Developing Learners' Critical Thinking Skills
by Exploring Social Issues in Project-Based Language Learning:
Three Proposals

*Matteo Socciarelli**
inLingua Modena, Italy

Aiko Takeuchi
Hawaii Pacific University

Izabela M. G. Müller
Hawaii Pacific University

Abstract

In this paper, we provide practical examples from three teaching units built around different social issues, in an effort to show how these topics could be used effectively to raise learners' engagement and critical thinking in ESL/EFL contexts. Although the three units draw from diverse topics and concepts, they are broadly informed by research on critical thinking (critical thinking) and Project Based Language Learning (PBLL). After a brief introduction and review of the theoretical background common to all three teaching units, the paper presents the rationale behind the construction of each teaching unit, its structure, and sample activities.

Introduction

Although the relationship between language learning and the social arena where it takes place has been theorized and discussed since Vygotsky's constructivist approach (Lightbown & Spada, 2017), in a global society that is witnessing the emersion of more and more complex dynamics between bodies, places, cultures and structures of power, it is of the utmost importance that the field of TESOL continues to integrate the developing of linguistics skills with a broader socio-cultural awareness. Paramount importance must be thus given to a) developing learners' critical thinking and their critical attitude towards the myriad ways through which society influences people's views (and vice versa); b) the role learners play in society as actors and language users (Dede, 2009); c) what social issues directly or indirectly affect learners and how they deal with them. The present paper proposes a possible, practical strategy for tackling these three points, by providing a sample of three teaching units that try to create a positive synergy between critical thinking, language learning, and social issues. We will discuss the theoretical background of the teaching units, which includes critical pedagogy and critical thinking, project-based language learning, meaning-focused output, content-based instruction, and queer theory.

Critical Pedagogy, Critical Thinking, and Project-Based Language Learning

The broader framework serving as backbone for the three teaching units is that of Critical Pedagogy (CP). In its wider scope, critical education entails a vision of teaching as an instrument for promoting social justice (Crookes, 2012) through the questioning of societal practices. CP originated from Critical Theory, a philosophical theory advocating for investigators of realities to gain objectivity in their endeavors by an interested and involved proximity to the object of their analysis (Blake & Masschelein, 2003). The goal of CP, as informed by Critical Theory, is thus to create subjects (learners and teachers) that are active, critical participants in society, capable of recognizing and questioning its dynamics to a) promote social change, and b) strive for "self-determination and emancipation" (Klafki, 1983 as translated in Rømer, 2011, p. 756). This is achieved by relating "the classroom context to the wider social context" in order to foster "social transformation through education" (Akbari, 2008, as cited in Banegas & Villacañas de Castro, 2016, p. 455).

A crucial skill involved in Critical Pedagogy is critical thinking. Critical thinking has been defined as "thinking about your own thinking" (Paul, 1990, as cited in Kunh, 1999) and implies learners' ability to critically pose themselves as evaluators of information, opinions, and processes, their own learning process included. According to Yang, Chuang, and Tseng (2013) and Luk and Lin (2014), critical thinking and English communication are recognized as two essential 21st-century competencies. Although Atkinson (1997) calls for careful consideration when trying to implement critical thinking-based pedagogies, due, among others, to the cultural biases and clashes that might occur in the class, more recent panels have elevated critical thinking as one of the key skills in the array of the "21st century skills" (Dede, 2009). Despite the difficulty in precisely defining critical thinking, an accredited way of doing so is using Bloom's taxonomy (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956), which, among others, organizes cognitive skills in a hierarchical order that effectively summarizes the cognitive processes of a critical thinker: evaluation, synthesis, analysis, application, comprehension, knowledge. It is through these processes that learners can make sense of their role in society as actors and language users, and, as such, critical thinking skills should be a learning outcome of every TESOL course, to provide them with the mental tools to evaluate realities in a critical way and promote social justice, in line with CP underpinnings.

An excellent and well-rounded approach that places the learner at the center of the learning process to develop language and critical thinking skills is Project-Based Language Learning (PBLL). Since one of the advantages of PBLL is fostering critical thinking with hands-on, impactful experiences, and since critical thinking is the mental foundation to apply Critical Pedagogy in real life (Raimi & Sajed, 2014), it can be argued that PBLL can be fruitfully utilized when the goal of teaching is simultaneously to raise language and critical thinking skills alike.

PBLL is an emanation of Project Based Learning (PBL). PBL is founded on the premise that learning is enhanced by the learners' active participation in acts of *doing* (Stoller, 2002). By doing something new themselves, learners not only have the chance to experience it first-hand, they also acquire more tools to reflect upon it, thus becoming more responsible and critical of their own learning (Silberman, 2007). A promoter of the centripetal direction of the learning process towards the student is the teacher, who shifts his/her role from a more central figure to that of an advisor who coordinates the investigations of the learners that will lead to the

realization of the project work (Levy, 1997). Lastly, the projects should relate to the learners' lives and their environment.

In PBLL, all the aforementioned underpinnings of PBL are channeled towards the experiential learning of a language: Fragoulis (2009) thoroughly summarizes the research surrounding the benefits of employing PBLL for second language acquisition, highlighting how it increases language skills, motivation, autonomy, group work, and critical thinking (p. 114). The phases along which the realization of the project progresses are: a) speculation, in which the topic of the project is chosen; b) designing, when methodology for collection of the information is decided; c) project, when learners gather data, and process them to be coherently presented in the finalized project; d) evaluation, a reflective phase where the project is evaluated and reflected on (pp. 114–115). One of the main characteristics of PBLL is the decentralization of the teacher's role, which enables learners to get involved and work cooperatively, negotiating in the target language. PBLL stimulates the integration of all skills, and learners work on all aspects of language. The collaborative nature of PBLL reassures learners to negotiate for meaning with their peers where the output of one learner becomes the input of another and vice-versa (Nation, 2009), creating opportunities for noticing the linguistic features of the target language in use, and negotiating for meaning, therefore, developing language gain.

As previously stated, it was deemed beneficial to create teaching units that directly engage learners with real social issues, as a further catalyst to the betterment of their linguistic and critical thinking skills. Although all social issues are complex phenomena with multiple actors, angles, consequences, and narratives, we have made an *a priori* choice of roughly dividing them into three categories, to facilitate their selection and translation in organic teaching materials:

1 Issues that mainly focus on the individual (the learner) in a more introspective way. Learners reflect and share their perspectives on themes and concepts that require examining their feelings, emotions and perceptions in relation to their life experiences. Some examples: self-care, self-improvement, health, relationships, facing failures/challenges, eating disorders, etc.
2 Issues that have large-scale impact on the community and in which the individual interacts with others for, hopefully, finding solutions: sustainability, environment, conscious shopping, fighting waste, volunteering, etc.
3 Issues that affect the very fabric of the social tapestry and pose questions as to why things are the way they are: racial discrimination, lgbtq+ inclusion, gender gap, ableism, mysogyny, etc..

We have chosen one social issue to exemplify each category, around which we built the three teaching units: "Self-improvement in today's changing world," "Sustainable Development Goals" and "What is normal? Confronting normativities." We have selected these for their potential to intertwine with other issues, in an effort to create more chances for critical thinking to occur and increase.

Before we present the teaching units, we will review key language learning concepts and teaching methodology that guide the construction of each teaching unit. The unit on self improvement mainly promotes meaning-focused output, the unit on sustainable development goals draws on content-based instruction, and finally, the unit on confronting normativities is informed by queer theory.

Noticing and Negotiation of Meaning in Meaning-focused Output

The meaning-focused output strand advocated by Nation (2007) states that learners can acquire language through conveying messages when speaking and writing, given the right circumstances. Nation draws a contrast between Swain's (1985) Output Hypothesis, which argues that it is possible to acquire language learning through the productive skills speaking and writing, and Krashen's Input Hypothesis, which states that language acquisition is the result of comprehensible input and production (speaking and writing) is the automatic and natural consequence of extensive input. Comprehensible input is considered a fundamental part of language learning, in which learners acquire and expand vocabulary and linguistic knowledge, especially grammatical structures, through extensive reading and listening. VanPatten (2004) proposes decentralizing the prerogative that only through internalizing grammar does one acquire the competence to produce language adequately. He emphasizes the importance of interacting in the target language, stimulating learners to process the input as they produce language. When learners interact, they receive relevant information from the other speaker, and due to their alertness (noticing), they refocus their attention on the missing parts of their output.

Swain's (1985) output hypothesis claims that an increase in language acquisition can occur through speaking and writing. In a study on French learners in an immersion course, Swain observed that even after six or seven years of instruction (comprehensible input) in French, learners still presented significant gaps in their speaking and writing skills. Even though students practiced French in the classroom, they never reached the ability to communicate eloquently. In SLA (Second Language Acquisition), listening and reading are considered receptive skills, hence recognizable skills; therefore, they contrast with productive skills, speaking and writing, which are not equally balanced in the acquisition scale. According to Swain (1995), there is a higher mental effort in order to produce language. Only when learners attempt to speak or write can they become aware of the gaps in their linguistic structure. The struggle to fill in these gaps contributes to the learning process and consequently increasing learners' comprehension. Swain (1995, pp. 128-130) also suggested three functions that are fundamental for successful output instruction (1) Noticing/triggering function, (2) the hypothesis testing function, and (3) the metalinguistic (reflective) function.

Meaning-focused output involves learning through writing and speaking (Nation & Newton, 2009). Activities to encourage improvement in speaking competence are speeches, conversations, presentations, or discussions with authentic topics. Like meaning-focused input, learners should have material at their suitable level with a tiny percentage of language which they are not familiar with. Students can use dictionaries, communication strategies, and input that makes up for gaps in their knowledge or background.

In meaning-focused output activities, students have opportunities to notice language and negotiate for meaning, both necessary for language acquisition. We will discuss these two important concepts in the next paragraphs.

Noticing

Noticing is described as a starting point that leads to language acquisition. It occurs when a learner becomes aware of a specific feature in a language. In most cases, some of these features are already part of the learner's environment; however, these linguistic items only become part of

the student's acquisition system when noticed. Becoming aware of a particular language characteristic is triggered when learners draw their own attention to the singularities in language structures, consequently noticing and applying such features. During his own experience in learning Portuguese in Brazil, Schmidt (2010) realized that some features of the language, which had not been noticed previously, began to enter his second language system, prompting the effect of noticing (Lightbown & Spada, 2017). This concept constituted the basis for Schmidt's Noticing Hypothesis, which essentially stated that "learners must attend to and notice the linguistic features of the input that they are exposed to if those forms are to become intake for learning" (Schmidt, 2010). Learners gradually combine language features to their interlanguage by recognizing language features as they are exposed to listening and reading receiving inputs, consequently processing meaning and form, and adopting new previously unnoticed features to their discourse. It is not until they have to speak or write that they recognize and notice the interlanguage gaps. The noticing experience may help students in a way that leads them to seek solutions to fill in specific gaps, improving and supplementing their linguistic knowledge.

Negotiation for Meaning
An important process that can lead to noticing in spoken communication is the process of negotiation for meaning. Pica (1996, pp.245-246) described that negotiation of meaning occurs when a message's flow is interrupted due to the lack of a word or expression, causing the message to be incomprehensible. The before-mentioned interruption occurs mostly due to a deficiency of proper vocabulary or unfamiliar language structures in a learner's interlanguage, which stimulates the so-called negotiation to fulfill the intended discourse. Through interactions, learners negotiate for meaning; by asking clarification questions, requesting confirmation, repeating an unknown word's definition, and using various signals to express uncertainty. In language instruction, the negotiation process for meaning usually involves interacting activities between learners and teachers. The main elements of negotiation for meaning can be identified as anticipation, identification of the structural lack accuracy, and, subsequently, the gaps' reparation by attempting to adjust the message. The latter results in modifying the output by rephrasing the message until it is comprehensible or grammatically adequate. Swain and Lapkin (2001, p.112) examined the dynamics of negotiation in both L1 and L2 in a French classroom where students encountered linguistic obstacles while writing dialogues in their L2. To solve these problems, learners had to communicate in their L1 (input) and negotiate meanings to achieve similar structures, filling the target language gaps. In this joint activity, language works as a mediating tool that assesses an input source to promote the construction of learning. According to Ellis' (2005, p. 217) Principle 7, successful instructed language learning also requires learners to be encouraged to speak and write, promoting conditions where they strive to convey an accurate message. He argues against Krashen's theory that language acquisition is determined entirely by comprehensible input only. It is essential to create opportunities for output, such as dialogues, conversations, presentations, and oral practices in which learners not only notice the gaps in their communication but also negotiate meaning through interaction.

The two concepts of noticing and negotiation for meaning in meaning-focused output in second language acquisition will be highlighted in the teaching unit entitled "Self-improvement in Today's Changing World" below. By combining a motivational theme such as self-

improvement in second language instruction, learners experience opportunities to express their thoughts and ideas about several social and personal issues, creating an inviting collaborative environment to organic discussions, brainstormings, debating and proposing solutions not only to help each other, but also to expand their proposals to a broader community project.

Content-Based Instruction

CBI integrates the target language and content in language learning, and it supports learners to build vocabulary, comprehend content, and express what they think. The key aspect in CBI is "the use of subject matter for second language teaching purposes" (Snow, 1991, p. 315). Currently, CBI can be considered as a natural combination of specific subject matter in addition to language learning objectives (Brinton, Snow & Wesche, 2003; Freeman & Anderson, 2011).

CBI also facilitates "a meaningful focus in language learning" (Nation, 2013, p. 188). As learners focus on the subject matter, the target language becomes a tool to understand content. Moreover, CBI can increase learners' motivation and confidence (Brown, 2007, p. 56; Lightbown & Spada, 2017, p. 193). Brinton, Snow, and Wesche (1989), as well as Richards and Rodgers (2001), suggest that language learning is most successful when learners perceive the information that they are gaining as useful, engaging, and leading to their desired goals, which increases their motivation. Students are more engaged when the subject matter is relevant to their lives. In such circumstances, they can be highly motivated to learn educational content with their new language, and CBI could fully integrate the four language skills. In CBI, students use the target language actively and think about when to use it with content-driven activities and materials in authentic learning situations. They have opportunities to produce their own words to convey their own message to others.

Further, following Richards and Rodgers (2001), motivation for learning language is increased when learners concentrate on something other than language. If interesting content is chosen for students, it can encourage them to acquire the language more naturally. In these circumstances, language works as a tool to help the students learn the content. Therefore, it is vital for teachers to choose an authentic topic based on the needs of students in a real-life context. Then, when students focus on the content and think more about it, it leads to improving critical thinking skills. In order to plan lessons and activities to enhance learners' critical thinking skills, Mcdaniel (2010) suggests teachers refer to the concepts of Bloom's taxonomy and with supportive verbs. In short, in CBI, critical thinking skills can be naturally promoted.

Further, EFL/ESL classrooms, where students are exposed to different cultures and ways of thinking in addition to the English language, can provide ideal contexts to develop critical thinking skills. As a common activity for developing critical thinking skills, debates are often implemented in language class because it integrates the thinking process with formulating a position and generating arguments also to improve language proficiency. To express their own opinions or convey messages in a debate, students must simultaneously concentrate on receiving messages. Along similar lines, Shahini and Riazi (2010) highlight "the enhancement of thinking ability through L2 instruction" (p. 171). In other words, debate or discussion naturally includes critical thinking, speaking, and listening.

Critical thinking in content-based instruction will be highlighted in a teaching unit on "United Nations' Sustainable Development Goals." Designed for EFL students, the unit consists of six lessons of ninety minutes each designed for delivery for three weeks. The United Nations Sustainable Development Goals (SDGs) are seventeen goals to solve the current global issues, such as no poverty, quality education, and clean water and sanitation. The unit includes authentic materials, tasks, and audience. Students tend to think that global issues happen far away and do not relate to them. Through the tasks in this unit, learners can explore the issues thoughtfully and carefully, think about what they can do to support the people who have faced the issues, and seek some solutions genuinely in their lives.

Heteronormativity and Other Normativities through PBLL

Queer Theory

Queer Theory (QT) developed as a criticism to the Gay and lesbians studies of the decades 1970s and 1980s, when scholars and activists began expressing doubts towards a way of considering sexuality as a main identity category, detached from other, plural identity-defining factors (Motschenbacher & Stegu, 2013; Sullivan, 2003). The result of this shift defined what has become the core of QT—the 'reconceptualisation of dominant discourses which shape our understanding of gender and sexuality, often to the detriment of people who [...] are judged as not meeting the heteronormative ideal' (Motschenbacher & Stegu, 2013). This reconceptualization invests the term *queer* with the power of challenging the established norms in two main directions: the idea of gender as a continuum of identities in lieu of the traditional binarism male/female; and the questioning of heteronormativity as the paradigm around which all other social realities have to gravitate (Watson, 2005). Heteronormativity can be defined as the practices and beliefs that come to deem heterosexuality as default or desirable.

Queering ELT

ELT still witnesses a remarkable lack of attention to phenomena and dynamics related to queer learners and teachers (Nelson, 2006). This is due to the fact that "language and literacy research routinely features student cohorts that are multilingual and transcultural but rarely acknowledges that these cohorts are also multisexual" (2006, p. 4). Because of this, queer learners might feel discriminated against or underrepresented in the class, which could severely hinder their degree of participation, engagement and language acquisition (Liddicoat, 2009; Kappra & Vandrick, 2006; Beebe, 2002). Research has shown the complex and yet essential interplay between sexuality, gender and the shaping of one's own identity through language (Cameron, 2005; Nguyen & Yang, 2015). It is thus essential to bring this dimension more prominently into the ELT class as well. In Norton and Pavlenko's words, it is paramount to "recognize that gender, as one of many important facets of social identity, interacts with race, ethnicity, class, sexuality, (dis)ability, age, and social status in framing students' language learning experiences, trajectories, and outcomes" (Norton & Pavlenko, 2012). An obstacle in doing so is the discomfort many teachers feel in queering the teaching space, due to a lack of knowledge and confidence around LGBTQ+ experiences (Saunston, 2017; Zack, Mannheim, & Alfano, 2010), which calls for more

effort from institutions to queer its staff by providing trainings to raise their awareness (Paiz, 2017).

Paiz argues that another way to maximize inclusivity in the class is by queering materials (Paiz, 2017), by either challenging overarching representations of heterosexuality in textbooks or supplementing the curriculum with sources and material that provide a more inclusive and realistic portrait of society. The hope is to create a learning environment where every learner feels comfortable negotiating their identity as related to culture, language, sexuality, and more, to ensure that the acquisition of ESL, EFL, or any other SLA environment can be seen as an empowering and liberating tool (Kaiser, 2017; Nguyen & Yang, 2015).

Despite challenges in applying the deconstructivist framework of QT in ELT to queer the classroom (Curran, 2006), succesful teaching practices have been reported (O'Mochain, 2006), and scholars are advocating more and more for more queer practices in the class (Paiz, 2019). Curran reported on his decision to bring the queer element in the class by personally coming out to his students in an Australian adult ESL class. Although the article focuses mainly on Curran's self-reflection on the pitfalls teachers can incur when trying to queer the class, students mostly responded positively to his coming out, and a discussion on Gay Pride was introduced and developed (Curran, 2006); O'Mochain presented a very successful college course he implemented in a Japanese Catholic Women's College, normally considered a 'frigid' space, i.e. a space where talking about LGBTQ+ realities could lead to undesirable or dangerous outcomes. O'Mochaim created a context-appropriate EFL class curriculum ("Introduction to Cultural Studies") using personal narratives as a pedagogical tool. Among the narratives, he included stories of LGBTQ+ people in Japan. The students responded very positively, engaging in meaningful conversation and enriching the discussion with personal anecdotes. O'Mochaim concludes that personal narratives can be valuable in bringing the queer element in the class and in promoting social transformation in educational spaces (O'Mochaim, 2006).

By adopting a critical view of even the (superficially) simplest and most ingrained socio-linguistic practices at play in daily life, a teaching unit was designed with the aim of bringing learners and teachers closer to LGBTQ+ matters and other normative discourses that police the self-expression of marginalized communities. The teaching unit is intended for advanced learners of English in an ESL context. The teaching unit is grounded on principles drawn from Critical Pedagogy and Queer Theory, which, when combined, express a strong focus on critically positioning oneself vis-a-vis sets of behavior, language practices, and societal normalities, to evaluate them through involved and inquisitory thought processes. The world of TESOL keeps witnessing a limited interest in queer realities, intended both as related to LGBTQ+ individuals and their rapresentation, and as contexts lying at the periphery of what is considered normal, default, or fixed. The hope of this work is thus to provide practical and theoretical tools to show educators that employing Queer Theory and keeping a queer framework in mind in the class is possible, and that it can be a valuable asset in fostering students' linguistic and critical thinking skills.

The Teaching Units: Structure and Sample Activities
Teaching Unit 1: Self-improvement in Today's Changing World
This teaching unit was designed to promote students' noticing and set the stage where negotiation for meaning occurs, including a range of activities that promote the discussion of good and bad habits and implement ideas to improve our habits in today's changing world. The activities foster a variety of customs-related topics that encourage learners to discuss current issues, participating and improving their communication, developing fluency and proficiency. Most activities were intentionally designed so that learners work cooperatively in an environment that enables negotiation for meaning and noticing. Based on the principles of PBLL, the end goal is that learners develop their projects, sharing their thoughts, experiences and suggestions in a final presentation. Students will receive the guidelines for their final project as well as the rubrics with the criteria to be evaluated. A schematic overview of the entire teaching unit is provided in Figure 1 below.

Figure 1
'Self-improvement in Today's Chaning World:' Teaching unit overview

Self-improvement in Today's Changing World			
Lesson 1: **Getting Inspired**	**Lesson 2:** **Reflecting on the past**	**Lesson 3:** **Plans for the Future**	**Lesson 4:** **Students' Talk**
Good and Bad Habits Gr: Present Tense	Past/Old Habits Gr.: Past Tense	Proposals for Changing Habits Gr.: Future Tense	Poster Presentation
Activities: S: Good vs. Bad Habits L: Discover the Story R: Jigsaw Task W: Note taking (Video)	**Activities:** S: Role Model L/S: Walk and Talk R: Description W: When I was a child, I used to...	**Activities:** S: Guessing L: Recording Themselves R: Gallery Reading W: Poster Making	**Activities:** W: Revising S/L: Rehearsal S: Presenting W: Reflection

Notes. Gr: Grammar, S: Speaking, L: Listening, R: Reading, W: Writing.

Lesson 1 – Getting Inspired
Learners will be informed that they are going to take part in a project in which they will be working in pairs to develop a final presentation on the theme: Self-Improvement in today's changing world.

Activity 1: Warm-up: Good Habits, Bad Habits (15 minutes)
A discussion on good and bad habits in the present days, where learners have opportunities to share their thoughts and learn from each other.

1   Tell students they are going to work in pairs and that we are going to share our stories.
2   Write the following questions on the board: - What are good habits? –What are bad habits? – What bad habits would you like to break?
3   Give examples from your own experience (My bad habit was that I used to smoke, and I wanted to break this habit because it wasn't healthy. It took me a while to quit and I tried various strategies).
4   Allow students a few minutes to discuss.
5   Tell students they can take notes.
6   Ask students to share with the class their partner's bad habits that they want to break and the reason why they want to break it.

Activity 2: Jigsaw Task (Monitoring Negotiation, Nation & Newton, 2009, p. 110; 10 minutes). See Appendix A1.
Learners hear a story and work in pairs, to try to reconstruct it with strips that contain the main facts of the narrative. The pairs compare and discuss the moral of the story.

1   Have the text The Two Tadpoles – A Story About Creating Habits For the Future cut into strips (each paragraph).
2   Tell students to work in groups.
3   Give each group a set of strips.
4   Tell students to organize the story from memory.
5   Monitor their work carefully, assisting, and listening to their negotiations.
6   Tell students to compare their organized text with other groups
7   Provide the correct order of the story.

Activity 3: Pass and Talk (Nation & Newton, 2009, p. 121; 15 minutes). See Appendix A1.
Learners grouped in small circles respond to random questions about social matters, rotating the questions accordingly, so every participant has opportunities to ask and answer questions.

1   Have the cards cut and ready to use
2   Tell students to sit in a circle or circles depending on the amount of students (an average of 5 people per circle)
3   Write the words and expressions "*admire", "proud", "unique", "turn back the clock"* on the board and go over their meaning.
4   Distribute the cards so each student has one card
5   Tell students to read their questions and think about their answers
6   Allow students one minute so they can prepare their answers
7   Call students by name and tell them to answer the questions aloud
8   Allow all students to answer their questions, in order
9   Tell students to pass their cards to their right and keep passing them until you say 'stop'
10   Now students have a new card and they have to answer these new questions.
11   Play 3 or more rounds, time permitting.

Lesson 2 - Collecting Ideas and Reflecting About the Past
Activity 1: Warm-up: Party Invitation - Role Models (15 minutes)
Learners will describe someone famous, preferably from the past century, they would like to have dinner or party with, share their characteristics so the other students can guess who their classmates guests are.

1 Write "Role Model" on the board and ask if students know the definition of Role Model
2 Define Role Model
3 Put students in groups of 3 or 4
4 Tell each group to think about one famous person (role model) they would like to invite to a party or a dinner where you could talk to this person
5 Give an example (I would like to invite Leonardo Da Vinci to a party or a dinner because he was a genius who practically foresaw the future and designed not only incredible inventions but also extraordinary pieces of art)
6 Tell students it can be any person who lived in the last century
7 Tell students to give reasons why they want to invite that person and why he/she is a role model
8 Students will need to negotiate in their groups and decide on one famous person to share with the rest of the class
9 Have the groups share the famous person they picked with the class.

Activity 2: Old Habits: When I was young, I Used to… (20 minutes). See Appendix A2.
Learners will share old habits that have changed over time. As a model, the teacher will describe what she used to do after school when she was a child. Learners will be paired up, talk about their old habits and share it with their partners.

1 Explain that some habits change because things evolve or we grow up and do things differently now.
2 Tell students to work in pairs.
3 Distribute the handouts to students (the handouts have ideas to start the conversation)
4 Give an example about yourself (When I was 10 years old, I used to ride a bicycle with my friends for hours after school, we used to go pedaling to different places, like waterfalls, creeks, and nearby farms, where some people would greet us with fruits and fresh water.)
5 Tell students to complete the exercise and compare answers with their partners.

Activity 3: Sharing Past Stories (Walk and Talk, Nation & Newton, 2009, p. 32; 15 minutes)
Learners will share their stories in a different pair formation, inner circles will listen to outer circles that rotate and share their stories, so that in the end all learners have their stories shared with all classmates.

1 Tell students they are going to share some of the things they used to do 10 years ago and why they don't do these things anymore. What changed?

2   Tell students to form two circles with the person in the inner circle being paired with one person in the outer circle. They should not talk with their original partners, (they already shared with each other in the previous activity) so each pair should have one member in the inner circle and one on the outer circle. "Walk and Talk" (Nation & Newton, 2009, p. 32).

3   Allow a minute or so per person to speak and tell the outer circle students to move to their right, retelling the story and listening to their new partner's story.

4   Monitor students closely, paying attention and taking notes of expressions or eventual mistakes that can be addressed after the activity

Lesson 3 – Plans for the Future

Activity 1: What Inspired Me - Topic Types (Nation & Newton, 2009, p. 184; 25 minutes). See Appendix A3.

1   Tell students they are going to watch a video that inspired you

2   Show students how to get to TED Talks on your computer (projector) and select a video from a specific theme

3   Give a brief description of the video and explain the reason or reasons why you were inspired by this story. (The importance of smiling in my previous job, when I worked as a flight attendant. Smiling was an assurance that passengers needed to know that everything was safe and smooth in the aircraft. It was also reciprocated, when flight attendants smile, passengers are relaxed and the environment is pleasing).

4   Tell students they are going to work in pairs

5   Tell students to answer the questions after the video, in pairs.

6   Ask each group to share their answers (one answer per pair) with the rest of the class.

7   During the discussion, point out how these ideas helped you change habits in your life

Activity 2: Gallery Reading and Discussion (Adaptation of Agony Column, Nation & Newton, 2009, pp. 99-100; 30 minutes). See Appendix A3.

Written input to encourage negotiation: learners will be paired up and walk around the room, reading various posters that display current issues and bad habits. They will read each one of the issues and answer the questions listed in each poster, sharing their personal views, and then rotate so they can read the following posters and discuss how they relate themselves to other worldly problems.

1   Tell students to work in pairs

2   Give instructions to students to walk around the classroom, read each segment of the text and discuss the questions that follow each text with their partners

3   Encourage students to take notes while reading

4   Make sure all pairs read all seven stories and answer the questions from each text

5   Monitor the activity closely, taking notes of possible mistakes, or expressions during the discussions

6   Bring your notes to the board and go over pronunciation or explanation of language issues that you noticed during the activity

7   Tell students they are going to use some of their notes (ideas) to make and design their posters next

8   Homework: Outline and brainstorm their ideas for the poster presentations

Lesson 4 – Poster Presentations

<u>Activity 1</u>: Poster making (5 minutes brainstorming ideas and layout + 25 minutes designing)
Learners will start brainstorming their final project, which is a poster that will present ideas on how to change old habits and improve their lives with new habits. In this activity they will work in pairs and outline their project.

<u>Activity 2</u>: Rehearsal (10 minutes)
In this activity, the pairs will rehearse their presentations, which will happen later in the hall of the school where participants of other classes will be present.

<u>Activity 3</u>: Poster Presentation (40 minutes)
Learners will present their final project to the class, other classrooms, and school staff. The audience will receive a chart (rubric) to evaluate the posters (layout and content) and the oral presentation. After their presentations, learners will have opportunities to answer questions about their projects and share their knowledge in an interesting way. See Appendix 4A for <u>Rubrics</u>.

Teaching Unit 2: 'Sustainable Development Goals'

This teaching unit is initially created for senior high school students in Japan and consists of six lessons each 90 minutes long, as shown in Figure 2. It has warm-up activities each time, and four lessons have some activities based on Paul Nation's four strands, which are language-focused learning, meaning-focused input, Meaning-focused output, and Fluency development. Warm-up activities are also related to the content, which is in each lesson. The four strands are repeatedly implemented in the activities, not consecutively, and with no set order that you must follow one after another repeatedly, as seen in Table 1. With meaning-focused tasks, learners are likely to focus more on content than the language, and enjoy learning in the process while creating their projects.

Figure 2
'Sustainable Development Goals:' Teaching unit overview

Sustainable Development Goals						
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Warm-up (Nation & Newton)	Descriptions	Ask & answer	Practice interview	Split information	Strip story	Practice presentation
Goal/ Activity	Raising awareness of global issues	Enhancing questioning & research methods	Interview-ing the experts & making an action plan	Reviewing the action plan & implement-ing it	Reviewing, revising, & rehearsing	Poster Presentation
Home-work	Researching & making questions	Reading & practicing the interview	Posting & reading	Applying the action plans & creating poster drafts	Reading, completing the posters & practicing	Writing the feedback

Table 1
Nation's four strands in the teaching unit

Four Strands	Activities
Language-focused Learning	Structured discussion, Interview, Writing emails
Meaning-focused Input	Reading, Listening
Meaning-focused Output	Asking questions, Creating a poster, Discussion, Negotiation
Fluency Development	Discussion, Presentation, Interview

Lesson 1
Activity 1: Personalization (Warm-up: Descriptions)
The goal of this activity is to raise learners' awareness of global issues and encourage them to think logically by speaking and listening through Meaning-focused output and Language-focused learning. Students learn how to express their opinions with reasons. Students choose a picture

that projects a severe global issue out of four. Speakers tell their stories as if they were one of the people in the image and talk about the issue. Listeners guess which picture the speaker is describing.

Lesson 2
Activity 2: Making a list of questions and emailing it to the visitors
The goal of this activity is to develop essential questions for learners' projects, to categorize the questions, and to write an email in formal English to a guest speaker. This group activity features Meaning-focused output, Language-focused learning, and Fluency development through writing, reading, listening, and speaking. Students analyze their questions and discuss them to complete the task. Through their discussions, they will realize what they have developed by themselves and what support or suggestions they will need from the guest speaker. They try to use the language focus by telling both positive and negative opinions with the reasons.

Lesson 4
Activity 3: Jigsaw activity
The goal of the activity is to explain the group action plans and to listen to other groups' action plans, think critically about them, and give suggestions through the activity features Meaning-focused input, Meaning-focused output, and Language-focused learning by listening and speaking. This activity is essential for both roles of the presenter and audience to consider the action plans censoriously before implementing them. Learners help each other with their language and the content.

Teaching Unit 3: 'What Is "Normal"?'
The overall goal of this teaching unit is to unpack the concept of normativity and the relationships of power at its core, with a specific focus on heteronormativity. The overview is presented in Figure 3. The goal of this reflective process is to increase learners' critical thinking. Students will have to record a podcast episode in which they will a) present a specific type of normativity impacting their lives, and b) discuss the system of privileges and challenges people live inside it. To do so, each week they will work on a specific side of heteronormativity introduced by a section of a pre-recorded podcast sample episode (what is it, who is 'normal' in its value system and who is not, what is the learner's role in it), which they will use to inform and model their own episode, focused on a type of normativity the learners are interested in.

Figure 3.
'What is normal?': Teaching unit overview

	Lesson 1 'What is "normal?"'	**Lesson 2 'Who is "normal?"'**	**Lesson 3 'Who is not "normal?"'**	**Lesson 4 'Am I "normal?"'**	**Lesson 5 Wrap-up**
	What is 'Normal?'				
Class work	1 Defining normativity 2 Defining heteronormati-vity 3 Presenting the project 4 Group work: podcast planning	1 What is privilege? 2 The heterosexual privilege & its assumptions 3 Group work: podcast planning	1 Getting to know the LGBTQIA+ community 2 Challenges of not being "normal" 3 Group work: podcast planning	1 My position in heteronormati-vity 2 Reflecting on my own privileges and challenges 3 Podcast: addressing the audience 4 Group work: peer feedback	1 Script feedback section 2 Technical aspects of recording a podcast 3 Podcast recording start
Home work	Thinking about what normativity to talk about	Reflection on who is "normal" in the learner's chosen normative setting & script brainstorming	Reflection on who is "not normal" in the learner's chosen normative setting & first script drafting	Reflection on learners' own position in the normativity. Final drafting & sending script to teacher for review.	Podcast recording finish. Sending podcasts to teacher for review.

Lesson 1: What is 'Normal?'
Activity: Google Image Search
The activity stimulates critical thinking by evaluating something usually considered 'normal' or always looked at/used from a never-changing perspective. The medium is expected to engage learners (ss try Google Image themselves). Good introductory activity to introduce the overall concept of the whole teaching unit.
  • Part 1: Warm-up (5 minutes)
    1 Project the homepage for the Google Image search tool
    2 Ask learners if and how they use Google Images and make a list on the board
    3 Ask students if they find Google Images accurate and reliable.
  • Part 2: Predicting (modified from Nation and Newton, 2009, p. 161; 10 minutes)
    1 Tell students they are going to predict what kind of images they think they will find on a Google Image search with some keywords provided by you.

2 Pair up students and give them the "Predicting Worksheet" (see Appendix C1), containing the target words and some questions to help them predict features of the images.

*Anticipated question: what is the meaning of *spouse*

3 Collect feedback from students about their predictions.

- Part 3: <u>Google Images Search</u> (20 minutes; see Appendix C1)

1 Make sure Safe Search is activated in people's phones/laptops. Show how to set it up on the screen:

1.a Click on the 'Setting' button in the bottom right corner

1.b Click on 'Search setting' in the window menu

1.c Tick 'Activate Safe Search' in the new window

1.d Click on 'Save' at the bottom of the page

2 Pair up students or group them. Tell them they are going to search for pictures in Google (if the class uses computers, they can use the computers. Otherwise, phones and tablets work as well). The terms are the same as activity three.

3 Give students the "Google Images Worksheet (see Appendix C1)" and tell them to focus roughly on the first 30 pictures provided by Google and to fill in the chart accordingly (part a)).

4 When students are done, tell them to read and discuss the questions in the handout (part b)).

5 Teacher scaffolds the concept of normative with a series of consequent questions:

5.a So, who were the most frequently represented people in your Google search? (expected answer: straight couples and people, normal families, men and women)

5.b What about same-sex couples or families? Or families different from the 'regular' one? (expected answer: some examples but very few)

5.c Okay, so let's compare straight families and same-sex families. Which ones are more 'normal' according to Google? (straight) Why? (more frequent)

5.d Is this representation of relationships and families by Google accurate for all the types of people in the world? (no, some people are not represented)

5.e So, what is the risk of presenting something as 'normal'? (a lot of other people are not included/ some people are not represented/ some people are considered not normal)

Lesson 2: Who is 'Normal?'

<u>Activity:</u> The heterosexual privilege

A listen-and-do activity that explains an important concept in the unit through a hands-on experience. Engaging and stimulating, it stimulates critical thinking by working on an ironic video. Presents a reversed-narrative type of situation that can stimulate discussion and engagement.

- Part 1: Warm-up (5 minutes)

1 Project this quote on screen:

"In my experience, I find that the people expressing doubts towards the new labels the LGBTQ+ community coins for themselves, most often are the people who also appear to already be well-represented in society. Their 'labels' are already considered 'normal.' So when they say we should stop trying to be so different from each other and be human, what kind of human do they mean? Human like them, I think. Their version of normal." (Retrieved from: https://jezebel.com/interview-with-an-asexual-clarifying-what-i-got-wrong-a-1691087587)

2   Have students talk briefly to each other and reflect on the people that are 'well-represented in society', whose labels are considered 'normal'

- Part 2: Privilege activity (10 minutes; see Appendix C2)
      (Retrieved and adapted from https://www.youtube.com/watch?v=2KlmvmuxzYE)
    1   Tell students to make a ball out of a piece of scrap paper (give students **used** pieces of paper if they don't have any for trash)
    2   Put a recycling bin in front of the class or in a position where it is closer to some students than others
    3   Tell students that they can get extra credit if they can throw their piece of paper in the bin
    4   Ignore complaints and have them try
    5   Project some questions on the screen for students to discuss in groups of three
    6   Elicit/Scaffold the concept of privilege from students (expected answer: privilege is when a person is in a condition of advantage but they are not aware of it)

- Part 3: Information transfer (Nation & Newton, 2009, p. 47; 10 minutes). See Appendix C2.
    1   Ask students what are the specific privileges that straight people face in a heteronormative society (possible answers: marriage, free to hold hands, kiss, not having to come out, most of the movies portray them, represented in all media, accepted by families and friends, etc.).
    2   Tell students that they will watch a video called Happy Heterosexual Pride Day. Ask them if they think it's going to be sarcastic or not (yes; anticipated problem: some students might not know what Pride Day is. An explanation can be that it is a day when minorities celebrate themselves)
    3   Students watch the video Happy Heterosexual Pride Day (0:00-0:25 and 1:17-2:15) and decide if it was sarcastic or not. Ask why it is sarcastic (answer: it presents normal things for straight people as if they were special, showing that they are privileged because celebrating them as special sounds very strange). *Note: the video contains a few curse words, which do not appear in the time frame showed in class (indicated above). The video can be downloaded from Youtube and edited for classroom use.*
    4   Students watch the video again and complete the information transfer activity (possible expansion: adding inferences as to what injustice the speaker is talking about and what the real issues are for queer folks).

Activity: They/them use
This activity keeps a focus on language and pragmatics while still presenting a text that can raise critical thinking.

- Part 1: [Consciousness raising](#) (Nation & Newton, 2009, pp. 139-140; 15 minutes). See Appendix C3.
    1. Ask students what parts of language can hide assumptions towards people sex or sexual identity. Elicit personal pronouns (possible answers: pronouns, titles, gendered nouns and adjectives, and others)
    2. Explain that pronouns are usually gendered and explain the term (gendered: relating or specific to people of one particular gender)
    3. Give students "Consciousness Raising Worksheet."
    4. Have students do the activities in the worksheet.
- Part 2: [Role play](#) (Nation & Newton, 2009, p. 157; 10 minutes). See Appendix C3.
    1. Give students the "Role-play Worksheet"
    2. After the activity, ask students if it was difficult to adapt their language to the situation.

Conclusion

The purpose of this paper was to illustrate the potential practical applications of three teaching units for the benefit of learners' critical thinking skills. To do so, the methodological approach of Project-based Language Learning, which puts the student at the very center of the learning activity as a learner, actor, and producer, was implemented through a deliberate thematic focus on social issues. The objectives of the lessons were to build up knowledge and preparedness for students to succeed in their final projects, which were either a poster presentation or a podcast recording. The social slant of the teaching units ensured that said knowledge and preparedness be gained through an engaging, motivating, and criticality-demanding process. In fact, we believe that social issues are an optimal terrain to increase critical thinking skills while maintaining a high level of engagement. Another positive aspect that was illustrated by the teaching units is the pliability of a PBLL-social issues model in taking advantages of several other theoretical concepts to further ameliorate the teaching/learning experience. In our proposals, the model has integrated negotiation for meaning, noticing, CBI, and queer pedagogy.

Despite this, the preliminary nature of this paper has limitations. Although some piloting was carried out, the teaching units have not been tested nor used in class in their entirety. Because of this, the proposals' effectiveness cannot be gauged. More importantly, the lack of broader trialing might have repercussions on the shortcomings of the teaching units, especially as far as linguistic level is concerned. The topics can be quite challenging and vocabulary-heavy, with many terms and concepts previously unknown to the learners. Nation and Newton (2009) stated that learning goals should include language items, ideas, skills, and text (LIST). There should therefore be more focus on form in future amendments to the teaching units, perhaps with the introduction of a small vocabulary glossary for quick reference, which can be very useful especially in the final stages of the project, where more production is demanded from learners. Without this, the risk is for students to reach a frustration level (Nation and Newton, 2009) where learning cannot happen. This would have a negative domino effect, decreasing engagement, motivation, the level of the final project and, ultimately, chances of raising critical thinking skills.

Nevertheless, we hope to have shown several advantages of bringing social issues into the language classroom with the proposed teaching units: they stimulate reflection by constantly requiring learners to put their own experiences in perspective; they are relevant topics that generate discussions and chances for communication regardless of the linguistic setting the learners inhabit and, as such, are fruitful in fostering a communicative use of the target L2; they empower learners by instilling into them a sense of achievement and self- (and other-) betterment; they are varied and diverse, which ensures teachers can always find something proper for their class, regardless of learners' proficiency, acculturation, and interests.

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Appendices
Appendix A: 'Self-improvement in today's changing world' activity sheets

Appendix A1 - Lesson 1
Activity 2: Jigsaw task (10 minutes) Monitoring Negotiation (Nation & Newton, 2009, p. 110)
The Two Tadpoles – A Story About Creating Habits For the Future

Two tadpoles, Ted and Todd, hatched from the same batch of eggs.

They swam around excitedly, wiggling their little tails with great enthusiasm.

They swam up to their mum and exclaimed, "Look what we can do, look why we can do."

The mother frog looked at the two tadpoles with great pride and called them closer. She then explained the process of metamorphosis and how they will eventually lose their tails and grow legs.

This news impacted the tadpoles differently.

Ted was excited about the future and continued to swim with energy and enthusiasm, occasionally looking back to see when his legs would start forming.

Todd, however, thought to himself, "What's the point of exercising my tail? It's only going to drop off eventually anyway."

As a result, Ted kept strengthening his tail and increasing his stamina, but Todd's tail got weaker and his energy levels dropped.

The mother frog took Todd to one side and suggested that he start using his tail more.

"But what's the point? It's only going to drop off anyway," Todd replied.

After a little while, the two tadpoles' tails dropped off and their legs grew.

Ted was excited and hopped around with energy and enthusiasm. The consistent and energetic use of his tail had equipped him for this development.

Todd was less enthused. He was sort of glad that he now had legs, but he just didn't have the energy to use them.

He didn't know why, he just couldn't be bothered.

Activity 3: Pass and Talk - Conversation Cards

Who do you admire and why?	What makes you unique?
Which superhero would you most like to be? Why?	Which 3 words best describe you?
What is your idea of happiness?	What are you proud of? Why?
If you could turn back the clock, what would you change about your life? Why?	Where would you like to live if you had a choice and why?
What can you do if you don't feel good about something you see or hear?	What do you want to achieve in the future?

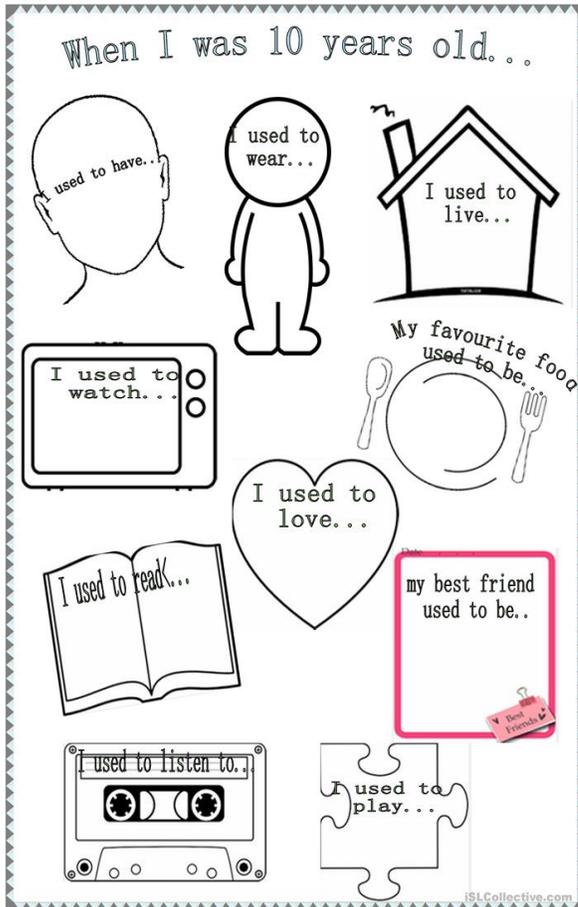Answers are subjective and will vary.

Appendix A2 - Lesson 2
Activity 2: I used to…
https://en.islcollective.com/english-esl-worksheets/grammar/past-tense-used/when-i-was-10-i-used/92911

Answers are subjective and will vary.

[Return to lesson]

Appendix A3 - Lesson 3
Activity 1: Video

Image retrieved from: https://www.brandsoftheworld.com/logo/ted-2

- What is the main idea in this video?

- What did the speaker talk about?

- What kind of experience did the speaker describe?

- What made the speaker change?

- How did the speaker change?

- What happened to the speaker after this experience?

- Why did this video inspire you?
Answers are subjective and will vary.

[Return to lesson]

Activity 2: Gallery reading and discussion
Stress-Eating
We live in a country of high-stress and high-calorie foods, so it should be no surprise that emotional eating is a common issue. There are many reasons people turn to food when they experience negative emotions, like stress, sadness, and boredom. First of all, food can serve as a distraction from unpleasant problems. Research has also suggested that foods that are high in fat and sugar may actually (temporarily) quiet parts of the brain that create and process negative emotions.
Unpleasant: If something is unpleasant, it gives you bad feelings, for example by making you feel upset or uncomfortable.

Now, answer the following questions about yourself and share your thoughts with your partner:

    1. Do you stress eat? If so, what?
    2. How do you relieve stress?
    3. How can you change this bad habit?

Sitting Around

Surveys have found that people, on average, spend more than six hours a day sitting. Many people sit while commuting, at work, and while relaxing at the end of the day. It may feel like your body is happier taking a seat but spending so much time off your feet has serious health effects including increased risk of obesity, diabetes, cancer, bone loss, and even a weakened immune system

Now, answer the following questions about yourself and share your thoughts with your partner:

1. How much of the day do you spend sitting down?
2. What do you think of the idea of a standing office? Or a standing school?

Not Getting Enough Sleep

Days can feel far too short, especially when you want to catch up with friends at a late dinner or binge-watch your favorite show. Late nights in moderation are okay but getting too little sleep — less than seven hours — on a regular basis can make you more likely to experience long-term diseases, like heart disease and diabetes, and even short-term diseases. Being tired can also affect how you function during the daytime, making you less productive and more likely to make mistakes and cause accidents.

Binge-watch: to watch multiple videos, or episodes of TV shows in one sitting over a short period of time

Moderation: avoidance of extremes or excesses; being moderate

Now, answer the following questions about yourself and share your thoughts with your partner:

1. How much sleep do you need to function well?
2. How much do you usually get?
3. Are you more productive in the mornings or the evenings?
4. How to get a better sleep?

Skipping Breakfast

There are mixed findings about whether or not skipping breakfast can help people lose weight. Generally, experts support eating a healthy morning meal because it fuels your body and mind for the beginning of the day. Research has shown that people who eat breakfast perform better in school and at work. If that's not enough incentive, a recent study from Harvard found that men who regularly skipped breakfast were 27 percent more likely to experience a heart attack or death from heart disease.

Expert: a person who has a special skill or knowledge in some particular field

Now, answer the following questions about yourself and share your thoughts with your partner:

1. Do you have breakfast?
2. Find out who has the healthiest breakfast in your group.
3. What's your favorite meal of the day?
4. How can people change their eating habits in the mornings?

<u>Overspending</u>

Another common bad habit is overspending, usually in the form of compulsive shopping. Credit is partially to blame because it is easy to obtain and use. Overspending is also an easy trap to fall into because buying things makes people feel good in many different ways. It can give us a sense of control and add some excitement to a boring day. Being able to spend money can also make us feel better about ourselves.

Overspend: to spend more money than you can afford to

Now, answer the following questions about yourself and share your thoughts with your partner:
1. Do you often overspend?
2. Are you a compulsive shopper? If so, what do you normally buy?
3. Discuss ways compulsive shoppers can change their habits.

<u>Listening to Loud Music</u>

Hearing is a sense that often decreases with age, but there are still steps people can take to keep hearing well until advanced age. Very loud, short-term sounds and sounds that may not seem so loud (but occur over a long period of time) can both contribute to hearing loss. This affects about 15 percent of Americans, ages 20 to 69 according to the National Institute on Deafness and Other Communication Disorders. Some loud sounds may be unavoidable but exposure to anything above 85 decibels (equal to the sound of heavy city traffic) should be minimized. If you have to raise your voice to speak with someone two to three feet away, the sound level is likely over 85 decibels.

Now, answer the following questions about yourself and share your thoughts with your partner:
1. Do you listen to loud music? If so, how often?
2. Do you have good hearing?

<u>Phone Addiction</u>

No, your phone isn't exactly the most threatening addiction. That doesn't mean it's something to ignore. Thanks to the advent of push notifications, many of us are now trained to grab our phone the second it flashes — or when we only think it has. This behavior takes our attention away from other things that we should probably value more, like the work in front of us or talking with friends and family.

Now, answer the following questions about yourself and share your thoughts with your partner:

1. Are you addicted to your phone?
2. How often do you check it?
3. How soon after waking up do you check it?
4. How can we change this bad habit?

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***Appendix A4 - Lesson 4* - Rubric - Poster Layout and Content**
Source: Rubistar: http://rubistar.4teachers.org/index.php

CATEGORY	4	3	2	1
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

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Rubric for the Presentation

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Appendix B: 'Sustainable Development Goals' activity sheets
Activity 1: Personalization (Lesson 1: Descriptions)

Expressing Opinions

Expressing opinions with reasons

◆ *I **think** this is serious **because** …..*
◆ *I **consider** this an important issue **since** ….*

Responding to the speaker

■ *That sounds <u>sad</u>.*
■ *That's <u>interesting</u> …etc.*

A

B

C

D

Speakers:

◆ I **think** it's serious **because** (I/my family/ my kid/my classmates) …..
◆ I **consider** it's an important issue **since** (I/my family/ my kid/my classmates) ….

Listeners:

■ That sounds sad.
■ That's unbelievable …etc.

Are you in picture __?

Guess the picture at the end!

[Return to lesson]

Activity 2: Making a list of questions and emailing it to the visitors (Lesson 2)

Class (　　　) No.(　　　) Name (　　　　　　　　)

1. Ideas of the questions to the guest

2. Sample of English email

Professor / Mr. _____,

I am a student of _____ high school and enrolled in _____ class.
_____, _____, and I am searching on _____.
We have a few questions below that we will ask you when you come here. We
are looking forward to seeing you.

Thank you very much,

_____, _____, _____

Questions:

_____

_____

[Return to lesson]

Appendix C: 'What is normal?' activity sheets
Appendix C1: Activity - Google Image Search

Part 2: Predicting
What kind of pictures do you think Google will show you for these search terms?

	People involved	Actions	Others (atmosphere, tone, etc.)
Family			
Spouse			
Boyfriend			
Girlfriend			
Woman			
Man			
Person			

Answers vary

[Return to lesson]

Part 3: Google Image Search

a) What kind of pictures did you find in your Google search?

	People involved	Actions	Others (atmosphere, tone, etc.)
Family			
Spouse			
Boyfriend			
Girlfriend			
Woman			
Man			
Person			

b) Discuss the questions with your group/pair
1   Did you find pictures of families with only one parent, or with two parents of the same sex?
2   Spouse is a neutral term for husband or wife. What types of people did you find when you searched for it? Could you understand its meaning from the pictures?
3   For boyfriend and girlfriend, did you find couples of the same sex?
4   With what frequency did you find pictures of same-sex couples or non-straight people in general?

Possible answers for b)
1) Yes, sometimes families with two moms or dads but rare
2) Yes I could. I only found straight families.
3) Rarely
4) Very little

Appendix C2: Activity - The heterosexual privilege
Part 2: Privilege activity
Briefly discuss the activity you just did. Use these questions to guide your reflection.

- a   Was the outcome the same for everyone? (yes, an extra credit)
- b   Did everybody have the same chances to reach the outcome? (no)
- c   What made some people more likely to hit the bin? (less distance)
- d   Were you at the front or at the back of the room?
- e   Who complained more than others? (people in the back)
- f   If you were in the front, were you worried about the fairness of the game? **Were you aware of your advantage?**

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Part 3: Information transfer

HAPPY HETEROSEXUAL PRIDE DAY!

Complete the infographic with the heterosexual privileges mentioned in the video

With the courtesy of pngfind. https://www.pngfind.com

1._____

2._____

3._____

4._____

5._____

[Watch the video](#) Happy Heterosexual Pride Day once again and complete the infographic.

Answer key:

1 Pregnancy
2 Marriage
3 Universal acceptance
4 High representation in the media
5 Public display of affection (walk the streets holding hands)   [Return to lesson]

Appendix C3: Activity - They/them pronoun use
Part 1 - Consciousness raising
a) Read the passage and underline the instances of 'they', 'them', 'their', and 'themselves' and connect them to the noun they refer to (as in the example)

What is Your Responsibility as a Person of Privilege?
I was born a white, heterosexual, able bodied male, born in the United States to educated, Christian parents. As a person of privilege with little to struggle for, I would like to give some advice to my **fellow members** as to what <u>they</u> can do, what we can do, to take responsibility.
                    ^_____|

1   I believe that a privileged person should carefully consider their own personal responsibility towards people who fall outside such privilege.
2   If anyone blames the poor for their poverty, or the sick for their sickness, or the different for their difference, then you should tell them that they should take a step back and think about the protected position they're talking from.
3   Privilege has a price. As part of the price, the privileged have the responsibility to challenge their privilege and become allies to those who pay the cost of oppression.
4   No one should just live in their own little world. In other words, flip the situation and see how circumstances change when you view the world through the lens of someone else. They might be going through something you have never thought before.
5   Listening to people and believing their circumstances.
6   Following instead of leading when it comes to supporting people fighting for themselves.

Applying these guidelines will most likely be the hardest, most difficult work of our lives. Why? Simply because they require us to take responsibility and make the necessary changes in order to find a life we're unfamiliar with … one full of empathy.

Freely adapted from https://goodmenproject.com/featured-content/responsibility-person-privilege-wcz/

b) Are 'they', 'them', their', and 'themselves' used always as a plural? List all the terms related to 'they', 'them', and 'their' in the right column and decide if they are singular or plural, and their gender (feminine or masculine) in the left column:

Ex. fellow members (they)	Plural, unspecified if masculine or feminine

c) What does the chart suggest? Complete the rule:

Aside from its usual plural form, they/them can be used with _____ nouns when these nouns' _____ is not specified or important.

d) Use this new rule to be more inclusive when you talk to people! It's very useful to avoid assumptions on people's sexual orientation or gender. Complete the sentences.

1)
Luke: Are you going to the dinner? I'm coming with my partner!
Franz: Oh, I didn't know you had one! _____name? Do I _____? I need all the info!
Luke: It's Martin, Martin Shang, and no, you don't know him… yet!
Franz: Awesome name. Can't wait to meet him!

2)
Emilia: I got married and divorced soon after with a bitter divorce...
Sage: Oh I'm sorry to hear that. _____ fault?
Emilia: No, it was mainly my fault. But now I know better: marriage is not for me. I think I'll enjoy my own company for a bit!

Answer key for a) and b)
Privileged person -> their -> singular (M/F)
The poor -> their -> plural (M/F)
The sick -> their -> plural (M/F)
The different -> their -> plural (M/F)
Anyone -> them -> singular (M/F)
       -> they -> singular (M/F)
Privileged -> their -> plural (M/F)
No one -> their -> singular (M/F)
Someone else -> they - > singular (M/F)
People -> themselves -> plural (M/F)

Answer for c)
Singular; gender.

Answer for d)
What's their name? Do I know them?
Was it their fault?

Part 2 - Role play
Work in pairs:

A: It's your friend Lola's birthday next week. You and B have decided to organize a surprise date for Lola, for the three of you to go together. Lola recently told you that they (Lola) identify as gender-neutral (= not a female and not a male) and want to be referred to with 'they/them' and not 'she/her'. Since you have known Lola since middle school, you know all their favorite things: ice cream, theme parks, going to the movies, karaoke and Korean food. You meet up with B to plan what to do for Lola's birthday. *(When you plan with B, be careful to respect Lola's pronouns when you talk about them (Lola). Lola is not here to listen, so it's okay to put a 'she' here and there if you forget, but they're one of your best friends, so you should try hard!)*

B: It's your friend Lola's birthday next week. You and A have decided to organize a surprise date for Lola, for the three of you to go together. Lola recently told you that they (Lola) identify as gender-neutral (= not a female and not a male) and want to be referred to with 'they/them' and not 'she/her'. Recently, you have spent a lot of time alone with Lola without A (A has been very busy), and Lola told you that they would like to shake up themselves a little bit and explore new things to do, instead of the usual movies, karaoke, and theme parks. You meet up with A to plan what to do for Lola's birthday. *(When you plan with B, be careful to respect Lola's pronouns when you talk about them (Lola). Lola is not here to listen, so it's okay to put a 'she' here and there if you forget, but they're one of your best friends, so you should try hard!)*

About the Authors

Matteo Socciarelli holds an MA in TESOL (Hawaii Pacific University). He is currently an English as a foreign language (EFL) instructor at inLingua Modena, Modena, Italy. His research interests are Queer Theory, queer pedagogy, queer linguistics, corpus linguistics and corpus-based critical discourse studies.

Aiko Takeuchi holds an MA in TESOL (Hawaii Pacific University). She is a high school teacher and researcher in Japan. She also teaches Japanese as a volunteer. Her research interests are material development for collaborative learning, critical thinking, and communication strategies.

Izabela M. G. Müller received her Master in TESOL at Hawaii Pacific University. She has taught English and Brazilian Portuguese in Brazil, Japan, and Hawaii. Her areas of interests are sociocultural linguistics, multilingualism, cognitive linguistics and language education.