

Trabajo Fin de Grado

CLIL and Project Based Learning: two approaches working together. A proposal for 6th Grade in Social Science: *“Let’s help Peracense’s Castle!”*

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Abstract

This work has been developed in order to contribute to the current demands of this interconnected and changing world. Nowadays, we live in a digital and globalized era which requires a deep methodological change in education, making essential the development of 21st century skills and learning English as a foreign language effectively. PBL together with CLIL seem to give an answer to these needs being both student-centered approaches which facilitate the learning of new content, SLA and the development of 21st century skills such as: creative and critical thinking, and cooperative and digital skills among others.

This is why this study would like to demonstrate that CLIL and PBL are two complementary and beneficial approaches to learning a second language, by designing a CLIL project proposal for 6th grade in Primary Education that will be explained in the subsequent pages.

Key words: CLIL, PBL, SLA, 21st century skills, Primary Education,

“I hear and I forget. I see and I remember. I do and I understand”

(Confucius, 551 BC-479 BC)

TABLE OF CONTENTS

1	Introduction	7
2	Theoretical background	10
2.1	Project Based Learning: An Overview:	10
2.1.1	What is PBL?	10
2.1.2	Reasons for choosing PBL.....	13
2.1.3	Communicative Language Teaching.....	14
2.1.4	Why is PBL relevant for the EFL context?.....	15
2.2	Content and Language Integrated Learning: An Overview	17
2.2.1	What is CLIL?	17
2.2.2	CLIL and Social constructivism	17
2.2.3	CLIL and the 4 C's Framework.....	19
2.2.4	Scaffolding.....	22
2.3	PBL and CLIL: Two approaches working together?	23
2.4	PBL & CLIL in Primary Education	26
3	Curricular framework	28
4	Methodology	31
5	Proposal and justification of materials	33
5.1	Project features.....	35
5.2	Difficulty	40
5.3	Summary	41
5.4	Assessment and evaluation.....	43
5.5	Methodological orientations.....	43
5.5.1	Task Based Language Teaching	43
5.5.2	Cooperative learning.....	44
5.5.3	Inquiry-based learning: KWL	45
5.6	Differentiation	45
6	Discussion and results: Analysis of implementation 1	46
6.1	Context	46
6.2	Data collection.....	46
6.3	Data analysis.....	46
6.4	Contribution to second language acquisition	47
6.5	Content.....	49
6.6	21 st century skills.....	49
6.7	General results	50
7	Conclusion	53

References.....	56
Appendix	61
Appendix 1: Didactic proposal	61
1.1 Contents and competences.....	61
1.2 Curricular objectives, didactic objectives, standards and competences relation...	63
1.3 Lesson plan: Teaching and learning tasks and activities	68
1.4 Materials	86
Appendix 2: Students and project assessment	105
2.1 Evaluation criteria	105
2.2 Assessment tools:.....	107
2.3 Rubrics:.....	110
Appendix 3: Implementation 1	118
3.1 Lesson plan	118
3.2 Assessment.....	125
3.3 Evidence	132
3.4 Results	147

1 INTRODUCTION

Gone are the days when learning a second language was regarded as dispensable, and only a minority of privileged and elite groups was able to communicate in a foreign language. Nowadays, we live in a globalized era which requires to establish a common basis, a shared linguistic medium, to facilitate communication among the individuals who compound it. Therefore, English as a lingua franca has become of great importance, being encouraged by European institutions and Spanish National and Regional Governments, it is studied from the earliest stages in education (European Council, 2002; Coyle, Hood & Marsh, 2010).

Further, the objective of wanting to achieve the best possible results in the shortest time has caused a rise in the number of private and state schools that offer a “bilingual education” along the last decade, being nowadays approximately 257 bilingual centers (Coyle, Hood & Marsh, 2010). Bilingual schools are regulated in Aragón by the Orden de 14 de febrero de 2013, which establishes the “Programa integral de bilingüismo en lenguas extranjeras en Aragón” (PIBLEA) including the principle of “integrating content and language learning”. In these schools some subjects are taught and learnt through a second language. Therefore, we are moving from learning to use the language towards learning new content through the language.

For the afore mentioned reasons, CLIL¹, content and language integrated learning, is proposed as an adequate approach to accomplish the current demands of this integrated world in which we are living. CLIL combines two different but complementary aspects of learning, general learning theories and second language acquisition theories. It implies a deep change in the methodology, adopting a student-centered approach and based on

¹ The initials to be used along this piece of work are the following: CLIL, content and language integrated learning; PBL, project-based learning; SLA, second language acquisition.

the promotion of cooperative learning by tasks. Having these factors in mind, we could consider PBL as an appropriate methodology to complement the CLIL approach, since PBL refers to an instructional model based on having students confronted with real-world problems and situations that they may find meaningful, and which are usually proposed by the students themselves. Through PBL, students work cooperatively and relatively autonomously by investigating or trying to offer problem solutions. It has been suggested as an effective instructional approach that results in high levels of students' engagement while fostering the development of essential skills for the globalized and changing world, such as problem solving, cooperation and digital competence (Barell, 2007; Bender, 2012; David, 2008).

Considering these ideas, the main goal to be achieved along this dissertation is, firstly, to justify that both CLIL and PBL facilitate SLA, especially in Primary Education. And, secondly, to foster the positive relationship between them. This research interest is justified by the fact that, even though these approaches are gaining popularity these days, there is little research on the relation between them. The main research hypothesis of this dissertation is, then, to demonstrate that PBL and CLIL are two complementary approaches that work hand in hand and develop both SLA and such 21st century skills as critical thinking, cooperative and digital skills, among others . Further, other subsidiary goals will consist of helping teachers get familiar with CLIL-required student-centred approaches, such as: Project-based Learning, Task-based Language Teaching, Cooperative Learning or the Lexical Approach, and showing a real example of how to put them into practice. Also this study will contribute to the online repository of CLIL materials to which teachers may have access, since one of the biggest handicaps that teachers find while implementing CLIL is the lack of materials.

In order to achieve these goals, this study will be structured in the following way. In the first section of this dissertation, a justification of the direct relationship and the reciprocal benefits of PBL and CLIL as two ways of contributing to SLA in Primary Education will be provided. In the second section, an example of a CLIL project in a 6th grade Primary classroom will be designed. Then, in the third section, the implementation of some sections of the project will be explained, analyzing some of the learning outcomes in terms of the language, content, skills and competences developed. And, finally, in the fourth section we will find the conclusions. Some of the expected findings could be that PBL promotes communication among the students and develops thinking skills, improving the students' learning strategies. Moreover, since the L2 is seen as a tool to achieve the desired outcome, which connects directly to the students' interests and needs, it is expected to increase their intrinsic and extrinsic motivation. In other words, all these factors may facilitate L2 acquisition.

Nevertheless, it is necessary to take into account that this is a vast topic and that there is little research on it. Moreover, the implementation of PBL in the CLIL Primary classroom requires the adaptation and the design of a vast amount of materials as well as the implementation of projects at various levels and in different learning contexts to test the validity of my initial research question. Thus, this dissertation aims to be an initial contribution to an increasing field of pedagogical research; however, further research on this area would be necessary for the future.

2 THEORETICAL BACKGROUND

2.1 Project Based Learning: An Overview

2.1.1 What is PBL?

Project Based Learning may be defined as a method of instruction based on using an engaging question, task or problem, which is usually proposed by the students themselves, once the teacher has inductively presented a specific problem, in order to develop authentic and real-world projects. Therefore, academic content is taught by working cooperatively and relatively autonomously to solve this problem. This factor tends to increase a feeling of self-competence and self-confidence among the students and often results in high levels of engagement towards academic content, and, consequently, in higher levels of academic achievement (Barell, 2007; Bender, 2012; Chu, Chow & Tse, 2011; Chin Leong, 2009; David, 2008).

Together with this, according to Harmer and Stokes (2014), some key features of PBL have to do with the fact that students learn by doing, that is to say, it supports the idea that learning is more effective when students put into practice what they have learnt. Following these authors, another feature has to do with the use of real world problems; as has been mentioned before, this connection between the school and the real context seems to increase the interest and motivation among the students.

As this is a student-centered approach, the focal point of the learning process is on the students, who build their own learning while interacting and cooperating with their classmates. In fact, cooperative learning is also central to PBL, the process of team work and the skills involved form part of the expected outcomes and the key features of PBL (see figure 1). In order to promote a positive interdependence each student has a responsibility within the team. Having this aspects in mind, the role of the teacher is still essential but it changes dramatically in comparison to more traditional perspectives. Thus,

the teacher is seen as a guide, a coordinator and a facilitator (Papandreou, 1994). In this sense, Stauffacher et al. (2006, p.262) explain that: “The teacher’s role changes from a distributor of knowledge to a process manager, helping students in their process by initiating reflection processes and supporting them, if necessary, on substantive matters”. Therefore, students have individual responsibilities and plan their own learning process by deciding the aspects they need to know about a given the topic, choosing the methods they can apply and organizing their time and the structure of the project. And, consequently, as already stated, they have an individual responsibility that develops their autonomy.

Moreover, interdisciplinary work is emphasized reflecting that a holistic thinking is necessary in order to solve real world problems. Furthermore, in the PBL approach, group work is also central. In fact, the process of team work and the skills involved form part of the key features of PBL and the expected learning outcomes (see figure 1). And, finally, another essential factors is the end-product of the project which is usually shared among peers or with an external audience. In this case it is extremely important that the chosen audience be “authentic and appropriate” (Bell, 2010, p.40).

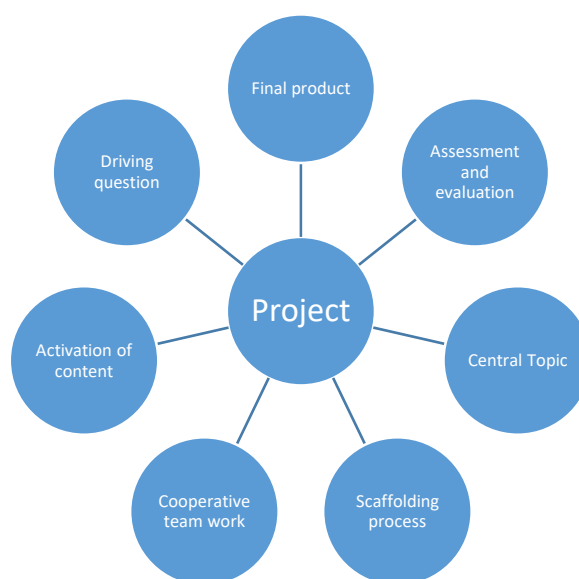


Figure 1: Key features of PBL

Considering these essential features of PBL, the main stages while developing a project, according to Fragoulis (2009), should be:

- 1) **Speculation:** the moment when the students decide the topic they want to investigate.
- 2) **Designing the project activities:** the stage in which they decide how they are going to do it, and what they are going to do with it. This stage involves creating the teams and assigning roles, what is essential in cooperative learning.
- 3) **Conducting the project activities:** the phase in which they implement the activities they have designed in the previous stage.
- 4) **Evaluation:** in this stage they revise and assess the process and the product, deciding which goals have been achieved, how they could improve them and reporting the difficulties they have found. Therefore, it includes self-evaluation. This stage is extremely important as it should be coherent with what has been defended, there must be a monitoring along the project, we must evaluate all the process both individually and cooperatively. Therefore rubrics are really important and should assess not only the content acquired but the process and the relation among the students.

They are summarized in the following graphic:

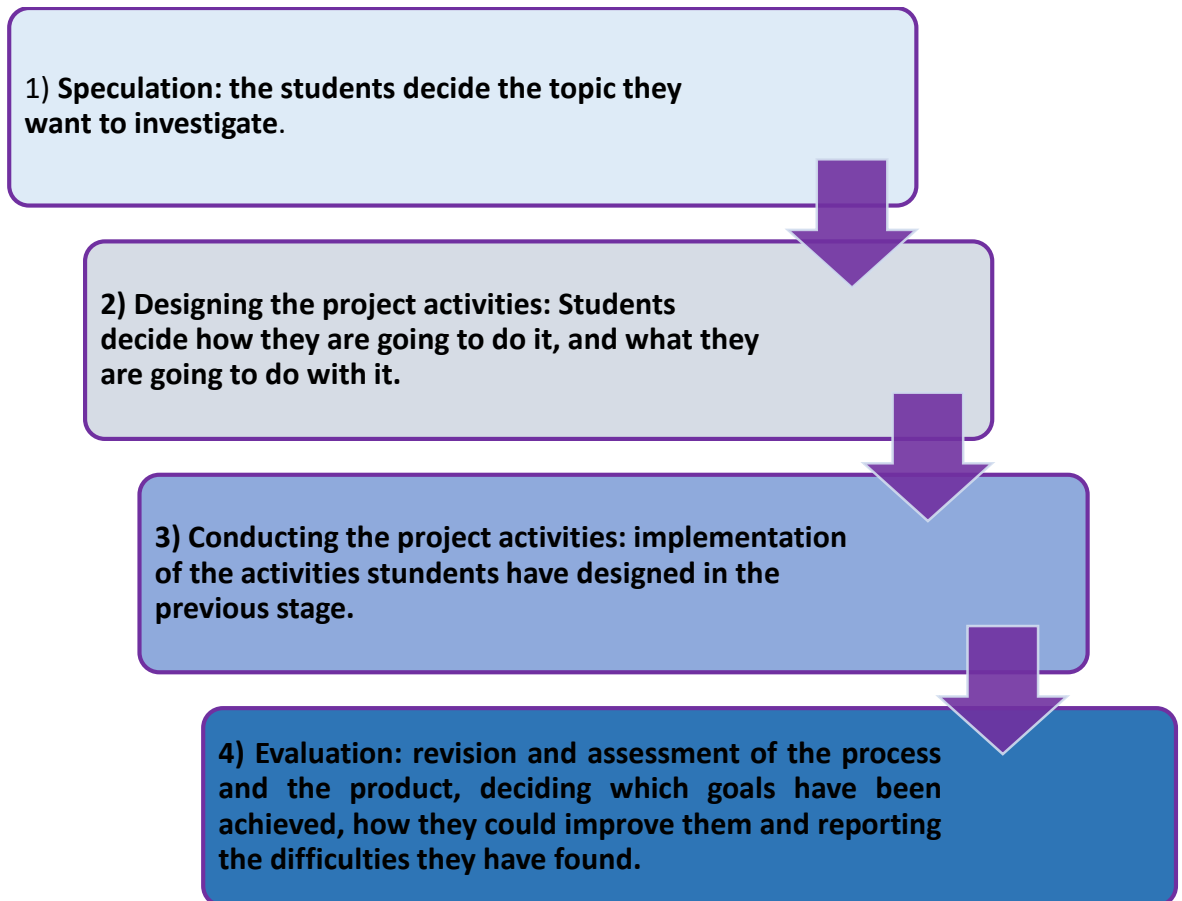


Figure 2: Stages while developing a project

2.1.2 Reasons for choosing PBL

The next question that should be addressed is: Why should we implement this methodology? Among other positive pedagogical aspects that PBL may bring into our classrooms, there are two key advantages that seem to stand out more prominently in the research. On the one hand, PBL increases students' motivation and interest in completing the tasks. As indicated above, PBL involves real-world situations, making the instruction more relevant to students' lives. This factor, coupled with the students' choices along the project, tends to increase their motivation and academic engagement (Barell, 2007; Bender, 2012). On the other hand, given this increased commitment with the learning

content, research has shown that students' engagement increases in project based learning (Barell, 2007, 2010; Bender, 2012; Grant, 2010; Perkins, 1992). It may be worth noting that Gijbels et al., (2005) synthesized a large body of research and indicated that students may improve as much as 30 percent in their understanding of concepts as a result of PBL

With these primary research findings identified, there are also other advantages of using PBL. Since projects are designed around a driving question, they foster real and relevant intellectual inquiry, investigation and problem-solving skills as well as deep conceptual skills. Therefore, PBL facilitates not only knowledge acquisition but also diverse competences, attitude and values (Thomas, 2000; Reeves et al, 2002). Further, research has shown that PBL results in higher levels of conceptual processing, higher understanding of principles, deeper reflection and increased critical thinking since they have to evaluate different sources of information and even their classmates and their own work (Fried-Booth, 2002; Grant, 2010). Moreover, as students have an individual responsibility in the project by planning and organizing it, making decisions and solving the problems, PBL fosters their independence and autonomy (Reeves et al, 2002; Fried-Booth, 2002). Finally, PBL results in enhanced retention of information because students are processing the information in a distinctly different manner than is typically involved in rote learning (Barell 2007; Bender, 2012).

2.1.3 Communicative Language Teaching

The communicative approach, which is widely regarded as one of the most successful approaches to teach an L2 (Canale & Swain, 1980), is based on the importance of learning a language in a meaningful context, and also with a clear purpose. Learners need to be involved in real communicative situations in order to have the opportunity to use their knowledge and learning strategies in context and thus, develop fluency. In this approach, fluency is considered to be more important than accuracy, and, consequently, students

need situations in which they negotiate meaning, correct misunderstanding and avoid communication breakdowns. This way, speaking and listening become essential skills.

Focus on communication promotes the development of what is known as communicative competence, rather than just the linguistic competence as happens in traditional methods such as: Grammar- Translation Method or Audio-lingual Method. According to Canale and Swain (1981), the communicative competence includes grammatical competence, sociolinguistic competence, strategic competence, and discourse competence. In the communicative approach, language is considered as a tool for communication and the main goal moves from learning the language towards using the language to learn. Savignon (2001) emphasizes the importance of using the language in authentic and interactive environments in order to develop communicative skills rather than focusing on grammar (Coyle, Hood & Marsh, 2010).

However, this does not mean that we cannot focus on form, as van Lier states: “We should not let ourselves trapped inside a dichotomy between focus on form and focus on meaning but rather use the term focus on language (...) In practice it becomes impossible to separate form and function neatly in the interactional work that is being carrying out” (1996:203). Therefore, accuracy is not ignored, there should also be focus on form activities in order to avoid fossilization (Richards, J. 2006)².

2.1.4 Why is PBL relevant for the EFL context?

Project-based learning was introduced in the field of second language Primary Education two decades ago, as a way to reflect the principles of socioconstructivism in which

² It may be worth noting that this is just a simplification of the principles of the communicative approach, but it may be enough to identify why PBL and CLT can work together, bringing many benefits to the English communicative classroom.

education is learner-centered (Hedge, 1993). In fact, the latest studies on this issue (Beckett, 2005; Beckett & Slater, 2005; Eyring's, 1989) have proved that there are important benefits of implementing PBL while teaching a second language.

To start with, it has been pointed out that there seems to be a clear relation between PBL and CLT. Since students are engaged in purposeful communication to complete the authentic tasks within the project, they have the opportunity to use the language in real context. Language is not seen as the object of study but as a tool that allows them to participate in meaningful and relevant activities so as to achieve the minor outcomes along the project and complete the final product in the end.

Furthermore, as students choose, plan and organise the project, their motivation arises dramatically (Harmer & Stokes, 2014). The connection between the project and their needs increases their instrumental motivation, since they find their learning useful and meaningful. Moreover, as they suggest and choose the topic, this aspect is intimately related to their personal interests, which is considered as intrinsic motivation: they learn and study about a topic because they want to, they are not forced to do it (Dörnyei, 1994). In keeping with this, PBL increases expectancy of success in the target language as reduces anxiety, and it also promotes effort-based attributions. In addition to this, this approach allows us to adapt to the different needs and intelligences in the classroom.

According to Harmer and Stokes (2014), the adoption of PBL develops work based skills for the 21st century as it is based on practical tasks, real world problems and group work. The need for interdisciplinary skills such as critical thinking, cooperation, communication, project management and lifelong learning abilities in different settings creates a bond between the school and the society, between the school and the real world.

Moreover, along the project students have to communicate to carry out the different tasks and solve the problems that may appear, which relates to the CLT principle of authentic and functional use of the language as well as the development of the communicative competence. Besides this, as stated in Douglas (2001), in CLT, as in PBL, students are encouraged to explore their own styles of learning, and develop appropriate strategies for autonomous learning (Fried-Booth, 2002).

2.2 Content and Language Integrated Learning: An Overview

2.2.1 What is CLIL?

Content and Language Integrated Learning (CLIL) is an educational approach in which a second language is used for the learning and teaching of both language and content. Learning a second language moves from learning to use the language towards learning through the language, being the focus not only on language but also on content, and, what is more, being both of the same importance (Coyle, Hood & Marsh, 2010). In addition to a focus on content and language, there is a third element that comes into play: the development of learning skills, which supports the achievement of content and language goals (Mehisto, Marsh & Frigols, 2008).

2.2.2 CLIL and Social constructivism

CLIL, as well as CLT, shares the principles of social-constructivism, which state that students construct learning through interaction with their peers and their own reflection on the learning process. The teacher's role involves facilitating cognitive development according to their individual zone of proximal development and providing appropriate and sufficient support and scaffolding. According to Vygotsky (1978), the more chances to communicate and articulate the new knowledge, the more the students are going to learn. This becomes even more significant in CLIL contexts as the main goals are both the acquisition of language and content. Students need opportunities to use the language,

and cooperative learning provides opportunities for them to interact and communicate within a meaningful purpose, developing speaking and listening skills. Moreover, while interacting they negotiate meaning with their peers, receiving a huge amount comprehensible input, which, according to Krashen, is essential in second language acquisition (Krashen, 1985; Coyle, Hood & Marsh, 2010; Pastor, 2011).

What stands clear is that a reconceptualization of language is necessary in order to facilitate the integration of language and content. The following diagram suggest a starting point to identify the language needed in order to enable content learning. Each point of the triangle represents a different and complementary aspect of language used in CLIL classrooms: language of learning, language for learning and language through learning (Coyle, 2012).

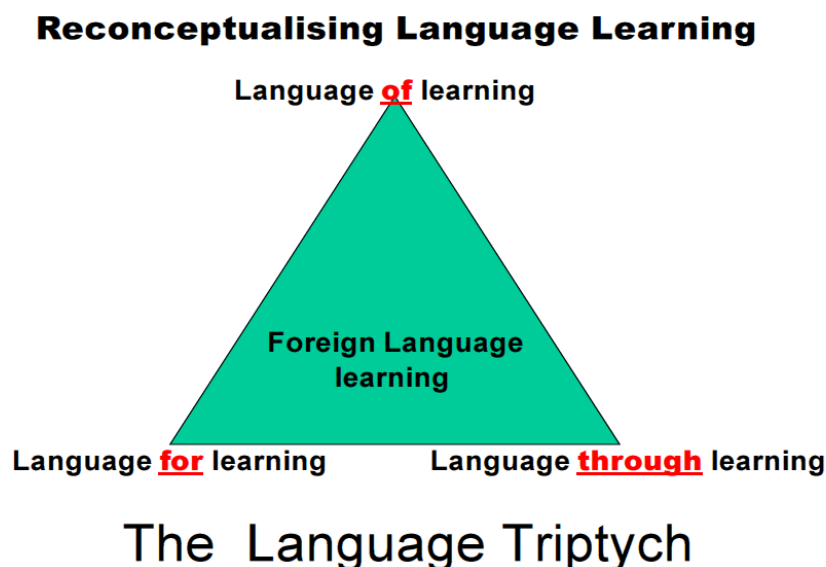


Figure 3: The language Triptych (Coyle, Hood & Marsh, 2010)

The language *of* learning refers to the language needed for learners to understand new content and to construct new knowledge. Whereas language *for* learning focuses on the kind of learning needed to use the language as a tool and operate effectively in the classroom. And language *through* learning is the language that takes place when learners

are asked to articulate their understanding, promoting a deeper level of learning. This notion is based on the principle that effective learning requires an active involvement of language and thinking (Coyle, 2012; Coyle, Hood & Marsh, 2010).

Further, in CLIL the syllabi do not follow the traditional grammatical order, but they provide that language which facilitates content learning; therefore, the language to be taught is conditioned and determined by the content and it is usually more complex than the one being taught in the corresponding English subject (Coyle, 2012).

2.2.3 CLIL and the 4 C's Framework

In CLIL a holistic approach to learning is defended. In order to map this integration between language and content, a pedagogic framework has been developed: the 4 C's framework. Classroom-based evidence indicates that there are four blocks for effective CLIL practice, the 4 C's framework suggests how these four blocks: content (subject matter), cognition (learning and thinking processes), communication (learning and using language), and culture (intercultural understanding and global citizenship), can be interrelated (Coyle, 2001; Coyle, 2012; Coyle, Hood & Marsh, 2010).

This suggests that for CLIL to be effective a symbiotic relation between these four blocks is necessary. Students must be engaged in cognitive processes associated to the progression in knowledge and skills while interacting with their peers, developing appropriate language knowledge and skills, and constructing their own position of themselves and "otherness" (Coyle, 2012; Coyle, Hood & Marsh, 2010).

- Content

CLIL teachers develop lessons around content, having in mind what students already know in order to facilitate them to construct on their own the new knowledge.

- Community

CLIL teachers relate their lessons to the “real world”, encouraging the students to solve real problems, improving their community and environment, and giving them a responsibility and an active role within the society. Therefore, it is necessary to take into account the background, the interests and the student’s needs, and the way this can be targeted at making a difference in their everyday contexts.

- Communication

One of the biggest challenges in CLIL is the relationship between language levels and cognitive levels, since in the CLIL classroom students’ language level is not going to be the same as their cognitive level. And, in line with Coyle (2010, p43), if the language level is too low, then learning is limited whereas if it is too high, then learning cannot take place. Thus, it is necessary to analyse the language needed in order to develop the task and offer appropriate and sufficient scaffolding, being essential to provide a cognitive challenge in which language is adapted to their level. For this purpose, the CLIL Matrix (see Figure 3) is a useful tool that enables the teacher to balance linguistic and cognitive demands. It may be beneficial to avoid high or low demands of both cognition and language at the same time and, thus, prevent demotivation. By planning the tasks in this way, the teacher can sequence and scaffold the language process. The tasks must follow a route from low linguistic and cognitive demands to high linguistic and cognitive demands. Thus, in the first task it may be desirable to start with familiar work, and progressively in the following tasks increase the cognitive difficulty by using recycled language. And finally, we should incorporate new language with high cognitive demands in tasks in which students are engaged in cooperative work.

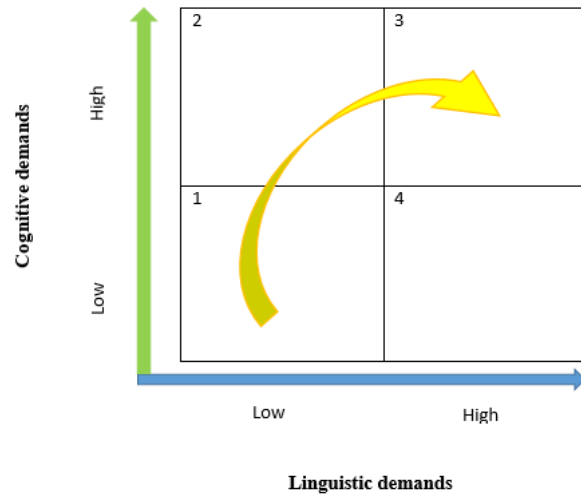


Figure 4: The CLIL Matrix adapted from Coyle, Hood & Marsh (2010)

Considering all these notions, for CLIL to facilitate effective learning students must be cognitively challenged. This brings us to the fourth C of the 4 C's Framework, cognition.

- Cognition

The CLIL approach attempts to promote abstract, complex and analytical questioning, developing what Bloom designed as higher order thinking skills. Bloom's Taxonomy distinguishes between HOTS, higher order thinking skills, and LOTS, lower order thinking skills, and states that both are necessary but that we should not stop in LOTS (Montalto, Walter, Theodorou, Chrysanthou, 2015).

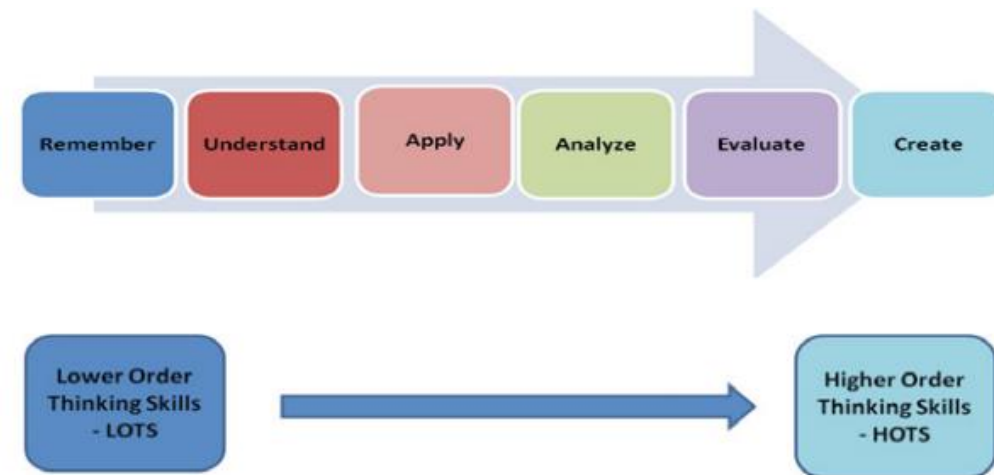


Figure 5: Bloom's Taxonomy in Montalto, Walter, Theodorou, Chrysanthou, 2015

As has just been explained, CLIL provides a student-centered learning environment where they are asked to construct their own learning by using their cognitive skills and developing a variety of linguistic functions and genres so as to make their learning process visible and operate effectively in the classroom. It implies an intellectual challenge, students have to solve problems, and discover meaning using creative thinking. In this process of challenging learners cognitively and linguistically, it is essential the use of scaffolds that support them (Muller & Schroeder, 2015).

2.2.4 Scaffolding

It can be said that thanks to scaffolding learners are given specific support to solve a problem or perform a task that they would not be able to develop if they were acting on their own. According to Bruner (1986, p.73), scaffolds are necessary when learners are ready for a new challenge but they cannot accomplish it independently. This is what is widely known as the Zone of Proximal Development, ZPD (Vygotsky, 1978). Scaffolding is particularly important in CLIL since it is cognitively demanding. As Bonnet argues (2007, p.134), there are three dimensions which need to be supported: language, content

and interaction; since all of them are essential for learners to be involved in meaningful learning activities.

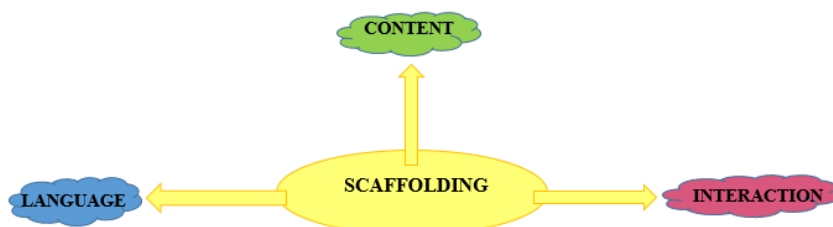


Figure 6: Bonnet's model

Bonnet's model complements the "C for communication" in the 4 C's Framework and the language for language in the Language Triptych, both described in our previous section. Bonnet's model gives importance to the learner's social and metacognitive competences, by establishing that, while interacting with their mates, the students will have to engage with others in a constructive way and respond to a topic from their own point of view (Bonnet, 2007, p.134).

Scaffolding helps students to access previously acquired learning, process new information and establish links among them, taking their understanding several steps further. Moreover, it lowers frustration by helping students understand better the learning process and save time. Therefore, students feel secure and motivate towards learning (Mehisto, Marsh & Frigols, 2008).

2.3 PBL and CLIL: Two approaches working together?

In light of all this, PBL has been heralded as an appropriate approach to foster content-based second language acquisition. Firstly, it provides a huge amount of opportunities for the students to receive rich and comprehensible input at the same time as they are encouraged to produce pushed output. Further, if we examine figure 3, we can observe

that both approaches have key features in common. As the focus on the discussion earlier indicates, both approaches promote community-based communication and foster higher order thinking skills (Stoller, 2006; Beckett, 2005). Moreover, they learn to be autonomous by providing learning strategies, which is essential in this stage to facilitate learning in the future (Eyring, 1989).

Common characteristics between CLIL and PBL	
PBL	CLIL
	Cross curricular approach to knowledge Learner- centered Cooperative learning Meaningful communication (Development of the communicative competence) Comprehensible and varied input (Krashen, 1985) Language is a tool to achieve an outcome Teacher as a guide Learning how to learn Formative assessment Fosters students autonomy and motivation 21 st century skills: <ul style="list-style-type: none"> - Critical thinking - Creative thinking - Problem solving skills - Decision making - Cooperation - Interpersonal skills - Communication - Creativity and innovation - Digital competence

Figure 7: Common characteristics between CLIL and PBL

However, the main common characteristic between PBL and CLIL is their cross-curricular approach to knowledge. Project-based learning provides a large amount of opportunities to link English to other curriculum subjects such as social sciences, art, physical education and so forth. As language acquisition is concerned, there is a clear and beneficial relationship between PBL and CLIL, as CLIL is content-driven, which means that it is guided by the acquisition of new concepts, skills and competences. In both of the approaches language is seen as a tool to achieve an outcome, not as the key objective by itself (Mallol, 2012). My main contention is that effective CLIL takes place as a result of

the symbiosis of the four building blocks: community, communication, cognition and content, while PBL also facilitates the development of each of these components. This is demonstrated in the following figure:

CLIL 4 C's Framework	PBL
Community	It creates connections between the foreign language and the learner's world.
Communication	It promotes the use of a wide variety of communicative skills, since students have to cooperate with their classmates, making decisions from the very beginning.
Cognition	Students are expected to solve the problems, plan their projects, finding things by themselves using a variety of sources, specially the Internet.
Content	Cross-curricular approach to knowledge, students investigate about a topic that relates directly to their interests and needs. Content materials are developed through projects.

Figure 8: PBL contribution to CLIL 4 C's Framework

Further, as Dale and Tanner claim (2012), this integration of content and language brings various benefits to students in English classes which are identical to those merits connected with PBL. They both include: developing greater motivation, higher cognitive skills, and communication skills along with developing advanced intercultural awareness. CLIL and PBL develop greater motivation since language is regarded as something useful and necessary to develop a project which is chosen and planned by the students, and therefore, it is connected to their interests and needs, what increases dramatically their intrinsic motivation (Dörnyei, 1994).

In addition to this, both CLIL and PBL are able to prepare students for future employment in this globalized and changing 21st century, since, in both of them, students are expected to design the projects, finding solutions and answers to the initial questions by themselves, and using a variety of sources, specially the Internet, developing, consequently, IT, higher thinking and cooperative and communicative skills (Montalto, Walter, Theodorou, Chrysanthou, 2015). Also, both CLIL and PBL appeal to variety of learning styles and, as a consequence, “learners who spend time focusing on *how*

language is used (form), as well as *what* is being said (meaning) also progress faster in learning a language” (Dale & Tanner, 2012, p. 12). Dale and Tanner (2012) also allege that there is a link between implementation of CLIL and greater collaboration among subject and language teachers, which, as a result, may lead to initiation of cross-curricular projects.

2.4 PBL & CLIL in Primary Education

Considering the educational levels at which we can use PBL and CLIL, nowadays, PBL is regarded as an appropriate methodology to be applied in the kindergarten, in which a holistic approach to knowledge is adopted (Bender, 2008). However, along Primary Education, knowledge is fragmented in different and independent subjects, and PBL has been sometimes rejected. Yet, this conception is changing, being multiple the specialists who defend a cross-curricular and holistic approach to knowledge, especially in Primary Education, supporting methodologies such as the ones explored in this dissertation (Dewey, 1915; Beckett & Miller (Eds.), 2006; Coyle, Hood & Marsh, 2010).

As has been mentioned above, both CLIL and PBL foster skills which are essential to the early stages of education. Firstly, they develop student’s autonomy by leading students to initiate a meaningful interaction among themselves and even with the community. Moreover, deep cognitive processes are involved while developing their critical thinking. In a CLIL project, students’ motivation arises since there is a meaningful purpose for communication. Furthermore, the feeling that their actions have an impact on the world they are living in makes them feel part of it, assuming their responsibilities and trying to improve it.

Also, the gradual implementation of competence-based education in the European curricula, as well as the expanding notion of competence as three dimension phenomena (Ball et al, 2015), where it is viewed as conceptual, procedural and linguistic, would

support my claim that CLIL and PBL are successful means for developing subject competences.

Up to this point it may be worth remembering a brief definition of competence. Philip Ball has defined competences as “a cluster of related abilities, commitments, knowledge and skills that enable a person (or an organization) to act effectively in a job or situation” (2016, p.20). As may be observed in the following graphic, abilities, knowledge and skills constitute the components of a competence.

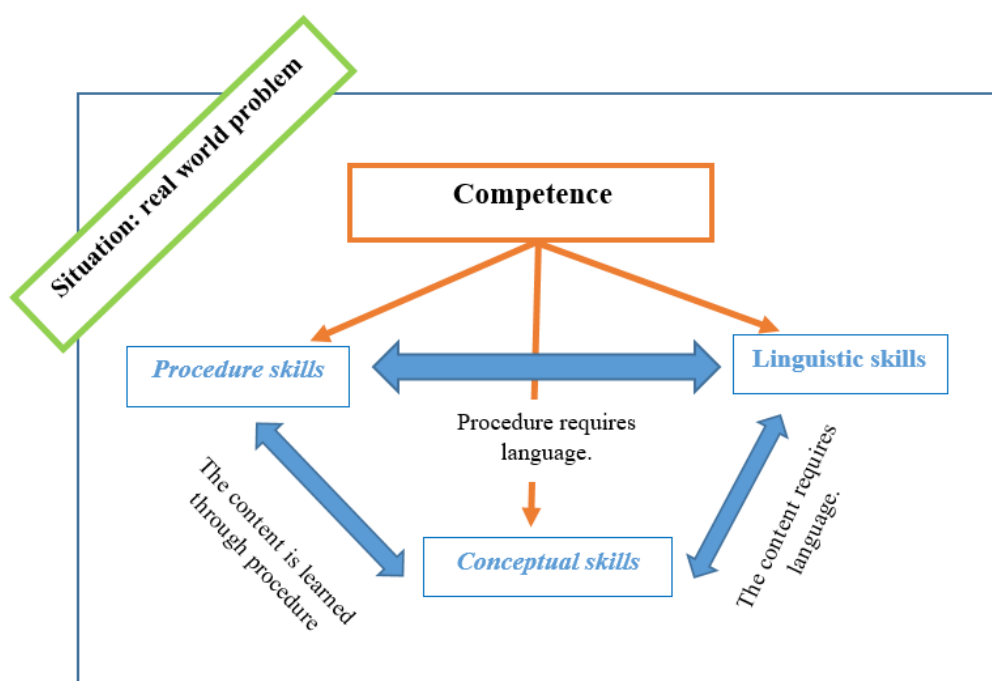


Figure 9: Competence components

Following Ball’s vision (2016, p.21), CLIL fosters the development of the syllabi competences since it requires conceptual, linguistic and procedural skills, as he states: “the content (conceptual skills) is learned through procedure (skills) which requires a certain type of framework (language)” (see figure 9). It is also remarkable the importance of an authentic situation in order to be able to demonstrate competence in a given domain, this is directly connected to one of the characteristics of PBL, which is solving real world problems.

3 CURRICULAR FRAMEWORK

This section is intended to demonstrate the applicability of both PBL and CLIL to address the demands of the current legislation. The awareness of the importance of foreign languages has increased in Europe along the last decades and the use of a more integrating teaching-learning methodology is required. Teachers need to pay particular attention to a teaching process in which the learning process of the “non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language” (European Commission, 2006).

Therefore, in order to satisfy the demands of our globalized world, and given the importance that plurilingualism has acquired in Europe, the teaching and learning of a foreign language has been a priority within the Spanish educational system since 1970, when studying a second language at the age of ten became compulsory. In 1990, the LOGSE, established the teaching of a foreign language at the age of eight. However, the results of an average student at the end of compulsory education were not what could have been expected.

Having this factors in mind, Spain started to foster bilingual education programmes. And it was in 1996 when the Ministerio de Educación y Ciencia (MEC) and the British Council signed a collaborative convention between these two institutions with the main aim of introducing an integrated syllabi Spanish-British. This program started in 1996 and was renewed in 2003, with the participation of 84 state-schools across Spain (<http://www.mecd.gob.es/portada-mecd/>). The implementation of such a curriculum requires a different approach from the traditional EFL classroom, moving from a grammar-based syllabus towards a topic-based syllabus. This way, with the bilingual promotion and the implementation of a topic-based syllabus, the relevance of CLIL and

PBL arises, moving, consequently, from learning a language towards learning through the language.

Further, it should be borne in mind that the Spanish educational system is regulated by LOMCE (Ley Orgánica 8/2013 para mejorar la Calidad Educativa) published in the Boletín Oficial del Estado the 10th of December in 2013. PBL and CLIL, far from being a temporary fashion, are two approaches that fit in the current legislation, which emphasizes a competence based syllabi, defining competence as “capacidades para aplicar de forma integrada los contenidos propios de cada enseñanza y etapa educativa, con el fin de lograr la resolución eficaz de problemas complejos” as appears in the article 6bis in the Ley Organica 2/2006, 3 de mayo, de Educación. Therefore, competence based learning implies a holistic and interdisciplinary approach to knowledge. In fact, in Orden ECD/65/2015, de 21 de enero, PBL is considered to be an appropriate approach to develop those competences since it is student centered and fosters critical thinking, inquiring and the use of the scientist method. Further, it develops students’ responsibility along their learning process and within their community by applying their knowledge and skills to solve real problems.

In fact, all the competences established in the syllabi are accomplished along the different stages while developing a project, as may be observed in the following chart:

Project Stages	Competences
1) Speculation: the students decide the topic they want to investigate.	1. Linguistic competence 2. Social competence 3. Enterprising spirit 4. Cultural awareness
2) Designing the project activities: Students decide how they are going to do it, and what they are going to do with it.	1. Linguistic competence 2. Social competence 3. Enterprising spirit

	4. Learning to learn
3) Conducting the project activities: implementation of the activities students have designed in the previous stage.	<ol style="list-style-type: none"> 1. Linguistic competence 2. Social competence 3. Enterprising spirit 4. Learning to learn 5. Cultural awareness 6. Digital competence 7. Science and mathematics competence (applying the scientific method).
4) Evaluation: revision and assessment of the process and the product, deciding which goals have been achieved, how they could improve them and reporting the difficulties they have found.	4 Learning to learn

Figure 10: PBL contribution to the key competences. (Adapted from <https://innovacioneducativa.fundaciontelefonica.com/wp-content/uploads/2014/12/Monografico-Aprendizaje-Basado-en-Problemas.pdf>)

Further, the following curricular objectives are accomplished along the project (see **appendix 1**), being of special relevance “appreciate the importance of a second language as a communicative tool” since, as justified previously, the implementation of PBL increases students’ interest and motivation. The aims have been taken from the Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. In **appendix 2** we can observe the relation between the curricular and the didactic objectives as well as the standards and the competences.

Thus, the project designed along this dissertation can be said to fulfill the law parameters by contributing to the development of the key competences as well as the curricular objectives and standards of both English as a Foreign Language and Social Science.

4 METHODOLOGY

As stated in page 3, the main aims of this dissertation are, on the one hand, to justify that PBL and CLIL are two complementary and beneficial approaches to learning a second language, and , on the other hand, to design a proposal of a CLIL project in Primary Education. Having the above factors in mind, along this section the methodology applied to carry out this dissertation will be developed.

Firstly, within the previous sections, a theoretical framework has been developed in order to accurately expose the main features of PBL and CLIL, as well as their mutual relation. Therefore, an exhaustive research has been necessary and, in addition to this, as the relation between PBL and CLIL was not explicit, the creation of comparative visuals, which will be considered when designing the project itself, has been essential in order to justify it. As previously mentioned, the specification of the different curricular aspects implied in the present project has been included within the curricular framework section. Thus, I have decided to present these curricular aspects into a visual and friendly format for those teachers who might be interested in developing a similar experience, facilitating them the understanding of the curricular aspects that underpin the proposal. Therefore **appendix 1.2** has been created to satisfy this purposes.

Secondly, to accomplish the second aim, the design of a CLIL project for 6th grade has been proposed. As we may observe in pages 29 to 42, in order to prove that the main features of both CLIL and PBL were accomplished along the project, the visuals from the theoretical framework have been practically used in relation to the project, analyzing the main features of PBL, the accomplishment of the 4C's CLIL Framework, the level of difficulty and the complexity of the tasks proposes according to the CLIL Matrix, as well as the three dimensions of the competences developed in CLIL. Moreover, to accurately

evaluate that it is an authentic CLIL and PBL project a benchmarking checklist has been developed by analyzing in depth the learning process, the communication promoted, and the content aims fulfilled throughout the didactic proposal presented (see **appendix 2.3.8**).

Furthermore, it should be said that two adaptations of the original project have been implemented. One of them was conducted with a focus group of 5th grade and the second one was conducted within two classrooms of 3rd grade. In order to facilitate the data collection and the analysis of the learning process, as well as to identify the strengths and the weaknesses of the project, different observation tools and rubrics have been created (see **appendix 3.3**). It should be said that the three dimensions of competence suggested by Ball (2015) has been applied within the observation tool by analyzing language, content and skills (see appendix 3.3.3); as well as CLIL 4C's Framework has been taken into account while designing the rubric for the implementation, analysing in the mini-project rubric the contribution to the development of the communicative competence, the community, cognition and content and giving special attention to content and communication by having each of them their own independent rubric (see appendix 3.3.4). Finally, the results obtained along the implementation will be analyzed and discussed in page 43, with a view to critically justify the strengths of implementing CLIL together with PBL in Primary Education, taking into account not only a content dimension, but also the cognitive, affective and curricular dimensions.

The final section includes my final reflections on the accomplishment of the initial objectives of the dissertation, as well as the strengths and weaknesses of the project and its implementations, giving special relevance to the contributions and implications of these approaches while teaching a second language.

5 PROPOSAL AND JUSTIFICATION OF MATERIALS

Building a project does take some time and can be a challenging task, which should never be undertaken lightly. However, with careful attention to the essentials in a project, the design is manageable. Consequently, in order to facilitate its design and organization, the following canvas has been used (see figure 12). Following the structure proposed by Ariza and Herreros (2015), it has been organized in three columns. The left column establishes the relation between the project and the curriculum, the second column defines the heart of the project, that is, the final product, its dissemination and the required tasks. Finally, in the third column we find the structure of the project, the materials, the classroom management and the use of the ICT.

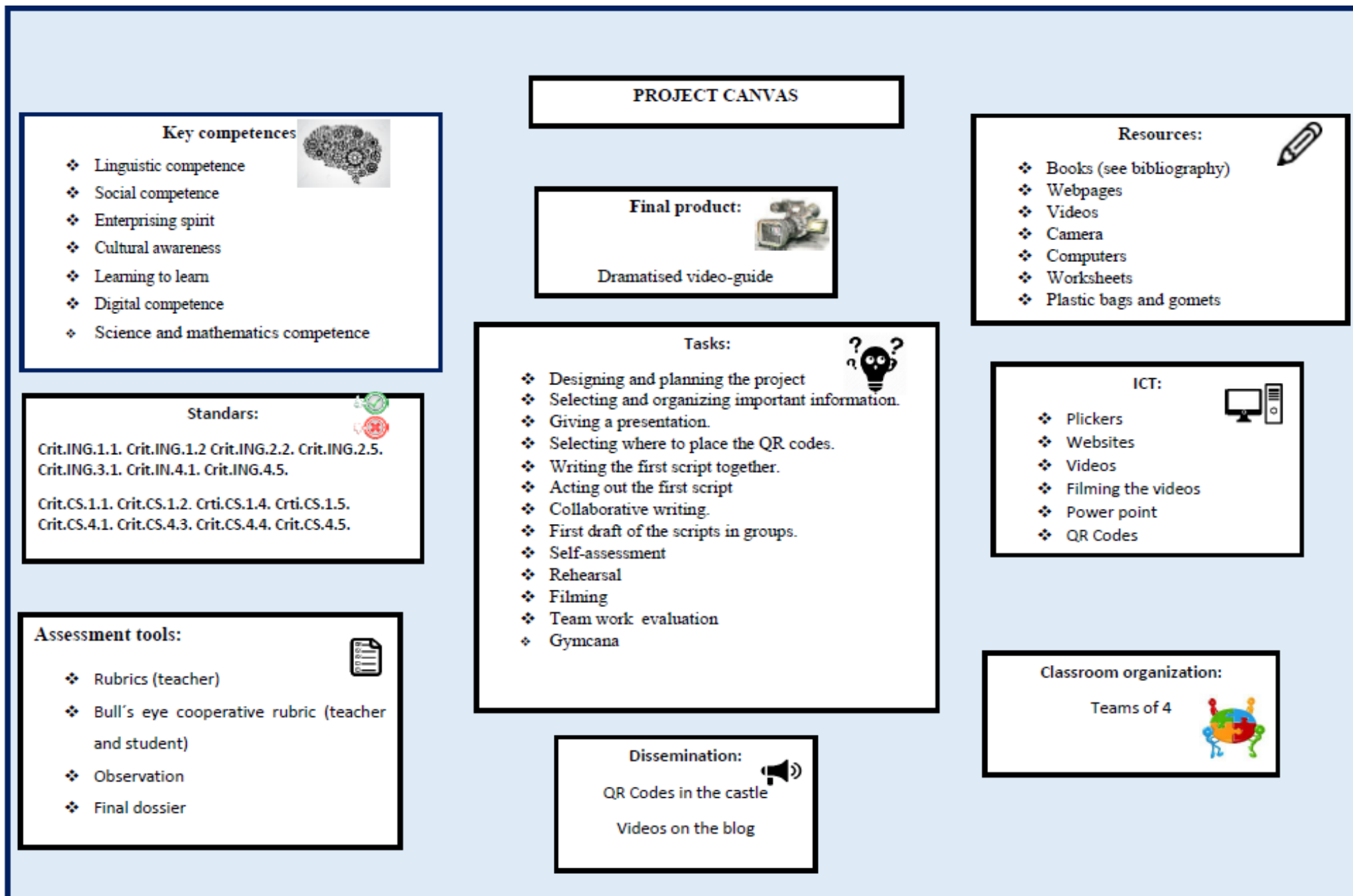


Figure 11: Project canvas

5.1 Project features

The design of this particular project has been developed according to the methodological characteristics of PBL exposed and defined in pages 6 and 7, as it is expressed within the following lines:

- **Driving question:** The driving question “How can we help the castle to facilitate the information in English?” is asked in the first activity, and students have to think and evaluate different options in order to solve it.
- **Central topic:** The central topic is selected in accordance with the students’ interest in the Middle Ages as has been observed after different conversations with the students.
- **Activation of content:** The activation of content is promoted by the creation of a KWL chart and through a conversation where students should start talking about what they already know about the Middle Ages. Consequently, the promotion and generation of inquiry questions will start with the second part of the chart: What do I want/need to learn? During this process, students will be encouraged to reflect about their learning expectations, which will derive in many inquiry questions that we could guide in accordance to our aims. This process of promotion and generation of inquiry question will continue throughout the project.
- **Cooperative team work:** According to Kagan (1994, pp. 35-38), the ideal group arrangement for Cooperative Learning, which will allow to promote a correct interaction of its members and maximize the benefits for them, should respond to the one included within the following figure – the one to be followed along the project:

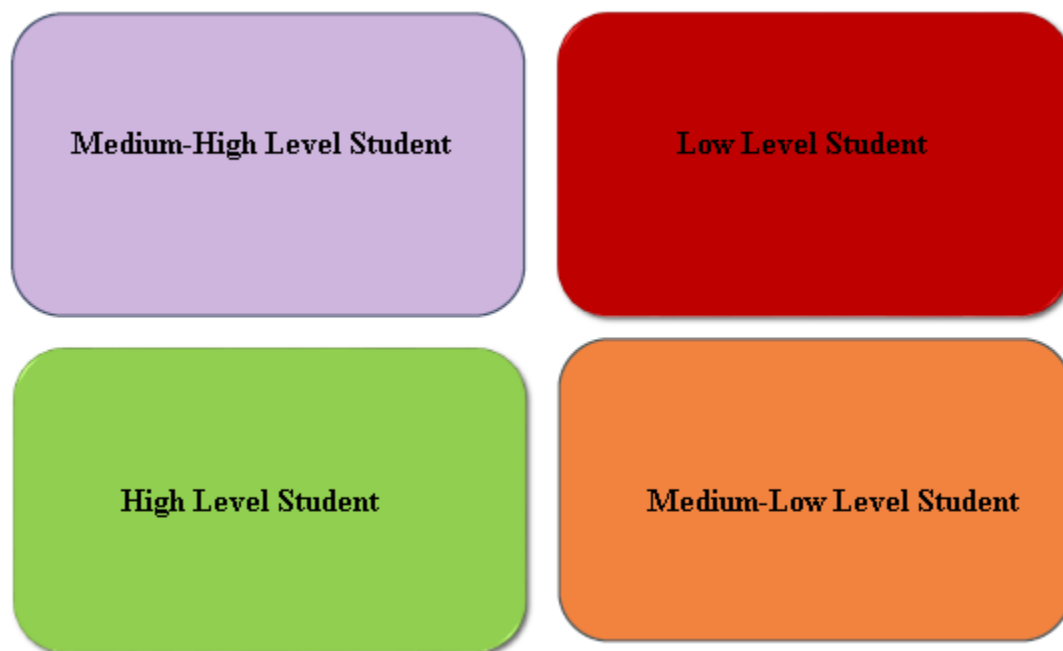


Figure 12: Group arrangement for cooperative learning. (Adapted from Kagan, 1994)

Furthermore, the different tasks of the proposal will promote different ways of cooperation and encourage dialogues between pairs together with group discussions that will progressively lead to the development of a wide range of social skills.

- **Scaffolding process:** The different enabling activities included within the proposal will create the different contexts that will put the scaffolding process into motion. It will be developed through a wide range of tasks that will give our students the necessary knowledge to finally obtain the final product of our project: the dramatized video-guide.
- **Final and public product:** A dramatized video-guide of Peracense's Castle.

In order to facilitate the design stage and to check that all these components are included within this project, the following figure has been created, following the structure of figure 1 in page 7.

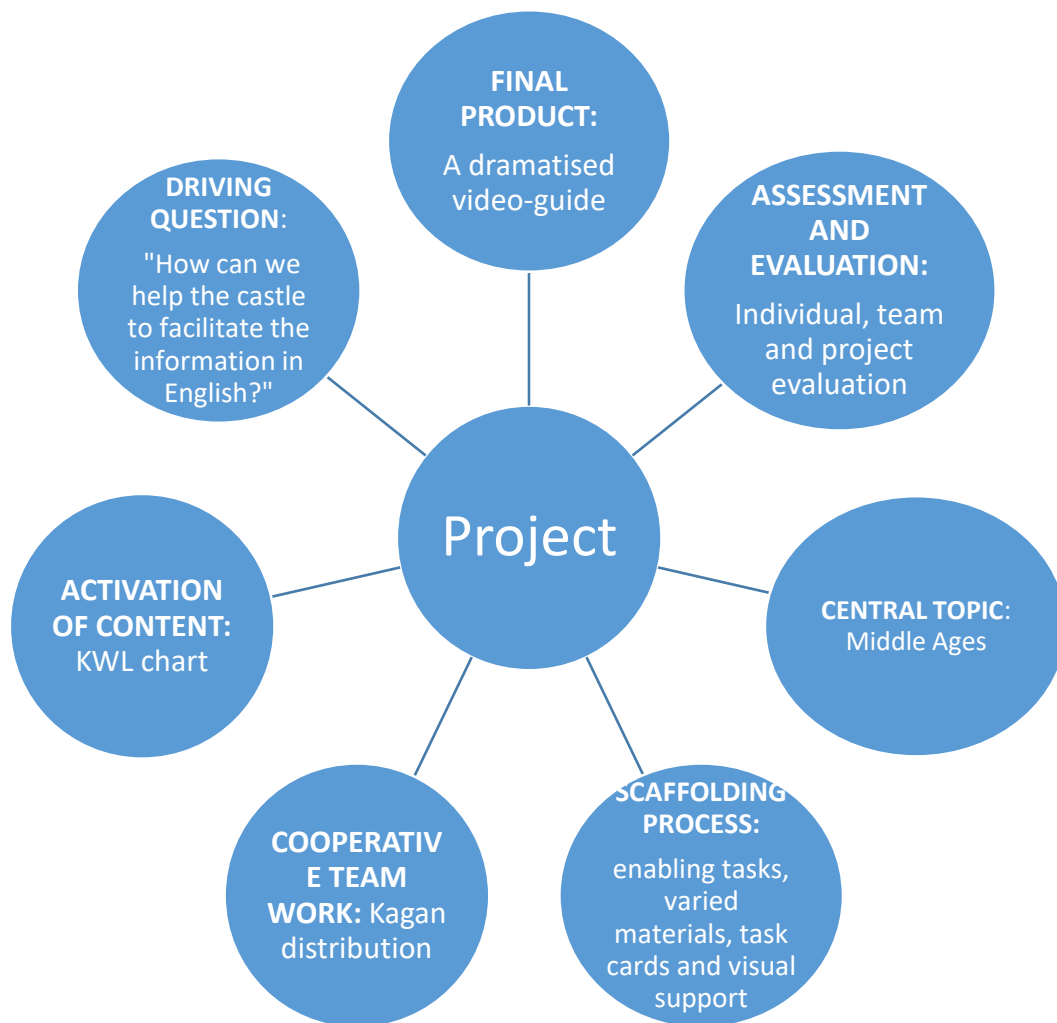


Figure 13: Project features

As we may observe in figure 14, this didactic proposal proves that, as stated in page 21, PBL is an educational approach which promotes the accomplishment of the CLIL 4 C's Framework.

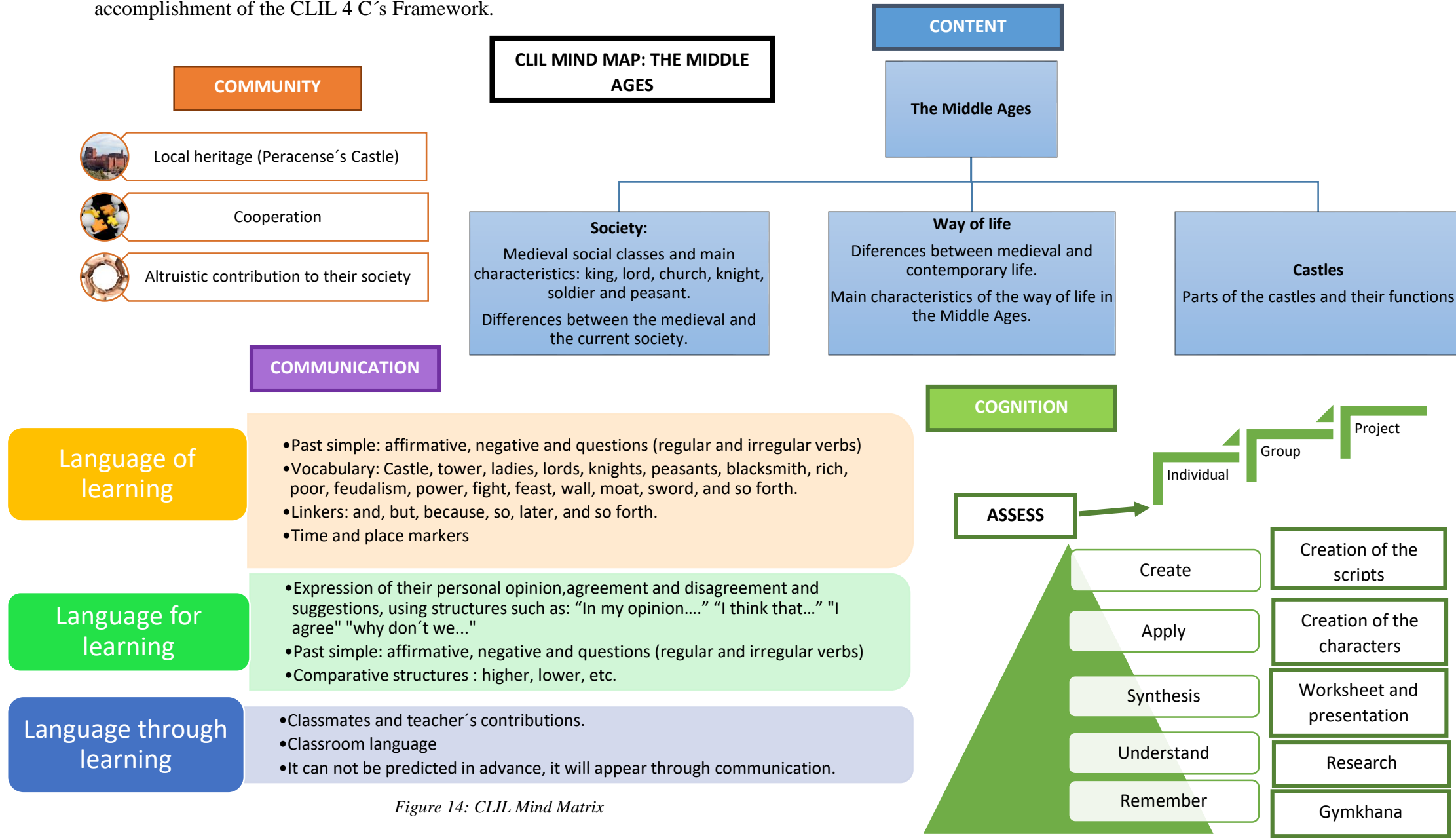


Figure 14: CLIL Mind Matrix

Considering the three dimensions of CLIL stated in page 23 , figure 15 shows how a complete objective could be represented, summarizing in this way what we are attempting to do with this project, that is to say, teaching conceptual content by means of procedural choices using a specific second language.

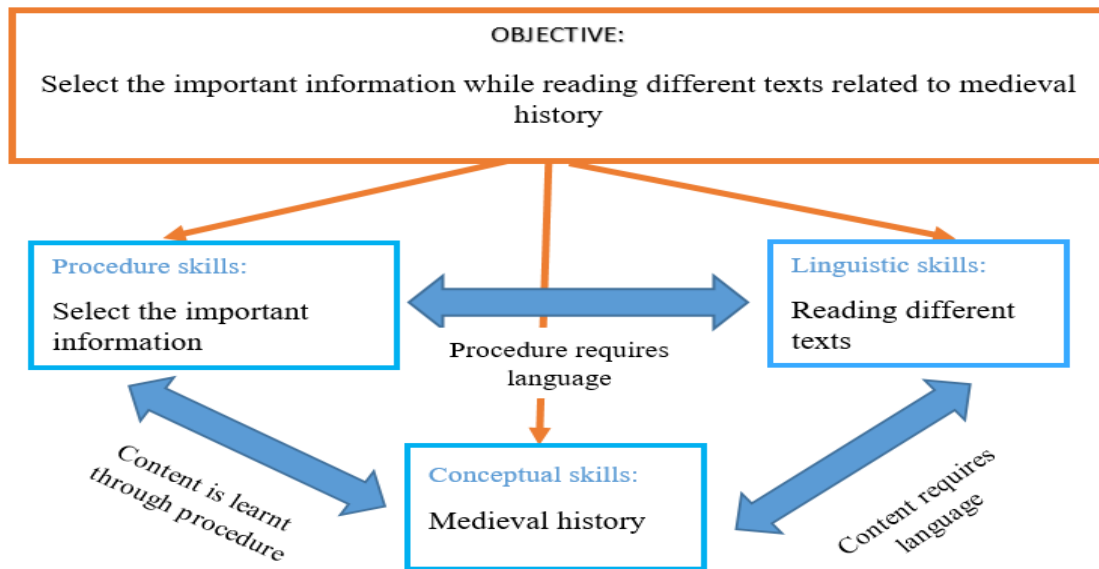


Figure 15: Three dimensions of CLIL

As this is just an example, in figure 16 we could observe the dimensions covered within each objective designed for the project.

	Procedural	Content	Language
Obj. 1	✓	✓	✓
Obj. 2	✓	✓	✓
Obj. 3	✓		✓
Obj. 4		✓	✓
Obj. 5		✓	✓
Obj. 6		✓	✓
Obj. 7		✓	✓
Obj. 8		✓	✓
Obj. 9		✓	✓
Obj. 10	✓		✓
Obj. 11	✓		
Obj. 12	✓		✓
Obj. 13	✓	✓	✓
Obj. 14	✓		
Obj. 15			✓
Obj. 16	✓	✓	✓
Obj. 17	✓	✓	✓

Figure 16: Three dimensions of CLIL

5.2 Difficulty

Activities displayed along the project are organized to make learners start working towards less demanding cognitive tasks such as listening, listing or suggesting ideas in a brainstorming, and language scaffolding is given towards language support boxes with given structures in the different activities; for example, while expressing opinion or suggestion some structures are written on the blackboard. Once we advance to higher stages, cognitive demands rise up; for example, asking students to organize the learnt information in the worksheet, to apply it while creating the costumes or the scenario, to synthesize the information while giving the presentations to their classmates, or to evaluate their own learning according to specific criteria, and finally to create the scripts. Therefore, taking into account Bloom's Taxonomy, we move from LOTS to HOTS, from Knowledge towards Evaluating and Creating. Furthermore, the language demands also increase progressively, as we could appreciate in figure 17, while in the first activities the required language is simple and familiar, and students are provided with the structures they could need, at the end of the project more complex language is required in order to report the learnt content as well as less scaffolding is provided.

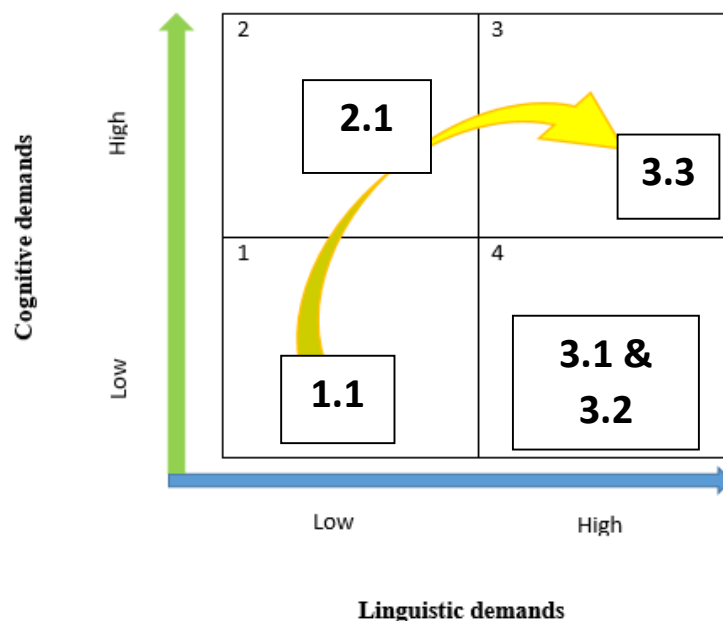


Figure 17: CLIL Matrix applied to lesson 2

5.3 Summary

LESSON	1	2	3	4	5	6	7	8	9	10	11	11	12
Stage of the project	Speculation and design	Conducting the project and evaluation											Final evaluation
Learning process	Initial evaluation and planning the project	Development of the project: formative evaluation											Summative evaluation
Name of the lessons	“How can we help Peracense’s Castle?”	“Investigating the Middle Ages”	“I’m the teacher”	“Discovering our castle”	“We are scriptwriters”	“Let’s create the costumes”	“I am a specialist”	“Time to practice”	“Let’s create the scenery”	“Let’s film the videos”	“Editing the videos”	“A trip to Peracense”	“Celebration of learning” and final evaluation
Length	1 hour	2 hours 30 min	1 hour 30 min	2 hours	3 hours 30 min	2 hours	1 hour	4 hours	2 hours 30 min	2 hours	3 hours	1 day	3 hours
Tasks	<p>Assembly: Introducing the project</p> <p>What are we going to do?: Designing the project</p> <p>Creating a “To Do List”: Designing and planning the project</p> <p>Completing a KWL Chart: Verbalizing previous knowledge</p>	<p>Looking for information in books, videos and web pages.</p> <p>Selecting and organizing important information.</p> <p>Completing a worksheet with the information using linkers and the past simple.</p>	<p>Preparing a presentation.</p> <p>Giving a presentation explaining their topic to the rest of the class.</p> <p>Assessing the presentation s.</p>	<p>Discovering and analyzing our castle.</p> <p>Selecting where to place the QR codes.</p> <p>Writing the first script together.</p> <p>Acting out the first script.</p>	<p>Collaborative writing.</p> <p>First draft of the scripts in groups.</p> <p>Self-assessment</p> <p>Second draft of the scripts.</p> <p>Acting the scripts out.</p> <p>Group assessment</p>	<p>Design the costumes according to their research.</p> <p>List the required materials.</p> <p>Create a draft of the costumes.</p> <p>Put them in common and think how to improve them.</p> <p>Create the final version of the costumes.</p>	<p>Deciding which roles are necessary: cameraman, make-up artist, etc.</p> <p>Applying for a role</p> <p>Giving a role to each student</p>	<p>Reading the scripts paying attention to the pronunciation.</p> <p>Reading the scripts paying attention to the intonation.</p> <p>Rehearsal</p> <p>Group assessment</p>	<p>Decide the scenery for each team and the materials.</p> <p>Draw a draft.</p> <p>Create the scenery.</p>	<p>Organizing</p> <p>Final rehearsal</p> <p>Filming</p> <p>Team work evaluation</p>	<p>Watch and analyse the videos.</p> <p>Decide how to improve them.</p> <p>Select pictures and medieval music.</p> <p>Change the audio’s format.</p> <p>Add music, pictures, titles, credits and transitions to the videos.</p> <p>Peer-assessment</p>	<p>Gymkhana related to the middle ages</p> <p>Locating the QR codes</p> <p>Archer workshop</p>	<p>Exposition</p> <p>KWL Chart</p> <p>Evaluation of the project</p> <p>Final evaluation of the team work</p> <p>Final evaluation of their individual progress</p>
Objectives	Obj1., Obj2., Obj3., Obj4., Obj5., Obj6., Obj7., Obj8., Obj9., Obj10., Obj11., Obj14.	Obj1. Obj2., Obj3., Obj4., Obj5., Obj6., Obj7.	Obj8. Obj9., Obj10., Obj11., Obj14.	Obj10., Obj12., Obj13., Obj14., Obj15.	Obj10., Obj12., Obj13., Obj14., Obj15.	obj.12., Obj. 14, Obj. 10	Obj11.Obj12	Obj11.Obj12.Obj14. Obj15.	Obj1., Obj2., Obj3., Obj4., Obj14.	Obj11.Obj12.Obj14. Obj15.	Obj.17, obj.12., Obj. 14, Obj. 10	Obj7.Obj10.Obj12. Obj16.	
Assessment tools	KWL Chart	Direct observation, rubrics, self and peer assessment checklists, KWL Chart											Interview, cooperation rubric, project evaluation checklist

Figure 18: Project summary

In order to actually show what the schedule of the project would look like, figure 19 presents a calendar of the lessons.

Monday	Tuesday	Wednesday	Thursday	Friday
24 May Literacy (1h) "How can we help Peracense's Castle"	25 May Literacy (1h) "Investigating the Middle Ages"	26 May Art (1h) "Let's create the costumes"	27 May Literacy (1h) "I am the teacher"	28 May Literacy (1h) "Discovering our castle"
Science (1h) "Investigating the Middle Ages"	Science (30 min) "Investigating the Middle Ages"	Science (1h) "I am the teacher"	Science	Science (1h) "Discovering our castle"
1 June Literacy (1h) "We are scriptwriters"	2 June Literacy (1h) "We are scriptwriters"	3 June Art (1h) "Let's create the costumes"	4 June Literacy (1h) "Time to practice"	5 June Literacy (1h) "Time to practice"
Science (1h) "We are scriptwriters"	Science (30 min) "We are scriptwriters"	Science (1h) "I am a specialist"	Science	Science (1h) "Let's create the scenery"
8 June (1h) "Time to practice"	9 June Literacy (1h) "Time to practice"	10 June Art (1h) "Let's film the videos"	11 June Literacy (1h) "Editing the videos"	12 June Literacy (1h) "Editing the videos"
Science (1h) "Let's create the scenery"	Science (30 min) "Let's create the scenery"	Science (1h) "Let's film the videos"	Science	Science (1h) "Editing the videos"
15 June "TRIP TO PERACENSE"	16 June Literacy (1h) "Celebration of learning"	17 Art (1h) "Final evaluation"	18 June Literacy (1h)	19 June Literacy (1h)
	Science (30 min) "Celebration of learning"	Science (1h)	Science	Science (1h)

Figure 19: Project calendar

5.4 Assessment and evaluation

Assessment within a PBL and CLIL framework is somewhat different from traditional assessment. Both PBL and CLIL promote deeper conceptual understanding and problem solving; therefore, evaluations tend to be more reflective and formative instead of summative, that is to say, continuous assessment rather than final should be promoted. Along this project, the following assessment tools have been included: self-assessment check-lists, peer-assessment checklists, cooperative bull-eye rubric and teacher rubric (see **appendix 2**). Further, reflective self and peer assessment is stressed since, according to Bender (2012, p.172), they seem to enhance students' work over time and they prepare students for the world of work.

5.5 Methodological orientations

5.5.1 Task Based Language Teaching

If PBL makes a project the main focus of a term or at least a month, Task Based Language Teaching (TBLT from now on) could be placed a step behind, since it makes a task the main focus of a lesson, being the task a piece of classroom work in which the students use the language for a communicative and meaningful purpose in order to achieve an outcome.

TBLT is the approach that has been followed in the design of the lessons within the project, and, according to Willis and Willis (2007), TBLT lessons should follow the following stages: Pre-Task, Task and Post-Task. Along the Pre-Task stage the topic is introduced by the teacher as well as the language that will be necessary to accomplish the task. During the Task stage, students carry out the task, plan and report their results; and this process can be both oral or written. Finally, in the Post-Task stage, the focus is on form, students are encouraged to analyse the language used throughout the task and

practice it in controlled and guided activities (Estaire & Zanón, 1990; Nunan, 2004, p. 10).

5.5.2 Cooperative learning

Cooperative learning can be defined as those teaching and learning strategies that make students work together in groups to accomplish shared goals and creating a positive interdependence among them. This requires the teacher to introduce the feeling that their individual success depends on the collective success, that one only success if everyone does (Scott, 2006, p.134).

Nowadays, cooperative learning is regarded as one of the most effective ways of learning. It can be regarded within any students' centered approach, specifically, what refers to PBL, since much of its work involves cooperative problem solving (Bender, 2012; p.146). Cooperative learning, as well as PBL, emphasizes the idea that students learn most effectively while interacting with their peers as they verbalize their learning process and knowledge and, by making it explicit, it becomes more relevant (Johnson & Johnson, 2010).

Furthermore, there are many reasons that support cooperative learning for effective EFL learning: it increases the amount of input, being it more comprehensible and contextualized; as well as the amount of output, since there is simultaneous interaction and it lowers the affective filter – there is more cooperation and less competition among the students, increasing the sense of belonging and self-esteem; among others (Bender, 2012; p.147).

5.5.3 Inquiry-based learning: KWL

Inquiry based learning is another student-centered methodology which shares many characteristics with PBL. It is based on creating the adequate context to arouse curiosity and encourage motivation among students. According to Kampa and Vilina (2016), the method is a “three-step process” which should start with the following three main questions: What do I know about the topic? What do I want to know?, and What have I learned? Students’ answers should be summarized in a KWL chart, which should be placed at a visible point in the class and should be reflected somehow among the students’ work materials. This process makes this approach ideal to combine with PBL, as it will start with a driving question from which students will start the reflection process.

5.6 Differentiation

It is worth noting that along the project there is a wide variety of tasks and resources in order to adapt to the different learning styles present in the classroom. For example, the use of videos adapts to both auditory and visual learners, while the use of drama is beneficial for those students with a kinesthetic style. Further, there are complementary activities for the fast finishers; for example, while creating the scenery, each team has to create the materials for their script, but the fast finishers have the opportunity to create the whole castle for the introduction and conclusion video (see **appendix 1.3 lesson 9**).

In the real life implementation one of the Ss has a hearing impairment, no adaptation of content is required but he must be located in a strategic place while distributing the students and organizing the classroom, making sure that he has visual contact with all his classmates and also the teacher and the blackboard. Moreover, the teacher should reinforce the main ideas in a visual way, writing them on the blackboard. There are going to be some listening tasks, but they are videos, so there is a visual support, the students can listen to them as many times as necessary and he will have subtitles.

6 DISCUSSION AND RESULTS: ANALYSIS OF IMPLEMENTATION 1³

6.1 Context

This experimental study has been conducted in a focus group of eight students of 5th grade from the state school Guillermo Fatas, as a voluntary extracurricular activity. It lasted five lessons of one hour and thirty minutes each. Therefore, it has been necessary to adapt the original project (see **appendix 3**) to the number of sessions and the number of students. It should be said that students were selected taking into account their English level, in order to get a focus group with a varied different levels, from A1 to B1, and therefore represent what we would find in a real classroom. It is important to note that Guillermo Fatas is not a bilingual school.

6.2 Data collection

The instruments used for the data collection included a classroom observation, a Checklist for benchmarking good practice in PBL and CLIL (see **appendix 3.2**), a rubric to evaluate students' performance and the students' materials (worksheets, scripts, videos, etc; see **appendix 1.4**).

6.3 Data analysis

According to the checklist for benchmarking good practice in PBL and CLIL (**appendix 3.4**) we can appreciate that the main features are accomplished within this project. Special attention should be given to motivation since, according to Dorney (1994, p.274),

³ Another adaptation of the project was implemented within two classrooms of 3rd Grade in CEIP San Roque, which is not a bilingual school. The students' English level was lower than desirable to develop the original project, therefore a significant adaptation was necessary. As in the original project, students were asked to find a solution to the problem and help Peracense's castle, however, instead of being the students who looked for the information related to the history of the castle they were told the story through storytelling and they were asked to represent it. During one week students developed their oral skills such as pronunciation or intonation and body language throughout rehearsals. Finally we filmed the videos which can be found in the following link: <https://goo.gl/x8wnMC> ; <https://goo.gl/24AAAnb> or QR code (see **appendix 4**). However due to the extension established limits a deeper analysis of these implementations will not be developed.

“motivation is one of the main determinants of L2 learning achievement”. It should be said that it was an optional activity carried out at the end of the afternoon and in a second language, and even though there were many handicaps, students showed motivation and interest from the very beginning, especially when they were told that it was going to have a real impact and that they were going to be responsible for organizing and planning the project. From that moment onwards, they started feeling protagonists and not mere participants.

There were many evidences which proved their motivation such as: their voluntary decision to study the scripts at home, their interest to organize more sessions- originally there were going to be four lessons not five, but they were the students themselves who asked for more- and finally their willingness to participate in more projects.

6.4 Contribution to second language acquisition

Communication in the L2 was promoted from the first moment, students were not used to speaking in English among themselves; therefore, an extrinsic motivation such as a scoreboard was necessary, students got positive points by speaking in English and good behavior and negative with bad behavior or excessive use of the L1. There was only one student, whose level was lower, who tried to use the L1 but they were her teammates who convinced her to use the L2 to get the final reward. This aspect is essential for L2 acquisition since, by interacting with their classmates, students receive a huge amount of rich and comprehensible input and they have more opportunities to produce output. Further, as I have explained in page 16, while interacting they negotiate meaning with their peers, receiving a huge amount comprehensible input, which, according to Krashen, is essential in second language acquisition (1985). And, what is more, by reporting their

discoveries to the other team, students produced pushed output, which is another key element for L2 acquisition.

It could be worth noting that students experienced difficulties to formulate questions, as can be observed in **appendix 3.3.2 (p. 133)**, and to use the past simple, especially in oral situations. Students' mistakes were corrected by the indirect technique of recast and emphasis instead of using direct corrective feedback because it was essential to make them feel secure and self-confident. However, at the end of the first lesson there were focus on form activities to make them aware of the use of the past simple, in this stage direct corrective feedback was appropriate in order to raise awareness. This is essential to foster the development of students' interlanguage and avoid fossilization. And it seemed to be effective since students corrected their own mistakes uptaking the correction, if we observe **appendix 3.3.4 (p. 135)**, we will appreciate that students are able to use the past simple in affirmative but also in negative sentences. Further if we analyse **appendix 3.3.5 page 140** we can observe that students not only used the present simple and the past simple in context, but they use other tenses such as present continuous "What is happening here?" and even include a sentence in the past continuous: "In that moment, inside the keep Lady Elisabeth was talking with her servant" they had not been taught this structure but, since it was an opened task, they had the opportunity to go a step further, trying and testing their hypothesis in a natural and stress-free way. Besides, in the observation tool (**appendix 3.4**) we can observe that all the language objectives are accomplished, along the implementation students tried to communicate in the L2 using the suggested structures and they were able to report complex concepts to their classmates.

6.5 Content

Another aspect to consider is the accomplishment of the content aims. In the last lesson, by completing the KWL Chart the students themselves reflected about their learning, and, if we analyse these charts and the other worksheets (see **appendix 3.3**), we could observe that they were able to identify the differences between the way of life and the society as well as synthesise the most important information with their own words. What is more, while reporting their findings to the other group, they were able to explain complex concepts using specific vocabulary such as: knight, peasant, sword, castle, drawbridge, moat, and so forth. If we analyse the observation tool (**appendix 3.4**) we could appreciate that the accomplishment of the content aims is satisfactory, however, more emphasis should be placed on the comparisons between the medieval and the contemporary life.

6.6 21st century skills

When considering the development of the 21st century skills four aspects seem to stand out prominently: cooperative learning, students' autonomy, higher order thinking skills and the development of the digital competence.

Firstly, regarding cooperative learning, positive interdependence has been promoted by assigning different roles, students had a common goal and an individual responsibility and they cooperated to achieve it. Furthermore, the use of techniques such as Round Robin helped them to respect the turns. However, as we can observe in the observation tool (**appendix 3.4**) at the beginning students found some difficulties to cooperate.

Secondly, students' autonomy was fostered from the very beginning since they had to design and plan the project, this factor coupled with the fact that they tried to solve the problems that appeared themselves and also suggested ideas and alternatives to

improve their own work results in the development of a feeling of self-competence and autonomy.

When considering the development of HOTS (Higher Order Thinking Skills), we may observe that along this implementation the cognitive demands of the task increased progressively moving from knowledge towards creation. Being Knowledge and synthesis the focus of the first lesson, while carrying out the research, and applying, creating and evaluating in the following lessons while creating the scripts, self-assessing them, filming the videos and evaluating the project and their own participation.

Finally, digital competence has been developed since students filmed and edited the videos on their own, learning how to download multimedia, to change the format of an audio and to use Movie Maker.

6.7 General results⁴

As stated previously, this implementation had important limitations. Firstly, the number of students and, secondly, the lack of time, since the original project was thought to be implemented along 26 hours and approximately 20 students and this implementation lasted 7 hours and 30 minutes with 8 students. However, the results could be considered as relevant and significant since the students came from the same classroom in the same school, and, even though their age was the same, their English level was extremely varied, which makes this focus group quite representative of the diversity that we would find in a classroom.

⁴ The final product can be found in the following link: <https://youtu.be/gBqSNRVRJPw> and in a QR code in **appendix 4**.

As the focus of discussion earlier indicates, the implementation of this adaptation proves some of the strengths of the project. Students' motivation seems to stand out more prominently, but also the contribution to second language acquisition by promoting communication among the students and providing opportunities to focus on form and produce pushed output, for example while reporting their discoveries to their classmates, among other situations (**see appendix 3.4**), what according to Long (1996), contributes to developing their interlanguage and avoid fossilization. As already justified, results also prove that content aims have been accomplished, if we observe **appendix 3.3.4 and 3.3.3** we could appreciate that students are able to identify the parts of the castle, as well as use specific vocabulary such as lord, peasant, soldiers, servants, blacksmith, bakers, king, sword, crown. Moreover, in **appendix 3.3.5** students apply their knowledge while creating the scripts, selecting a servant, a blacksmith, two princesses, two princes and a jongleur as the characters of the story and specifying their characteristics taking into account the theory, for instance, the prince is described as rich and arrogant whereas the blacksmith is poor and is even considered as an slave. Furthermore, as we can observe in the following examples they include the parts of the castle and their functions in relation with the story, "they celebrated a big feast in the great hall" "In that moment, inside the keep Lady Elisabeth was talking with her servant".

Finally, it could be said that the development of 21st century skills has been promoted since, the tasks implied a cognitive challenge fostering higher order thinking skills such as: synthesising, applying, creating and evaluating. Further, cooperative learning has been essential along the project, as well as the digital competence while filming and editing the videos.

However, some drawbacks have been identified. Firstly, it is a high demanding project which requires an English level of A2 and a huge number of lessons. Moreover,

coordination with other teachers and the school support while organizing the trip to Peracense would be essential. Thus, if implemented in the real classroom the project should be adapted to the students' English and cognitive level. As mentioned above, three adaptations of this project have been implemented, two of them in 3rd grade in a non-bilingual school, and, since the students' cognitive and English level was lower the project was simplified, however, students showed enthusiasm and motivation, increasing the attempts to communicate in English. This proves that with the appropriate adaptations this project is viable within different levels.

7 CONCLUSION

Having reached the final stage of the study, and after the thorough process carried out, we cannot but highlight that the learning of a foreign language is a clear demand of today's society. The curriculum marks the development of communicative competence in a foreign language as a high priority of education. This factor, along with the fact that students do no longer need theoretical explanations that can be found on the Internet, but the development of what is known as 21st century skills (digital competence, cooperative skills, autonomy and creativity, among others) should lead teachers to attempt to provide citizens with useful tools to adapt to the demands of an increasingly interdependent and globalized world.

Having this aspects in mind, a change in methodology seems to be indispensable, and PBL and CLIL are regarded as an adequate alternative since they are two student-centered approaches that complement each other and fulfill the society demands mentioned previously. As a consequence of this, one of the main aims while developing this dissertation was to create a project proposal for CLIL in a Primary classroom. In relation to this, it could be worth noting that it has been successfully developed. Furthermore, as developed in pages 42-46, two adaptations of the original project have been implemented in two different schools and grades, showing how CLIL practice through PBL can help to create this meaningful context, close to the students' needs and aims, developing their necessity and interest in learning the language.

At the beginning of this dissertation, to demonstrate that PBL and CLIL are two complementary approaches that work hand in hand and develop both, SLA and such 21st century skills as critical thinking, cooperative and digital skills, among others, was posed as the main research hypothesis. The development of the project proposal as well as the

results of the implementation show how CLIL practice through PBL can help to create a meaningful context, close to the students' needs and aims, that could really develop their necessity and interest in learning the language while fostering the development of the new century skills. Confirming, consequently the initial hypothesis. Beyond this, this dissertation is a small contribution and further research on this field would be necessary since, as stated before, only an adaptation of the original project within a focus group was implemented.

I would like to wind up this study by referring to Bedford's famous quotation: *"You can teach students a lesson for a day; but if you can teach them to learn by creating curiosity, they will continue the learning process as long as they live"*.

Through this quotation, which summarizes perfectly what I have aimed to transmit along this project, it could be inferred that students should not be encouraged to memorize information but to understand, select, organize, and apply it while solving a real and contextualized problem. PBL and CLIL offer the valuable opportunity to adapt to the different learning styles and levels, promoting a feeling of self-confident, increasing students' intrinsic motivation and, what is more, their willingness to continue learning, since they find the language they are studying useful.

Summing up, as the focus on the discussion earlier indicates, PBL is an ideal methodology to enhance CLIL learning, connecting previous knowledge to new knowledge through cooperative work while teaching students how to learn for their own improvement in the future. As has been demonstrated in the didactic proposal presented here, if we want future citizens who are able to react quickly and efficiently to the demands of a changing world, citizens that can find solutions through deep reflection and cooperative work, citizens who find motivation in contributing to the improvement of their societies, it is time to offer our current students the opportunity to be better and more

active citizens since they are at school. If you are not convinced yet, who could have thought before that a small castle at Peracense could become an international tourist site for a 6th grade Primary classroom?

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APPENDIX

Appendix 1: Didactic proposal

1.1 Contents and competences

TITLE	"Let's help Peracense's Castle!"
LINGUISTIC LEVEL ACCORDING TO	A2
LANGUAGE	ENGLISH
AREAS	LITERACY, SOCIAL SCIENCE AND ARTS
THEME	MIDDLE AGES
CURRICULAR LEVEL	3 rd CYCLE OF PRIMARY EDUCATION – YEAR 6.
AUTHOR	M ^a CONCEPCIÓN MOLINER IRANZO
APPROXIMATE TIMING	13 SESSIONS
CONTRIBUTION TO KEY COMPETENCES	

- ❖ **Competence in linguistic communication:** The oral focus of the majority of activities, as well as the inherent character of the written ones, involve the continuous use of the foreign language as an element of comprehension and production in both, oral and written aspects, which clearly promotes the acquisition of this competence in the FL.
- ❖ **Mathematical competence and basic competences in science and technology:**
- ❖ **Digital competence:** fair number of different tasks allow to find, obtain, analyse and communicate information through the correct and oriented use of different ICT and Web 2.0 tools, such as: QR codes, Padlet or Plickers.
- ❖ **Learning to learn competence:** this project promotes learners autonomy to the extent that they have to self-adjust their learning process, make decisions and reflect about the strategies they use. Moreover, the use of KWL Charts helps students to be aware of their learning process.
- ❖ **Social and civic competences:** Group tasks demand from the students to respect the diversity of opinion, to take into account others' points of view and to interpret information cooperatively in order to reach agreements. Further, the project has as main aim to collaborate with peracenses castle, therefore students assume a responsibility and participate actively within the society.
- ❖ **Sense of initiative and entrepreneurship competence:** It is demanded continuously in activities where students have to express and suggest own ideas, as well as plan and put them into practice. They are the students themselves who design and plan the project.
- ❖ **Cultural awareness and expression competence:** Students appreciate the importance of the local heritage, Peracense's Castle, while contributing to its dissemination. Moreover, they develop the expression competence through drama while filming the dramatised video-guide.

ENGLISH AS A FOREIGN LANGUAGE CONTENTS

The English contents that are being developed with this project are the following:

1) Strategies

Expression of their previous knowledge in order to facilitate new learning.

Identification and selection of the most important information while synthesizing different texts.

Utilization of paralinguistic information and context to infer the meaning of new words.

2) Social functions and notions

Appreciation of the importance of the second language in order to find information about a topic of their interest, the middle ages, and to communicate with people from other countries.

3) Functions and notions

Expression of their personal opinion using structures such as: "In my opinion..." "I think that..."

Expression of agreement and disagreement while making decisions with their classmates using the following structures: "I agree" "I can see your point but I think that..."

Expression of suggestions while making decisions with their classmates using the following structures: "Let's..." "Why don't we...?"

Expression of contrast using comparative structures such as: higher, lower, but.

4) Grammar

Past simple: affirmative, negative and questions (regular and irregular verbs)

Comparative structures: higher, lower

Linkers: and, but.

5) Vocabulary

Castle, tower, ladies, lords, knights, peasants, blacksmith, rich, poor, feudalism, power, fight, feast, wall, moat, sword, draft, cameraman, make-up artist, manager, and so forth.

6) Spoken English

Utilization of the intonation and the body language to transmit emotions.

Reading and acting the scripts with accurate pronunciation.

SCIENCE CONTENTS

The Social Science contents that are being developed with this project are the following:

7) Utilization and critical analysis of different sources to obtain and synthesize important information related to the middle ages.

8) Utilization of the ICT in order to obtain, select and present information related to the middle ages.

9) Development of strategies to express orally the new knowledge.

10) Appreciation of team work.

11) Planning and organizing the project developing their autonomy and independence.

12) Appreciation of heritage's importance as a historical source of information.

13) "La Peninsula Ibérica" in the Middle-Ages.

1.2 Curricular objectives, didactic objectives, standards and competences relation

English:

Aims	Objectives	Standards	Competences
<p>ObjIN.1. Comprender expresiones y vocabulario frecuente relativo a situaciones cercanas que conciernen a él mismo, a la familia, a su entorno habitual,...</p>	<p>Obj2. Ss will be able to select important information while listening to different videos related to the medieval history.</p>	<p>ING.1.1.3 Entiende lo que se le dice en transacciones habituales sencillas para aproximarse a la comprensión del texto oral. ING.1.1.6 Comprende las ideas principales de presentaciones sencillas y bien estructuradas sobre temas familiares o de su interés siempre y cuando cuente con imágenes e ilustraciones y se hable de manera lenta y clara para hacer alguna aproximación al significado del texto.</p>	<p>CCL CD</p>
<p>ObjIN.6. Pedir y dar información simple sobre temas y actividades familiares.</p>	<p>Obj12. Ss will be able to express suggestions and opinions using structures such as: “In my opinion...” “I think that...” “What about...” “I totally agree with you...” “I can see your point but...” “Maybe but I think that...” while making decisions about their own learning process.</p> <p>Obj15. Ss will be able to develop their pronunciation, intonation and body language, using them to transmit emotions while reading and acting out the script.</p>	<p>ING.2.1.3 Participa en conversaciones cara a cara o por medios técnicos (teléfono, Skype) en las que se establece contacto social, se intercambia información personal, se ofrece algo a alguien, se pide prestado algo, en un registro neutro o informal, utilizando frases sencillas de uso frecuente y conectores para enlazarlas, aunque la pronunciación no sea muy clara.</p>	<p>CAA CCL CD</p>
<p>ObjIN.9. Hablar de acontecimientos conocidos ocurridos en el pasado y anticipar acciones futuras que pueda llevar a cabo en su entorno habitual.</p>	<p>Obj16. Ss will be able to use the past simple while answering questions orally about the middle-ages.</p>	<p>ING.2.2.1 Hace presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (decir lo que le gusta y no le gusta y dar su opinión usando estructuras sencillas) haciendo uso de alguna estrategia básica en la producción de textos orales.</p>	<p>CAA CCL CD</p>

<p>ObjIN.3. Obtener información previsible en documentos corrientes como artículos publicitarios, folletos, menús y horarios.</p>	<p>Obj1. Ss will be able to select the important information while reading different texts related to medieval history.</p>	<p>ING.3.1.2 Comprende información esencial y localiza información específica en material informativo sencillo, para aproximarse a la comprensión del texto escrito.</p> <p>ING.3.1.4 Comprende lo esencial y los puntos principales de noticias breves y artículos de revistas para jóvenes que traten temas que le sean familiares o sean de su interés para aproximarse a la comprensión del texto escrito.</p>	<p>CCL CAA CSC</p>
<p>ObjIN.10. Escribir notas y mensajes sencillos y cortos: email, postal, invitación, felicitación,...</p>	<p>Obj3. Ss will be able to write short texts while answering the worksheet's questions synthesizing the most important information obtained from different sources such as online texts, videos and books.</p> <p>Obj13. Ss will be able to generate and organise ideas applying their previous knowledge related to the middle ages while creating the scripts using words such as: castle, tower, ladies, lords, knights, peasants, blacksmith, and so forth.</p> <p>Obj14. Ss will be able to asses their own work and evaluate the project according to specific criteria developing critical thinking skills.</p>	<p>ING.4.2.2 Escribe correspondencia personal breve y simple hace y contesta preguntas relativas a estos temas, haciendo uso de alguna estrategia básica de producción de textos (planificación y ejecución).</p>	<p>CCL CSC</p>

<p>ObjIN.14. Responder a preguntas de contenido sencillo y conocido.</p>	<p>Obj4. Ss will be able to use the past simple while writing short texts answering the worksheet's questions about the middle ages.</p> <p>Obj14. Ss will be able to assess their own work and evaluate the project according to specific criteria developing critical thinking skills.</p>	<p>ING.4.2.2 Escribe correspondencia personal breve y simple hace y contesta preguntas relativas a estos temas, haciendo uso de alguna estrategia básica de producción de textos (planificación y ejecución).</p>	<p>CCL CAA</p>
<p>ObjIN.16. Relacionar grupos de palabras con los conectores sencillos como “and”, “or”, “y”, “but” o “because”.</p>	<p>Obj6. Ss will be able to compare aspects of medieval and contemporary life using comparative structures such as: “<i>higher, lower, however, but</i>” both, in oral and in written form.</p> <p>Obj14. Ss will be able to assess their own work and evaluate the project according to specific criteria developing critical thinking skills.</p>	<p>ING.4.1.2 Escribe correspondencia personal breve y simple hace y contesta preguntas relativas a estos temas, haciendo uso de estrategias de producción y de una ortografía adecuada, utilizando las estructuras sintácticas y el léxico adecuado, aunque sea necesario el uso de elementos paratextuales.</p>	<p>CCL CAA</p>

Social science

Aims	Objectives	Standards	Competences
<p>Obj.CS1. Desarrollar hábitos de trabajo individual de esfuerzo, responsabilidad y constancia en el estudio y reflexión sobre el propio proceso de aprendizaje, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad, haciéndose partícipe de la dinámica del aula e impulsando su preparación</p>	<p>Obj14. Ss will be able to assess their own work and evaluate the project according to specific criteria developing critical thinking skills.</p> <p>Obj11. Ss will be able to value the importance of teamwork while completing the worksheet and preparing the presentation.</p> <p>Obj10. Ss will be able to make decisions with their classmates while interacting in</p>	<p>Est.CS.1.10.1. Desarrolla actitudes de cooperación y de trabajo en equipo, valora las ideas ajenas y reacciona con intuición, apertura y flexibilidad ante ellas en situaciones de aula.</p> <p>Est.CS.1.10.2. Planifica trabajos en grupo, coordina equipos, toma decisiones y acepta responsabilidades.</p> <p>Est.CS.1.9.1. Muestra actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés, creatividad en el aprendizaje y espíritu emprendedor que</p>	<p>CCL CCC CAA CSC</p>

<p>para el ejercicio activo de una ciudadanía democrática.</p>	<p>order to complete the worksheet, prepare the presentation and create the script.</p>	<p>le hacen activo ante las circunstancias que le rodean en el aula, familia y colegio. Est.CS.1.9.2. Manifiesta autonomía en la planificación y ejecución de acciones y tareas y tiene iniciativa en la toma de decisiones.</p>	
<p>Obj.CS2. Desarrollar actitudes de cooperación y de trabajo en equipo, respetando y aceptando las diferencias de personas, culturas, ideas y aportaciones y utilizando el diálogo como forma de llegar a un consenso, evitar y resolver conflictos.</p>	<p>Obj11. Ss will be able to value the importance of teamwork while completing the worksheet and preparing the presentation. Obj10. Ss will be able to make decisions with their classmates while interacting in order to complete the worksheet, prepare the presentation and create the script.</p>	<p>Est.CS.1.10.1. Desarrolla actitudes de cooperación y de trabajo en equipo, valora las ideas ajenas y reacciona con intuición, apertura y flexibilidad ante ellas en situaciones de aula. Est.CS.1.10.2. Planifica trabajos en grupo, coordina equipos, toma decisiones y acepta responsabilidades. Est.CS.1.8.1. Valora y apoya la cooperación y el diálogo como forma de evitar y resolver conflictos ejercitando prácticas democráticas en situaciones de toma de decisiones</p>	<p>CCL CCC CAA CSC</p>
<p>Obj.CS3. Utilizar las Tecnologías de la Información y Comunicación para la búsqueda, organización y elaboración de la información, desarrollando un espíritu crítico ante lo que encuentra, elabora y produce.</p>	<p>Obj1. Ss will be able to select the important information while reading different texts related to medieval history. Obj2. Ss will be able to select important information while listening to different videos related to the medieval history. Obj3. Ss will be able to write short texts while answering the worksheet's questions synthesizing the most important information obtained from different sources such as online texts, videos and books. Obj14. Ss will be able to asses their own work and evaluate the project according to specific criteria developing critical thinking skills</p>	<p>Est.CS.1.2.1. Utiliza las tecnologías de la información y la comunicación (internet, blogs, redes sociales...) para elaborar trabajos con la terminología adecuada a los temas tratados en el aula, juzgando la relevancia de éstas y la credibilidad de las fuentes. Est.CS.1.4.1. Planifica, realiza trabajos y presentaciones a nivel individual y grupal que suponen la búsqueda, selección, análisis, contraste, interpretación y organización de textos de carácter geográfico, social e histórico, en situaciones de aula</p>	<p>CCL CD CAA CSC</p>

<p>Obj.CS10. Identificar en el medio físico, social y cultural cambios y transformaciones relacionadas con el paso del tiempo, reconociendo algunas relaciones de simultaneidad y sucesión para situar momentos relevantes en la historia de Aragón y de España.</p>	<p>Obj5. Ss will be able to name and order the medieval social classes: king, lord, church, knight, soldier and peasant.</p> <p>Obj6. Ss will be able to compare aspects of medieval and contemporary life using comparative structures such as: “<i>higher, lower, however, but</i>” both, in oral and in written form.</p> <p>Obj7. Ss will be able to describe the main characteristics of each social class and the way of life in the medieval ages.</p> <p>Obj8. Ss will be able to explain the main differences between the medieval and the current society.</p> <p>Obj9. Ss will be able to explain the main differences between the medieval and the current way of life.</p>	<p>Est.CS.1.4.1. Planifica, realiza trabajos y presentaciones a nivel individual y grupal que suponen la búsqueda, selección, análisis, contraste, interpretación y organización de textos de carácter geográfico, social e histórico, en situaciones de aula</p> <p>Est.CS.4.3.7. Identifica y secuencia los rasgos distintivos de las culturas que convivieron en los reinos peninsulares durante la Edad Media describiendo la evolución política, y los distintos modelos sociales y lo comunica oralmente y/o por escrito.</p> <p>Est.CS.4.4.1. Identifica, valora y respeta el patrimonio natural, histórico, cultural y artístico de Aragón y asume las responsabilidades que supone su conservación y mejora apadrinando un elemento del patrimonio aragonés.</p>	<p>CCC CCL</p>
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1.3 Lesson plan: Teaching and learning tasks and activities

Lesson 1: “How can we help Peracense’s Castle?”	
Stage	Speculation and design
Length	1 hour
Student’s distribution	3 groups of 5 people each.
Classroom organization	During the first part of the lesson Ss will sit down on the floor in a horseshoe shape. Later, they will be in small groups around a central table.
Resources	Computers or tablets at least three but if it is possible, one per student, texts with medieval history information, projector.
Lesson plan	<p>1. Pre-task:</p> <p>1.1 “Assembly”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To engage Ss attention - To introduce the task <p>Step 1. Once they are sitting on the floor, we explain to them that one of our friends who works in a castle has sent us a whatsapp asking for help. <i>“Good morning guys, how are you? (...). I need your help, yesterday I received a Whatsapp from one of my friends who works in a castle in Peracense (show them a picture of the castle), she said that there are a lot of visitors from other countries who don’t speak Spanish, and as they don’t have any information in English they can’t understand anything! (make gestures and repeat in case they don’t understand) She asked me if you could help them. Do you want to work for the castle?”</i></p> <p>2. Task</p> <p>2.1 “What can we do?”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To make Ss debate expressing agreement and disagreement using structures such as: <i>“I totally agree with you”, “I can see your point but...”,</i> and so forth. - To provide opportunities for the students to express suggestion using structures such as: <i>“Why don’t we...” “What about...” “In my opinion it would be a great idea if ...”</i> <p>Step 1. Ask them to suggest ideas, write them on the blackboard. Give them some structures that they can use while expressing suggestions such as <i>Why don’t we...” “What about...” “In my opinion it would be a great idea if ...”</i></p> <p><i>“Okay! Great! And can you imagine how we can help them? What can we do?” (...)</i> <i>“Oh! Translating the information into English! That’s a great idea! But do you read the information when you go to a museum or you visit a new place? (...) No, and would you like to translate all the information? (...) no, okay, so can you think of any other option that you would like to do and that they would find interesting? Anything you can imagine!”</i> (Guide them to the idea of a video-guide) <i>“Oh! An audio guide! That is fantastic! But imagine that someone deaf, someone who can’t hear visits the castle, what can we do so he understands the history too?” (...)</i> <i>“Oh! We can add a video! I love that idea! Why don’t we film a video wearing medieval costumes and explaining the life in the castle as if we lived there?”</i></p> <p>2.2 “Let’s create a to do list”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To design the project

Step 1. Ask the students to decide which steps are necessary before filming the final videos, guide them to say, look for more information in different sources, create the scripts, the costumes, the scenery etc.

“Okay, so there are many things to do, and we should organize ourselves, why don’t we write a to do list? What would be the first thing we should do? (...)”

3. Post-Task

3.1 KWL Chart

Activity Aims:

- To identify their previous knowledge
- To introduce key vocabulary related to the medieval age such as: castle, sword, walls, farms, fields, knight, lady, blacksmith, farmer, servant, soldier, and so forth.

Step 1. Start the project with a KWL Chart, ask the students to write what they know and what they want to learn about plants and explain that the last column will be completed the last day of the project to evaluate it. Put it in common and write a big KWL chart with all their ideas, put it in a visible space in the class. During this activity they may not know how to say different words related to the Middle Ages, introduce them and ask them to write the new words at the end of their notebook in a glossary. If they try to say the words in English reward them even if they make mistakes.

“Have you ever seen a medieval castle? How is it? How do you imagine life there?”

“Do you know any jobs of the medieval ages?”

Show the following video with a brief introduction of the medieval age so the Ss can compare their answers: https://www.youtube.com/watch?v=ZG_GYkUrdbs

Lesson 2: “Investigating the Middle Ages”

Stage	Conducting the project and evaluation
Length	2 hours 30 min
Student’s distribution	3 groups of 5 people each.
Classroom organization	During the first part of the lesson Ss will sit down on the floor in a horseshoe shape. Later, they will be in small groups around a central table.
Resources	Computers or tablets at least three but if it is possible, one per student, texts with medieval history information, projector.
Lesson plan	<p>1. Pre-Task</p> <p>1.1 “Let’s start!”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To promote students participation and responsibility within the project - To introduce the task <p>Step 1. Ask the students what the first task was in our “to do list”, and help them induce the information they need in order to achieve the task and become medieval citizens.</p> <p><i>“Guys, you are going to become medieval citizens, but, what was the first thing in our “to do list” Yes! We have to look for more information! We need to know a lot of things about the Middle Ages, and what living in a castle was like in that moment... Don’t you think that we should investigate? What aspects do you think we have to look for information? Where do you think we might find information? Okay! Good ideas! I have selected some texts with important information and you also have some videos where you can find information. Let’s start!”</i></p> <p>1. Task</p>

2.1 “Select and organise important information”

Activity aim:

- To help students select the important information
- To help students structure the information while completing the worksheet
- To help students synthesis the main characteristics of their topics using the past simple while completing the worksheet.

Step 1. Divide the Ss into groups of five taking into account their personality and their English level, trying to make them as heterogeneous as possible. Assign a topic to each group: society, way of life, and castles, and give each group different resources (see annex 1) and a worksheet (see annex 2) per student.

“Okay, now each group is going to look for information in the following texts and videos, you have to answer the questions of your worksheet noting down the information that you think is important. You should read the questions before so you can look for the information you need, you must select the important information!”.

Reward those students who write in English so as the others may imitate their behavior, but do not penalize those who don’t as in this part what they are showing is reading and listening comprehension. Moreover, they can use word reference or ask us if they don’t know a word that they think is important.

We will provide them with the following resources:

Videos (they can stop them and watch them again as many times as they need)

Society:

<https://www.youtube.com/watch?v=3ac1uE3f6vQ>

<https://www.youtube.com/watch?v=zO-8f3XpNMg> (Original video)

To make it more comprehensible and make sure that they are following I have made it shorter and added some key questions to it using the app “EDPuzzle”.

<https://edpuzzle.com/assignments/584d3bcb33c2103e4016032b/watch>

Castles:

<https://www.youtube.com/watch?v=3ac1uE3f6vQ>

<https://www.youtube.com/watch?v=GVMvI05hCrI> (Original video)

To make it more comprehensible and make sure that they are following I have made it shorter and added some key questions to it using the app “EDPuzzle”.

<https://edpuzzle.com/join/sowroji>

Way of life:

<https://www.youtube.com/watch?v=3ac1uE3f6vQ>

<https://www.youtube.com/watch?v=zO-8f3XpNMg> (Original video)

To make it more comprehensible and make sure that they are following I have made it shorter and added some key questions to it using the app “EDPuzzle”.

<https://edpuzzle.com/assignments/584d3bcb33c2103e4016032b/watch>

Websites:

Castles:

<http://www.dkfindout.com/uk/history/castles/>

<http://www.primaryhomeworkhelp.co.uk/castles/defence.htm>

Society:

<http://www.dkfindout.com/uk/history/castles/who-lived-in-castles/>

Way of life

Text with information about other jobs.

Books: “See inside castles”, “The castle” and “What were the castles for?”

2. Post-Task

3.1 “Using the past simple”

Activity aims:

- To raise awareness of the use of the past simple in authentic context

- To provide opportunities for the students to revise the past simple

Step 1. Make them realize that they need to use the past simple as they are talking about the past, and change their sentences.

“Are we talking about the present or the past? (...) The past! Well done! So what tense do we need? The present simple or the past simple? (...) Okay! Great! The past simple! Can you give me some examples of the information you have selected using the past simple please?”

Step 2. If a student tries to use the negative but does not remember how to use it help him, *“Okay well done! But do you remember how we form the negative in the past simple? (...) Yes, we have to put didn’t and then the verb in the infinitive (give an example related to the medieval history such as: Women didn’t wear trousers) And remember! In the negative after didn’t we never put the next verb if –ed! (And write the incorrect example crossing the –ed with a red colour to help them remember it while writing).”*

Step 3. Make teams to revise their lists using the past simple.

“Have you used it in all of your sentences? Could you please check your sentences and make sure they are in the past?”

3.2 “Using linkers”

Activity aims:

- To help Ss be aware of the structures used to make a text easy to follow.
- To help Ss use linkers such as “and, but, so, first” to make their texts easier to understand

Step 1. *“You have selected the important information individually but now you have to complete the team worksheet putting it in common and organizing it into paragraphs. How do you think we should do it? Copying one sentence after the other without changing it? (Give an example) (...) No? Okay! Well done! So then what should we do? (...) Very good! Use “and”, so we need linkers! For example: and, very good, or but, so, first, then, after...”*

Write them on the blackboard with the meaning in Spanish to make sure they understand them and use them properly.

Step 2. Practice the above linkers using the sentences they said before to make sure they use them while completing the worksheet (exercises on the blackboard).

“Okay, so for example, if we want to write this two sentences together how would we do it: Knights wore trousers. Ladies didn’t wear trousers. (Write it on the blackboard and let them think) don’t say it, think about it with your classmates and write it”.

Ask one member of each team to come to the blackboard and write it. After that give them another example to practice.

3.3 “Improving the worksheet”

Activity aims:

- To make Ss use linkers while writing a descriptive text summarizing the most important information related to the Middle Ages.
- To make Ss use the past simple tense while writing a text related to the medieval age.
- To make Ss write comprehensible texts about a complex theme as the medieval age.
- To make Ss analyse and improve their own text using a self-assessment checklist.

Step 1. Ask the students to complete the team worksheet, remind them to use linkers and the past simple.

Step 2. Give each Ss of the team a number from 1 to 4 and ask them to share their ideas in turns, S number one says their first idea, then S number two their second idea, and so forth until everyone has expressed one of their ideas, when one student is speaking they can’t speak. They must note their team ideas on their piece of paper or put a tick if they already had it, so we make sure that they listen to each other. Then continue with the second idea. During this process

reward the students who are writing and speaking in English so the rest of the Ss imitate their behavior.
Each question should be written by a different member of the team, but all of them must help the one who is writing.

Step 3. Give the teams the checklist (see annex 3) and ask them to revise their work.

Step 4. Ask them to self-edit it, looking for grammar and spelling mistakes and putting it in green.

Step 5. We check their work and correct their grammar and spelling mistakes with a different colour so as they don't repeat these mistakes in the next stage.

Lesson 3: "I'm the teacher"	
Stage	Conducting the project and evaluation
Length	2 hours
Student's distribution	3 groups of 5 people each.
Classroom organization	During the first part of the lesson Ss will sit down on the floor in a horseshoe shape. Later, they will be in small groups around a central table.
Resources	Computers or tablets at least three but if it is possible, one per student, texts with medieval history information, projector.
Lesson plan	<p>1. Pre-Task:</p> <p>1.1 "Preparing the presentation using power point"</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To make students order, structure and synthesize their knowledge about the Middle Ages in order to be able to explain it during the presentation. - To make Ss internalize the knowledge about the Middle Ages while preparing the presentation - To develop their oral skills while deciding how to prepare their presentation. - To provide opportunities for the students to learn about the structure of oral presentations. <p>Step 1. <i>"As each team is an expert about a different topic you have to explain what you know to the rest of the groups so as in the next lessons you could write the dialogue of your videos and explain all the important information for the visitors. How could you explain it to your classmates to help them to understand you? (ask them to express some ideas about how to present it) Oh! Using pictures! I like your idea! So, why don't you use Power Point with pictures and the most important information that you have on your workshop to prepare your presentation?"</i></p> <p>Step 2. Help the Ss to prepare their power point by giving them a guide writing on the blackboard some key points they should cover. For example the society team should explain: the name of the social system, order the five categories, describe them and put pictures to make it more visual. Help them to sum up their ideas and assign the roles, let them practice. Remind them to use linkers and make sure that they are using the past simple.</p> <p>2. Task:</p> <p>2.1 "I'm the teacher"</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To make Ss develop their oral skills while giving a presentation to their classmates. - To make Ss produce pushed output while giving a presentation

- To provide opportunities to practice in context the use of linkers and the past simple.
- To make Ss develop their speaking skills by explaining complex concepts about medieval history using the past simple such as society, way of life, parts of the castle, and so forth.
- To make students active listeners by making them assess their classmates.

Step 1. Ask the teams to complete a checklist (see annex 4) while the other team is explaining their information to make sure that they are paying attention. At the end of the presentation they can ask them questions. All of them will be sitting on the floor making a U to facilitate communication.

3. Post-Task

3.1 “How can we improve?”

Activity aims:

- To make students active listeners by making them assess their classmates.
- To help students improve their speaking skills by raising awareness of their strengths and weaknesses: fluency, communicative strategies, structure of the presentation, and so forth.

Step 2. Once they have finished ask the Ss to say at least one strength and weakness of their classmates ‘presentation focusing on fluency, use of communicative strategies, structure of the presentation and also on content.

Step 3. Give each team their classmates’ feedback.

3.2 KWL Chart

Activity aims:

- To make Ss aware of their learning process

Step 1. Ask the students to think in groups what they have learnt along these lessons, put them in common and complete de group KWL Chart.

LESSON 4: “Discovering our castle”	
Stage	Conducting the project and evaluation
Length	2 hours
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	Computers and projector
Lesson plan	<p>1. Pre-task</p> <p>1.1 “Let’s discover our castle”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To activate previous knowledge - To engage their attention <p>Step 1. Project the virtual visit of the castle http://www.aragonvirtual.es/panotours/castillo_peracense_medieval/ and ask questions</p>

about the people that appear, in what social class they think they are and why, what they do, and the parts of the castle, eliciting the answers to activate previous knowledge. Ask them to use what they learnt in the previous lesson.

1.2 “Selecting where to place the videos or QR codes”

Activity aims:

- To provide contextualized opportunities where Ss have to express suggestions and opinions using structures such as: *“In my opinion...” “I think that...” “What about...” “I totally agree with you...” “I can see your point but...” “Maybe but I think that...”* while making decisions about their own learning process.

Step 1. Make groups of 5 and ask them to decide the places where they want to film their videos so later we can decide the characters and the information we are going to explain, they should choose the 6 most representative. Elicit and write some structures to express suggestion and opinion on the blackboard so as they can use them while debating with their classmates, such as: *“In my opinion...” “I think that...” “What about...” “I totally agree with you...” “I can see your point but...” “Maybe but I think that...”*. Tell them that later we are going to choose the places with the whole class among their decisions so they are going to give arguments about their choices.

“Ok! Now with your teams you can decide 6 places of the castle where you want to film the video, you can use the virtual visit. Later, we will write the script of our video-guide for that place, so you must choose the most interesting and representative. You are going to express your opinion in your teams and finally all of you must agree in 6 of them ok? Great! So what can we say to express that we don’t agree in a polite way? Do you know? Any idea? Ohh I don’t agree with you is possible, but maybe it’s too aggressive, don’t you think? But you are right! (Write their options) And what about “I can see your point but...” or “Maybe, but I think that...” And what if we want to express agreement? (...) Oh! Great! “I agree with you”.

Step 2. Assign a role to each member of the group, one should be the “security guard” who controls that everyone participates and expresses his opinion, other should be the “boss” who encourages them to speak in English, other should be the “spokesperson”, who has to ask the doubts to the teacher, other should be the “scribe” who writes their ideas.

Step 3. Guide a debate with the whole class to choose their favorites places writing their arguments in favor and against on the blackboard. Finally select 6 of them.

1.3 “Writing our first script”

Activity aims:

- To make Ss generate and organise ideas applying their previous knowledge while creating the first script.
- To make Ss think about the structure of the script and make decisions about it.

Step 1. Use the virtual visit to start generating ideas for the first video. Select one of the selected places to write the script and ask them questions related to the content:

“what information do we want to explain?, remember what you learnt the other day, what words do you think that are going to appear?”

Step 2. Ask them questions related to the structure:

“How are we going to write the dialogue? And the explanations for us about our gestures, actions, movements and clothes? And what about the place?” And what are we going to write first? And then?” Among others.

2. Task

2.1 “Collaborative writing”

Activity aims:

- To make Ss write the script using linkers to organise the information such as: “but, and, so, or later”.
- To make Ss develop their critical thinking skills by assessing their own work while thinking how to improve it.

Step 1. Write the first script with the whole class providing an example. Ask one S to be the scribe, if it is too long ask them to change. Ask the Ss to give their ideas in turns guiding them to use their previous knowledge and connecting them with linkers such as: “but, and, so, or later”

Step 2. Complete a self-assessment checklist (see annex 5) with the whole class and ask them:

“How can we make it more interesting? (...) Yes! That’s a great idea! The characters can say something interesting about their lives! So, what do you think that could be the problems of a knight in the middle ages? (...) That’s right! So may be he could explain that he is frightened because tomorrow he has to go to fight against the most powerful knight in the kingdom”

Step 3. Final version

Step 4. Repeat the process with one more script

3. Post-task

3.1 Act it out

Activity aims:

- To make Ss practice their pronunciation, intonation and body language while acting out the script.
- To make Ss reflect about how to improve the script

Step 1. Ask the Ss to represent the script

Step 2. Think how to improve it completing a checklist. (See annex 6)

LESSON 5: “Writing the scripts”

Stage	Conducting the project and evaluation
Length	3 hours 30 min
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	Computers and projector
Lesson plan	<p>1. Pre-task</p> <p>1.1 “Let’s continue together”</p> <p>Activity aims:</p> <ul style="list-style-type: none">- To make Ss generate and organise ideas applying their previous knowledge while creating the script, using linkers such as “but, so, and” to connect their ideas.- To make Ss think about the structure of the script and make decisions about it. <p>Step 1. Make them think about the scripts we have already done, “is any of them introducing what we are doing?” let them think how could we explain to the visitors what they are going to find, who we are and where is the best place to put the introduction.</p> <p>Step 2. Once they have decided to do it at the beginning of the castle we can start designing the script with the whole class as in the previous lesson. We must make sure that all the Ss</p>

participate. First ask them questions about the content: *“What information do we want to explain?”* Write their ideas on the blackboard and order them. And then about the structure: *“How are we going to write the dialogue? And the explanations for us about our gestures, actions, movements and clothes? And what about the place?”* Write the script with the whole class providing an example. Ask one S to be the scribe, if it is too long ask them to change. Ask the Ss to give their ideas in turns guiding them to use their previous knowledge and connecting them with linkers such as: “but, and, so, or later”

2. Task

2.1 “ Let’s become scriptwriters”

Activity aims

- To make the Ss write the script by themselves applying their previous knowledge about the Middle Ages using specific vocabulary such as: castle, lord, knight, chamberlaid, peasant, great hall, and so forth.
- To promote communication and negotiation of meaning among the Ss while writing the script.

Step 1. Make groups of five, if they worked well during the first lesson we can keep them. Assign a place of the castle among the ones that they decided in the previous lesson. Tell them that now they are prepared enough to write the scripts on their own, that they have a big responsibility because their work is going to be seen in our videos so they must be creative and work hard.

Step 2. Once they are motivated, assign a role to each member of the group. One should be the “security guard” who controls that everyone participates and expresses his opinion, other should be the “boss” who encourages them to speak in English, other should be the “spokesperson”, who has to ask the doubts to the teacher, other should be the “scribe” who writes their ideas.

Step 3. Ask them to write a draft following instructions of the handout (See annex 7)

Step 4. Ask them to revise their draft with the self-assessment checklist and improve it.

Step 5. Exchange their drafts with other groups and ask them to revise it with the group assessment checklist.

Step 6. Ask them to edit their draft correcting their grammar and spelling mistakes with another colour.

Step 7. Ask the Ss to write the final version

3. Post-task

3.1 “ Our first performance”

Activity aims:

- To help students develop their speaking skills while representing their own script
- To make students active listeners by assessing their classmates work.

Step 1. Ask the Ss to represent it so as all their classmates can know their story and think how to improve it, paying special attention to historical accuracy and originality.

Finally the teacher revises everything and writes the final script assigning the roles to their Ss.

LESSON 6: “Let’s create the costumes”

Stage	Conducting the project and evaluation
Length	2 hours
Students distribution	Whole class and groups of 5

Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	Checklist, Blackboard
Lesson plan	<p style="text-align: center;">1. Pre-task: “Designing the costumes”</p> <p style="text-align: center;">Activity aims:</p> <ul style="list-style-type: none"> - To make Ss express their opinions and suggestions while deciding how to create the costumes, using structures such as: “In my opinion, I think that, What about...? Why don’t we...?” - To design the costumes and decide the materials - To plan the creation of the costumes <p>Step 1. Ask the students which step was next in our “To Do List” and ask them to write a list with the jobs of our script’s characters and the number of characters with that job.</p> <p>Step 2. In their teams ask them to draw a design for one of those jobs and decide which materials would be necessary. Ask them to be realistic and try to use cheap materials, and things that we can find at home. Let them use the books, videos and webpages from the first lesson. There may be more jobs than teams, in that case, the fast finishers would be in charge of creating the other designs.</p> <p>Step 3. Put the designs in common and ask the other teams to think how we can improve those designs and to change those materials which are expensive or difficult to get.</p> <p style="text-align: center;">2. Task “Creating the costumes”</p> <p style="text-align: center;">Activity aims:</p> <ul style="list-style-type: none"> - To promote independence and autonomy among the learners <p>Step 1. Put the required materials in the middle of the class so as everybody can take them and ask the teams to create an example of their designs, taking photos of the process.</p> <p style="text-align: center;">3. Post-Task “Improving the costumes”</p> <p style="text-align: center;">Activity aims:</p> <ul style="list-style-type: none"> - To promote critical thinking and evaluation skills by making Ss analyse and evaluate their peer’s work. - To create the final version of the costumes. <p>Step 2. Put it in common and analyse its strengths and weaknesses with the whole group. Deciding how they could improve them.</p> <p>Step 3. Create the final version including those changes. And make sure that all the characters have a costume.</p>

LESSON 7: "I am a specialist"

Stage	Conducting the project and evaluation
Length	1 hour
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	Checklist, Blackboard

Lesson plan

1. Pre-task

Activity aims:

- To make Ss express their opinions and suggestions while deciding which roles are necessary in order to film the videos, using structures such as: "In my opinion, I think that, What about...? Why don't we...?"

Step 1. Ask the Ss to decide which roles, apart from the actors, we need in order to film the videos. Give them some structures that they can use in order to express their ideas, such as: "In my opinion, I think that, What about...? Why don't we...?" and write them on the blackboard. Write their ideas on the blackboard guiding them to suggest roles like: hairdresser, wardrobe assistant, cameraman, scenery manager, director, light assistant and make-up artist.

Step 2. Ask the Ss to think about the responsibilities and duties related to each role and write a table with their ideas.

Step 3. Ask the Ss to think about the characteristics that should have the people in charge of each of these roles. Guide them to use the structures provided at the beginning to express opinion. (See annex 8)

2. Task

2.1 "Applying for a role"

Activity aims:

- To promote independence and autonomy among the learners
- To make students aware of their strengths while describing their abilities and personality to apply for a role.
- To develop writing skills while writing a persuasive text while applying for a role using the following structure: "In my opinion, I would be a good candidate because..."
- To assign a role to each student.

Step 1. Ask the Ss to write a letter applying for three roles, explaining why they would like to develop them as well as why they would be a good choice. And one they wouldn't like to develop explaining why. Ask them to use adjectives to describe their personality as well as their abilities, let them use the dictionary. Write a model on the blackboard, explaining how to organise the information: using different paragraphs, the structures that they should use, linkers, etc.

3. Post-Task

3.1 Reading the letters and deciding the role

Activity aims:

- To help students take decisions along the project
- To promote participation and positive interdependence among the students

Step 1. Ask each student to take one letter from the postbox and read it out loud. Debate with the whole group which role should be given to each student taking into account their reasons and characteristics.

LESSON 8: “Time to practice”	
Stage	Conducting the project and evaluation
Length	4 hours
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	Checklist, Blackboard
Lesson plan	<p style="text-align: center;">1. Pre-task</p> <p style="text-align: center;">Activity aims:</p> <ul style="list-style-type: none"> - To introduce the task <p>Step 1. Ask each group to read their script two or three times in order to practice on their own.</p> <p style="text-align: center;">2. Task</p> <p style="text-align: center;">Activity aims:</p> <ul style="list-style-type: none"> - To make Ss practice their pronunciation, intonation and body language while acting out the script. - To make Ss reflect about how to improve the acting out. <p>Step 2. Ask each group to read it again paying attention to the pronunciation, and provide corrective feedback. Ask them to repeat it until their pronunciation is good enough.</p> <p>Step 3. Ask each group to read it again, paying attention to the intonation and trying to transmit emotions, provide examples and help them.</p> <p>Step 4. Ask each group to practice again but now they should pay attention to the body language. Help them to improve it.</p> <p>Step 5. Ask the groups to act it out expressing emotions with the intonation and the body language. While one group is acting out ask the other groups to complete a checklist. (See annex 6)</p> <p style="text-align: center;">3. Post-task</p> <p style="text-align: center;">Activity aims:</p> <ul style="list-style-type: none"> - To provide opportunities in which Ss have to assess their own work according to specific criteria developing critical thinking skills. <p>Step 1. Ask each group to complete a self assesment checklist. (See annex 6)</p> <p>Step 2. Ask each group to explain their evaluation to the other groups and think what they are going to fo in order to improve.</p> <p>Step 3. Ask the Ss to think about how they are going to develop their roles because in the next lesson they are going to do the final rehearsal, with costumes, make-up and so forth.</p>

LESSON 9 : ART “Creating the scenery”	
Stage:	Conducting the project and evaluation
Length	2 hours 30 min
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.

Resources	Costumes, make-up, scenery, cameras...
Lesson plan	<p>1. Pre-task</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To make Ss express their opinions and suggestions while deciding how to develop their roles while filming the scripts using structures such as: <i>“What about...? Why don't we...? I think that....; In my opinion...”</i> - <i>To organise and plan the creation of the scenery.</i> <p>Step 1. Ask the students to think what was next in our “to do list”, remind them that we have to create the scenery, and ask them to think in their teams which part of the castle they are explaining and how they are going to represent it. Step 2. Ask the spokesperson of each group to share their ideas and guide them. Step 3. Ask them to write a list with the materials they are going to need and to draw a draft of their idea. Step 4. Ask them to show it to the rest of the class and think how we can improve it.</p> <p>2. Task: “Let’s create the scenery”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To create the scenery - To develop students independence and autonomy <p>Step 1. Give each group the materials that they required and ask them to start creating them. Remind them to observe and analyse the pictures from the book to take some ideas. Revise what they are doing and help them if necessary. Step 2. For the fast finishers, ask them to create a big castle for the first video.</p> <p>3. Post-task: “Are we ready?”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To make Ss think and assess their own work - To revise that all the scenery is ready <p>Step 1. Ask the Ss to revise that they have everything that they need for their video Step 2. Ask them to show it to the rest of the class and analyse if some changes are necessary.</p>

LESSON 10 : “Filming”	
Stage:	Conducting the project and evaluation
Length	2 hours
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	Costumes, make-up, scenery, cameras...
Lesson plan	<p>1. Pre-task</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To make Ss express their opinions and suggestions while deciding how to develop their roles while filming the scripts using structures such as: <i>“What about...? Why don't we...? I think that....; In my opinion...”</i> - To organise and plan the filming of the scripts.

Step 1. Remind their responsibilities and ask them to form groups according to their roles. Ask each group to think how they are going to organise themselves, what each of them is going, how they are going to do it, and so forth. Give them some structures that they can use while making suggestions and decisions such as: *“What about...? Why don't we...? I think that...; In my opinion...”*

Give positive feedback to those groups talking in English.

Step 2. Ask the cameramen to try where they are going to film, the sound, etc.

2. Task

Activity aims:

- To practice every role in a final rehearsal before filming.
- To film the scripts using properly the intonation and body language to express emotions.
- To develop the different roles according to the decisions that they made before and solving the problems that may occur.

Step 1. Act out the first rehearsal. One group acts and the rest of the Ss do their chores. Have a look to the video and ask the Ss to think how to improve it.

Step 2. Repeat and film it.

Step 3. Repeat the process with the rest of the groups.

3. Post-task

Activity aims:

- To make Ss think and assess their own participation and responsibilities in the team according to specific criteria.
- To make Ss think and assess critically their classmates participation and responsibilities in the team according to specific criteria.

Step 1. Ask the Ss to complete the teamwork evaluation (See annex 9)

LESSON 11 : “Editing the videos”

Stage:	Conducting the project and evaluation
Length	3 hours
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	Costumes, make-up, scenery, cameras...
Lesson plan	<p>1. Pre-task <i>“How can we improve the videos”</i></p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To make Ss express their opinions and suggestions while deciding how to develop their roles while filming the scripts using structures such as: <i>“What about...? Why don't we...? I think that...; In my opinion...”</i> - To provide opportunities for the students to develop digital competence while editing the videos and downloading multimedia. - To organise and plan the edition of the videos. <p>Step 1. Show them the videos and ask them if they think that it is an acceptable final product and how we could improve it. Give them some structures that they can use while making suggestions and decisions such as: <i>“What about...? Why don't we...? I think that...; In my opinion...”</i> Write their ideas on the blackboard guiding them to add music, images, transitions etc.</p> <p>Step 2. Show them the software that we are going to use to edit the videos and the different possibilities that we have, show an example of an edited video and the process such as the introductive video, so that they know what we are looking for.</p>

Step 3. Explain that the audios must be in wav. Format , and show them how to change it, as well as how to download videos from YouTube.

2. Task

“Let’s edit the videos”

Activity aims:

- Provide opportunities for the Ss to develop the digital competence by editing the videos.
- Promote authentic communication among the students while making decisions about the videos’ edition.
- To promote independence and autonomy by helping the Ss making their own decisions.
- To arise motivation among the Ss by helping them produce the final outcome of the project.

Step 1. Ask each team to look for medieval music for their videos and decide in their teams where they are going to put it.

Step 2. Ask them to download the audio using the following webpage and transform it into wav. Format using this other webpage.

Step 3. Ask them to add it to the video.

Step 4. Ask the students to download pictures and add them to their videos, for example at the beginning and at the end.

Step 5. Ask the Ss to include the title and the credits.

Step 6. Finally add the transitions.

3. Post-task

“We are ready”

Activity aims:

- To make Ss think and assess critically their peer’s videos, suggesting how to improve them.

Step 1. Show the videos to the rest of the teams and ask them to write three things that they like and two that they would change, talk about them and ask them to include those changes if necessary.

Step 2. Save the final version, upload them to the Padlet and You Tube and add the QR Codes.

LESSON 12: “Trip to Peracense’s Castle”	
Stage	Conducting the project and evaluation
Length	One day
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	Costumes, make-up, scenery, cameras...
Lesson plan	<p>1. Pre-task</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To arise expectation and motivation among the students - To introduce the activity - To develop reading/listening comprehension identifying the main idea while reading/ listening to the letter.

Step 1. Put a castle in the middle of the classroom with the QR codes and a letter on it. Once all the Ss are in class ask them:

“Why is this castle here?” “Is it yours?” “Why do you think it is here?” Let them guess. “Oh! Look! There are some QR codes in it! Do you want to know where they link?”

Open them and watch the videos.

“Ohh! There is also a letter on it! Carlos could you come here and read it please?”

Step 2. In the letter the manager of Perancense’s castle invite them to come to the castle to put the QR codes as they have done a great job. He praises their videos and tell them that as a reward he has organized an archery workshop for them but in order to participate they should solve a gymkhana.

2. Task “Gymkhana”

Activity aims:

- To help Ss to use the past simple while answering questions related to the middle-ages.
- To help Ss activate previous knowledge
- To provide opportunities in which the Ss can develop their reading skills, as they need to understand the letters in order to complete the outcome (the puzzle)
- To encourage team work while completing the task as cooperation is necessary in order to success.

Step 1. Go to Peracense and visit the castle. During the visit organise them in groups and tell them:

“As you know, the manager of the castle has organized a gymkhana that you have to solve in order to participate in the archery workshop. You have to answer and solve different questions and problems in order to find the pieces of a puzzle. Each group will have to find different pieces, all of them are necessary to win, so it is not a competition”.

Step 2. Give each group a letter with a QR code and a message which says that they must put it in the correct place. As they don’t know which QR is each one they don’t know which is the right place, so we explain them that we are going to ask them some questions about the middle ages and if they know the answers they will win clues that will help them to find the right place. Each letter has a different colour, one group will be green, other red, and so forth, so we can distinguish the clues for each group (see annex 10).

“In your letter there was a QR code, it can be any of your QR codes, you don’t know which of them yet, so, Do you know which is the correct place? (...) No! That is true, you don’t know yet. So I am going to ask you some questions about what you have learnt these days about the castles and the middle ages, if your group knows the answer raise your hand, I will go there and you will tell me, if it is correct I will give you a clue to find your place for the QR code”.

Ask them questions about what they are supposed to know, such as: *“Who knows what is the name of this part of the castle? (...) Great! And what was it used for?” “Who used to live in the castle?” “What were the castles used for?” “Where did the peasants live?”*

If they forget answering using the past simple try to make them notice their mistake asking them: *“Oh! So the soldiers live here now! Where are they? I can’t see them!” “Do the soldiers live here nowadays? Are you sure?” And if they don’t notice their mistake tell them: “the soldiers live here or the soldiers lived here in the past? (...) Oh! In the past! So do you remember how we form the past in the regular verbs? (...) perfect! We add “-ed”! Good job! So try to use it while speaking about the past”.*

Once they have enough clues they can go, put the QR code in the right place and find the puzzle piece.

Step 2. When all the groups have completed the puzzle they will be able to see a picture of the whole class taken when they were filming the videos, (see annex 11) on the other

face they will be able to read a message which says: *“You are medieval experts! You are ready to become archers! Go outside and follow carefully the instructions! Good luck!”*

3. Post-task

Activity aims:

- To provide opportunities in which Ss have to think about their learning process and evaluate the project developing critical thinking skills.

Step 1. Control Ss behaviour while participating in the archery workshop.

Step 2. Ask the Ss to complete the project evaluation (see annex 12)

Step 3. Create a video with the pictures of the process and upload everything on the blog.

LESSON 12: “Celebration of learning”	
Stage	Evaluation
Length	3 hours
Students distribution	Whole class and groups of 5
Classroom management	At the beginning and end of the lesson they will be forming a U and during team work they will be sitting in groups.
Resources	KWL Chart, checklist, cooperation rubric
Lesson plan	<p>1. Pre-task “Preparing the presentation of the project”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To help Ss plan their oral discourse - To help Ss develop their oral skills while reporting their knowledge about the Middle Ages. <p>Step 1. Ask the Ss if they would like to show their project to other Ss so that they discover Peracense’s castle and go there to visit it.</p> <p>Step 2. Ask them to prepare a presentation in teams, explaining the whole project and explaining what they did from the beginning, it should last around ten minutes at most. Explain them that each group will explain it in a different class.</p> <p>2. Task “Let’s show our project!”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To help Ss develop their oral skills while reporting their knowledge - To make Ss produce pushed output while reporting their knowledge - To make Ss develop their speaking skills by explaining complex concepts <p>Step 1. Go to other classrooms and let the students explain the project and show the final videos.</p>

3. Post-task

“What did we learn?”

Activity aims:

- To make Ss aware of their learning process
- To make learning visible

Step 1. Ask the students to complete the last column of the KWL Chart, with at least six new things that they learnt along the project.

“Evaluating the project”

Activity aims:

- To provide opportunities in which Ss have to think about their learning process and evaluate the project developing critical thinking skills.

Step 1. Ask the students to complete the project checklist, analyzing what they liked and what they did not.

“Evaluating cooperative learning”

Activity aims:

- To help Ss develop critical thinking skills by assessing their own work and their classmates-work

Step 1. Ask the students to complete the cooperative rubric.

“Personal interview”

Activity aims:

- To help Ss develop critical thinking skills by assessing their own work
- To develop Ss confidence by making them responsible of the final results

Step1. Ask each student individually while they are doing the previous activities how they worked, how they could improve in the next project, and analyse critically their implication within the project as well as the result obtained, asking them to say and justify the mark they think they would deserve in each section and explain the one that they obtained. So as they can identify their strengths and weaknesses and understand that the final mark is not a random issue.


1.4 Materials

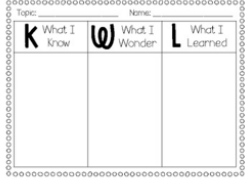
1.4.1 Lesson 1




Designing the project

1 Read the WhatsApp 

2 How can we help them? 









3 Create a to do list. 

4 Complete the KWL Chart. 

 Know What I <i>think</i> I know	 Wonder What I want to know	Learn  What I <i>learned</i>

1.4.2 Lesson 2

INVESTIGATING THE MIDDLE AGES (experts in society)

- 1** Explore  the videos, **YouTube**  EDpuzzle
'<https://www.youtube.com/watch?v=3ac1uE3f6vQ>'
<https://edpuzzle.com/assignments/584d3bcb33c2103e4016032b/watch>
The websites 
<http://www.dkfindout.com/uk/history/castles/who-lived-in-castles/>
And the books 
- 2** In teams complete the worksheet to guide your discoveries  and your thinking 
- 3** Complete the self-assessment checklist,  and improve your worksheet.
- 4** Write what you have learnt in the KWL Chart. 

SOCIETY

What was the social order in the middle ages?

- 1) _____
- 2) _____ / _____
- 3) _____
- 4) _____
- 5) _____

Where did the King, queen, prince and princess live?

Where did the peasants live? What did they do?

Who were part of the nobility?

Who was more powerful the King or the Lord?

What did ladies do?

Explain at least four differences between the nobility and the peasants. You can use the structure: "The nobility..... *but* the peasants....."

Explain at least three differences between the medieval and the current society. You can use the structure: "The medieval society..... *but/whereas* the current society....."

Match the pictures with the social category and the definition.



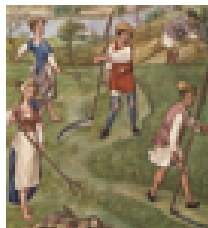
Peasant

They were in charge of the castle and the surrounding areas.
They were very rich and powerful but less than the king.



King/Monarch

They protected the castle from any attackers and fight in battles.
They were more powerful than the soldiers and they used to ride a horse.



Knight

They worked in farms controlled by the lords.
They were very poor.



Soldier

He was the most powerful person. He controlled everything.
He was extremely rich and lived in a castle.



Clergy

They protected the castle from any attackers and fight in battles.
They were less powerful than the knights.



Lord and Lady

They were very important and influential in the society.
Some of them were really rich and powerful and used to live and pray in big cathedrals.
Others were poorer and used to pray and live in little chapels and churches.

CASTLES

What were the castles made of?

Who lived in the castle?

Why were the castles so important?

Did the castles have electricity and tap water?

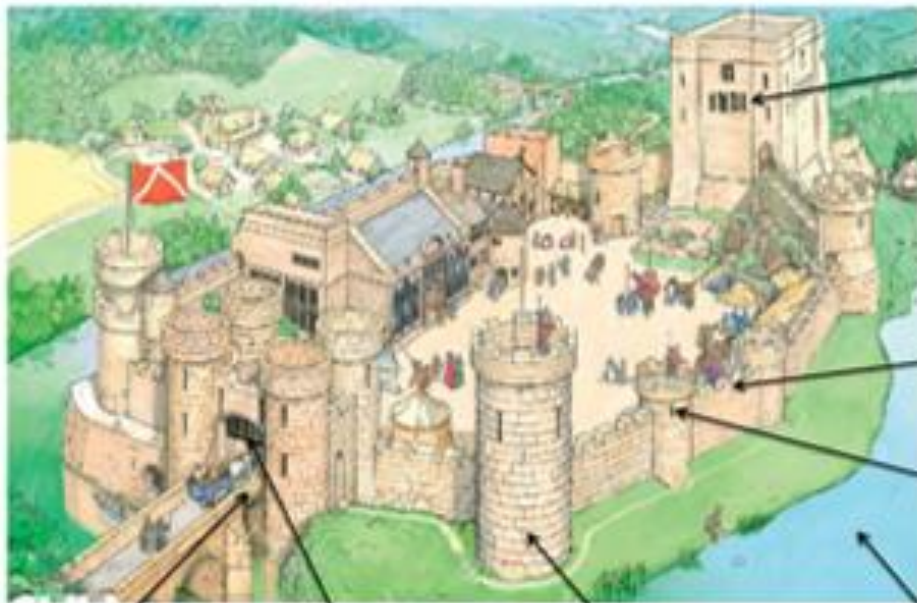
Can you imagine live without electricity and tap water?

What do you think would be the main disadvantages?

When they went to the bathroom where did the pee and poo end?

What was the great hall used for?

Explain at least four differences between living in a castle in the middle ages and living in your house. You can use the structure: "The castle..... but my house"



- Wall
- Moat
- Keep
- Crenulations

- Drawbridge
- Tower
- Portcullis
- Arrow slit

Why were the castles so important?

What do you think the arrow slits were used for?

And the drawbridge?

Why were some castles built on big hills?

WAY OF LIFE

What did they eat?

Did children go to school? What did they do?

Describe briefly how life was in the medieval age.

How were the clothes the king wore?

Describe the queen's clothes.

What are the differences between the king and the Lord's clothes? You can use the structure: "The king's clothes are..... but the lord's clothes are....."

Describe the knights' clothes.

Describe the peasants' clothes.

Explain at least four differences between life in middle age and nowadays.

Match the pictures with the social category and the definition.



Jesters and musicians

He made objects out of iron or steel like horseshoes, gates and furniture



Chambermaids

They made the candles so people could see as they did not have electricity



The blacksmith

They cleaned the castle and made the beds



Candle makers

They entertained the people who lived in the castle and they brought any news of distant happenings



Stable boy

They made clothes for everyone.







Spinners and weavers

They worked in the kitchen to make the food.




Cooks

They were in charge of the stables and looked after all the horses

				 How could it be improved?
You answer the questions explaining the most important information, and avoiding details that are not relevant.				
The information that you give is enough for the rest groups to understand the most important information about your topic in order to create the script.				
You complete the information you had while reading other texts or watching other videos.				
You use comas and full stops when it is necessary.				
You use linkers to connect different sentences, such as: and, but, so...				
You use the past simple while talking about the past.				



1.4.3 Lesson 3

I am the teacher

1 Prepare a presentation with Power Point  to explain the most important information related to your topic to your classmates.

2 Give the presentation







3 Complete the peer-assessment checklist  and ask questions 





4 Write what you have learnt in the KWL Chart.

K		W		L	
Know	Want to know	Learned	Want to know	Learned	Want to know

Presentation checklists

CASTLES				 How could it be improved?
The information is clear and easy to understand.				
They make pauses after the sentences.				
They use pictures to make it easier to understand.				
They explain the different parts of a castle and what they were used for.				
They explain who used to live in a castle.				
They explain the most important differences between a castle and a current house.				
They use the past simple while talking about the past.				
Write at least three new things you have learnt about castles.				
Write at least one thing that you liked about your classmates presentation.				

Presentation checklist

SOCIETY				 How could it be improved?
The information is clear and easy to understand.				
They make pauses after the sentences.				
They use pictures to make it easier to understand.				
They explain the different social classes in the middle ages.				
They explain the differences between the different classes.				
They explain the most important differences between the medieval society and the current society.				
They use the past simple while talking about the past.				
Write at least three new things you have learnt about the middle ages society.				
Write at least one thing that you liked about your classmates presentation.				

Presentation checklist

Presentation checklist


1.4.4 Lesson 5


Writing the scripts


1 Complete the worksheet



2 Prepare a draft

3 Revising: complete the self-assessment checklist  and improve the draft .

4 Revising: exchange your draft with another team and complete the peer-assessment checklist 

5 Editing:  correct grammatical or spelling mistakes using other colours

6 Act it out



SCRIPT

1) Write the most important information about the place and the characters to generate ideas before writing the first draft of your script. Remember that a lot of people is going to watch the video to know more about the medieval history and Peracense's castle. So now that you are experts, use the information that you learnt in our first lesson and give your best.

Place:

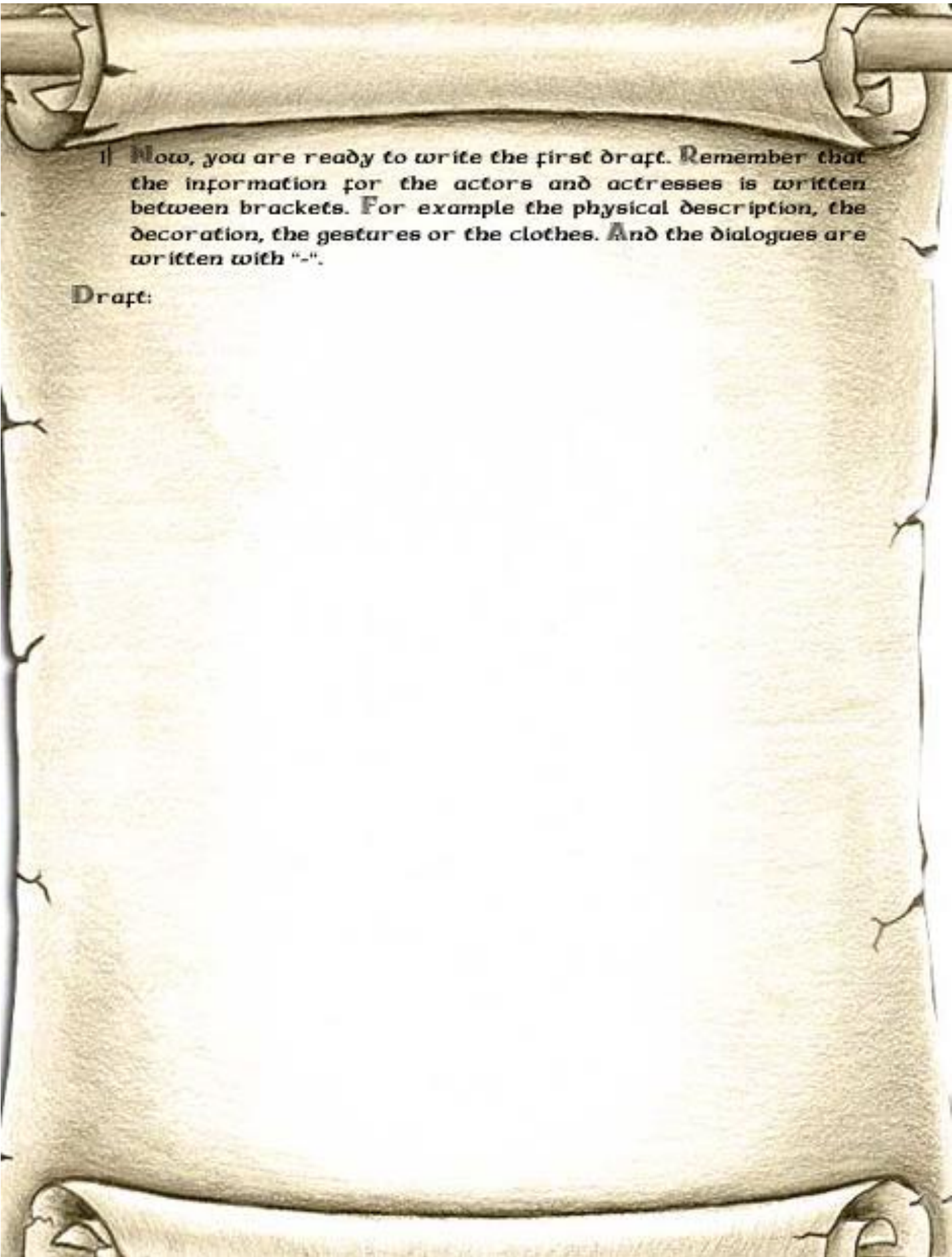
Characters:

Social classes and jobs:

Physical description:

Personality:





Story:

A scroll with a light beige, textured surface. The scroll is partially unrolled, showing a section with text and a large blank area below it. The scroll is held by four wooden rollers, one at each corner. The text is written in a black, serif font. The blank area is intended for a draft.

1| Now, you are ready to write the first draft. Remember that the information for the actors and actresses is written between brackets. For example the physical description, the decoration, the gestures or the clothes. And the dialogues are written with "-".

Draft:







Scripts checklist

				 How could it be improved?
It is easy to understand them.				
They make pauses in the appropriate moments while speaking.				
They speak loud enough.				
Their pronunciation is good.				
They use the intonation to transmit emotions.				
They use their body to transmit emotions, make gestures, move around the place, and so forth.				
It is interesting, original and creative.				
It would be useful for the visitors to know more about the medieval history and Peracense's castle.				
Write something you really liked about their performance:				

Scripts checklist

1.4.5 Lesson 7

I am a specialist

- 1 Decide which roles we need to film the videos: cameraman  , make-up artist  , scenery manager, director, light assistant  etc.
- 2 Specify the responsibilities of each role and the characteristics required for the aspirants to the role 
- 3 Write a letter  applying for the role and specify your personality and abilities that make you a good candidate to that role.
- 4 Read the letters and assign the roles 

Example of a table written with the Ss with the different roles, demands, and responsibilities

Role	Responsibilities	Characteristics demanded	Number of places
Hairdresser	<ul style="list-style-type: none"> - To brush and style the actors hair according to their character. - To have the materials ready, such as: hair bands, hair pins, hair brush, and so forth. 	<ul style="list-style-type: none"> - Experience - To be able to make ponytails, braids, buns, and so forth. 	3
Make-up artist	<ul style="list-style-type: none"> - To make up the actors according to their character. - To have the materials ready, such as: mascara, eye shadow, lipstick and so forth. 	<ul style="list-style-type: none"> - Experience - To be able to use mascara, lipstick ... 	3
Camareman	<ul style="list-style-type: none"> - To film the video. - To be careful with the camera. - To find the best place to film taking into 	<ul style="list-style-type: none"> - Experience. - Patience. - To be able to use a video camera. 	2

	account the sound. - To use zoom appropriately.		
Photographer	- To take photos of the process - To be careful with the camera.	- Experience. - Patience. - To be able to use a camera.	2
Director	- To organise everything, the actors, the cameras, the hairdressers, etc.	- Patience - Organization - Leader abilities	2
Wardrobe assistant	- To organise and prepare the clothes for the actors. - To help the actors with their clothes.	- Patience - Organization - You should like fashion and combining colours.	2

Appendix 2: Students and project assessment

2.1 Evaluation criteria

According to “la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa”, I consider that the evaluation criteria to accomplish with this unit of work are:

In teaching English as a foreign language:

Listening comprehension:

Crit.ING.1.1. Identificar el sentido general, la información esencial y los puntos principales en textos orales muy breves y sencillos en lengua estándar, con estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles o relativos a áreas de necesidad inmediata en los ámbitos personal, público y educativo, siempre que las condiciones acústicas sean buenas y no distorsionen el mensaje, se pueda volver a escuchar lo dicho o pedir confirmación y se cuente con apoyo visual o con una clara referencia contextual.

Crit.ING.1.2. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

Speech production:

Crit.ING.2.2. Conocer y saber aplicar las estrategias básicas para producir textos orales monológicos o dialógicos muy breves y sencillos, utilizando, p. ej.: fórmulas y lenguaje prefabricado o expresiones memorizadas, o apoyando con gestos lo que se quiere expresar.

Crit.ING.2.5. Manejar estructuras sintácticas básicas (p. ej.: enlazar palabras o grupos de palabras con conectores básicos como “y”, “entonces”, “pero”, “porque”, “antes”), aunque se sigan cometiendo errores básicos de manera sistemática en, p. e., tiempos verbales o en la concordancia.

Crit.ING.2.8. Hacerse entender en intervenciones breves y sencillas, aunque resulten evidentes y frecuentes los titubeos iniciales, las vacilaciones, las repeticiones y las pausas para organizar, corregir o reformular lo que se quiere decir.

Reading comprehension

Crit.ING.3.1. Identificar el tema, el sentido global, las ideas principales e información específica en textos, tanto en formato impreso como en soporte digital, muy breves y sencillos, en lengua estándar y con un léxico de alta frecuencia, y en los que el tema tratado y el tipo de texto resulten muy familiares, cotidianos o de necesidad inmediata, siempre y cuando se pueda releer lo que no se ha entendido, se pueda consultar un diccionario y se cuente con apoyo visual y contextual.

Written production

Crit.IN.4.1. Construir, en papel o en soporte electrónico, textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal, utilizando con razonable corrección las convenciones ortográficas básicas y los principales signos de puntuación, para hablar de sí mismo, de su entorno más inmediato y de aspectos de su vida cotidiana, en situaciones familiares y predecibles.

Crit.ING.4.5. Manejar estructuras sintácticas básicas (p. e. enlazar palabras o grupos de palabras con conectores básicos como “and”, “or”, “but”, “because”, relaciones temporales como “when”, “before”, “after” o el uso de comparativos y superlativos), aunque se sigan cometiendo errores básicos de manera sistemática en, p. ej.:, tiempos verbales o en la concordancia.

In social science

Crit.CS.1.1. Obtener información relevante sobre hechos o fenómenos previamente delimitados, utilizando diferentes fuentes directas y seleccionando, analizando y relacionando ideas.

Crit.CS.1.2. Utilizar las tecnologías de la información y la comunicación para obtener información, aprender, interpretar, contrastar, producir y expresar contenidos sobre Ciencias Sociales.

Crit.CS.1.4. Planificar y realizar trabajos y presentaciones a nivel individual y grupal que supongan la búsqueda, selección, análisis, interpretación y organización de textos de carácter social, geográfico o histórico, mostrando habilidad para trabajar tanto individualmente como de manera colaborativa dentro de un equipo.

Crit.CS.1.5. Valorar el trabajo en grupo, mostrando actitudes de cooperación y participación responsable, aceptando y contrastando las diferencias con respeto y tolerancia hacia las ideas y aportaciones ajenas en los diálogos y debates.

Crit.CS.4.1. Identificar algunas de las características de los tiempos históricos y los acontecimientos clave que han determinado cambios fundamentales en el rumbo de la Prehistoria, la edad Antigua, la Edad Media y la Edad Moderna utilizando las fuentes históricas para elaborar síntesis, comentarios y otros trabajos de contenido histórico.

Crit.CS.4.3. Identificar y localizar en el tiempo y en el espacio algunos de los procesos y acontecimientos históricos más relevantes de la historia de Aragón y España (Prehistoria, Edad Antigua, Edad Media, Edad Moderna)

Crit.CS.4.4. Desarrollar la curiosidad por conocer las formas de vida humana en el pasado, valorando la importancia que tiene los restos arqueológicos y de patrimonio de Aragón para el conocimiento y el estudio de la historia.

Crit.CS.4.5. Valorar la importancia de los museos, sitios y monumentos históricos de Aragón y España como espacios donde se enseña y aprende mostrando una actitud de respeto a su entorno y su cultura como apreciando la herencia cultural.

2.2 Assessment tools:

- Rubrics (teacher)
- Bull’s eye cooperative rubric (teacher and student)
- Observation
- Final dossier

EVALUATION CRITERIA	TYPE OF EVALUATION	ASSESSMENT TOOLS
<p>Crit.ING.1.1. Identificar el sentido general, la información esencial y los puntos principales en textos orales muy breves y sencillos en lengua estándar, con estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles o relativos a áreas de necesidad inmediata en los ámbitos personal, público y educativo, siempre que las condiciones acústicas sean buenas y no distorsionen el mensaje, se pueda volver a escuchar lo dicho o pedir confirmación y se cuente con apoyo visual o con una clara referencia contextual.</p>	Teacher evaluation	Observation
<p>Crit.ING.1.2. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.</p>	Teacher evaluation	Observation
<p>Crit.ING.2.2. Conocer y saber aplicar las estrategias básicas para producir textos orales monológicos o dialógicos muy breves y sencillos, utilizando, p. ej.: fórmulas y lenguaje prefabricado o expresiones memorizadas, o apoyando con gestos lo que se quiere expresar.</p>	Teacher evaluation Autoevaluation Heteroevaluation	Rubric Self-assesment checklist Group checklist
<p>Crit.ING.2.8. Hacerse entender en intervenciones breves y sencillas, aunque resulten evidentes y frecuentes los titubeos iniciales, las vacilaciones, las repeticiones y las pausas para organizar, corregir o reformular lo que se quiere decir.</p>	Teacher evaluation Autoevaluation Heteroevaluation	Rubric Self-assesment checklist Group checklist
<p>Crit.ING.2.5. Manejar estructuras sintácticas básicas (p. ej.: enlazar palabras o grupos de palabras con conectores básicos como “y”, “entonces”, “pero”,</p>	Teacher evaluation	Rubric

<p>“porque”, "antes"), aunque se sigan cometiendo errores básicos de manera sistemática en, p. e., tiempos verbales o en la concordancia.</p>	<p>Autoevaluation Heteroevaluation</p>	<p>Self-assessment checklist Group assessment checklist</p>
<p>Crit.ING.3.1. Identificar el tema, el sentido global, las ideas principales e información específica en textos, tanto en formato impreso como en soporte digital, muy breves y sencillos, en lengua estándar y con un léxico de alta frecuencia, y en los que el tema tratado y el tipo de texto resulten muy familiares, cotidianos o de necesidad inmediata, siempre y cuando se pueda releer lo que no se ha entendido, se pueda consultar un diccionario y se cuente con apoyo visual y contextual.</p>	<p>Teacher evaluation Autoevaluation</p>	<p>Worksheet Self-assessment checklist</p>
<p>Crit.IN.4.1. Construir, en papel o en soporte electrónico, textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal, utilizando con razonable corrección las convenciones ortográficas básicas y los principales signos de puntuación, para hablar de sí mismo, de su entorno más inmediato y de aspectos de su vida cotidiana, en situaciones familiares y predecibles.</p>	<p>Teacher evaluation Autoevaluation Heteroevaluation</p>	<p>Rubric Self-assessment checklist Group assessment checklist</p>
<p>Crit.ING.4.5. Manejar estructuras sintácticas básicas (p. e. enlazar palabras o grupos de palabras con conectores básicos como “and”, “or”, “but”, “because”, relaciones temporales como “when”, “before”, “after” o el uso de comparativos y superlativos), aunque se sigan cometiendo errores básicos de manera sistemática en, p. ej.:, tiempos verbales o en la concordancia.</p>	<p>Teacher evaluation Autoevaluation Heteroevaluation</p>	<p>Rubric Self-assessment checklist Group assessment checklist</p>
<p>Criti.CS.1.5. Valorar el trabajo en grupo, mostrando actitudes de cooperación y participación responsable, aceptando y contrastando las diferencias con respeto y tolerancia hacia las ideas y aportaciones ajenas en los diálogos y debates.</p>	<p>Teacher evaluation Heteroevaluation Autoevaluación</p>	<p>Observation Rubric Bull’s eye rubric</p>
<p>Crit.CS.4.1. Identificar algunas de las características de los tiempos históricos y los acontecimientos clave que han determinado cambios fundamentales en el rumbo de la Prehistoria, la edad Antigua, la Edad Media y la Edad Moderna utilizando las fuentes históricas para elaborar síntesis, comentarios y otros trabajos de contenido histórico.</p>	<p>Heteroevaluation Autoevaluation Teacher evaluation</p>	<p>Observation Worksheet</p>

<p>Crit.CS.4.3. Identificar y localizar en el tiempo y en el espacio algunos de los procesos y acontecimientos históricos más relevantes de la historia de Aragón y España (Prehistoria, Edad Antigua, Edad Media, Edad Moderna)</p>	<p>Teacher evaluation</p>	<p>Worksheet</p>
<p>Crit.CS.4.4. Desarrollar la curiosidad por conocer las formas de vida humana en el pasado, valorando la importancia que tiene los restos arqueológicos y de patrimonio de Aragón para el conocimiento y el estudio de la historia.</p>	<p>Teacher evaluation</p>	<p>Observation</p>
<p>Crit.CS.4.5. Valorar la importancia de los museos, sitios y monumentos históricos de Aragón y España como espacios donde se enseña y aprende mostrando una actitud de respeto a su entorno y su cultura como apreciando la herencia cultural.</p>	<p>Teacher evaluation</p>	<p>Observation</p>

2.3 Rubrics:

2.3.1 Lesson 1. Synthesis of the information

5	4	3	2	1
The information is clear, well organized and contains the vocabulary required. They use the past simple when talking about the past and linkers to connect sentences. They show understanding of the information obtained in the different sources.	The information is clear and well organized and contains the vocabulary required. But they do not use past simple when talking about past events neither linkers to connect sentences.	The information is clear and well organized but does not contain the vocabulary required. They do not use the past while talking about past events neither linkers to connect sentences.	The information is not clear, neither well organized. They do not use the past simple while talking about past events.	They have not prepared the information at all. Having obtained a negative result in every single aspect.

2.3.2 Lesson 1. Presentation

5	4	3	2	1
The presentation is clear, well organized and contains the information and the vocabulary required. They use the past simple when talking about the past and linkers to connect sentences.	The presentation is clear and well organized and contains the information and the vocabulary required. But they do not use past simple when talking about past events neither linkers to connect sentences.	The presentation is clear and well organized but does not contain the vocabulary and the information required. They do not use the past while talking about past events neither linkers to connect sentences.	The presentation is not clear, neither well organized. It does not contain the information required and they do not use the past simple while talking about past events.	They have not prepared the presentation at all. Therefore, there is not important information. Having obtained a negative result in every single aspect.

2.3.3 Lesson 4. Writing the scripts

5	4	3	2	1
<p>The script is original and creative.</p> <p>They explain the most important information about the place, and the people who worked there.</p> <p>They always use comas and full stops when necessary.</p> <p>They always use linkers to connect different sentences, such as: and, but, so...</p> <p>It is easy to read while acting it out.</p> <p>The dialogues are written with “–“and the information for the actors and actresses about the gestures, the decoration or the place is written between brackets “(...)”.</p>	<p>The script is original and creative.</p> <p>They explain most of the important information about the place, and the people who worked there.</p> <p>They usually use comas and full stops when necessary. As well as linkers to connect different sentences, such as: and, but, so...</p> <p>It is easy to read while acting it out.</p> <p>The dialogues are written with “–“and the information for the actors and actresses about the gestures, the decoration or the place is written between brackets “(...)”.</p>	<p>The script is original and creative.</p> <p>They explain some of the important information about the place, and the people who worked there.</p> <p>They sometimes use comas and full stops when necessary.</p> <p>They sometimes use linkers to connect different sentences, such as: and, but, so...</p> <p>Sometimes it is difficult to read while acting it out.</p> <p>The dialogues are not always written with “–“and the information for the actors and actresses about the gestures, the decoration or the place is not always written between brackets “(...)”.</p>	<p>The script is not original and creative.</p> <p>They do not explain important information about the place, and the people who worked there.</p> <p>They never use comas and full stops when necessary.</p> <p>They never use linkers to connect different sentences, such as: and, but, so...</p> <p>It is difficult to read while acting it out.</p> <p>The dialogues are not written with “–“and the information for the actors and actresses about the gestures, the decoration or the place is not always written between brackets “(...)”.</p>	<p>They have not prepared the script at all. Therefore, there is not important information.</p> <p>Having obtained a negative result in every single aspect.</p>

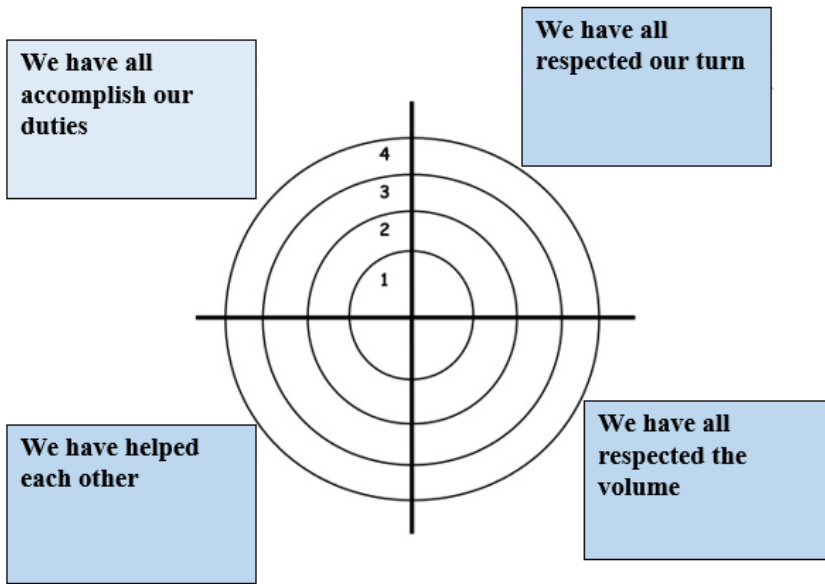
2.3.4 Lesson 4. Reading the scripts

5	4	3	2	1
<p>The pronunciation is accurate.</p> <p>They use the intonation and body language to transmit emotions.</p> <p>They make pauses when necessary.</p> <p>It is easy to understand them.</p>	<p>The pronunciation is accurate in most of the cases.</p> <p>They use the intonation and body language to transmit emotions.</p> <p>The usually make pauses when necessary.</p> <p>It is easy to understand them.</p>	<p>The pronunciation is not accurate.</p> <p>They do not use the intonation and body language to transmit emotions.</p> <p>They sometimes make pauses when necessary.</p> <p>It can be difficult to understand them sometimes.</p>	<p>The pronunciation is not correct.</p> <p>They never use the intonation and body language to transmit emotions.</p> <p>They never make pauses when necessary.</p> <p>It is difficult to understand them.</p>	<p>They have not prepared the reading at all.</p> <p>Having obtained a negative result in every single aspect.</p>

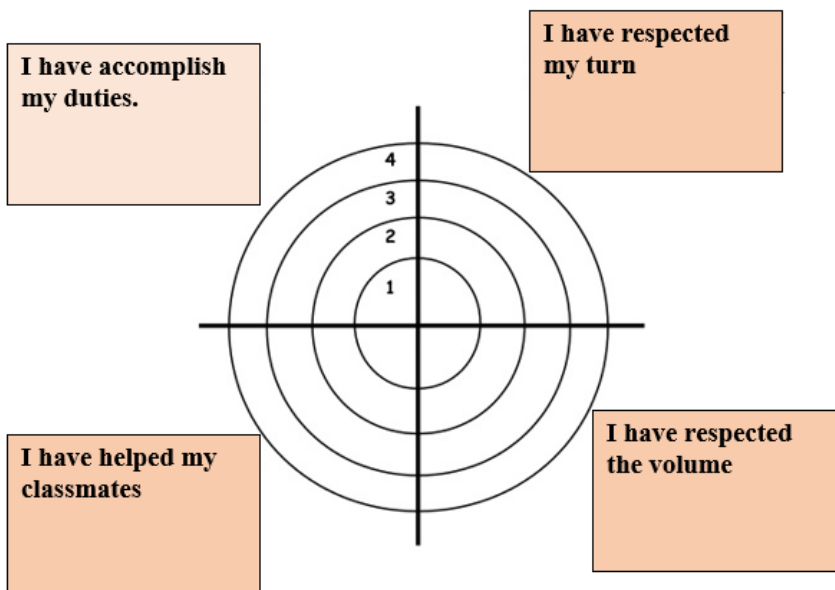
2.3.5 Lesson 5. Acting

5	4	3	2	1
<p>They remember their sentences.</p> <p>The pronunciation is accurate.</p> <p>They use the intonation and body language to transmit emotions.</p> <p>They make pauses when necessary.</p> <p>It is easy to understand them.</p>	<p>They remember their sentences.</p> <p>The pronunciation is accurate in most of the cases.</p> <p>They use the intonation and body language to transmit emotions.</p> <p>The usually make pauses when necessary.</p> <p>It is easy to understand them.</p>	<p>They remember their sentences although they make some mistakes.</p> <p>The pronunciation is not accurate.</p> <p>They do not use the intonation and body language to transmit emotions.</p> <p>They sometimes make pauses when necessary.</p> <p>It can be difficult to understand them sometimes.</p>	<p>They have not prepared their sentences and they do not remember them.</p> <p>The pronunciation is not correct.</p> <p>They never use the intonation and body language to transmit emotions.</p> <p>They never make pauses when necessary.</p> <p>It is difficult to understand them.</p>	<p>They have not prepared their sentences at all.</p> <p>Having obtained a negative result in every single aspect.</p>

2.3.6 Coevaluation rubric: Bull's eye rubric



Autoevaluation rubric



2.3.7 Rubric for final assessment

<u>Objetives</u>	<u>Improvement needed</u>	<u>In progress</u>	<u>Satisfactory</u>
Use of the past simple while writing a narrative text about the past.	They never use the past simple while writing sentences or short texts about the past.	They sometimes use the past simple while writing sentences and short text about the past.	They use the past simple while writing sentences and short texts about the past. Mistakes with the irregular verbs are accepted.
Use of the past simple while narrating a story in the past.	They never use the past simple while talking about the past.	They sometimes use the past simple while talking about the past.	They always use the past simple while talking about the past. Mistakes with the irregular verbs are accepted.
Write short narrative texts with coherence and organization.	Their texts are very difficult to follow as their ideas are not organized at all and there is no use of punctuation.	Their texts are sometimes difficult to follow as their ideas are not well organized and there is not an adequate use of the punctuation.	Their texts are easy to follow being well organized and using appropriately the punctuation.
Use of linkers such as: and, but, so; while writing short texts.	They never use linkers while writing short texts making comprehension very difficult.	They sometimes use linkers while writing short texts. Their texts are difficult to follow.	They use linkers appropriately when necessary. Their texts are easy to follow.
Express their opinion and suggestions in English using structures such as: “I think that” “I agree” “I can see your point but” “What about” “Let’s...”	They never express their opinion in English.	They sometimes try to express their opinion in English but they usually do it in Spanish.	They always try to express their opinion in English using the structures provided although they may make some mistakes or use the L1 to express some complex ideas.
Look for information related to the middle-ages using the different sources provided	They never or hardly ever look for information related to the middle-ages using different sources.	They sometimes look for information related to the middle-ages using different sources.	They look for in information related to the middle-ages using all the sources provided.
Select the important information from different sources related to the medieval history	They don’t distinguish between important and irrelevant information.	They don’t select all the important information and there are some irrelevant details.	They select all the important information although they may also add some irrelevant details.
Presentation	They don’t prepare the presentation at all. Therefore, there is not important information. Having obtained a negative result in every single aspect	The pronunciation is not accurate. They do not use the intonation and body language to transmit emotions.	The presentation is clear, well organized and contains the information and the vocabulary required. They use the past simple when talking about the past and linkers to connect sentences.

		They sometimes make pauses when necessary. It can be difficult to understand them sometimes.	
Write creative stories while writing the scripts.	They just copy the information while writing the script without inventing any story about the characters.	They have invented some details about the characters but the story is not very original or creative.	They have invented an original story about the characters being the script interesting and creative.
Attempt to communicate in the L2.	They never speak in English.	They sometimes try to speak in English.	They usually try to speak in English.
Use of communicative strategies while interacting and giving the presentations.	They never use communicative strategies, being difficult to understand them.	They sometimes use communicative strategies.	They usually use communicative strategies while interacting and giving the presentations.
Use an adequate intonation while reading.	They never use the intonation to transmit emotions while reading. They never make pauses when necessary.	They sometimes use the intonation to transmit emotions. They sometimes make pauses when necessary.	They usually use an adequate intonation being able to transmit emotions. They usually make pauses when necessary.
Use body language to transmit emotions.	They never use body language to transmit emotions.	They sometimes try to use body language to transmit emotions.	They always try to use body language to transmit emotions.
Know and accomplish their role responsibilities.	They don't know or accomplish appropriately their role responsibilities.	They know and accomplish some of their responsibilities.	They know and accomplish all of their responsibilities.
ICT adequated use.	Inadequated ICT use.	They use ICT adequately only in some occasions.	They use ICT adequately in most of the situations.
Work cooperatively, respecting their turns, and making decisions together.	They don't like working in teams. They don't respect their classmates opinions and they don't make decisions together.	They sometimes make decisions together. They prefer working individually. They don't wait for their turn to speak.	They like working in teams. They make decisions together and respect their classmate's opinions.

2.3.8 Evaluation of the project: Checklist for benchmarking good practice in PBL and CLIL

<u>Learning Dimension</u>	<u>Assessment scale</u>	<u>Remarks, comments, examples</u>
1) Autonomy and responsibility given to learners	1 2 3 4 5	
2) Comfortable, supportive and motivating working atmosphere at school provided	1 2 3 4 5	
3) Informal learning activities encouraged	1 2 3 4 5	
4) Wide variety of methods used in the classroom	1 2 3 4 5	
5) Use of ICT	1 2 3 4 5	
6) Overall and continuous assessment (formative and summative) of content and language undertaken	1 2 3 4 5	
7) Forms of peer-assessment and self-assessment provided	1 2 3 4 5	
<u>Content dimension</u>	<u>Assessment scale</u>	
1) Coverage of the content syllabus	1 2 3 4 5	
2) Importance of cross curricular topics	1 2 3 4 5	
3) Use of authentic materials	1 2 3 4 5	

4) The cognitive maturity of students is taken into account	1 2 3 4 5	
5) Varied range of visuals, ICT-resources, tasks, etc.	1 2 3 4 5	
<u>Language dimension</u>	<u>Assessment scale</u>	
1) Teacher command of TL	1 2 3 4 5	
2) Progression of students in TL	1 2 3 4 5	
3) Adequacy to level of TL use and registers	1 2 3 4 5	
<u>Integration dimension</u>	<u>Assessment scale</u>	
1) Dual focused goals for content and TL	1 2 3 4 5	
2) Interdisciplinary tasks and global learning overview	1 2 3 4 5	
3) Learner-centred	1 2 3 4 5	

Appendix 3: Implementation 1

3.1 Lesson plan

Lesson 1: “Looking for information related to medieval history”	
Outcomes:	<p>At the end of this lesson Ss will be able to:</p> <p>Linguistic:</p> <ul style="list-style-type: none"> - Express suggestions and opinions using structures such as: “In my opinion...” “I think that...” “What about...?” “I totally agree with you...” “I can see your point but...” “Maybe but I think that...” while making decisions about their own learning process - Select the important information while reading and listening different texts and videos related to medieval history. - Write short texts while answering the worksheet’s questions synthesizing the most important information obtained from different sources such as online texts, videos and books. <p>Content:</p> <ul style="list-style-type: none"> - Compare aspects of medieval and contemporary life - Describe the main characteristics of each social class and the way of life in the medieval ages. - Explain the main differences between the medieval and the current society and way of life. <p>Procedural:</p> <ul style="list-style-type: none"> - Make decisions with their classmates while interacting in order to complete the worksheet and prepare the presentation. - Value the importance of teamwork while completing the worksheet and preparing the presentation. - Assess their own work and their participation in their team according to specific criteria developing critical thinking skills.
Length	1 hour
Student’s distribution	3 groups of 5 people each.
Classroom organization	During the first part of the lesson Ss will sit down on the floor in a horseshoe shape. Later, they will be in small groups around a central table.
Resources	Computer, texts with medieval history information, projector.
Lesson plan	<p>1. Pre-task:</p> <p>1.1 “Assembly”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To engage Ss attention - To introduce the task - To identify their previous knowledge - To introduce key vocabulary related to the medieval age such as: castle, sword, walls, farms, fields, knight, lady, blacksmith, farmer, servant, soldier, and so forth. - To make Ss debate expressing agreement and disagreement using structures such as: “<i>I totally agree with you</i>”, “<i>I can see your point but...</i>”, and so forth. - To provide opportunities to the Ss to express suggestion using structures such as: “<i>Why don’t we...</i>” “<i>What about...</i>” “<i>In my opinion it would be a great idea if ...</i>” <p>Step 1. Once they are sitting on the floor, we explain to them that our students in the first grades don’t understand the Middle Ages and we ask them for help. <i>“Good morning guys, how are you? (...). I need your help, yesterday I was teaching the Middle Ages to the students of first of primary but they can’t understand anything! (make gestures and</i></p>

repeat in case they don't understand) and I was thinking that maybe you could help them. Do you want to help us?"

Step 2. Ask them to suggest ideas, write them on the blackboard. Give them some structures that they can use while expressing suggestions such as *Why don't we...* "What about..." "In my opinion it would be a great idea if ..."

"Okay! Great! And can you imagine how we can help them? What can we do?" (...)

"Oh! With a power point! That's a great idea! But do you enjoy listening to a power point presentation? (...) No, and would you like to create a power point? (...) no, okay, so can you think of any other option that you would like to do and that they would find interesting? Anything you can imagine!"

(Guide them to the idea of a short film)

"Oh! A short film! That is fantastic! I love that idea! Why don't we film a video explaining the life in the castle as if we lived there?" Okay! So first of all!

Step 3. Ask the students to plan the project. Note their ideas on the blackboard and order them. "What do we need to do before filming the video? (...) looking for information that's right! What else? (...) writing the script! Sure! (...)"

Step 4. Ask the Ss the following questions to find out their previous knowledge.

"What do you know about the medieval age?" As it is a complex question it is likely that students are going to answer in their mother tongue, but that is not a problem as we can recast their ideas in English introducing new vocabulary, therefore it is important to write the words on the blackboard. If they try to say the words in English reward them even if they make mistakes.

"Have you ever seen a medieval castle? How is it? How do you imagine life there?"

"Do you know any jobs of the medieval ages?"

Project the following video with a brief introduction of the medieval age so the Ss can compare their answers: https://www.youtube.com/watch?v=ZG_GYkUrdbS

Step 4. Make them induce the information they need in order to achieve the task and become medieval citizens.

"Guys, you are going to become medieval citizens, but before, we need to know a lot of things about the medieval age, and what was living in a castle like in that moment... Don't you think that we should investigate? What aspects do you think we have to look for information? Where do you think we might find information? Okay! Good ideas! I have selected some texts with important information and you also have some videos where you can find information. Let's start!"

1.2 "Select and organise important information"

Activity aim:

- To help students select the important information
- To help students structure their writing
- To help students synthesis the main characteristics of their topics using the past simple while completing the worksheet.

Step 1. Divide the Ss into groups of five taking into account their personality and their English level, trying to make them as heterogeneous as possible. Assign a topic to each group: way of life and castles, and give each group different resources (see annex 1) and a worksheet (see annex 2) per student.

"Okay, now each group is going to look for information in the following texts and videos, you have to answer the questions of your worksheet noting down the information that you think is important. You should read the questions before so you can look for the information you need, you must select the important information!"

Reward those students who write in English so as the others may imitate their behavior, but don't penalize those who don't as in this part what they are showing is reading and listening comprehension. Moreover, they can use word reference or ask us if they don't know a word that they think is important.

We will provide them with the following resources:

Videos (they can stop them and watch them again as many times as they need)

Castles:

<https://www.youtube.com/watch?v=3ac1uE3f6vQ>

<https://www.youtube.com/watch?v=GVMvl05hCrI> (Original video)

Way of life:

<https://www.youtube.com/watch?v=3ac1uE3f6vQ>

Way of life and castles:

<https://edpuzzle.com/content>

To make it more comprehensible and make sure that they are following I have made it shorter and added some key questions to it using the app "EDPuzzle".

Books:

Castles

"The castle"

Way of life:

"See inside castles"

2. Task:

2.1 "I'm a middle age expert"

Activity aims:

- To make Ss use linkers while writing a text.
- To make Ss use the past simple tense while writing a text related to the medieval age.
- To make Ss write comprehensible texts about a complex theme as the medieval age.
- To make Ss analyse and improve their own text using a self-assessment checklist.

Step 1. Ask the students to complete the team worksheet.

Step 2. Give each Ss of the team a number from 1 to 4 and ask them to share their ideas in turns, S number one says their first idea, then S number two their second idea, and so forth until everyone has expressed one of their ideas, when one student is speaking they can't speak. They must note their team ideas on their piece of paper or put a tick if they already had it, so we make sure that they listen to each other. Then continue with the second idea. During this process reward the students who are writing and speaking in English so the rest of the Ss imitate their behavior.

Each question should be written by a different member of the team, but all of them must help the one who is writing.

Step 3. Give the teams the checklist (see annex 3) and ask them to revise their work.

3. Post-task:

3.1 "Explaining the information to the other group"

Activity aims:

- To make students order, structure and synthesize their knowledge in order to be able to explain it during the presentation.
- To make Ss internalize the knowledge while preparing the presentation
- To develop their oral skills while deciding how to prepare their presentation

	<p>Step 1. “As each team is an expert about a different topic you have to explain what you know to the rest of the groups so as in the next lessons you could write the dialogue of your videos and explain all the important information for the children”.</p> <p>Step 2. Ask the students to explain the important information to their classmates using the worksheet.</p>
Lesson 2: “Creating the script”	
Outcomes:	<p>At the end of this lesson Ss will be able to:</p> <p>Linguistic:</p> <ul style="list-style-type: none"> - Express suggestions and opinions using structures such as: “<i>In my opinion...</i>” “<i>I think that...</i>” “<i>What about...</i>” “<i>I totally agree with you...</i>” “<i>I can see your point but...</i>” “<i>Maybe but I think that...</i>” while making decisions about their own learning process. <p>Content-linguistic:</p> <ul style="list-style-type: none"> - Generate and organise ideas applying their previous knowledge related to the middle ages while creating the first script using words such as: castle, tower, ladies, lords, knights, peasants, blacksmith, and so forth. <p>Procedural:</p> <ul style="list-style-type: none"> - Asses their classmates work according to specific criteria developing critical thinking skills.
Length	1 hour
Student’s distribution	Individually and with the whole group
Classroom organization	Horseshoe shape
Resources	Computer and worksheets
Lesson plan	<p>1. Pre-task:</p> <p>1.1 “Activating their previous knowledge”</p> <p>Activity aims:</p> <ul style="list-style-type: none"> - To activate their previous knowledge - To provide opportunities to the Ss to express suggestion, agreement and disagreement using structures such as: “<i>I think that....</i>” “<i>I can see your point but...</i>” “<i>Why don’t we...</i>” while making decisions about their project. <p>Step 1. Ask questions to the students in order to remember what they learned in the previous lesson and select the important information that they want to explain in the video. Give them some structures that they can use while expressing suggestions such as “<i>I think that....</i>” “<i>I can see your point but...</i>” “<i>Why don’t we...?</i>”</p> <p>“<i>Remember that we are going to create a video to explain the Middle Ages to younger children, what information do we need to explain?, remember what you learnt the other day, what words do you think that are going to appear? (...)</i>”</p> <p>Write all their ideas on the blackboard.</p> <p>Step 2. “<i>What is the next thing we have to do? (...) Creating the characters that’s right! I have already created mine, do you want to listen to my example?</i>”</p> <p>Read and show the worksheet with your character so they can see what they are supposed to do. Ask them questions at the same time to make them think and establish relations between the theory they learned in the previous lesson and the characteristics of the characters.</p> <p>“<i>Can anybody tell me why the lord is so arrogant?</i>”</p>

1.2 “Create your character”

Activity aim:

- To make Ss generate and organise ideas applying their previous knowledge while creating their characters.
- To make Ss develop their critical thinking skills by assessing their classmates work while thinking how to improve it.

Step 1. *“Okay, now it is your turn, here you have the same worksheet, I want you to think about your character, and complete it, remember that it is really important to provide enough information about their social class, their duties, their feelings, and so forth”.* (See annex 1)

Step 2. Once they have finished ask them to change their worksheet with a classmate and complete the peer assessment checklist. (See annex 2)

Step 3. Ask them to have a look to their classmates’ suggestions and improve it.

Step 4. Put them in common

2 Task:

2.1 “Write the script”

Activity aims:

- To make Ss think about the structure of the script and make decisions about it.
- To make Ss reflect about how to improve the script

Step 1. Tell the students that we are going to write the script together.

“Okay, now we have all the characters, what do we have to do now? (...) write all the information about all the characters in the worksheet? Mmm do you think that reading this will be interesting for the children? (model it) So, what can we do? (...) Ohh create dialogues among the characters! I love that idea! So first we should think about the relationship among the characters, shouldn’t we?”

Start writing the script with the dialogues, guide the students and explain that all the information about the gestures that the characters make should be between brackets. Ask the students to specify where the characters are and what they are doing.

Step 2. Once we have the draft ask them how we can make it more interesting, what jokes we could include to make it funnier.

Step 3. All of them must write it in their worksheet so later they can study and memorize it.

3 Post-task:

3.1 “Assessment”

Activity aims:

- To make Ss think and assess their own participation and responsibilities according to specific criteria.

Step 1. Complete the self-assessment about their participation and their evaluation of the lesson.

Lesson 3 and 4 : Rehearsal and filming

Objetives	<ul style="list-style-type: none">- Express their opinions and suggestions while deciding which roles are necessary in order to film the videos, using structures such as: “In my opinion, I think that, What about...? Why don't we...?”- Use an adequate intonation while reading the scripts in order to transmit emotions.- Use body language while acting out the script in order to transmit emotions.- Read the scripts with an accurate pronunciation.
Length	1 hour
Student's distribution	Individually and with the whole group
Classroom organization	Horseshoe shape
Resources	Computer, camera and worksheets
Lesson plan	<p>1. Pre-task:</p> <p>1.1 “Reading the script”</p> <p>Activity aims:</p> <ul style="list-style-type: none">- To make Ss practice their pronunciation, intonation and body language while acting out the script.- To make Ss reflect about how to improve the acting out. <p>Step 1. Ask the students to read the script and correct their pronunciation.</p> <p>Step 2. Ask the students to read the script and correct their intonation. Ask them if they like how it sounds, and how we could improve it, help them to express emotions with their voices.</p> <p>Step 3. Ask the students to read the script trying to transmit emotions.</p> <p>Step 4. Ask the students to act the script out.</p> <p>2. Task:</p> <p>2.1 “Filming the video”</p> <p>Activity aims:</p> <ul style="list-style-type: none">- To make Ss practice their pronunciation, intonation and body language while acting out the script. <p>Step 1. Ask the students to act the script out and film it.</p> <p>3. Post-task:</p> <p>3.1 “Assessment”</p> <p>Activity aims:</p> <ul style="list-style-type: none">- To provide opportunities in which Ss have to think about their learning process and evaluate the project developing critical thinking skills. <p>Step 1. Ask the Ss to complete the project evaluation (see annex 1)</p>

Lesson 5 : Editing the videos

Objetives	<ul style="list-style-type: none">- Express their opinions and suggestions while deciding which roles are necessary in order to film the videos, using structures such as: <i>“In my opinion, I think that, What about...? Why don't we...?”</i>- Use an adequate intonation while reading the scripts in order to transmit emotions.- Use body language while acting out the script in order to transmit emotions.- Read the scripts with an accurate pronunciation.
Length	1 hour 30 minutes
Student's distribution	Individually and with the whole group
Classroom organization	Horseshoe shape
Resources	Computer, camera and worksheets
Lesson plan	<p>1. Pre-task: <i>“How can we improve the videos?”</i></p> <p>Activity aims:</p> <ul style="list-style-type: none">- To make Ss express their opinions and suggestions while deciding how to develop their roles while filming the scripts using structures such as: <i>“What about...? Why don't we...? I think that...; In my opinion...”</i>- <i>To organise and plan the edition of the videos.</i> <p>Step 1. Show them the videos and ask them if they think that it is an acceptable final product and how we could improve it. Give them some structures that they can use while making suggestions and decisions such as: <i>“What about...? Why don't we...? I think that...; In my opinion...”</i> Write their ideas on the blackboard guiding them to add music, images, transitions etc.</p> <p>Step 2. Show them the software that we are going to use to edit the videos and the different possibilities that we have, show an example of an edited video and the process such as the introductive video, so that they know what we are looking for.</p> <p>Step 3. Explain that the audios must be in wav. Format , and show them how to change it, as well as how to download videos from YouTube.</p> <p>2. Task <i>“Let's edit the videos”</i></p> <p>Activity aims:</p> <ul style="list-style-type: none">- Provide opportunities for the Ss to develop the digital competence by editing the videos.- Promote authentic communication among the students while making decisions about the videos' edition.- To promote independence and autonomy by helping the Ss making their own decisions.- To arise motivation among the Ss by helping them produce the final outcome of the project. <p>Step 1. Ask each team to look for medieval music for their videos and decide in their teams where they are going to put it.</p> <p>Step 2. Ask them to download the audio using the following webpage and transform it into wav. Format using this other webpage.</p> <p>Step 3. Ask them to add it to the video.</p> <p>Step 4. Ask the students to download pictures and add them to their videos, for example at the beginning and at the end.</p> <p>Step 5. Ask the Ss to include the title and the credits.</p> <p>Step 6. Finally add the transitions.</p> <p>3. Post-Task</p>

3.1 Assessment”

Activity aims:

- To provide opportunities in which Ss have to think about their learning process and evaluate the project developing critical thinking skills.

Step 1. Ask the Ss to complete the project evaluation (see annex 1)

Step 2. Ask the students to complete the KWL Chart

3.2 Assessment

3.2.1 Evaluation of the project: Checklist for benchmarking good practice in PBL and CLIL

<u>Learning Dimension</u>	<u>Assessment scale</u>	<u>Remarks, comments, examples</u>
1) Autonomy and responsibility given to learners	1 2 3 4 5	
2) Comfortable, supportive and motivating working atmosphere at school provided	1 2 3 4 5	
3) Informal learning activities encouraged	1 2 3 4 5	
4) Wide variety of methods used in the classroom	1 2 3 4 5	
5) Use of ICT	1 2 3 4 5	
6) Overall and continuous assessment (formative and summative) of content and language undertaken	1 2 3 4 5	
7) Forms of peer-assessment and self-assessment provided	1 2 3 4 5	
<u>Content dimension</u>	<u>Assessment scale</u>	
8) Coverage of the content syllabus	1 2 3 4 5	

9) Importance of cross curricular topics	1	2	3	4	5	
10) Use of authentic materials	1	2	3	4	5	
11) The cognitive maturity of students is taken into account	1	2	3	4	5	
12) Varied range of visuals, ICT-resources, tasks, etc.	1	2	3	4	5	
<u>Language dimension</u>	<u>Assessment scale</u>					
13) Teacher command of TL	1	2	3	4	5	
14) Progression of students in TL	1	2	3	4	5	
15) Adequacy to level of TL use and registers	1	2	3	4	5	
<u>Integration dimension</u>	<u>Assessment scale</u>					
16) Dual focused goals for content and TL	1	2	3	4	5	
17) Interdisciplinary tasks and global learning overview	1	2	3	4	5	
18) Learner-centred	1	2	3	4	5	

3.3.2 Rubric for group work: Bull's eye rubric (see appendix 2.3.6)

3.3.3 Observation tool

	Yes	Sometimes	No	Observations
Content				
Students describe the main characteristics of each social class and the way of life in the Middle Ages.				
Students name the parts of the castle.				
Students compare aspects of medieval and contemporary life.				
Language				
Students participate in English and express suggestions and/or opinions using structures such as: “In my opinion...” “I think that...” “What about...?” “I totally agree with you...” “I can see your point but...” “Maybe but I think that...” while making decisions about their own learning process.				
Students try to communicate in English while interacting with their classmates during the cooperative work.				
Students are able to communicate the important information to the rest of the class.				
Skills				
Students select critically the important information and synthesize it while completing the worksheet.				
Students cooperate to accomplish the task.				
Students are able to communicate the important information that they have learnt to the rest of the classroom.				
Students solve the problems that appear along the lesson autonomously.				
Attitude				
Students are engaged in the tasks.				
Students participate and show interest.				

3.3.4 Rubric to evaluate students' performance

Mini-project

	<u>Improvement needed</u>	<u>Improvable</u>	<u>Satisfactory</u>
COMMUNICATION			
Participate in the activities, showing interest and good attitude.	They don't participate in any of the activities.	They participate in some of the activities but do not show interest.	They participate in all the activities showing interest.
Use of the past simple while writing about the past.	They never use the past simple while writing sentences or short texts about the past.	They sometimes use the past simple while writing sentences and short text about the past.	They use the past simple while writing sentences and short texts about the past. Mistakes with the irregular verbs are accepted.
Use of the past simple while speaking about the past.	They never use the past simple while talking about the past.	They sometimes use the past simple while talking about the past.	They always use the past simple while talking about the past. Mistakes with the irregular verbs are accepted.
Write short texts with coherence and organization.	Their texts are very difficult to follow as their ideas are not organized at all and there is no use of punctuation.	Their texts are sometimes difficult to follow as their ideas are not well organized and there is not an adequate use of the punctuation.	Their texts are easy to follow being well organized and using appropriately the punctuation.
Use of linkers such as: and, but, so; while writing short texts.	They never use linkers while writing short texts making comprehension very difficult.	They sometimes use linkers while writing short texts. Their texts are difficult to follow.	They use linkers appropriately when necessary. Their texts are easy to follow.
Write creative stories while writing the scripts.	They just copy the information while writing the script without inventing any story about the characters.	They have invented some details about the characters but the story is not very original or creative.	They have invented an original story about the characters being the script interesting and creative.
Presentation	They don't prepare the presentation at all. Therefore, there is not important information. Having obtained a negative result in every single aspect	The pronunciation is not accurate. They do not use the intonation and body language to transmit emotions.	The presentation is clear, well organized and contains the information and the vocabulary required. They use the past simple when talking about the past and linkers to connect sentences.

		They sometimes make pauses when necessary. It can be difficult to understand them sometimes.	
Use an adequate intonation while reading.	They never use the intonation to transmit emotions while reading. They never make pauses when necessary.	They sometimes use the intonation to transmit emotions. They sometimes make pauses when necessary.	They usually use an adequate intonation being able to transmit emotions. They usually make pauses when necessary.
Use body language to transmit emotions.	They never use body language to transmit emotions.	They sometimes try to use body language to transmit emotions.	They always try to use body language to transmit emotions.
CONTENT AND COGNITION			
Look for information related to the middle-ages using the different sources provided	They never or hardly ever look for information related to the middle-ages using different sources.	They sometimes look for information related to the middle-ages using different sources.	They look for in information related to the middle-ages using all the sources provided.
Select the important information from different sources related to the medieval history	They don't distinguish between important and irrelevant information.	They don't select all the important information and there are some irrelevant details.	They select all the important information although they may also add some irrelevant details.
COMMUNITY			
Know and accomplish their role responsibilities.	They don't know or accomplish appropriately their role responsibilities.	They know and accomplish some of their responsibilities.	They know and accomplish all of their responsibilities.
ICT adequated use.	Inadequated ICT use.	They use ICT adequately only in some occasions.	They use ICT adequately in most of the situations.
Work cooperatively, respecting their turns, and making decisions together.	They don't like working in teams. They don't respect their classmates opinions and they don't make decisions together.	They sometimes make decisions together. They prefer working individually. They don't wait for their turn to speak.	They like working in teams. They make decisions together and respect their classmate's opinions.

Focus on Science Content

<u>Objetives</u>	<u>Improvement needed</u>	<u>Improbable</u>	<u>Satisfactory</u>
Identify and name the main parts of a castle: drawbridge, walls, tower, keep, moat...	They are not able to recognize and name any part of a castle.	They are able to name between 5 and 8 parts of the castle.	They are able to name more than 8 parts of the castle.
Identify and name the following social classes in the Middle Ages: king, queen, lord, knight, blacksmith and farmer.	They do not identify the social classes and their characteristics.	They are able to identify and name the social classes but they do not associate the important characteristics of each social class.	They are able to identify, name and explain the characteristics of the social classes in the Middle Ages.
Use specific vocabulary related to the Middle Ages such as: sword, castle, fight, blacksmith, knight, keep, drawbridge...	They are not able to use specific vocabulary related to the Middle Ages.	They are able to use between 6 and 10 specific words related to the Middle Ages.	They are able to use more than 10 specific words related to the Middle Ages.
Appreciate the value of local heritage such as Peracense's castle	They do not show interest towards Peracense's castle.	They show interest to visit Peracense's Castle.	They show interest towards Peracense's castle and its history, looking for information related to it.



Focus on Communicative Skills

<u>Objetives</u>	<u>Improvement needed</u>	<u>Improbable</u>	<u>Satisfactory</u>
Try to communicate in English.	They never speak in English.	They sometimes try to speak in English.	They usually try to speak in English.
Express their opinion and suggestions in English using structures such as: "I think that" "I agree" "I can see your point but" "What about" "Let's..."	They never express their opinion in English.	They sometimes try to express their opinion in English but they usually do it in Spanish.	They always try to express their opinion in English using the structures provided although they may make some mistakes or use the L1 to express some complex ideas.
Use of communicative strategies while interacting and giving the presentations.	They never use communicative strategies, being difficult to understand them.	They sometimes use communicative strategies.	They usually use communicative strategies while interacting and giving the presentations.
Try to understand and follow the instructions.	They do not follow the instructions and do not	They sometimes understand and follow the instructions.	They always follow the instructions and ask when they do not understand them.




	show any interest to understand them.		
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3.3 Evidence

3.3.1 KWL Chart Team 1

 <p>Know What I think I know</p>	<p>? Wonder What I want to know</p>	 <p>Learn What I learned</p>
<p>They hasn't ^{got} technology. The Kings and queens lived in castles. They was farmers. The other people who not lived in castles were poor. All the castles had a drawbridge to cross the bit moat. It was castles It was swords.</p>	<p>I want to learn to make videos. I want to learn with animals lived in the farms. I want to learn things about knights. I want to know things about live in medieval castles.</p>	<p>Make videos Edit videos The pods in the castle Download music words: knight, sword, blacksmith, drawbridge. work in gear There were no toilets.</p>

3.3.2 KWL Chart Team 2

 <p>Know What I think I know</p>	 <p>Wonder What I want to know</p>	 <p>Learn What I learned</p>
<p>there are castles there were more farmers than lucky persons Some people fight there were lots lots sword There aren't technology</p>	<p>The people now swimming swimming? The people practice and then sport that not are fight? The castle is cold?</p>	<p>There was no bath → cold Edid videos with Home Hcker Download music Vocubulary: Middle Ages Knight, coat, bridge, keep, meat... There were no toilets.</p>

Explain at least four differences between life in middle age and nowadays.

In the medieval age there wasn't technology and now there are.

Now there are shopping centers and in middle age there were markets.

There are showers and in the other one wasn't.

There are cars and in the other one ~~are~~ horses were.

3.3.4 Castles worksheet

CASTLES

Who lived in the castle?

The lord's family lived in the Keep, but many other people ^(*)

Why were the castles so important?

Did the castles have electricity and tap water?

No, they didn't

Can you imagine live without electricity and tap water? What do you think the main disadvantages would be?

We can't wash your hands. You can't play videogame.
You can't watch TV.

Where did the pee and poo ended when they went to the bathroom?

To the moat

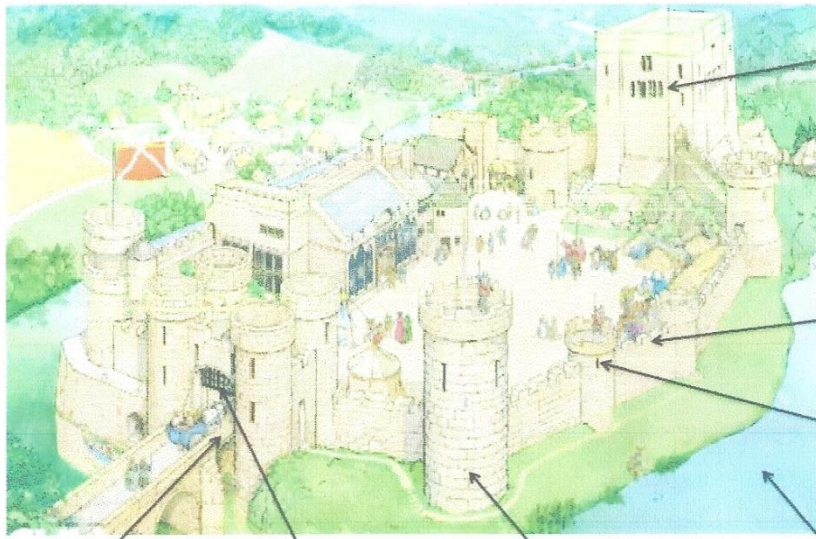
What was the great hall used for?

To celebrate partys, to eat, to play
music...

Explain at least four differences between living in a castle in the middle ages and living in your house. You can use the structure: "The castle..... but my house"

The castle was cold, but my house is warm.
The castle was dirty, but my house is clean.
The castle was big, but my house is smaller.
The castle was made of stone but my house is made of

^(*) lived within the castle walls too: soldiers, servants, blacksmiths, bakers...



Crenulations

Wall

~~Tower~~
Arrow slit

Drawbridge

Portcullis

Tower

moat

3.3.5 Creating the characters and Script's draft worksheet

CREATING THE CHARACTERS

1) Write the most important information about the place and the characters to generate ideas before writing the first draft of our script. Remember that a lot of people are going to watch the video to know more about the Middle Ages. So now that you are experts, use the information that you learnt in our first lesson and give your best.

Place:
Great Hall

Character:
2 princess, 1 servant, 1 prince.

Social class and job:
The prince and the princess are in first class ~~servant~~
servant are poor ~~the princess~~

Physical description:
The prince is blond he has got blue eyes and freckles (Ali)
The princess Sara has got long brown hair and brown eyes
The princess Maria has got green eyes and freckles
The princess servant Andrew has got short brown eyes

Personality:
The prince (Ali) was brave
The princess (Clea) was friendly
The servant (Andrew) was clever
The princess (Maria) was funny

CREATING THE CHARACTERS

1) Write the most important information about the place and the characters to generate ideas before writing the first draft of our script. Remember that a lot of people are going to watch the video to know more about the Middle Ages. So now that you are experts, use the information that you learnt in our first lesson and give your best.

Place:

The castle.

Character:

(Elizabeth) → princess, Charlie → prince?, ^{Jack} Sue → princess, 1
George → blacksmith

Social class and job:

Princess → rich - Prince → Rich. Princess → rich -
Blacksmith → poor.

Physical description:

The ~~two~~ ^{has} princess ~~have~~ got long hair, she is beautiful. Prince 1: short hair, tall, good-looking.
Prince 2: small, good-looking.
Blacksmith → Is a young ~~slave~~, his job is hard, very hard. George wearing a poor ~~clothes~~

Personality:

The rich ~~person~~ people are crazy, funny, always are happy but prince 2 also can be so angry.
The poor person, always is negative, serious, bad character he is always thinking bad things that are bad and lazy.

Juana Luna _____ are in the grate hall.

Hermione doesn't appear

Luna "Where is Hermione?"

(Ali) - "The party are going to start!"

Juana - "Hermione!"

Hermione - ~~Write~~ "I'm in the ~~drawing~~ drawbridge"

Luna - "Come ~~one~~ Hermione, come hear"

Hermione - "I'm ~~th~~ in the bedroom"

Juana - "Hermione let's go to the party"

Hermione - "I'm in the kitchen"

(Ali) - "Oh no, the party finish!"

Hermione appears

Hermione - But we can't a party

Team 1

DRAFT:

Now, we are ready to write the first draft. Remember that the information for the actors and actresses is written between brackets. For example the physical description, the decoration, the gestures or the clothes/costume. And the dialogues are written with "-".

Scene 1:

Narrator: A love story in the middle ages.

(Jack appears very angry and starts talking to the blacksmith)

Jack: "I am the princess of this kingdom! My castle is the biggest and I am very powerful! Lady Elisabeth sud be in love with me! But can you belive it? Yesterday, we celebrated a big feast in the great hall and she danced with Charlie."

George: with Charlie? Perceuse's lord?

Jack: Yes! Can you believe it? Charlie is less powerful and his castle is smaller! So, I decided to fight with ~~me~~ him, when Elisabeth see that is not a brave knight she will love me.

George: Create a big sword! The best sword!

George: Yes Sir!

Scene 2

Narrator: In that moment, inside the keep Lady Elisabeth was talking with her servant.

Elisabeth: Oh! I'm in love with Charlie! He is very handsome and brave! I want to be beautiful enough. Brush my hair! (angry)

Servant: Yes my lady!

Team 2

DRAFT:

Now, we are ready to write the first draft. Remember that the information for the actors and actresses is written between brackets. For example the physical description, the decoration, the gestures or the clothes/costume. And the dialogues are written with "-".

Scene 3:

Narrator: The servant went to spoke with the blacksmith
Servant: Bull... Lady Elisabeth is very exigent! She is very nervous lady. She is in love with Charlie.
Blacksmith: I can imagine. Lord Jack is very angry because he is in love with her. He order me to create a big sword.
servant: I'm afraid.

Scene 4

Narrator: They celebrated a big feast that night.
Lady Juna: Look! Lord Charlie and Lord Jack are all time cooking to Lady Elisabeth. They are better than she.
Lady Lina: Yes! I know. I don't like Elisabeth we should look her in a keep.
Juna: Yes that is a good idea!
(They go with Elisabeth)
Lina: Good night Lady Elisabeth! We are going for a walk do you want to come with us?
Elisabeth: Yes! of course!

Scene 5

Narrator: suddenly some noises were from the keep.
Elisabeth: Help! Help!
servant: what is that noise?
Elisabeth: Help! Help!
servant: Oh! Is Lady Elisabeth! Don't worry! I help you!

Elisbeth: Oh! Thank you.

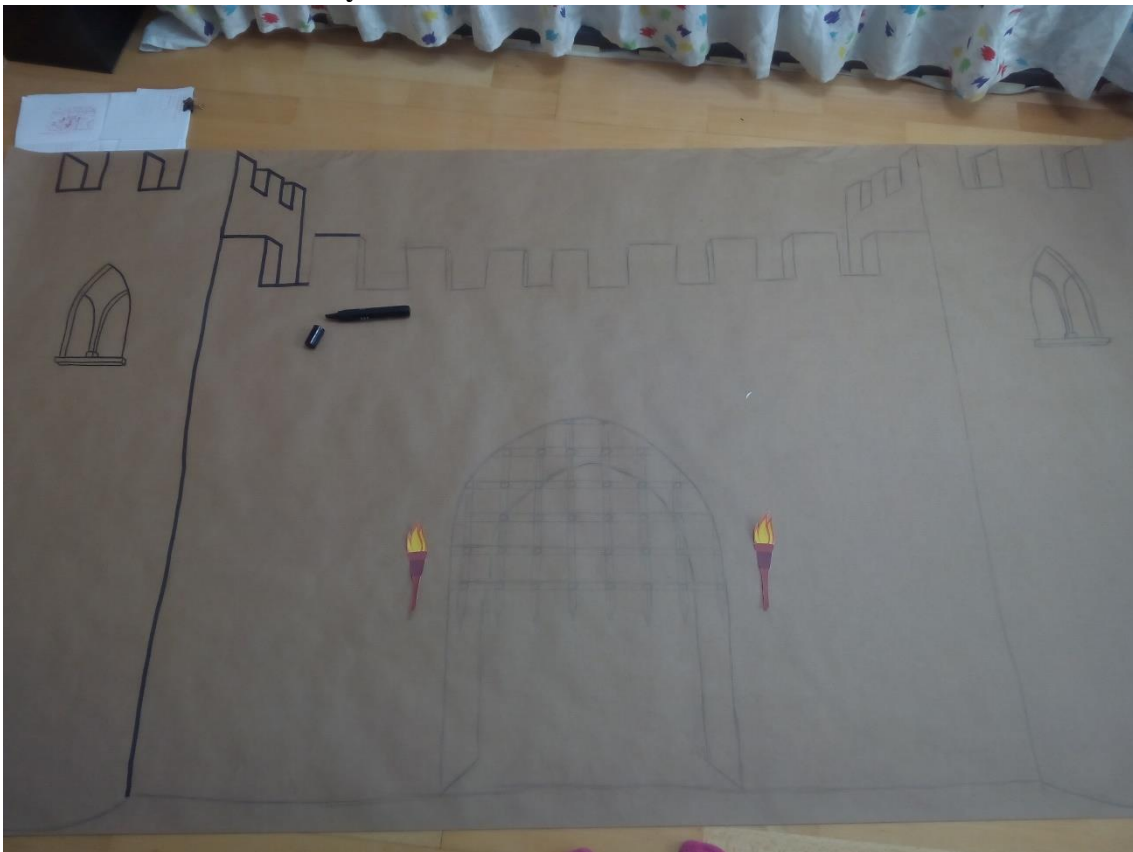
Scene 6

Narrator: In the great hall Lord Charlie and Jack are fighting

Elisbeth: What is happening here? I don't like this!





I am going with my family to my castle!
(Lord Jack and Charlie start looking to Jane and Luke and dance).

3.3.6 Creation of the scenery:

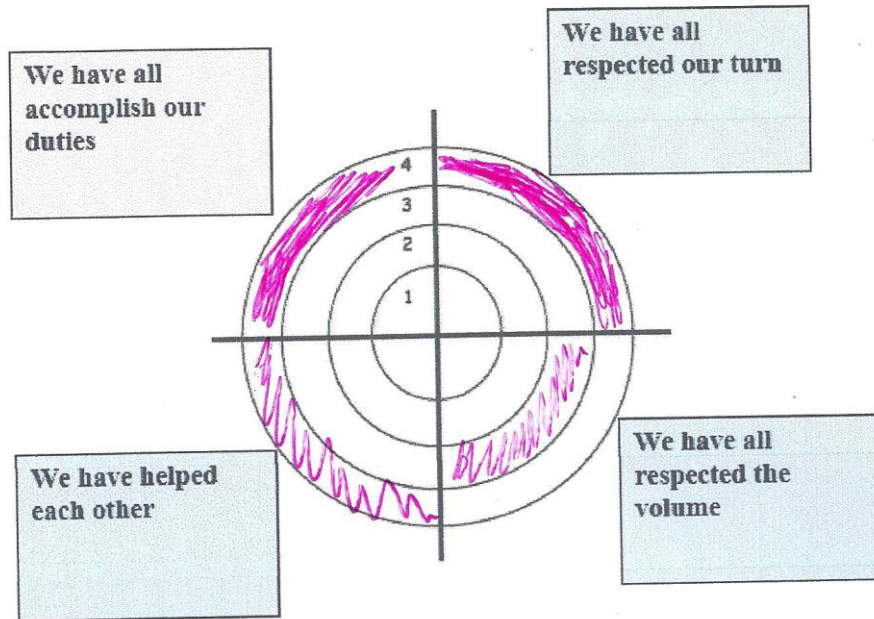




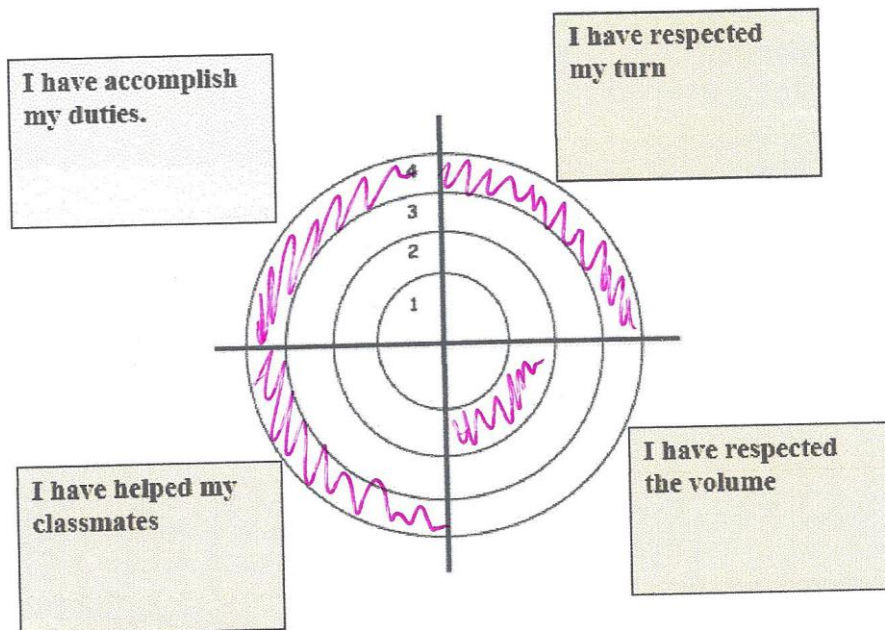
3.3.7 Scripts self-assessment checklist

				 How could it be improved?
You answer the questions explaining the most important information, and avoiding details that are not relevant.	✓			
The information that you give is enough for the other groups to understand the most important information about your topic in order to create the script.	✓			
You complete the information you had while reading other texts or watching other videos.	✓			
Did you like the lesson?	✓			





3.3.8 Cooperation bull's eye rubric






Self-assessment rubric



3.3.9 Peer-assessment checklist

				 How could it be improved?
They explain the most important information about the place and what it was used for.	✓			
They explain the most important information about the social class of your character.		✓		Tell the information: rich, poor...
They explain the most important information about their personality.	✓			
They explain the most important information about their job, using what we learned in the previous lesson.		✓		Say more things of the lords and the servant
They explain the most important information about their physical appearance.		✓		Say more, tall, short, beautiful...

3.3.10 Project evaluation

			
The lesson was easy to follow	✓		
I have enjoyed the lesson	✓		
The thing I liked the most is...	Acting, it is funny		
The thing I didn't like was...	writing, it is long		
Write at least three new things that you have learnt during this two lessons: Parts of castles, Perceuse castle, edit videos, download music, work in teams.			

3.4 Results

<u>Learning Dimension</u>	<u>Assessment scale</u>	<u>Remarks, comments, examples</u>
1) Autonomy and responsibility given to learners	1 2 3 4 ✗	Students plan the project and design it. They try to solve the problems themselves.
2) Comfortable, supportive and motivating working atmosphere at school provided	1 2 3 4 ✗	Students errors are not corrected directly, by this ss feel secure and self-confident.
3) Informal learning activities encouraged	1 2 3 ✗ 5	Ss asked to edit the videos themselves and they were allowed to do so.
4) Wide variety of methods used in the classroom	1 2 3 4 ✗	A wide variety of resources were used to adapt to the different levels and learning styles (videos, webpages, books) as well as different tasks. Acts and acts
5) Use of ICT	1 2 3 4 ✗	While watching the videos, looking for information, filming and editing the videos
6) Overall and continuous assessment (formative and summative) of content and language undertaken	1 2 3 4 ✗	Different assessment tools are used such as rubrics for content and language.
7) Forms of peer-assessment and self-assessment provided	1 2 3 4 ✗	Ss are asked to complete self-assessment as well as peer assessment checklist and a cooperation rubric.
<u>Content dimension</u>	<u>Assessment scale</u>	
1) Coverage of the content syllabus	1 2 3 4 ✗	All the content aims stated were accomplished.
2) Importance of cross curricular topics	1 2 3 4 ✗	Digital competence and cooperative learning are essential all over the project.
3) Use of authentic materials	1 2 3 ✗ 5	While exploring the castle Ss use a virtual visit to the castle.
4) The cognitive maturity of students is taken into account	1 2 ✗ 4 5	There is a wide variety of task with different cognitive difficulty to adapt to the different levels, however it could be too demanding sometimes.

5) Varied range of visuals, ICT-resources, tasks, etc.	1	2	3	4	✓	There is a wide variety of tasks, resources (videos, webpages, books, taskcards, worksheets ...)
<u>Language dimension</u>	<u>Assessment scale</u>					
1) Teacher command of TL	1	2	3	4	✓	4
2) Progression of students in TL	1	2	3	4	✓	- Uptake of the past simple - Communication in English
3) Adequacy to level of TL use and registers	1	2	3	4	✓	They were able to follow the lessons.
<u>Integration dimension</u>	<u>Assessment scale</u>					
1) Dual focused goals for content and TL	1	2	3	4	✓	
2) Interdisciplinary tasks and global learning overview	1	2	3	4	✓	
3) Learner-centred	1	2	3	4	✓	

3.3.3 Observation tool

	Yes	Sometimes	No	Observations
Content				
Students describe the main characteristics of each social class and the way of life in the Middle Ages.	✓			
Students name the parts of the castle.	✓			
Students compare aspects of medieval and contemporary life.		✓		More information should be provided.
Language				
Students participate in English and express suggestions and/or opinions using structures such as: "In my opinion..." "I think that..." "What about...?" "I totally agree with you..." "I can see your point but..." "Maybe but I think that..." while making decisions about their own learning process.	✓			From the very beginning Ss tried to communicate in the L2 using the suggested structures.
Students try to communicate in English while interacting with their classmates during the cooperative work.	✓			
Students are able to communicate the important information to the rest of the class.	✓			Even though they make some grammatical mistakes they were able to report complex concepts.
Skills				
Students select critically the important information and synthesize it while completing the worksheet.	✓			
Students cooperate to accomplish the task.		✓		At the beginning they Ss argued while completing the worksheet but they quickly solved the problem.
Students are able to communicate the important information that they have learnt to the rest of the classroom.	✓			
Students solve the problems that appear along the lesson autonomously.	✓			At the beginning they asked for help but finally they solved the problems themselves.
Attitude				
Students are engaged in the tasks.	✓			They were really motivated
Students participate and show interest.	✓			only at the end of lesson & students were tired and complained of having written too much.

Appendix 4: QR Codes



Implementation 2 CEIP San Roque, 3° B



Implementation 2 CEIP San Roque, 3° A



Implementation 1 CEIP Guillermo Fatas

