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MODALIDAD A

DIFFERENTIATION AS A RESPONSE TO DIVERSITY IN THE SECONDARY EFL CLASSROOM

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TABLE OF CONTENTS

1. INTRODUCTION

This Master Degree in Education has enriched me personally as well as professionally. Although the academic year has been at times extremely intense, I realise the notable knowledge I have gained, the passion and skills for teaching, and what is more important, that knowledge about how to teach English effectively is endless and therefore, opportunities to improve may arise at any time in my future teaching career.

I got to understand about national and regional legislation, especially taking a closer look at the present education law Ley Orgánica de Educación (LOE), passed in 2006, and the Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE), which will be applied in the upcoming academic year. I also learnt how education laws are modified according to political changes, which appears rather challenging for our teaching practice, since the Curriculum is the document that states the methodological guidelines, learning objectives, evaluation criteria and contents to include in the Course Plan of any subject that will be implemented in an educational centre. The current LOE Curriculum encourages taking a Communicative approach. However, as experienced during nearly all my academic formation, English still seems to be taught following the Grammar-Translation Method, which emerged in the nineteenth century. Prator and Celce-Murcia (1979 in Brown 2007) detailed the major characteristics of this method: excessive use of the mother tongue in the classroom, decontextualised vocabulary and grammar, little attention paid to pronunciation and frequent translations from the target language into the mother tongue.

Nevertheless, I am now aware that we can change the way students learn and teach them how to communicate by implementing a Communicative language teaching approach. It is no longer about developing the linguistic competence, but the communicative competence, which entails linguistic, pragmatic and sociolinguistic competences, so that students can learn to communicate in the target language. According to Larsen-Freeman (2000), becoming communicators should be the main role of students in the classroom and this is what teachers need to bear in mind, not to use the language as an object of study but as a vehicle for communication. Thus, both accuracy and fluency must be developed. It is our responsibility to establish enough opportunities for students to communicate, to expose them to rich and comprehensible

input, to monitor them and guide them throughout their learning process, and to design tasks that are motivating, meaningful, contextualised, authentic, have a clear purpose and promote communication. Applying a Communicative approach enables students to develop the learning to learn competence. I have been able to develop this competence throughout this present academic year with the teachers´ guidance, by completing tasks, writing essays and assignments, and I have to admit that it is highly rewarding to see that you can learn how to work effectively on your own.

Hence, Communicative language teaching is learner-centred, meaning students are active participants in their own learning (Larsen-Freeman, 2000). I have learnt how important is to take into account students´ needs when planning, designing, and implementing lessons. Moreover, assessment plays a vital role in the teaching-learning process, as it allows teachers to measure the degree of achievement of the students´ learning objectives. This is a time to guarantee the access to education for all, and an education of quality, where all learners feel part of the community and are challenged appropriately to succeed academically. Especially at the Compulsory Secondary Education stage, students are experiencing a number of biological, psychological and social changes due to the difficult period of adolescence, and it is vital for teachers to understand those changes and help them to build their identity and raise their confidence.

The activities should aim at integrating the four skills: listening, speaking, writing and reading. In addition, activities focusing on segmental and suprasegmental features of the language should be integrated too, since learners will appreciate the importance of pronunciation for successful communication (Kelly, 2000). When correcting those activities, the teacher must keep a clear policy on errors so that students´ target language does not fossilise (Thornbury, 1999). When the activity focuses on form, it may work to correct immediately, whereas when the focus is on fluency, the correction could be applied once the activity is finished. The key is to intervene without interfere with communication.

Throughout the whole academic year, I have also had the opportunity to experience cooperative learning in the classroom, an approach supported by Communicative language teaching. I have certainly enjoyed completing activities such as jigsaws and scrambled sentences. Working cooperatively has helped me to boost my self-esteem,

socialise with classmates, respect and tolerate others and work with them towards the achievement of a common objective.

My teaching practice during my second and third school placement period was, undoubtedly, the most enriching of the Master Degree. Being able to put into practice everything learnt was rather challenging, but I enjoyed every minute of it. It was the first time I designed a whole Learning Unit for Ciclo Superior de Dirección de Servicios de Restauración. Even though it took a great amount of time, as I wanted to implement all the knowledge I had gained and design a motivating and communicative unit, it was incredibly rewarding to see the students enjoying the lessons and communicating in the target language. I provided them with plenty of scaffolding, so that they could complete the main tasks more independently. As a student myself, I developed a sense of empathy towards them and encouraged them to work hard. Even though I had planned the Learning Unit carefully, adaptations had to be put into practice at times, as giving instructions took longer than expected at times or I had not anticipated students´ difficulties appropriately. I sometimes found difficult to assist all the students due to the length of the lessons and the number of students in the classroom. As Scrivener states (2005), it helps to plan beforehand what you want to do. However, in class, you should be prepared to respond to the learners and adapt your plans.

Therefore, in order to be effective, we must be flexible and responsive to unexpected questions, students´errors or learning opportunities (Bailey et al, 2001). This statement leads to a key practice of teaching, which is reflective teaching. *In order to be reflective, we must be open-minded, responsible and wholehearted in our desire to improve* (Bailey et al, 2001: 40). Being successful teachers implies improving our practice, that is developing our experience, and look critically at ourselves, which is reflect on what works and what does not (Bailey et al, 2001). This reflection should occur during the implementation of our lessons, which is known as reflection-in-action and before and after our practice, which is reflection-on-action (Bailey et al, 2001).

Diversity is everywhere around us, a reality that cannot be ignored, and school is just a mere reflection of society. Successful teaching can hardly occur without looking closely at students´ needs and responding to those. Therefore, after having briefly explained the greatest knowledge I have acquired in the present academic year, the purpose of this dissertation is to analyse and reflect on differentiation as a response to

diversity in the Secondary EFL classrooms, taking into account both the Course Plan from *Diseño Curricular de Lenguas Extranjeras* and the Learning Unit Plan from *Diseño, organización y desarrollo de actividades para el aprendizaje de ingles*, which meant a step further towards my understanding of differentiation. As previously mentioned, it is a time of responding to diversity, as the LOE Curriculum states, and provide plenty of opportunities for students to reach proficiency in the knowledge, skills and strategies required by the Curriculum. The present paper will provide some definitions of differentiation, followed by its historical background. Then, the theoretical principles and characteristics of differentiation will be illustrated. Moreover, an exhaustive analysis on differentiation in both the Course Plan and Learning Unit Plan will be conducted, in contrast with my experiences during my school placement period with regards to differentiation. Certain barriers to implement differentiation will be commented on too. Finally, a proposal to use differentiation in my future teaching career will be developed, taking into account both theory and practice.

2. JUSTIFICATION

Responding to diversity is a statement that has been emphasised during the present academic year, since the legislation and the post-method teaching approaches support diversity. The current teaching approach should respond to the individual differences of all students throughout all the stages of education. This is known as inclusive education. The aim is to build a school community where all students feel part of it.

Since differentiation addresses individual needs and takes them into account to design lessons that match the needs of each learner in the classroom, the selection of this topic for the present dissertation seems rather adequate. Moreover, as a student myself, I have been able to observe that teachers generally just pay attention to the struggling learners, and it can be quite frustrating for the other learners in the classroom. It is therefore the time to present an approach that focuses on each learner in the classroom, since we all need guidance, support and feedback. When referring to differentiation, it must be remarked that this dissertation will focus on what the Curriculum calls *regular or basic measures.*

The LOE (Ley Orgánica, 3 Mayo, 2006) mentions that at the Compulsory Stage of Education, the educational centres will have to respond to diversity, by means of taking into account the students´ pace of learning, fostering the learning to learn competence and promoting cooperative work. It also mentions the principle of inclusive education, which entails responding to every learner´s needs, bearing in mind their interests, motivations and aptitudes for learning. In addition, flexibility is highlighted in order to match the students´ needs to their learning process. The *Plan de atención a la diversidad*, included in *Proyecto Curricular de etapa,* is the document containing measures to address diversity. However, those measures will not neglect the achievement of the learning objectives required at this stage of education.

The Aragonese Curriculum (Orden, 9 Mayo, 2007) supports what previously stated and adds that it does not seem reasonable to expect homogeneity in the learning process of students. In addition, it is important to make students responsible for their own learning by using a flexible methodology that fosters learner´s autonomy.

Since the LOMCE (Orden, 15 Mayo, 2015) will be applied the following academic year, it seems appropriate to briefly mention its implications towards diversity. Responding to diversity within an inclusive approach appears within its methodological guidelines. The teacher is the individual who better knows the learners of a classroom and therefore, should be the one setting flexible measures and methodological alternatives to respond to the different aptitudes and intelligences. Continuous reflection is therefore needed, before, during and after implementing lessons. Bailey et al (2001) already acknowledged the need to reflect rapidly as well as during years by reflecting-in-action and on-action. Finally, the Curriculum insists on applying a flexible methodology so that learners can develop autonomy, creative and critical thinking.

The Common European Framework of Reference for Languages (2001), mentions, although not so specifically, the need to connect the learning objectives to the students´ needs, characteristics and resources. Hence, the legal framework certainly agrees with responding to diversity so as to ensure every one´s academic success.

Differentiation is going to be analysed in two assignments previously mentioned: the Course Plan and the Learning Unit Plan. I have selected those for several reasons. First, both tools are useful to a great degree for my future teaching career, as they imply planning, designing, sequencing and assessing students, and teachers constantly make

use of these in their daily teaching practice. In addition, the Aragonese Curriculum emphasises Course Plans should indicate the students´ needs of a particular group. Secondly, they both meant a big step for me towards differentiation, the Course Plan because it introduced me into differentiation and taking into account students´ needs when designing activities, and the Learning Unit Plan as I was finally able to design certain activities by applying differentiation principles. In third and last place, we can neither expect to design lessons that only aim at advanced students nor to predict possible difficulties. Thus, it is essential to get to know our students in order to implement differentiated learning so that every learner is able to obtain the knowledge, skills and strategies stated by the Curriculum.

3. CRITICAL ANALYSIS ON DIFFERENTIATION IN THE SECONDARY EFL CLASSROOM

3.1 DEFINITION

Differentiation is a process to approach students of different abilities in the same class, ensuring their growth and individual success (Hall, 2002). In differentiated classrooms, *teachers provide specific ways for each individual to learn as deeply as possible and as quickly as possible, without assuming one student's road map for learning is identical to anyone else's (*Tomlinson, 1999: 2). On the same line, Anderson (2007) states that differentiated instruction is about providing all students with enough opportunities for reaching proficiency in the knowledge and skills established by the Curriculum. It seems, therefore, that this approach is certainly against the "one size fits all" statement that refers to an educational system where students are forced to fit into a certain standard mould and their individual needs are far left behind.

3.2 ORIGINS

Even though differentiated instruction has gained recent popularity in the world of education, it is deeply grounded in the theory of Constructivism. According to this

theory, supported by its precursors Dewey, Piaget or Vygotsky, knowledge is constructed by the learners through their own experiences (Benson, 2007). Learners construct knowledge by integrating new information into their previous knowledge, hence making connections between old knowledge and new knowledge (meaningful learning). Therefore, it seems vital for learners to be given plenty of opportunities to actively participate in their own learning process, so as to develop the learning to learn competence. It is the teacher´s role to guide them towards autonomous learning, which is the ultimate goal for differentiated instruction.

Differentiation is also connected with a number of theories that emphasise the relevance of taking into account students´ needs for successful learning. Krashen´s Input Hypothesis (1982) claims that for acquisition to occur, students must understand language that contains structures a little beyond their current competence (i + 1). Apparently, the use of learners´ linguistic competence as well as other factors such as context or knowledge of the world help students to understand the input they are being exposed to. This hypothesis is associated to the readiness of students to acquire knowledge, skills and strategies, and is deeply born in mind when differentiating in the classroom.

As stated by Caine and Caine (1991), intelligence is not fixed. By exposing students to rich learning experiences, intelligence may increase, whereas if such experiences are neglected, intelligence may be likely to diminish. Therefore, teachers should be aware of such implications and ensure students are provided with multiple intelligences and meaningful tasks in the classroom.

Vygotsky´s best known theory is the Zone of Proximal Development (1978), which he defines as the distance between what a student is actually able to do autonomously and the level the learner may reach if challenged appropriately and moderately by the teacher or when working in groups. Thus, interaction between learners, appropriate tasks and a teacher who both challenges and assists students in their learning process seem crucial for acquisition to take place.

Furthermore, the theory of multiple intelligences developed by Gardner (1999) seems to fit differentiated learning. Gardner proposes eight types of intelligence learners might possess, to oppose the belief that a single general ability should dominate students´ model of learning, therefrom encouraging diversity of abilities. These are:

spatial, linguistic, logical-mathematical, bodily-kinaesthetic, musical, interpersonal, intrapersonal and naturalistic. While being likely that we all possess proportions of the eight types, Gardner claims that traditional education systems seem to have unfairly focused on just linguistic and logical intelligences. These three theories appear to match the beliefs of differentiated learning, as students´ readiness is assessed, autonomous learning as well as cooperative learning are constantly promoted, the teacher´s role as a guide and facilitator of students´ learning process is highly emphasised, and diversity of students is welcomed rather than neglected (Tomlinson, 1999).

As stated by Kumaravadivelu (2006), the postmethod pedagogy we are experiencing at present is making us aware of a multiplicity of learner identities that must be considered. Kumar´s macrostrategic framework highlights the necessity to maximise learning opportunities and promote learner autonomy, again in agreement with differentiation´s principles.

Differentiation is learner-centred. According to Brown (2000), learner-centred instruction includes techniques that account for learners´ needs and aims, allow students to work by themselves, develop their creativity and enhance the student´s sense of competence. Jones (2007) supports the previous ideas, by claiming that students´ needs, as a group and as individuals are born in mind at all times in a student-centred classroom. The emphasis is on students cooperating with both the teacher and their classmates and to become active participants of their own learning process, that is developing their autonomy. The teacher´s role, on the other hand, should be facilitating the learning process of students as well as monitoring learners when working independently. Jones also highlights the decisions teachers make in the classrooms should be based on their knowledge of the individuals within that particular classroom.

Several authors talk about the importance of bearing students´ needs in mind so as to implement effective teaching. Since the present dissertation specifically focus on differentiation in Compulsory Secondary Education classrooms, the needs of adolescents should be accounted for too. According to Brown (2000), students at this stage of education find themselves in an age of transition and confusion, where self-esteem, ego and self-image play a vital role. Nevertheless, at this stage students´ intellectual capacity adds abstract operational thought as a result of intellectual maturation. Harmer (2001) emphasises students, at this stage of education, are searching

their individual identity, in need of self-esteem and desperate for their classmates´ approval, resulting in a challenge for teachers. However, adolescents show a great capacity to learn and a serious commitment to things of their interest. Therefore, it is the teacher´s duty to provide learners with engaging lessons. Likewise, as mentioned in the introduction, teachers should also boost students´ confidence and be aware of such a difficult period. Students should be allowed to respond to situations with their own thoughts and experiences, by providing meaningful tasks. In addition, teachers should prompt students´ autonomous learning while still guiding them into their process of learning.

In the opinion of Scrivener (2005), when teachers walk into a new classroom, several facts should be discovered, such as learners´ age, gender, interests and needs. It is a mistake to view a class as fairly homogeneous, where students share the same interests, level, behaviour, preferences and modes of learning. It appears a large number of teachers treat the class as a whole group instead of as individuals. Such approach may not be effective since it is probable the teacher will end up teaching only the ones who are able to reach the standards. Scrivener (2005) therefore proposes balancing whole-class work with attention to individual differences. Moreover, getting to know your students seems extremely valuable as the knowledge you obtain may help you change your instruction towards a more effective one. Again, effective instruction for successful learning is one of the principles differentiation establishes.

3.3 THEORETICAL PRINCIPLES AND CHARACTERISTICS

As previously mentioned, differentiation is not a new philosophy. However, there has recently been an awakening due to the support of educators such as Tomlinson, Moon and Anderson. Carol Ann Tomlinson is an American educator and writer who promotes differentiation in the classrooms, as she believes that learners differ in several ways and that it is the teacher´s responsibility to engage all of them in instruction through different learning modalities, so that advanced learners, struggling learners, and learners from different backgrounds and cultures grow as much as they can throughout their learning process (Tomlinson, 1999). Differentiation not only addresses maths or science but also the teaching of languages.

Even though literature on differentiation in the EFL classroom seems still quite vague, a number of authors consider this type of instruction can easily be adapted to the English classroom. Convery and Coyle (1993) believe differentiation can be applied in reading, writing, speaking and listening skills. The ultimate goal should be again to promote learner´s autonomy, by involving students in an appropriate learning environment that includes a wide variety of teaching and learning styles with meaningful tasks and materials, and letting them contribute to the content, process and assessment of the teaching-learning process.

Tomlinson (1999) distinguishes three beliefs of teachers who care for differentiation: respect, collaboration and flexibility. The teacher must respect every student´s level of readiness, support their growth, challenge them consistently so that they can develop the required understanding and skills, and offer them equally important, interesting and engaging tasks. In a differentiated classroom, the teacher is the leader and the students are the workers, so it is necessary for them to establish a collaborative relationship where teacher and students set goals, monitor the progress, and seek to increase the learners´ strengths as well as improve their weaknesses. Flexibility does not imply that teachers should attempt to differentiate everything for every student every day, but select certain times of instruction based on assessment of students´ needs. Flexibility refers to using different techniques so that students are given opportunities to work in a variety of ways. The whole class may work together at times, whereas small group work or independent work may work more effectively under certain circumstances. Materials should be varied too, so that students are able to work with different sources. The teacher may decide the groupings at times in terms of similar readiness, interests or learning profiles, but students will periodically be given freedom of choice too. By putting these beliefs into practice, students are being given opportunities to develop their particular strengths so that all the learners are able to achieve high performance.

According to Tomlinson (1999), in a differentiated and healthy classroom, the content taught to students is meaningful, authentic and relevant in the students´ present lives and in their future. In order to create a healthy classroom and atmosphere, teachers take the time and effort to get to know their students and allow learners to know them as people too. Teachers provide engagement and understanding for all learners in every lesson by designing and implementing activities that have a clear purpose, foster the use of language knowledge and skills, help to connect previous knowledge with new one,

and match students´ level of readiness. Moreover, teachers understand the importance of believing in their learners so that they can believe in themselves and develop not only self-esteem but also self-efficacy. Teachers are somehow responsible for students´ success, therefore students must be provided with enough scaffolding and guidance so that they can successfully complete the tasks and eventually work more autonomously. In differentiated classrooms discipline is balanced with positive energy and a good sense of humour. Finally, teachers must continue their formation too so that they can still provide high-quality teaching for their students.

As stated by Moon (2005), differentiation involves decision making on the part of teachers so as to decide what to teach, how to teach it effectively and how to assess students on what has been taught, while paying attention to students´ level of readiness, interests and learning profiles. In this way, students may be likely to reach the knowledge and understanding of content, and the capacity to think critically, analyse and make inferences required at this stage of education.

Assessment and instruction seem to go hand in hand. Tomlinson and Imbeau (2010) claim that frequent assessment is vital for differentiation to occur in the classroom. They highlight a combination of three types of assessment: pre-assessment, formative assessment and summative assessment. Pre-assessment works as a diagnostic assessment to determine students´ entry points or input before a learning unit begins, in terms of readiness, interests and learning profiles. Formative assessment works as an ongoing assessment and measures students´ readiness, interests and learning profiles on a continuous basis throughout the whole process of learning. Summative assessment, on the other hand, measures the final outcomes reached by students. The combination of these three types helps teachers to be aware of students´ levels, needs, progress and achievement of outcomes at all times.

Blaz (2006) considers a variety of assessment can bring excitement and joy into the English classroom. The more varied assessment teachers use, whether it is summative or formative, announced or unexpected, written or oral, daily or at the end of a learning unit, the greater feedback they will obtain about students´ learning process. Furthermore, the combination of different assessments may also benefit students who are not suited for pencil-and-paper tests.

According to Moon (2005), differentiation and assessment are integrated, since assessment is vital for differentiated classrooms. Moon considers the three types of assessment previously stated by Tomlinson and Imbeau as essential for effective instruction. However, Moon refers to them as planning instruction, guiding instruction and evaluating instruction. In planning instruction, pre-assessments should be connected with specific learning objectives derived from the Curriculum, should occur before instruction so as to give teachers sufficient time to make instructional modifications, and should not be time-consuming neither for students to complete nor for teachers to analyse. The second phase of assessment helps teachers identify which students are moving towards those desired learning objectives and who needs extra support, so that modifications can take place in terms of reteaching the content or extending the learning objectives. Moreover, teachers may use the data collected by means of tests, portfolios or discussions to form or reform students groupings, modify the pace, contents or materials. The final phase of assessment involves grading students according to their level of mastery of those learning objectives. In addition, summative assessment indicates the effectiveness of the teacher´s instruction and may be also used as a pre-assessment for the following unit, allowing the teacher to anticipate students´ readiness. Moon believes whether summative assessment takes the form of traditional tests, performances or portfolios, it should be connected with the intended learning objectives at all times. Overall, the three phases of assessment are identified to share a common goal: improve the quality of the instructional decisions in the classroom so as to provide effective teaching.

Scrivener (2005) highlights the relevance of the pre-assessment stage, what he calls a needs analysis, to obtain information about learners´ previous knowledge and experiences, what students would like to learn and how they would prefer to learn it. A needs analysis may be formal by making use of tests and questionnaires, or it may be instead informal through observing students or directly talking to them. Teachers should make students aware of the importance and value of a needs analysis so as to take ownership of their learning and make choices of what they want or need. If students are aware of the responsibility and sense of power given to them in their own learning process, they might become more involved. Once the data is collected, it should be thoroughly analysed so as to make decisions about changes in the Course Plan that has been designed beforehand. It may take plenty of time and effort, but students will

probably appreciate that the Course Plan actually addresses their needs and so instruction may be highly rewarding.

It has been made clear that assessment intends to evaluate students´ readiness, interests and learning profiles. Regarding readiness, as previously stated, students should be challenged to learn a little beyond their current level. Tomlinson and Imbeau (2010) describe readiness as a temporary condition that should change if being given effective teaching, meaning if students work consistently with tasks that are just a little bit difficult for their current level of readiness. Interest is linked to motivation to learn and other factors such as cultural context, personal experiences or students´ strengths. Learning profile comprehends intelligence preferences, gender, culture and learning styles. Intelligence preference refers to the theory of multiple intelligences developed by Gardner. A student may be good at expressing himself by means of using language, words or poetry (linguistic) and another may prefer to perform physical activities (bodily-kinaesthetic). According to Tomlinson and Imbeau (2010), there are gender-based patterns of learning which should be taken into account when teaching, as well as getting to know the diverse cultures of the students they teach. Learning styles are students´ preferred approaches to learning.

Honey and Mumford (1992) developed a manual of learning styles, classifying learners into four categories: activist, theorist, pragmatist and reflector. Activists are learners who seek for new experiences and are enthusiastic about new tasks. Theorists look for objectivity, rationality and logic, and are enthusiastic about coherent principles and theories. Pragmatists, however, are practical learners who enjoy making decisions and solving problems quickly and confidently. Finally, reflectors, as the name indicates, are keen on reflecting rather than on trying out new experiences. Therefore, even though it may sound overwhelming, our teaching should take into account students´ readiness, interests and learning profiles to design appropriately challenging and interesting tasks.

Thus, in order to maximise each student´s opportunity for academic growth, after having analysed the assessment data, the teacher in differentiated classrooms may modify: content, process or product. By content, Tomlinson (1999) refers to the knowledge the teacher wants students to obtain and the materials or mechanisms by which learning is accomplished. Process is about ensuring students´ use of key skills to comprehend essential ideas and information. Product is a means of demonstrating what

students have learned and acquired. Teachers may adapt one or more of these curricular elements based on the students´ readiness, interests and learning profiles at a certain point in a lesson or unit.

Anderson (2007) gives a clear explanation of what differentiating content, process and product imply. Regarding modifying content or input, teachers may differentiate by using texts at different reading levels. The complexity of the content or the sources may vary, but the learning objectives remain the same. Differentiating process is about how students assimilate facts, concepts or skills. In differentiating process, teachers provide more or less scaffolding, adapting the level of complexity of the task and the skills learners must demonstrate. Flexible groupings with students working in small groups, pairs or independently is a common way to modify process. Teachers may differentiate by using the same text but grouping students according to their readiness level to complete different activities. In the groups where students have developed fewer skills and need more teaching assistance, the comprehension questions will be more concrete. On the other hand, in the groups of students with more vocabulary knowledge and reading skills, the questions will be more abstract. Differentiating process also refers to assigning students homework or projects with different levels of complexity according to their readiness levels. Differentiating product means allowing students to demonstrate in various ways the knowledge, skills and strategies gained from a lesson or unit. In this way, students become responsible for their own learning as they must make decisions and demonstrate what they know through a product that represents the learners´ interests and learning styles. A number of students may choose to create a portfolio whereas others might prefer to do an oral presentation.

Tomlinson and Imbeau (2010) provide a few examples of modifying content, process and product in the classroom. Content may be modified by giving instruction in different ways (visual, verbal, rhythmic) so that all students´ learning profiles are addressed. Process can be modified by using flexible time, allowing struggling students extra time to complete activities or implementing jigsaw activities where students become experts of a certain topic according to their interests. Convery and Coyle (1993) add process could be differentiated by: giving a support card or glossary with useful and new vocabulary taught in the lesson to those who need more support and scaffolding in a certain activity; when reading a text, ask struggling learners to understand the gist and advanced learners to read the text intensively; and direct open-ended and abstract

questions to the advanced learners, and more simple ones to the struggling students. Product (Tomlinson and Imbeau, 2010) may be differentiated by allowing students to use a variety of formats to express key content depending on their learning profiles, so a group of students may create a song (musical) while another might do a performance (bodily-kinaesthetic).

The teacher´s role seems extremely relevant for differentiated instruction as well as for a positive learning environment. As stated by Tomlinson (1999), teachers in differentiated classrooms are flexible, use a number of instructional strategies and become partners with their students to understand their needs. Teachers in differentiated classrooms assist, observe, monitor, facilitate, advice, and guide students throughout their process of learning. If teachers do not accept this diversity of students, little assistance will be given to help them grow integrally as individuals. However, if teachers associate diversity with personal enrichment and academic success, each student will be given opportunities to work hard and eventually rich high standards of performance.

Rogers (1994 in Scrivener 2005) suggested three core teacher characteristics that help to create a positive and healthy learning environment: respect and empathy towards students and authenticity. These three qualities make relationships within the classroom much stronger and communication between teachers and students more open and honest. In addition, when a positive and supportive atmosphere is created, learners are more likely to get involved, as they are more willing to take risks and challenges. As a result, their self-esteem and self-understanding are boosted and more responsibility for their own learning is taken.

Cooperative learning supports differentiation as it takes into account students´ needs, and it is frequently used in the differentiated classrooms. High (1993) considers cooperative learning leads to effective language learning as it develops the communicative competence, since students receive a better input, they also produce more output by interacting with one another and their self- esteem is reinforced. The basic principles of cooperative learning are: positive interdependence, individual responsibility, equal participation and simultaneous interaction. Positive interdependence means the success of one member helps the other members to succeed, and at the same time a member´s success depends on the performance of the rest of

members. Individual responsibility refers to each member´s responsibility for their own learning and contributions. Every student has an equal role and equal opportunities for success. By simultaneous interaction, it is understood that there are several active participants at the same time in the classroom.

By working in teams, students are given the opportunity to maximise their potential and create a positive team identity. Moreover, a healthy environment for effective learning is developed where high order thinking can take place. The types of teams may be: heterogeneous, random, teams arranged according to personal interests, and homogeneous language teams. These teams are arranged depending on the learning objectives teachers want students to achieve.

3.4 DIFFERENTIATION IN COURSE PLAN AND LEARNING UNIT PLAN

Bearing the principles and characteristics of differentiation in mind, in this section I am going to analyse both the Course Plan from *Diseño Curricular de Lenguas Extranjeras* and the Learning Unit Plan from *Diseño, organización y desarrollo de actividades para el aprendizaje de inglés*, designed to address fourth year of E.S.O. First of all, I must admit when I was told to do the Course Plan with a couple of classmates I knew very little about it. Based on research, I became familiarised with the LOE Curriculum and the CEFR, which are documents teachers should consult before designing both the Course Plan and the Learning Units. Moreover, as mentioned in the introduction, I got to understand that a Course Plan is based on the National Curriculum and in our case in the Aragonese Curriculum in relation with the evaluation criteria, learning objectives, contents and methodology. All of these elements must be perfectly linked to one another, so that the contents you decide to teach and the objectives you want your students to acquire are coherent. Those learning objectives must derive from eight evaluation criteria stated in the Curriculum, have to specify the knowledge, skills and strategies to be acquired by learners and must be assessed by means of assessment tools. Moreover, the competences intended for your students to develop should be integrated in the activities.

I could not imagine for once that planning and designing required such a big amount of work. I can understand why tasks cannot be designed without looking at the

Curriculum, since it indicates what must be taught and assessed at every stage of education. Finney (2001 in Richards and Renandya 2002) states that the term curriculum refers to planning, implementing and evaluating an educational program. Fortunately, the current Curriculum is quite flexible in terms of methodology, approaches and strategies to use in the classroom, leaving plenty of space for teachers to develop topics, emphasise certain skills and procedures as well as a personal teaching style that may respond to a particular context more significantly (House, 2011).

Comparing both assignments, three aspects have clearly changed; making me aware of the lack of awareness I had when I started my Master Degree and where I am standing now. One of them is the different approaches both assignments take. When designing the Course Plan, my classmates and I decided to take projects as a post-method approach. We selected Projects, since it was an approach we discovered by doing the essay of *Fundamentos de diseño instruccional y metodologías de aprendizaje en la especialidad de lenguas extranjeras* and we believed it to be effective for engaging students in communication. Some of the characteristics of projects, according to Legutke and Thomas (1991) are: topics are derived from real life situations, project learning is learner-centred, projects promote discussion, experimentation, reflection and creativity of students, projects allow students to develop learning to learn competence, students take an active role in their learning and outcomes are the result of the whole process. Therefore, we decided our Course Plan to have six units lasting approximately three months that shared the topic of culture, by adapting material available on the Internet. Although the contents and learning objectives were thoroughly described, we did not go into much detail when explaining the activities or the purpose of those, as it was not required. At that time, I did not know how to design and I was not even aware of the importance of designing tasks that have a purpose and that are meaningful for students.

On the other hand, when designing the Learning Unit Plan, my partner and I took a Task-based approach to design three lesson plans to be implemented in six sessions. By that time, I had become aware of Communicative language teaching as the basis for effective teaching and learning. This time, we had a greater opportunity to design tasks that, as Ellis (2003) mentions, followed the three main stages of a Task-based approach: pre-task, during task or main task and post-task. In this way, a greater amount of

scaffolding is given at the beginning so that students can eventually complete the main task effectively by themselves.

According to Cunningsworth´s (1984), the goal of language teaching should be free production. Controlled activities should be gradually reduced so that students can gain independence and autonomy. Therefore, we designed activities that went from more controlled at the beginning to more free at the end. However, we tried to design activities that engaged students in communication at all times. A task, according to Ellis (2003) is a work plan for students to achieve, it resembles real world situations, deals with any of the four skills listening, reading, writing and speaking, requires use of cognitive processes and has a clear communicative outcome, that must be assessed. In fact, the characteristics do not differ much from the ones of projects, although projects seem to be long-term tasks.

In this case we decided to work with the topic of travelling, and because students were going on a school trip at the end of the academic year, we considered it meaningful and related to the students´ interests. Taking a Communicative approach, all the skills were integrated and reinforced throughout the lessons. This time we had a clear purpose for the design of the Learning Unit Plan: to engage students in communication in the target language in relation to the topic of travelling, focusing both on accuracy and fluency. Because, as Scrivener states (2005), it does not matter how much you know about English if you cannot speak it.

Although we considered both culture and travelling interesting and motivating topics for students, looking back now, I realise the topic and as a result the tasks could have been more meaningful, if they resembled everyday activities such as buying a mobile phone, writing an email to order a videogame, etc. Taking into account the communicative view of language, learners are given opportunities to use language as a means to reach objectives that should resemble those from real life. After having studied Communicative language teaching into depth, I have gained notable knowledge about a number of requirements for communication to occur such as context, interaction, outcome, purpose, information gap, negotiation of meaning, feedback, etc. However, I do acknowledge the design of daily activities as one of my present weakness that I am willing to improve.

The second aspect that has dramatically changed is the design of assessment tools, in relation to the learning objectives accomplished. When designing the Course Plan, we were just required to mention a number of tools and present those materials, but we did not have to design them ourselves yet, therefore I did not understand at that point that the learning objectives described must match the aspects to be assessed that those tools contain. Nevertheless, during the elaboration of the Learning Unit Plan, the design of rubrics and checklists as tools for assessment of both the process and the products were compulsory. We decided to design rubrics to assess the writing of an informal email (Appendix 2, p.101) and an oral presentation on ideal trips for the teacher (Appendix 2, p.102), since rubrics provide specific performance data, allowing for graded assessment, in our case from below standard to above standard performance. In addition, two checklists (Appendix 2, p.103, p.111) based on those rubrics were designed to be handed to students, as they seem more simple and understandable, considering their age at that stage of education. I consider essential for students to understand what will be assessed and in which terms. Moreover, by providing students with checklists, they become aware of the content and form of those assignments as well as the teacher´s expectations. I have never been given checklists until this year, and I find them rather helpful as guidance while working on an assignment.

Last but not least, is differentiation in both the Course Plan and Learning Unit, and my understanding of it before and at present. Both projects and tasks take into consideration students' needs, are learner-centred and lead to autonomous learning, thus supporting differentiation. Before elaborating the Course Plan, differentiation had been briefly introduced rather superficially, therefore we were not expected to adapt activities to students´ needs at that point. However, there is a section of the Course Plan (Appendix 1, p.41) that mentions diversity of learning styles and multiple intelligences to be promoted throughout the Course Plan, since projects take into consideration students´ needs. We lacked to include a brief description of the students the projects were aimed at, although the Course Plan is contextualised in a neighbourhood of contrasts, where there is a wide diversity of socioeconomic status and races, therefore interaction among students so as to develop integration, tolerance and cultural respect seemed vital. This information (Appendix 1, p.35) was taken from the Proyecto Educativo de Centro (PEC) of the educational centre I was doing my school placement in, Instituto de Educación Secundaria Miralbueno.

Before getting started with the design of our Learning Unit Plan, I was already aware of the implications of differentiation and its purpose of responding to diversity of students and ensuring everyone´s academic success. Nevertheless, selecting differentiation as the main topic of my dissertation has significantly enriched my understanding. This time we were asked to include differentiated activities along our lesson plans, whether differentiation was on content, process or product. I was not able to implement neither the Course Plan nor the Learning Unit, as my teaching practice took place in Ciclo Superior de Dirección de Servicios de Restauración and the Learning Unit Plan could only address Compulsory Secondary Education. Nevertheless, my experience during my school placement period with regards to differentiation will be explained later on in this paper.

Thanks to authors like Tomlinson (1999) or Moon (2005), it has been made clear that before thinking of differentiating in the classroom, pre-assessment is vital, in order to assess students´ readiness level, interests and learning profiles. Even though the educational centre is briefly mentioned (Appendix 2, p.73) in the Learning Unit Plan, the students´ profiles could have been more exhaustively described. Regarding the level of readiness (Appendix 2, p.74), we looked at the Curriculum for both third year and fourth year of E.S.O to acknowledge what students should have already acquired so as to provide them with input just a little beyond their current level. However, the readiness level of students is generalised at all times. As previously mentioned, we assumed travelling would be a topic of their interest (Appendix 2, p.74), especially because they were travelling abroad at the end of the academic year. We took into account students´ interests, yet again generalised. Learning profiles were not mentioned as such, although the assignment briefly mentions learning styles (Appendix 2, pp.74-75) as being developed through the wide variety of activities that integrate all the skills. For instance, in the first lesson plan, there is a reading activity (Appendix 2, p.87) in which students have to read a letter, include the words missing and identify the sections of an informal email. There is also a writing activity (Appendix 2, p.87), which is the main task of the lesson plan, consisting of writing an informal email about a trip. Furthermore, speaking (Appendix 2, p.88) is reinforced by means of a whole group discussion when voting for the best trip. We lacked including pre-assessment, although I still consider difficult to describe those aspects when it is all being assumed and it is not actually real, as you do not know what students you are going to teach until you

encounter yourself within the four walls of a classroom. Surprisingly, our Course Plan does remark, although quite vaguely, an initial evaluation (Appendix 1, p.43) taking place in the introduction of each project through conversation with students, so as to obtain information about the learners´ interests in the topic and their needs.

Assessment in both assignments is continuous, in order to measure the learning objectives accomplished throughout the whole process of students´ learning. However, the term summative assessment should have been included in the Learning Unit Plan, because my partner and I were discussing about taking into account the process as well as the products (writing of the email and oral presentation). Even though it is made clear that speaking, autonomous learning and awareness of the English language and culture gain further relevance when being assessed (Appendix 2, p.83); it could have been helpful to state the percentages given to the process and the products.

Which aspects of the Curriculum did we decide to differentiate in our Learning Unit? Due to a lack of time and a lack of thorough knowledge of differentiation during its elaboration, we decided to differentiate in two out of the three lesson plans we designed.

<u>Lesson Plan 1</u>

a) Differentiating process in the main writing task (Appendix 2, p.87). After being given a great amount of scaffolding where students were taught certain vocabulary, expressions and verb patterns required to complete the main task, students in groups of three are required to write an informal email, narrating and describing a real or imaginary trip, so as to give ideas to their classmates about possible destinations for the school trip. This activity differentiates process, as high level students may include different verb patterns and expressions related to the topic that have not been taught in this lesson, thus giving them opportunities to generate content. Less advanced students, however, can just include the vocabulary and verb patterns seen during the lesson. In addition, the activity supports differentiation since it allows students to choose the trip according to either personal experiences or interests.

After a thorough research on differentiation for the present dissertation, I consider this differentiation to be adequate. However, grouping arrangements have not been paid attention to in the assignment, and I now consider there should have been a greater emphasis on them since it is a way to differentiate process.

<u>Lesson Plan 3</u>

a) Differentiating content in the scaffolding stage (Appendix 2, p.94). The teacher assigns a picture to each student, related to the topic of travelling. Then, students must walk around the classroom and find other classmates with pictures similar to theirs, belonging to the same category. For instance, there could be three students who have different pictures, all of them belonging to the category of natural wonders. Differentiation occurs as the teacher has previously selected the pictures and now assigns those that correspond to a less complex category to the struggling students. Therefore, the input provided to students differs in complexity, although all the students are performing the same activity.

This activity appears to be quite appropriate, since the complexity of the content is not obvious for students, and they all have to complete the same activity. Moreover, as students have to walk around the classroom, advanced learners may help struggling ones when deciding the category.

b) Differentiating process in the scaffolding stage (Appendix 2, pp.95-96). Students have to watch and listen to a video that lists a series of breath taking destinations, in order to obtain the main ideas. Lower level students will be handed the transcript of the video, so as to provide them with support. As this adaptation may be obvious for students, the teacher must explain the students having the transcript will check the others have understood correctly.

The activity seems appropriate if it is implemented carefully, although it would be positive if the teacher tells students the roles will change for the following activity, so that it is not obvious for lower level students that they need extra support. Nevertheless, I now realise even with the transcript (Appendix 2, p.122), these learners would probably find the content extremely difficult to understand, as the vocabulary is rather complex. We selected the video because it is quite visual. However, the transcript should help them understand the content; otherwise it seems pointless to adapt the activity to the students´ level of readiness.

c) Differentiating process in the main speaking task (Appendix 2, p.96). Students are required to do an oral presentation on ideal trips. The teacher will select the students who will work individually, and those working in pairs. The ones working in pairs are

supposed to be those who need extra support and who find difficulties to work autonomously. In this way, process is differentiated.

It seems adequate to arrange students, in this case, according to their abilities. However, flexible groupings is a key principle of differentiation, meaning the groups should not be fixed. Groupings are usually arranged based on constant data obtained by means of assessing students. For this activity, attention is paid to readiness of students.

d) Differentiating product in the main speaking task (Appendix 2, p.96). As mentioned in the previous differentiation, students must present their ideal trips. Even though all learners are required to use digital support, the format of the presentations is left to their choice. Thus, a student may use a PowerPoint presentation and a short clip, whereas another may just show a couple of websites.

Despite the product being an oral presentation for everyone, it seems motivating for students to give them the choice to select the format they wish. In this way, interests of students as well as learning profiles are being addressed.

Differentiating content, process and product according to students´ interests, readiness and learning profiles seem to have been achieved in the Learning Unit Plan. A positive balance between individual and pair/group-work has been established. Both the Course Plan and the Learning Unit Plan support cooperative work in the classroom and collaborative work outside those walls. However, there may have been a greater emphasis on cooperative work, by forming both homogeneous and heterogeneous groups, assigning students different roles and putting into practice cooperative structures.

As stated by Blaz (2006), learner´s autonomy, integrating new information into previous knowledge, giving students the opportunity to make some choices and addressing their needs are key aspects of differentiation in the English classroom. Both the Course Plan and the Learning Unit Plan intend to address those. Nevertheless, as already mentioned in this section, not being able to implement the Learning Unit during my school placement period makes it difficult for me to acknowledge students´ interests and previous knowledge. Thus, it can only be assumed, as the particularities of students may be totally unpredictable. In any case, we should take the time to get to know each of our students, as it is worth the effort, in order to establish a positive rapport with our

students and become aware of their needs. In the opinion of Scrivener (2005), a positive learning atmosphere is not everything, but is the first step for successful teaching and learning.

3.5 DIFFERENTIATION DURING MY SCHOOL PLACEMENT PERIOD

Does the theory about differentiation match the reality of the schools? The educational centre where I did my placement period, I.E.S Miralbueno, did have a wide diversity of students, since not only Secondary Education can be studied there, but also Vocational Training. Even though I did have the opportunity to observe a few classes of E.S.O, the majority of the time was spent in the classroom I had to teach, which was Ciclo Superior de Dirección de Servicios de Restauración, where I had to implement English for Specific Purposes (ESP) lessons. The Aragonese Curriculum for Ciclo Superior de Dirección de Servicios de Restauración (as shown in the BOA of June 18th 2009) does not mention any attention to diversity at all, which appears to be a little surprising, since Vocational Training classrooms hold students of different ages, experiences, interests and purposes to study. Even though studying a Ciclo Superior implies students are adults, they seem to be left aside and I consider everyone deserves to be hold to high standards.

From observing my tutor´s lessons, I did not notice any differentiated instruction at all. She would give more support in terms of monitoring and assisting the struggling students when students had to work on a certain activity in the classroom, but that was it. As far as I am concerned, she did not do any pre-assessment before a unit would start, and a paper-and-pencil test was the usual tool for assessment. She takes what Harmer (2001) calls a traditional approach to teaching, where the teacher takes a controlling role, being in charge of the class and the activities. I could see that students were eager to participate, but since the activities lacked communication, all they could do was reading aloud. She took very little time to get to know her students´ readiness, interests and learning profiles, and as a result, they were all treated as a whole group, instead of as individuals. Therefore, differentiation did not take place in the classroom. On the other hand, differentiation does not seem a common practice in the classrooms. According to Tomlinson (1999), even though differentiating is about common sense as everyone is different; very few examples of differentiated classrooms are seen. Teachers

thinking about implementing differentiation often find it overwhelming and time-consuming because there are no enough models out there that encourage them to get started.

By the time I was in my second and third placement periods, I had acknowledged the need to respond to diversity in the classroom. However, I knew nothing about how to differentiate in the classroom yet. Therefrom, I was not able to implement any differentiation in the classroom. Nevertheless, even though I did not pre-assess students, the lessons I had observed for a few weeks helped me to develop a learning unit which I considered to be meaningful and motivating for students. The activities involved the integration of the four skills, a degree of choice in certain activities, and a balance between individual and group work. Moreover, students were provided with scaffolding so that the completion of the main task was easier to achieve. Therefore, learner autonomy was developed. It worked very well in the classroom, since my main goal was to establish enough opportunities for students to use the target language to communicate and as a result boost their self-esteem. I was not aware of their needs as individuals. However, I did acknowledge a need they all shared, which was being able to communicate in English for their future careers as servers. I am now aware of how important is pre-assessing students so that fewer problems can occur in class. For instance, while doing a role play, a student found the activity too overwhelming and decided not to participate. If I had acknowledged her readiness beforehand, process could have been differentiated so that more scaffolding would help her to achieve the task.

3.6 BARRIERS TO IMPLEMENT DIFFERENTIATION IN THE ENGLISH CLASSROOM

Recalling my teaching practice and trying to connect it with differentiation, it could be argued that a number of barriers may prevent differentiation to occur: time, number of students per class and the design of a course plan beforehand. When teaching a Compulsory Secondary Education classroom, the timing per session is approximately fifty minutes. It may not be enough for students to complete certain tasks. Tomlinson and Imbeau (2010) propose giving extra time for struggling students to complete a task and develop a series of anchor activities, which are extra activities students may start

when having completed a task. Regarding number of students, Tomlinson and Imbeau (2010) consider it an excuse to continue taking a traditional approach to teaching instead of a learner-centred one. Differentiation can be applied in both large and small classes. Even though a Course Plan is designed beforehand, the specifications of the current Curriculum LOE, as previously mentioned, are minimum, which allow teachers to develop their own pedagogical principles and respond to the diversity of the students in a particular classroom. In spite of these constraints, Anderson (2007) states that differentiation along with ongoing assessment, responsive educational programs for the struggling students, and a positive atmosphere both at school and at home still seem the best alternative to respond to diversity.

4. PROPOSAL FOR THE FUTURE AND CONCLUSION

After having analysed differentiation in the English classroom in depth, I realise the first step to take in my future teaching practice is to become aware of the diversity of students and understand differentiation is not about letting learners choose what they want to learn, but about challenging them appropriately by offering students a diversity of tasks that match their readiness, interests and learning profiles, so that the learning objectives derived from the Curriculum can be achieved. It may take a great effort and time. However, since students are the recipients of our knowledge, we should do whatever it takes to prevent school failure.

Both the Course Plan and the Learning Unit Plan meant the starting point to include differentiated learning within the Communicative approach taken. Because differentiation does not seem to be much implemented in the English classrooms yet and requires a big change in your teaching style, it is best to start small by taking notes on a diary about students´ behaviour and performance in the classroom, assessing them before starting a new topic, and trying to create one differentiated lesson per unit, according to the data obtained by pre-assessing learners (Tomlinson, 1999).

Therefore, as previously explained, first ask yourself what needs the individuals of your classroom have, next design lessons that take into account those needs, and then reflect on the effectiveness of those lessons after being implemented and things that may be improved. This procedure involves assessing students constantly. Thus, I would

use pre-assessment by means of observation, interviews and checklists. Then, formative assessment would be applied throughout the whole teaching-learning process by means of collecting activities and homework to check learners´ progress as well as using a diary to collect observations on students´ performances. Finally I would use summative assessment through a project at the end of a learning unit. In addition, frequent communication with students would be encouraged to maintain a positive learning atmosphere of honesty and openness. Moreover, from time to time, I would give students a degree of choice to select activities that motivate them, whether it is a topic of interest or a particular skill they would like to develop. In this way, learners are given the opportunity to become active participants in their own learning.

After having differentiated content, process and product in a number of activities in the Learning Unit Plan, my next step would be to use certain instructional strategies in the classroom such as stations, portfolios (Tomlinson, 1999) and projects (Anderson, 2007) every now and then, thus helping students to develop the ultimate goal of differentiated instruction: learner´s autonomy.

Stations are different areas in the classroom where students work on different tasks simultaneously. For instance, there could be a station for each of the four skills developed in the English classroom. Stations support flexible groupings since all the students have to neither go to all the stations all the time nor spend the same amount of time in each. Stations also promote a healthy balance between teacher choice and student choice. Some days the teacher may decide the students who will go to a particular station and the tasks they will have to complete, whereas other times students will be able to make these decisions. The teacher will be assisting struggling students and monitoring every student´s progress at all times. By implementing stations in the English classroom, content, process and product can be differentiated, since the content will differ from one station to another, the tasks will vary in difficulty, the groups are flexible and not fixed as students are the ones who rotate depending on their abilities, and the products may vary according to the students´ readiness level, interests and learning profiles.

Portfolios are collections of students´ work, effective for students to evaluate their progress. They support ongoing assessment, as they focus on the whole process of learning. They also focus on readiness, interest and learning profiles.

Projects imply differentiating product. After having completed a unit, students are given a list of possible projects to demonstrate the acquired knowledge, strategies and skills. They can decide which project suits better their learning profile and if they prefer to work in groups, pairs or individually. Before giving this option, teachers must have carefully designed a list of projects that ensure the demonstration of knowledge and skills of every student in the classroom. Even though less advanced students will require a more direct instruction and guidance than advanced learners, they will all have the opportunity to accomplish the learning objectives stated by the Curriculum by means of exploring, creating and developing autonomous learning.

This Master Degree in Education has taught me a number of factors that intervene in the teaching-learning process and that I completely was unaware of. One of these factors that is constantly emphasised not only in the legislation but also in the literature is students´ needs, and how essential is to take them into account for effective language teaching, since students are the recipients of our knowledge. Only if you know your students, then you will be able to respond to diversity. Moreover, constant reflection on what works and does not from a critical perspective is vital, since effective teaching involves continuous formation as Tomlinson (1999) claims, and an open-mindedness to be able to improve your teaching practice. This reflection on the teaching-learning process should also involve the thoughts and observations of students, since students are required to take responsibility for their own learning.

Differentiation emerges as a response to this diversity. The key in order to implement differentiation effectively and maximise each student´s opportunity to progress and succeed adequately is to get to know them, take the time to know their needs, their interests, their background, their culture. Continuous assessment that takes place before, during and after a learning unit is an effective tool for this. After analysing the data collected, students will be able to be challenged appropriately so that they can develop the knowledge, skills and strategies required at a certain stage of education. Every individual is different and at the same time, deserves the same opportunities to grow personally and academically. As teachers, we have the responsibility to guarantee an education of good quality to everyone from an inclusive approach, no matter their readiness, learning profiles or personal interests.

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6. APPENDIX

6.1 APPENDIX 1: COURSE PLAN

Course Plan 4th Year of Secondary Education; Subject: 68515 *Diseño Curricular de Lenguas Extranjeras* (2014-2015); Teacher: Violeta Delgado Crespo.

SUBJECT 68515 DISEÑO CURRICULAR DE LENGUAS EXTRANJERAS

COURSE PLAN BASED ON PROJECTS

GROUP 11 ESTEBAN DÍAZ, INÉS
ESTEBAN DÍAZ, MÓNICA
GARZÓN BELTRÁN, PRISCILA

ACADEMIC YEAR 2014-15

TABLE OF CONTENTS

I. CONTEXTUALIZATION

I.1. LEGAL PROVISIONS

Our course plan is based on the National Curriculum and Aragonese Curriculum (LOE), in terms of contents, objectives, methodology and evaluation criteria.

It is a competence based model, since it begins with a specification of the learning outcomes, and then uses these desired objectives to develop activities and content.

We have chosen to elaborate six unit plans aimed at fourth year of E.S.O, since the projects we are going to propose can be achieved more effectively when having an adequate level of English. Regarding the Curricula, we assume that students, at this stage of education, have accomplished the required knowledge, skills and attitudes.

I.2 SCHOOL SETTING

The educational centre is a state school and is located in Zaragoza, zone 6. Originally a rural neighbourhood, in the last years it has become a urban district due to the arrival of younger population.

Hence, it is a neighbourhood of contrasts. On the one hand, the socioeconomic status has moved from low to mid-high. On the other hand, the diversity with regard to races is significant.

This diversity is reflected within the school and inside the classrooms. Thus, there is a need for interaction among students so as to develop integration and cultural respect, that is interculturality.

The school provides with useful resources in order to help students perform their tasks. For our present course plan, we consider the following ones to be the most valuable: a library, an English laboratory, a computer room, tablets integrated in the classroom, a digital whiteboard and a projector per class.

II. SYLLABUS DESIGN AND DEVELOPMENT

II.3 INTRODUCTION

➤ Concerning the epistemological framework, our syllabus design contributes to promote seven of the eight key competences developed by the Council of Europe in 2001. These are as follows:

(1) Competence in linguistic communication, (2) Learning to learn, (3) Personal initiative and autonomy, (4) Digital competence, (5) Interpersonal and civic competence, (6) Cultural and artistic competence, (8) Knowledge of and interaction with the physical world.

According to the Common European Framework, the learning of English language also contributes to the development of the specific communicative competences of the language: linguistic, pragmatic and sociolinguistic competences.

➤ Our course plan design is grounded on Project based learning, as it helps to enhance the general as well as the specific competences previously mentioned. Our essay of *Fundamentos* on projects has inspired this course plan, as we enjoyed the process of analysing projects. As a consequence, we realised the effectiveness and motivation of using projects when learning English.

Here are the main features and how they are reflected in the different competences:

- The process of discussion, experimentation and reflection are contemplated in the general competences 1, 2 and 3. It is also reproduced in the specific linguistic and pragmatic competences.

- Topics and themes are derived from real life situations. This characteristic is contemplated in the general competences 5, 6 and 8. It is also reproduced in the specific sociolinguistic competence.

- Investigation is at the basis of project learning. This feature is contemplated in the general competences 2, 3 and 4. It is also reproduced in the specific pragmatic competence.

-        Project based learning is learner centred and the teacher is a facilitator. This feature is contemplated in the general competences 2 and 3. It is also reproduced in the specific linguistic and pragmatic competences.

-        Cooperative work is contemplated in the general competences 1 and 5. It is also reproduced in all the specific competences.

-        Learner autonomy and self-direction are contemplated in the general competences 2 and 3. It is also reproduced in the specific linguistic and pragmatic competences.

-        Process and product orientation are contemplated in the general competences 1, 2, 3, 4, 5, 6 and 8. It is also reproduced in all the specific competences.

-        Motivation and stimulation are contemplated in the general competences 2, 3 and 5. It is also reproduced in the specific pragmatic and sociolinguistic competences.

II.4 CONTENTS

The contents of the course plan are organised as follows:

➢ General contents integrated in 4 modules, drawn on the curricular contents for fourth year of E.S.O that appear in the LOE Curriculum. These are the ones concerning our course plan:

Module 1. Listening, speaking and conversation

- Understanding and spontaneous production of messages about topics related to learners' personal experiences and interests as individuals and groups.

- General and specific understanding of oral texts from different sources (clips, oral presentations, films…)

- Oral production of descriptions, storytelling and explanations about a wide variety of contents.

- Spontaneous participation in communicative situations in the classroom. Debates, group discussion.

- Use of strategies of communication in order to solve difficulties during the

communicative interaction. Negotiation of meaning.

Module 2. Reading and writing

- Use of different sources, on paper, digital format or multimedia support, in order to solve information problems related to proposed topics for the projects.

- Identification of the sender´s intention through both verbal and nonverbal communication. Oral presentations.

- Use of the appropriate linguistic code for the reader to whom the text is addressed. Formal email, informal diary.

- Composition of different texts, in response to specific communicative situations. Elaboration of short films, journals, emails, oral presentations.

- Correct use of spelling and different punctuation.

- Interest in a careful presentation of written texts on paper and digital format. PowerPoint presentations among others.

Module 3. Language awareness and reflections on learning

Reflection on the language in communication

- Understanding and use of common expressions, idioms, and vocabulary about topics of interest, and topics related to contents of other subjects.

- Recognition and application of basic sociolinguistic keys in communication, in aspects such as formality, courtesy, among others.

Reflection on the process of learning

- Applications of strategies so as to organise, acquire, remember and use vocabulary.

- Organization and use of resources for the learning process. Books, dictionaries, ICTs and communication.

- Analysis and reflection on the use and meaning of different morphosyntactic exponents, through comparison and contrast with other languages.

-       Participation in the assessment of the process, shared assessment, assessment of the learning itself and use of self-correction strategies.

-       Interest in maximising the learning opportunities, not only in the classroom but also outside.

-       Development of attitudes, procedures and strategies that allow cooperative work.

-       Confidence and initiative to express yourself in both public and writing.

-       Reflection on self-learning.

Module 4. Sociocultural aspects and intercultural awareness

-       Identification of the most significant features of the society whose language is being studied. Tourism, environment, customs.

-       Knowledge of the most relevant cultural aspects of the countries where the language is spoken, obtaining the information by different means.

➤   Cross-curricular contents we deal with through our course plan:

-       Education for tolerance

-       Education for coexistence

-       Intercultural Education

-       Environmental Education

II.5 METHODOLOGY

➤   Projects are a post-method approach to learning. As Kumaravadivelu mentions in his article *TESOL Methods: Changing Tracks, Challenging Trends (2006)*, there has been a dramatic shift from a method-based pedagogy to what he calls *postmethod condition.*

Thus the increase of implementation of projects in education in the last decades. Topics such as learner identity, teacher beliefs, cultural consciousness, teaching values and local knowledge have gained a considerable significance. Furthermore, projects are

context sensitive; this means that the social, cultural and historical particularities are taken into consideration.

Among the methodological guidelines included in the Aragonese Curriculum, our course plan includes:

–   the integration of both skills and competences

–   the presentation of real communication situations

–   the reflection on how language works at all levels

–   the diversity of tasks situations and texts

–   the use of authentic materials

–   the combination of reflection and interaction foster intercultural and processing skills

–   a constructivist view of learning

–   the participation of learners in decision making process

–   the promotion of learner responsibility by means of cooperative and collaborative work

–   the evaluation as a learning activity

–   the evaluation counts both for marks and possible courses of action

➢ The characteristics of our course plan are directly related to Project based learning previously mentioned. In order to achieve the main competences, the activities used in the different projects are: debates, oral presentations, group discussions, emails, diaries, research, etc.

Since projects do not follow a particular pattern of teaching sequence, the structure of each project is different. However, they all involve research, team work, oral presentation and discussions.

➢ Our course plan is not based on a textbook, since projects tend to be innovative and dynamic. The activities that are executed may be selected from a wide

variety of sources, such as websites, films, pictures, real diaries, interviews, newspapers, Movie maker, books, cooking materials, clips and questionnaires.

➢ Moreover, the activities are accomplished through individual as well as team work. This way, students learn how to develop both cooperative and autonomous learning.

➢ Projects need to be completed both in the classroom and outside. Due to a lack of time during school hours and a lack of sources, at times students will have to investigate out of the walls of the classroom.

Inside the classroom, the organisation of space depends on the type of activity, so it allows flexibility. The classroom is rather spacious, enabling students to move freely around it, especially when working in groups.

The classroom counts with a digital whiteboard, individual tablets for the students and a projector so as to facilitate the Power point presentations.

➢ The timing is approximately six sessions per unit. Since students are taking English lessons three times a week, a whole unit roughly takes two weeks. Our course plan, therefore, would take about three months.

However, as formerly mentioned, projects are flexible and so is the timing.

II.6   DIFFERENTIATION AND CURRICULAR ADAPTATIONS

Due to the nature of projects, learner individual needs (diversity of learning styles) are already taken into account. The classroom does not have any student with special needs. Hence, there is no need for curricular adaptations.

Nevertheless, in the process of doing projects, students can help each other when needed. Projects foster multiple intelligences as different skills and knowledge are developed.

II.   7 READING ENCOURAGEMENT STRATEGIES

In order to do research, students have to read and analyse texts in various supports. To illustrate, students have to read Anne´s Frank diary as a sample of what they will elaborate afterwards. Therefore, reading strategies are promoted.

II.8 EVALUATION

 ➢ At the end of this course plan, students will achieve all the eight criteria needed for fourth year of E.S.O, according to the LOE Curriculum.

From a general perspective, at the end of this course plan, students will be able to:

- Describe feelings in writing (EC 4/ Competences 1)

- Express opinions (EC 2, 5/ Competences 1, 3, 5, 6, 8)

- Analyze and select information (EC 1, 3, 6, 7/ Competences 1, 2, 3, 4)

- Present ideas orally (EC 2, 4, 5, 6, 7, 8/ Competences 1, 3, 4, 5, 6, 8)

- Understand written texts (EC 1, 3, 5, 8/ Competences 1, 8)

- Write short texts (EC 4, 5, 6, 7, 8/ Competences 1, 2, 3, 4, 5, 6, 8)

- Use ICTs for different purposes (EC 7/ Competences 1, 4)

- Prepare a final product in order to promote interpersonal communication and cooperative work (EC 2, 4, 5, 6, 7, 8/ Competences 1, 2, 3, 4, 5, 6, 8)

- Comprehend oral texts (EC 1, 5, 8/ Competences 1, 5, 8)

- Create tools to obtain information (EC 2, 4, 5, 6, 8/ Competences 1, 2, 3, 5, 6, 8)

- Apply language knowledge in written and oral productions (EC 5, 6/ Competences 1, 2, 3, 8)

- Summarize ideas (EC 1, 3, 6/ Competences 1, 2, 3, 5)

 ➢ The minimum degree of achievement based on the eight evaluation criteria is:

- Global understanding of diverse oral messages in different formats (EC 1).

- Oral transmission of ideas and opinions, comprehensible to the listeners. Not much emphasis on accuracy (EC 2).

- Global understanding of written messages in different formats (EC 3).

- Written transmission of information, comprehensible and coherent to the readers. Not much emphasis on the formal aspects of language (EC 4).

- Adequate application of previous and present knowledge of the language in the different activities. Correct use of verb tenses, reasonable application of informal and formal language style, essential vocabulary related to the topics (EC 5).

- Critical analysis and selection of information. Use of a few sources. Internalisation of the knowledge obtained through research. Interest in learning by means of daily work. Effort and respect towards teacher and classmates. Active participation in group activities (EC 6).

- Compilation of information through the use of ICTs (websites, online dictionaries, videos) and capacity to create a PowerPoint presentation (EC 7).

- Communication in English in the classroom (EC 8).

  ➢ In the presentation of each project, the teacher will get a general perspective of the students´ level of English, interests in the topic and individual needs through conversation (initial evaluation).

The evaluation will be continuous, in order to measure the degree of attainment of the learning objectives. The following instruments will help overcome this purpose:

- Continuous personal evaluation sheet that will consist of: attitude and behaviour, daily work and activities performed, and quality of the work. This will help the elaboration of rubrics at the end of each project.

- Rubrics to assess collaboration, critical thinking, problem solving, oral communication, written communication and content knowledge. (Annex 1 Sample of rubrics on oral communication from Teach21 Project Based Learning website).

- Peer review sheet (Annex 2 Sample, ibid).

- Questionnaire of the learning process (Annex 3 Sample, ibid).

> ➤ The grading criteria we have followed in this course plan is:

14% to EC 1, 14% to EC 2, 10% to EC 3, 12% to EC4, 10% to EC5, 14% to EC6, 12% to EC 7, and 14% to EC 8.

After taking into account all the percentages, the final results will be marked out of 10. Students must obtain a minimum of 5 per criterion in order to achieve the minimum requirements.

> ➤ During the process of projects, the teacher will also be able to evaluate the teaching process and the course plan by different means:

- Journal where the teacher reflects on daily impressions of the classroom context, what works and does not, and the learner needs. This way, the teaching process is flexible and allows modifications so projects can be adapted to students.

- Peer observation. The teacher´s colleagues observe the lessons and comment on possible improvements of the teaching process.

- Questionnaire of the teaching process and course plan. Students evaluate the teacher´s performance and project effectiveness.

III. UNIT 1 *IT´S A DISASTER!*

> ❖ The unit is adapted from a real project found in *Haiti Llora Wikispace.* After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.
>
> The topic of this project is natural disasters and its consequences on people. We are fond of this topic as we find it a real world situation, contributing to the students´ interest and involvement. Moreover, sensitivity and tolerance towards dramatic events are promoted.

> ❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and select sources, control over their own learning, use ICTs, interact and respect others, understand other cultures and events, and comprehend how natural

disasters occur and affect people.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (debate, presentation, email) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

- Describe feelings and emotions in writing (responding a questionnaire), after being showed some pictures of Haitian children after the disaster. (EC 4)

- Express opinions in a debate regarding the pictures. (EC 2, 5)

- Analyze and select information, making use of ICTs and other sources, about what happened in Haiti when the Earthquake occurred. (EC 1, 3, 6, 7)

- Present ideas in an informal oral presentation (no use of slides) in groups, using the information obtained in the research. (EC 2, 4, 5, 6, 7, 8)

- Understand Anne´s Frank diary, taking into account the use of language. (EC 1, 3, 5, 8)

- Write a personal diary as if students were one of the Haitian children. (EC 4, 5, 6, 7, 8)

- Write a formal email to the school´s Headmaster, offering ideas to help Haitian children as a whole class activity. (EC 4, 5, 6, 7, 8)

❖ The contents included in the present unit are:

MODULE 1

- Spontaneous debate about personal feelings and opinions concerning the pictures.

- Understanding of sources when investigating the past events in Haiti.

- Making of group oral presentation based on research.

- Understanding other students´ presentations.

-         Spontaneous participation and involvement of the students in the debate.

-         Use of strategies of communication such as negotiation of meaning or clarification requests, during presentations and debate.

MODULE 2

-         Use of different sources (newspapers, ICTs) when researching information about the Earthquake.

-         Use of the Anne´s Frank diary as a sample for the creation of a diary activity.

-         Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

-         Use of formal language when writing the email.

-         Use of informal language when writing the personal diary.

-         Adequate composition of the email and the diary.

-         Correct use of spelling and different punctuation when writing the different texts.

MODULE 3

-         Understanding of vocabulary related to natural disasters. The topic is related to contents of Science.

-         Recognition and application of formal and informal language style when producing oral and written texts.

-         Application of personal strategies in order to remember the vocabulary related to the topic.

-         Organization and use of diary, ICTs.

-         Participation in the assessment of the process of learning through questionnaires.

-         Interest in researching, not only in the classroom, but also outside.

-         Development of strategies when working in the group research, presentation and

debate.

-         Confidence and initiative to express themselves in the debate, oral presentations, diary and email.

-         Continuous reflection on self- learning through all the activities.

Likewise, this unit embraces all the cross-curricular contents.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: websites, pictures, real diaries and questionnaire.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

IV. UNIT 2 *INTERCULTURAL RECIPES*

❖ The unit is adapted from a real project found in the *IEARN* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.

The topic of this project is food and drinks from different parts of the world. It is a motivational topic to bring into the classrooms, as it is fun and close to the interests of the learners. Moreover, cultural respect and tolerance are promoted, which we find vital in our current multicultural classroom.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and select sources, control over their own learning, use ICTs, interact and respect others, understand other cultures and traditions, and be aware of the different nationalities and their recipes.

❖ In addition, it contributes to the development of all the specific competences, as

they have to use language as a system, as a means of communication (oral presentation and elaboration of the final recipe) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

- Express opinions as the whole class has to vote for the best recipe. (EC 2, 5)

- Analyze and select information through interviewing their relatives and browsing the Internet. (EC 1, 3, 6, 7)

- Present orally a recipe, selected individually. (EC 2, 4, 5, 6, 7, 8)

- Understand written texts as they do their research. (EC 1, 3, 5, 8)

- Write short texts, as part of the Power point presentation. (EC 4, 5, 6, 7, 8)

- Use ICTs, while researching and in the PowerPoint presentation. (EC 7)

- Prepare the most voted recipe as a whole class activity. (EC 2, 4, 5, 6, 7, 8)

- Comprehend the different oral presentations. (EC 1, 5, 8)

- Apply language knowledge in oral presentations, research, and the elaboration of the recipe. (EC 5, 6)

- Summarize ideas from the information obtained through research. (EC 1, 3, 6)

❖ The contents included in the present unit are:
MODULE 1

- Spontaneous production of messages about recipes made in class, when voting for the best one.

- Understanding of oral presentations and others´ opinions when voting.

- Oral production. Description of recipes (origins, ingredients, elaboration, timing…).

- Spontaneous participation when voting for the best recipe, giving arguments in

favour.

- Use of strategies of communication such as negotiation of meaning or clarification requests, during presentations and voting.

MODULE 2

- Use of the Internet and interviews to relatives, in the process of researching.

- Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

- Use of formal language when writing the PowerPoint presentation.

- Adequate composition of the PowerPoint presentation.

- Correct use of spelling and different punctuation when writing the presentation.

- Interest in a careful and clear PowerPoint presentation.

MODULE 3

- Understanding of vocabulary related to cooking. The topics are related to contents of History.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to the topic.

- Organization and use of ICTs and interviews for the recipe.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of strategies when working in the individual research, presentation and voting.

- Confidence and initiative to express themselves in the oral presentations, voting, and classroom elaboration of the final recipe.

-	Continuous reflection on self- learning through all the activities.

MODULE 4

-	Identification of the most significant features of the society, when selecting recipes from English speaking countries.

-	Knowledge of the most relevant cultural aspects of English speaking countries, when selecting recipes from these locations.

Likewise, this unit embraces all the cross-curricular contents except for the Environmental education.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: websites, interviews and cooking materials.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

V. UNIT 3 *KNOWING THE BRITISH CULTURE IN DEPTH*

❖ The unit is adapted from a real project found in *Andalucía Profundiza* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.

❖ The topic of this project is the British culture. We are keen on this topic as the combination between cultural aspects from the past and present seems very enriching.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and select sources, control over their own learning, use ICTs, interact and respect others, understand and appreciate the British culture, and be aware of geographical features.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (debate, presentation, group discussion) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

- Express opinions in a debate after watching videos about the British Isles (president, members of the Royal Family, etc). (EC 2, 5)

- Express opinions in a debate after watching the film *Anna and the King*, talking about the influence of the British Empire in many countries. (EC 2, 5)

- Express opinions in a group discussion about British teenagers, and compare their interests with their own. (EC 2, 5)

- Analyze and select information through the Internet and other sources about a member of the Royal Family. (EC 1, 3, 6, 7)

- Analyze and select information in class, by using tablets, when investigating about British teenagers. (EC 1, 3, 6, 7)

- Present ideals orally in a group presentation about a member of the British Royal Family, using PowerPoint. (EC 2, 4, 5, 6, 7, 8)

- Understand written texts in the research process. (EC 1, 3, 5, 8)

- Understand the subtitles in the film and the introductory videos to the project. (EC 1, 3, 5, 8)

- Write short texts in the PowerPoint presentations about a member of the Royal Family. (EC 4, 5, 6, 7, 8)

- Write short texts when elaborating a questionnaire about the interests of British teenagers. (EC 4, 5, 6, 7, 8)

- Use ICTs for PowerPoint presentations and research. (EC 7)

- Prepare a questionnaire so as to promote social interaction and cooperative work. (EC 2, 4, 5, 6, 7, 8)

-        Comprehend PowerPoint presentations, film and introductory videos. (EC 1, 5, 8)

-        Create a questionnaire to obtain information about British teenagers. (EC 2, 4, 5, 6, 8)

-        Apply language knowledge in PowerPoint presentations, questionnaire, debate, group discussion. (EC 5, 6)

-        Summarize ideas from the information obtained through research for oral presentations and elaboration of questionnaires. (EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

-        Understanding of introductory videos, film and PowerPoint presentations.

-        Spontaneous production of messages in the debates and group discussion.

-        Oral production of storytelling when speaking about members of the Royal Family, and when presenting the PowerPoint.

-        Spontaneous participation in debates and group discussion.

-        Use of strategies of communication such as negotiation of meaning or clarification requests, during presentations, debates and group discussion.

MODULE 2

-        Use of the Internet with tablets when researching in the classroom and other sources at home.

-        Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

-        Use of formal language when writing the PowerPoint presentation and the questionnaires.

-        Use of informal language when discussing in groups and debates.

-        Adequate composition of the PowerPoint presentation and questionnaires.

-       Correct use of spelling and different punctuation when writing the presentation and questionnaires.

-       Interest in a careful and clear PowerPoint presentation and the questionnaires.

MODULE 3

-       Understanding of vocabulary related to British culture and common expressions used by British teenagers. The topics are related to contents of Geography and History.

-       Recognition and application of formal and informal language style when producing oral and written texts.

-       Application of personal strategies in order to remember the vocabulary related to the topic.

-       Organization and use of ICTs, books, etc. when researching.

-       Participation in the assessment of the process of learning through questionnaires.

-       Interest in researching, not only in the classroom, but also outside.

-       Development of communication strategies when working in groups.

-       Confidence and initiative to express themselves in the oral presentations, debates and groups discussions.

-       Continuous reflection on self- learning through all the activities.

MODULE 4

-       Identification of the most significant features of the society, such as geography, history, customs.

-       Knowledge of the most relevant cultural aspects of England and its people.

Likewise, this unit embraces all the cross-curricular contents except for the Environmental education.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: tablets, websites, books, audio-visual aids (film and clips).

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

VI. UNIT 4 *LET´S VISIT ZARAGOZA!*

❖ The unit is adapted from a real project found in *Teach 21 Project Based Learning* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.

The topic of this project is tourism in Zaragoza. We find this project exciting as it is related to students´ personal experiences and interests.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and select sources, control over their own learning, use ICTs, interact and respect others, appreciate own culture, and be aware of the most relevant landmarks in the city.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (presentation and elaboration of the brochure and mural) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

- Express opinions when choosing the landmarks, supporting their election. (EC 2, 5)

-       Express opinions through the PowerPoint presentations in groups. (EC 2, 5)

-       Express opinions when elaborating both the brochure and the final mural. (EC 2, 5)

-       Analyze and select information when visiting the Tourist Office.(EC 1, 3, 6, 7)

-       Analyze and select information when researching for both the PowerPoint presentation and the brochure. (EC 1, 3, 6, 7)

-       Present ideas orally through PowerPoint presentations, and elaboration of brochures and mural. (EC 2, 4, 5, 6, 7, 8).

-       Understand written texts in the research process. (EC 1, 3, 5, 8)

-       Understand written texts when reading others´ presentations. (EC 1, 3, 5, 8)

-       Write short texts in the PowerPoint presentation and the brochure. (EC 4, 5, 6, 7, 8)

-       Use ICTs for the research process and PowerPoint presentations. (EC 7)

-       Prepare a final mural including all the brochures as a whole class activity. (EC 2, 4, 5, 6, 7, 8)

-       Comprehend oral texts when listening to others´ presentations. (EC 1, 5, 8)

-       Apply language knowledge when reading the brochures obtained at the Tourist Office. (EC 5, 6)

-       Apply language knowledge when reading others´ presentations and through the process of investigation. (EC 5, 6)

-       Apply language knowledge so as to understand the oral presentations and when elaborating the brochures and the mural. (EC 5, 6)

-       Summarize ideas after research and for the presentation. (EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

- Understanding and spontaneous production of messages, using vocabulary related to tourism, when elaborating the brochures and mural.

- Understanding of oral presentations.

- Oral production of presentations.

- Spontaneous participation when working in groups for the elaboration of the brochures and mural.

- Use of strategies of communication such as negotiation of meaning or clarification requests, during the presentations and the subsequent elaboration of brochures and mural.

MODULE 2

- Use of different sources, such as brochures and the Internet, for the research process.

- Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

- Use of formal language when writing the PowerPoint presentation and the brochures.

- Use of informal language when choosing the landmarks object of their study, and during the process of elaborating the brochures and the mural.

- Adequate composition of the PowerPoint presentation and brochures.

- Correct use of spelling and different punctuation when writing the presentation and brochures.

- Interest in a careful and clear PowerPoint presentation and brochures.

MODULE 3

- Understanding of vocabulary related to tourism. The topics are related to

contents of Geography and History.

-   Recognition and application of formal and informal language style when producing oral and written texts.

-   Application of personal strategies in order to remember the vocabulary related to tourism.

-   Organization and use of ICTs, brochures, books, etc. when researching.

-   Participation in the assessment of the process of learning through questionnaires.

-   Interest in researching, not only in the classroom, but also outside.

-   Development of communication strategies when working in groups.

-   Confidence and initiative to express themselves in the oral presentations, and other communicative situations.

-   Continuous reflection on self- learning through all the activities.

Likewise, this unit embraces Education for tolerance and for coexistence.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: websites, books, brochures, cardboards.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

VII. UNIT 5 *RELATIONSHIP BETWEEN SPANISH AND ENGLISH LANGUAGE*

❖ The unit is adapted from a real project found in the *Andalucía Profundiza* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced

through this project.

The topic of this project is origins, similarities and differences between English and Spanish languages. We find this project challenging, as students do not usually have a very specific knowledge about the origins of these two languages. This may help them understand their own background and the one of the English language better.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and select sources, control over their own learning, use ICTs, interact and respect others, appreciate both languages, and be aware of their most relevant aspects.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (presentation, group discussion and elaboration of final product) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

- Express opinions in group discussion after the research of the origins of English and Spanish languages. (EC 2, 5)

- Express opinions in the group oral presentation, when elaborating the map, pie charts and the mural. (EC 2, 5)

- Analyze and select information when researching, using tablets and other sources. (EC, 2, 5)

- Anlayze and select information from the map in order to elaborate pie charts. (EC 2, 5)

- Present ideas orally in a digital whiteboard presentation. (EC 2, 4, 5, 6, 7, 8)

- Understand written texts in the process of research and in the oral presentations. (EC 1, 3, 5, 8)

- Write short texts in the presentation and elaboration of a map legend. (EC 4, 5, 6,

7, 8)

-        Use ICTs in the investigation process, in the presentations, elaboration of map and pie charts. (EC 7)

-        Prepare a final mural including a final map and pie chart as a whole class activity. (EC 2, 4, 5, 6, 7, 8)

-        Comprehend oral texts when listening to others´ presentations. (EC 1, 5, 8)

-        Apply language knowledge when reading others´ presentations and through the process of investigation. (EC 5, 6)

-        Apply language knowledge so as to understand the oral presentations and when elaborating the map, pie chart and final mural. (EC 5, 6)

-        Summarize ideas after research and for the presentation and final product. (EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

-        Understanding and spontaneous production of messages, using vocabulary related to the topic, when discussing in groups, elaborating the map, pie chart and mural.

-        Understanding of oral presentations.

-        Oral production of presentations.

-        Spontaneous participation in the group discussion to obtain conclusions.

-         Spontaneous participation when working in groups for the elaboration of the map, pie chart and mural.

-         Use of strategies of communication such as negotiation of meaning or clarification requests, during the group discussion, presentations and the subsequent elaboration of map, pie chart and mural.

MODULE 2

- Use of the Internet, books, and other sources in the process of researching.

- Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

- Use of formal language when writing the digital whiteboard presentation and small texts for the map and the pie chart.

- Adequate composition of the digital whiteboard presentation, map, pie chart and mural.

- Correct use of spelling and different punctuation when writing the presentation.

- Interest in a careful and clear digital whiteboard presentation, as well as in the map, pie chart and mural.

MODULE 3

- Understanding of vocabulary related to the origins and features of both languages. The topics are related to contents of Geography and History.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to the topic.

- Organization and use of ICTs, digital whiteboard, tablets, books, etc. when researching.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of communication strategies when working in groups.

- Confidence and initiative to express themselves in the oral presentations, and other communicative situations.

- Continuous reflection on self- learning through all the activities.

MODULE 4

- Identification of the most significant features related to the origins of the English language.

- Knowledge of the most relevant cultural aspects of English speaking countries.

Likewise, this unit embraces all the cross-curricular contents except for the Environmental education.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: tablets, websites, books, digital whiteboard, and cardboard.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

VIII. UNIT 6 *TOURISM AND ITS EFFECTS ON CULTURE AND CLIMATE CHANGE*

❖ The unit is adapted from a real project found in *Teach 21 Project based learning* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.

❖ The topic of this project is the effects of tourism on culture and climate change in English speaking countries. We find the topic rather interesting, since it involves real world situations. In addition, students will elaborate a clip, which

could be very motivating.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral activities, research and select sources, control over their own learning, use ICTs, interact and respect others, and comprehend how tourism may affect English speaking countries.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (group discussion, informal presentation and presentation of the clip) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

- Express opinions in group discussion when selecting the country they would like to investigate about. (EC 2, 5)

- Express opinions when elaborating the clip in groups. (EC 2, 5)

- Analyze and select information when researching so as to elaborate the clip. (EC 1, 3, 6, 7)

- Present ideas orally through informal presentations of the selected country. (EC 2, 4, 5, 6, 7, 8)

- Understand written texts during the process of research and short texts included in the clips. (EC 1, 3, 5, 8)

- Write short texts included in the clips. (EC 4, 5, 6, 7, 8)

- Use ICTs when investigating and creating the clips. (EC 7)

- Prepare a final clip, one for each group, compiling the information previously obtained through research. (EC 2, 4, 5, 6, 7, 8)

- Comprehend oral texts in informal presentations and clips. (EC 1, 5, 8)

- Apply language knowledge in clips, presentation, and investigation. (EC 5, 6)

- Summarize ideas after research and in the group discussions. (EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

- Understanding and spontaneous production of messages, using vocabulary related to tourism, climate change and culture, in group discussion and elaboration of the clip.

- Understanding of oral presentations and clips.

- Oral production of presentations.

- Spontaneous participation through group discussion and elaboration of the clip.

- Use of strategies of communication such as negotiation of meaning or clarification requests, during the group discussion, presentations and elaboration of the clip.

MODULE 2

- Use of the Internet and newspapers for the research process.

- Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

- Use of formal language when writing the short texts in the clips.

- Use of informal language when choosing the country object of their investigation, informal presentations and elaboration of the clip.

- Adequate composition of the clip.

- Correct use of spelling and different punctuation when writing the short texts included in the clip.

- Interest in a careful and clear presentation of the clip.

MODULE 3

- Understanding of vocabulary related to tourism, culture and climate change. The topics are related to contents of Geography, History and Science.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to the topic.

- Organization and use of ICTs, newspapers when researching, and for elaborating and presenting the clip.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of communication strategies when working in groups.

- Confidence and initiative to express themselves in the oral presentations, and other communicative situations.

- Continuous reflection on self- learning through all the activities.

MODULE 4

- Identification of the most significant features of English speaking countries.

- Knowledge of the most relevant cultural aspects of English speaking countries.

Likewise, this unit embraces all the cross-curricular contents.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: tablets, websites, newspapers, Movie Maker.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

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&tsele2=110 (Annexes 1, 2, 3)

ANNEXES

Annex 1 Rubrics

Presentation	Below Standard Knowledge → Comprehension	At Standard Application → Analysis	Above Standard Evaluation → Synthesis
Physical Attributes	• Student(s) do not dress appropriately. • Student(s) do not maintain proper body language. • Student(s) eat, drink, or chew gum during presentation • Student(s) fidget, hiding behind objects, and play with objects, etc. • Student(s) do not face audience.	• Student(s) dress appropriately for the presentation. • Student(s) maintain proper body language. • Student(s) do not eat, drink, or chew gum during presentation • Student(s) refrain from fidgeting, hiding behind objects, playing with objects, etc. • Student(s) face audience.	• In addition to the At Standard criteria: • Student(s) dress to enhance the purpose of the presentation. • Student(s) use body language to enhance the purpose of the presentation. • Student(s) use physical space and movements to enhance the purpose of the presentation.
Oral & Verbal Skills	• Student(s) use oral fillers (uh, ok, etc.) • Student(s) pronounces words incorrectly. • Student(s) do not speak loudly and clearly. • Student(s) uses tone and pace that obscures communication. • Text contains errors. • Student(s) reads from notes.	• Student(s) use minimum of oral fillers (uh, ok, etc.) • Student(s) pronounce words correctly and in Standard English. • Student(s) speak loudly and clearly. • Student(s) speak at a pace and in a tone that allows clear communication to the audience. • Text displayed during the presentation is free of spelling, usage or mechanical errors. • Student(s) possess notes but do not read from them.	• In addition to the At Standard criteria: • Student(s) modify pronunciation of words to enhance presentation. • Student(s) modulate volume and tone to enhance presentation. • Student(s) modulate pace and tone to enhance presentation. • Student(s) use slang, jargon or technical language to enhance presentation. • Student(s) speak from memory and make only passing reference to notes or cards.
Organization & Structure	• Student(s) do not begin and end on time. • Student(s) do not provide preview/review. • Student(s) do not provide clear and definable opening and closing. • Student(s) do not have all required materials ready. • Student(s) have not practiced presentation. • Student(s) do not demonstrate flexibility.	• Student(s) begin and end on time. • Student(s) provide preview and review of main ideas. • Student(s) provide clear and definable opening and closing. • Student(s) have all required materials ready for use. • Student(s) have practiced order of presentation. • Student(s) demonstrate flexibility in the face of technical or contextual problems.	In addition to At Standard criteria: • Students(s) provide written notes, brochures, overviews, etc. • Student(s) create an opening that is engaging (provides a hook for audience) and a closing that re-enforces key understandings. • Student(s) demonstrate planning for technical and contextual problems.
Technical Attributes	• Technical features of display boards,	• Technical features of display boards, PowerPoints, websites,	In addition to At Standard criteria: • Technical features of display

	PowerPoints, websites, audio, video, etc., distract audience from the content and purpose of presentation. • Technical features do not demonstrate care in creation, including editing, proofreading, finishing.	audio, video, etc. do not distract audience from the content and purpose of the presentation. • Technical features demonstrate care in creation, including editing, proofreading, finishing.	boards, PowerPoints, websites, audio, video, etc. enhance the purpose of the presentation. • Technical features demonstrate creativity, thorough research and careful planning.
Response to Audience	• Student(s) do not provide appropriate oral responses to audience questions, concerns, comments. • Student(s) do not adapt their presentation based on questions, concerns or comments from audience.	• Student(s) provide appropriate oral responses to audience questions, concerns, comments. • Student(s) make minor modifications to their presentation based on questions, concerns or comments from audience.	In addition to At Standard criteria: • Student(s) incorporate audience questions, comments and concerns into their presentation. • Student(s) display willingness and ability to move away from their script/plan and modify presentation based on audience response.

Annex 2 Peer assessment

Collaborative Work Skills
Peer Review

Evaluate each of your peers according to the following criteria:

4= Usually
3= Sometimes
2=Occasionally
1= Rarely
0=Never

Group   Member's
Name:_____

1. _____ When participating in group and class discussion, this member

     provides useful ideas.

2. _____ This group member's work is of the highest quality.

3. _____ This group member utilizes his/her time well in the group setting

     and as an individual completing tasks necessary for the function

of the group.

4. _____ This group member works hard as a problem-solver for the group.

5. _____ This group member always has a positive attitude towards other group members and the project.

6. _____ The group member is focused and on-task.

7. _____ The group member always comes prepared.

8. _____ The group member puts much effort into his/her work.

9. _____ The group member often makes suggestions to make the group or work better.

10. _____ The group member works well with other members of the group.

Comments:

Annex 3 Questionnaire of the learning process

End of Project Questionnaire

1. What was the best part of this project?

2. What part was your least favorite?

3. If you had it to do over again, what would you do differently?

4. What did you learn about working collaboratively?

5. What new technology skills do you think you acquired?

6. What skills do you think you will take with you from this project?

7. What grade would you assign yourself for the ENTIRE project? Why?

8. What was most helpful?

9. What was least helpful?

10. What suggestions would you make to me about implementing or modifying the project?

6.2 APPENDIX 2: LEARNING UNIT PLAN

Learning Unit Plan, 4th Year of Secondary Education; Subject: 68564 *Diseño, Organización y Desarrollo de Actividades para el Aprendizaje de Inglés* (2014-15); Teachers: Enrique Lafuente Millán and Victoria Gil.

LEARNING UNIT PLAN: TRAVELLING

68564 Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés

Inés Esteban Díaz

Priscila Garzón Beltrán

ACADEMIC YEAR: 2014-15

INDEX

1. INTRODUCTION

1.1 JUSTIFICATION

The present Learning Unit intends to develop speaking, listening, writing and reading as it integrates all of them in the teaching-learning process. Because it follows a communicative approach, all the skills will be reinforced.

This learning unit is aimed at 4th year of E.S.O and the chosen topic is travelling; therefore the main purpose is for students to be able to communicate in the target language in relation to the topic. According to the Aragonese Curriculum (LOE), students at this stage of education are meant to deal with topics close to their experience and interests, adequate to their age and competence. Furthermore, a school trip abroad at the end of this year is taking place so it seems a motivating and meaningful topic for students.

In the process of elaborating our learning unit, the communicative approach has been taken into account. The Communicative Language Teaching is the current instructional approach regarding English language teaching, according to the Common European Framework of Languages (2001). As it is claimed by Larsen-Freeman (2000), CLT aims at students´ communication in the target language. In addition, for that purpose, students need knowledge of the linguistic forms, meanings, and functions. CLT aims at real life communication in the classroom. Therefore, the goal of our learning unit, based on CLT, is that students are able to communicate effectively regarding the topic of travelling, which seems indeed meaningful to them.

1.2 CONTEXTUALIZATION

The educational centre is a state school located in Zaragoza, zone 6. The learning unit plan addresses 4th year of E.S.O, since the activities we are going to propose require a number of knowledge, skills and attitudes to be completed successfully. Regarding the Aragonese Curriculum, we assume that students at this stage of education have acquired these.

The Aragonese Curriculum sets the level that students should be accomplishing this year in terms of the different skills:

- Speaking: use of different communication strategies in communicative situations
- Listening: understanding of specific, main and relevant ideas in communicative situations
- Writing: writing of cohesive and coherent communicative texts
- Reading: understanding of general and specific ideas in communicative texts

Bearing this in mind, it is assumed that student´s level of English in all the skills is approximately A2-B1. Hence, our learning unit plan intends to develop all these skills, taking their level of competence, which is stated in the Aragonese Curriculum, into account in relation to the topic of travelling.

Regarding readiness, Krashen (1981 in Brown 2000) states, in his Input Hypothesis, that in order for second language acquisition to occur, learners should be exposed to input just beyond their current competence (i + 1). Therefrom, we have looked at the Curriculum to ensure that students are ready to be exposed to the input provided through our learning unit, so that they can eventually acquire the necessary skills, strategies and knowledge for communicating successfully.

Concerning students´ interests, the topic chosen seems to be meaningful to them, as they will be travelling abroad at the end of the school year and the knowledge, skills and strategies acquired may be used in real life situations. In addition, it is a motivational topic to bring into the classroom as it is close to the students´ interests, engaging them in communication through the different communicative activities.

It seems difficult to state the students´ previous knowledge, as it often involves the learners´ personal background, which can be rather different from one another. However, the evaluation criteria in the Aragonese Curriculum for the previous academic year, do mention certain abilities students should have acquired previous to the present year.

The classroom does not have any student with special needs nor particular circumstances. Hence, there is no need for curricular adaptations. Nevertheless, learners´ different individual needs (diversity of learning styles) are met through the

different activities proposed in our learning unit. Moreover, it fosters differentiation as the activities aim at students´ different levels.

1.3 ORGANIZATION OF LEARNING UNIT

The following learning unit plan consists of 3 lesson plans, being 6 sessions in total. It is designed to be taught just before and after Easter break, since the topic suits this time of the academic year because students have an opportunity to travel and put into practice what they are learning.

In the sequencing and organisation of the lessons, several factors were taken into consideration:

- Task-based approach: warm up, pre-task, main task and post-task
- Communicative language teaching: scaffolding, purpose, context, authentic, outcome

2. LEARNING UNIT OF WORK

2.1 CONTRIBUTION TO THE KEY COMPETENCES

Concerning the epistemological framework, our learning unit design contributes to promote six of the eight key competences developed by the Council of Europe in 2006. These are as follows:

(2) Communication in foreign languages (e.g. Lesson 2 Stage 1 Activity 1a), (4) Digital competence (e.g. Lesson 3 Stage 2 Activity 1a), (5) Learning to learn (e.g. Lesson 1 Stage 1 Activity 2d), (6) Social and Civic Responsibility (e.g. Lesson 1 Stage 1 Activity 2g), (7) Sense of initiative and entrepreneurship (e.g. Lesson 1 Stage 2 Activity 1a) , (8) Cultural Awareness and Creativity (e.g. Lesson 3 Stage 2 Activity 1a).

Communication in one´s Mother Tongue (1) and Mathematical Competence and Basic Competences in Science and Technology (7) are not included within the learning unit as they are not relevant for any of the lessons.

According to the Common European Framework of Languages (2001), the learning of English language also contributes to the development of the specific communicative competences of the language: linguistic, pragmatic and sociolinguistic competences.

The cross-curricular contents we deal with through our learning unit plan are:

- Education for tolerance
- Education for coexistence
- Moral and Civic Education
- Education for equality of opportunities

2.2 OBJECTIVES

At the end of this learning unit, students will be able to achieve all the eight criteria needed for fourth year of E.S.O, according to the LOE Curriculum.

From a general perspective, at the end of this course plan, students will be able to:

- Express opinions orally and in writing
- Express ideas orally and in writing
- Analyse and select information
- Present ideas coherently and cohesively in speaking
- Understand written texts
- Write shorts texts
- Present ideas coherently and cohesively in writing
- Use of ICTs
- Reach an outcome by means of interpersonal communication and cooperative work
- Reach an outcome by means of autonomous work
- Comprehend oral texts
- Apply language knowledge in written and oral productions
- Summarise ideas
- Use language knowledge, skills and strategies to assess peers
- Analyse and reflect on the use of the language

The minimum degree of achievement for each of the eight evaluation criteria is:

- Global understanding of diverse oral messages in different formats. (EC 1).
- Oral transmission of ideas and opinions, comprehensible to the listeners. Not much emphasis on accuracy. (EC 2).
- Global understanding of written messages in different formats. (EC 3).
- Written transmission of information, comprehensible and coherent to the readers. Not much emphasis on the formal aspects of language. (EC 4).
- Adequate application of previous and present knowledge of the language in the different activities. Correct use of verb tenses, reasonable application of informal language style, essential vocabulary and expressions related to the topic (EC 5).
- Critical analysis and selection of information. Use of at least one source. Internalisation of the knowledge obtained through research. Interest in learning by means of daily work. Effort and respect towards teacher and classmates. Active participation in group and pair work. (EC 6).
- Compilation of information through the use of ICTs (websites, online dictionaries, videos…). (EC 7).
- Communication in English in the classroom. Not much emphasis on accuracy. (EC 8).

2.3 CONTENTS

The contents of the learning unit are organised as follows:

General contents integrated in 4 modules, drawn on the curricular contents for fourth year of E.S.O that appear in the LOE Curriculum. These are the ones concerning our learning unit:

Module 1. Listening, speaking and conversation

- Understanding and spontaneous production of messages about topics related to learners´ personal experiences and interests as individuals and groups.

- General and specific understanding of oral texts from different sources (clips, oral presentations…)
- Oral production of descriptions, narration and explanations about the topic.
- Spontaneous participation in communicative situations in the classroom: group discussion, pair work.
- Use of strategies of communication in order to solve difficulties during the communicative interaction. Negotiation of meaning.
- Use of comprehension strategies for oral texts.

Module 2. Reading and writing

- Use of different sources, on paper, digital format or multimedia support, in order to solve information problems related to the topic proposed.
- Identification of the sender´s intention through both verbal and nonverbal communication. Emails.
- Use of the appropriate linguistic code for the reader to whom the text is addressed.
- Composition of different texts, in response to specific communicative situations with coherence and cohesion. Elaboration of emails, oral presentations.
- Correct use of spelling and different punctuation.
- Interest in a careful presentation of written texts on paper and digital format. PowerPoint presentations among others.
- General and specific comprehension of authentic texts related to learners´ personal experiences and interests.
- Further autonomous reading related to the students´ interests.

Module 3. Language awareness and reflections on learning

Reflection on the language in communication

- Understanding and use of common expressions and vocabulary about topics of interest.
- Recognition and application of basic sociolinguistic keys in communication, in aspects such as informality, courtesy, among others.
- Understanding and use of communication structures and functions appropriate to different situations.

- Recognition and application of basic elements of structuring the discourse related to the type of text in communication.

Reflection on the process of learning

- Applications of strategies so as to organise, acquire, remember and use vocabulary.
- Organisation and use of resources for the learning process. Dictionaries, ICTs and communication.
- Participation in the assessment of the learning process and peer assessment.
- Acceptance of error and positive attitude towards it as part of the learning process.
- Interest in maximising the learning opportunities, not only in the classroom but also outside.
- Development of attitudes, procedures and strategies that allow cooperative work.
- Confidence and initiative to express themselves in both speaking and writing.
- Reflection on self-learning.

Module 4. Sociocultural aspects and intercultural awareness.

- Appreciation of the importance of the target language in international relationships.
- Appropriate use of linguistic forms associated to specific situations of communication.
- Interest and initiative in communicative exchanges with other learners in the classroom.

2.4 METHODOLOGY

The methodological guidelines of the Aragonese Curriculum are based on CLT. Among them, our learning unit plan includes:

- The integration of skills and competences
- The presentation of real communication situations
- The diversity of tasks situations and texts
- The use of authentic materials
- A constructivist view of learning

- The participation of learners in decision making process
- The promotion of learner´s responsibility by means of cooperative and collaborative work
- The evaluation counts both for marks and possible courses of action

As previously mentioned, CLT has been taken into account when designing our learning unit plan. Within it, a task-based approach has been followed for the whole learning unit. According to Willis (2007), TBT allows students to engage in real communication in the classroom by designing tasks that require students to use the language for themselves.

Ellis (2003) mentions three main stages that we have born in mind so as to design each of our lesson plans: pre-task, during task or main task and post-task. At the pre-task stage, students are given scaffolding and a clear purpose as a preparation for the main task. Some of the activities we have designed for this stage are included in what Willis (2007) calls listing, such as brainstorming ideas related to travelling. The pre-task stage, among others, aims at: activating students´ previous knowledge, introducing and contextualising the topic, providing students with knowledge, strategies and skills, and giving students a clear purpose so as to motivate them to complete the task.

The during-task stage is oriented to the use of language as a means to communicate in a specific situation. At this stage, students are required to use the knowledge, strategies and skills already acquired. The following activities are examples of main tasks included in our learning unit: oral presentation about an ideal trip, email convincing a classmate to visit a particular location.

The post-task stage considers three options, although our learning unit plan proposes a focus on form, by means of different activities: peer assessment of the emails, reflect on teacher´s feedback on the performance.

Regarding the characteristics of a task, we have considered the ones stated by Ellis (2003):

1) A task is a plan for students to achieve

2) It focuses on meaning

3) It resembles real world situations

4) It deals with any of the 4 skills: listening, speaking, reading and writing

5) It requires learners to use cognitive processes: selecting, analysing, reasoning…

6) It has a clear communicative outcome, which is assessed

Basing our learning unit plan on the methodology previously described, the contents are included in the activities proposed in the various lesson plans, and the assessment of these is greatly related to the outcome demanded from the main task.

The different activities proposed allow various types of interaction: teacher- student and students-students. The first type of interaction occurs, for instance, when the teacher gives instructions or asks students to express ideas (brainstorming). The third type of interaction occurs in group and pair work activities. We believe all types of interaction are fostered through our learning unit.

Besides promoting interaction, in order to achieve communication on the part of students, several factors affecting classroom management are emphasised, such as giving instructions, teacher´s monitoring and feedback, use of visual aids, and use of the target language in the classroom.

Regarding giving instructions, Scrivener (2005) states teacher´s use of the target language helps to promote learning as students are constantly exposed to rich comprehensible input. Use of frequent eye-contact, body language and gestures help students understand what is required. Furthermore, by giving clear instructions to students, they become aware of what is demanded from them throughout the lesson, helping us to maintain the previous organisation of the lesson.

Concerning teacher´s monitoring and feedback, as reported by Brown (2001), is the teacher´s task to provide an adequate balance between positive and negative feedback so that encouragement for communication is given, without ignoring crucial errors; and such attention to crucial errors does not discourage learners from attempting to speak. Therefore, positive and negative feedback is provided in each of our lessons. However, the time of correction depends on the activity. At times correction is given immediately, and in other occasions feedbacks is given once the activity is finished.

Use of visual aids also supports students in their understanding. In our learning unit, we make frequent use of pictures, real objects, PowerPoint presentations, videos and the board. Therefrom, helping students throughout the learning process.

The target language will be used at all times, not only by the teacher but also by students. In this way, helping students develop their oral communicative production. However, as Ur (1999) claims, sometimes it is preferable to use the students´ mother tongue when there may be communication breakdowns in the target language.

2.5 EVALUATION OF TEACHING AND LEARNING PROCESS

The evaluation of the teaching-learning process will be carried out by means of different tools:

- Journal where the teacher reflects on daily impressions of the classroom context, what works and does not, and the learners´ needs. It will be filled in during the whole teaching process. However, at the end of the learning unit, it can be used for a final reflection.
- Peer observation (Appendix 5.1). A teacher´s colleague will observe one or more of the lessons and will fill in an observation form, commenting on possible improvements of the teaching process.
- Questionnaire of the teaching process and learning unit plan (Appendix 5.2). Students will evaluate the teacher´s performance and the learning unit effectiveness at the end of it.

All the results will be taken into consideration so as to maintain our strengths as effective teachers and improve our weaknesses.

2.6 ASSESSMENT CRITERIA AND TOOLS

The evaluation will be continuous in order to measure the degree of attainment of the students´ learning objectives. The following instruments will help overcome this purpose:

- Rubrics to assess speaking (Appendix 5.3) and written performance (Appendix 5.4)
- Peer assessment checklist (Appendix 5.5)
- A diary to collect daily information about students´ performances in the classroom

The grading criteria we have followed in this learning unit plan are:

13% to EC 1, 14% to EC 2, 10% to EC 3, 13% to EC 4, 12% to EC 5, 14% to EC 6, 10% to EC 7, and 14% to EC 8.

After taking into account all the percentages, the final results will be marked out of 10. Students must obtain a minimum of 5 per criterion in order to achieve the minimum requirements.

3. LESSON PLANS

3.1 LESSON PLAN 1

Lesson 1 (3 sessions)

Unit of work: Travelling   **Title of the lesson**: Let´s travel!

Grade: 4° ESO   **Number of students:** 24

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Express ideas orally regarding the travelling items
- Express ideas in writing regarding the travelling items
- Apply language knowledge of verb patterns in writing
- Analyse and reflect on the use of verb patterns in order to make a rule
- Create a rule about verb patterns by means of interpersonal communication when working in groups

- Analyse and select information of the form and content of an email in order to obtain the correct layout

- Rearrange the parts of an email in the appropriate order according to its layout in cooperative work

- Analyse different sentences and select the ones corresponding to particular sections of an email

- Reorganise sentences, in groups, according to a particular section of an email

- Comprehend an email to infer the expressions needed to complete it

- Comprehend an email to identify the different sections of it

- Compose an informal email, using the specific layout , vocabulary, verb patterns and expressions

- Describe a travelling destination and narrate a travelling experience in writing

- Organise the email in a coherent and cohesive manner

- Write an informal email by means of working in groups

- Comprehend a classmates´ email to reflect on the use of verb patterns, expressions, vocabulary and layout related to travelling in group work

- Reflect on the use of verb patterns, expressions, vocabulary and layout of their own group composition

- Express ideas orally when sharing information with the whole class about the trip students have read

- Express opinions and justify decisions when voting for the best trip

MATERIALS: suitcase containing travelling items, verb patterns worksheet (Appendix 5.6), clues of paragraphs (Appendix 5.7), PowerPoint slide 1 (Appendix 5.8), Scrambled sentences (Appendix 5.9), PowerPoint slide 2 (Appendix 5.10), Model text (Appendix 5.11), PowerPoint slide 3 (Appendix 5.12), Students´ checklist for writing (Appendix 5.13).

ACTIVITIES:

STAGE I. Pre-task: 2 hours 25 minutes

1. **Warm-up:** Teacher-students

    a. The teacher explains students that he/she is going on a trip abroad with his/her friends. The teacher brings a suitcase to the classroom with different travelling items in it, the teacher shows the items and asks students to say aloud what the names for these items are.

I am going to travel to London this weekend with a couple of friends. Here is my suitcase, I have packed a few things. Do you know the name for this?

Yes, that´s right! It´s a raincoat! Do you think I will need this in London?

2. **Scaffolding:** Teacher-students, students-students

    a. The teacher introduces the topic of travelling to students and explains the main task, which is writing an email to a group of classmates to narrate and describe a place they have visited before in order to come up with interesting locations for the school trip that takes place in June. The teacher explains that in order for students to complete the main task, they will need: vocabulary, verb patterns and layout of the email. Then, the teacher asks students to individually choose one object from the suitcase, and share it aloud along with the student´s name. The next student will have to do the same and repeat what the other one said, and so on with the rest of the students so as to review vocabulary.

Say your name and the object you choose. You can only repeat an object when your classmates have chosen all the objects.

Yeah, so you mean a hat? Well, it is a hat but it is to protect you from the sun….so, it is a…?

    b. In cooperative groups of 3, students write down 3 things they have chosen before (one object per each student) by making a sentence (e.g. *I took an umbrella to Galicia*), and hand the piece of paper to the teacher with their names. The teacher reads aloud each paper, and the rest of the

students have to guess/remember which group has written down those 3 items.

c. The teacher reminds students of the main task and tells them that verb patterns are very useful when talking about travelling. Students are explained what verb patterns are but are not told how to use them yet. Students are given a worksheet which they have to complete individually using different verb patterns in the context of travelling. The teacher tells students to check theirs answers with their partners before correcting the activity aloud.

d. In cooperative groups of 3, the teacher asks them to come up with a rule about the use of verb patterns inferring it from the previous activity. One student from each group writes their idea on the blackboard. After that, the teacher tells students that there are not fixed rules in this case, but there are some thumb rules, and explains these to students using some of the ideas they have written on the blackboard if possible.

e. The teacher asks students to individually complete their sentence from activity c, using a verb pattern from activity d (e.g. *I took an umbrella to Galicia because I didn´t want to get wet)*. Students share their sentences aloud and next, they are asked to write down 4 more following the previous model and hand it to the teacher. In this way, the teacher monitors the students´ learning process.

f. The teacher reminds students of the main task and tells them now they know some vocabulary and verb patterns, they will also need the layout for writing an informal email. In groups of 4, the teacher hands in clues of the content and form of an informal email and they have to arrange it so as to get the adequate form and content (scrambled and sequencing). The teacher shows the correct layout in a PowerPoint slide.

g. Students are given pieces of paper (one/ two for each student) containing sentences or expressions related to the different sections of the email. Students have to walk around the classroom looking for other classmates who have similar expressions and decide if they correspond to

introduction, body, conclusion or sign offs. The teacher shows the correct answer in a PowerPoint slide.

Now, walk around and look for similar expressions. When you find one, decide with your group if you are introduction, body, conclusion or sign offs.

h. Students, individually, are provided with a model text before they start composing their own drafts. The model is incomplete, so they will have to fill it in with expressions they have previously worked with. In addition, students will have to identify the different sections of the email: introduction, body, conclusion and sign offs. Students are given some time to check answers in pairs. The teacher shows the completed model in a PowerPoint slide.

STAGE II. Main writing task: 35 minutes

1. **Composing draft:** Teacher- students, students- students

a. The teacher explains students they are now going to compose their own draft of an informal email in groups of 3. The teacher explains they have to write an informal email to other classmates, narrating a trip and describing the location they have visited in that trip so as to give ideas for possible destinations to go on their school trip. The email could be based on a real or imaginary experience. The teacher gives them a checklist (Appendix 5.13) which will help them be aware of what must be included.

Differentiation: high level students will be able to include other verb patterns and vocabulary related to the topic that have not been introduced in the previous sessions of this lesson plan. Lower level students, however, can stick to the content taught in the previous sessions of this lesson. In this way, differentiated learning is addressed.

So now it´s time to create a draft, a first version of your own informal email. Remember you have to write to your classmates to tell them what you did on a trip and where did you go. Don´t forget you are giving ideas of possible destinations for your school trip of June.

This is a checklist that will help you to see what you need to include in your email and what will be assessed. Remember to include the vocabulary, verb patterns and form and be careful with the language you use. Remember you are writing to your classmates, so it´s informal.

2. **Group-work editing:** Teacher-students, students-students

   a. When they have finished writing their first drafts, students are asked to pass them to other classmates. Students will check the drafts and identify mistakes if needed to help their classmates revise their work before composing the final version.

Time up! Pass your emails to your face partners. Look at the possible mistakes and mark them. When you finish, give them back.

3. **Revising and reformulating:** Teacher- students, students- students

   a. Students have the opportunity to reflect on their classmates´ comments, which will help them improve their final written version. The teacher will be monitoring students so as to clarify likely misinterpretations. The teacher will collect all the writings for correction.

Now, have a look at the comments and think about how to improve or finish your writing.

STAGE III. Post-task: 10 minutes

1. **Focus on meaning:** teacher-students, students-students

   a. The teacher tells students they have to share aloud the trip they have read (whole group discussion). They will vote for the best trip, which could become a possible destination for the school trip taking place in June.

ASSESSMENT: The students´ process of learning will be assessed by means of collecting the activity e) at Stage I. Since the main task integrates all the knowledge,

strategies and skills previously acquired through different activities that work as scaffolding for students, it is used as an assessment of the learning process. The main task, which is the informal email, is assessed in relation to a rubric (Appendix 5.3). Furthermore, a diary will collect observations of students´ performances throughout the 3 sessions of this lesson plan.

FEEDBACK: When the focus of the activity is on accuracy, the teacher either corrects immediately or signals for self-correction or invites for peer correction (e.g. Stage 1 Scaffolding Activities a, c, e). On the other hand, when the focus of the activity is on fluency, the teacher waits for the activity to finish in order to correct any mistakes (e.g. Stage 3 Activity 1 a).

3.2 LESSON PLAN 2

Lesson 2 (1 session)

Unit of work: Travelling   **Title of the lesson**: How do I get to…?

Grade: 4º ESO   **Number of students:** 24

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Express ideas orally regarding the Easter break holidays
- Comprehend a video about giving and asking for directions to understand the general idea
- Comprehend a video about giving and asking for directions to identify expressions related to the topic
- Describe how to get to different places orally by giving directions
- Formulate questions to ask for directions

- Locate a particular destination on a map

- Discuss on the closest house to the school in pairs

- State the closest house to the school after a previous discussion in pairs

- Write the directions given by their partner in a coherent way

MATERIALS: video (Appendix 5.14), handout (Appendix 5.15), map A (Appendix 5.16), map B (Appendix 5.17), PowerPoint slide (Appendix 5.18).

ACTIVITIES:

STAGE I. Pre-task: 30 minutes

1. Warm-up: Teacher-students, students-students

a. The teacher reminds students about the topic of the unit and briefly explains the main task of this lesson. Then, the teacher tells students that he/she has been to Rome during the Easter break. The teacher asks a few students if they have travelled abroad during the Easter break. Then, students are required to work in pairs and tell their partners where they have been to or if they have not, they could tell where they would have liked to go and why. After that, the teacher asks students to report to the whole class what their partners have explained.

Do you remember what topic we talked about last lesson? Yes, travel! I´ve just come back from Rome! It was awesome! Have you travelled this Easter? Where?
Tell the person next to you where you went and if you haven´t travelled, tell where you would like to go and why.

2. Scaffolding: Teacher-students

a. The teacher explains students that when travelling, there is something important they need to know and this is giving and asking for directions. The teacher tells students they are going to watch a video related to asking and giving directions. Students listen once and are given a handout

(Appendix 5.15) with questions referring to meaning and form. The first time students listen; they are required to answer the questions related to meaning. Then, students correct the activity aloud.

b. Students watch the video again and answer the questions related to form. Then, students correct the activity aloud.

STAGE II. Main speaking task: 20 minutes

1. **Role play:** Teacher- students, students- students

a. Now that students are familiar with the essential vocabulary and expressions of this lesson, each student is given a map with certain places indicated on it, while the rest are blank buildings. In pairs, student A is given 2 contexts (Appendix 5.16) while student B is given 2 other contexts (Appendix 5.17) in which for a given reason they have to get to a specific place (that, obviously, is not on their own maps: the hospital, the bar, the sporting goods store…). They need to ask and give directions to their partners in order to locate and write down the place. The teacher monitors in order to make sure that students do not cheat by showing his/her map to their partner, thus revealing the answer. The teacher will show in a PowerPoint slide the map fully completed (Appendix 5.18).

STAGE III. Post-task: 10 minutes

1. **Focus on meaning:** Teacher-students, students-students

a. The teacher sets students in context: students simulate they are Erasmus students from an English speaking country who are staying in Zaragoza for an art course. As they have to do an assignment in pairs, students have to talk to each other, explain how to get to their own homes from the educational centre in order to find who lives closer to the school so as to meet there for the assignment and write it down. The teacher will

collect each pair´s activity so as to check the activity is successfully completed.

ASSESSMENT: The students´ process of learning will be assessed by means of collecting the activity a) at Stage III. Furthermore, a diary will collect observations of students´ performances throughout the whole lesson plan.

FEEDBACK: When the focus of the activity is on accuracy, the teacher either immediately corrects or signals for self-correction or invites for peer correction (e.g. Stage 1 Scaffolding Activity b). On the other hand, when the focus of the activity is on fluency, the teacher waits for the activity to finish in order to correct any mistakes (e.g. Stage 3 Activity 1 a).

3.3 LESSON PLAN 3

Lesson 3 (2 sessions)

Unit of work: Travelling   **Title of the lesson**: My ideal trip

Grade: 4${}^{°}$ESO   **Number of students:** 24

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Express ideas orally regarding the travelling items
- Analyse the vocabulary and select the word corresponding to their own picture
- Categorize the pictures when working in groups
- Express ideas and opinions orally to justify their choice regarding the category of their pictures
- Apply language knowledge to describe a word related to the topic
- Identify a word orally by listening to its description

- Express ideas orally when proposing a word for a description when playing the taboo in teams

- Comprehend a video to understand the general idea about ideal trips

- Comprehend a video to identify specific expressions when talking about ideal trips

- Express ideas orally regarding the videos played

- Analyse and select ideas from the video of ideal destinations for the main task

- Summarise ideas so as to include them in their oral presentations

- Create an informal presentation, using the vocabulary and expressions previously taught

- Present ideas orally when talking about their ideal trips

- Use of ICTs when researching and presenting their ideal trips

- Apply language knowledge, strategies and skills in their oral presentation of ideal trips

- Organise the oral presentation coherently and cohesively

- Create an oral presentation by means of working in pairs

- Create an oral presentation autonomously

- Comprehend their peers´ oral presentation to assess them by means of the checklist

- Reflect on their performances by reading the teacher´s feedback

- Express ideas and justify them in relation to the common mistakes occurred during the performances

MATERIALS: pictures (Appendix 5.19), taboo game (Appendix 5.20), video of ideal trips (Appendix 5.21), video of ideal destinations (Appendix 5.22), transcript of ideal destinations (Appendix 5.23), peer assessment checklist (Appendix 5.5).

ACTIVITIES:

STAGE I. Pre-task: 1 hour

1. Warm-up: Teacher-students

> a. The teacher reminds the topic of the unit and tells students about the main task of the lesson, which will be an oral presentation. Then, the teacher gives definitions of the vocabulary seen in the first lesson of this unit, and students have to remember the word for each of the definitions. In this way, students remember known vocabulary and activate their previous knowledge.

This is something you need to protect you from the sun and you wear it in your head, do you know what this is?

2. Scaffolding: Teacher-students, students-students

> a. The teacher writes the new vocabulary they will be working with in this lesson on the blackboard and gives pictures (each student has a different picture), related to the different vocabulary. Then, students walk around the classroom looking for other students who have a picture belonging to the same category and get together. Then, each group shows their pictures to the rest of the class and justifies their grouping.

Differentiation: As the teacher gives out the pictures to each of the students, the teacher will choose the easiest pictures to classify for the students with a lower level.

When you decide the category of your picture, find partners with the same category and get together.

So, are you sure that is a tour guide or is it a coach tour? What do you all think?

> b. The teacher explains the next activity to students, which is a taboo game, in which students will have the opportunity to work with old and new vocabulary. Students will form two teams (12 students in each team),

competing to win the game. The teacher will decide which team wins based on the points each team has scored.

So, now one person of team A comes to the front and takes a card. Remember that you have to explain the underlined word to your team, but you can´t use any of the 3 words below. If your team doesn't guess the word, it's the turn of team B.

Every turn, a different person of the team has to come to the front.

> c. The teacher plays a video of ideal trips, but for the first time students can only listen to it. Then, in a whole group discussion, students talk about the main ideas of the recording.

So where does the man want to go? What type of trip does he like?

Has the woman been to Armenia before? How do you know?

> d. Now students are allowed to watch the video as well as listen and are asked to identify useful expressions, since it serves as a model for the main task they will have to perform. The activity is corrected aloud and the most useful expressions are written down on the blackboard by the teacher, since they can be used as linguistic support for the main task. The teacher will tell students to pay attention to the layout of the presentation.

> e. The teacher plays a video of breath-taking destinations around the world, so as to give ideas to students about ideal destinations, helping them for the main task. The teacher reminds students that in the following session, they will have to perform the main task, and hands in a checklist containing the aspects to be assessed regarding the oral presentations. Therefore, they will have to research and prepare their presentations at home. The teacher reminds students that they have to bear in mind that the destination they choose could be considered for the school trip that takes place in June.

Differentiation: high level students will not be provided with the transcript of the video, whereas lower level students will. The teacher will explain students that the ones who

have the transcript will check if the other students have understood the main ideas of the video.

STAGE II. Main task: 35 minutes

1. **Oral presentation:** Teacher- students, students- students

    a. Students present their ideal trips individually or in pairs. They have from 1 to 2 minutes to perform. The teacher asks students to fill in the checklists provided in the last session, so that they can assess their peers on their performances. The teacher also explains he/she will be using a rubric containing the same assessment criteria so as to assess students. The teacher tells students that peer assessment will be taken into account when evaluating their performances.

Differentiation: The teacher previously selected the students who work in pairs or individually. In this way, lower level students will be performing in pairs and higher level students will do it autonomously.

In addition, students can select the format of their presentations (e.g. PowerPoint, pictures...).

STAGE III. Post-task: 10 minutes

1. **Focusing on form:** Teacher-students, students-students

    a. During performance, the teacher writes down feedback on each of the performances. At this stage, the teacher hands in written feedback to students so that they can reflect on their performances. The teacher monitors to help students understand the feedback and corrections.

    b. As a whole class discussion, the teacher will write on the blackboard the most common mistakes regarding form that have taken place during the students´ performances and will allow students to correct, discuss and give opinions about the mistakes.

The teacher tells students to complete a questionnaire regarding their opinions on the unit (Appendix 5.2).

ASSESSMENT: Since the main task integrates all the knowledge, strategies and skills previously acquired through different activities that work as scaffolding for students, it is used as an assessment of the learning process. The main task, which is an oral presentation, is assessed in relation to a rubric (Appendix 5.4). Furthermore, a diary will collect observations of students´ performances throughout the 2 sessions of this lesson plan.

FEEDBACK: When the focus of the activity is on accuracy, the teacher either corrects immediately or signals for self-correction or invites for peer correction (e.g. Stage 1 Scaffolding Activity d) or gives written feedback of the main task at the post-task stage (e.g. Stage 3 Activity 1 a). On the other hand, when the focus of the activity is on fluency, the teacher waits for the activity to finish so as to correct any mistakes (e.g. Stage 1 Scaffolding Activity b).

4. CONCLUSION

The elaboration of the unit learning plan led us to a reflection on its strengths and weaknesses. The unit plan follows a communicative approach; therefore the activities were designed to encourage communication on the part of the students in the target language at all times. Furthermore, there are a wide variety of activities to perform in terms of linguistic and conceptual difficulty, which not only address the different learning styles but also integrate the 4 skills (speaking, listening, reading and writing). The entire learning unit is appropriately contextualised in relation to a topic of the students´ interest, which is travelling. Since learners are going on a school trip at the end of the present academic year, it makes the teaching-learning process meaningful.

A large number of activities are designed to be completed in pairs or groups, addressing cooperative work. By means of working collaboratively, students are given opportunities to develop critical thinking, creativity, autonomous learning, among

others. However, working in groups or pairs may become a weakness of our learning unit plan. Since students are moving and changing seats at times, it may be disruptive for the atmosphere of the classroom. In addition, the teacher may find difficulties in ensuring that students are using the target language at all times.

Overall, though, we believe the methodology used along this unit seems effective for students to engage in communication in the English classroom. We have also realised that a careful and logical planning and sequencing become extremely relevant for the teaching-learning process, as it highlights a number of important factors such as the purpose and outcome of the lessons, and therefore, what students should be able to achieve by the end of each. Therefore, everything learned by making this learning unit plan will certainly help us in our future as teachers.

5. APPENDIX

5.1 PEER OBSERVATION SHEET

Adapted from class material

DIFFERENTIATED INSTRUCTION
CLASSROOM OBSERVATION FORM

School: _____   Grade: _____   Subject: _____   Period/Time: _____

Teacher: _____   Date: _____/_____/_____   Observer: _____

I. CONTEXT/GOAL SETTING	Strong	Some	None
1) Established clear **learning goals** (knowledge, understanding, skills).			
2) Linked new subject matter to **prior learning** and/or **experience**.			
3) Most students appear aware of and **understand** the learning goals.			
4) Provided **rubrics or other guides** to focus students on goals.			
5) **Closed the class** with a focus on goals/meaning of lesson.			
Comments:			

II. STUDENT ASSESSMENT	Strong	Some	None
1) Implemented & used results of **pre-assessment** to adjust the lesson.			
2) Implemented assessment **during lesson** to gauge understanding.			
3) Attended to **student questions/comments** during lesson.			
4) Implemented assessment at **end of lesson** to gauge student learning.			
Comments:			

III. ATTENTION TO INDIVIDUALS/BUILDING COMMUNITY	Strong	Some	None
1) **Talked** with students as they entered/exited class.			
2) Connected with **individual students** during class.			
3) Helped develop awareness of one another's **strengths/contributions**.			
4) Involved whole class in **sharing/planning/evaluating**.			
Comments:			

Strategic
Research

5.2 QUESTIONNAIRE OF THE TEACHING-LEARNING PROCESS

Adapted   from   Teach   21   website
http://wveis.k12.wv.us/teach21/public/project/Guide.cfm?upid=3395&tsele1=1&tsele2
=110

END OF UNIT QUESTIONNAIRE

1. What was the best part or activity of this unit?

2. What part or activity was your least favourite?

3. If you had to do it again, what would you do differently?

4. What did you learn about working collaboratively?

5. What skills do you think you have developed during this unit?

6. What mark would you give to yourself for the entire unit? Why?

7. What activities were most helpful?

8. What activities were less helpful?

9. What suggestions would you make to me about improving or changing the activities of the
unit?

5.3 RUBRIC TO ASSESS WRITING

Informal email writing	Below Standard	At Standard	Above Standard
Use of vocabulary and grammar	- Students do not apply the vocabulary taught in the lesson - Students apply the vocabulary taught in the lesson incorrectly - The text contains a great number of grammatical errors - The text contains a great number of spelling errors	- Students apply some of the vocabulary taught in the lesson - Students frequently apply the vocabulary taught in the lesson correctly - The text contains some grammatical errors - The text contains some spelling errors	- Students apply the majority of the vocabulary taught in the lesson and their own related to the topic - Students apply the vocabulary taught in the lesson correctly - The text rarely contains grammatical errors - The text rarely contains spelling errors
Organisation & Structure of informal email	- Students do not include all the sections of the email - Students include the sections of the email in an incorrect sequence - Students do not use informal layout of the email - The recipient of the email is not stated - The purpose of writing the email is not demonstrated - Students do not link ideas together in a cohesive way - Students do not link ideas together in a coherent way - Students do not write carefully in terms of legible handwriting, neat presentation and correct punctuation	- Students include the most relevant sections of the email - Students include the sections of the email in the correct sequence - Students use informal layout of the email adequately - The recipient of the email is somehow stated - The purpose of writing the email is somehow demonstrated - Students link the majority of ideas cohesively - Students link the majority of ideas coherently - Students frequently write carefully in terms of legible handwriting, neat presentation and correct punctuation	- Students include all the sections of the email - Students include all the sections of the email in the correct sequence - Students make outstanding use of informal layout of the email - The recipient of the email is clearly stated - The purpose of writing the email is clearly demonstrated - Students link all the ideas cohesively - Students link all the ideas coherently - Students always write carefully in terms of legible handwriting, neat presentation and correct punctuation
Use of verb patterns	- Students do not use any of the verb patterns taught in the lesson - Students apply the verb patterns taught in the lesson incorrectly	- Students use some verb patterns taught in the lesson - Students frequently apply the verb patterns taught in the lesson correctly	- Students apply the majority of verb patterns taught in the lesson and their own - Students use the verb patterns taught in the lesson correctly

5.4 RUBRIC TO ASSESS SPEAKING

Adapted from Teach 21 website http://wveis.k12.wv.us/teach21/public/project/Guide.cfm?upid=3395&tsele1=1&tsele2=110

Oral Presentation	Below Standard	At Standard	Above Standard
Oral & Verbal Skills	• Students pronounce words incorrectly • Students read from notes at all times • Students do not apply language knowledge, strategies and skills correctly • Students make unnecessary pauses when talking • The text, if displayed, contains a great number of errors	• Students pronounce the majority of the words correctly • Students do not read from notes constantly • Students apply some language knowledge, strategies and skills taught in the lesson correctly • Students talk with adequate fluency, although pausing at times • The text, if displayed, contains a few errors	• Students pronounce only a few words incorrectly and make frequent use of immediate self-correction • Students make rare use of their notes when presenting • Students apply the language knowledge, strategies and skills taught in the lesson and their own correctly • Students talk with outstanding fluency • The text, if displayed, does not contain errors
Organisation & Structure	• Students did not reach the minimum time of performance • Students do not begin and end on time • Students do not provide clear opening and closing of the presentation • The purpose of the performance is not demonstrated • Students do not link ideas together in a cohesive way • Students do not link ideas together in a coherent way	• Students just reach the minimum time of performance • Students begin and end just on time • Students somehow provide clear opening and closing of the presentation • The purpose of the performance is somehow demonstrated • Students link the majority of ideas cohesively • Students link the majority of ideas coherently	• Students reach the maximum time of performance • Students begin and end on time • Students provide clear opening and closing of the presentation • The purpose of the performance is clearly demonstrated • Students link all the ideas cohesively • Students link all the ideas coherently
Use of ICTs	• Students do not use any digital support.	• Students use some kind of digital support: pictures, websites, PowerPoint… • Students demonstrate a careful presentation in digital support	• Students use more than one digital support (e.g. PowerPoint slides and a website) • Students demonstrate a careful and outstanding presentation in digital support

5.5 PEER ASSESSMENT CHECKLIST

Based on the speaking rubric (5.4)

PEER ASSESSMENT CHECKLIST ON SPEAKING	✓	✕
Student(s) pronounce most of the words correctly		
Student(s) read from notes sometimes		
Student(s) use vocabulary and expressions learnt in the unit		
Student(s) talk without many pauses		
Student(s) show a text with only a few errors		
Student(s) perform during at least 1 minute		
Student(s) begin and end just on time		
Student(s) organise ideas comprehensively		
Student(s) use at least one digital support (website, PowerPoint, video…)		
Student(s) present a careful text		
Student(s) show a clear purpose of the performance		

5.6 VERB PATTERNS WORKSHEET (LESSON PLAN 1, STAGE 1, SCAFFOLDING ACTIVITY C)

> - **Fill in the gaps with the correct verb from the list and the verbs in brackets in infinitive or gerund, to form verb patterns related to travelling.**
>
> Decide- Enjoy- Choose- Seem- Avoid- Love- Expect- Need- Want
>
> 1. Nowadays we _____(hear) English in tourist areas.
>
> 2. I _____(travel) to relaxing places.
>
> 3. My girlfriend_____(walk) when she goes on a trip.
>
> 4. The English usually _____(go) to a warm place in summer.
>
> 5. If you _____(go) walking, a rucksack is easier to carry.
>
> 6. I _____(write) down the things I am going to visit in Paris.
>
> 7. You should take an umbrella to Galicia if you _____(not/get) wet.
>
> 8. I always _____(take) hundreds and hundreds of photos in my trips to Africa.
>
> 9. Peter often takes suncream to _____(get) sunburnt.

5.7 CLUES OF PARAGRAPHS

The following clues are given to each group, in a scrambled order for students to rearrange.

The greeting starts with Dear …, (we use a comma, not a colon (:)). But we can begin an email not only with Dear…, but also with Hi … or Hello… (Followed by a comma).

Here we ask about our friend's health, we thank her/him for his previous letter/email, we mention the reason for writing, etc.

Here we write the main subject/s of our letter/email, for example, we cancel something, we talk about our school/work/family/holidays, etc.

Here we ask the other person to write back, send her/him or her/his family our love, etc.

5.8 POWERPOINT SLIDE OF CLUES OF PARAGRAPHS

1) Greeting: We begin an e-mail with the greeting. We begin letters with Dear …, (we use a comma, not a colon (:)). But we can begin an email not only with Dear…, but also with Hi … or Hello… (Followed by a comma).

2) Introduction: Here we ask about our friend's health, we thank her/him for his previous letter/email, we mention the reason for writing, etc.

3) Body:Here we write the main subject/s of our letter/email, for example, we cancel something, we talk about our school/work/family/holidays, etc. When we talk about two subjects, we write two body paragraphs; when we talk about three, we write three paragraphs, and so on.

4) Conclusion: Here we write our closing remarks: we say goodbye, ask the other person to write back, send her/him or her/his family our love, etc.

5) Sign offs: We finish an e-mail with a Word or a few words followed by a comma.

5.9 SCRAMBLED SENTENCES

The following sentences will be cut off and each student will be given one or two.

Thanks for your e-mail.

It was great to hear from you.

How are you? I'm fine.

I hope you're well.

Thank you very much for your letter of December 1st.

I have some good news. I'm writing to tell you about my last holidays.

How's your family?

Write soon.

That's all for now.

I hope to hear from you soon.

Give my love to your sister.

Give my regards to your parents.

My mother sends her love.

Well, that's all my news.

First

Then

After a while

After that

Finally

Regards,

Lots of love,

Love,

Best wishes

5.10 POWERPOINT SLIDE OF SCRAMBLED SENTENCES

Greetings:
Hi Sara,
Dear Sara,

Introduction:
Thanks for your e-mail.
It was great to hear from you.
How are you? I'm fine.
I hope you're well.
Thank you very much for your letter of December 1st.
I have some good news. I'm writing to tell you about my last holidays.
How's your family?

Body:
First,
Then,
After a while,
After that,
Finally,

Conclusion:
Write soon.
That's all for now.
I hope to hear from you soon.
Give my love to your sister.
Give my regards to your parents.
My mother sends her love.
Well, that's all my news.

Sign offs:
Regards,
Lots of love,
Love,
Best wishes,

5.11 MODEL TEXT

Adapted from *Speak Out Pre-intermediate student´s book*

- **Look at the email and complete it with the correct words or expressions. Then, identify: introduction, body, conclusion and sign offs.**

_____ Mohamed,

_____. I enjoyed so much my trip to Southern Africa. It was great and I´m going to tell you everything about it because maybe you want to visit it too.

_____, I flew to Lesotho from Johannesburg. _____ I took a boat down the river for two weeks. I saw lots of interesting animals and plants. _____, it started raining heavily so I´m glad I had my waterproof clothes! _____, I went to Cape Town for a week to recover. _____, I caught the plane back home. I loved the trip but I got tired of living out of a rucksack!

_____.

Love,

Celine

5.12 POWERPOINT SLIDE OF MODEL TEXT

Adapted from *Speak Out Pre-intermediate student´s book*

Hi Mohamed,

How are you? I enjoyed so much my trip to Southern Africa. It was great and I´m going to tell you everything about it because maybe you want to visit it too.

First, I flew to Lesotho from Johannesburg. Then I took a boat down the river for two weeks. I saw lots of interesting animals and plants. After a while, it started raining heavily so I´m glad I had my waterproof clothes! After that, I went to Cape Town for a week to recover.
Finally, I caught the plane back home. I loved the trip but I got tired of living out of a rucksack!
Speak soon.
Love,

Celine

5.13 STUDENTS CHECKLIST FOR WRITING

CHECKLIST FOR WRITING	✓	X
Student(s) use vocabulary and expressions learnt in the unit correctly		
Student(s) pay attention to grammar and spelling		
Student(s) include the sections of the email in the correct sequence		
Student(s) use informal layout		
Student(s) include the recipient of the email		
Student(s) present ideas comprehensively		
Student(s) use clear handwriting, clean presentation and correct punctuation		
Student(s) use verb patterns learnt in the lesson correctly		
Student(s)´ purpose for writing is clearly mentioned		

5.14 VIDEO OF ASKING/GIVING DIRECTIONS

https://www.youtube.com/watch?v=6tRvWNld_t4

5.15 HANDOUT OF THE VIDEO

- **Answer the following questions about the video.**

1. What´s the man´s name?

2. What is happening in the video?

3. Where is the man?

4. How many people does the man talk to?

5. Who does the man talk to in first place?

6. Where does the man want to go? Why?

7. Does the man arrive at the right destination?

8. Is he happy in the end? Why?

- **Pay attention to the specific expressions used to ask and give directions and answer the following questions:**
1. Write down all the questions the man uses to ask for directions

2. Write down the cue words the two boys use to give directions.

3. Note down the expressions the woman uses to give directions.

4. What are the expressions the girl uses to give directions?

5.16 MAP STUDENT A
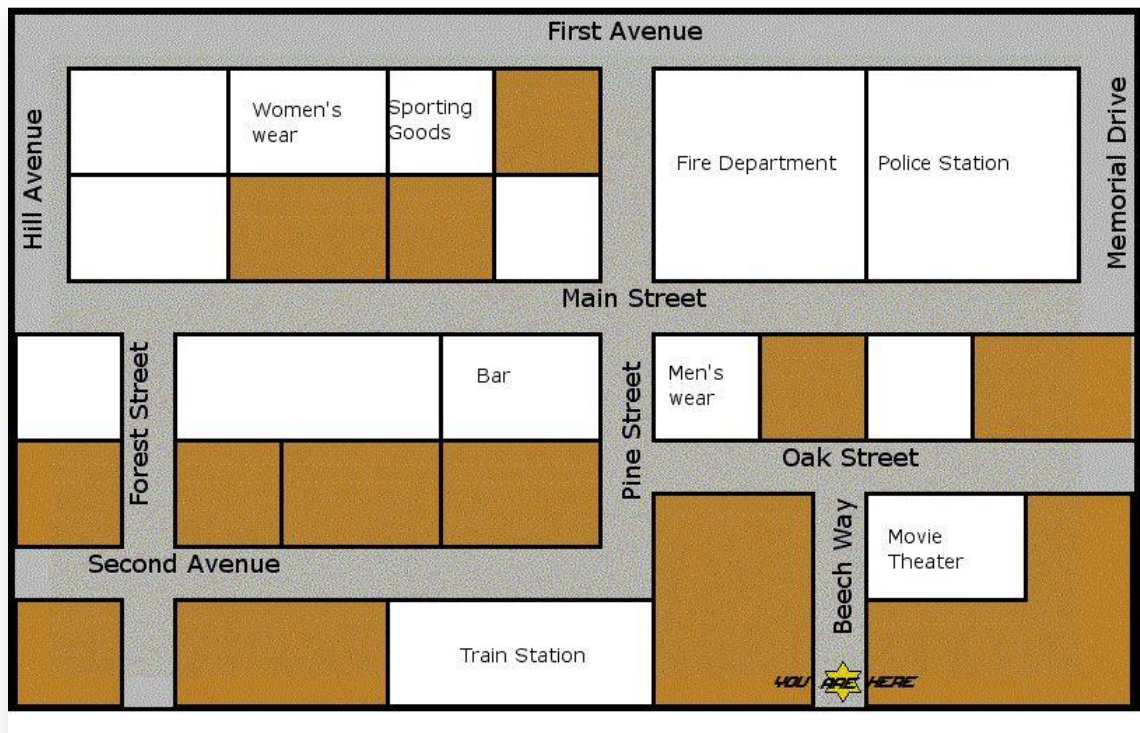
Adapted from English Exercises website http://www.englishexercises.org/makeagame/viewgame.asp?id=1434

- You are in an English speaking city, celebrating your friend´s birthday. Suddenly, you realise you don´t have your phone. So you want to find the police station because you´ve been robbed.
- After that, you need to know where the Italian restaurant is, because you want to meet your friends for celebrating the birthday.
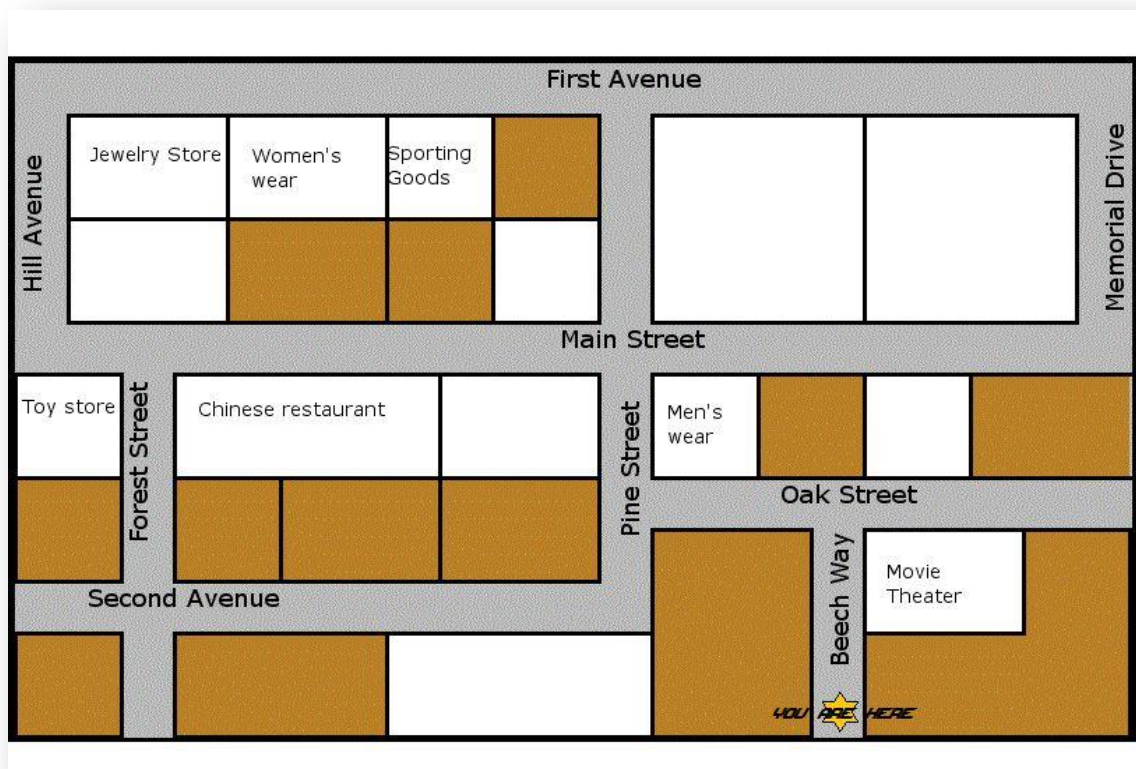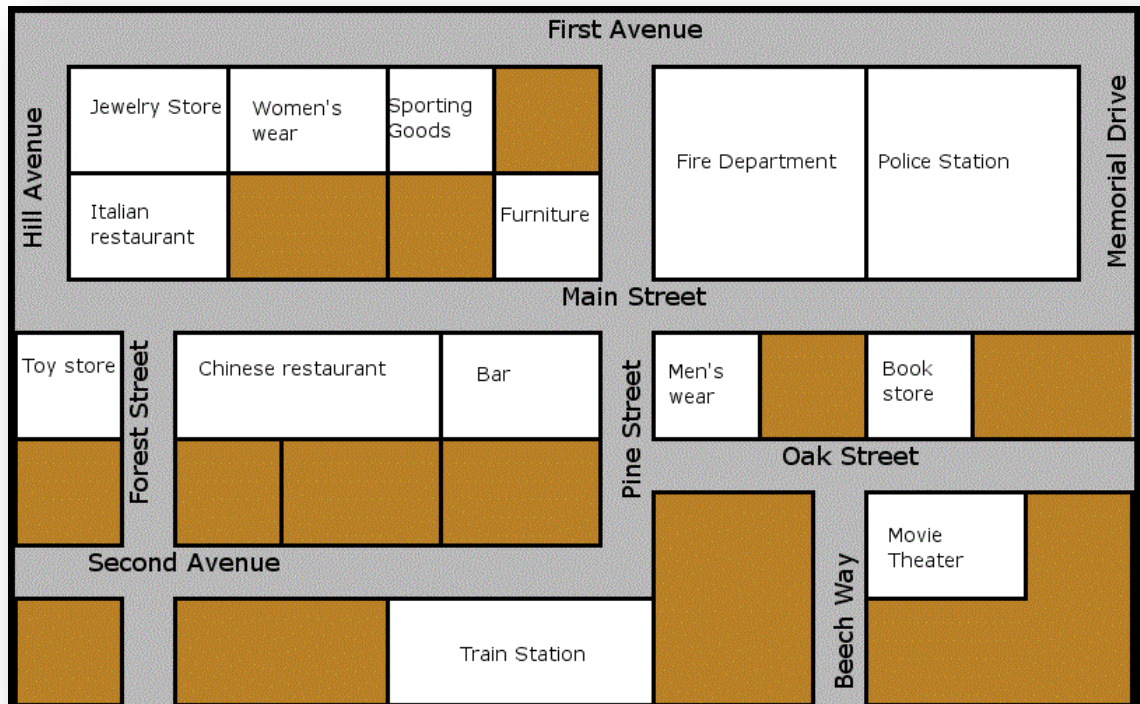
5.17 MAP STUDENT B

Adapted from English Exercises website http://www.englishexercises.org/makeagame/viewgame.asp?id=1434

- You are in an English speaking city, and you need to find the jewellery store because next week it´s your mother´s birthday and you are going back to your home town tomorrow.
- After that, you want to buy a nice book before you go back. Where is the book store?

5.18 POWERPOINT SLIDE OF THE MAP

Adapted from English Exercises website
http://www.englishexercises.org/makeagame/viewgame.asp?id=1434

5.19 PICTURES

Selected from the Internet.

Each student is given one different picture.

The Grand Canyon
Arizona, U.S.A.

TAX FREE SHOPPING

DUTY & TAX FREE

Skydive Everest

www.incredible-adventures.com

5.20 TABOO GAME

TOUR GUIDE	BOAT TRIP	COACH TOUR	TOURISTS
person show place	means transport ship	bus means transport	people person visit
SIGHTSEEING see look visit	NATURAL WONDER seven amazing world	TAX FREE SHOPPING buy airport cheap	BINOCULARS See far look
RUCKSACK suitcase bag clothes	WATERPROOF CLOTHES water resistant rain	MONEY BELT Small bag hip	SOUVENIRS gift memories buy

5.21 VIDEO OF IDEAL TRIPS

https://www.youtube.com/watch?v=ktNllzoIQsc

5.22 VIDEO OF IDEAL DESTINATIONS

https://www.youtube.com/watch?v=vbfi6JofmaM

5.23 TRANSCRIPT OF IDEAL DESTINATIONS VIDEO

https://www.youtube.com/watch?v=vbfi6JofmaM

(5´14´´ - 5´54´´)

The Northern lights. Also known as the Aurora Borealis, the Northern lights are a breath-taking almost mystical sight to behold. It´s a natural phenomenon that can only really be seen clearly in areas with a high latitude like Alaska or Norway. The Northern lights are a natural light display in the sky formed by electrically charged particles and solar winds moving through the Earth´s atmosphere. The majestic bands of moving colour are incredible and can only be seen in areas of good distance away from light pollution. Otherwise they will likely remain invisible to the naked eye.

(1´ 30´´- 2´ 12´´)

The swing at the "End of the world" in Ecuador. You can look for fun to be had in a traditional playground swing but the swing at the "End of the world" in Banos Ecuador is undoubtedly the king of the swingers. The long swim overlooks a gorgeous mountain view, including the breath taking Tungurahua volcano. What it looks like the swing hangs over a cliff, the swing is actually just above a very steep slope. Still you fall from that height and you are likely to find yourself in a very prickly position. The swing at the "End of the world" looks spectacular but just make sure it doesn't cause the end of view.

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MATERIALS

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