

Universidad de Salamanca
Facultad de Filología
Departamento de Filología Inglesa



Master Thesis in Advanced English Studies
*Methodological Applications Of Several Linguistic
Disciplines to the
Design of a Didactic Unit on the Topic British Teenagers
and Bodily
Perfection Obsession*

by María Victoria Jiménez Sanchidrián

Master Thesis Supervisors:

Pilar Alonso Rodríguez

Ramiro Durán Martínez

September 2009

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Master Thesis Supervisors' signature:

Pilar Alonso Rodríguez

Ramiro Durán Martínez

Handwritten signature of Pilar Alonso Rodríguez in blue ink.

Handwritten signature of Ramiro Durán Martínez in blue ink.

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sacrificed their lives for me and my brothers and they have always provided unconditional love, support and care. I love them all so much and it is for sure that this master thesis would not have been so far without them.

*I dedicate this master dissertation to my parents,
Sigifredo and Victoria, to my family and my boyfriend,*

David

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

1

Contents

| | |
|--|----|
| CHAPTER 1: INTRODUCTION TO THE MASTER THESIS..... | 3 |
| CHAPTER 2: DISCOURSE ANALYSIS IN ENGLISH..... | 6 |
| 2.1 Type of student I wish to focus on..... | 6 |
| 2.2 Main characteristics of the target group of students..... | 7 |
| 2.3 Language competence expected from them..... | 7 |
| 2.4 Objectives to be reached at the completion of the activities we are dealing with in the course..... | 7 |
| 2.5 Selection of a text..... | 8 |
| 2.6 Qualitative analysis of the structural characteristics and the methodological potentiality of the text..... | 9 |
| 2.7 Language complexity..... | 10 |
| 2.8 Language connectivity..... | 12 |
| 2.9 Teachability of communicative skills..... | 13 |
| 2.10 Sociolinguistic Competence..... | 15 |
| 2.11 Discourse Competence..... | 16 |
| 2.12 Strategic Competence..... | 17 |
| 2.13 Contextualization Capacity..... | 18 |
| 2.14 Mental model building..... | 19 |
| 2.15 Outcomes desired for the students upon the completion of the proposed instructional project..... | 21 |
| CHAPTER 3. DISCOURSE SEMANTICS..... | 23 |
| 1ST PART: Possible methodological applications of our semantic knowledge to teach certain linguistic aspects making use of the text..... | 23 |
| 3.1.1 Working with the text as a reading comprehension activity..... | 23 |
| 3.1.2 Teaching techniques for writing a summary of a text..... | 24 |
| 3.1.3 Teaching techniques for a good piece of writing: how to give internal structure to our paper. The correct correlation of ideas and the importance of coherence and cohesion..... | 24 |
| 2ND PART: Semantic theory or theories these activities can be based on..... | 26 |
| 3.2.1 The importance of cohesion and coherence in a text to give internal structure to it..... | 29 |
| 3.2.2 Lexical cohesion and the articulation of the meaning within the text paying attention to the different semantic fields..... | 33 |
| CHAPTER 4. GRAMMAR AND DISCOURSE ANALYSIS..... | 37 |
| 4.1 A proposal of activities to work with grammatical and semantic aspects of conditional sentences..... | 40 |
| 4.1.1 Real and unreal tense usage..... | 41 |
| 4.1.2 Formal inversion structures..... | 52 |
| 4.1.3 Other conditional expressions..... | 54 |

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

2

| | |
|--|-----|
| CHAPTER 5. THE INTERCULTURAL ISSUE..... | 60 |
| CHAPTER 6. LISTENING COMPREHENSION SYLLABUS DESIGN..... | 67 |
| 6.1 The group of target students | 68 |
| 6.2 The objectives of the lesson..... | 68 |
| 6.3 The skills to be taught..... | 69 |
| 6.4 The materials used..... | 69 |
| 6.5 The activities and tasks carried out..... | 73 |
| 6.6 The time constraints..... | 87 |
| CHAPTER 7. CONCLUSION..... | 89 |
| WORKS CITED LIST..... | 91 |
| APPENDIX..... | 94 |
| DISCOURSE ANALYSIS APPENDIX..... | 94 |
| THE TEXT..... | 94 |
| DISCOURSE SEMANTICS APPENDIX..... | 96 |
| TEXT 1: Analysis of topic, theme and comment in the text | 96 |
| TEXT 2: Cohesion within the text | 98 |
| TEXT 3: Lexical Fields and meaning relations among words..... | 101 |
| LISTENING COMPREHENSION SYLLABUS DESIGN APPENDIX | 104 |
| TEXT 1: Transcription of the listening comprehension | 104 |
| TEXT 2: Tanorexia..... | 107 |

CHAPTER 1: INTRODUCTION TO THE MASTER THESIS

This master dissertation is a methodological application of the knowledge acquired in different linguistic disciplines such as discourse analysis, semantics, grammar, syllabus design, methodology and intercultural awareness in order to create a didactic material from a real text taken from a newspaper article. The article is about "Plastic Surgery and British Teenagers" and it has been designed according to the possible methodological applications of the knowledge and competences acquired in the study of the different subjects of this master. That is why this master thesis has been divided into five sections: discourse analysis, semantics, grammar, aspects of British culture and syllabus design. Methodology does not appear as a section in itself because it is present within other sections when it is explained how certain contents are graded, organised and presented to the students.

The main core and also the point of departure for this master thesis is a real text taken from the BBC webpage. It is an article called "Teens going under the knife" and it deals with the topic of plastic surgery operations that British teenagers are increasingly having for cosmetic reasons and that many parents offer to pay to their young daughters as birthday or graduation gifts. Therefore, the knowledge provided by several subjects is applied to this text in order to make of it a didactic material to teach something to a target group of students that will be defined in the discourse analysis section.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

4

The discourse analysis section serves as an introduction in which it is explained the characteristics of the group of students I am going to teach, the language competence that is expected from them, which aims are pursued with the implementation of this text in a class and the analysis of the linguistic and communicative possibilities of this text.

The semantics section deals with the application of semantic theories to work with this text as a reading comprehension activity, to teach students how to make good summaries, to make them understand the concepts of cohesion and coherence and that they become competent enough to use them in their pieces of writing, and finally, to select some words from the text that can be useful to be taught in class according to their recurrence.

The grammar section deals with the design of several activities and tasks in order to explain the conditional sentences, the formal inversion structures of conditional sentences and other expressions that exist to express condition. I selected this item as the grammar point to develop because it is very common in everyday language and it can be extremely useful for students to make hypothesis and make suppositions about present and past situations and this can be useful for further debate activities that can be carried out in the classroom.

The syllabus design section focuses mainly on the gradation, selection and creation of a series of listening tasks for my group of students based on a clip of video taken from YouTube and that lasts 4:10 minutes. This video can be found in YouTube.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

5

Its name is "Too Much Too Young- Teen Body Obsession Part 2" and I selected THE first 4:10 minutes for my listening comprehension activity. The topic of the video is not exactly about plastic surgery but it is still related to be very conscious about the own body image. Therefore it can be considered complementary to our text about "Teens under the Knife".

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

6

CHAPTER 2: DISCOURSE ANALYSIS IN ENGLISH

2.1 Type of student I wish to focus on

The type of students I am going to focus on are teenager students from a School of Languages who are interested in learning English as a second language. Their aim is becoming competent speakers of the language in different situations of communication in communities in which language is spoken as a first language such as in Britain, the United States, Australia, Ireland, Canada and other countries where English is spoken as a second significant language, such as in Singapore, India, Pakistan, Malawi, Malaysia and Nigeria among others.

They are encouraged to develop the sufficient linguistic skills for communicating successfully in English because English is the prominent language in economics, travelling and information exchange. One of the goals that these students have to achieve is that their interactions with native language speakers be as fluent and spontaneous as possible with little strain for each party for the communication to be properly performed.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

7

2.2 Main characteristics of the target group of students

The target group of students is composed of fifteen Spanish students whose ages range from seventeen to nineteen years old. Their level of English corresponds to a B2 taking into account the Common European Framework of Reference for Languages.

2.3 Language competence expected from them

This group of students with a B2 level of English can be considered independent users of the language. They can understand the main ideas of complex texts on both concrete and abstract topics, including those technical discussions in their field of specialisation. They can interact with a degree of fluency and spontaneity that makes their interaction with native speakers quite possible without strain for either party. Apart from that, they can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

2.4 Objectives to be reached at the completion of the activities we are dealing with in the course

These students will be able to understand extended speech and lectures and they will follow complex lines of argument provided a familiar topic. They will also understand TV news and current affairs programmes and the majority of films in standard dialect. They will be able to read articles and reports concerned with contemporary problems in which authors adopt particular attitudes or viewpoints. They

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

8

will interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible. They will take an active part in the discussion in familiar context, and they will be able to sustain their views. They will be able to describe in detail a wide range of subjects related to their field of interest and they will be able to give advantages and disadvantages given various options. And regarding to writing, they will be able to write clear, detail texts on a wide range of subjects related to their interests. They will be able to write essays and reports passing on information or giving reasons in support or against a particular point of view apart from being able to write letters highlighting the personal significance of events and experiences.

2.5 Selection of a text

The text I have selected is entitled "Teens going 'under the knife' ". It is a real text taken from the BBC webpage. It deals with the plastic surgery operations that an increasing number of teenagers in UK undergo in order to change those parts of their bodies that they do not feel comfortable with. In their yearning for "bodily perfection", these teenagers have the financial support of their parents. This fact has become at issue for the public opinion because it is controversial that many parents are willing to pay for the plastic surgery treatment of their children being them so young and when most of the times plastic surgery is not needed.

There are four reasons in the selection of this text. In the first place, the topic developed by the text deals with a current topic nowadays as we can see many

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

9

references to it with high frequency in newspapers articles or in teenager's magazines. In the second place, it deals with some worries and problems of British teenagers who are close in age to the Spanish students that I am going to have in my class. This can function as a motivating factor that can encourage students to become involved in the topic. In the third place, due to the controversy that can be arisen by topic being dealt, a debate can be brought into class and students can give their opinions on this topic developing their analytical and critical skills apart from other linguistic and strategic skills that are also desirable. Finally, in the fourth place, some aspects of the British socio-culture can be rebuilt with the possibility of comparing them with aspects of the Spanish socio-culture.

2.6 Qualitative analysis of the structural characteristics and the methodological potentiality of the text

The text I have chosen belongs to the newspaper article genre and it is in a written format. It is composed of fifteen paragraphs divided into three main subheadings in which the problem is exposed together with the facts, the reasons why the teenage girls take these operations, the pressure that these girls to resemble a certain image and the aim to implement a law or ban on surgery for people under eighteen years old.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

10

2.7 Language complexity

When the language complexity of a text is analysed, attention must be paid to the grammatical structures, the lexis, the discourse markers and the rhetorical structures that are used in order to put into words ideas regarding to a certain topic.

In analysing the language complexity of a real text that has been selected to be used in a lesson, we have to think about which formal points regarding to language can be problematic to our students in order to understand the ideas in a text. An example of this could be the use of a non-canonical grammar structure with the aim of making salient certain element within the sentence. Or the use of cleft-sentences in which "it" fills the slot of the subject, but actually it is known as a "dummy" subject that it is signalling to the real subject within the sentence.

The grammatical structures that can be found in the text are sufficiently challenging for students with a B2 level of English. Some of them will be familiar to them, but they will also be exposed to other structures such as the "subordinate non-finite to-infinitive adverbial clauses of purpose" that appear with high frequency within the text and though they be not analysed syntactically, it is pretty advisable to expose students to them for two main reasons. The first one because when working with authentic material, we must be aware that the language encountered in it, it does not make concessions to foreign speakers. This is what students encounter or will encounter in real life if they come into contact with real situations in English speaking

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

11

environments. This language is not going to be simplified or simplistic in content. And the second reason has to do with the idea that if I focus the attention of my students on a certain grammatical structure but with the aim of showing them its communicative possibilities, it will be easier for them to acquire it more quickly and almost unconsciously.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

12

2.8 Language connectivity

In order for a text to be a communicative unit, it has to meet seven standards of textuality according to de Beaugrande and Dressler in their *Introduction to text Linguistics*. These seven standards can be named as cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. We are going to focus on the two first standards regarding to the language connectivity within the text: cohesion and coherence.

A definition of cohesion and coherence can be useful in order to establish our point of departure in studying the language connectivity within the text:

“Cohesion concerns the way in which the components of the surface text (the actual words we hear and see) are mutually connected within a sequence. Cohesion signals semantic relations at surface level.” (Alonso, *Semantics. A discourse Perspective* 86)

“Coherence concerns the way in which the concepts and relations that constitute the textual world and underlie the surface text are interactive and mutually relevant” (Alonso, *Semantics. A Discourse Perspective* 86)

“Cohesion is one of the means that language has to establish semantic continuity within the text. Cohesion marks formally the semantic relations that exist among the different stretches of the text and shows how words, structures, or patterns which have already

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

13

appeared in the verbal text may be recovered, modified or compacted, thus contributing to the unity of the text as a whole." (Alonso, *Semantics. A Discourse Perspective* 86)

Language connectivity in this text is working by means of deictics and reiteration by repetition of lexical words. Of greater importance is the lexical cohesion that is created by means of repetition of words such as "teenagers", "bodily perfection", "plastic surgery", and the mental frames opened for "money" and "family". The recurrence of this items in the text, takes the reader to think that there must some connection (as in reality it is) between them, and they are the main concepts above which the meaning of the text is constructed.

2.9 Teachability of communicative skills

With this text, we can develop the four components that make up the communicative competence: the linguistic and the grammatical competence, the sociolinguistic competence, the discourse competence and the strategic competence.

LINGUISTIC AND GRAMMATICAL COMPETENCE

The linguistic and the grammatical competence can be developed in two complementary ways with this text. One is by means of studying the grammatical structures, sentence patterns and vocabulary that can be found in the text. I can teach my students grammatical structures such as the present continuous tense, the past tense, the passive voice, the structure of "have/get something done", grammatical structures

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

14

for expressing purpose with "to + infinitive" and we can also expose them to non-canonical structures for them to get familiar with them though we do not expect that they become master in the use of these structures – at least at this level-. Non-canonical structures show an alteration in the syntax of the sentence that makes some parts of it more salient than others. All these structures can be found in the text and we must design different kind of activities attached to the four basic skills – listening, reading, writing and speaking- in order to present them for students to learn always taking into account the context in which they appear.

The second way would be the presentation of a number of structures that are very likely to emerge when students engage in conversation. This second way of presenting grammar has a lot to do with the use of tasks in order to increase the motivation of students for learning something. Students are more receptive and more willing to acquire and retain certain grammatical structures and vocabulary if they really need to use them for achieving something, especially if they have to communicate their ideas or if they can see the purpose and utility of learning something. The good thing of teaching by means of task activities is that students feel engaged in what they are doing and at the same time the focus is on the meaning of the interaction without putting so much pressure on the learners to produce new forms. An example of grammatical instance that does not appear in the text but that could be useful to be taught is the if-conditional structure: conditionals of type II and III particularly. They can be useful for our students especially if a debate activity is going to be developed subsequently after having

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

15

worked with the text. In that debate activity, students would be proposed activities and tasks about what they would do if they were in the shoes of another person and also for exchanging different opinions about a controversial topic.

Regarding to the vocabulary field, after making a semantic study of the cohesion of a text, we can work out which are the most recurrent words that appear in the text. Not knowing some words from the text can become suddenly a barrier for our students to understand the meaning of the text, even though those words are not essential to get the gist of it. In order to avoid this problem, some teachers think it is better to pre-teach vocabulary and in this way, it is removed at least some of the barriers to understand. Nevertheless, there is a bad side in pre-teaching vocabulary, especially if we want students to tackle with authentic reading and listening texts for general understanding (as in our case) , because getting past words they do not understand is one of the skills they need to develop. As a solution, we can arrive like a kind of compromise with our students in which we use possible unknown words from a reading or listening text as part of the procedure to create interest and activate students' schemata.

2.10 Sociolinguistic Competence

The sociolinguistic competence consists of the social and cultural knowledge required to use the language appropriately with reference to formality, politeness and other contextual defined choices. I can use this text in order to teach my students something about the British culture by means of explaining how the youngsters in this

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

16

society behave. Moreover I can make a comparison between different generations of British youngsters.

Some points of the British ideology and their way of interacting with people can also be studied deeply. For example their indirectness in commenting something about others, or their behaviour could be studied and analyzed for explaining why so many teenagers want to go under an operation in order to conform themselves to a certain model/pattern they want to follow. Nevertheless and above all, the most important point that I could make it is related to how youngsters in UK behave and if there is such very big differences with youngsters from other countries. We can analyse as well the differences that exist between the British culture and the Spanish culture and we have to make our students aware that they must maintain a positive attitude towards the values and customs of another country despite they may or they may not agree with them. Discussions about this topic giving advantages and disadvantages can be possible to be dealt with in class since my students at this age have enough capacity to be critical about the facts and topics that can be found in a piece of writing.

2.11 Discourse Competence

Marianne Celce-Murcia gives the following definition of discourse competence: "The discourse competence involves the selection and sequencing and arrangement of words, structures and sentences/utterances to achieve a unified spoken or written whole with reference to a particular message and context" (Celce-Murcia, *Discourse and*

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

17

Context in Language Teaching. A guide for Language Teachers 16) This text can be used to make the students realize why the writer has chosen certain words, structures and sentences in order to give more emphasis to different parts of the discourse, making them the topic of sentences. The understanding of certain capacities can also be developed with techniques that can serve to understand the tone of a piece of writing regarding to a certain fact and the writer's position regarding to certain topic can be perceived. Inside the field of discourse competence, and related to the debate activity, I could teach my students that they must respect the turns of speaking when involved in communication, and I could teach them some ways of how they can articulate their ideas effectively, as well as the training them on strategies for interrupting others in a polite way, avoiding face-threatening.

2.12 Strategic Competence

The strategic competence includes procedures that are relevant to language learning, language processing and language production. It activates knowledge related to other competences and it helps language users compensate for gaps or deficiencies in knowledge when they communicate. This strategic competence must be trained at all levels of language and it is very useful for students when they do not have at hand the proper word or structure for expressing something they want to express. Developing a certain degree of strategic competence can help our students to fill their gaps of deficiencies in knowledge at the same time that the communication with the other

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

18

person is not broken. An activity in relation with the development of the strategic competence it is making the students try to put into words the main contents of the text. By doing this activity, it is tested how much the student has understood about the text and their ability to synthesise the main ideas and concepts. With these activities, we check their understanding of the text while they are forced to look for different grammatical structures and richer lexis to express those contents of the text.

2.13 Contextualization Capacity

Regarding to the contextualization capacity of our students, we have to think about whether our students are going to be able to rebuild the suitable necessary contexts in which the text can be fitted in order to be meaningful. It is important to know which previous knowledge our students have on a particular topic, the way in which ideas have been arranged, what type of vocabulary has been used and whether this vocabulary is going to be accessible enough for the linguistic and the cognitive level of the students. If they want to make meaning from the text, they will have to enrich the utterance giving reference and sense to it. Then, they will have to construct the meaning and they will infer the intended meaning the writer is implying in the article.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

19

2.14 Mental model building

Mental models are according to van Dijk: "Understanding a text means the construction of a model, therefore texts are meaningful or understandable when a recipient is able to construct a model for it" (T.A van Dijk, *Cognitive Discourse Analysis*.) Mental models are activated in the process of discourse understanding and they are built by people when they want to recreate situations. "This process involves mixing linguistic information with the necessary inferences, the background knowledge already stored in the participants' minds, and the information derived from the contextual conditions" (Alonso. *Semantics. A Discourse Perspective* 54)

Applying this theory to the text I have chosen, it is necessary to consider the previous knowledge that can exist in the minds of our students regarding to this topic and how the information contained in this text can affect in such a way the construction of their mental models. This text can reaffirm their pre-existing knowledge, it can change their previous schemas about the topic, it can create a new cognitive structure that will be created in the course of discourse comprehension and it will be filled up with information that is received from language and through the perception context surrounding the discourse. And because students need of a larger context in which they can put this text, it is a good opportunity for us to teach them about the British culture and providing them with the tools in order for them to develop socio-cultural competence about how to deal with Britons.

In the process of comprehension of this text, students are going to make use of their previous knowledge about plastic surgery and maybe their opinions about it. This previous knowledge is referred as schemata and each of us "carries in our heads mental representations of typical situations that we come across" (Harmer, *The Practice of English Language Teaching* 199) We activate our schemas when we are stimulated by particular words, discourse patterns or the context. From the very beginning of our text, the word "Teens" appears. Therefore in the minds of our students, a frame related to the word "teenager" is opened and everything that can be related to it will be activated. Due to the high frequency of repetition of the word "teenager" in the text, it is a good candidate to be considered the topic of the text.

The expression "under the knife" may be difficult for our students to interpret when they see it in the title. Nevertheless, if they keep on reading, they will find words such as "plastic surgery", "preserve aging woman", "look younger" that give them an important hint that the text is going to deal at some point with plastic surgery. After finishing reading this text, a relation can be established between "teenagers" and "plastic surgery". Once having read the heading of the article, students can go back to the expression "under the knife" and they can assign the right sense to it.

As the discourse keeps on developing, many semantic frames start to be opened such as the semantic frame of the family when the word "parents" appears, the semantic field of "characteristics of a beautiful body" when it says that "teenagers look for bodily perfection", a semantic field that has to do with finances (due to the great amount of

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

21

vocabulary related to money and economics) These frames that are opened will build the mental model using information as it is received through language and through the situational conditions that surround the discourse.

The frequency of repetition of a certain topic makes think about it as subject of a text and therefore it helps readers to predict what is coming next.

2.15 Outcomes desired for the students upon the completion of the proposed instructional project

- Students will improve their skills in reading and understanding written texts by developing and combining top-down and bottom-up processes. In the top-down process, the reader or listener gets a general view of the text meanwhile in the bottom-up process the reader focuses on individual words achieving understanding by stringing the detailed elements together build up.
- They will acquire skills in writing since their attention will be focused on how the ideas in the text are organised. They will be able to write an article of opinion about this issue after having practised in class
- They will practise how to write summaries after having practised in class not only with one text, but with more texts related in topic with this one. They will explore intuitively the notions of topic, theme and comment

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

22

- They will expect to debate orally about similar controversial issues. They will have to be accurate with the grammatical structures and vocabulary they are using.
- They will expand their knowledge about the issue of plastic surgery and they can learn something about the characteristics of the British youngsters and they will be able to compare them with the Spanish culture
- The text will help them to reflect on a current issue that is happening in Britain nowadays. At the same time, they will have the opportunity to develop their critical thinking positioning themselves for and against and they will be able to give reasons for that.
- They will be able to find texts related to this one (on internet or in newspapers or magazines) that are close related and within which, they will be able to find ideas for strengthening their "for" or "against" positions

CHAPTER 3. DISCOURSE SEMANTICS

In this second section that deals with discourse semantics, we are going to deal with a selection of general concepts from semantics into the development of activities in the second foreign language class. The purpose is developing the competences of our students in reading comprehension, summary writing, construction of cohesive and coherent texts and learning vocabulary items regarding to a certain field. Therefore, in order to put things clearer, we have divided this section into two main parts:

The first part deals with possible methodological applications of semantic theory for teaching skills.

The second part deals with the semantic theory or theories that permeate these activities and the possible activities that could be developed in class.

1ST PART: Possible methodological applications of our semantic knowledge to teach certain linguistic aspects making use of the text.

3.1.1 Working with the text as a reading comprehension activity

One of the most common uses of newspaper articles in the class is the developing of activities of reading comprehension. Nowadays, even in the modern era of high technologies, people still rely so much in reading to gain information and to expand knowledge. In modern societies, we cannot function without this skill since much of what one needs to communicate has to be processed via reading. And in teaching

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

24

second or foreign language, reading carries even greater potential importance than in the first language since it is one of the most important ways that we have to be exposed to the target language. Making use of some tools that semantics provides us with, we as teachers can select better the materials with which we are going to work with, being aware of the possibilities that a text gives us and anticipating some problems that our students can find when trying to understand some texts. Making use of semantics in order to analyse a text helps teachers to design activities for their students that help them with the acquisition of certain essential linguistic skills.

3.1.2 Teaching techniques for writing a summary of a text

In semantic terms, a summary of a text is the representation of its "macrostructure" and since it is an everyday life operation that it is performed constantly when we want to retrieve a series of connected facts, students must be competent in the creation of summaries. Moreover, working with the macrostructure of a text it is very useful since it means time-saving and the synthesis of information can be better handled.

3.1.3 Teaching techniques for a good piece of writing: how to give internal structure to our paper. The correct correlation of ideas and the importance of coherence and cohesion

One important issue that students have to be taught in the writing classes is how they can handle with the organisation of ideas in their texts. These ideas have to be governed by a pattern that makes them be presented as organized and interrelated one

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

25

with each other conforming as a unified well constructed net of meaning. Being the students aware of the features of cohesion and coherence that give the characteristic of "textuality" to a text, they will be able to create well-written texts. And we as teachers must make the students realize that reading and writing skills are the two faces of a coin: if students write a coherent and cohesive text, they are creating a good piece of reading because it will be easily understood and its structure would be easily followed by its audience.

Selection of the vocabulary that is relevant to be taught in this class

The selection of the vocabulary that must be taught in a class poses always many problems on the side of the teacher regarding to the decisions that must be taken about what words are relevant to be taught. From the point of view of a communicative approach, the vocabulary that has to be taught in class should be as efficient as possible for the communicative purposes desired in the lesson. In the case of a lesson that deals with the topic of plastic surgery - as it is our case- we should provide our students with necessary lexis such as surgery verbs, expressions that are used to refer to certain operations, parts of the body that can be operated and even a collection of reasons why people operate their bodies. This careful selection of vocabulary for our students to learn can be done based on the lexical cohesion research in the text and once we have visualised which relations are held among the words. Vocabulary can be expanded by means of designing activities in which students are taking an active role in working out the meanings. These activities can be relating the unknown words with synonyms,

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

26

working out the meaning of a word from context, the creation of frames and nets of meaning, and learn words inside categories. Working in this way, we synthesise the amount of information for our students and they can process it better in little chunks.

2ND PART: Semantic theory or theories these activities can be based on.

Use the notions of topic, theme and comment to work with the text as a reading comprehension activity and teach students techniques of writing a summary of a text.

Pilar Alonso defines the notions of theme, topic and comment as follow: "The notions of topic, theme and comment are concerned with the way in which the information is organized within the sentence and throughout the discourse. At sentence level the theme is that part of the text that the producer of the text chooses to present in the first place, using it as a point of departure for his/her information. [...] the topic function is the subject of the sentence [...] This is also the position selected to introduce the information treated as "old" or "given" [...] The new information is semantically realised by the comment which adds to the discourse something previously unsaid or presented as unknown"

The identification of topics, comments and the semantic relations that are established at local and global meaning among the linguistic components, provide sufficient information about which are the relevant parts of the text. Once we know which parts of the text are relevant –that is the main ideas around which the whole discourse is constructed- we can deal with the preparation of the reading comprehension

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

27

activities that our students will do. Among the activities that can be found there are such as for example questions about the text, activities of putting in order pieces of a text which are jumbled, or matching the headline to a specific passage.

The local connectivity of sentences within a text is known as the "microstructure". The arrangements chosen and the selections made at the micro-structural level will have a consequence in the general meaning or global meaning also known as "macrostructure". If texts are well constructed, there is always a net of connections between micro and macro levels of discourse that it is what we call coherence.

If we decide to teach our students techniques to write good summaries, we would make use of two tools provided by semantics. On one hand we need the use of macrorules in order to recover the macrostructure of a text: the deletion rule, the generalisation rule, the construction rule and the zero rule. Together with these macro-rules, we can use the notions of topic, comment and theme. The topic of a text or discourse is what the text producer's talks about and the discourse topic is that topic that is persistent recurrent throughout the totality of the discourse. If we aware the discourse topic of a text, it is a sign that can help us in the application of the macro-rules in order to extract a summary of the text based on empirical data. Since it would not be very useful to teach all these abstract concepts to students, it is better to focus it from a practical side. We would ask our students to divide the text in sentences and divide the sentences into subject and predicate (*by means of this action, we are getting the concepts of topic and comment*) Then, we would ask them to underline the structure that

occupies the first position in the phrases (that would be the theme of each phrase) In order to establish the local relations within the text, we will ask them to tell us what relation has sentence 1 with sentence 2, and sentence 3 with sentence 4 and so on until they have completed the whole text. Maybe it is not necessary to develop this activity sentence by sentence, but paragraphs that talk about the same topic idea in compared to other paragraphs that rebuild something similar but which add new information based on the information already given. When our students had identified in their texts the topics and the comments, we would tell them that they had to try to construct (the construction rule operating) a general statement or group of statements (generalisation rule operating, not interested in details but general information) in which the essential information, that is the recurrent topic throughout the text, is kept (zero rule operating), deleting all those propositions which are not relevant (the deletion rule)

So, because in our text there is a high frequency in which the word "Teenagers" "plastic surgery" and "names of parts of the human body" appear, we could say that these three topics are the main discourse topics of the text and a summary of the whole text would be done if we construct a proposition containing these three elements. (Appendix: Discourse Semantics Appendix, *Text 1: Analysis of topic, theme and comment in the text*)

3.2.1 The importance of cohesion and coherence in a text to give internal structure to it

The features of cohesion and coherence are two of the seven standards of textuality that de Beaugrande and Dressler posed in order to define the concept of "textuality". They have been given great prominence since they are the essentials in a text and we as teachers have to help students to become aware of the importance of cohesion and coherence in everyday communication.

I think necessary to give a definition of cohesion and coherence in order to establish the point of departure from which it will be illustrated the notions of cohesion and coherence. "Cohesion marks formally the semantic relations that exist among the different stretches of the text and shows how words, structures, or patterns which have already appeared in the verbal text may be recovered, modified, or compacted, thus contributing to the unity of the text as a whole (Halliday and Hasan 1976; Halliday 1985; de Beaugrande 1980, 1997; de Beaugrande and Dressler 1981; Schiffin 1994; Martin 2001)" (in Alonso, Pilar. *Semantics. A Discourse Perspective* 93)

"Coherence concerns the way in which the concepts and relations, which constitute the textual world and underlie the surface text, are interactive and mutual relevant" (Alonso. *Semantics. A Discourse Perspective* 86)

Cohesion and coherence will be responsible for the global meaning of the discourse and for all those meaning relations that hold the linguistic components of the discourse together, allowing it to function as a unit of communication. Coherence is a

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

30

network of meaning that goes beyond the propositional content in each of the sentences and it also determines how the information contained in the discourse is organised to suit the goals governing the process of production.

After having analyzed the text "Teens going 'Under the Knife' " we can say that it is cohesive and coherent because it can function as a unit of communication in itself, we can recover the macrostructure from it, that is the global dimension of discourse meaning, and we can see the local connectivity of sentences contributing to the general meaning.

Cohesion in this text is created mainly by reiteration of different types and collocation of words that belong to the semantic field of plastic surgery, and bodily operations for cosmetic purposes. The reiteration by repetition or synonym, or antonym of words that have to do with teenagers is very frequent as well. Personal anaphoric references also contribute to the cohesion and the great majority of them can be found in the text establishing a connection between elements mentioned previously. There are also cases of ellipsis. (See Appendix, Discourse Semantics Appendix, *Text 2 Cohesion within the text*)

If we want to see more clearly which are the relations between sentences that contribute to the creation of the meaning of the discourse as a whole, attention must be paid to local coherence. Local coherence refers to the meaning relations holding between individual propositions which are close to each other. If we analyse the text carefully, we can see how it moves from the presentation of the main topic that is

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

31

teenagers who want to take plastic surgery and their parents giving them the money to do so. It appears to be striking and catching the eye because cosmetic surgery was a practice common among aging women but not among teenage girls, and in the second place, because parents in their aim to provide their children with everything they want, they pay for their children's treatments. After this, there is a relation of the most demanded cosmetic operations and there is an example of the price of a "boob job". Once the problem is exposed in the text, a real example of a teenage girl is given together with the reasons that she had in doing it. An explanation of the reasons that drive people to do this is following given. As the text advances, it keeps on elaborating on the idea that teenagers suffer a lot of pressure from society in order to convey to a certain image. Another example from a teenager is given. So this would be a kind of expansion on what has been related before. And for concluding the text, and because this situation is seen as problematic, some response is given from the government in the shape of laws for regulating. The closing paragraph rebuilds again on the idea of parents paying for the cosmetic treatments of their children. The local coherence of the text is rebuilt mainly around relations from general to particular, cause and effect and expansion.

It is interesting to take into account how this article refers to the plastic surgery that teenage girls are supposed to be obsessed with, and there are not references to boys. This should be taken into account while we present the text in class and we must tell our

students that though here it is only make a reference to girls taking who go on plastic surgery, there are also boys who do it though it may be not so prominent.

After having analyzed how the writer of this text has organized the information, we can start teaching our students how to manage with cohesion and coherence for the construction of well-structured texts. Since cohesion and coherence are two features that go hand in hand, while teaching writing to our students, it is not possible to establish a division between the two of them. Both are necessary to articulate and organize a text and making it something understandable for a potential reader. Regarding to cohesion, it is of great importance the teaching of conjuncts in order to connect some parts of the text with others and that they make altogether a bigger unit of communication. But this would not be enough for a text to be communicative without taking into account coherence. The construction of the meaning of a text is like a scaffold: every sentence that comes after another has semantic links with the previous one and with the following one and this process makes the construction of meaning a continuum, a chain. That is the reason why students are encouraged to elaborate outlines or conceptual maps before starting to write their papers. With conceptual maps, students will be able to visualize which relations exist between different ideas and concepts, and the outline will provide a hierarchy in the organization of ideas. Once students will have clear these two elements and they get used to them, the process of writing becomes easier. Nevertheless, a writing course in which we will pretend to arise awareness about the notions of cohesion and coherence in a text must be carefully planned since students

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

33

will find difficult to rearrange ideas and use their instrumental language in order to create their texts.

3.2.2 Lexical cohesion and the articulation of the meaning within the text paying attention to the different semantic fields

Whatever text we choose to teach vocabulary with, we should always have in mind two aspects: one is how our students can learn the vocabulary and the other is the structure of the lexical system of English.

There are two basic ways of learning vocabulary: the intentional learning and the incidental learning. Intentional learning is designed, planned for or intended by the teachers or students. Meanwhile incidental learning is the product of doing or learning something else. Regarding to the text we have chosen, the teaching and learning of vocabulary will be done in a different way if we see the text as a linguistic. Therefore, it will depend on the goal that we pretend with our text, if we want to work with it as a linguistic object or as a vehicle of information, that is a text which goal is not language in itself but learning from a different topic. The best way of working with this text and teach the vocabulary to the students would be making a combination of two ways of teaching making use of the two ways in which students learn vocabulary. We can make the students aware of the important and relevant vocabulary items, that is to say, the most essential ones that they will need to communicate. And afterwards, we will expose them to other types of text that deal with the same topic in which similar vocabulary can be encountered but this time we will not work with the texts as linguistic units but they

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3^o September 2009

35

Sense relations are also important and these relations are studied when we analyze the lexical cohesion within a text. Inside the sense relations we have syntagmatic relations and paradigmatic relations. Syntagmatic relations between words are those relations between words as they occur in sequence. Those words that occur with frequency are known as collocations. Paradigmatic relations are complex relations between items in the whole lexical system that is for example the different kinds of reiteration that conform lexical cohesion within a text such as reiteration by synonyms, antonyms, meronyms, superordinates and hyponyms.

The selection of the words and expressions from the text is based on an analysis of the different semantic fields that can be found in it. (See Appendix: *Text 3: Meaning Relations among Lexical words*)

As a conclusion to this section on semantics, we can say that knowing about how the mechanisms of meaning in a language work, we as teachers are better prepared to preview areas in which our students can face difficulties and we can reflect on how to teach those contents to students. If we take into account the words of Evelyn Hatch and Cheryl Brown in their book *Vocabulary, Semantics, and Language Education*, they illustrate that the study of semantics and lexicon help teachers to understand how students acquire knowledge and in doing so, how teaching methods can be improved: "Knowing more about semantics and the lexicon produces insights in us as language educators, most of us are principally interested in knowing how to translate that knowledge into practice or understanding of what learners do or should do and of what

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Body Perfection Obsession"

3rd September 2009

36

teachers do or should to aid the process of language learning" (Hatch, *Vocabulary, Semantics, and Language Education* 364)

CHAPTER 4. GRAMMAR AND DISCOURSE ANALYSIS

The purpose of this section about Grammar and Discourse Analysis is presenting a series of activities that can be useful to present, compare and analyse the conditional sentences and other expressions that are used in English to express condition. It is a group of activities that focus mainly on grammatical and semantic aspects of conditional sentences and though they do not constitute a lesson plan, they can be easily integrated into other sections devoted to improve the skills of reading, writing, listening and speaking. And in this way, helping our students to be more accurate when they use the second language to communicate their ideas.

This section is divided into three main parts: the first part deals with the three types of conditional sentences that are most used and their variations. The second part deals with inversions in the structure of conditional sentences. And the third part deals with other conditional expressions that operate in a similar way as "if". Being B2 level students it is quite possible that they may already have some notions about the three main types of conditional sentences. Therefore the exercises connected to the three types of conditional sentences will be presented as review activities.

I chose to teach the structure of conditional sentences due to three main reasons. The first one because this is one of the structures that can be found in the newspaper article "Teens Under the Knife", the text I selected to work with in my master thesis and

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

38

moreover, some examples of the real use of conditionals can be found there. The second reason for my choice has been that the mastery in the use of conditional sentences and its varieties enhance students' communicative skills. These conditional sentences are very frequent in everyday language and it is necessary and useful that students know well how they work in order not only to understand them when embedded in a real context but also that the use of these conditional sentences allow students to express themselves better. Some uses of the conditional sentences are for formulating hypothesis, for negotiating situations, for bargaining, for speculating about imaginary or improbable situations in which the conditions will not be met, for giving advice, for speculating about possibilities in the past that never happened, for making excuses and so on. And in the third place, since the text chosen is controvert, in the debate that can follow after working with the text, students may need to make use of conditional structures to construct their hypothesis and expressing results if some conditions are met.

I pursue three aims in the completion of this unit on conditional sentences: The first one is that they are able to recognise and use the conditional sentences to express those ideas we enumerated above. The second aim is that they will be able to recognise and use the formal inversion structures of conditional sentences when they appear – formal inversion structures appear when *if* is dropped and the auxiliary verbs *were*, *should* or *have* are placed before the subject-. And the third aim is that they be able to use suitably other conditional expressions apart from "if".

The methodology that I am going to follow in the presentation of the grammar of conditionals is inductive, that is to say, that I first present the examples to the students focusing on the meaning of the structure and by comparing some structures with others, we set the features of a certain structure and its communicative value. Then, I make them questions about these structures to focus their attention on those things I want them to learn. Students do the exercises and as a group we comment on the exercises and set out the rules. I think this procedure can help students to be aware of their learning process in the acquisition of a certain grammatical structure.

My role as a teacher in the classroom would be the one of guidance and assistantship to the student's learning and acquisition of the structures presented. Students and their learning process must be the centre of the lesson and teacher must represent the guide that students can claim for when they cannot go further in understanding some concepts by themselves. At that moment, the teacher would provide students with other tasks or activities that will help them to understand better what they have to do. Teachers must have in mind at all times that it is student's job to be the builders of their own knowledge, though of course this acquisition is controlled and guided very closely under teacher's supervision. Students have to struggle with exercises that are challenging enough for them to understand and they have to be able to perform them. These exercises also have to be interesting enough to catch their attention as well as they have to be relevant and they have to point at an aim to achieve for being motivating for students to perform.

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María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

40

The activities that are included as contents to work with conditional sentences are a series of activities that present, analyze and compare grammatical and semantic aspects of these kind of sentences. Though these activities do not conform a lesson plan in themselves from the point of view of a communicative language teaching methodology, they can be included in a communicative language teaching plan as a complementary part of the listening, reading, writing and speaking activities.

4.1 A proposal of activities to work with grammatical and semantic aspects of conditional sentences

I have divided the contents of this lesson on conditional sentences in three parts. The first part deals with the real and unreal tense usage in different types of conditional sentences. The second part deals with the formal inversions structures used mainly in formal contexts when we have auxiliaries like *were*, *should* and *have*. And the third part deals with other conditional expressions that can be used apart from *if*.

Since the level of my students is a B2, they must have already studied the structure of conditional sentences in lower levels (most of students start to learn about conditional sentences in the A2 level). That is why, the first activities that deal with the form and meaning of conditionals type 1, 2 and 3 are presented as a review to refresh their knowledge and to create a firm and solid basis for further study, construction and combination of conditional structures.

4.1.1 Real and unreal tense usage

1. CONDITIONAL SENTENCES, TYPES 0, 1 AND 2

ACTIVITY 1

A) In what ways are these three conditional sentences different?

- If my parents **come up** with the money, I **have** my nose operated.
- If my parents **come up** with the money, I **will/'ll have** my nose operated.
- If my parents **came up** with the money, I **would/'d have** my nose operated.

B) Which verb tenses are used in the two parts of each of these sentences?

Complete the following tables:

| TYPE OF CONDITIONAL SENTENCE..... | | |
|-----------------------------------|---|--------------------------------|
| Sentence's structure | IF CLAUSE | MAIN CLAUSE |
| SENTENCE 1 | If my parents come up with the money | I have my nose operated |
| VERB TENSES USED | | |

| TYPE OF CONDITIONAL SENTENCE..... | | |
|-----------------------------------|---|---|
| Sentence's structure | IF CLAUSE | MAIN CLAUSE |
| SENTENCE 2 | If my parents come up with the money | I will/'ll have my nose operated |
| VERB TENSES USED | | |

| TYPE OF CONDITIONAL SENTENCE..... | | |
|-----------------------------------|---|---|
| Sentence's structure | IF CLAUSE | MAIN CLAUSE |
| SENTENCE 3 | If my parents came up with the money | I would/'d have my nose operated |
| VERB TENSES USED | | |

C) How do these tense differences affect meaning?

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

42

Which sentence refers to:

- 1) An imaginary or unreal event or situation?
- 2) A general rule that's always true?
- 3) A possible or likely future event or situation?

ACTIVITY 2:

Here are some more conditional sentences. Which type are they: 0, 1 or 2?

If she could get breast implants, she would be more confident.

If you want to take a plastic surgery operation, you must be aware of the risks.

Teenagers wouldn't be so obsessed with bodily perfection if society didn't force them to conform to a certain image.

My parents will give me the money to have a boob job and the moped if I pass all my exams with good marks.

If teens' role models are celebrities famous for looking good, this makes teenagers value external appearance highly.

If teenagers ask for a loan without their parents' permission, the bank won't grant them.

ACTIVITY 3

It is important to understand clearly the tenses used in conditionals because they change the meaning. Match the conditionals with their descriptions of use, and say what grammar is used.

| TYPE | | DESCRIPTION |
|--|--|---|
| <p>ZERO</p> <p>If teens' role models are celebrities famous for looking good, this makes teenagers value external appearance highly</p> | | <p>Used for a highly improbable, hypothetical or imaginary condition in the present or future and its result</p> <p>UNREAL</p> <p>CONDITION:</p> |
| <p>FIRST</p> <p>My parents will give me the money to have a boob job and the moped if I pass all my exams with good marks</p> | | <p>RESULT:</p> <p>Used for general truths, such as scientific laws, which are always true in general time</p> <p>REAL</p> <p>CONDITION:</p> |
| <p>SECOND</p> <p>If she could get breast implants, she would be more confident</p> | | <p>RESULT:</p> <p>Used for a condition in the future, and its future result</p> <p>REAL</p> <p>CONDITION:</p> <p>RESULT:</p> |

1.2 VARIATIONS IN CONDITIONAL TYPE 1

Variations in conditional type 1 are an aspect of conditional sentences that can be new to our students. Therefore, the approach of the activities to work this aspect will be not so much of reviewing content but of showing and explaining how this structure works. Type 1 of conditional sentences can also have variations in the if-clause. One of its variations is the use of '*should in the if-clause*' in order to talk about something which may be possible but is not very likely to happen.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

44

ACTIVITY 4:

In order to explain the 'should in the if-clause' variation in conditional type 1, I would give my students these two sentences, together with the context in which they would be embedded:

1. If I meet Teri Hatcher and James Denton, I'll ask them for an autograph.
2. If I should meet Teri Hatcher and James Denton, I'll ask them for an autograph.

*I work as a make-up artist for theatre and television, and I have been given a one-year contract in Desperate Housewives TV comedy-drama series. My sister is a great fan of Susan and Mike. So **if I meet Teri Hatcher and James Denton, I'll ask them for an autograph.***

*I am a big fan of Desperate Housewives and I have assisted several times to the live recordings of the series. But since actors and actresses work for long hours and the bodyguards block the way to fans, it's very difficult for us to approach our idols. I feel special devotion for Susan and Mike's characters so **if I should meet Teri Hatcher and James Denton, I'll ask them for an autograph.***

I would ask my students what are the differences in meaning and form between the first and the second conditional sentence. We would start a discussion about the differences in meaning and I would give them a very short explanation that the use of should (never would) in the if-clause has the effect of making it seem less likely that the condition be fulfilled:

If we should miss the 10 o'clock train, we won't get there till after lunch

It is possible to use 'by any chance' or 'happen' instead of should, without changing the meaning in spoken language mainly:

If you happen to pass a supermarket, perhaps you could get some bread.

If by any chance you see Mary, please tell her I want to talk to her

'Should' and 'happen' can be used together

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

45

If you should happen to finish early, give me a ring.

ACTIVITY 6

As an activity, I would ask students to think about things they may do but it is not very likely that they are going to perform. With the ideas that students came up with, we would construct some sentences.

e.g:

CONTEXT: My brother may travel to Madrid tomorrow (he has enough money to buy train tickets) but he has some paper work unfinished. If he is in Madrid, he will visit his friends there.

e.g:

If my brother should travel to Madrid tomorrow, he'll meet his friends.

If my brother happens to travel to Madrid tomorrow, he'll meet his friends

1.3 CONDITIONAL TYPE 2

Since the Conditional Type 2 structure has already been studied in the first three exercises, students would know already its form and they would intuitively know about its meaning. Therefore these exercises will be considered a review of conditional type 2.

ACTIVITY 7

What would you do if...?

Students have to construct second conditional sentences explaining what they would do in the situations provided.

1) Your best friend was addicted to sunbeds?

e.g: If my best friend was addicted to sunbeds, I'd...

2) Your fourteen-year-old sister told you she wants a breast enlargement for working as a glamour model?

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

46

3) You saw the neighbours' eleven-year-old only child hiding his/her packed lunch in the bin everyday at the high school?

4) Your aunt took your ten-year-old cousin to the beauty saloon three days a week, so the child can have her hair, her nails and her make-up done?

ACTIVITY 8

What would you do if you were a multimillionaire celebrity?

My pretensions with this question are that my students construct sentences with the following structure "If I were a celebrity, I would do such and such and such". If it is necessary, I would give students some notions about the uses of the conditional type 2 in order to refer to unreal situations. Conditional type 2 is used to speculate about imaginary or improbable situations (the implication is that the conditions will not be met)

*If my parents **came up** with the money, I **would/d have** my nose operated*

Second conditional sentences are often used to express advice

*If I **were** you, I **wouldn't** take that operation*

MIGHT and COULD can be used instead of WOULD in the main clause of second conditional sentences to show **uncertainty**.

ACTIVITY 9

What is the difference in meaning between these pairs of sentences?

If I have to pay 3000 pounds for the cosmetic surgery operation, I won't be able to afford college fees.

If I have to pay 3000 pounds for the cosmetic surgery operation, I may not be able to afford college fees.

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

47

If magazines didn't make so much promotion of celebrities, teenagers might not have so many problems with their body appearance.

If magazines didn't make so much promotion of celebrities, teenagers might not have so many problems with their body appearance.

If we don't do something about it now, we will create an image-moved society.

If we don't do something about it now, we could create an image-moved society.

1.4 CONDITIONAL TYPE 3

TYPE 3: UNREAL CONDITIONS (PAST TIME REFERENCE)

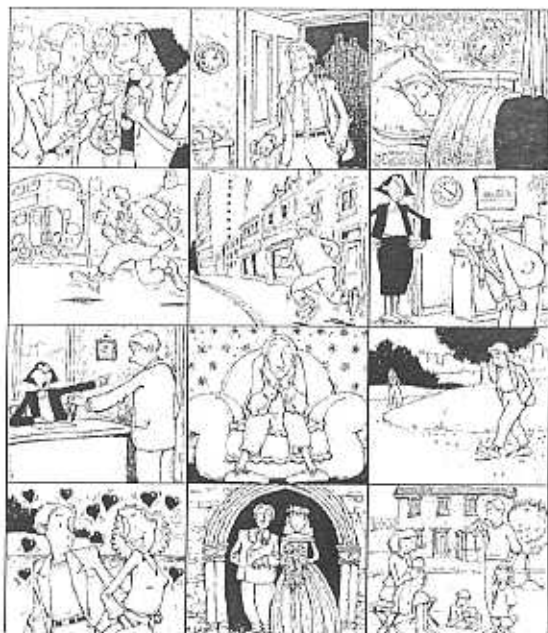
ACTIVITY 10

Game for practising the third conditional type

In order to study and practise the third conditional, I have found in the Oxford University Press web page a set of pictures that can be useful to practise the structure of the conditional type 3. (Oxford University Press Web Page)

It is an entertaining story that can also be useful to practise the present continuous and the past continuous as well. But my aim with this set of pictures is presenting the pieces of the story jumbled, so the students have to order it and then guess what would have happened if Martin would have done another thing or would not have done some things.

(7 Third conditional story



An example of how to talk about the actions that take place in the story:

Martin was partying until 3 o'clock in the morning- that's why he was not able to wake up on time at half past seven in the morning when the alarm clock rang. And because Martin did not get up in time, he missed the bus and he had to go on walk to his work. At arriving at his work, Martin was exhausted and moreover he was late and his boss was bitterly angry at him. As a result of this, Martin was fired. He returned home and sat down on the sofa, so sad and bored for having being sacked. Suddenly, the idea of going out for a walk came to his mind and he thought this would make him so good. When he was having a walk in the park, he met Caroline and they fell in love instantly. They started to date and in seven months, Martin asked Caroline to marry him. At present, they live in the outskirts of Cambridge and they have three children: Emma aged 6, Peter aged 3 and Louise aged 5 months old.

Once our students would have ordered the story and they could construct the plot, it is the very time that the teacher asks the students what would have happened if something of what Martin did would not have happened. Would things have been different?

If it is necessary to make any comments about the use of Conditional Type 3, we could explain that Conditional Type 3 sentences are not based on fact. They express a situation which is contrary to reality in the past. This unreality is shown by a tense shift "backwards".

Therefore if in the second conditional we had the past tense in the if-clause, in the third conditional we have past perfect and if in the second conditional we had would, in the third conditional we have would have:

| SECOND CONDITIONAL | | THIRD CONDITIONAL | |
|---|--------------------------------|---|--|
| If-clause | Main clause | If-clause | Main clause |
| Simple Past tense | Would + bare infinitive | Past Perfect tense | Would+have+ past participle tense |
| If Martin woke up when the alarm clock rang | He wouldn't miss the bus. | If Martin <u>had had waken</u> up when the alarm clock rang | he wouldn't have missed the bus. |

1.5 CONDITIONAL TYPE 2 AND CONDITIONAL TYPE 3 MIXED

It is possible for each of the two clauses in a conditional sentence to have a different time reference, and the result is a mixed conditional. This type of sentence which is a mixture of a third conditional sentence and a second conditional sentence, and it refers to the present result of a completed past action.

First, I would do some examples with individual learners so they can familiarise with the new structure and then they can fill the table. I would elicit from the students the combination of this two types of conditionals by means of asking what these structures have in common with the second and third conditionals and in what aspects they differ from them.

ACTIVITY II

I would give the students a table like the one below with four sentences because I want them to work out which is the difference in meaning between the conditional type 3 and the mixed conditional (type 2 and 3)

| | THIRD CONDITIONAL | | MIXED CONDITIONAL | |
|-----------|--------------------------------|---------------------------------------|---------------------------|--------------------------------|
| | If-clause | Main clause | If-clause | Main clause |
| TENSES | If + Past Perfect tense | | | |
| EXAMPLE 1 | If I hadn't broken my leg | I would have gone on holiday with you | If I hadn't broken my leg | I would go on holiday with you |
| MEANING | | | | |
| EXAMPLE 2 | If my friend | I wouldn't have | If my friend | I wouldn't have |

| | | | | |
|---------|--------------------------------------|--------------------------|--------------------------------------|----------------------|
| | hadn't encouraged me to sit the exam | had the title in my hand | hadn't encouraged me to sit the exam | the title in my hand |
| MEANING | | | | |

They would have to complete this table with the schematic form of the tenses used in each of the sentences, and the meaning of each of the sentences depending on the structure that is chosen. I would ask the students which of these sentences would be used to speculate about possibilities which did not happen in the past and which ones would be used to express a link between a completed past action with a present result.

Then, for the students to practise this mixed of second and third conditionals, I would ask my students to finish the following sentences in such a way that they have to write what was going to be the present result of a completed past action:

ACTIVITY 12

Finish the following sentences with the present result of a completed past action:

- If I hadn't learn to read, _____
- If I'd won the lottery last weekend, _____
- If I hadn't had taken that course in first aids _____
- If I'd been born into a rich family, _____
- If my boyfriend hadn't gone out that night, _____

I would let the students some time to correct their compare their answers before we would correct the exercise orally all together in class. If it is necessary, I would give more explanations about the use of the mixed conditional 2 and 3.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

52

4.1.2 Formal inversion structures

In formal and literary style 'if' can be dropped and the auxiliary verb is placed before the subject. This happens with 'were', 'should' and 'had', and it is very rare with other auxiliaries. In this type of inversions, negatives are never contracted.

In order to explain the formal inversion structures, I would make a game. First, I would make up a series of conditional sentences. Then I would write an exercise in which the word that compose the sentences are jumbled, so the task of the students is to arrange the words and create comprehensible sentences. Once they have these sentences that would be conditionals containing WERE, SHOULD and HAD, I will give them an example to follow and I would ask them to do the same with the rest of the sentences:

FORMAL INVERSION STRUCTURES

We have the following sentence:

If I were in London, I would visit National Gallery twice a month

The formal inversion structure of this sentence would be:

Were I living in London, I would visit National Gallery twice a month

Once I show students the mechanics of the formal inversion structure, it is time that day try it by themselves. And the way of doing it is giving them the sentences with the words jumbled and first, they have to construct a sentence and secondly they have to apply inversion to it.

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

53

These are the sentences:

1. If you see an unidentified flying object, let me know
2. If I were to see one, I should certainly inform you
3. If you were not so sceptical, you may learn
4. If you hadn't told me, I would never believed it

ACTIVITY 13

Put in order these words to make conditional sentences and then, rewrite them with inversion of subject and auxiliary verb:

- Let me know/ you/ if/ see/ an/ unidentified flying object.
- I/ certainly/ you/ inform/ should/ were/ one / to see/ I/if
- Sceptical/may/you/learn/were not/you/if/so
- Told/you/ hadn't/ if/ never/ would/believed/ it /me/I/it/never/believed

The formal inversion of structures:

1. Should you see an unidentified flying object, let me know.
2. Were I to see one, I should certainly inform you.
3. Were you not so sceptical, you might learn
4. Had you not told me, I would never have believed it.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

54

4.1.3 Other conditional expressions

There are other subordinating conjunctions listed here that operate in a similar way to *if*: the conditional clause typically contains a non-modal verb in the present or the past tense, while modal verbs usually occur in the main clause. These conditional expressions are: **UNLESS AND IF NOT, PROVIDING THAT, ON CONDITION THAT, IN THE EVENT THAT, IN THE EVENT OF + Noun Phrase, AS LONG AS, SO LONG AS, SUPPOSE (THAT), SUPPOSING, ASSUMING, BUT FOR, IN CASE/IN CASE OF.**

The examples used here have been taken from newspapers on the internet:

ACTIVITY 14

Read the information provided in this table and complete the blanks in the table:

| FORM | EXAMPLE | WHAT IS THE CONDITION THAT MUST BE FULLFILLED? | USE OF THIS EXPRESSION |
|---------------|--|---|--|
| Unless | <i>The state must not impose restrictions unless it is necessary and proportionate to do so.</i> | The state must impose restrictions if it is necessary and proportionate to do so. | Unless has a meaning of 'if...not' or 'except if'. Unless and if...not, and unless and except if are often, but not always, interchangeable. Unless can only normally refer to things which have not happened or did not happen or probably won't happen. UNLESS is used especially in spoken English, to introduce an additional comment or afterthought |
| Provided that | <i>I'll buy the car, _____</i> | | Providing that is a |

| | | | |
|--|--|--|---|
| | <i>my bank is willing to extend a loan</i> | | conjunctions used to make conditions. It is more frequent in writing. |
| | <i>Brown supported the bill <u>on condition that</u> it should be changed shortly thereafter.</i> | | <i>On condition that</i> is much more frequent in formal written contexts than in formal spoken contexts. It may be used for REAL and UNREAL conditions |
| | <i>The five subtle changes that will take place in the event that Microsoft acquires Yahoo</i> | | <i>_____ that</i> is much more frequent in formal written contexts than in formal spoken contexts. It may be used for REAL and UNREAL conditions |
| | <i>Preparedness in the event of a smallpox outbreak</i> | | <i>_____ is</i> much more frequent in formal written contexts than in formal spoken contexts. It may be used for REAL and UNREAL conditions |
| | <i>It is easy to forget that Charles Clarke has known Tony Blair for a very long time, almost as long as the former home secretary has been involved in the project to make Labour a modern and electable party of government.</i> | | They occur in informal spoken contexts. They may both be used for real and unreal conditions |
| | <i>So long as its foreign policy is uncritically tied to Israel's then we should expect discontent from the Muslim community</i> | | They occur in informal spoken contexts. They may both be used for real and unreal conditions |
| | <i>You are conducting a poll by randomly calling registered voters.</i> | | Suppose (that), supposing and assuming can be used to imagine |

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

56

| | | | |
|--|--|--|---|
| | <i>Suppose that in NY State, 35% of voters are Democrats, 30% are Republicans, and 11% are independent</i> | | unreal conditions |
| | <i>Supposing Einstein had been subjected to a system of synthetic phonics, what would have happened to the theory of relativity?</i> | | Suppose (that), supposing and assuming can be used to imagine unreal conditions |
| | <i>"But for the strong support of the Jewish community for this war with Iraq, we are doing this,"</i> | | But for is a fixed expression meaning 'if it were not for'. It is used in more formal contexts and is followed by a noun phrase |
| | <i>We will need a network of public infrastructure banks to finance capital investment, otherwise it will be goodbye to CrossRail and a modernised Rail system and any hope of improving our housing stock</i> | | Otherwise can be used to express an outcome which is likely if a condition is not met. It may introduce the clause which indicates the outcome or, especially in informal spoken language, it may come in end position. |
| | <i>Glasgow East was the third safest Labour seat in Scotland and Gordon Brown had been kept away from the campaign in case he lost his party even more votes.</i> | | In case has a meaning of because x might be/happen or because there is a risk f x |

Once students have completed the table, I would give them a series of sentences in which I want them to identify the idea of condition in those sentences and how it is

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez.

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

57

conveyed and if it were possible to rewrite the sentences with 'if'. The examples that have been used here come from pieces of news in newspapers:

ACTIVITY 15

Identify the idea of condition in these sentences and explain how it is conveyed and if it were possible to rewrite the sentence with 'if'

e.g.

*You get into debt and debt means trouble **unless** it is kept under control.*

*You get into debt and debt means trouble **if it isn't** kept under control.*

*In the **event that** you are arrested, local authorities are required to notify to the U.S Embassy pursuant to the Vienna Convention.*

FIDH and Zimrights call on the AU to suspend the country in the event that the second round in Zimbabwe is maintained.

Protection of Cultural Property **in the event of** Armed Conflict

Governments, though, are not like families. They can run large debts with something like impunity as long as interest rates remain low.

The message of "School and hospital first" was not that tax is popular, but that the spending it pays for is more popular than tax is unpopular as long as the public believes the money will be used effectively for public purposes.

Their goal of a united Ireland is a legitimate aspiration, so long as it is pursued by exclusively democratic and peaceful means.

Suppose that you want to send an MP3 file to a friend, but your friend's ISP limits the amount of incoming mail to 1 MB and the MP3 file is 4 MB.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

58

Now, **supposing** you're the head of a massive multinational whose wealth has been mainly built up off the back of sales of one product...

Clearly, companies have to be protected from litigation by older people claiming discrimination when refused jobs for which they may be unsuitable. This is no grounds for inaction. In a broad swatch of occupations there will be plenty of demand and a lot of employable people who might **otherwise** waltz into retirement...

There is still no clear understanding of what the government stands for, if it stands for anything. That, I suspect, is because of a reluctance to set our Labour's aims and values **in case** they made clear that, by choosing social democratic policy priorities, they neglected the vested interests of influential sections of the community

ACTIVITY 16

The second exercise consists in combining each pair of sentences below so as to form a single sentence containing a conditional clause. The beginning of the conditional sentence is given and some other conditional words apart from **if** can be used.

Combine each pair of sentences below so as to form a single sentence containing a conditional clause. The beginning of the conditional sentence is given and some other conditional words apart from **if can be used**

Alternative sources of funding must be found. The research will not be able to continue.
Unless...

The weather must start to improve soon. The farmers will lose their crops.
Unless...

I will let you come with me on one condition. You must do exactly what I tell you.
On condition that...

I am sure this story is untrue. Otherwise, it would be an absolute scandal.
Supposing...

You might need some help at some time. Then you must let me know.
Providing that...

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

59

As a conclusion, it can be said that this section on grammar has been a proposal of activities to work with the grammatical and semantic aspects of conditional sentences and with other kind of structures that exist in English in order to express the idea of condition. My idea with these activities is focusing on the students' necessities to communicate meanings that have to be expressed by means of conditional sentences. Therefore, the context of the utterance in which the conditional sentence takes place is of great importance.

This series of grammatical exercises are not designed to be done in a row, one after the other. Nevertheless, it is better to think of them as a collection of complementary exercises to other activities or tasks carried out to improve listening, writing, reading and speaking skills.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

60

CHAPTER 5. THE INTERCULTURAL ISSUE

The intercultural dimension in language teaching is something relatively new that is being implemented lately in foreign language teaching syllabuses. This intercultural dimension aims "to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid stereotyping" (Byram, Gribkova, Starkey, 2002:9) Therefore, the objective of trying to improve students' intercultural skills is making of them individuals capable of perceiving and explaining cultural and linguistic differences and of making use of this capability in communication. In order to do this, a linguist called Michael Byram and others have designed a model of intercultural communicative competence in which there are techniques for teachers to teach and assess intercultural communicative competences of their students. Therefore, I find these ideas quite interesting and suitable to be applied to our text and this would allow us to introduce the intercultural aspect in the lesson.

With this text, students can know about a real life issue that concern British youngsters. In this case, the target people are adolescent girls who are very conscious of their body image. And though this trait may not be unique from United Kingdom and it can be also found in other European countries, it is a topic that students can find appealing since the characters are people similar in age to them and they can have similar interests and concerns. This similarities can create an atmosphere of openness to the values of the British culture. And with this topic, students can develop their skills in

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

81

describing situations, in giving "for and against" arguments, in expressing their opinion in a clear and well organised way and they can even learn about a topic not only for its linguistic outcomes but also because it can provide them with food for thought.

It is interesting to point out that the things that our students are going to have in common with British teenagers are the 'bridge' for them to get interested and to be curious about those different aspects from others' culture. This can have as a consequence that students can enrich their culture at the same time they are destroying stereotypes. The final aim must be making our students intercultural speakers that will be able to manage communicative skills.

In order to make lessons more attractive and in an attempt to catch my students' attention, I could tell them about my own experience in UK regarding to the topic of observing the behaviour of youngsters there. And one thing that shocked me when I was in UK was that British youngsters are excessively conscious of their body image. At the first I thought it was my impression, and that I might be wrong. So, in order to not create stereotypes, I made some research about the topic and I found there are even some qualitative investigations into the opinions of adolescent females regarding to their body image concerns and the practices they carry out regarding to dieting. And it seems that body-size is an issue that has long been the topic of research. Therefore, this is could be considered a social phenomenon that has a researched foundation.

One of these studies investigated the opinions of female adolescents living in the Republic of Ireland related to body image and dietary practice. The informants were

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

62

girls between 15 and 16 years old and the data were collected during class time in both rural and urban schools in the Republic of Ireland. The data showed high levels of body dissatisfaction and diet seem to be prevalent. Among the reasons for this behaviour of girls, it is the influence of media celebrities – this seems to be quite significant-, the pressure and comments done by peers or friends, –sometimes this situation reaches to a greater extreme and some children suffer from bullying at school-, the ability to attract the attention of males, and their increase in their self-confidence. All these factors have as a consequence body dissatisfaction and dieting practices.(Mooney, E et al. *A qualitative investigation into the opinions of adolescent females regarding their body image concerns and dieting practices in the Republic of Ireland (ROI)*)

Female adolescents alter their eating habits in an attempt to try to accommodate the quest for thinness with a tendency to skip main meals and they maintain an unhealthy snacking pattern. It is commonly thought that slim body is deemed important for peer acceptance.

Apart from these studies that reveal that British teenagers are very conscious of their body image, I asked a British friend of mine about what was her opinion about teenagers who went under plastic surgery for cosmetic reasons. I thought she could be a good informant since she is 23 years old and she has grown up in UK. She wrote for me the following passage that I reproduce here with her exact words:

"Well... about plastic surgery and teenage girls... One of my friends from uni has been wanting a boob job since she was 18, and is going through with it this year. She

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

63

wants to go up 3 cup sizes, which is insane for her tiny figure. She isn't thinking about the fact that it'll have to be replaced in 10 years, let alone the risks involved during the operations.

Basically, nowadays with girls, having the perfect body is the most important thing ever. But, it goes beyond dieting and exercising a bit more. Some do this in addition to wanting plastic surgery, but others see plastic surgery as the "quick fix" to their problems.

In the UK you'll see lots of magazines criticising celebrities' looks and that then transcends into the general public. It's also more well known how many celebs actually have even simple procedures like botox, and so it's seen as a normal thing to do. Another problem is that plastic surgery has in a sense become like smoking: We know that it's wrong or dangerous, but there are still people that will be lured into it. And just like tobacco, once we've had the first try, we get hooked. And teens or young people seem to have an even more addictive personality.

The money aspect, well, lots of young people nowadays can take out loans from the bank really easily or get large overdrafts with little questions asked. So, aside from not thinking about the problems that could occur in the operating theatre, they also have freedom from worrying about how to finance it in the first place.

Me personally, I would not even consider for a second having any kind of plastic surgery done apart from liposuction on areas of my body where perhaps I'd worked hard on trying to lose the fat and it still wasn't coming off. Image is indeed important

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

64

but you can disguise problem areas with clothing or makeup, or even the way you carry yourself.

Hope that random babbling made sense...

Xxx

(Emma UK) (I have omitted the real name of my friend in order to protect her anonymity)

Therefore, if we wanted to work the intercultural aspect in class, we could use British newspaper articles, teenagers' magazine articles, videos on YouTube, advertisements and many other kinds of material that can deal with the topic of teenagers and their quest for bodily perfection. Indeed, the video I have selected to develop a listening comprehension activity in the syllabus design part, deals with the story of a British teenager girl who is obsessed with tanning.

For working these intercultural issues in class, we can prepare activities in which the teacher asks the students about their concern about their body image, what they understand by it, in which way it can be related to fashion, and whether they can think of any reasons and consequences of obsessive concern about physical appearance. Once students have given their opinions about the theme, I would project one clip taken from a documentary. And these videos, despite shifting the students' attention on the topic of plastic surgery, they are a great source to explain and understand cultural matters. These cultural matters can go unnoticed but we can make a lot in a lesson for example from a scene in which characters are in a pub. I could explain students how pubs are in Britain,

specially those characteristics that are different from the Spanish pubs, and what people usually do there; or if for example an image of a typical British home appears I can explain something about the structure of the house and the different furniture it can be found in each bedroom; or for example if the action is filmed in a supermarket like Tesco, it should be useful to explain which kind of supermarkets they can find and whether these supermarkets have any peculiarities like for example the chemistry inside.

Some references to newspaper articles and video clips about teens' body obsession can be found in the "Works cited list" section, with their complete reference where they can be found.

As a conclusion to this section of the integration of the intercultural issue in the syllabus, it can be said that there are lots many possibilities to work cultural aspects with authentic materials that can be found easily on the internet. The integration of the intercultural issue in the classroom makes lessons more interesting and appealing for the students, creating a better atmosphere for learning and not only about the English language but also about other people cultures, ways of living and ways of understanding reality. The integration of intercultural issue in the classroom opens the scope and provides students with more possibilities to learn about others, to learn about themselves in comparison with others and to learn about the world since the topics dealt with will be actual and of the general interest for everyone. Teachers should take into account that the topics chosen to be dealt in class should be easy to understand, not offensive to students, interesting, updated, and they must be controvert, so students can

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

66

give their opinions about the topic but at the same time they can learn something new about it.

CHAPTER 6. LISTENING COMPREHENSION **SYLLABUS DESIGN**

The aim of this section in Syllabus Design is presenting the syllabus that is behind the design of the listening comprehension tasks created for the subject of Professor Susana Gómez Martínez. In order to create this syllabus, I have chosen to follow a procedural syllabus since I am interested in the processes which stimulate learning and especially because this kind of syllabus focuses on the linguistic items that students will learn and on the communicative skills that they will be able to display as a result of instruction. Breen and Candlin said in 1980's that "Language learning may be seen as a process which grows out of the interaction between learners, texts and activities" (Breen and Candlin, 1980:85). In the process-based syllabus, the focus is on the language learning tasks and activities that learners were expected to carry out as part of their learning process. I have developed this procedural syllabus in a series of pedagogical tasks that students will have to perform. The tasks designed will be described in the activities section.

This syllabus of a lesson is created considering the following aspects: the group of students, the objectives of the lesson, the skills to be taught, the materials used, the activities and tasks carried out and the time constraints.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

68

6.1 The group of target students

The profile of the students to whom this activity is targeted at is a group of Spanish students with a B2 level of English according to the Common European Framework of Reference for English Teaching and Learning. Therefore these students can listen to longer texts such as radio, television programs and academic lectures. Their vocabulary includes words in a variety of topics including current events, history and culture and they can deal with a certain degree of abstraction. They can understand extended speech and lectures and follow even complex lines of argument provided the topic is familiar to them. These students can make inferences when the text is incomplete or their background knowledge is lacking. Nevertheless, their understanding of the language remains on a literal plane so they may miss jokes, slang and cultural references apart from idiomatic use of the language.

6.2 The objectives of the lesson

Among the desired goals to achieve with the following listening tasks, I want my students to achieve four main goals. The first one has to do with the acquisition of predictive listening skills that will allow them to exploit their background knowledge about a certain topic and in this way they will be able to predict the content of the listening text, making things easier to understand. The second goal is identifying specific points of information by means of acquiring skills in the use of their receptive skills. The third goal is that students learn to pick out the main points and they discard the irrelevant information by means of developing skills on skimming rapidly over information that is repeated more than once. And the last but not least goal is that they

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

69

can recognise patterns of intonation and sentence stress to identify important information apart from recognising contractions, reduced forms and other characteristics of spoken English.

6.3 The skills to be taught

Among the listening skills that I want my students to learn, practise, develop and improve in order to make them better listeners and communicators, I have selected three skills to teach. The first one is the ability to predict information about a certain topic based on the background knowledge that students can have about a topic. In the particular case of my listening comprehension, it revolves around the topic of "tanning". The second one is the ability to pick out the main points and discard the irrelevant information. This skill is also known as skimming. And the third one is related to the abilities that students have to develop regarding to the recognition of certain patterns of intonation and sentence stress that will give them clues in the identification of important information apart from the recognising of contractions, reduced forms and other characteristics of spoken English.

6.4 The materials used

The materials I have used for my listening comprehension lesson are: the first 4:09 minutes of a documentary video that I have downloaded from YouTube whose name is "Too Much Too Young- Teen Body Obsession Part 2". This video deals with the story of a teenager girl called Danielle who is addicted to sunbeds and she and her mum Peppy tell about their experience on "tanning". Another piece of material used in

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

70

my listening comprehension and that has resulted to be very useful is the transcription of what is being said. Since there are parts of the video in which the characters speak really fast and not clearly, I was not able to understand well and I needed the help of a friend of mine who is a British English native speaker to clarify and correct my transcription. A slide with photographs of some tanned celebrities that students know well (e.g Victoria Beckham, Paris Hilton and Valentino), people sunbathing at the beach and also using sunbeds, lotions and creams that exist to protect skin from the UV rays and the image of a melanoma, constitute another piece of material used in order to activate students' mental schemas about "tanning". And finally, the activities I have created from the transcript can also be considered materials.

The reasons for the selection of this video as my listening text are explained below. The first reason for the choice of this video is that it is an authentic material taken from a documentary broadcasted by the British channel ITV. With this I want to put emphasis on that it is a documentary that native speakers can see on television in their country. I downloaded the video from the YouTube web page and I edited it to work with that part which was more useful to achieve my goals in the listening comprehension activities.

The second reason lies on its documentary nature, since the two people interviewed tell about their experience regarding to a certain issue (e.g tanning) though the questions posed by the interviewer do not appear in the video. The fact that these people are asked about issues that concern them and they have to describe them in their

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

71

own words makes the language sound natural and reflect real discourse. In words of Susana Gómez Martínez, by reflecting real discourse it is meant that this language will reflect the rhythms of natural speech in a way that scripts ones cannot. It will provide students with an experience of real listening situations apart from giving them the opportunity to deal with texts where they understand only a part of what is said (Gómez Martínez, 2008:15) People who talk in this video are speaking in the way they usually talk. It is a good way to approach students to real English discourse in context. They use informal expressions, contractions, exaggerations, colloquial language so-called "youspeak" and this is very important for students to get accustomed to this peculiarities since it is a kind of training to make them better listeners in real context situations they can face with native speakers.

The third reason is because this listening activity gives the opportunity to show students another British accent different from the Received Pronunciation. Danielle and her mother do not speak the standard R.P (Received Pronunciation) dialect that students are used to listen to but instead some accent from somewhere in England from the Midlands to the North since they do not pronounced the /ʌ/ sound but instead they pronounce words with the /ɪ/ sound. Moreover, their patterns of intonation vary a little bit from the standard as well, but they retain the characteristics of rising intonation when the speaker is expecting a yes/no answer and falling intonation when asking "Wh" questions. The use of authentic texts gives the students the possibility of knowing

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

72

different accents, and that they can become in contact with real spoken language from different parts of United Kingdom or from different varieties of spoken English.

The fourth reason is because I thought that the fact that the main role was occupied by a teenage girl closer in age to our students could be motivating, relevant and interesting to our students. Or even if this girl is younger than our students, shall we say she is sixteen years old, it is not a big problem because probably they may share a common identity of "young people". In general, the series of documentaries "Too Much Too Young" deal with issues that are or should be of interest to youngsters. This particular chapter of "Too Much Too Young" deals with the obsession that some teenage girls have for their body and looking good in front of others, sometimes this is motivated by bullying and peer pressure at school or high school.

And last but not least, regarding to the intercultural awareness, it can be said, that using the video as a point of departure, we could explain a little bit about the British culture, what is the composition of British families, which is the character of the Britons, some of their politeness rules and explain how young people behave there because this can attract lots of attention from our students. This last part, I can provide information from my own experience in United Kingdom and because I have several British acquaintances.

6.5 The activities and tasks carried out

The activities designed to work this video as a listening comprehension activity have been organised in three stages: a pre-listening stage, a during-listening stage and a post-listening stage. As it has been already said, different activities are carried out in each of these stages. In the pre-listening stage I include activities to motivate students and make them feel more interested in the topic they are going to listen to. These activities are also useful to activate their schemas and background knowledge about the topic and they encourage them to discuss what they already know about the topic. Some *vocabulary and structures related to the listening are also presented apart from information about the task they need to fulfil in the during-listening stage.* Therefore, activities in the pre-listening stage are designed to pursue the aim of using the knowledge of the topic to predict the content of the text.

In the during-listening stage, I give them several tasks to do in order to practice top-down and bottom-up language processing. According to Joan Morley, "the top-down process involves the listener's ability to bring prior information to bear on the task of understanding the "heard" language. The internal resource includes a bank of prior knowledge and global expectations about language and the world. On the other hand, the bottom-up mode of language processing involves the listener playing close attention to every detail of the language input" (Morley, 2001: 74)

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

74

The activity designed for working on top-down skills is a *true-false* activity that together with the previous exercises done on prediction in the pre-listening stage, it should provide enough information for the students to construct the meaning of the text out of it. This activity would contribute to the students' skills development of getting the general picture from the listening comprehension avoiding the pressure of trying to understand every single word.

The activities designed for working on bottom-up skills are a gap-filling exercise for practising comprehension of words that are not distinctively pronounced in the listening, a task in which it is put emphasis on intonation and an exercise to guess vocabulary in context. These activities are oriented to identifying specific points of information by means of acquiring skills in the use of receptive skills and also their target is the practise in the recognition of patterns of intonation and sentence stress.

In the post-listening stage, I try to achieve three main goals. The first one is recognizing contractions and reduced forms used in the listening comprehension text. The second goal is working with another additional text parallel in context to the topic dealt with in the listening comprehension. From this text, I will be interested in the vocabulary connected to tanning and in the information it provides for an ulterior speaking activity in which students can be engaged. And the third goal will be asking students about their problems for understanding the listening text.

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3^d September 2009

75

THE ACTIVITIES AND TASKS

In the PRE-LISTENING STAGE

BRAINSTORMING THE BACKGROUND KNOWLEDGE OF THE STUDENTS ABOUT "TANNING"

I write the topic of the listening "TANNING" on the board and I ask students why it might be important to listen to it and what concepts or ideas come to their mind when they think about this word. They give their justification about the importance of this listening and I ask them to talk about any experiences they have had related to "tanning". These experiences can range from getting some suntan at the beach, to have the experience of getting sunburnt due to not being extra careful with exposure to direct sunlight. Or for example they can come up with the idea of all those people who use artificial tanning sunbeds in order to acquire a tan for fashion or cosmetic purposes. The later idea is the central tenet of the listening comprehension.

I can tell them about my own experience on sunbathing, and what are the things that they should and should not do in order to prevent getting sunburnt. All the vocabulary that appears in this first contact with the topic will be written on the board as if it were a vocabulary brainstorming activity.

ACTIVATING USEFUL VOCABULARY

Then, I provide the listeners with some of the vocabulary they are going to hear on the listening comprehension at the same time that I am activating their schemas about the topic of artificial sunbed tanning or also called "binge-tanning". If the

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

76

vocabulary refers to tangible objects such as for example "sunbed", "UV lights", "tan", "suntan lotion", "barrier cream", "sun protection factor", "sunscreens" or "after-sun creams", I will use visual clues to facilitate their acquisition. If there are vocabulary items that refer to non-tangible objects such as "dead excited", "stand out", "sneak on it", "addicted to something", "get my tan", "hypocrite", "dinner hour", "put me off altogether", I will provide a little context for students to guess the meaning by themselves. In the case of "dinner hour", I will explain that it refers not only to the meal taken in the evening but also to the break that people in Britain do for eating, especially students in schools or colleges. But the aim of this vocabulary presentation is not working with lexical aspects in depth, but the aim is providing students with essential vocabulary that can be used as a linguistic tool to facilitate afterwards the understanding of the listening comprehension text.

I have designed a slide with photographs of tanned celebrities that students know well (Victoria Beckham, Paris Hilton and Valentino); the methods that people use in order to get some tan (e.g: sunbathing on the beach and using sunbeds); some lotions and creams that exist to protect skin from the UV rays; and finally, an image of a melanoma, since it is said that binge tanning has become one of the major reasons behind the lethal kind of skin cancer called "Malignant Melanoma".

Regarding to commenting on the Malignant Melanoma in class, it will be necessary to check first the school policies regarding to the kind of content that we can teach to our students. Nevertheless, I see this as a good opportunity to integrate this

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

77

piece of information in the classroom since as Sheila Thorn explains in her article "Mining Listening Texts", the topics dealt in class are bland and they do not focus on real-life issues. And since we are using an appropriate authentic listening text, why not dealing with a real-life issue that students may encounter or they may need to know about? (Thorn: Modern English Teacher)



PREDICTION ACTIVITIES

After discussing these pictures, we will set the scene, the place, the time, the genre, the topic being talked about, the speaker and the listener and we will try to

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

78

encourage our students to use their imagination and predict as much information as possible.

I explain the students that they are going to watch a video in which a teenager girl called Danielle and her mum tell about their experience on "tanning". This video is a part of a chapter of a real British documentary series called "Too Much Too Young" broadcasted on some controversial issues that affect British teenagers by the ITV channel. These documentaries are topics related to "Teen Body Obsession", "Teens who want to have cosmetic surgery", "Teens and their ideas about sex" and so on and so forth. I will show the clip with the sound off for the first 1:46 minutes and I will ask students to describe where these people may be, what they might be doing, what they must be saying, what impression they have about them, what they think will happen next, and what information they expect to get after watching the video.

After this predictive discussion about the listening, I will explain them what is the task they have to perform while watching the video for the first time. The task is a *True or False activity* in which learners have to write "T" for "true" and "F" for "false" next to each sentence, according to the information provided in the listening comprehension. Therefore, it can be considered a task for checking listening comprehension.

They will be warned about the fact that the sentences that appear in the exercise do not correspond exactly with the sentences uttered by Danielle and her mum, but instead, they are statements about the general ideas contained in the listening comprehension.

Maria Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

79

The reason for designing this exercise like this is trying to avoid the tendency that students have towards trying to understand everything they hear from a listening comprehension excerpt. According to Susana Gómez Martínez, we as teachers have to make learners reconcile themselves to the fact that they will not understand everything they hear. Students have to make a considerable effort and most of the times, it results in ineffective comprehension, as well as a feeling of overload, fatigue and failure. (Gómez Martínez "Facilitating Second Language Listening Comprehension" 15)

Therefore, the aim of this exercise is checking that students have understood the general gist of the listening and with the information they obtain, they construct a reasonable interpretation of a text, manipulate that information and decide which statements are true and which statements are false. In order to be able to work with the statements, students will be given about 3 minutes to read the statements thoroughly.

In the DURING LISTENING STAGE

Tasks completed while viewing a video for the first time are commonly associated with developing listening skills and in particular listening for global understanding. Therefore I play the video for the first time and students check their answers from task 1 in pairs. A session for sharing ideas with the rest of the class would follow the activity.

TASK 1: CHECKING GLOBAL UNDERSTANDING: a true or false activity:

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

80

Learners write ticks or crosses to indicate whether the statements are right or wrong or make brief responses (True/False) according to the information they can obtain from the listening comprehension.

- 1) Danielle is glad with her actual skin colour and she thinks no more UV sessions are necessary. **False**
- 2) Danielle desires to acquire a tan for fashion. **True**
- 3) Going into the sunbeds is a painful experience for Danielle. **False**
- 4) Being brown makes Danielle feel more confident. **True**
- 5) Danielle started to go into the sunbeds with her girl friends when she was about thirteen. **False**
- 6) Danielle is obsessed with artificial tanning. **True**
- 7) Danielle's mum strongly disapproves of her daughter going to the sunbed parlours. **False**
- 8) Danielle is discouraged from using sunbeds since her mum had a skin cancer scare. **False**
- 9) For Danielle, physical appearance is of greater importance than personality traits. **True**

TASK 2 : LISTENING FOR PERCEPTION

With this task, I want the students to practice their perception skills. The best way to practise the identification of words in a stream of speech is either gap-filling exercises or dictations. I have selected a gap filling exercise. The idea here is focusing

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez.

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

81

on words that are not articulated clearly due to segmentation and recognition problems such as for example assimilation of weaker sounds with content words, missing words, linking and elision phenomena and some contracted forms of auxiliary verbs.

e.g:

Danielle: 'You c___ go darker than ___! I' ___ darker than ___ before!'

Danielle: 'I f___ started g___ i___ sunbeds, when I was about (PAUSE) eleven...'

Danielle: 'I '___ be like dead ___ because of that'

Danielle: 'And as soon as the light g___ o___ I'm like "Oh, it' ___"'

Danielle: 'When I haven't, I ___ dead depressed" [...] 'I ___ myself ___' [...] 'I p___ l___ of bronzing stuff on''

TASK 3: WORKING WITH INTONATION

According to Sheila Thorn, authentic listening texts are an ideal source for raising our students' awareness of the importance of intonation patterns, since they will help them to understand better spoken English and help them with their speaking skills. Since the most clear and more common intonation patterns are **raising intonation** when the speaker is expecting a **yes/no answer** and **falling intonation** when asking "**Wh**" questions (Thorn: *The Modern English Teacher*). I will tell my students to read the following extracts from the transcript and decide whether they think the speaker's

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

82

intonation will rise or fall. After this, I will play the video for the third time so they can listen to confirm whether their answers are correct:

Danielle's mother: Yeah but I know **what?**

Danielle: You're not **glowy**... you have to have a **glow**.

Danielle: **Yeah**, but you are just **white!**

Danielle's mother: And what's wrong with being **white?**

Danielle: It's like a part of me being brown **now**.

Danielle's mother: They are **nice!**

Danielle: Which **ones?**

Danielle: Does my bum look **big?**

Danielle's mother: How can I tell her no to use them when she see me doing **it?**

Danielle: I don't know me personality, **right?**

TASK 4: GUESSING WHICH WORD COMES IN EACH GAP

I will give them a "Cloze activity" taken from the text transcript with gaps in which learners will have to write down what they think might be the missing word. The sentences are literal representations of utterances produced by Danielle and his mother:

- 1) I first started getting into the _____, when I was eleven and then, like I started going on the sunbeds about four or five _____ week now.
- 2) I'll put loads of _____ stuff _____ and everything if I wasn't _____ because I just feel really _____.

- 3) I can't stop her!! She has gone to school , and in the _____ hour, gone to the _____ sunbed _____
- 4) Danielle's mum recently had a skin _____ but it's not stopped her _____ using the _____, far _____ than it's safe to.

IN THE POST-LISTENING STAGE

TASK 5: CONTRACTIONS

In order to recognize contractions, reduced forms and other characteristics of spoken language, I will write for them some sentences or phrases from the text out fully. Students then listen to the text with the full versions in front of them and they will have to put contracted forms where appropriate. They can take advantage of this listening to check their answers in the guessing word activity.

TIMING: 1:17

*Danielle: When I **have not** been brown which is very rare! (LAUGH) but, when I **have not**, I felt just dead depressed, I cover myself up... and I hate going out, and like I **will** put loads of bronzing stuff on and everything if I **was not** brown because I just feel really down. It **is** like a part of me being brown now. I **do not** even know what my natural skin colour is **because I have** been brown for ages...*

TIMING: 3:00

*Danielle: I think if I met somebody with skin cancer and that, it does makes me think a bit more, but I **do not** think it **would** put me off altogether because it **is** like addictive, going on the beds.*

TIMING: 3:41

*Danielle: When I **have** got ugly days, where like I **have**... I not got my make-up on, and my hair **will not** go right "I **will** stay in, I **will not** go out through the door"... Friends and that **will** say just 'cause you look good Dani, **does not** mean that **is** you! They say*

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

84

*like because you **have** still got personality and stuff like that but... I like to...I **do not** know me personality, right? I **cannot** see it. Which I can see the way I look. So I like to look good.*

After listening for the last time, I will give them the whole tapescript of the listening comprehension and I will ask them about their difficulties, where and how understanding broke down and which strategies they used to handle the listening comprehension. This feedback is of extreme importance because it can be very useful for us as teachers to know which strategies our students are following when they face a listening comprehension. In this way, we can make students conscious of certain strategies that work for the consecution of certain aims and those strategies that are not effective and therefore our students should mend in order to improve their listening skills. And these ideas taken to the class can be realised in asking students about their success in the performance of the listening tasks. People who are successful in using one strategy can share it with the rest of the class and in this way the rest of his/her mates can benefit from the application of the right strategy depending on the tasks students are asked to perform in the listening comprehension.

In the next session, if I realise that the topic arose interest among the students, I will give them a parallel text to read. This text has been made up with two pieces of real texts found on the internet. The text and the complete references to these texts are found in the works cited list. (See Appendix, Syllabus Design Text 2: Tanorexia)

The text will provide them with useful vocabulary and background information about tanning. I underlined on the text the vocabulary that could be useful to work with.

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

85

I marked the useful vocabulary in this text with three colours: words highlighted in yellow refer to vocabulary connected to "tanning"; words highlighted in green refer to vocabulary connected to "addiction"; and words highlighted in pink refer to verbs that are very common in the semantic field of "tanning". Vocabulary from these three fields can be very useful for our students.

With this text, I mainly pursue two aims:

The first one is brainstorming vocabulary items that can be found in the listening comprehension since it is a parallel text in content. Nevertheless, many other vocabulary items non-present in the listening comprehension will emerge and they can be equally important for the students to know. One vocabulary activity that can be carried out is giving the students this text and I will ask them to underline with different colours those terms they think are related to "tanning" and those terms they think are related to "addiction". These terms would be used to complete a table grid of two columns with the labels of "Expressions related to tanning" and "Expressions related to addiction". When they have completed the activity, I will give them some time to compare their answers with their mates.

And the second aim is providing students with some more information connected with the listening comprehension topic to engage them in a speaking activity in which they have to give reasons for and against sunbathing and using sunbeds, their opinions on the topic or their ideas about whether it should be banned that teenagers under

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

86

eighteen went into tanning saloons if there is a narrow relationship between the increase of skin cancer in young people and the use of sunbeds by teenagers.

TASK 6 SPEAKING TASK

A) What do you think are the reasons behind teenagers' taste for being tanned? Do you think they acknowledge the consequences of overexposure to sun rays?

B) Can you give any reasons for using sunbeds instead of sunbathing? Can you give any reasons against using sunbeds either sunbathing?

C) Do you think there should be banned the use of sunbeds to teenagers under the age of eighteen?

After the speaking activity, I will give my students instructions to create an advert for a teenage magazine.

TASK 7 CREATIVITY TASK: AN ADVERTISEMENT ON A TEENAGERS' MAGAZINE

You are going to design an advertisement on the importance of the correct use of barrier cream before sunbathing for a teenager's magazine.

1. Go on the internet and search for information about tanning, sunbathing, sunbeds and the risks for human health if we sunbathe without observing precautions. The material can be images, texts, articles, advertisements... anything related to "healthy tanning" topic.
2. In groups of four, you will discuss the message you want to convey in your advertisement, keeping in mind that your target readers will be teenagers who want to get some tan but they are not aware of the risks.
3. Use images, text and other resources and choose in which way you are going to present it: card? Power point presentation? Video? Any other medium?

6.6 The time constraints

According to Linda Jensen classroom time management can also be challenging for the beginner teachers and even experienced teachers since they cannot always accurately predict how long a certain activity will take or when for example a discussion will be engaging and it will take more time than what we had previously planned to last. Nonetheless, it is a good habit to note the number of minutes devoted to each activity in the margin of a lesson plan. More often than not, an activity is underestimated in terms

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

88

of length, so teachers should decide ahead of time what part of a lesson could be skipped or shortened or saved for the next class. (Jensen, 2001: 405) In our particular case, the tasks we designed for the completion of the whole listening comprehension activities will be developed in three sessions of 50 minutes each.

As a conclusion of this section that deals with the syllabus design of a listening comprehension activity, I would say that the tasks have been designed with the idea in mind of training students in the acquisition of skills in order to make of them better listeners and give them the experience of success as Susana Gómez Martínez points out in her article "Facilitating Second Language Listening Comprehension" (Gómez Martínez, 2008:15) And this syllabus focuses more on the process of acquisition of listening skills than the product of the listening comprehension.

CHAPTER 7. CONCLUSION

This master dissertation is the result of the analysis of a real pieces of text that reflect language used in context and they also show the possible subsequent methodological applications to instruct a homogeneous group of students who have certain characteristics and needs.

The different linguistic disciplines in this master have provided me with tools to make the analysis possible. In general terms, it could be said that the discourse analysis subject has been used to establish the framework and the point of departure since this section deals with the definition of the group of students we are going to teach, the goals we pretend with our work and the characteristics and possibilities of the text. Discourse semantics branch has provided the semantic theories that can take shape in a classroom when I want to teach my students how to be more efficient in making a summary, how they can create cohesive and coherent texts in which they will express better their ideas and in this section it is also of importance the selection of the lexis to teach to our students. The grammar section deals with the development of a series of activities and tasks to explain the conditional sentences, and the syllabus section deals with a series of listening activities and tasks to analyse and compare the semantic and grammatical features of conditional sentences. And the syllabus design section is devoted to the design of a series of activities to improve the listening skills of my students. The goal of

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

90

these activities is helping my students to manage real listening comprehension situations and providing them with tools to be better communicators as well.

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

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María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

92

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María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

93

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María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

94

APPENDIX

DISCOURSE ANALYSIS APPENDIX

THE TEXT

Teens going 'under the knife'

Plastic surgery used to be the preserve of aging women who wanted to look younger. Now, increasingly, teenage girls are turning to surgeons to change their bodies.

Thousands of teenage girls are turning to plastic surgery in pursuit of bodily perfection. Increasingly, it's seen as a totally acceptable way of improving their image - and more and more parents are willing to come up the cash. Anything - they say - to make their daughter happy.

There are no official statistics but many cosmetic surgeons and clinics, interviewed for the Five Live report on Sunday, say they're seeing ever greater numbers of young ladies under the age of 20 asking for procedures ranging from bigger breasts to better noses.

The average price of a "boob job" is around £3,000. A nose op or liposuction costs slightly less. Some teenagers go into debt to finance the surgery by taking out a bank loan or other credit, but it's no surprise that most of them want mummy or daddy to come up with the money.

Pay-off for pain

One Belfast teenager, who wanted to remain anonymous, got silicone gel implants just days after her 18th birthday - five weeks on, she's still nursing the scars but is delighted with her new bust.

"When I went out shopping I could never find anything nice to wear," she says, "because there was nothing to put in them, so I decided to remedy it and have my breasts enlarged. I was a 34A and now I'm a 34D. It's made me much happier. I don't consider it life-saving. It's life-changing."

“ I was a 34A and now I'm a 34D - it's life-changing ”

Belfast teenager

The pursuit of happiness is one reason why so many teenagers like her are prepared to go under the knife and put up with the pain.

Low self-esteem is another. Clinical psychologist Eileen Bradbury's work takes her to Harley Street in London once a month, as well as to various clinics in the North West. Her patients include teenagers with physical deformities and accident scars.



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"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

95

She says she's seen a huge rise in the numbers of girls undergoing surgery for purely cosmetic reasons, one recently as young as 11.

Identikit celebrities

"It's not unusual to get people aged 15 or 16 nowadays," says Ms Bradbury. "They believe having cosmetic surgery will make them happy and they hold that belief with a passion. They say 'If only I can get breast implants I'll be more confident and I'll get the good-looking boy'."

Bombarded with images of identikit celebrities, famous just for looking good, teenagers say they're constantly being reminded of their own perceived imperfections.

Sixteen-year-old Rebecca Francis wants to be a corporate lawyer.

She's also set on getting a new nose which involves actually breaking it and scraping off excess cartilage. Rebecca, who's a pupil at Esher College in Middlesex, says young girls feel huge pressure to conform to a certain image.

"It's a very image-driven college," she says, "and you have to fit into a certain group and things. It's not a really bitchy college but I think definitely people judge people by how they look and it does stimulate one into looking good."

A report carried out by the watchdog group, the National Care Standards Commission in March, found some clinics didn't have proper systems for monitoring the quality of their work. This lack of regulation on cosmetic surgery overall is something which worries Scottish Labour MEP Catherine Stihler.

She's lobbying for a complete ban on surgery for under 18s except in medical cases. Under current UK law, anyone over the age of 16 can consent to cosmetic surgery, and even under-16s can have it done, provided the surgeon feels they fully understand what is involved.

But what's at issue for a lot of people isn't so much that teenage girls are willing to go to such lengths to create the perfect image, but the fact that many parents are willing to pay for the treatment at such a young age.

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http://news.bbc.co.uk/2/hi/uk_news/magazine/3227396.stm

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"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

96

DISCOURSE SEMANTICS APPENDIX

TEXT 1: Analysis of topic, theme and comment in the text

ANALYSIS OF TOPIC, THEME AND COMMENT IN THE TEXT

Teens going 'under the knife'

Plastic surgery used to be the preserve of aging women who wanted to look younger. **Now**, increasingly, **teenage girls** are turning to surgeons to change their bodies.

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There are no **official statistics** but **many cosmetic surgeons and clinics**, interviewed for the Five Live report on Sunday, say they're seeing ever greater numbers of young ladies under the age of 20 asking for procedures ranging from bigger breasts to better noses.

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3rd September 2009

97

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"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

98

TEXT 2: Cohesion within the text

ELLIPSIS

COLLOCATIONS

REITERATIONS

COMPARATIVE REFERENCES

CONJUNCTIONS

PERSONAL REFERENCES

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3rd September 2009

99

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Bombarded with **images** of identikit celebrities, famous just for looking **good**, **teenagers** say they're constantly being reminded of their own perceived **imperfections**.

Rebecca Francis, 16

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"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

100

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But what's at issue for a lot of **people** isn't so much that **teenage girls** are willing to go to such lengths to create the **perfect image**, but the fact that many **parents** are willing to **pay** for the **treatment** at such a **young age**.

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"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

101

TEXT 3: Lexical Fields and meaning relations among words

Teens going 'under the knife'

Plastic surgery used to be the preserve of aging women who wanted to look younger. *Now, increasingly, teenage girls are turning to surgeons to change their bodies.*

Thousands of teenage girls are turning to plastic surgery in pursuit of *bodily* [REDACTED]. *Increasingly, it's seen as a totally acceptable way of improving their image - and more and more parents are willing to come up the cash. Anything - they say - to make their daughter *happy*.*

There are no official statistics but many **cosmetic surgeons** and **clinics**, interviewed for the Five Live report on Sunday, say they're seeing ever greater numbers of young **ladies under the age of 20** asking for **procedures** ranging from bigger *breasts* to better *noses*.

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"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

102

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"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

103

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"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

104

LISTENING COMPREHENSION SYLLABUS **DESIGN APPENDIX**

TEXT 1: Transcription of the listening comprehension

Danielle is a compulsive sunbed user.

Danielle: I'm going some sunbed later.

Danielle's mother: You don't need to go today. Look at that!

Danielle: Yeah but you know...

Mother: Yeah but I know what?

Danielle: You can go darker than that! I've been darker than that before

Mother: Look how white I am compared to you.

Danielle: Yeah, but you are just white!

Mother: And what's wrong with being white?

Danielle: You're not glowy. You have to have a glow.

Danielle: I first started getting into sunbeds, when I was about (PAUSE) eleven and then, (PAUSE) like I started going on the sunbeds about four or five times a week now.

Danielle: If I know I'm going on the sunbed today or tonight, I'll be like dead excited because of that. Oh, I'm gonna get my tan!

Danielle: I can't wait to get on. The lights, the UV lights make me happy!!! He he he

Danielle: When I'm brown, it makes me feel happy in myself and more glowy, like, I stand out more because people say "Oh she's brown, she's got a nice tan". I love my tan.

Danielle: And as soon as that light goes out I'm like "Oh, it's finished!"

"Methodological Applications Of Several Linguistic Disciplines to the Design of a Didactic Unit on the topic British Teenagers and Bodily Perfection Obsession"

3rd September 2009

105

Danielle: When I haven't been brown which is very rare! (LAUGH) but, when I haven't, I felt just dead depressed, I cover myself up... and I hate going out, and like I'll put loads of bronzing stuff on and everything if I wasn't brown because I just feel really down. It's like a part of me being brown now. I don't even know what my natural skin colour is 'coz I 've been brown for ages...

Daniele's tanning obsession began after watching her mum, Peppy, going on sunbeds.

CHATTING IN THE SHOP

They are nice,
Which ones?

The white ones up there

I do actually, they're very nice.

Does my bum look big?

No, come on! There's more meat on a butcher's pencil. Come on, take your coat off, let me have a look

Danielle's mum: Daniele started using sunbeds she was probably about eleven I would say. She... that was because I got my own and she would sneak on it, switch the sunbed on and disappear in the bedroom and then I'd find her under it.

Danielle's mum: How can I tell her not to use them when she see me doing it? So, I'd be a bit of a hypocrite if I say "Well, it's not good for you", and she will turn out to say "Well, you've done it!!"

Danielle's mum: I can't stop her!!! She has gone to school, and in her dinner hour, gone to the local sunbed parlour. So, she'll go and do it with my say so...or not!!!

Daniele's mum recently had a skin cancer scare but it's not stopped her daughter using sunbeds, far more than it's safe to.

Danielle's mum: I had a mole that turned wrong. I went to my GP, sent me straight to the cancer clinic and they've removed it. Luckily it's come back and everything is clear. So... But still it hasn't deterred her from using them.

Danielle: I think if I met somebody with skin cancer and that, it does makes me think a bit more, but I don't think it'd put me off altogether because it's like addictive, going on the beds.

And her mum would rather see Danielle addicted to tanning than anything else...

María Victoria Jiménez Sanchidrián

Professors: Pilar Alonso Rodríguez and Ramiro Durán Martínez

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3rd September 2009

106

Danielle's mum: Daniele isn't into drugs, she knows... she is very conscious of looking after herself. So, I suppose using the sunbeds against using drugs and miss... and abusing her body, in that sense, it's a lot better for her.

Danielle's mum: I think there is a lorra pressure on young girls today, more so from than when I was younger. It's about looking good and if you don't look good you don't get noticed.

Danielle: When I've got ugly days, where like I've... I not got my make-up on, and my hair won't go right "I'll stay in, I won't go out through the door"... Friends and that'll say just 'cause you look good Dani, doesn't mean that's you! They say like because you've still got personality and stuff like that but... I like to...I don't know me personality, right? I can't see it. Which I can see the way I look. So I like to look good.

TEXT 2: Tanorexia

2.1 THE TANNING ADDICTION

Tanning addiction is a rare syndrome where an individual appears to have a physical and/or psychological addiction to sunbathing or the use of tanning beds. The mechanism of the addiction is unknown at this time.

Tanorexia is the term often used to describe a condition in which a person participates in excessive outdoor sun tanning or excessive use of other skin tanning methods (such as tanning beds) to achieve a darker skin complexion because they perceive themselves as unacceptably pale. Reported symptoms of the syndrome may include: intense anxiety if a session of tanning is missed, competition among peers to see which can be the darkest tan, and chronic frustration about the color of one's skin, with the affected person being convinced his or her complexion is constantly lighter than it actually is. The syndrome is different than tanning addiction, although both may fit into the same syndrome and can be considered a subset of tanning addiction.

Serious cases of tanorexia can be considered dangerous because many of the more popular methods of tanning (such as those mentioned above) require prolonged exposure to UV radiation, which is known to be a cause of many negative side effects, including skin cancer.

Extreme instances may be an indication of Body dysmorphic disorder (BDD), a mental disorder in which one is extremely critical of his or her physique or self-image to an obsessive and compulsive degree. As it is with anorexia, a person with BDD is said to show signs of a characteristic called distorted body image. In layman's terms, anorexia sufferers commonly believe they are overweight, many times claiming they see themselves as "fat," when in reality, they are nutritionally underweight and physically much thinner than the average person. In the same way, a sufferer of "tanorexia" may believe him or herself to have a much lighter--even a pale--complexion when he or she is actually quite dark-skinned.

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- "Tanning addiction" *Wikipedia, The Free Encyclopedia*. 3 September 2009, 4:27 UTC. Wikipedia Foundation, Inc. 3 Sept. 2009. <http://en.wikipedia.org/wiki/Tanning_addiction>.

Maria Victoria Jiménez Sanchidrián

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3rd September 2009

108

2.2 Could your teen be tanorexic? There are a few things to look for:

Tanning more than necessary to **obtain** a tan. Tanning 8 to 15 or more times a month can signal a problem.

Annoyance when asked about the behavior. If you ask about it, and your teen is particularly irritable or defensive, it might point to an addiction.

Becoming obsessive about tanning. Does your teen frequently talk about tanning? Does she get annoyed or angry if she can't go? These could be signs of an addiction.

Tanning even if there are serious consequences. Does someone in your family **have skin cancer**? Is your teen **at high risk** because of **fair skin**? Has your teen had a **blistering sunburn** – but **went back for** more **sun time**? If your teen is ignoring the obvious **dangers of tanning**, you might need to take a closer look at your teen's behavior.

Addictions of any kind are challenging to address. If you are concerned about your son or daughter's tanning behaviors, you'll need help in dealing with it. Ask for a referral to a counselor that specializes in addictions.

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- Poncelet, Barbara. "Tanorexia: What to look for" *About.com: Teen Health*. 31 May 2009. About.com. 3 Sept. 2009.

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