradation, introducing easier grammatical items before more difficult ones. 6. Only when a sufficient level of vocabulary and grammatical competence is achieved, reading and writing are introduced (ibid). The above-mentioned scientific vocation translated into more elaborated methods, consequently, from now on we will follow Richards and Rodgers (1986 and 2001) and Boyadzhieva (2014) model, inspired in Edward Anthony's model of Approach, Design, and Procedure to view them (Richards and Rodgers 1986 p15).

2.4.1.1 Approach: Theories of language and language learning

The theory of language behind this method is based on Structuralism and in the relation between the structures of the language and the contexts or situations where they were used, highlighting, since the 1930s, a functional approach which the American Audiolingualism did not have, SLT was based on the oral practice of the structures of the language in situations where they could be used in every day's life (Richards and Rodgers 2001).

Regarding theory of language learning, as Audiolingualism, SLT was also inspired in behavioural psychology of habit forming, obtained by repetition and imitative drills, and, as with the Direct Method and Audiolingualism too, it taught grammar using the inductive procedure. To give the meaning of a word or to explain a structure, was discouraged: students had to deduce vocabulary and structures from the situation in which they were presented, and then, make use of generalisations to extend them in other situations, as it is done with native language acquisition (Richards and Rodgers 1986 p36).

2.4.1.2. Course Design

The SLT method is product-oriented towards oral proficiency and accuracy, and its main objectives are: a working knowledge of the four skills; accuracy in both, pronunciation, and grammar, always avoiding errors; orality first, and once the structures are learnt the written form is introduced.

As a structure-based method with the syllabus focusing on the linguistic matter (as opposed to the content), SLT includes the basic structures, always presented in sentences, and enough vocabulary, according to sentences need, but as Richards and Rodgers (1986 p36-38) note, the syllabus is not situational, which would be referring to situations and the language used in them, but linguistic, since the situation is only used to practice the sentence patterns. SLT uses a meaningful situation to teach sentence patterns and by *situation* it is understood everything that it is used, from realia to mimic and gestures, objects, and all materials used (ibid). The main activities are repetition and substitution, conducting tasks such as dictations, drills, and oral practice in pair or groups.

Students have a limited role in this method, they listen and react to the *stimulus* that teachers provide, either repeating or answering questions, improvisation and interaction at early stages are discouraged, for it may lead to errors, later on, a more active student interaction with questions and answers takes place, and the role of the teacher is central (Boyadzhieva 2014). First, the teacher presents the situation where the new structure is needed, using it and

serving as a model, for the student to repeat, using cues, such as questions and commands, to elicit correct sentences, free of errors (Richards and Rodgers 1986). Finally, audio-visual material and a textbook are both central in the SLT, where the lessons in the textbook contain the different grammatical structures to be studied, carefully graded.

2.4.1.3. Teaching Procedure

In all levels, at the beginning, activities are more controlled, such as, e.g. oral repetition, to continue with more practice that is gradually freer. Teaching procedures include: listening practice; choral, followed by individual imitation, to introduce a new model; elicitation through mime, prompt words or gestures to obtain examples of the new pattern or answer questions; question & answer drills for all students to practice; and substitution drills, and peer correction; at the end of the 1960s, after Chomsky's writings, SLT was questioned in Britain and started to be abandoned (Richards and Rodgers 1986).

2.4.2 The Audiolingual Method

Audiolingualism arrived in 1964 as a science to effectively teach foreign languages and it was adopted in the Universities of the USA (Richards and Rodgers 1986). The premise for this method was that "learning a foreign language is an automatic process of memorization of set phrases that could be achieved through constant repetition and drills" (Boyadzhieva 2014 p780).

2.4.2.1. Approach: Theories of language and language learning

The theory of language is based on structural linguistics that views language as a structure because it is a system formed with interrelated structural elements (from phonemes to sentence types) and these elements happened according to rules, therefore, languages can be analysed at any of those levels, which are built like a pyramid, where "phonemics systems led to morphemic systems, and these

to higher levels of phrases, clauses, and sentences” (Richards and Rodgers 2001 p55). To learn a language was to learn the rules of those different structural elements and the way in which they combined.

In structural linguistics, orality had priority over written form, as this was the way we first learnt the language and as many languages did not have written forms, therefore, in language teaching, speech was of the essence, not writing (ibid).

Regarding theory of language learning, as mentioned above, Audiolingualism is based on behavioural psychology, an empirical approach represented by Skinner (1957) who believed that learning occurs with the formation of habits (that is, independently of mental processes) and through the actions of imitation, positive reinforcement, and practice. Habits are dependant of 3 factors: *stimulus* (to trigger behaviour), *response* (the behaviour itself), and *reinforcement* (to mark the behaviour as correct or not, hence, promoting either its repetition or its suppression). In the context of foreign language teaching, the stimulus is whatever content the language teacher introduces, and it may be worth to mention here that Skinner (1957) also advised to remove “distracting stimuli” (ibid p449); the response would be here the students’ response to the stimulus, and the reinforcement (which is crucial, to develop a habit) would be either extrinsic, such as the class or teacher’s praise or approval, or intrinsic, which would be the personal gratification from learning and using the target language (Richards and Rodgers 1986 p50-1).

Based on the importance of orality, speech, and structure (which gave priority to phonological and grammatical structures over vocabulary), the main learning principles of this method are:

1. To develop good habits depends on correct responses (no mistakes), hence, pattern drills & memorizing dialogues reduced the risk of errors.
2. To learn effectively, the language must be first introduced orally.

3. Analogy is to be given preference over analysis, and rules are not explained until the pattern has been practiced in a variety of contexts using drills, that is, implementing an inductive approach to teach grammar.

4. The meaning that a language has for a native speaker can only be gathered if it is placed in a cultural context, “teaching aspects of the culture associated to the people that speak the language” (Richards and Rodgers 1986 p51).

2.4.2.2. *Course Design*

The Audiolingual method is product-oriented towards oral proficiency, which includes pronunciation, grammar, vocabulary, and a quick and accurate response in conversations (Richards and Rodgers 1986), that is, fluency. It is a structure-based method with the syllabus focusing on the linguistic matter (as opposed to content) and it includes: “phonology, morphology, and syntax of the language arranged according to their order of presentation” (ibid) and a lexical syllabus as well; regarding language skills, Audiolingualism gives first priority to listening and speaking, followed by reading and writing what they learnt orally at later stages (ibid).

Teaching activities are structured in two steps, the first one is based on the use of dialogues (to introduce cultural aspects and the structures, contextualised in the situation where they are used), which are memorised using “the correct pronunciation, stress, rhythm, and intonation” (Richards and Rodgers 1986 p53). The second phase is the most distinctive trait of the audiolingual method and it consists in a selection of specific grammar items from the dialogue followed by drills and exercises to practice the grammatical patterns, such as filling gaps or rephrasing (ibid p55).

Students have a limited role in this method, they react to the *stimulus* that teachers provide, discouraging improvisation in the interaction, for it may lead to errors, therefore students do not participate much in selecting the content or its pace. Richards and Rodgers (1986) mention that even at the initial stages, when students do not understand the utterances they repeat, that “is not seen as a

disadvantage for by listening to the teacher, imitating accurately, and responding to and performing controlled tasks they are learning a new form of verbal behaviour” (ibid p55). As in SLT, the teacher plays a leading role directing and monitoring the learning, adjusting, and correcting student’s performances; make sure students pay attention by using different drills and relevant tasks to practice structures. Active verbal interaction between students and teacher is seen as crucial to learn, when learning is not happening it is viewed as either insufficient practice or memorization of patterns and grammatical structures.

Audio-visual material is central in this method, with recorded dialogue to repeat in class. Textbooks are not used at the beginning, when priority is given to the aural learning, although the teacher may have the teacher’s book to follow, together with drills and activities.

2.4.2.3. Teaching Procedure

The ideal group would be formed by 10 students only and the teaching and practice activities are mainly with oral interaction, focused on fluent speech; it is an inductive method, consisting on pattern-practice, and only a few grammar explanations once the structures have already been practiced and students are familiarised with them, as for the feedback, it is immediate, in order to reinforce the learning. Practice is done with the whole class, and then individually, while translation is not used, as class tuition is implemented in the language that is being taught. Vocabulary is contextualised and kept to a minimum until the structures are learnt (Richards and Rodgers 1986).

This method was used extensively in the 1960s, but it began falling apart for different reasons: students had difficulties transferring what they had learnt to real life situations, and, unsurprisingly, considering the tasks of repetition and memorisation, many found this method boring (ibid p59). Furthermore, Chomsky not only rejected the structuralist approach to language, but also behaviourism: for this author, language was not a habit, but the result of a mental process that followed abstract rules and that it also included innovation and variation,

therefore, the use of language was not created by imitation, but formed following those abstract rules (ibid).

With the decline of Audiolingualism and without a consolidated option to replace it, a period of experimentation, innovation, and adaptation started in the United States, which the limited space of this dissertation, does not allow to analyse, consequently, we will focus on the approaches that have made the biggest impact on official secondary education: the communicative approaches.

2.5. CURRENT COMMUNICATIVE APPROACHES

2.5.1 Communicative Language Teaching (CLT)

In the 1960s, the main criticism to SLT and to Audiolingualism was based in the belief that language teaching should focus on a communicative and functional approach, instead of in a knowledge of structures; the need to find a common syllabus for all European Languages shifted language teaching studies towards a functional / notional approach in a communicative framework (Richards and Rodgers 2001 p151-3). At the same time, and because of closer relationships between countries in the EU, language teaching became a priority for the Council of Europe and started to promote it, including the sponsoring of a two year project that resulted in the foundation of AILA, the International Association of Applied Linguists to help linguists and language teachers in Europe (AILA 2020). Today, CLT principles are internationally accepted

2.5.1.1. Approach: Theories of language and language learning

Whereas Chomsky focused on the abstract grammatical knowledge that speakers have and enable them to use the language, Hymes (1971) went a step further and coined the expression of “communicative competence” (Richards and Rodgers 2001 p159), considering that theory of language must expand to include other aspects than linguistic, such as culture and communication; as Thakur notes (2013), the communicative competence also comprises “knowledge of how

to use language in appropriate ways to achieve particular purposes” (ibid p210), that is, functional competence that includes social aspects in the use of the language.

CLT is a step further SLT and it does not abandon its functional approach, Richards and Rodgers (2001) note how we can therefore see a theory of language that is functional and interactional, and that although being “somehow a bit eclectic” (ibid p159), some characteristics are well established:

1. “Language is a system used to express meaning.
2. Interaction and communication are the basic functions of language.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not only its grammatical and structural features, but also its functional and communicative features” (ibid).

Regarding principles, these authors (1998 & 2001) also describe how some of them can be seen underlying the practices of language teaching, e.g.: that real communication and meaningful tasks, together with language that is meaningful for the student, promote learning. In CLT we move away from mechanical repetition of language patterns towards meaningfulness, where comprehensibility and fluency are given priority over accuracy, and the language used is real and used in a real-life context.

2.5.1.2. Course Design

The functional view of language had an influence in the 1970s, after the studies conducted by the Council of Europe when trying to elaborate a common syllabus for the different European languages. This task reached a dead end when the Council studies approached languages from a formal point of view, that is, when observing the structures of languages, for they are quite different, and to find an equivalence among them was difficult. Yet this handicap was overcome when they approached languages from a functional / notional point of view, where some equivalences could be found, for “notions and functions represent the categories of human thinking, which do not vary across languages” (Hutchinson and Waters

1987 p31), and so it was that syllabus moved from structural to functional or notional criteria during the 1970s, being now the common trend in the communicative approach syllabus (Larsen-Freeman 2000 p131).

Two of the most influential syllabuses were the *Threshold Level* (Van Ek, 1975) and *Threshold Level 1990* (Van Ek and Trim), produced by the Council of Europe, which established that learning objectives will vary depending on learners' needs. The *Threshold Level* was the first syllabus trying to organise in a systematic way the variety of situations where the learners may need the language "to communicate socially with people from other countries" (van Ek and Trim 1998 p1) in order "to make recommendations as to the language needed to express functions (e.g. describing or expressing disagreement) and notions (time, frequency, duration, etc) concerned, whether through the set formulae in which every language abounds, or by the freer use of words in grammatical constructions" (ibid), hence the linguistic aspects of language were only viewed as a vehicle to fulfil the communicative objective, which was very innovative at the time.

As Widdowson (1990 p159) describes it, the focus now was not on "terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform".

Activities used in CLT usually evolve around completing tasks that include negotiation of information or information sharing, promoting a cooperative way of learning among the students, who work in groups interacting with each other, giving priority to fluency over accuracy (Richards and Rodgers 2001 p165-166).; Students work in small groups or pairs and the teacher's main function is to promote communication and not correcting errors, which is secondary; the activities evolve around the students' need to communicate with the other/s to access and negotiate information than they lack, using mostly role play and dramatizations that take place in a variety of situations to practice "different social contexts" (Celce-Murcia, M. 2012 p6).

In CLT authentic materials are preferred, as they provide students the opportunity to interact with language “as it is actually used” (Larsen-Freeman 2000 p130). Richards and Rodgers (2001 p168-170) divide the materials used in CLT into 3 groups: 1. Text-based materials (communicative textbooks), 2. Task-based materials (in pairs and groups, materials to practice communication such as exercise books, simulations or cue/activities cards), and 3. Realia, one of the preferred materials, such as magazines or videos. The emphasis is on communication rather than in grammatical proficiency, therefore, sometimes there are no texts to work with, or the grammatical forms are not introduced.

Teacher’s main function in CLT is to make sure that the students interact and communicate with each other in class while performing their activities, and to provide the resources to use in class, guiding the activities. Nonetheless, Richards and Rodgers (2001) also mention that in different interpretations of CLT, the teacher can have other missions assigned, such as “*needs analyst* (to determine and respond to student’s needs and goals, which influence motivation), *counsellor* (as in the Community Language learning method, providing understanding & assistance in a secure environment), and *group process manager*” (ibid p167-8) where teachers encourage and take note of group needs, and after the activity they provide alternatives and help with self-corrections.

2.5.1.3. Teaching Procedure

Richards and Rodgers (1986 and 2001) conclude that a description of what would be a typical procedure in the classroom is not possible, for the activities used vary greatly in CLT, and that further research is required in this area. The conclusion these authors reach is that CLT is “best considered an approach rather than a method” (Richards and Rodgers 1986 p83).

Larsen-Freeman (2000) also acknowledges that interpretation of CLT principles and its applications may vary significantly among different schools and teachers, although acknowledging that communication is central, and that the

emphasis is on fluency over accuracy; as examples of activities in class, problem-solving tasks are mentioned, together with role plays, and games in general, but this author also warns that not all games and activities are truly communicative, and provide Johnson's and Morrow's (1981) three features, which they consider necessary as well, these 3 requirements are: *information gap* (the need to communicate with the other to find out the information needed), *choice in expression* (not repetition), and *feedback* (from a listener to the speaker), but this author also acknowledges that they can be easily achieved with games, which are frequently used in CLT.

2.5.2 Task-based Language Teaching (TBLT)

TBLT is a CLT approach, and as such, it embodies some of the CLT core principles, such as the importance of using activities to carry out tasks that are meaningful, the use of meaningful vocabulary to the student, and real communication. The task can be "an activity or goal which is carried out using language, such as finding the solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy" (Richards and Rodgers 2001 p224).

2.5.2.1. Approach: Theories of language and language learning

Regarding Theory of language, Richards and Rodgers (2001) mention that although TBLT has been more involved in researching language learning, regarding theory of language, a couple of core principles can still be distilled, such as: as a communicative approach, communication and meaning, and not formal language, is of the essence, and conversation plays a central role in language learning, therefore, most tasks include them. TBLT uses the 3 theories of language, for convenience reasons (ibid): the *structural approach* is used to establish "the criteria for determining the linguistic complexity of tasks" (ibid p227) going from simple to more complex tasks; the *functional approach* has been used to classify different types of tasks depending on the function or goal of the task,

following Halliday's or Jakobson's theories of language functions; and the *interactional approach* focusing on the "interactional dimension of the task" (ibid). Richards and Rodgers (2001) mention that in TBLT, lexical units, such as collocations or lexical phrases, are considered central in language instruction, since some authors like Skehan (1998) reckon that speech is processed in large units like phrases, larger than the word.

As for Theory of language learning, TBLT shares with CLT the principles of real communication, of meaningful task, and of meaningful language for the student, although Richards and Rodgers (2001) mention that there are also other principles which are more specific to this approach, such as the importance of the task, and not only as a tool to learn the language, but also because it offers the space to practice a few processes which are considered essential to learn a language, such as: to practice input and output (both necessary for language learning), to practice conversation, and to negotiate meaning, without forgetting that the task also motivates the learner, hence, it promotes language learning, and that, quoting Skehan (1998), tasks can also be tuned to reach a balance between fluency and "awareness of language form" (ibid p97).

2.5.2.2. Course Design

As a Communicative approach, the student's needs define the objectives and what to learn therefore, the first step would be to conduct the student's needs analysis (Katalin 2019).

Next, a selection of tasks based in the students' needs analysis must be done, together with its sequencing, which Richards and Rodgers (2001) note that it is mostly done using a difficulty criteria, although they also remark that this type of criteria is not sufficiently determined. TBLT pays more attention to the process while doing the task, rather than to the accomplished task itself; as for types of tasks, these authors mention five: "jigsaws, decision making, problem-solving, information gaps, and opinion exchange tasks" (ibid p234).

Richards and Rogers (2001) describe the following roles that the students can play: *group participant* (since tasks are usually carried out in group or in pairs); *monitor* (for students are made to be aware of how language works in communication, while performing the tasks); *risk-taker and innovator* (students perform tasks lacking some experience or language knowledge, hence, they are forced to use “restating, paraphrasing, using paralinguistic signals” (ibid p235), developing the skills of “guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners” (ibid).

The teachers select or adapt the tasks based on learners proficiency levels and language needs; they also prepare the pre-tasks activities, such as introducing the instructions, together with the topic and useful vocabulary and lexical units for the task, providing demonstrations if needed. Richards and Rogers (2001) note that current approaches consider that it is necessary for the students to have a “Focus on Form” (ibid p236), that is, to notice some features of the language, which can be done using some form-focusing activities (instead of a grammar lesson) such as in the “pre-task activities, text exploration, guided exposure to parallel tasks, and use of highlighted material” (ibid).

Materials are very important in TBLT, for there has to be enough tasks available in the classroom to use; some tasks collections have been published, and other tasks activities use realia, which is favoured in this approach, e.g.: to prepare the weekend entertainment using a newspaper or a magazine, or its online version, to find out the available options (Richards and Rogers 2001).

2.5.2.3. *Teaching Procedure*

Richards and Rodgers (2001) provide an example of the standard procedure in TBLT, which usually starts with the pre-task activities (introducing the topic and the task, e.g.: some focus on lexical units); next the task is done in pairs or small groups, while the teacher monitors the class to provide help if needed, but not correcting errors in language form because what is important here is to promote conversation and students’ confidence, increasing students’ motivation by

accomplishing the task; the following step is for students to prepare the final report sharing with the class how they went about the task and the results, where students decide how they are going to do the presentation. The teacher monitors the class and provides some help with language and expression, correcting as well, for in this step accuracy is more important; next is the class presentation, which must have a purpose e.g.: to compare findings (because these authors (ibid p240) note that “there must be a purpose for others to listen”); the following step is the language-focus tasks, conducting an analysis first, based on the texts the students have used, e.g.: finding verbs that refer to the past with the teacher monitoring and reviewing the analysis, to finish with some practice, e.g.: “matching the past-tense verbs (jumbled) with the subject” (ibid).

2.5.3 Content-based Instruction (CBI)

CBI is a communicative approach which further elaborates the principles of CLT, and because of the fact that “it is particularly suited to prepare ESL students to enter elementary, secondary or tertiary education, it is widely used in English speaking countries around the world” (Richards and Rogers 2014 p81); Furthermore, Brinton and Holten (1997) reinforce this point, adding that CBI is “an important instructional paradigm-not only in the ESL but also in the EFL” (1997 p1, 2017), pointing out that CBI principles have also been included in courses to prepare future teachers.

CBI first appeared in Canada in the 1960s, with French immersion programs, followed by its implementation in some Universities in California; the first publication about CBI was Mohan’s *Language and Content*, which appeared in 1986 (Brinton and Snow 2005).

Mohan (1979) explained how in the Canadian French immersion programs, the result was that students accomplished a higher level of proficiency in French than in French language instruction, and compared the procedures of a language class and a content class, reaching the conclusion that they were very similar, for both teachers, who: “will usually spend a large amount of time

presenting a passage, explaining some of the vocabulary, asking comprehension questions about the passage, and answering student questions about it ... Furthermore, it is most likely that it is these similar activities in content teaching which enhance language learning” (ibid p174).

We see then an interrelation with language and content, which Mohan (2005) further developed adopting Halliday’s functional view of language, which considers that learning a subject-matter and learning the language of that subject-matter, (e.g., science, following the example he used), happens simultaneously. Mohan implemented a Systemic Functional Linguistic (SFL) approach, vastly different from a classical approach. The classical approach does not relate form and content, focuses on form only and at sentence level, and “sees language as a set of rules that allow us to make judgments about correctness, and language learning as the acquisition of these rules ... it does not support a functional and semantic view of discourse” (ibid p304). SFL integrates language and content, it “examines the purposes that language serves within our lives. It emphasizes the text or discourse, as a whole, in relation to the context of social practice and recognizes how science lexis and grammar correlate with science texts and contexts. It provides tools to investigate and critique how language is involved in the construction of meaning and sees language as a resource for making meaning” (ibid pp304-305).

In 1989, Brinton, Snow, and Wesche, established an initial classification of CBI in three models: theme (language focus), sheltered (content focus), and adjunct instruction, where 2 courses, one in language and one in content, are set together and teachers collaborate (Brinton and Snow 2005); more recently, these three models evolved into hybrids models, which the scope of this dissertation prevents from developing, but of which we need to mention the *Sustained Content Language Teaching SCLT*, because it is “a form of theme-based instruction” (ibid p9-10), which is relevant to us, with the particularity that it keeps the same theme or topic during a longer period of time, e.g.: a term or the whole course (ibid). Murphy’s and Stoller’s (2001) describe the advantages of SCLT over theme instruction, as quoted in Brinton and Snow (2005 p10):

- “1. Topics are “stretched” over a whole term or an entire school year—thus avoiding the pitfalls of the theme-based “potpourri” approach (Jacobs, 1989) where content is presented in bits and pieces with no obvious connections in terms of content or language selection.
2. The use of sustained content simulates the conditions and demands of the subject matter classroom.
3. Learners engage with the content more deeply, in the process acquiring advanced academic vocabulary and language skills.
4. There is a dual focus on content and in language development. The focus on content includes critical-thinking, cognitive strategies (such as summarising meaning or guessing meaning from context), metacognitive strategies (such as thinking about the learning process and study skills); the focus on language development includes the four skills, grammar, vocabulary, and pronunciation.”

2.5.3.1. Approach: Theories of language and language learning

CBI is not a method, but an approach (Met 2018, Richards and Rodgers 1986, 2001, and 2014), in which language is learnt through the subject-matter content. Although there are different definitions of what CBI is (Dueñas 2004), they refer to approaches that integrate both, language, and subject-matter content.

Met (1999) points out that CBI is a continuum, from focus into content in one extreme, to focus on language in the other, in this latter case, which is ours, CBI is said to be language-driven, where content is taught in the foreign language, but “content learning may be considered incidental, and neither teachers nor students are held accountable for content outcomes” (ibid p4); this author gives us one example of this practice: “Montgomery County (Maryland) has organized its secondary school foreign language curriculum in Levels 4-6 around content themes. Teachers design units based on themes such as social issues (e.g., immigration), history, or the arts”.

The main principles behind CBI are the following:

1. Increased motivation: students are usually more successful learning a foreign language when “they use the language as a mean to acquire information” (Richards and Rodgers 2001 p207). As Howard (2006 p78) notes: “Content adds relevance, complexity, and authenticity to learning tasks. The quality of the end product may vary, but the learning process is most important.”
2. Language is purposeful and addressed towards a goal, used towards a specific end, e.g., academic, or vocational, and the students need to be familiar with the purposes and to learn “the language codes that signal and link these expressions of purpose” (Richards and Rodgers 2001 p208). As Met points out (1999 p20): “content provides rich avenues for meaningful and purposeful language use”.
3. The focus on the language is at the level of discourse and not at sentence or fragment level, and that includes grammar too, which is viewed as another skill. Since content is taught through texts and discourse, then, as Richards and Rodgers (2001) point out, an analysis of language at this level is required, that is, e.g.: an analysis of “letters, reports, essays, descriptions, or book chapters, or of speech events, such as meetings, lectures, and discussions” (ibid p208).
4. Students’ needs: “CBI reflects learner’s needs for learning a foreign language” (ibid), as, e.g., CBI programs focused on preparing for future academic studies. Students’ needs and interests affect motivation, which, as seen in point 1 above, increases the chances of success, “and this is more so when the content is perceived as “interesting, useful, and leading to a desired goal” (ibid p209). We see here one of the principles of the communicative approach: that meaningful language for the student promotes learning (see page 11 above), for it increases motivation. Consequently, Richards and Rodgers (2001 p209-10) acknowledge that some content is more useful than others to teach languages, e.g. geography, because, quoting Stryker and Leaver (1993 p288) “it is highly visual, spatial, and contextual; it lends itself to the use of maps, charts,

and realia, and the language tends to be descriptive”, being also a good topic for beginners because it provides the students with familiar contexts.

2.5.3.2. *Course Design*

Following Richards and Rodgers, content-focus objectives are those of the content course, since it is considered that if the student has learnt the content, it is “sufficient evidence that language learning objectives have been achieved as well” (2001 p211), whereas the theme-based model, may have set “linguist objectives in the curriculum, and thematic modules are selected for the degree to which they provide compatible contexts for working towards these objectives ... but in general, the theme-based model lends itself well to four-skills courses” (ibid).

According to Stryker and Leaver (1997), CBI is a top-down approach (they focus on meaning of the whole text), with the syllabus based on a subject-matter, which is more motivating for the students, rather than the bottom-up approach (that focus on form) and have a syllabus based in “forms, functions, situations, or skills” (ibid p5-6), which these authors reckon that not only it rarely motivates students, but it often creates frustration.

Brinton (2003 p209-10) gathers the following list of techniques and activities found the most in CBI: Pair and group work: (As a communicative approach, pair and group work is frequently used. The teacher introduces both, the content, and the task, divides the group and schedules a time to present their reports to the rest of the class. While students work, the teacher circulates the classroom to help if needed); Information gap (exchanging information in pairs to fill the gaps); Jigsaw (a variety of information gap, with groups and experts groups, this technique is a cooperative way of learning where each student, as expert, is needed to complete the task and share the results with the rest of the class); Graphic organizers (e.g. tables or diagrams that the teacher can use to present information or for students to look for key information to complete the graphic organiser); Discussion and debates (where students can express their

opinions about the theme of the lesson); Role-play (related to the theme, two or more students are given a role and a situation, it is an improvisation technique used in theatre); Survey tasks (to gather different opinions on a topic and report results to the class using a chart or a table); Process writing (each student submit a few drafts that are peer or teacher evaluated, corrected by the student, and submitted again); Problem solving (students, in pairs or small groups, must find the solution to a given problem, always related to the theme); Sequencing (students are given different pieces of information and arrange them in the right order); Ranking (students, in pairs or groups, reach consensus to rank in order of importance a list of items and sharing their results with the class, together with the reasons for that order); and Values clarification (in pairs or groups, students reach consensus towards a position in a controversial matter, agreeing or not with a statement, and share their rationale for the decision with the class)

As a communicative approach, CBI is learner-based; learners are active and learn by doing, they learn “not only through exposure to the teacher’s input, but also through peer input and interactions” (Brinton 2003 p207); Richards and Rodgers note (2001) that one of the objectives of CBI is for learners to become independent and to be involved in their own process of learning. Moreover, according to Stryker and Leaver (1997), “CBI aims at empowering students to become independent learners and continue the learning process beyond the classroom” (ibid p3). Regarding teachers, this approach requires them to be well informed with the content they introduce to the students, they are responsible for the instructional materials and, as a communicative approach, they also need to assess the students’ needs, and create “truly learner-centred classrooms” (Richards and Rodgers 2001 p214).

Most authors recommend the use of authentic material, such as realia, TV and radio programs, ads, or tourist guidebooks (Richards and Rodgers 2001, Brinton 2003). According to Stryker and Leaver (1997), CBI uses authentic languages and texts “produced by native speakers” (ibid p8-9), which teachers must adapt to the students’ level of proficiency by choosing topics that are familiar and for which the students already have a knowledge. By doing so, students will acquire more motivation to learn and will “also develop learning strategies for

coping with unknown vocabulary and grammar” (ibid). Howard (2006) recommends to vary the type of authentic materials used to increase comprehensibility, and advices to use film instead of articles in some cases, for “the movies not only portrayed the images more vividly, but also provided opportunities for students to improve listening skills” (ibid p.79).

2.5.3.3. *Teaching Procedure*

Richards and Rodgers (2001) consider CBI an approach and note that, as such, there are “no specific techniques or activities associated with it” (ibid p219), other than those commonly used in communicative approaches, and that the selection of materials and activities is done according to the content that is being introduced in class. These authors offer Striker’s and Leaver’s (1997 p198-199) example of what would be a typical sequencing in a Spanish language CBI class, around the film *El Norte* (1983): “Preliminary preparation: students read materials about the topic (U.S. immigration Law) and an extract of Octavio Paz’s *El laberinto de la soledad* (about Mexico and the differences with the US); 1 Linguistic analysis (based on oral presentations done the class before, students discuss its grammar and vocabulary); 2 Preparation for film (vocabulary worksheet and activities previewing the film vocabulary); 3 Viewing a section of the film; 4 Discussion of the film (lead by the teacher); 5 Discussion of the reading; 6 Filmed interview (students watch an interview about immigration matters); 7 Discussion (on immigration reform); 8 Preparation of articles (students read related articles and prepare a class presentation); 9 Presentation of articles (presentations, which can be filmed for viewing and self-correction); Wrap-up discussion” (Richards and Rodgers 219). CBI can easily adapt to students’ interests and needs, and it is thanks to the flexible nature of CBI principles “that can be applied in many different ways” (ibid).

As mentioned earlier, many authors have positively evaluated CBI, both in terms of good learning results and in motivation, e.g.; Grabe and Stoller (1997), Brinton and Snow (2005), or the survey conducted in the *Content based teaching and plurilingual/cultural awareness* (ConBaT+) project of the European Centre for

Modern Languages (ECML), an institution of the Council of Europe, in which 558 students and 74 teachers from 12 different countries participated; the results of the survey, as the project team point out, are clear: “If there is an overall conclusion emerging from the data analysis, it is that attitudes toward content-based and plurilingual approaches to learning are positive, among both students and teachers” (Furlong and Bernaus 2017 p40), all of which reinforces the suitability of using this approach in our didactic proposal.

3. DIDACTIC PROPOSAL

The present didactic proposal is for 2nd of ESO students, who are usually 13-14 years of age. I selected 2nd of ESO because during the internship I was with 1st of ESO students and could see what they studied and the type of materials that they used, so I could work on a didactic proposal for the following course, taking into account the materials that they have already used during the internship. Therefore, the exercises I am suggesting here will be based on those I saw and did myself during the internship or/and adapted using online resources from content-based instruction webpages, which will be duly referenced. However, the lexical field and topic, has completely changed, and all my activities will be related to health and healthy lifestyles.

The students, 20 in total, including 1 high-capacity student, are in CLIL groups and have 3 hours of English tuition weekly. The English level of students in 2nd of ESO is usually A1+, but these are CLIL students who have passed a selection to be in these groups, which means that their English level is usually better than a regular group, and some of them may already have an A2 level, but we cannot assume that. Consequently, the English level is still that of A1, which means that care must be taken when choosing the materials and the intake. As learnt with Dr. Karen Jacob during her Methodology classes, although the students do not need to understand everything from the materials that they are exposed to, since exposure to the language is good in any case, the questions or tasks do need to be adapted to the students' level of English.

The present Didactic proposal follows the Communicative approach and CBI principles already seen. In an ideal situation, the content would be chosen by the English Department and in accordance with the rest of the language Departments (Catalan and Spanish), taking the curriculum into account. In our Didactic proposal, the topic chosen is focused on one single extended theme: health, because it is a topic that the students are familiar with and they already have a knowledge about it, which will be useful, and hopefully motivational too, to do the exercises, and will also help them to develop learning strategies for the new vocabulary or grammar that they will find. There is also an aim for students to reflect about their personal life choices that may impact on their health, hence developing critical-thinking skills.

In each exercise, we provide information about the specific activity and the teaching objectives. In all the activities of the present didactic proposal, students will work the four skills (listening, speaking, reading, and writing), which the curriculum of the Spanish Secondary Education in the Balearic Islands divides into 4 blocks:

- Block 1: oral comprehension
- Block 2: oral production
- Block 3: understanding written texts
- Block 4: production of written texts

Although in all activities the students work the four skills, that is, the four blocks above mentioned, in each different exercise the students will work some blocks more than others, and this information will also be outlined in each exercise in the teaching objectives section, where we will specify which of the four skills the students develop more in each exercise.

Next, we will provide information related to the *design* of the activity and the teaching *procedure*. The materials and resources required to develop the activity will be mentioned, as will be the role of the students and the role of the teachers. In all cases, and following the advice of both, the Curriculum of the Spanish Secondary Education in the Balearic Islands and the Communicative approach, an effort has been made for the materials to be as authentic as

possible, such as the questionnaire used in the first activity and the articles, and videos, whenever possible, to improve listening skills. The instruction will be always conducted in English and, as a communicative didactic proposal, the goal is for the students to have significative and authentic communicative interactions, both, among them and with the teacher, therefore, communication will be prioritised over accuracy.

The reason behind this decision is because motivation, as seen earlier and as the Curriculum itself points out, is an essential factor in the learning process, and to interrupt students to correct mistakes would stop the communicative flow resulting in demotivation or even worse, fear of speaking, which would be the opposite of what we are trying to accomplish. Therefore, efforts are always made to promote communication and fluency in English first, leaving the correction of errors for a later moment.

To promote the communicative approach, students will also work in pairs, and in small groups, besides working individually as well, to make sure they are all learning and working; the aim is for the students to be active and to learn by doing. Finally, in all activities we will see a summary of the teaching procedure, divided in sessions of 50 minutes each.

Regarding assessment, there will be none for the exercises of the didactic proposal, assessment will be at the end of the term, in oral and written form, and based on the topic and tasks done during the whole term. For the didactic proposal exercises, communication will be given priority in class over error correction, which will be done when reviewing the written exercises and as a guidance towards the final term assessment.

The students keep a journal in class of what they learn, which is a good writing technique, and which is also assessed at the end of the term, in both, form and content, counting for a 10%. They also have a blog where they upload their activities, both individually and in groups.

In the event of another lockdown, the activities would be done using Google classroom and individually, instead of in pairs or in small groups.

Let us have a look now at the different content-based exercises of the present didactic proposal.

3.1. HOW HEALTHY ARE WE? (Sessions 1 & 2)

3.1.1. About the activity:

This activity introduces students to the topic of health with a questionnaire that makes them reflect about their feelings and their wellbeing, about their behaviour and reactions, about their own choices, and about how those choices may affect their health, hence, promoting critical thinking and developing a responsibility towards one's wellbeing.

The questionnaire used in this section can be found in appendix 1.

3.1.2. Teaching objectives:

- To encourage critical thinking and awareness about the actions we take and how they affect our health
- To express one's opinion & respect others'
- To use notetaking as a strategy to get the main information
- To express events occurred in the past, present and in the future
- To learn and practice health and nutrition vocabulary
- To improve students' reading, writing, listening, and speaking skills

3.1.3. Activity Design

The main materials to be used in this activity will be photocopies, which the teacher will hand out in class. The students will also have a digital copy of the questionnaire uploaded in the class blog. No other materials are needed. In the event of a lockdown, the questionnaire will be digital and uploaded to Google

classroom. The material is authentic, it is a real questionnaire for American teenagers.

The students will have the questionnaire uploaded in the blog for them to download, complete it at home, with the errors already corrected if any, and to upload it to the course blog. In the event of a lockdown again, the questionnaire would be uploaded to Google classroom for individual completion as an activity for 1 session.

The role of the teacher is to promote communication during the introduction, therefore, not correcting errors to boost confidence, and to assist during the completion of the questionnaire, monitoring the class to provide help if needed in comprehension. At home they can use a dictionary to double check spelling and correct themselves.

3.1.4. Teaching Procedure

Session 1

Introduction (10 minutes): the teacher introduces the topic in the classroom asking the students if they think they are healthy and in good shape, trying to promote students' participation.

Questionnaire (30 minutes): native students take about 15 minutes to answer this questionnaire, therefore, non-native will need more time. The questionnaire is to be answered individually, but they can raise their hands if they need any help with any words.

Group discussion (10 minutes): in groups of 4 (5 groups), students will compare some of their answers and analyse the differences with the rest of the group, taking notes of these differences.

The teacher informs the students that at home, they can complete, after having corrected their own questionnaire, the digital copy they have available in the class blog. The teacher will also inform the students that, in the next class, they will have more time to discuss the answers of the questionnaire with a new

group, to take more notes of different answers to prepare a summary of the main points of his own answers compared to classmates' answers which are different from their own. The summary will be used as a support for a brief individual presentation in class.

Session 2

Introduction (10 minutes): to refresh the information and instructions, to make new groups, and to answer questions if any. The new groups are made distributing each one of the students of the previous group of 4 into 4 new groups A, B, C, and D, which will now have 5 students each.

Group discussion and note taking (10 minutes): the students will now compare their own questionnaire answers with a new group of 5 students each, in order to have more material to spot answers that are different from their own and write their personal summary for a few minutes individual presentation.

Writing the summary (10 minutes): still sitting with the groups formed, the students will, individually now, write the summary of his own answers, a summary of the main points, which must include a comparison with answers given by different classmates which are different from their own answers.

Oral presentations (20 minutes): the teacher will ask for volunteers to start with the individual presentations, which will be done only standing up in the group where they are, without going in front of the class. This decision has been taken for two reasons: to save time and to make the presentation easier for shy students, for it is the first presentation with this topic.

Please, see below a copy of the introduction of the questionnaire and the written instructions that the students will get for the sessions, you can find the questionnaire in Annex 1:

“HOW HEALTHY ARE WE?”

What do you know about health? Do you take care of yourself? Do you think you are healthy? Have you ever been sick?

This new term we will learn everything we need to know about health, so let us start with a health questionnaire!

With this HealthActCHQ questionnaire, we will find out a little bit about our own health and, as doctors do, we will make our first health diagnosis!

INSTRUCTIONS: Please, read first the whole sentence, after that, if you do not understand a word, you can use a dictionary online to check its meaning.

Here you have the link to the Word Reference online dictionary:

<https://www.wordreference.com/es/translation.asp?tranword=meaning>

TIP: You can also click on the key “LISTEN” to hear the pronunciation!

In groups of 4, compare your answers with the rest of the group and take notes of the differences to write a summary of some points of your answers and how they differ from some of your classmates' answers.”

3.2. WHAT CAN WE DO TO BE HEALTHIER? (Session 3)

3.2.1. About the activity

This activity continues working the topic of health, mobilising students' previous knowledge about physical exercise to introduce the students to the benefits of an active lifestyle while discovering a variety of physical activities and sports which may inspire students and open up new venues of interest for them. These activities will to be completed in the next sessions with the Edpuzzle exercise, which gives a more detailed information about the health benefits of physical exercise, how it works in our body, and the diseases that sport can prevent and even recover from.

3.2.2. Teaching objectives

- To improve students' reading, writing, and speaking skills
- To develop vocabulary related to physical activities
- To research specific information about a topic
- To discuss activities preferences and reach an agreement
- To express one's opinion & respect others'
- To learn and practice specific vocabulary related to body parts, gear and sport costumes and gadgets, sport terminology, and safety practicing sport

3.2.3. Activity Design

For this activity, the only material needed are computers with internet access, which they have in the classroom. The students get a digital document uploaded in the course blog with a direct link to the webpages that they need to go to gather information and do the exercises, together with the instructions, and a link to an online dictionary to consult. No other materials are needed. In the event of another lockdown, the digital document would be uploaded to Google classroom for individual completion, skipping the work in pairs and the class presentations.

The materials used in these activities are authentic; the first activity consists in finding specific information and the material used is an information sheet from the World Health Organization with global recommendations on physical activity for health for children and young people. The second part of the activities consists in browsing a webpage that contains many different physical activities, which the students must investigate, to learn about them, and to select one for an oral presentation in class. The webpage the students use is an activity information sheet from CDC, Centers for Disease Control and Prevention, designed specifically for use in schools to promote health. In this webpage students access a whole page of different activities and can click on each one to find out more information about them, they can find out the gear and materials needed to play that activity, the parts of the body that the activity works, how to play the activity and how to play it in a safe way, and all spiced up with some fun

facts about the activity and a further reading section for those who have more interest in the topic. The students have a document in their course blog with the links to both pages and the instructions to do the exercises.

The role of the teacher is to promote communication during the introduction and to assist the students during the completion of the exercises, monitoring the class to provide help if needed in comprehension or surfing the net to access dictionaries or any other informative pages, and helping if needed with the presentations and motivation.

Students work in pairs, but both must write the answers of the first part individually and upload them to the classroom blog. For the second part, they need to agree on one activity to do the oral presentation in class.

3.2.4. Teaching Procedure

Lead in & speaking (10 minutes): the teacher introduces the topic by writing “physical exercise and health” on the board and asking the students if they exercise and if they think that physical exercise improves health. Next the teacher will ask them what activities they like to play and what activities they know, promoting students’ participation.

Task 1 & 2 Reading & finding information (20 minutes): Students get the computers and, sitting in pairs they download the document with the instructions and the links that they need to access from the course blog. Once they have the answers to the first task, they both upload them to the course blog.

Task 3 & 4 Activity research & oral presentation (20 minutes): Still in pairs, the students research the different activities and select one to prepare the oral presentation. The teacher monitors the class and helps with any questions the students may have. If needed, the students will continue working on the presentations in the next session.

Please, see below a copy of the tasks instructions that the students will get in the course blog to do the exercise, together with the links to the webpages that they need to access to gather the information:

“WHAT CAN WE DO TO BE HEALTHIER?”

Do you practice any sport or do any physical exercise? Why?

Do you think that exercising has an impact on health?

INSTRUCTIONS:

Please, read the following Global Recommendations on Physical Activity for Health written by the World Health Organization and answer the questions below

1. What are the different benefits of physical exercise?
2. What are the World Health Organization recommendations for your age group? Do you exercise 60 minutes per day?

<https://www.who.int/dietphysicalactivity/publications/physical-activity-recommendations-5-17years.pdf?ua=1>

3. What different types of physical activities do you know? Go to the following webpage to see different activities and click on them to find out more about it.

<https://www.cdc.gov/healthyschools/bam/cards.html>

4. In pairs, after reading about the different activities, select one of them and prepare a presentation for the class about the chosen activity, which must include a summary of all sections: The gear that you need, the parts of the body worked, how to play it safe, how to play it, and some fun facts, please complete this information with your own experience, anything you want to share with the class.”

3.3. HOW DOES PHYSICAL EXERCISE IMPROVE OUR HEALTH? (Sess. 4)

3.3.1. About the activity

This activity continues working in the topic of health, mobilising students' previous knowledge in nutrition and physical exercise to further learn about these subjects, encouraging students' responsibility and initiative towards a healthy life, while using health, physical exercise, and scientific terminology in the English language. It is a remarkably interesting and useful video with a lot of information and terminology, which requires more than one session to finish. It is better to do it carefully, to give the students the opportunity to think and learn from the content. Some examples of the Edpuzzle questions can be found in Appendix 2.

3.3.2. Teaching objectives

- To encourage critical thinking and raise awareness about the actions we take and how they affect our health
- To listen and understand general and specific information related to physical exercise, sport, and health
- To improve students' listening, reading, and writing skills
- To extend students' vocabulary in physical exercise, sport, health, and science, improving their scientific competence
- To familiarise students with different English accents
- To further develop students' digital competence by using digital tools like the Edpuzzle and surfing the net to find information

3.3.3. Activity Design

For this activity, the only material needed are computers with internet access, which they have in the classroom. The students get a digital document with a direct link to the Edpuzzle exercise, the instructions, and a link to an online dictionary to consult. No other materials are needed. In the event of another lockdown, the digital document would be uploaded to Google classroom for

individual completion as an activity for 1 session. The material is authentic, it is a real video from the YouTube channel *Tech Insider* to promote an active lifestyle, which we have adapted with questions for the students to answer while learning the contents.

The way in which Edpuzzle works is adapting a video with questions. First, the teacher needs to know what information is required and to choose an appropriate video for the students to work with. Next, the teacher must edit the video inserting the questions chosen with the right timing before the class begins, and to check that it works well, and it is ready for the students to use. This editing work consists in uploading a video from any webpage into the Edpuzzle webpage (having created an account in this webpage beforehand) and to edit it by playing it and stopping it in any frame, at any time, to insert any questions in that exact frame. It is important to make sure that the questions are inserted after the audio gives the answers, for the students to be able to answer. Depending on the level of the students, it is better to choose a video that has English subtitles on, which is what we have done for this activity. The reason behind this choice is to encourage students, for they understand the video much better with the subtitles, furthermore, the Edpuzzle program gives them the option to answer the question directly (by writing the answer and clicking on the key “submit”) or to watch that section again to gather more information, and as many times as needed, by clicking on the key “rewatch”. Once the students are ready, they write the answer and click on “continue”, and so on until the end of the video. In this exercise, we have included 31 questions, and some of them contain more than one question, which means that the students will need more than one session to finish it.

The role of the teacher is to promote communication during the introduction and to assist during the completion of the Edpuzzle exercise, monitoring the class to provide help if needed in comprehension or surfing the net to access dictionaries or any other informative pages.

Students sit in pairs and they can work together helping each other, but they all must submit their answers individually to make sure that they all exercise the listening, reading, and writing skills.

3.3.4. Teaching Procedure

Lead in & speaking (5 minutes): the teacher asks the students if they know how physical exercise improves health, and what types of diseases can physical exercise prevent, or even recover from, trying to promote students' participation.

Edpuzzle dynamics (10 minutes): Introduction to Edpuzzle and to how this activity works, explaining the keys they need to click to enter the answers and continue or to watch the section of the video again, and the type of questions the students will find and the type of answers they will have to provide. The Edpuzzle is to be answered individually, but they can raise their hands if they need any help with any words.

Edpuzzle completion and vocabulary searching (35 minutes): Students get the computers and, sitting in pairs to help each other if needed, they start working individually with the Edpuzzle exercise. The teacher monitors the class and helps with any questions the students may have. The students will continue working with the Edpuzzle in the next session.

Please, see below a copy of the introduction to the Edpuzzle with the written instructions that the students will get in the course blog to do the exercise, together with the link to the same:

“WHAT CAN WE DO TO BE HEALTHIER?”

In previous sessions, we learnt about food, cooking, and a little bit about the food pyramid and the food groups, so we already know that food is important for a healthy lifestyle, but... is there any other thing that we can do to further improve our health?? Yes, you guessed it, the answer is physical exercise. We will watch a video using the Edpuzzle application and we will learn how is physical exercise beneficial for our health and how it can prevent and even reverse some diseases. Here we go!

EDPUZZLE INSTRUCTIONS:

Click on the link below to access our video at the Edpuzzle webpage:

<https://edpuzzle.com/assignments/5f1896f130f7463f1c034e50/watch>

You will see a page with the following text:

“Just enter a nickname and click on the button to join your open class!”

In the box below, where it says “nickname”, please write your name and your family name and press “enter”.

Another page will open with the video.

This video contains different questions:

- some of them are multiple-choice questions: you need to choose one.
- most of them are open-ended questions: you need to write the answer to the question based on what you hear.

All questions are based on what the video says, so listen carefully!

Please answer the question & click “Submit” and “Continue”

If you need to listen to that section of the video again to answer the question, no worries! Click on “rewatch” and the video will play that section again as many times as you need. When you are ready, answer the question and click “Submit” and “Continue”.

*If you do not understand the meaning of a word, go to the Word Reference online dictionary, and write the word to find out what it means. Here you have the link to see words definitions:

<https://www.wordreference.com/definition/>

HAVE FUN!!”

3.4. BLAST OFF! (Session 5)

3.4.1. About the activity

This activity continues working in the topic of health and introduces students to nutrition with the game *Blast Off*, from the Food and Nutrition Service of the US Department of Agriculture. In this game, students select smart food choices for a space trip to planet Power, also adding 60' of physical activities, a topic in which they have just been working on. The idea is to learn about the importance of eating from all five food groups (fruits, vegetables, proteins, grains, and dairy), and of course, of physical activity, and to relate it more specifically to good choices, energy, and health, while they have a little bit of fun with the interactive game. Students sit in pairs to help each other if needed but play the game individually.

3.4.2. Teaching objectives

- To raise awareness about food choices
- To learn and practice health and nutrition vocabulary
- To identify the five types of food groups.
- To create a menu for one day choosing healthy options.
- To learn and practice food and physical exercise / sport vocabulary.
- To improve students reading and speaking skills.

3.4.3. Activity Design

For this activity, the only material needed are computers with internet access, which they have in the classroom. The students get a digital document with a direct link to the game *Blast Off*. No other materials are needed. In the event of another lockdown, the digital document would be uploaded to Google classroom for individual completion as an activity for 1 session. The material is authentic, it

is a real video game from the Food and Nutrition Service of the US Department of Agriculture for American teenagers.

In this game, the students have a spaceship called MyPlate and many different options of food to choose from for breakfast, lunch, snacks, dinner, and of physical activities, for the activity section, all of which will give the students the energy to reach Planet Power.

The goal is to fill the spaceship with food for 1 day, which acts as the fuel, so the students must be careful choosing food from all 5 food groups (fruits, vegetables, proteins, grains, and dairy) to fill up the containers of each food group while distributing the food in the 4 meals (breakfast, lunch, snacks, dinner) but they must be careful in doing so, it is not as easy as it sounds: they will need to make some calculations.

Each meal or activity they select has an information card to read, with information about the amount of food it provides to each food group, plus all the information about all the extras (such as fat and sugar), and more importantly, in the case of the food, information about how much fuel it provides. Food must be added to the “Fuel tank” and activity to the “Battery”.

The difficulty is that, with the activity, the Battery must reach 60’ to have the power to reach the planet, but the food must also be in the right amount: too much fuel will make the spaceship too heavy and too little will prevent it from flying. The target of the Fuel tank is 1800, more than that is a fuel overload. Plus, they need to add food for each meal, or else they will not have enough fuel to make it to Planet Power. The students can read about all the options, select, and remove foods and activities as many times as they need.

Once the students are happy with their choices, they must click on “Blast Off” to find out if they have what it takes to make it to the Planet. They will soon find out if the spaceship takes off correctly, navigates, and reaches the planet, the video will show what happens and the students will also get a mission report from mission control stating:

- If they reached the optimal levels in all 5 tanks: grains, vegetables, fruits, dairy, and protein.
- The load of the fuel tank
- If they reached the optimal level in activity
- If they remembered to fuel up all 4 meals: breakfast, lunch, snacks, and dinner, and if they did so with healthy options.

The role of the teacher is to promote communication during the introduction, therefore, not correcting errors to boost confidence, and to assist during the completion of the game, monitoring the class to provide help if needed in comprehension.

Students sit in pairs and they can work together helping each other and comparing their choices, but they must all play the game.

3.4.4. Teaching Procedure

Lead in (10 minutes): the teacher writes the words “food groups” on the board and asks the whole class which foods they know in each group. The 5 students that have first mentioned a food group (fruits, vegetables, proteins, grains, and dairy) go to the board and write, in 5 columns, their food group name. Next the teacher asks the students what food items from each food group they would eat in one day and the students in the board write the items in their respective column.

Game dynamics (10 minutes): the teacher introduces the game to the students, what they will have to do, the dangers they need to avoid, and the calculations they will have to do to avoid them, the choices they have, and so on.

Blast Off Game (30 minutes): the students get the computers and sitting in pairs, they work individually with the game, but they can talk and compare their choices, while the teacher monitors the class and helps the students with any questions they may have.

Please, see below a copy of the introduction to the game that the students get, together with the link to play the game:

“BLAST OFF!

We already know that what we eat is important, but why is that? How does food affect our bodies? Can certain types of food create any type of diseases? Can certain types of food help us preventing disease? To answer all these questions, we need to learn a little bit about NUTRITION.

But first, we will go for a little space trip: you are now on a mission with your own spaceship, make sure you take the right decisions with food and exercise to reach planet Power!

https://www.fns.usda.gov/apps/BlastOff/BlastOff_Game.html

GOOD LUCK!”

3.5. THE IMPORTANCE OF NUTRITION (Sessions 6 & 7)

3.5.1. About the activity

The activities for sessions 6 and 7 continue working in the topic of health, mobilising students' previous knowledge in nutrition and learn further about this topic, about the specific health benefits to acquire when we eat healthy and the type of diseases we can prevent by doing so, encouraging students' responsibility and initiative towards a healthy life, while also learning about food vocabulary and terminology that can misguide us in our choices, such as the many names which sugar has to get into our plates.

3.5.2. Teaching objectives

- To raise awareness about the actions we take and how they affect our health
- To read, listen, and understand general and specific information related to nutrition and health
- To raise awareness about hidden food choices we may take without realising

- To develop critical thinking
- To develop collaborative work
- To improve students' listening, reading, speaking, and writing skills
- To extend students' vocabulary in health, and science, improving their scientific competence

3.5.3. Activity Design

For this activity, the only material needed are computers with internet access, which they have in the classroom. The students get a digital document uploaded in the course blog with a direct link to the webpages that they need to go to gather information and do the exercises, together with the instructions, and a link to an online dictionary to consult. No other materials are needed. In the event of another lockdown, the digital document would be uploaded to Google classroom for individual completion, skipping the work in pairs and the class presentations.

The materials used in these activities are authentic and the students have a document in their course blog with the links to the webpages and the instructions to do the exercises.

The first activity, tasks 1-3, consists in finding specific information in a webpage, and the webpage the students use is about nutrition and from CDC, Centers for Disease Control and Prevention, designed specifically for use in schools to promote health, so students are working with authentic materials, exactly the same as the English speaking natives do. The students, in groups of 4, need to scan the webpage looking for the specific information to answer the 3 questions they have in the document uploaded in the classroom blog.

For the second activity, tasks 4 & 5, the students go to a webpage specialised in nutrition and fitness, *Openfit*, to read an article about the different ways in which we may be having sugar without even being aware of it. Working in groups of 4, the students need to answer 2 questions: what "added sugar" means and they also need to find out how many other names sugar has and mention how many of those were they familiar with, if any.

The third activity, task 6, consists in watching a video from the YouTube channel “What I’ve Learnt” called *Food Industry's Secret Weapon (WHY Sugar is addictive & in 80% of Food)* which investigates the addictive nature of sugar, the food industry practices, and how sugar affect our body and health. The video has English subtitles so the students can understand it better. After watching the video and in the same groups of 4, students need to prepare a group presentation with a summary of the video and including all the information that is being asked in task 7: to read the labels & ingredients of what they are drinking or eating and note it down to include this information in the oral presentation that the group must do in the next session. To do so, they will have time in the next session to prepare the oral presentations and to add the information they have been gathering about their unknown sugar consumption.

The role of the teacher is to promote communication during the introduction and to assist the students during the completion of the exercises, monitoring the class to provide help if needed in comprehension or surfing the net to access dictionaries or any other informative pages, and helping if needed with the presentations and motivation.

Students work in groups of 4 and upload their work to the classroom blog as a group, for tasks 1-5. They need to work collaboratively watching the video, deciding which information to select for the oral presentation, how to do and organise the oral presentation, and to gather the information required for task 7, which they also need to read together in the following session and decide how to organise it.

After the 5 oral presentations, a brief debate about the information they have discovered during this 7 sessions will start, giving the students the opportunity to reflect about their learning process and also about their opinions and comment on any changes in their views or even attitudes, they would like to share with the whole class.

3.5.4. Teaching Procedure

Session 6

Lead in & speaking (10 minutes): the teacher introduces the topic by writing “nutrition and health” on the board and asking the students if they know what foods are beneficial for the health and which ones should be avoided, promoting students’ participation.

Task 1-5 Reading & finding information (25 minutes): Students get the computers and, sitting in groups of 4, they download the document with the instructions and the links that they need to access from the course blog. Once they have the answers, they upload them to the course blog as a group.

Task 6, video screening (15 minutes): Students watch the video taking notes for the class presentation. They will not have enough time to prepare it, but they will continue working on it in the next session. As homework, they need to read all the packages of food they have and write all the information regarding the sugar they are eating, under any of the names they have learnt.

Session 7

Task 6, video screening & work on the presentations (20 minutes): Students, in their group of 4, continue watching the video and preparing the presentation. They need to decide what contents of the video select for the film summary and add the information they have been collecting about sugar since last class in their oral presentation.

Oral presentations (25 minutes): Still in pairs, the students research the different activities and select one to prepare the oral presentation. The teacher monitors the class and helps with any questions the students may have. If needed, the students will continue working on the presentations in the next session.

Whole class reflection (10 minutes) After the oral presentations, the students will comment on any aspect they feel like sharing with the group, about the work they

have done during the last 7 sessions or about their opinions on the content worked.

Please, see below a copy of the tasks instructions that the students will get in the course blog to do the exercise, together with the links to the webpages that they need to access to gather the information:

“Go to the following webpage to read the article and, in groups of 4, answer the following questions:

<https://www.cdc.gov/healthyschools/nutrition/facts.htm>

1. Can healthy eating prevent health conditions?
2. What 2 foods do we have to limit? Which other food should we also reduce?
3. What health conditions can we help preventing if we eat healthy?

It is easy to know the amount of fat, sugar, and salt that we directly add to our food, but how do we know how much of these ingredients are we eating in processed food? The truth is that we do not know... to find out, we need to look at the food labels & ingredients, but... do we know how to read the food labels? Let us do the following exercises to learn a little bit about sugar camouflage!

With the same group, go to the following webpage to read the article about sugar and answer the questions below

<https://www.openfit.com/other-names-for-sugar>

4. What does “added sugar” mean? What is “natural sugar”? Write it down.
5. How many other names are used to camouflage sugar in the labels? How many of those names did you know it was sugar?
6. Is sugar addictive? Let us watch the video below to find out a little bit more about sugar and write a summary of the information that the video provides. Do not forget to switch the subtitles on!

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

7. Finally, find out how much sugar you are really having: until next class, and to include it in your presentation, whenever you eat or drink anything in a package, read the label and the ingredients to find out how much sugar you are eating and write it down. Remember that sugar has many names and to include this information in your group presentation, together with any comments you want to make about it.

VOLUNTARY FURTHER READING INTO HEALTH:

Take Charge of Your Health: A Guide for Teenagers, available at:

<https://www.niddk.nih.gov/health-information/weight-management/take-charge-health-guide-teenagers?dkrd=lglgc1334> “

4. CONCLUSIONS

CBI can be an effective way of teaching EFL in mandatory secondary education, for it provides authentic materials and authentic content for students to work with, which, as seen earlier, increases students' motivation. The research conducted in the Literature review sections was most useful to review the principles behind the main methods and approaches used through history and also to view some of the mainstream procedures used in language instruction, while understanding the reasons behind the adoption of different syllabus through history and the role that the European Union played in this section, and, at the same time, to be able to understand the difficulties that the adaptation of these methods and approaches may pose to apply and adapt the official curriculum in each community.

As noted in the introduction, our initial idea was to carry out a comparative study on the motivation of the CLIL and non-CLIL groups towards learning English; however, due to the state of emergency and the lockdown, this was not feasible. For this reason, we decided to apply some of the techniques and knowledge observed at the high school, before it closed, to design an innovative

teaching proposal on the use of content based methodologies for teaching English at secondary education level. Although because of the lockdown we have not been able to put this specific didactic proposal into practice, during the internship we could partially observe the application of the CBI approach in a real obligatory secondary education institute and the benefits it had for the students in the centre, both in their communicative competence in English and also in students' motivation and academic result, aspects that were corroborated by the teachers of the institute and also by many authors' research, as already mentioned. The high school where I did my internship was a pioneer in the introduction of this type of approach to teaching a foreign language and we were lucky to be able to observe the instruction in the centre for a few weeks before it closed down and learn about their procedures, which inspired the procedures used in the activities of the present didactic proposal. The main aspect that was difficult for us to understand was how to combine the language formal instruction while teaching other subject matter contents. This was the main challenge to understand, both during the research and during the internship observation.

What was observed in the centre, and was confirmed afterwards in the literature review, was that CLIL methodology has been used around the world to teach non-linguistic subjects and has been positively evaluated by many authors, but we were not aware of CBI research conducted in the foreign language classroom, especially in Spain (the high school where I did my internship was one of the first ones to introduce this methodology); consequently, the internship was very useful to learn about the procedures used in the English language classroom, procedures that were the base for those used in the didactic proposal. As already mentioned, the main difficulty was to understand how to combine the instruction of specific formal language aspects while teaching non-linguistic contents. The principles behind CBI are that students learn both at the same time, as seen in the literature review, for it is considered that if the students are capable of working with the non-linguistic contents and doing the same required tasks as the natives of the language learnt would do, and using authentic materials, it is understood that the formal linguistic contents are also acquired. In this specific aspect, the solution that the high school implemented was very practical and

seems a good option to have: in the course blog, the students also had a lot of resources and games to consult and learn about specific formal aspects of the language, that is, a linguistic syllabus also available for consultation and development, which provided further help into specific linguistic aspects of English instruction if needed. This option seems very practical, for it does not detract from the CBI methodology and procedures used in the classroom, while the students have more tools to use if needed during the mandatory education and to implement the curriculum.

5. REFERENCES

AILA Association Internationale de Linguistique Appliquée or International Association of Applied Linguistics. (Homepage). [Online]. Available at: <https://aila.info/> [Accessed 17 May 2020].

Anthony, E.M. 1963. Approach, method, and technique. *English Language Teaching*. 17, pp63-67.

Araújo, L., Dinis da Costa, P., Flisi, S., and Soto, E. 2015. *Languages and Employability*. [pdf] Publications Office of the European Union. Available at: <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/languages-and-employability> [Accessed 17 May 2020].

Boyadzhieva, E. 2014. Theory and Practice in Foreign Language Teaching Past and Present. *Journal of Modern Education Review*. [Online]. 4, 10, pp776-788. Available at: https://pdfs.semanticscholar.org/efe9/83f240da927023dfe715f43ebc564a42ea09.pdf?_ga=2.162459772.1138869873.1592334496-1150471954.1592153679 [Accessed 17 May 2020].

Brinton, D.M. and Holten, C. 1997. *Into, Through, and Beyond: A Framework to Develop Content-Based Material*. [Online]. Available at: https://www.researchgate.net/publication/265747239_Into_Through_and_Beyond_A_Framework_to_Develop_Content-Based_Material [Accessed 17 May 2020].

Brinton, D. 2003. Content-based instruction *IN*: Nunan, D. (ed.) *Practical English Language Teaching*. New York: McGraw-Hill.

Brinton, D. and Snow, M.A. 2005. The Evolving Architecture of Content-Based Instruction. *IN*: Jourdenais, R.M. and Springer, S. E. (Eds.) *Content, Tasks and Projects in the Language Classroom: 2004 Conference Proceedings*. Monterey: Monterey Institute of International Studies. [Online]. Available at: <https://www.press.umich.edu/pdf/9780472036455-chp1.pdf> [Accessed 17 May 2020].

CDC 2018. Centers for Disease Control and Prevention. CDC healthy Schools. *Activity Information Sheets*. [Online]. Available at: <https://www.cdc.gov/healthyschools/bam/cards.html> [Accessed 17 May 2020].

CDC 2020. Centers for Disease Control and Prevention. CDC healthy Schools. *Childhood Nutrition Facts*. [Online]. Available at: <https://www.cdc.gov/healthyschools/bam/teachers.htm> [Accessed 17 May 2020].

Celce-Murcia, M. 2012. *Language Teaching Approaches: An Overview*. [pdf] [Online]. Available at: https://pdfs.semanticscholar.org/f721/0e0429b27b4bc0931b0e871df4f56bb4dfa5.pdf?_ga=2.116691910.1952599115.1592153679-1150471954.1592153679 [Accessed 17 May 2020].

Center for Advanced Research on Language Acquisition (CARLA). 2018. Content-based Language Teaching with Technology (CoBaLTT) program. [Online]. Available at: <http://carla.umn.edu/cobaltt/index.html> [Accessed 17 May 2020].

Council of Europe 2018. *Common European Framework of references for languages: Learning, teaching, assessment. Companion volume with new descriptions*. [Online]. Available at: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989> [Accessed 17 May 2020].

Decree 34/2015, 15th May which states the Foreign Language Curriculum for Secondary Education in the Balearic Islands. [Online]. Available at: <http://www.caib.es/eboibfront/pdf/es/2015/73/919862> [Accessed 17 May 2020].

Dueñas, M. 2004. The *Whats, Hows and Whos* of Content-Based Instruction in Second/Foreign Language Education. *International Journal of English Studies*. [Online]. 4 (1), pp73-96. Available at: <https://dialnet.unirioja.es/descarga/articulo/919483.pdf> [Accessed 17 May 2020].

EdPuzzle Inc. 2020. (Homepage). [Online]. Available at: <https://edpuzzle.com/> [Accessed 17 May 2020].

European Centre for Modern Languages (ECML). 2011. Content based teaching and plurilingual/cultural awareness (ConBaT+) project. [Online]. Available at: <https://conbat.ecml.at/ConBat/BackgroundtotheCONBATproject/tabid/2600/language/en-GB/Default.aspx> [Accessed 17 May 2020].

European Commission. *Policies: About Multilingualism*. [Online]. Available at: https://ec.europa.eu/education/policies/multilingualism/about-multilingualism-policy_en [Accessed 17 May 2020].

European Union. (Homepage). [Online]. Available at: https://europa.eu/european-union/about-eu/symbols/motto_en [Accessed 17 May 2020].

Furlong, A. and Bernaus, M. 2017. CLIL as a Plurilingual Approach or Language of Real Life and Language as Carrier of Culture. *Research Papers in Language Teaching and Learning*. [Online]. 8, 1, pp34-43. Available at: <http://rpltl.eap.gr> [Accessed 17 May 2020].

Google. Classroom. (Homepage). [Online]. Available at: https://edu.google.com/products/classroom/?modal_active=none#%2Fready-to-go [Accessed 17 May 2020].

Grabe, W. and Stoller, F. 1997. Multiple-perspectives on content-based Instruction IN: Snow, M. and & Brinton, D. (Eds.), *The content-based classroom: Perspectives on integrating language and content*. New York: Longman.

Green, A. 2012. *Language Functions Revisited*. Cambridge: Cambridge University Press.

HealthActChq (HACHQ). 2020. *Child Health Questionnaire*. [Online]. Available at: <https://www.healthactchq.com/surveys.php> [Accessed 17 May 2020].

Howard, J. 2006. Models of Integrating Content and Language Learning. *Journal of the National Council of Less Commonly Taught Languages*. [Online]. 3, p61-83. Available at: <https://doaj.org/article/7dfba0909c2b47618f355e23703d6b7e> [Accessed 17 May 2020].

Hutchinson, T. and Waters, A. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.

Hymes, D. 1971. On communicative competence *IN*: Pride, J.B. and Holmes, J. (eds) *Sociolinguistics*. Harmondsworth: Penguin.

Jacob, K., 2019-2020. An introduction to the didactics and methodologies of teaching a foreign language. *Module 10885 - Specific Didactics: Methodology and Educational Aids for Teaching*. [online via internal VLE]. Universitat de les Illes Balears.

Jenkins, J. 2007. *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.

Johnson, K. and Morrow, J. 1981. *Communication in the Classroom*. Essex: Longman.

Katalin, I. 2019. In between Language Teaching Methods: Do We Need (to Know About) Methods at All? *Acta Universitatis Sapientiae, Philologica*, [Online]. 11, 3 pp119–139. Available at: <https://content.sciendo.com/view/journals/ausp/11/3/article-p119.xml> [Accessed 17 May 2020].

Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

MacKenzie, I. 2014. *English as a Lingua Franca: Theorizing and Teaching English*. Oxon: Routledge.

Met, M. 1999. *Content-Based Instruction: Defining Terms, Making Decisions*. [Online]. Available at: <http://carla.umn.edu/cobal/t/modules/principles/decisions.html> [Accessed 17 May 2020].

Met, M. 2018. *Principles of Content-Based Instruction*. [Online]. Available at: <http://carla.umn.edu/cobal/t/modules/principles/index.html> [Accessed 17 May 2020].

Mohan, B.A. 1979. Relating Language Teaching and Content Teaching. *TESOL Quarterly*. [Online]. 13, 2, pp.171-182. Available at: <http://www.jstor.com/stable/3586208> [Accessed 17 May 2020].

Mohan, B.A. 1986. *Language and Content*. Reading, MA: Addison-Wesley.

Mohan, B.A. and Slater, T. 2005. Examining the theory/practice relation in a high school science register: A functional linguistic perspective. *Linguistics and Education*. [Online]. 16, pp.151–172. Available at: http://blogs.ubc.ca/lled3602015/files/2015/08/Mohan_Slater_Examining_Theory_Science.pdf [Accessed 17 May 2020].

Morris, M. 2020. *71 Sneaky Other Names Sugar Hides Under*. [Online]. Available at: <https://www.openfit.com/other-names-for-sugar> [Accessed 17 May 2020].

NIDDK National Institute of Diabetes and Digestive and Kidney Diseases. 2016. *Take Charge of Your Health: A Guide for Teenagers*. [Online]. Available at: <https://www.niddk.nih.gov/health-information/weight-management/take-charge-health-guide-teenagers?dkrd=lglgc1334> [Accessed 17 May 2020].

El Norte, 1983. [film]. Directed by Gregory Nava. UK / USA: American Playhouse.

Organic Law 8/2013, 9 December, for the Improvement of Educational Quality (LOMCE) [Online]. Available at: <https://www.globalregulation.com/translation/spain/1466369/organic-law-8-2013%252c-of-9-december%252c-for-improving-educational-quality.html> [Accessed 17 May 2020].

Pavón, V. and Rubio, F. 2010. Teachers' Concerns and Uncertainties about the Introduction of CLIL Programs. *Porta Linguarum: Revista Internacional de Didáctica de las lenguas extranjeras*. [Online]. 14, pp.45-58. Available at: <https://dialnet.unirioja.es/descarga/articulo/3253054.pdf> [Accessed 17 May 2020].

Paz, O. (1950). *El laberinto de la soledad*. New York: Grove Press.

Richards, J.C., and Rodgers, T.S. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Richards, J.C., and Rodgers, T.S. 2001. *Approaches and Methods in Language Teaching*. Edition. Cambridge: Cambridge University Press.

Richards, J.C., and Rodgers, T.S. 2014. *Approaches and Methods in Language Teaching*. Edition. Cambridge: Cambridge University Press.

Royal Decree 1105/2014, 26 December in which the Basic Compulsory Secondary and Upper secondary Curriculums are stated. [Online]. Available at: <https://www.boe.es/boe/dias/2015/01/03/pdfs/BOE-A-2015-37.pdf> [Accessed 17 May 2020].

Sani, D. 2017. The Eclectic Approach to Language Teaching: Its Conceptualization and Misconceptions. [Online]. Available at: <https://www.arcjournals.org/pdfs/ijhsse/v4-i2/6.pdf> [Accessed 17 May 2020].

Seidlhofer, B. 2011. *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

Skehan, P. 1998. *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

Skinner, B.F. 1957. *Verbal Behaviour*. London: Methuen.

Stryker, S.B. and Leaver, B.L. 1997. *Content-Based Instruction in Foreign Language Education: Models and Methods*. Washington: Georgetown University Pres.

Tech Insider. 2018. *What Happens To Your Body When You Start Exercising Regularly | The Human Body*. [video online]. Available at: https://www.youtube.com/watch?time_continue=5&v=rBUjOY12gJA&feature=emb_title [Accessed 17 May 2020].

Tejada, G., Pérez, M.L., and Luque, G. (2006). Current approaches and teaching methods-chapter 4 current approaches and teaching methods bilingual programmes. [Online]. Available at: https://pdfs.semanticscholar.org/610a/9c9de3f886b7f17c0c946ef7e9e782e67318.pdf?_ga=2.187662184.1952599115.1592153679-1150471954.1592153679 [Accessed 17 May 2020].

Thakur, R.K. 2013. Delineation of English Language Teaching Syllabi and Its Implications. *The Criterion: An International Journal in English*. [Online]. 4, (VI), pp205-214. Available at: <https://pdfs.semanticscholar.org/28ca/327052171e607b4d7030f98591dae6b8573e.pdf> [Accessed 17 May 2020].

USDA Food and Nutrition Service. U.S. Department of Agriculture. *BlastOff*. [Online]. Available at: https://www.fns.usda.gov/apps/BlastOff/BlastOff_Game.html [Accessed 17 May 2020].

Van Ek, J.A. 1975. *The Threshold Level*. Strasbourg: Council of Europe.

Van Ek, J.A., and Trim, J.L.M. 1998. *Threshold 1990*. [Online]. Available at: http://www.ealta.eu.org/documents/resources/Threshold-Level_CUP.pdf [Accessed 17 May 2020].

Walker, R. 2011. *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: Oxford University Press.

What I've Learned. 2016. *Food Industry's Secret Weapon (WHY Sugar is addictive & in 80% of Food)*. [video online]. Available at: <https://www.youtube.com/watch?v=LPxlssabhTc> [Accessed 17 May 2020].

Widdowson, H. G. 1990. *Aspects of language teaching*. Oxford: Oxford University Press.

World Health Organization. 2011. *Global Recommendations on Physical Activity for Health*. [Online]. Available at: <https://www.who.int/dietphysicalactivity/publications/physical-activity-recommendations-5-17years.pdf?ua=1> [Accessed 17 May 2020].

WordReference.com. (Homepage). [Online]. Available at: <https://www.wordreference.com/> [Accessed 17 May 2020].

6. ANNEX

6.1. ANNEX 1. QUESTIONNAIRE (Sessions 1 & 2)

QUESTIONNAIRE:

HOW HEALTHY ARE WE?

What do you know about health? Do you take care of yourself? Do you think you are healthy? Have you ever been sick?

This new term we will learn everything we need to know about health, so let us start with a health questionnaire!

With this HealthActCHQ questionnaire, we will find out a little bit about our own health and, as doctors do, we will make our first health diagnosis!

INSTRUCTIONS: Please, read first the whole sentence, after that, if you do not understand a word, you can use a dictionary online to check its meaning.

Here you have the link to the Word Reference online dictionary:

<https://www.wordreference.com/es/translation.asp?tranword=meaning>

TIP: You can also click on the key “LISTEN” to hear the pronunciation!

In groups of 4, compare your answers with the rest of the group and take notes of the differences to prepare a summary of some points of your answers and how they are different from some of your classmates' answers.

Please answer the following questions:

1. In general, how would you say your health is?
2. Has it been difficult for you to do the following activities due to health problems?
 - a) doing things that take a lot of energy, such as playing soccer or running?

- b) doing things that take some energy such as riding a bike or skating?
 - c) walk several blocks or climb several flights of stairs?
 - d) walk one block or climbing one flight of stairs?
 - e) do your tasks around the house?
 - f) bend, lift or stoop?
 - g) eat, dress, bathe or go to the toilet by yourself?
 - h) get in/out of bed?
3. Has it been difficult to spend the usual amount of time on schoolwork or activities with friends; get schoolwork done at all or do any activities with friends because of problems with your physical health?
4. How much bodily pain or discomfort have you had? How often have you had bodily pain or discomfort?
5. How often did each of the following statements describe you:
- a) acted too young for your age?
 - b) Argued?
 - c) had a hard time paying attention?
 - d) did not do what your teacher or parent asked you to do?
 - e) lied/cheated?
 - f) acted mean or moody or got really mad if you did not get what you wanted?
6. Compared to other children your age, in general how would you rate your behavior?
7. How much of the time did you:
- a) feel sad;
 - b) feel afraid or scared;
 - c) worry about things;
 - d) feel unhappy;
 - e) feel happy;
 - f) feel cheerful;
 - g) enjoy the things you do;

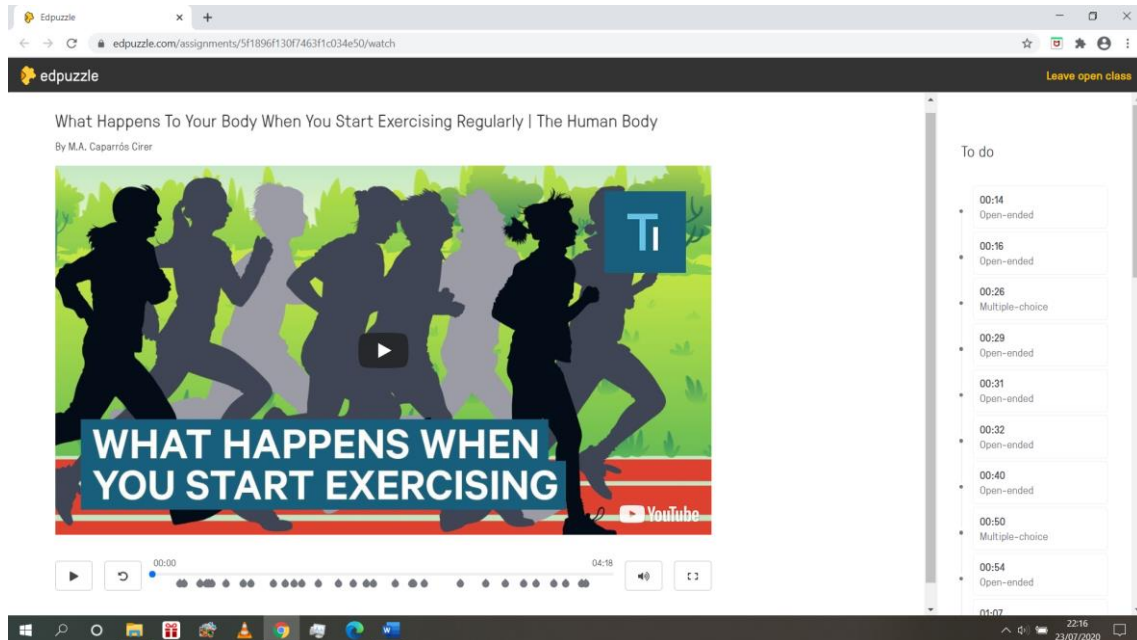
- h) have trouble sleeping;
 - i) have headaches?
8. How good or bad have you felt about:
- a) your friendships;
 - b) the things you can do;
 - c) the way you get along with others;
 - d) your body and your looks;
 - e) your ability to be a friend to others;
 - f) the way others seem to feel about you;
 - g) your ability to talk with others?
9. I seem to be less healthy than other kids I know;
- a. I think I will be less healthy when I get older;
 - b. I think I will be very healthy when I get older;
 - c. I think I am healthy now.
10. Compared to one year ago, how would you rate your health now?
11. How often has your health or behavior –
- a) limited the types of activities you could do as a family;
 - b) interrupted various everyday family activities;
 - c) limited your ability as a family to "pick up and go"?
12. In general, how would you rate your family's ability to get along with one another?

6.2. ANNEX 2. EDPUZZLE QUESTIONS

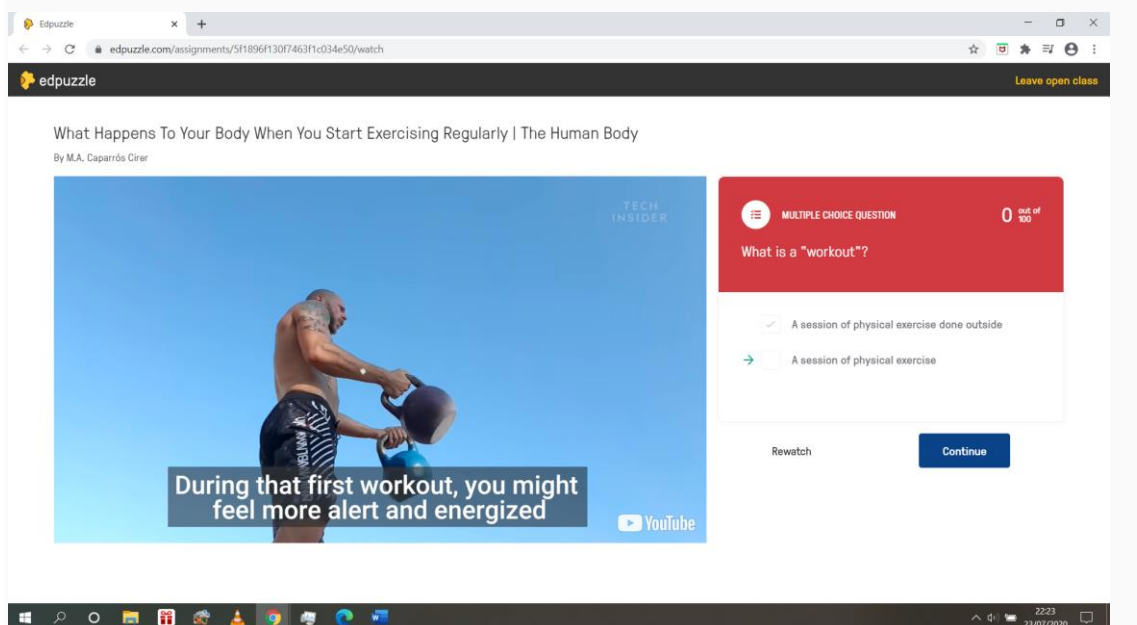
What Happens To Your Body When You Start Exercising Regularly?
The Human Body By Tech Insider Edpuzzle by M.A. Caparrós Cirer

Please see below some examples of the questions, you can access them all at the following link:

<https://edpuzzle.com/assignments/5f1896f130f7463f1c034e50/watch>



The screenshot shows the Edpuzzle interface for a video titled "What Happens To Your Body When You Start Exercising Regularly | The Human Body" by M.A. Caparrós Cirer. The video player shows a scene with silhouettes of runners and a "Ti" logo. The video progress is at 00:00. To the right, a "To do" list shows a sequence of questions with their durations and types: 00:14 (Open-ended), 00:16 (Open-ended), 00:26 (Multiple-choice), 00:29 (Open-ended), 00:31 (Open-ended), 00:32 (Open-ended), 00:40 (Open-ended), 00:50 (Multiple-choice), and 00:54 (Open-ended).



The screenshot shows the Edpuzzle interface for the same video. The video player shows a man lifting a kettlebell with the text "During that first workout, you might feel more alert and energized". The video progress is at 00:29. A multiple-choice question is displayed: "What is a 'workout'?" with two options: "A session of physical exercise done outside" (checked) and "A session of physical exercise" (selected). The question is marked as "0 out of 100". Buttons for "Rewatch" and "Continue" are visible.

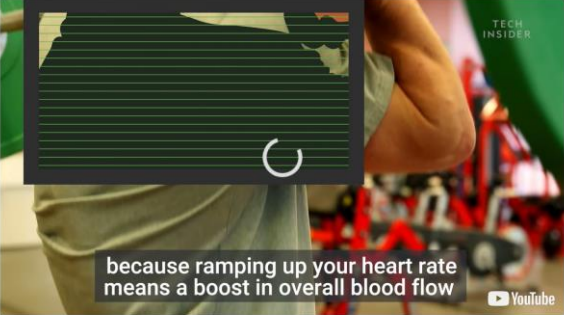
- EXAMPLE OF A WRONG ANSWER 00:29
-

Edpuzzle

edpuzzle.com/assignments/5f1896f130f7463f1c034e50/watch

edpuzzle Leave open class

What Happens To Your Body When You Start Exercising Regularly | The Human Body
By M.A. Caparrós Cirer



TECH INSIDER

OPEN ENDED QUESTION

1. What is the heart rate?
2. What does "ramping up your heart rate" mean?

Rewatch Submit


22:24
23/07/2020

Edpuzzle

edpuzzle.com/assignments/5f1896f130f7463f1c034e50/watch

edpuzzle Leave open class

What Happens To Your Body When You Start Exercising Regularly | The Human Body
By M.A. Caparrós Cirer



MULTIPLE CHOICE QUESTION 100 out of 100

Are you going to get sore muscles again every time you exercise?

Not if you exercise the same muscles regularly

Yes, it is the nature of training, to have sore muscles

Not if you exercise regularly different muscles

Rewatch Continue

22:45
23/07/2020


What is muscle soreness? RIGHT ANSWER CHOSEN

Edpuzzle

edpuzzle.com/assignments/5f1896f130f7463f1c034e50/watch

edpuzzle Leave open class

What Happens To Your Body When You Start Exercising Regularly | The Human Body
By M.A. Caparrós Cirer



OPEN ENDED QUESTION

1. What does "ramp up" mean?
2. What is "mitochondria"?

Rewatch Submit

22:49
23/07/2020

What Happens To Your Body When You Start Exercising Regularly | The Human Body

By M.A. Caparós Cirer



OPEN ENDED QUESTION

1. What do mitochondria do?
2. What food groups do mitochondria use to produce energy?

Rewatch

Submit

What Happens To Your Body When You Start Exercising Regularly | The Human Body

By M.A. Caparós Cirer



MULTIPLE CHOICE QUESTION

Running 3 miles will feel as difficult after 6 weeks as it did during the first week

- Yes, we will be fit but the miles are tiring us just the same
- No, because we will have more endurance

Rewatch

Submit

What Happens To Your Body When You Start Exercising Regularly | The Human Body

By M.A. Caparós Cirer



MULTIPLE CHOICE QUESTION

100 out of 100

When people exercise during 6 months they are more likely to continue doing so?

- Yes, they have already established a routine that it is easier to follow.
- No, people usually start exercising but after six months they get tired and give up.

Rewatch

Continue

What Happens To Your Body When You Start Exercising Regularly | The Human Body
By M.A. Caparrós Cirer



OPEN ENDED QUESTION

What is VO2 max?

Rewatch Submit

What Happens To Your Body When You Start Exercising Regularly | The Human Body
By M.A. Caparrós Cirer



OPEN ENDED QUESTION

1. What does it mean to have an increased measure of VO2 max?
2. In the video example, what is the increase, in miles measurement, that the guy has accomplished after running for 9 months?

Rewatch Submit

What Happens To Your Body When You Start Exercising Regularly | The Human Body
By M.A. Caparrós Cirer

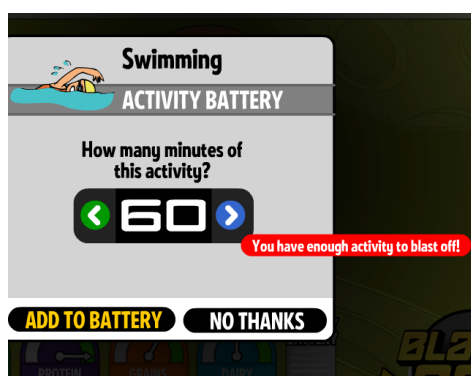
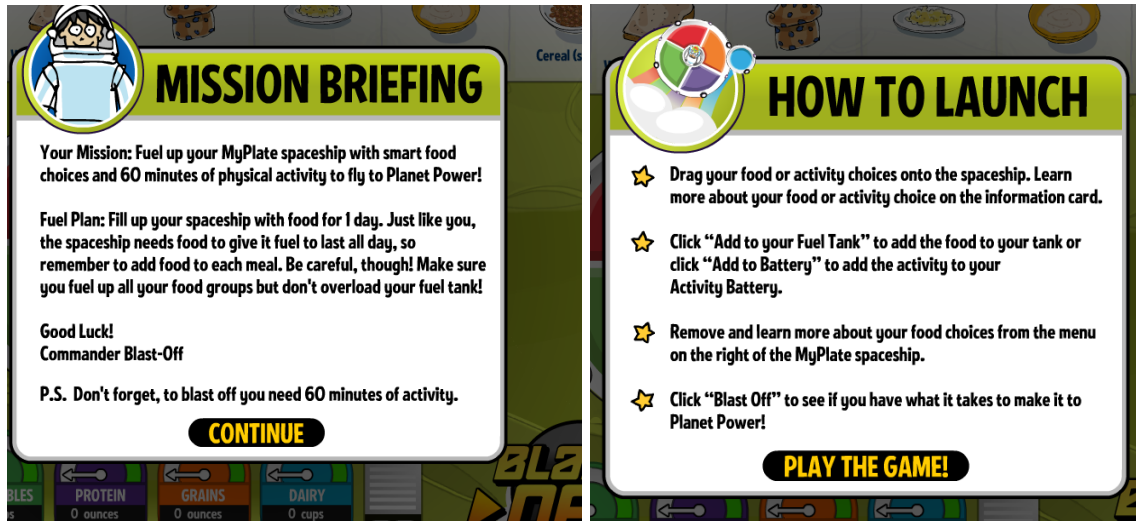


OPEN ENDED QUESTION

1. If you exercise, besides living longer, you will be happier because exercising also reduces the risk of 2 types of mental problems, which ones?
2. How does exercise reduce that risk?
3. What are "cortisol" and "adrenaline"?

Rewatch Submit

6.3. ANNEX 3. BLAST OFF! You can access the game in the following webpage: https://www.fns.usda.gov/apps/BlastOff/BlastOff_Game.html Here you have some screenshots as example:



An example of a good choice. Each section (breakfast, lunch, etc.) has different food options, when you click on one, you access the information sheet (see the spinach salad above) to calculate your choices and not overload the fuel tank.



Bad choices



MISSION REPORT RECEIVED!

From: Mission Control
To: Astronaut s

Based on your fuel choices the MyPlate space ship was unable to blast-off. Review your mission status report below.

FOOD	
<input checked="" type="checkbox"/> Grains:	Congratulations! You reached optimal levels.
<input checked="" type="checkbox"/> Vegetables:	Congratulations! You reached optimal levels.
<input checked="" type="checkbox"/> Fruits:	Congratulations! You reached optimal levels.
<input checked="" type="checkbox"/> Dairy:	Congratulations! You reached optimal levels.
<input checked="" type="checkbox"/> Protein:	Congratulations! You reached optimal levels.
<input checked="" type="checkbox"/> Fuel Tank: 2620	You had a fuel overload!

ACTIVITY	
<input checked="" type="checkbox"/> Minutes: 60	Congratulations! You reached optimal levels.

MEALS	
<input checked="" type="checkbox"/> Breakfast:	Well Done! You remembered to fuel up on breakfast!
<input checked="" type="checkbox"/> Lunch:	Well Done! You remembered to fuel up on lunch!
<input checked="" type="checkbox"/> Dinner:	Well Done! You remembered to fuel up on dinner!
<input checked="" type="checkbox"/> Snack:	When you pick a snack, always try and choose a healthy one!

CHANGE YOUR CHOICES PLAY A NEW GAME QUIT TO MAIN MENU

In the screenshot example, “s” did not make it to Planet Power, clicking on “continue to your mission report”, a summary with all the choices appear, as in the screenshot above, where we can see that “s” overloaded the fuel tank with the food options selected: too much fat, as the game was already warning with the alert sign in the example above. After reading the mission report, if the students did not make it to Planet Power, as in the screenshot example, they can go back and change some of their choices or start the game again.