



Universidad
Zaragoza

Trabajo Fin de Máster

En Profesorado de E.S.O., Bachillerato, F.P. y
Enseñanzas de Idiomas, Artísticas y Deportivas

Especialidad de lenguas extranjeras (Inglés)

Let's write the world!: improving EFL students' writing skills in 1st
year of *Bachillerato* through travel blogs

¡Escribamos sobre mundo!: mejorar la expresión escrita de
estudiantes de inglés como lengua extranjera en 1º de
Bachillerato a través de blogs de viajes

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2018

Table of contents

1. Introduction.....	1
2. Purpose and Objectives.....	3
3. Justification and Theoretical Framework.....	4
3.1. Justification	4
3.2. Theoretical Framework	7
4. Methodology.....	14
5. Unit Plan Proposal.....	16
5.1. Context and topic	16
5.2. Contribution to Key Competences.....	17
5.3. Objectives and specific contents	20
5.4. Sequence.....	20
5.5. Assessment Criteria	26
6. Conclusions.....	28
7. Woks cited.....	31
8. Appendices.....	32
Appendix 1. Questionnaires	32
Appendix 2. Unit Plan	41
Appendix 3. Materials and resources for the teacher	55
Appendix 4. Students' Handout.....	78
Appendix 5. Comparison between initial and final students' writings	92
Appendix 6. Alignment with the Aragonese Curriculum	101

1. Introduction

In the history of Foreign Language Teaching (FLT) a wide variety of approaches have been developed. However, recent research lays emphasis on the importance of engaging students in their own learning process in order to contribute to a more meaningful building of knowledge. The communicative competence has become a priority as well within English as a Foreign Language (EFL) teaching methodologies, in a way that the learning-teaching process should enable students to communicate their messages effectively in real-context situations, both orally and in written form. Nonetheless, a generalized dislike towards the writing skill is observed in a great number of EFL students, which hinders the development of their abilities in order to write texts successfully fulfilling the communicative function. Furthermore, it has been analysed that a great amount of writing activities, not only in books but also in the context of *E.S.O* and *Bachillerato* classrooms, are still too focused on the final product. Whilst the writing skill is highly linked to the accuracy of messages for its own sake, writing a text is a manner of communication that requires a whole process of thinking, planning and drafting.

There have been several studies that have reported how students' writing abilities can be improved throughout the application of the writing as a process' principles (e.g. Hedge 1988; Tribble 1996; Sokolik 2004; Harmer 2007). Therefore, this dissertation presents an innovative unit plan which is aimed to enhance the writing skills of EFL students who are enrolled in 1st year of *Bachillerato*. For this purpose, the unit plan has been designed and sequenced according to the stages agreed by the literature of the process writing. Identically, it includes activities that provide students with different strategies to communicate their messages effectively and meaningfully, especially when writing. The result of these activities is materialized in the publication of a blog post describing a city of students' choice. Accordingly, the unit plan deals with the topic of *Travelling*. In view of the concrete context, the legal dispositions contained in the Aragonese Curriculum (*Orden ECD/494/2016, de 26 de mayo*) are also taken into account so that the present unit plan contributes to the achievement of the Key Competences, Objectives and Evaluation Standards comprised in it.

The dissertation is organized as follows: firstly, the general objectives of the unit proposal are outlined. Secondly, the justification of the unit plan is explained in detail, which is supported by the results of a survey carried out in the defined context. These sections are followed by an analysis of the theoretical framework, defining the principles upon which the design of the lessons is based. The next section is concerned with the

methodology, and the step by step process followed for the development of this dissertation. Having reviewed this, the unit proposal is critically commented in order to highlight its most important aspects regarding the topic and context as well as its contribution to the Aragonese Curriculum's legal provisions. Finally, the conclusions of this paper are drawn in the last section including important findings from the lessons implementation as well as further implications and limitations to take into account for future occasions.

2. Purpose and Objectives

The proposed unit plan is entitled *Let's write the world* and has been designed and sequenced following the different stages defined by the literature on Writing as a process approach. It leads students to learn and practice a number of tools and strategies that will help them develop communicative written texts more successfully. Thus, the main objective of this unit is to enhance students' writing skills through the engagement in their own writing process.

This unit plan also seeks to develop students' communicative competence following the Communicative Language Teaching (CLT) and Task Based Learning (TBL) approaches. To do so, the lessons are focused on promoting students' interaction as well as the production and understanding of contextualized and real language, bearing in mind the integration of the four language skills.

In relation to the Aragonese Curriculum for 1st year of *Bachillerato* (*Orden ECD/494/2016, de 26 de mayo*), one of the major purposes of the designed unit is to develop students' Key Competences, paying special attention to the Learning to Learn competence. To that end, students' will be fully aware of their learning process, not only in terms of writing, but also regarding their own progress in the English language. This will be carried out through a variety of thinking and meta-thinking strategies. In addition, *Let's write the world* is aimed at fostering Social and Civic Responsibility Competence, encouraging students to realize the importance of language as a communicating tool.

Furthermore, the unit aims to promote learners' autonomy and creativity by developing and publishing a blog post about a city of students' choice. Subsequently, the fulfilment of this task intends to foster students' cultural awareness and a critical and responsible use of Information and Communication Technologies (ICTs).

3. Justification and Theoretical Framework

3.1. Justification

From the 1990s, the Communicative Language Teaching (CLT) approach has been widely implemented in EFL classrooms. Consequently, developing students' communicative competence is the main goal of current language teaching methodologies. At the same time, the importance of promoting the communicative competence in EFL Secondary Education and *Bachillerato* students is also reflected by the Aragonese Curriculum (*Orden ECD/2016 de 26 de mayo*) which establishes that the major objective of learning a foreign language is to achieve the communicative competence, integrating, accordingly, three other competences: the linguistic, sociolinguistic and pragmatic competences.

Thus, it is understandable that language teaching methodologies carried out in a classroom should engage students in processes and practices that enable them to communicate their messages effectively, not only orally, but also in written form. However, my experience as a teacher and student-teacher allows me to observe that, whereas EFL students can generally express their ideas in a quite successful oral way, they encounter several difficulties when communicating their messages in written texts.

A number of reasons can contribute to this situation and hinder the development of EFL students' writing skills. On the one hand, it can be observed that students show a general dislike towards the writing skill and, in some occasions, a learned helplessness is also originated. Learners think that, despite the effort they make, their marks are low or the results are not as expected. Consequently, this assumption may also affect students' self-confidence, making them think that they do not have the abilities to perform a writing task competently, or achieve the intended outcomes of a particular task. As a result, an avoidance of writing tasks may stem from the combination of these perceived feelings, which is clearly detrimental to the improvement of students' writing skills: the less they write, the less opportunities they have to learn and practice strategies that may help them become better writers.

On the other hand, writing tasks have been commonly focused on the composition of a final product which is corrected and marked by the teacher but hardly ever revised again by the student. This occurs considerably often in *E.S.O* and *Bachillerato* classrooms, resulting in the fact that the majority of students usually do not

realize the mistakes they make nor learn how they can avoid them in the future. Conversely, this marking system may make students think that their efforts are not reflected in that mark and contribute to the feeling that they simply do not like writing. In this sense, it is apparent that the feedback that students receive is not effective, since it does not promote the improvement of their writing abilities. Actually, it can even demotivate them and prevent them from making a greater effort next time. Students can then enter a vicious circle of dislike and low accomplishment that will very probably diminish the efforts made by them to become better writers.

In order to confirm whether these perceptions are real, a questionnaire (see Appendix 1.1) was administered to a sample of fourteen EFL students composing a 1st of *Bachillerato* group in a Secondary Education School. Another questionnaire (see Appendix 1.2) was handed in to the eight teachers belonging to the English Department of the same school. The results of these questionnaires, which can be seen in figures compiled in Appendix 1.3, lead to the following conclusions.

Students' Questionnaire:

Interestingly, Figure 1 shows that writing is ranked as the skill students like the least. In line with this, students are asked to choose the skill they consider themselves better and worse at, where writing is chosen by a 59% of the interviewees as the skill they admit to perform with a lower proficiency (see Figures 2 and 3). This result evidences that the gap detected is confirmed by students' likes and self-perceptions.

From the data in Figure 4 it can be observed that whereas some of the students engage in a brainstorming process before starting writing on the paper, a high number of them start writing without any planning stage. In relation to this, data in Figure 5 make clear that all the students take the purpose of the text into account in their writing task; however, the majority of them disregard the audience and the context as well as the structure that their text has to follow. The results lead us to conclude that these students do not follow an ordered and effective process while writing their texts nor consider important aspects that may help them write a more successful text.

One of the most surprising aspects can be seen in Figure 6, which shows that 10 out of the 14 respondents would like to receive feedback after finishing the final text, despite the fact that they will not have the opportunity to correct it afterwards. On top of that, it is interesting to highlight that approximately 50% of the students choose the drafting stage as another preferred moment to receive specific feedback. This might be

linked to the fact that only one member of the group admits to rewrite a new text after receiving teachers' feedback (see Figure 7). In contrast, eight students admit not rewriting any improved version of the text handed in. This finding is considerably significant as it shows that students do not check their mistakes or follow strategies that help them improve their texts. Finally, Figure 8 shows that students' needs are related to a wider range of vocabulary and structures that might help them communicate their messages in a more effective and meaningful way.

Teachers' Questionnaire:

The first point of interest is that teachers consider writing as one of the weaknesses of these EFL students, since almost half of the interviewees choose writing as the skill worst performed by them (see Figure 9). Moreover, 62% of the teachers consider that students do not count on the necessary writing skills (See Figure 10), which allow us to conclude that improving writing skills is considered a necessity by the teachers involved in this context.

From the data in Figures 11 and 12, it is apparent that not all the teachers establish a reader, a context and a clear purpose for the text to be produced, nor identify the function and structure of the specific genre the text belongs to. Similarly, they only sometimes create an imaginary context that could, in fact, look like a possible future experience for students, and that would allow those key aspects to be established. It is also surprising that only two interviewees marked the four options related to the establishment of the purpose for a writing task.

Figure 13 shows that only 13% of the teachers ask students for a draft before handing in the final version. This result proves that, although the drafting stage might be taken into account, it is not an established requirement for every student of the school. Additionally, in Figure 14 it can be observed that, when students are required to revise their drafts, peer-feedback is slightly chosen as a useful strategy, as only 2 teachers admit to use it. Finally, from Figure 15 it can be seen that feedback is mainly given when students hand in their final text, which might not be extremely effective in teaching students how to tackle their areas of struggle when facing the production of a communicative text.

From the overall analysis of the results, these students' reluctance to the writing skills seems self-evident, as well as the lack of an efficient process that helps them write more successful texts. In the same tune, teachers' answers suggest that the writing as

a process approach is not completely implemented in this context, which may also contribute to students' dislikes and low self-confidence feelings.

3.2. Theoretical Framework

Traditionally, writing has been taught as a way to demonstrate certain knowledge in grammar and vocabulary, being the main objective to present a final product which ideally fulfills certain cohesion and coherence standards (Harmer, 2007). This product approach is still widely seen and put into practice in EFL classrooms, where the final text is usually corrected and marked by the teacher and handed back to students, who neither pay much attention to the teacher's feedback nor reflect on how improvements can be made. According to Hedge (1988) marking practices focused on error correction prevent teachers from showing to their students how they are developing as writers, whilst one of the main EFL teachers' roles is to create an environment where students learn about the process of writing and reflect it on a product. Similarly, Harmer (2007) highlights the importance of engaging students to writing tasks that guide them through new writing strategies. They should, help them become better writers by giving them tools for writing in a variety of genres and using different registers. More precisely, this is what Harmer calls *writing for writing* activities, through which language obviously improves, but as a by-product of the activity and not necessarily because it is the main objective.

A number of authors have studied the writing as a process approach and named its stages in a variety of ways (e.g. Hedge 1988; Tribble 1996; Sokolik 2004; Harmer 2007). However, there is a general consensus on the idea that writing is a recursive process, in which writers go forwards and backwards continuously before considering that a text is finished. The literature also agrees that this process involves three major stages or groups of stages which are outlined as follows.

1) Prewriting

At the prewriting stage, the writer considers the purpose of the text to be produced, which means that s/he thinks first about the **function** of the text, in other words, the main communicative aim of the text. Second, s/he takes into account a concrete **audience**, that is, the reader of the text who, as Tribble (1996) points out, can be different from the evaluating teacher. According to Hedge (1988), both aspects give students the sense of a context and a purpose which allow them to generate ideas and plans of what and how they are going to write. Therefore, in an EFL classroom context it

is essential that students are informed beforehand about the function that their text should accomplish and the reader who their text is addressed to.

Once the purpose and context have been established, it is necessary that student-writers work on the generation of ideas on the topic they are going to write. In this way, it is fundamental that teachers design activities in which students think, reflect and use their creativity. Some of these activities and strategies proposed by Hedge (1988) and Harmer (2007) comprise brainstorming, buzz groups or pyramid planning, amongst others. On his part, Tribble (1996) adds mind mapping as a recommendable technique that helps students not only to generate ideas but also to focus them.

2) Drafting

Some authors like Harmer (2007) divide this stage into **Planning** and **Drafting** since, firstly, the writer organizes the content taking the context into account and, secondly, the first draft is written. Throughout the planning stage student-writers gather their ideas and prioritize those which are more important or necessary with regard to the purpose of the text. This means that students **focus** their ideas and, subsequently, **structure** them by means of thinking about the logical development an instance of the genre in question would follow (Hedge, 1988). Similarly, the writer makes decisions regarding the layout of the text and the language to be used, with the main objective of writing a first draft. According to Tribble (1996), there is not an exact cut-off point between prewriting and drafting or composing. However, there needs to be a moment where the writer stops thinking and starts writing. Following Sokolik (2003) students should be reminded that drafting deals with focusing and developing their ideas rather than being perfect in terms of grammar, punctuation and spelling. Consequently, teachers' feedback at this stage should be more related to the ideas and organization of the text instead of grammar and spelling. In order to provide students with tools that assist them in organizing and structuring their ideas, Hedge (1988) and Harmer (2007) propose using images to plan the logical order of a descriptive text, to create diagrams of ideas or to write organizing points in the blackboard in collaboration with students.

3) Revision and Editing

At this stage student-writers need to take into consideration the reader again, as they need to reassure that the general meaning is understandable from the reader's perspective. However, according to Hedge (1988), the editing process is also focused on controlling accuracy in order to make the text as accessible to the reader as possible.

Similarly, Harmer (2007) agrees that this stage also requires a grammar, spelling and punctuation review due to the fact that writing gives students the opportunity to plan and modify their production; hence, a certain level of accuracy should be achieved. For this purpose, some other authors such as Tribble (1996) suggests that students could make good use of an assessment tool like a checklist that may help and guide them along the revising and editing work.

Nevertheless, it is important to consider that writing is a cyclic process, meaning that when a writer is drafting, s/he goes back to the plan, revises it, brings new ideas, makes changes, and redrafts again (Hedge, 1988). Due to this characteristic of the process, several drafts are written before approaching the **Publishing** stage. According to Tribble (1996), this stage is determined by the moment that the writer decides to stop writing. More precisely, this means that the form of publication is chosen and the writer shares their work with others, although in the EFL classroom the publishing mode is commonly decided by the teacher.

In the literature on writing as a process, **the role of the teacher** has been also given importance since s/he needs to provide an environment that allows students to learn how to create successful written texts (Hedge, 1988). Thus, it is crucial for students to count on plenty of opportunities to practice their writing skills in the classroom, being explicitly aware of the stages they are going through. That is why classroom tasks should be structured in order to take account of these stages. This idea is connected with the aforementioned conclusion by Harmer (2007), who underlines the necessity of including *writing for writing* activities in the classroom. Likewise, Sokolik (2003) agrees that not every writing activity needs to be graded, since some of them should be intended solely to practice the skill *per se*. It has been reported that including more “practice writing” activities in the syllabus can reduce students’ reluctance to writing.

In line with this, Hedge (1988) suggests that teachers can also contribute to this issue by providing good models for writing. They should help students with the process of composition through the analysis of textual structures. Similarly, Harmer (2007) claims that, as the process of writing is highly influenced by the constraints of genres, students will need to revise examples of such genres and work on them in order to analyze how they are constructed.

Another aspect related to the teacher’s role that deserves to be mentioned is the way of providing feedback. Different authors (e.g. Tribble 1996; Hedge 1988; Sokolik 2004; Harmer 2007) agreed that giving feedback to students does not necessarily entail

correcting mistakes, as it is more important to indicate students how they are developing as writers. In this sense, the teacher needs to adopt a supporting role which provides students with guidance for them to autonomously solve their problems. Thus, they can improve their own work and get the feeling of progress, which would increase their engagement and self-efficacy. Indeed, Hedge (1988) draws the attention on the fact that giving students corrective feedback just after publishing their text has proved to be disadvantageous. Therefore, giving students intermediate positive feedback takes on special relevance due to two main reasons: firstly, feedback received during the writing process becomes more effective as improvements can be made whilst students are working in their texts; secondly, students who are trying to develop an ability might feel discouraged to keep making efforts if the only feedback they receive is a final mark with no commendation for trying (Hedge, 1988). Consequently, teachers' feedback should not be a mere error correction practice, but a way to offer formative feedback which includes comments, for example, at the end of the piece of writing in order to encourage students to keep improving. With this regard, aforementioned authors also agree that encouraging students to read their classmates' works is a recommendable feedback strategy, as it helps them recognize errors in their own and reflect on their own process again.

More generally speaking, writing is another manner of communicating our messages and interacting with other people, thus, the Communicative Language Teaching approach (CLT) needs to be taken in consideration in a language teaching and learning context. According to Brown (2007), one of the main objectives of language teachers is to help students improve language skills which allow them to be communicative competent in unrehearsed contexts that they might face in the real world. In the development of such communicative competence, CLT focuses much attention on the fluency of students' productions rather than the accuracy promoted by traditional methods. With this regard, Richards (2006) establishes that promoting students' fluency is reflected not only in activities which are focused on achieving communication and show a natural and real sort of language, but also in those which intend to establish a link between the context and the language use. Moreover, the same author adds that activities created to foster students' fluency require as well the learning and use of communication strategies, which result in an unpredictable production of language.

Bearing this in mind, EFL teaching methodologies should provide a great number of opportunities for interaction, facilitating students' engagement in communicative processes based on the negotiation of meaning. Connected to CLT, Task Based

Learning (TBL) is claimed to be a methodology that promotes language learning by means of creating the right types of interactional processes in the classroom (Richards, 2006). On the basis of its principles, language learning and communicative competence development occur as the result of students' engagement in such interactive tasks. To carefully define the characteristics of a task, Ellis (2003) establishes six criteria which are detailed below.

- 1) A task is, as a matter of fact, a plan for the learners which is materialized in teaching materials.
- 2) The main goal of a task is to engage students in communicative processes focused on the negotiation of meaning. Therefore, it usually includes an information gap which has to be "filled" by students' interaction, where a semantic space is created but the choice of language resources is made ultimately by the learners.
- 3) A task requires the use of the same processes of language that a real-world situation would demand. This means that, despite the creation of an artificial communicative situation, the processes carried out to perform the task reflect those needed in real communicative acts.
- 4) Apart from the mentioned processes, a task also involves cognitive processes such as classifying or reasoning, amongst others.
- 5) Tasks incorporate an integration of more than one language skill.
- 6) Finally, a task must include a communicative outcome, meaning a non-linguistic goal which determines its completion.

In a similar vein, the *Orientaciones Metodológicas* found in the Aragonese Curriculum for 1st of Bachillerato (*Orden ECD/494/2016*) also emphasize, on the one hand, that the planned activities for an EFL classroom ought to develop students' communicative competence. Identically, teaching methodologies must offer an integrated learning of the four skills (Listening, Reading, Writing and Speaking) in order to promote students' abilities to express their ideas, feelings and justify their opinions. On the other hand, the Curriculum also agrees with CLT principles, insofar as language teaching should be focused on providing students with authentic language inputs and exposing them to a realistic use of language that they can later apply in a range of situations.

Much in the same way as writing as a process intends to engage students in their own process of learning, CLT principles established by Brown (2007) recognize the importance of centering the attention on students' own learning processes in order to

help them become more and more autonomous learners. These principles involve giving students the opportunity to develop strategies of production and comprehension according to their own learning styles. These ideas demonstrate once more the connection between CLT and the aforementioned educational curriculum, which states that the methodology chosen by the teacher must promote the active role and autonomy of students, but also be adapted to the diversity of levels and learning rhythms and styles that a classroom might encompass. To this aim, the Aragonese Curriculum and CLT research concur that a teacher must adopt a supportive role in which s/he acts as a facilitator of students' learning. A number of key issues and suggestions about this role have been already detailed more specifically with regard to how they can guide students throughout the process of writing or provide them with a more effective sort of feedback.

On another note, the Curriculum establishes that foreign language command is a key aspect for a global, intercultural and multilingual education which seeks to respond to the actual world, constantly changing and increasingly interconnected. ICTs play a major role in such interconnection and, accordingly, the Aragonese legal framework suggests that teachers should emphasize their use in the classroom. In this manner, students access and work on virtual resources that they can use out of the classrooms, and they should do it in a responsible and critical way. What is more, teachers contribute to students' autonomy and long-life learning abilities. Thus, the curricular contents of *Bachillerato* established by the *Orden ECD/494/2016* include producing and comprehending digital format texts such as emails, blog entries and comments in webs, forums or social networks. Moreover, ICTs comprise a great number of other educational benefits, as they can significantly intensify students' interest and motivation towards a particular subject (Martín-Laborda, 2015), in our case, English as a Foreign Language.

Finally, it deserves to be mentioned that the Aragonese Curriculum underlines the importance to adapt teaching methodologies to the diversity of students' needs, abilities and interests. Teachers' methodologies are expected to be based upon students' previous knowledge, so that they can build new knowledge in a more meaningful manner. In view of these legal dispositions, teaching methodologies must also promote an autonomous learning combined with more social methods such as cooperative learning. These requirements lead us to Vygotsky's constructivist theories (1978, in Woolfolk, 2006), who considered that social interaction can shape learners' individual learning and cognitive development. From this assumption, Vygotsky defined the Zone of Proximal Development (ZPD) as the distance between the real level of development in a student, that is, their ability to solve a problem on their own, and their potential level

of development, which is reflected on the ability to solve a problem helped by the guidance of an adult or a more confident student. This way, teachers should plan problems beyond their students' real level of development to guarantee that they work within their ZPD. By their participation in this scaffolding process, according to the author, what students can do today with a bit of help will enable them to do it tomorrow on their own.

On the whole, the unit that is presented henceforth is based on CLT and TBL principles in order to enhance learners' communicative skills and promote a meaningful learning of English. With this intention, the teacher assumes a guiding role and invites students to be active participants in their own learning process, creating activities that require interaction, students' engagement in the process of writing, but also, that integrate ICTs and cross-curricular aspects.

4. Methodology

The development of the present unit plan finds its roots in a series of observations carried out regarding EFL students' attitudes to the skill of writing. Due to the general dislike observed towards writing and the variety of implications that may arise from it, a need was detected in terms of providing students with tools that help them become more proficient writers. Then, two questionnaires were carried out in accordance with the writing as a process approach so as to assure whether the perceived signs were confirmed by a sample of EFL students and teachers. Firstly, students' questionnaire was twofold: on the one hand, the first questions were intended to know their likes and own perceptions about their writing abilities; on the other hand, other questions were addressed to assess what type of writing process these students typically follow. Another additional objective was to identify the main obstacles these students tend to face when they are developing a writing task.

Secondly, the teachers' questionnaire was intended to know teachers' points of view about their students' writing abilities and performance. Like in the students' questionnaire, a great number of questions were also aimed at assessing whether the described characteristics of the writing as a process approach were taken into account by these teachers. The questionnaires were administered to a sample of fourteen EFL students of a group of 1st of *Bachillerato* and eight teachers belonging to the English Department of *I.E.S. Pedro de Luna*, in Zaragoza. Both questionnaires were developed in English due to the interviewees' high command of English. Moreover, before handing them in, participants were informed about the main purpose of the survey, as well as the anonymous and voluntary nature of their participation.

The results of these questionnaires were analysed and presented in figures (see Appendix 1.3) which drove us to a great amount of revealing conclusions, as detailed in the previous section of this paper to justify the innovative character of the teaching proposal to be discussed. Hence, the detected gap was confirmed and enhancing these 1st of *Bachillerato* students writing skills seemed to be necessary and meaningful to the context. To that end, a unit plan was developed (see Appendix 2) applying the principles outlined by the literature on writing as a process approach. This unit plan is accompanied by a compilation of materials for the teacher (see Appendix 3) and students' handouts to work in class (see Appendix 4). Simultaneously, a deep analysis of the CLT approach, the TBL principles and their implications to language teaching and learning was carried out for the unit design. The legal dispositions provided by the Aragonese Curriculum for

1st of *Bachillerato* were also taken into account so that the unit plan proposal was aligned with its methodological guidelines and recommendations. Likewise, the objectives as well as the assessment criteria and standards within the curriculum were regarded, following a backward-planning.

The proposed lessons could be implemented in this course, starting with a diagnostic test -a writing task in which students also had to outline the steps followed while writing. At the end of the unit plan implementation, final texts written by each student were compiled to be compared with their initial. Thus, it was possible to assess whether students' performance had improved (see Appendix 5). By the same token, an additional evaluation tool in the form of a *one minute paper* task was aimed to know students' reflections in relation to the unit plan they have participated in, as well as their thoughts on their performance and learning. Secondly, this evaluation tool allowed us to verify whether students feel more confident about writing after having gone through the teaching proposal, and if the intermediate feedback was effective and useful for students.

5. Unit Plan Proposal

In this section, the context and the topic of the proposed unit plan will be analysed. They will be followed by a critical comment on its contribution to the Aragonese Curriculum guidelines (achievement of key competences, objectives and contents) and, then, its sequence will be detailed in connection with the established theoretical framework. Finally, an explanation and justification of the assessment criteria can be found to understand how students will be evaluated.

5.1. Context and topic

The present unit plan is addressed to a group formed by sixteen EFL students enrolled in a 1st year of *Bachillerato* course of the *I.E.S Pedro de Luna*. This state high school is located in the neighbourhood *La Magdalena*, in Zaragoza. One of its particularities lies on the bilingual project MECD-British Council and its integrated curriculum program for Secondary Education, which translates into a CILE2 program in PIBLEA framework. This bilingual project can be summarized as supporting a bilingual education through which students are immersed in two educational systems and cultures: Spanish and British. As a result of this dual system, students who participate in the program have the opportunity to take the Cambridge IGCSE examinations at the end of their Compulsory Secondary Education, not only in the subject of English but also in History, Geography, Biology and Spanish.

This bilingual program has also certain implications as for the configuration of the *Bachillerato* courses, since these students are located in Beginner, Intermediate or Advance English groups depending on the final mark obtained in the subject of English at the end of their 4th year *E.S.O.* Similarly, newcomers to the school are required to do an exam in order to be placed in any of these three groups. The group which this unit plan is addressed to is an Advance Group, which means that it is formed by students whose mark was superior to 8. Consequently, they count on a C1 level in English according to the *Cambridge English Scale*, which is aligned to the Common European Framework of Reference for Languages (CEFR) standards.

In spite of the great knowledge of English demonstrated by this group of students, the need for enhancing their writing skills has been detected and confirmed by their questionnaires responses. Hence, the main objective of this unit proposal is to provide students with tools and strategies that help them write communicative texts more

successfully and bearing in mind important notions such as the genre, the audience and the context. This will be beneficial for them not only in this classroom situation, but also in their future as English language users in a globalised world.

The title of the teaching proposal *Let's write the word* involves the two key aspects of this unit: writing as a process and travelling. Travelling is the topic around which this unit plan revolves, and it is focused on improving students' writing skills through the development of a city description. The topic of travelling is included in every plan of Secondary Education courses, so students will probably count on a great amount of previous knowledge about it. To this respect, students will be able to use their own linguistic and sociolinguistic resources and build new knowledge upon them.

However, a different point of view is given to the topic by requiring students to act as if they were travel bloggers who recommend a place in the collaborative blog of a famous travel guides publisher. What is more, the descriptive text is intended to recommend the place they dream to visit to other blog readers. These instructions are aimed at making the topic more appealing and motivating to students, since the final goal may be linked to their personal interests or dreams to a greater extent. More importantly, in view of how new technologies and digital media are influencing our lives nowadays, the publication of a blog post might be meaningful and useful for students' personal and professional futures. They will deal with a widespread writing practice that can enable them to interact with other people in English.

5.2. Contribution to Key Competences

Key competences are defined by The European Commission as the knowledge, skills and attitudes which students will need for a complete personal, professional and social fulfilment and development. On its part, the Aragonese Curriculum (Orden ECD/494/2016) states that these Key Competences should be included as a whole along students' learning process and must be aligned with the evaluation and learning outcomes of every subject. Thus, the achievement of such objectives can be understood as parallel to the development of some of those competences.

This unit plan contributes to the development of the Communicative or **Linguistic Competence** in the first place, since it fosters the functional use of language by allowing students to comprehend and produce language in both oral and written forms for potential future communicative situations. Besides, the production of a final blog post (see Appendix 4 - Lessons 5 and 6), in which the context and function are clearly defined,

will demand students to employ a contextualized use of the language. Every lesson of the unit plan contains at least a pair-work activity (see Appendix 4) and the whole plan counts on numerous group-work activities (e.g. Lesson 3 - Activities 1 and 2; Lesson 4 - Activity 2) and class-group discussions (e.g. Lesson 1 - Ice-breaking activity; Lesson 3 - Activity 2). They promote altogether a meaningful use of language and enhance the negotiation of meaning in students' interactions. Hence, students' expression is promoted in every lesson, but they are also required to show willingness to discuss. More particularly, students need to listen to others' speeches in order to carry out a great amount of tasks (e.g. Lesson 1 - Activity 1; Lesson 3 - Activities 1 and 2; Lesson 4 – Activities 1 and 2; Lesson 6 - Activity 1) which foster students' use of language and dialogue as a tool of communication. This unit plan also seeks to show students the importance of using different language structures and registers according to the social context (e.g. Lesson 2 - Activity 2; Lesson 3 - Activity 1), developing the sociocultural and pragmatic components of the competence presented.

The Curriculum regards the **Digital Competence** as complementary to the Communicative Competence, as it is a provider of natural oral and written texts containing comprehensive input that students will need to understand, process and produce. Accordingly, authentic blog posts and videos have been used in order to contribute to this competence (e.g. Lesson 2 Activity 2; Lesson 3 – Activity 1; Lesson 5 – Activity 1). The planned lessons also involves students in a research work about the city chosen and force them to critically analyse the information found on the web (see Appendix 4 – Lessons 5 and 6), learning in this way how to use ICTs autonomously, critically and responsibly. In addition, the publication of a blog post through *Google Blogger* (see Lesson 6 – activity 2) or short posts and comments on *Padlet* (see Lesson 1 – Follow-up Activity) enables them to learn and use new digital resources that can be useful for their future, taking into account that communication nowadays is mainly developed through digital media.

As to the **Learning to Learn competence**, this unit plan allows students to be aware of their own learning process, for instance, through the development of a number of thinking charts (e.g. Lesson 2 – Activity 1; Lesson 3 Activities 1 and 2; Lesson 5, Ice-breaking Activity). In the same tune, students are provided with writing strategies that might help them in their future to generate and organize ideas (e.g. Lesson 1 - Activity 1 or Lessons 2, 3 and 4 - Mind Map Activities) or plan and structure a text according to the genre characteristics or the purpose of the communicative situation (e.g. Lesson 3 – Activities 1 and 2). Furthermore, the unit proposal contributes to the development of

cognitive, meta-cognitive and social learning strategies by letting students organize their own resources and their own work (e.g. Lessons 5 and 6). The unit also contains a number of activities that promote and require students' cooperation in order to achieve the goals autonomously (e.g. Lesson 3 – Activity 1 and 2). Finally, self- and peer-assessment are promoted (e.g. Lesson 5 – Ice-breaking Activity 1 or Lesson 6 – Activity 1 and 3), to give students opportunities to reflect on their own learning process.

With regard to the **Social and Civic Responsibility Competence**, this unit proposal is intended to foster students' multicultural skills, where dialogue and cooperation are the most required abilities, not to mention that understanding different contexts is crucial for communication to take place. The activities from this unit plan promote, on the one hand, the sharing of students' ideas in a respectful manner, building an environment of equality and tolerance. This will help them develop personal and interpersonal codes of conducts through the interaction with their classmates (e.g. Lesson 1 – Ice-breaking activity, Lesson 3 – activities 1 and 3 or Lesson 4 – Activities 1 and 3). Similarly, this will enable students to develop different strategies related to problem-solving and the expression of ideas in a constructive way (e.g. Lesson 6 – Activity 1), which will be useful in their future lives as active citizenships. On the other hand, the development of students' final projects (see Lessons 5 and 6) will give them the opportunity to value and respect other languages and cultures as well as their inherent personal values. This will be translated into the fact that they will open their minds and widen their perspectives, so as to understand the power of language as a communicating tool between cultures and people. Quite related to the latter, students will investigate on the cultural aspects of the chosen city as it is one of the minimum requirements established by the teacher (see Lesson 2 – Activity 1). As a result, the **Cultural awareness competence** is fostered through the knowledge and value of a variety of cultural and artistic expressions shown in their posts.

Finally, the curriculum considers English as a tool that can open a doorway to a world full of professional possibilities. Hence, increasing students' awareness of this characteristic of English can enhance their **Sense of Initiative and Entrepreneurship** in other aspects of their lives. Likewise, since these lessons are students-centred, the participation on the proposed process lead students to organize and revise their own work (e.g. Lesson 5 – Ice-breaking Activity and Activity 2 or Lesson 6 – Activities 1 and 3). Thus, this process will require them to take responsibility, make decisions, develop their creativity and improve their self-confidence towards their own capabilities, which will be also demanded in their future lives.

5.3. Objectives and specific contents

The intended general objectives of this unit contribute as a whole to the fulfilment of the stage objectives described within the Aragonese legal framework of *Bachillerato* for the subject of English (see Appendix 6.1). To this aim, the expected learning outcomes have been specifically developed considering the evaluation criteria established by the curriculum for 1st year of *Bachillerato*, and are also aligned with the evaluation standards compiled in the same legal dispositions. Likewise, Bloom's Revised Taxonomy (in Anderson and Krathwohl, 2011) has been taken into consideration in order to create objectives that lead to different levels of complexity and specificity as the unit plan goes along and moves forward.

Referring to the specific contents, the present unit plan includes a variety of those outlined in each Block of the Curriculum, which refer to different abilities of production and comprehension (e.g. participating spontaneously in conversations) and sociocultural and linguistic aspects (e.g. awareness of appropriate written conventions). Communicative functions, such as narration of past events or exchange of information and opinions, as well as structures and vocabulary recorded in these Blocks have been also considered. A summary of the main contents promoted in every lesson is included in Appendix 6.2. As to the cross-curricular contents this unit plan focuses on fostering critical thinking, gender equality and civic and constitutional values, as well as the respect to different cultures and others' opinion, regardless of their social or economic origin. The development of the key competences explained above illustrates how the activities pursue the achievement of these goals.

5.4. Sequence

As mentioned before, the unit plan *Let's write the world* is aimed to foster EFL students' writing skills. Thus, the unit as a whole is sequenced following the number of stages described by the writing as a process approach, presented previously in the theoretical framework. A chart showing the relation between these stages and the sequence of the proposed lessons is included in Appendix 2.2. For this purpose, the unit contains a variety of activities that guide and help students through the process of successfully writing a communicative text as it is detailed below:

Throughout Lessons 1 and 2 students **generate ideas** by remembering the best trip they have ever made and sharing it with their classmates (Lesson 1 – Activity 1), but also by expressing what the place they would really like to visit is and the reasons for

their choice (Lesson 1 – Follow-up Activity). Initial discussions and reflections on the implications of travelling are also encouraged (e.g. Lesson 1 – Ice-breaking activity or Lesson 2 – Activity 2). These lessons are also intended to teach students how to **focus and structure ideas** through the fulfilment of a *Journalist Chart* (Lesson – activity 1) or by completing a list of thinking charts (e.g. Lesson 2 – Activities 1 and 2). At this pre-writing stage, in accordance with the reviewed literature, the purpose of the final written text is informed to students.

This purpose has been invented in such a way that provides students with an imaginary context but gets them to play a real role, insofar as it contains a clear audience and function and it requires the publication of students' original texts in a blog. Although it is understood that this context might be less likely to happen in students' future, the creation of this context finds its roots in different aspects: firstly, although the topic of *Travelling* is already decided by the teacher, students will be able to write about the city of their choice, what might be really engaging for them. Secondly, according to Harmer (2007), imaginary contexts also involve students in a thinking process driven by the questions of how they can express themselves better and how to format written texts depending on the genre. Besides, the same author agrees that exposing students' to different text genres might be helpful for them, not because they will necessarily need this particular genre in their future, but because of the genre-analysing habits that they develop by looking at genre models.

In this sense, Lesson 3 is also supposed to set and accomplish the objectives of the pre-writing stage, since different models of a blog post are given to students in order to help them with the generation of ideas and the proper organizing of their information (Lesson 3 – Activities 1 and 2). Another important objective of this lesson consists of enabling students' to identify and classify the features of a good and a bad model, so that they can count on reference models for their writing of a post.

As to the stage of **drafting**, students are required to develop a first draft or outline of their post in Lesson 3 (see Follow-up Activity) which will be returned at Lesson 5 containing teacher's comments on the general structure and content of the text. In this way, students receive a type of feedback oriented to guide them through the development of the re-draft task during Lesson 5. Likewise, Lesson 4 is intended to provide students with tools and descriptive structures such as "*The most outstanding feature of _____ is ...*", "*_____ makes a lasting impression on all who visit it*" or "*Visitors should plan on seeing... amongst others*" (see Lesson 4, Activities 1 and 2). This sort of language might be integrated in their drafts, enhancing not only the

communicative purpose of their texts but also the accuracy and correctness of their descriptions.

After revising and re-drafting their posts during Lesson 5 (see Ice-breaking Activity and Activity 2), students will count on new feedback in Lesson 6 (see Activity 2) before publishing their final post. This feedback consist of, firstly, the peer's feedback that students provide to each other (see Lesson 6 – Activity 1) and secondly the teacher's feedback. The main aim of the activity 1 in this lesson is twofold, as it helps students check again whether the communicative goal has been achieved and make them realize their own possible mistakes by means of reviewing a classmate's post. Similarly, teacher's feedback is focused again on assuring that the content and the structure fulfil the communicative purpose. Helping students verify whether their texts are accurately written is also intended. Therefore, an error code (see Appendix 6.3) comprising symbols as clues of some grammar, spelling, punctuation and other mistakes is also provided.

This code is intended to offer students guidance through the **revision and editing** stage and foster their self-correction abilities. However, what is more interesting, peer-feedback will be also promoted. Before the stages of re-drafting and editing, students read one of their classmates' blog post in order to provide them with feedback based on the rubric created by the teacher as well as a number of questions in students' handouts (see Appendix 4.2). This kind of activities are valued positive by authors such as Hedge (1988) who states that these practices help students deepen and clarify students' understanding, so they seek to guide them towards the building of an improved version of the text from constructive comments. The unit plan ends up with the **publication** of their final entries in the blog *Our trips to remember* (see Appendix 4.5 and 4.6), through which students share their final product with their classmates.

For the purpose of developing students' communicative competence the outlined **CLT principles** have been followed in such a way that all the activities are focused on fostering students' fluency over accuracy. Therefore, students are continuously exposed to an authentic and real use of the language (e.g. Lesson 2 – Activity 2 or Lesson 3 – Activity 1) and are required to link the language use with the context. Likewise, these activities promote language production that students might need in a real-world situation such as narrating a personal experience (Lesson 1 – Activity 1), paraphrasing another person's speech (Lesson 1 – Activity 1) or agreeing and disagreeing with someone's opinions (Lesson 2 – Activity 2). Learners will also decide on the country they want to describe with the intention of allowing them to use their communicative abilities and strategies in connection with their interests, as it is also established in the curriculum.

Moreover, the materials (see Appendix 3) and students' handouts (see Appendix 4) of this unit have been created or adapted in relation to the unit objectives and students' needs so as to contribute to a meaningful language learning and use. With the same intention, students' interaction is continuously promoted as a great number of tasks require pair-work or group-work to be fulfilled, as detailed before with respect to the contribution to the Linguistic Competence. All these interactive activities have been created in view of the **TBL definition** provided by Ellis (2003). Thus, students carry out activities that represent a plan on their own or belong to the whole plan of the unit. They also engage in conversations that contain an information gap (e.g. Lesson 1 – Activity or Lesson 3, Activity 1), which should be completed through students' negotiation of meaning, leading them to achieve the non-linguistic outcome of each task. Apart from the language processes described before, the activities proposed aim at involving cognitive processes such as classifying (Lesson 3, Activity 2), reasoning (Lesson 1 – Ice breaking activity and Follow-up Activity or Lesson, Lesson 3 – Activities 1 and 2 or Lesson 5 - Ice-breaking Activity) and evaluating (Lesson 6 – Activity 1), as prescribed in Bloom's Revised Taxonomy (in Anderson et al., 2001).

Also in connection with the CLT and TBL theories as well as the legal framework established within the **Aragonese Curriculum**, all the activities are designed in order to deal with the four skills in an integrated mode. To this aim, those activities which are more focused on the practice of a skill in particular include or are followed by another step which implies the use of another skill. To enumerate some examples, a speaking activity is turned into a listening one (e.g. Lesson 1 - Activity 1), reading or writing activities require students to use their speaking skills (i.e. Lesson 3 - Activity 1, Lesson 5 - Activity 1 or Lesson 6 – Activity 1) or a listening activity invites students to share their opinions orally (e.g. Lesson 2 – Activity 2).

Apart from that, students are informed of the final goal they should reach during the second lesson. On the one hand, this decision is intended to let students know since the very beginning what they are expected to achieve. On the other, every student is given the opportunity to succeed when the teacher explains that support and continuous feedback will be provided at every stage. In other words, although students will develop the task autonomously, they know that they will count on teacher's guidance during the process.

Subsequently, following Sokolik's (2003) suggestions, students are also introduced to the rubric they will be evaluated with. This is an attempt to avoid feelings which make them think that the evaluation of their writing is based on subjective

standards (see Lesson 2 – Activity 1). Afterwards, students are shown the graphic *The steps we will take together* (see Appendix 3.2) in order to make them aware of their learning process and be familiar with the stages they will take part in. The rationale of these decisions is to avoid any concerns or worries that might arise regarding the final product publication, which could alter students' affective filter and language performance. The affective filter was coined by Krashen (1985) and defined by Hedge (2000) as “a sliding barrier which moves into place when a student is, for example, tired, dispirited, tense, or angry, and which prevents the processing of input” (Hedge, 2000, p.21). Hence, this is not the only action carried out in order to lower the affective filter. During the first lesson, for instance, the teacher shows pictures of some personal trips in order to connect the topic of travelling with personal memories but, specially, to create a relaxed environment where students feel comfortable to share their ideas and thoughts in English. Once the teacher has exposed her/his memories, the affective filter would be lowered, as the relationship with the teacher may be a bit closer. Thus, students might be more willing to share their own travelling experiences and other related opinions.

The unit plan is conducive to **a meaningful building of knowledge**, firstly, with an initial test, serving as a tool for the teacher to identify students' starting point about the topic. Likewise, the writings carried out by students (see Lesson 1 - activity 3) will be used to assess the process that students follow while writing. The initial and final writings will be compared at the end of the entire process in order to value the effectiveness of the unit. Students will be encouraged to carry out the same comparison, so that they can realize the improvements achieved when an effective and ordered process is followed.

Secondly, every lesson starts with an ice-breaking activity intended to activate students' schemata and previous knowledge (see Appendix 2). The main objective of these activities is to join the new learning of the lesson with students' previous experiences and knowledge (either from this unit plan or from their own language resources). In other words, these introductory activities try to promote students' engagement and enable them to build more significant knowledge through discussions (e.g. Lesson 1 – Ice-breaking Activity; Lesson 2 – Activity 2), reflecting activities (Lesson 2 – Activities 1 and 2) or mind maps (Lesson 2, 3 and 4 – Follow-up Activities) amongst others.

Moreover, **social and cooperative learning** is promoted through a great number of pair-work and group work activities, as it has been detailed previously. But if there is one to be highlighted, it should be mentioned the *Jigsaw* activity carried out in Lesson 3

(see Appendix 2.3). This cooperative structure is chosen because of a variety of reasons: a) it requires positive interdependence between students, since they need to help each other and try their best to complete the jigsaw chart; b) it also promotes interaction, negotiation of meaning and peer-listening, so students will learn and work in a collaborative way; c) it fosters students' critical thinking since, through skimming and scanning sub-skills, students read and analyse four blogs in order to decide which features make them (in)effective models; finally, d) it permits students to work within their ZPD. In accordance with Vygotsky (1978, in Woolfolk, 2006) if students are offered different levels of difficulty, every student will work beyond their real level of development. Students' ZPD is also developed if more confident students are encouraged to help those whose language command is more limited.

Continuing with Vygotsky's theories and the educational methodologies covered by the Aragonese Curriculum, students will count on a great number of **scaffolding**, which give them clues to lead them to solve the problem by their own. This scaffolding is offered throughout some guiding questions (see Appendix 3.1 or 3.3) or cheat sheets (see Appendix 4.1, 4.3 or 4.4). By cheat sheets, we refer to documents compiling clues to the language that students may need in order to perform a task and achieve an effective communication. The benefits of these cheat sheets are not only that the language resources are meaningful to the particular context, but also that they are intended to aid those students who might require more support. This way, they receive help to accomplish the proposed goal without giving them the complete right answer, developing again their Zone of Proximal Development.

Another way of **attending students' different needs** can be seen in the Crossword (Lesson 4 – activity 1). This activity contains some vocabulary already known by students, so they bring these words back to their working memory. Nonetheless, there are also new words included, in order to make it more challenging and keep students learning further useful vocabulary. More interestingly, the teacher makes sure that, this way, every pair of students is able to fulfill the task autonomously, since most of the words will be written in their mind maps and can be consulted. In the development of these lessons fast-fininishers have been also considered, hence, an activity which helps them deepen their knowledge is planned, so that they keep engaged and motivated. It also deserves to be mentioned that, based on students' questionnaires responses (see Figure 8 in Appendix 1.3), providing them with a variety of useful vocabulary and structures has been a priority along the unit design.

Going back to the legal educational context of Aragón, students are given **voice and choice** along the development of the unit as a way to promote students' initiative and responsibility in their learning process. This can be seen in the decision of the country they want to write about (see Lesson 1 – Follow-up Activity) as well as at the end of the Jigsaw activity (see Lesson 3 – Activity 2) after which students decide collaboratively the two class-group minimum criteria to be included in the rubric for their posts (see Appendix 3.2). This is done at this point, because students will have been able to raise consciousness of the features that conform a good writing (Hedge, 1988), so they will then be able to offer a more critical opinion about the criteria they want to choose than before.

Finally, the Aragonese curriculum includes in the *Estándares de Aprendizaje Evaluables* for 1st year of *Bachillerato* the students' ability to write both complex descriptions and blog entries, so the unit plan is once again aligned with its legal provisions. A wide variety of Ed-Tech and ICT resources, such as *Padlet*, *Random Name Picker*, *Quizziz*, or *Google Blogger*, have been also integrated on account of making activities more engaging and offering students the opportunity to utilize useful digital tools.

5.5. Assessment Criteria

The assessment of students' learning throughout this unit is global and continuous and the teaching-learning process is systematic and formative, as stated by the Aragonese Curriculum. For the development of the assessment criteria, the evaluation criteria and standards provided by the Curriculum for 1st year of *Bachillerato* have been considered.

Due to the fact that this unit intends to enhance students' writings skills, a higher grading criterion has been devoted to this skill. The results of this project and the improvement of this skill will be presented in a final blog post which will be assessed through a rubric (see Appendix 3.2 or 6.4). Additionally, it is necessary to emphasize that the participation in the process is as important as the presentation of the final product, therefore, the rubric descriptors comprise aspects regarding the product quality and the proper fulfilment of the process stages.

Nevertheless, all the lessons have sought for the integration of the four skills, so listening, speaking and reading skills are also assessed and graded through the use of different evaluating tools apart from rubrics (see Appendix 3.2 and 6.3), such as quizzes

and activities aimed to assure students' comprehension and production of oral or written texts. Thus, the grading criteria for this lesson are distributed as follows:

Writing	40%
Speaking	25%
Reading	25%
Listening	10%

A more detailed chart (see Appendix 6.4) is created to associate the Evaluation Criteria and Standards of each lesson as well as the Key Competences with their corresponding activities and tools for assessment. This way, the grading criteria assigned to each activity or tool are also specified.

6. Conclusions

The present study was designed to create an innovative lesson plan orientated to enhance Secondary Education EFL students' writings skills. The necessity observed with this regard was confirmed by the administration and analysis of a survey in a Secondary Education School context, in particular, in a group of 1st of *Bachillerato* students. The results of the survey proved that these EFL students do not really like writing but, in parallel, they neither follow a process which may help them write more successful texts. These findings may have had influence on students' self-confidence and low results in writing tasks. On top of that, the responses of a sample of EFL teachers of the same Secondary School confirmed that students do not generally count on the necessary skills to write appropriate texts. Interestingly, the majority of these teachers showed that the product approach is still considerably present in their classrooms.

A large body of literature about writing as a process demonstrates that engaging students in the process that good writers follow have a vast number of benefits in students' writing skills. Therefore, the design of this unit plan applied the principles described in the literature in such a way that students were required not only to follow the process, but also to be totally aware of the stages they were going through. This way, students learn and practice strategies that help them develop the final task at the present moment but, more importantly, in potential future real situations.

Furthermore, the unit plan is intended to promote students' communicative competence defined by CLT research through the development of tasks which follow TBL characteristics. The main objectives of the sequenced activities are, namely, to promote meaningful communication amongst students and, to make them conscious of their own language learning.

Without disregarding the context of the participants in this unit, the legal dispositions of the Aragonese Curriculum have been taken into consideration in such a way that the development of Key Competences was a priority, specially, the Linguistic, Learning to Learn and Social and Civic Responsibility Competences. On this account, the lesson plans make students raise awareness of the powerful role of language as a vehicle for communication between cultures. What is more, interactive activities require students to show respect towards every person and point of view. Additionally, the *Orientaciones Metodológicas* stated in the curriculum have been integrated in this unit in

order to contribute to the students' meaningful learning and the development of their critical thinking.

A variety of Ed-Tech and ICT resources have been also integrated in the lessons with the intention of making them more motivating for students, but also as a tool to adapt materials and tasks to the students' different learning rhythms and styles. In like manner, students are asked to use ICTs to perform the writing task, what guides them to deal with useful digital tools and to acquire a critical and responsible use of Internet information.

The implementation of this unit plan allowed us me to see how involving students in a writing process has considerable positive aspects. Throughout the comparison of students' initial and final writing texts, a general improvement is clearly observed in every student of the group, not only in terms of the product but also in the way they faced the writing task. Giving students the opportunity to improve their texts by applying constructive intermediate feedback lowered their concerns and made them feel more confident about their abilities to achieve the goal. Similarly, introspection and reflection tasks carried out along the lessons enabled them to verify whether they were going in line with the established requirements. The negotiation of these requirements with the students gave them voice and choice, what may contribute to a better alignment between students' expectations and teacher's objectives.

The design and results found within the implementation of this unit plan make it highly applicable to another *E.S.O* or *Bachillerato* EFL context. Nonetheless, the study is subject to at least three limitations. Firstly, it cannot be assured whether students will apply again the process when they face a new writing task by themselves. This could not be proved in the specific context presented due to the time restriction of the placement period. This means that this kind of tasks and *writing for writing* activities should be consistently carried out in order to gradually make students more familiar with them and apply them completely autonomously in the end. Secondly, the manner students received feedback throughout the lesson might not be sustained, so it could lose its effectiveness as a result of using rather traditional marking procedures again. Finally, it could not be verified whether students' self-confidence increased by means of these lessons; to that end, a post questionnaire could have been administered to shed further light on these issues.

All aspects considered, it can be concluded that the designed unit plan successfully fulfilled the initial objectives of this dissertation. This paper also suggests that investing students' and teachers' time and efforts in order to improve writing skills is

both necessary and worth it. Engaging students in their own learning processes proves advantages not only in writing, but also in the general development of students' communicative competence. Moreover, promoting thinking and meta-thinking strategies can also contribute to students' autonomy and long-life learning. So in general, after gathering all these elements together, the teaching proposal has proved to enable students to communicate their messages efficiently, and to repeat this in their future as citizens of a global and multicultural world.

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8. Appendices

Appendix 1. Questionnaires

1.1. Students' Questionnaire



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BACHILLERATO, F.P. Y ENSEÑANZAS DE
IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

Evaluation of Secondary School ESL students writing performance.

This questionnaire is part of a Master's final dissertation focused on improving writing skills in English as a Second Language of Secondary School students. To that end, this questionnaire is addressed to 1st of *Bachillerato* students of IES Pedro de Luna in order to collect their points of view. This questionnaire will be totally anonymous and will be exclusively used for the aforementioned academic purpose. Please mark the answers according to your personal opinion. Thank you for your participation.

1. What is your favourite skill?

Rank from 1 to 4 being 1 = the skill you like the most and 4 = the skill you like the least.

Speaking Writing Listening Reading

2. Which skills do you consider yourself to be better at? Mark a maximum of two skills.

Speaking Writing Listening Reading

Why? _____

3. Which skills do you consider yourself to be worse at? Mark a maximum of two skills.

Speaking Writing Listening Reading

Why? _____

4. When you are required to do a writing task, what is the first thing you do? Mark one option.

- I write down all the ideas that I could use to talk about the topic.
- I outline the ideas I would like to include and structure them.
- I make a first draft before writing the final text.
- I start writing the text and then correct it.
- Other. (Specify: _____)

5. When you are writing a text, how often do you face the following situations?

Rate from 1 to 5 being 1 = always and 5 = never.

I don't find the proper vocabulary	1	2	3	4	5
I don't come up with ideas and I get blocked	1	2	3	4	5
I don't know how to focus on the most relevant ideas and structure them	1	2	3	4	5
I don't know how to organize the text	1	2	3	4	5
I don't make a second draft to improve the first version	1	2	3	4	5
Mostly I make grammar and punctuation mistakes	1	2	3	4	5

6. When you are writing a text, do you take into account the following aspects? Mark in case of an affirmative answer:

- The audience who is going to read your text.
- The context where your text is going to be read.
- The purpose that your text should have.
- The structure and function the type of text should have.

7. When would you like to receive feedback from your teacher? Mark the stages you consider:

- While I am thinking about the ideas.
- While I am focusing the ideas and structuring the text.
- While I am working on a draft
- When I hand in the final text

8. When you receive your teachers' feedback, what do you do? Mark more than one option if necessary:

- I make the corrections following the teacher's feedback
- I use online tools to correct it (dictionaries, grammar or spelling checkers ...)
- I work with a classmate to improve our texts
- I make a new text including all the changes and corrections
- I read the teacher's feedback but I don't write any new text

9. What would you like to work on more when doing a writing task? Mark every option that you consider important.

- Generating ideas; I usually don't know what to say.
- Structuring ideas; I get lost easily.
- Editing strategies, such as a checklist to follow; I am not confident with my texts.
- Learning more useful vocabulary and expressions.

1.2. Teachers' Questionnaire



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IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

Evaluation of Secondary School ESL students writing performance

This questionnaire is part of a Master's Final Project focused on improving writing skills in English as a Second Language of Secondary School students according to the *Writing as a process* approach. To that end, this questionnaire is addressed to IES Pedro de Luna ESL Teachers in order to collect their points of view and experience. This questionnaire will be totally anonymous and will be exclusively used for the aforementioned academic purpose. Please mark the answers according to your personal opinion and practice. Thank you for your participation.

1. In your opinion, which is the skill worst performed by students? Mark a maximum of two:

Speaking Writing Listening Reading

2. How often do you practice writing skills with your students on a regular basis? Mark one:

Once a week Once every two weeks Once a month Once a term

3. Do you think that, in general terms, students count on the necessary skills and techniques to write a descriptive text properly?

Yes No

4. In your opinion, what are the most common problems students face when they write a descriptive text? Rate every option from 1 to 5 being 1 = always, it is the most common obstacle and 5 = never, it is rarely one of the obstacles.

Lack of vocabulary and generation of ideas	1	2	3	4	5
Difficulties organizing and focusing their ideas.	1	2	3	4	5
Difficulties structuring the text correctly.	1	2	3	4	5
Difficulties revising and editing their own text.	1	2	3	4	5
Mistakes in grammar and punctuation.	1	2	3	4	5

5. When students are expected to write a text, do they count on the following aspects? Mark in case of an affirmative answer:

- A specific reader to address the text to.
- A context that has been explained and is meaningful for them.

- A clear purpose they easily identify.
- A clear identification of the structure and function the type of text requires.

6. How often do students write to a variety of contexts and audience? Mark the option which is closer to your opinion:

- At every writing task. It is easy to offer this information for them.
- Sometimes. When it is a special or longer task that requires it.
- Never. It is not easy to frame this whole situation at every writing task.

7. Do students give you drafts before handing in final texts?

- Yes No Sometimes (Specify: _____)

8. Which are the techniques used by students to revise and edit drafts before handing the final text in? Choose the most common options:

- Paper dictionaries
- Online tools (dictionaries, grammar or spelling checkers ...)
- Peer revision
- They rarely re-write a final version of the text.

9. When do students receive feedback? Mark the most common stages where feedback is provided:

- While they are generating the ideas.
- While they are focusing and structuring their ideas.
- While they are working on a draft
- When they hand the final text

10. How helpful do you find these steps to improve students' skills and techniques in writing?

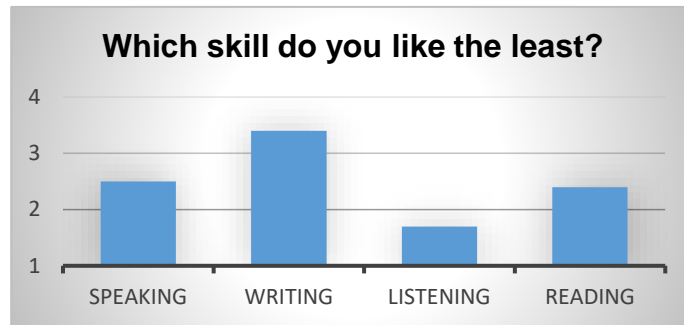
Rate every option from 1 to 5 being 1= highly helpful and 5= slightly helpful.

Brainstorming and generating ideas	1	2	3	4	5
Structuring and focusing ideas in drafts	1	2	3	4	5
Revising and re-drafting	1	2	3	4	5
Editing and proofreading (grammar, punctuation ...)	1	2	3	4	5

1.3. Questionnaires' Results

1.3.1. Students' Questionnaire

Figure 1. Relation between students' likes and the four skills of English learning.



Figures 2 and 3. Students' self-perception regarding the four skills of English learning.

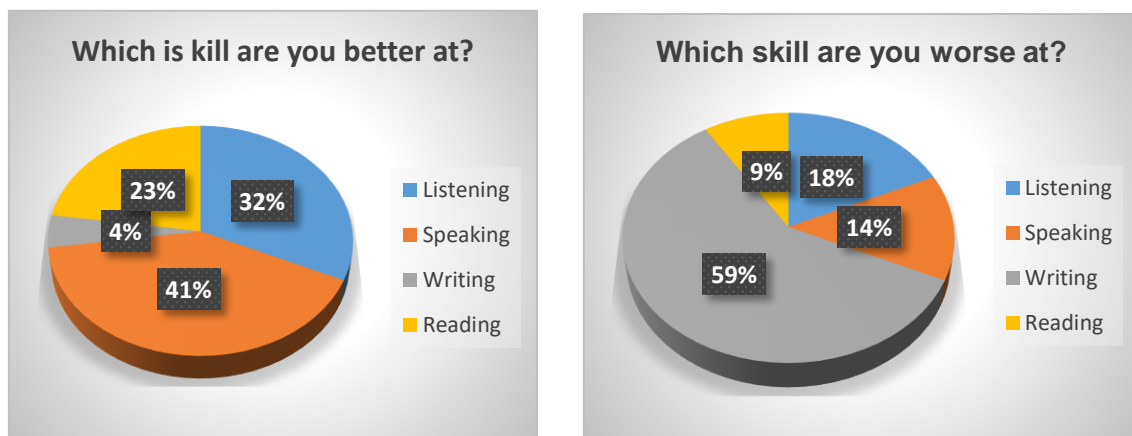


Figure 4. Process followed by students when writing.

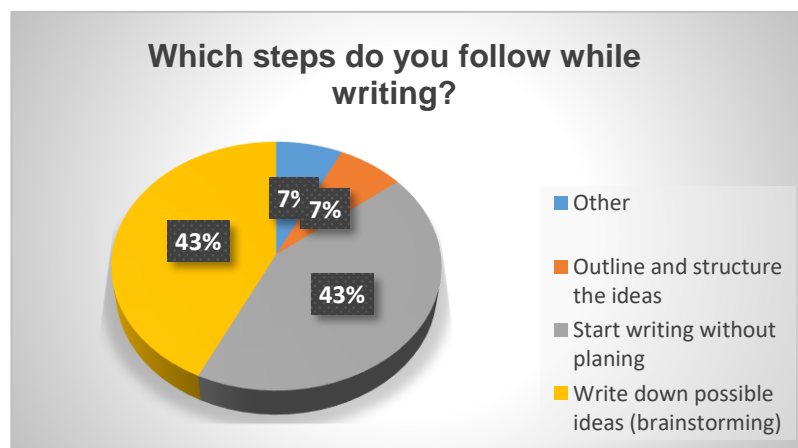


Figure 5. Aspects considered by students when writing a text.

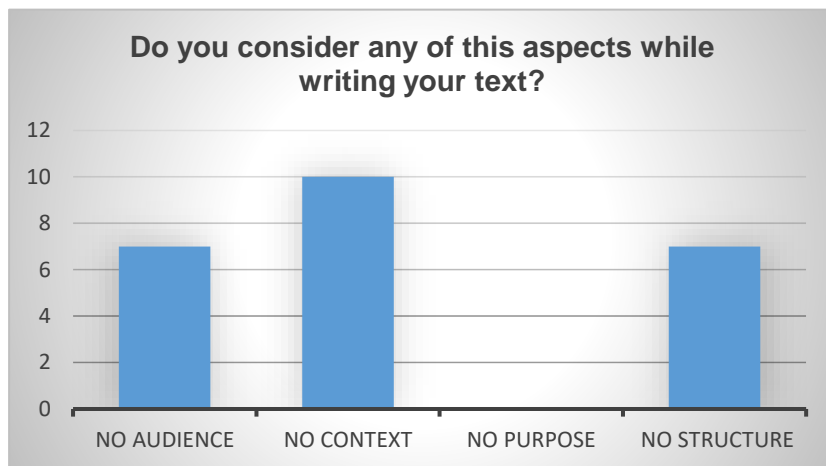


Figure 6. Students' preferences in relation to the moment they receive feedback.



Figure 7. Students' revision practices after receiving feedback.

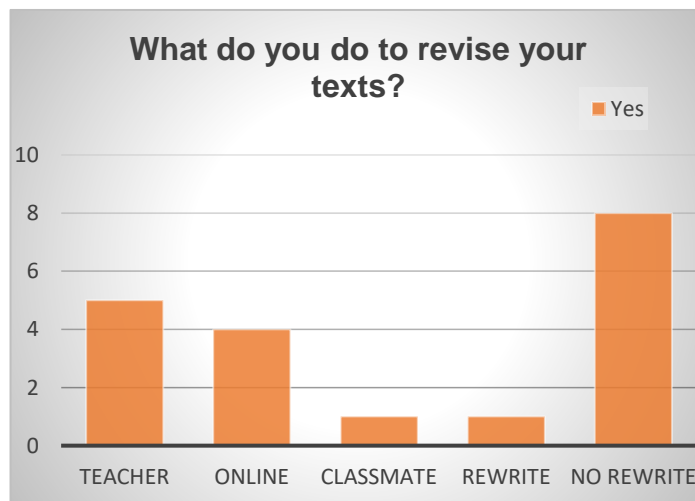
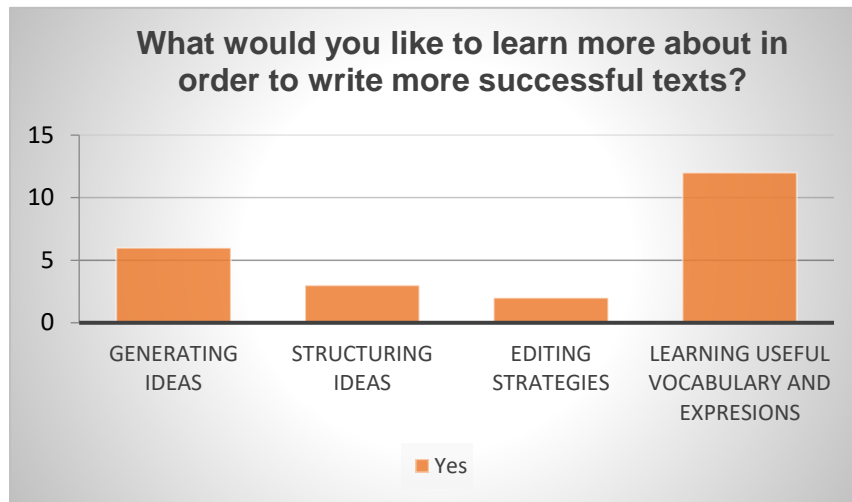


Figure 8. Students' weaknesses in terms of writing texts successfully.



1.3.2. Teachers' Questionnaires

Figure 9. Teachers' opinion regarding students' performance.

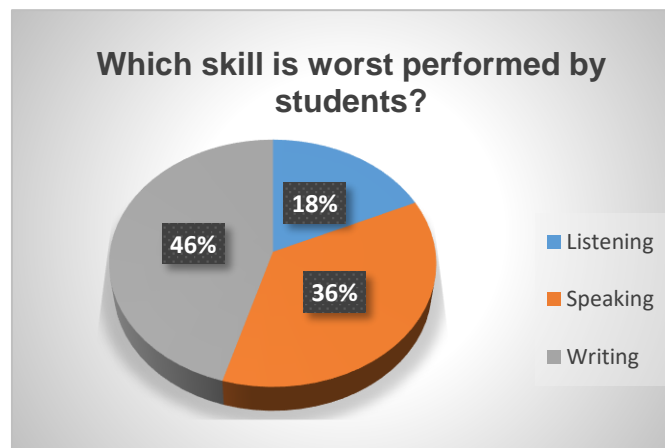


Figure 10. Teachers' points of view in relation with students' writing skills.

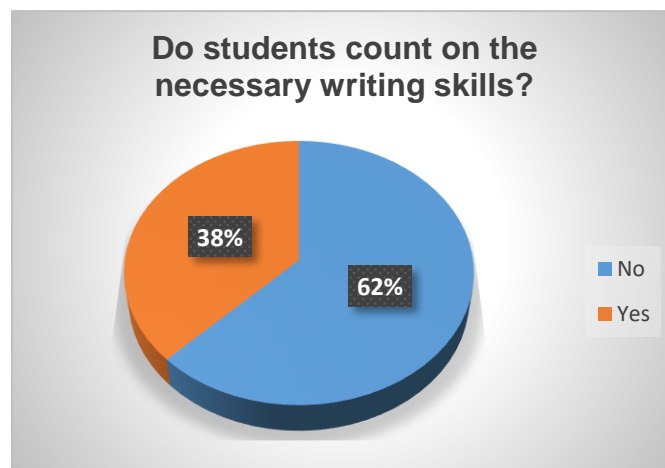


Figure 11. Teachers' practices regarding writing tasks instructions.

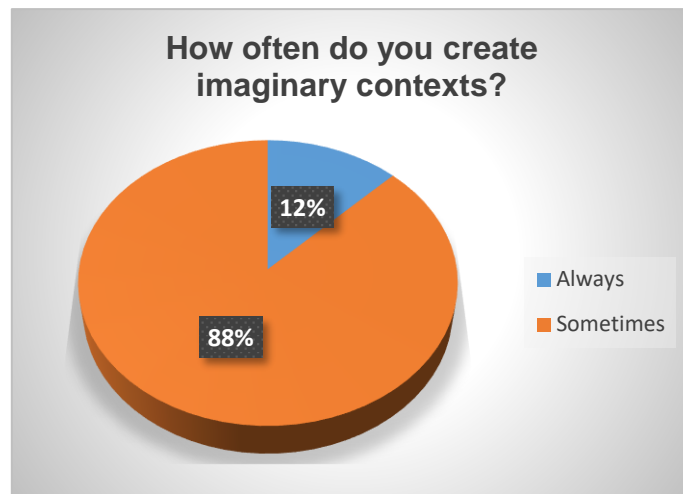


Figure 12. Students' practices in relation to pre-writing stage.

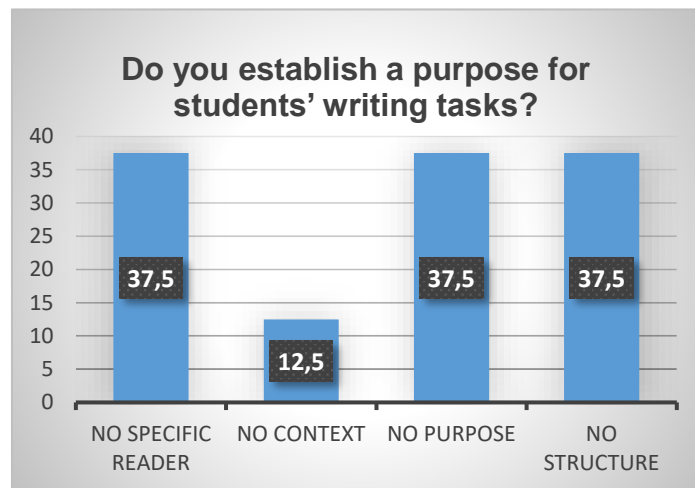


Figure 13. Teachers' practices about drafting and re-drafting.

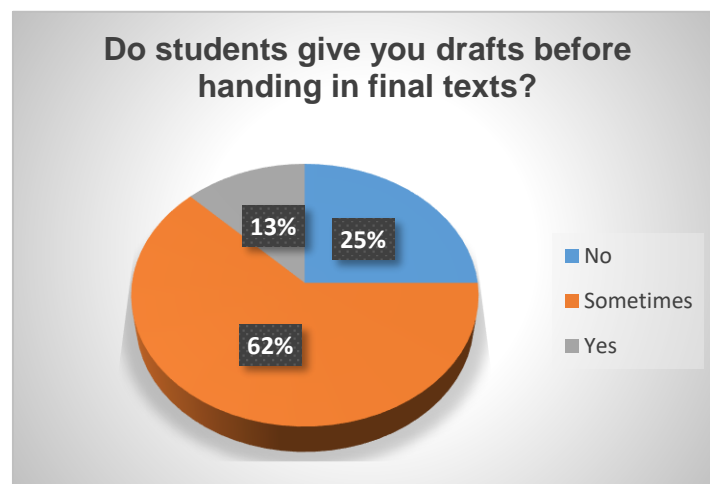


Figure 14. Teachers' points of view about the different ways of providing feedback and revising.

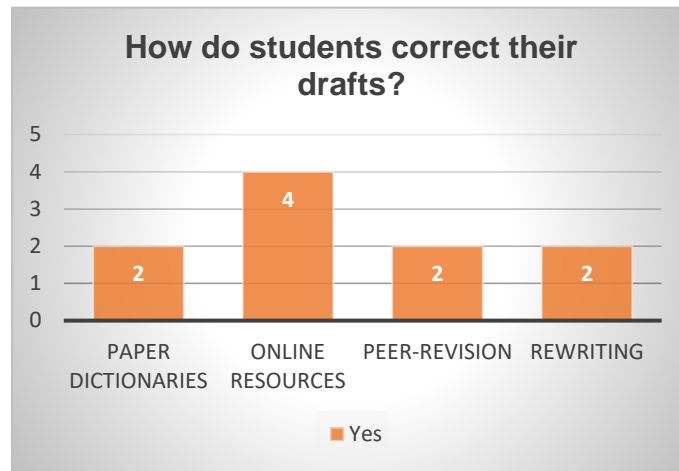


Figure 15. Teachers' practices in terms of providing feedback.

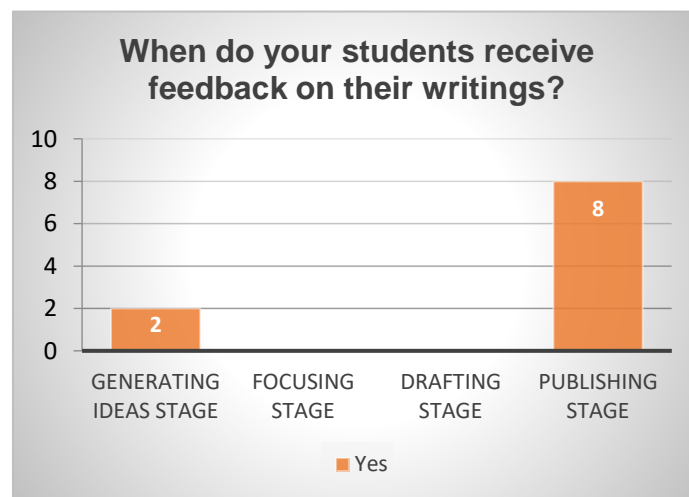
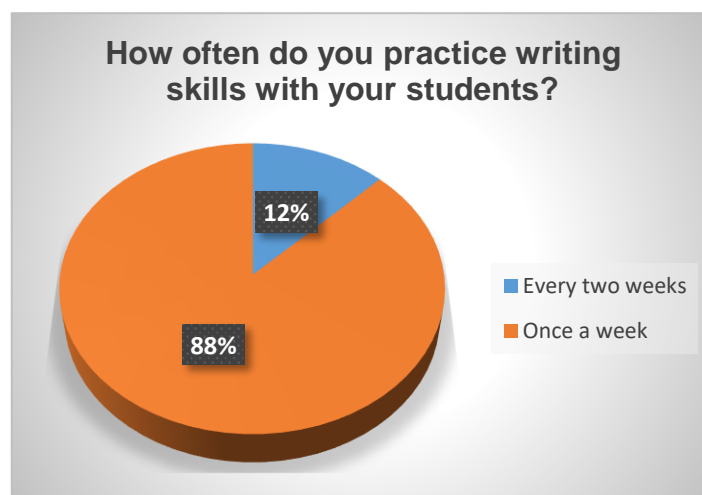


Figure 16. Frequency of writing tasks planned by these teachers.



Appendix 2. Unit Plan

2.1. Unit plan sequence

LESSON 1: A TRIP TO REMEMBER Description of activities and procedure	T	GROUPING	EXPECTED LEARNING OUTCOMES
<p>ICE-BREAKING ACTIVITY: Do our travelling memories last forever? (Pre – task)</p> <p>Main skill involved: Speaking</p> <p>Step 1: In order to foster activation of students’ schemata, the teacher shows them a quotation related to travelling (see Appendix 3.1) taken from a video which will be seen in Lesson 2.</p> <p>Step 2: Students are asked to rise their thumb up if they agree with the quote or thumb down if they don’t agree.</p> <p>Step 3: Students are asked afterwards to share their opinion with the whole class. Key words of the thoughts and ideas brainstormed are written on the board for students to keep them in mind as a source of support during the next activity.</p>	10’	Class - group	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> - Discuss spontaneously about the benefits of traveling.
<p>ACTIVITY 1: Our trips to remember (While – task)</p> <p>Main skills involved: Speaking, Listening.</p> <p>Step 1: The teacher projects a number of personal trips pictures as a way to introduce the relation between travelling and good memories. (<i>“If I think about my greatest memories, the most amazing people I have ever met or the most curious cultures I have learnt, it has been always through travelling”</i>).</p> <p>Students are now asked to remember and talk about the best trip they have ever done through the interaction structure Think – Pair – Share.</p> <p>Step 2: Students are asked to think and remember the best trip they have ever done. The teacher can ask some questions (see Appendix 3.1) and suggest students closing their eyes and picturing that memory in their minds. Students can take some short notes in their notebooks about these memories.</p>	20’		<ul style="list-style-type: none"> - Identify the main ideas of a peer’s oral production related to a travelling experience. - Explain a personal experience related to a travel memory

<p>Step 3: Students share the information about this trip in pairs. Each classmate needs to listen and take short notes about the story her/his partner describes. To do so, and to help them generate ideas, they are provided with a <i>Journalist Chart</i> included in the students' handout prepared for this lesson (see Appendix 4.1).</p> <p>Step 4: Students share the story of their classmates to the rest of the class highlighting what they liked the most of it. They can make use of the ideas gathered through the <i>Journalist Chart</i>.</p> <p>As a way of scaffolding for this activity, students are provided with a cheat sheet (See Appendix 4.1.) containing questions and expressions which can give them some ideas about how to ask or answer questions about a travelling experience. A second cheat sheet (See Appendix 4.1) is included with useful expressions to paraphrase and report other person's speech. Additionally students will count on the inputs written in the blackboard.</p> <p>Teacher's Role: The teacher walks around the class, listening to students' conversations and monitoring their interaction. It will also be observed whether they use appropriate language and vocabulary related to the topic. In the meantime, the teacher writes on the board travelling vocabulary s/he hears (or even include some interesting words which have not been said) that might be useful for them.</p>	<p>Individual work</p> <p>Pair – work</p> <p>Class - group</p>	<p>- Rephrase the main ideas of a classmate's travel experience</p>
<p>ACTIVITY 2: My trip to remember (Post – task)</p> <p>Main skill involved: Writing</p> <p>Step 1: Students write a text describing the trip they remember the best, which has been shared with their partners in their previous activity. (200 words)</p> <p>The function and context will be settled as follows:</p> <ul style="list-style-type: none"> • <u>Audience:</u> The teacher. • <u>Purpose:</u> The teacher is deciding where to travel next summer and they recommend this place. • <u>Structure:</u> Descriptive text. <p>Step 2: Once students finish the writing task they are asked to outline the steps they followed while they were writing a text.</p> <p>Step 3: Students are encouraged to use the ideas gathered through the blackboard and the <i>Journalist Chart</i> created previously by their partners.</p>	<p>20'</p> <p>Individual work</p>	<p>- Compose a written text about a personal travelling experience with an appropriate coherence and cohesion</p>

<p>Teacher's Role: The teacher observes if students get blocked and, if so, find out why in order to provide them with useful techniques to apply in the process of writing such as listing or mind mapping.</p>				
<p>FOLLOW UP ACTIVITY: My trip to dream.</p> <p>Homework explanation: The teacher asks students to think about a place they would dream to go. Students will post from their homes the name of this city as well as their reflections and comments on their dream trip on a <i>Padlet</i> wall (See Appendix 3.1). To do so, students can use the QR code or the hyperlink to the <i>Padlet</i> Wall included in their handout (see Appendix 4.1). The teacher might need devote a couple of minutes to give quick tutorial on <i>Padlet</i> and how they can attach pictures, videos, webs ...) through a PowerPoint Presentation(see Appendix 3.1).</p>				
<p>VARIATIONS AND DIFFERENTIATION:</p> <p>Activity 1: Not all the students might be willing to participate orally so the teacher could also ask questions to open a small controversial debate in order to promote every student participation (see Appendix 3.1).</p> <p>Activities 2 and 3: Some students might not have a particular great experience related to trips. In this case, they will be asked to remember a day out with the school, a day they spent in the countryside or simply a day that it was special for them focusing on the place this memory took place.</p> <p>FAST – FINISHERS:</p> <p>In case that some students finish before expected any of the activities, teacher will ask them to think where they would like to go and require them to ask each other questions to know more about this place, following the example given by the <i>Journalist Chart</i> (who / where / when / ...) which will be useful for the follow-up activity.</p>				
<p>Materials and resources</p>	<p>1. Quotation, Questions guidance, PowerPoint Presentation about <i>Padlet</i> (Appendix 3.1) 2. Students' Handout (Appendix 4.1)</p>			
<p>LESSON 2: ESTABLISHING OBJECTIVES & REFLECTING Description of activities and procedure</p>		<p>T</p>	<p>GROUPING</p>	<p>EXPECTED LEARNING OUTCOMES</p>
<p>ICE-BREAKING ACTIVITY: Review of <i>Padlet</i> posts Main skills involved: Reading, Speaking Step 1: The teacher shows students' posts on <i>Padlet</i> (see Appendix 3.2) so that everyone can see their classmates' trip to dream and comment on them.</p>		<p>5'</p>	<p>Class - group</p>	<p>At the end of this lesson students will be able to: - Analyze and compare their classmates' short posts about the city of their choice</p>

<p>ACTIVITY 1: You've got a letter - The Challenge Brief Main skill involved: Reading</p> <p>Step 1: The teacher gives each student an envelope containing the <i>Challenge Brief</i> (see Appendix 3.2) through which students are introduced to the final objective of this unit: writing a travel blog post.</p> <p>Step 2: Students read the Challenge Brief individually.</p> <p>Step 3: The teacher provides students with the assessment rubric that will be used to evaluate their posts (see Appendix 6.3). Every evaluating criterion is read aloud so that every student understands the different levels of achievement and the teacher's expectations.</p> <p>The teacher highlights that the last two squares of the rubric are empty because they will negotiate and decide (in Lesson 3) which the group's two requirements are. These requirements must be included in their posts and will represent a 20% of their total mark.</p> <p>Step 4: In order to make students aware of the purpose of the writing task, they are provided with an <i>Organizer Chart</i> (see Appendix 4.2) which has to be completed individually with the information of the Challenge Brief and students' own knowledge as well as their level of concern.</p> <p>Step 5: The teacher asks students to show with their fingers the level of concern chosen.</p> <p>Step 6: In order to make students aware of their learning process and lower some levels of concern, the teacher explains the steps that the class-group will take together through a graphic (see Appendix 3.2).</p>	15'	<p>Individual Work</p> <p>Class – group</p> <p>Individual Work</p>	<p>- Classify the information given in instructions to develop a travel blog entry</p> <p>- Measure their own knowledge and concerns about the composition of a travel blog post</p>
<p>ACTIVITY 2: Why do we travel? Main skills involved: Listening, Speaking</p> <p>Step 1 (Pre – task): The video <i>Travel Unites</i> is played without sound and the teacher asks students to pay attention to the pictures and the feelings they evoke.</p> <p>Step 2: The teacher stops the video while some images appear and asks students to write in their Chart (see Appendix 4.2) the first word that comes to their minds. Students share these words so that they can add their classmates' ideas in the charts. This step will be complemented at the end of the lesson with the development of a mind map.</p>	20'	<p>Class – group</p> <p>Individual work</p>	

<p>In order to elicit more vocabulary from students, the teacher asks questions that can help students remember and use a wider variety of words (See Appendix 3.2).</p> <p>Step 3 (While – task): Students now watch and listen to the video so that they can complete exercises a, b and c included in their handout (see Appendix 4.2):</p> <p>(a) Top-down listening techniques: First, they are asked to enjoy the video and try to understand its main gist. The students will need to resume this gist in a sentence.</p> <p>(b) Bottom-up listening techniques: Students will watch the video again, so as to listen carefully and sequence the statements in the appropriate order as they hear them.</p> <p>The teacher makes students notice that the quotation discussed during Lesson 1 was taken from this video, but now they need to use their creativity to write a new quotation.</p> <p>Step 4 (Post – task): (c) Students create their own quotation in pairs. This quotation can be linked to those included in the video or be totally different and original.</p> <p>Step 5: Students' quotes are shared with the class.</p> <p>Teacher's role: the teacher walks around in order to observe students' interaction and make sure that everyone counts on the resources to write the quotation. Just in case some students get blocked, the teacher will project a cheat sheet (see Appendix 3.2) as a way of scaffolding.</p>		<p>Individual work</p> <p>Pair – work</p>	<p>- Identify the main idea as well as detailed information of a video related to travelling.</p> <p>- Create a personal quotation showing their reflections on what travelling means to them.</p>
<p>FOLLOW UP ACTIVITY: Mind mapping the ideas</p> <p>The teacher asks students to create a mind map with the words that have appeared throughout the lesson. The teacher can show a mind map based on the different senses that we use to perceive things as an example (see Appendix 3.2). Students can finish their mind map at home so that it can be used in the next lesson.</p> <p>Homework: The teacher will send the <i>Quizziz</i> link (see Appendix 3.2) to students in order to do a quick test that allow her/him to assess students' comprehension.</p>	10'	Individual work	<p>- Organize the elicited vocabulary in a mind map focused on senses and feelings.</p>

VARIATIONS AND DIFFERENTIATION:

In case that a number of students face difficulties in understanding the video, it would be played a third time. Besides, students will be informed that they need to complete a quiz about the video at home and the teacher will share the *YouTube* link with them. In this way, students can modify the video speed according to their needs and watch it as many times as they require in order to complete the Quiz successfully.

FAST FINISHERS:

Activity 2 - Step 2: Students who complete the task during the second display of the video and do not need a third one can be required to imagine the city or country that the different pictures of the video might take place. Their answers will be shared at the end of the video to see if they propose the same places.

Activity 2 - Step 3: Pairs who finish the quotation before expected can be required to select the statement from Activity 2.b that they mostly agree and disagree with and tell each other the reasons.

Materials and resources	<ol style="list-style-type: none"> 1. <i>Padlet</i> comments (screenshot), Questions guidance, Video Link, Steps Graphic, <i>Quizziz</i> Link (see Appendix 3.2) 2. Students' handout (see Appendix 4.2) 3. Other resources: Internet or video file previously downloaded.
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LESSON 3: A TRAVEL BLOG Description of activities and procedure	T	GROUPING	EXPECTED LEARNING OUTCOMES
<p>ICE-BREAKING ACTIVITY: Broadening our vocabulary (Pre – task)</p> <p>Main skill involved: Speaking</p> <p>Step 1: The teacher shows a word cloud containing words used by students in the writing activity developed throughout Lesson 1 (see Appendix 3.3).</p> <p>Step 2: Synonyms of these words are shown in a Random Name Picker (See appendix 3.3) and students are asked to work in pairs in order to find synonyms of their own words. Every pair is assigned randomly a word and they need to identify its pair synonym.</p> <p>Some of the words included in the second word cloud have been taken from the blog posts that students read along this lesson.</p>	5'	Pair – work Class - group	<p>At the end of this lesson students will be able to:</p>

<p>ACTIVITY 1: Jigsaw - What does a good blog look like?</p> <p>Main skills involved: Reading, Speaking, Listening</p> <p>Step 1 (Pre-task): Students are asked where they would look for information if they had to prepare a trip. They discuss with their shoulder partners and make a list of the resources they would use.</p> <p>Students' ideas are shared with the whole class and teacher takes quick notes on the blackboard with the ideas they mention so that everyone can add new thoughts to their lists.</p> <p>Step 2 (While – task): Students read 4 different blog entries (see Appendix 3.3.) and work on them through the cooperative learning strategy known as <i>Jigsaw</i>. To do so, students are divided in groups of 4 (the <i>Jigsaw Groups</i>) in the following way: each member of the group that normally sits together is given a different post from 1 to 4 in a way that they need to relocate and sit with the other students who got the same text (the <i>Experts Groups</i>).</p> <p>Step 3: Students read individually the text they are assigned.</p> <p>Step 4: Once they finish, they work cooperatively with the members of their <i>Expert Group</i> to complete the <i>Thinking Chart</i> included in the handout for this lesson (see Appendix 4.3).</p> <p>Step 5: Students go back to their <i>Jigsaw Groups</i> and share the information gathered in their <i>Expert Groups</i> in order to complete the <i>Jigsaw Group Chart</i> (see Appendix 4.3) based on their classmates' contributions.</p> <p>Step 6: Students compare the notes taken in their <i>Group Charts</i> with the list generated previously on the blackboard so that they can check if what they predicted is correct.</p>	25'	<p>Pair – group</p> <p>Class – group</p> <p>Group – work (Groups of 4 students)</p>	<p>- Predict the sections of a blog post describing and recommending a city.</p> <p>- Compare models of blogs in order to deduce the features of a good model.</p> <p>- Outline orally the most important features of the blogs students read in order to build a wider list of criteria and elements a good blog post should have.</p>
<p>ACTIVITY 2: Deciding on our blog posts (Post – Task)</p> <p>Main skill involved: Speaking</p> <p>Step 1: Students are reminded that two criteria of the rubric for assessment are going to be decided by them, so every <i>Jigsaw Group</i> has to discuss and propose two criteria, which will be written in two post-it notes. These two criteria can be either chosen from the list, making some non-fulfilled expectations to be a requirement for their posts, or created according to the improvement suggestions made while they read the blog posts.</p>	15'	<p>Group – work (Groups of 4 students)</p> <p>Class – group</p>	<p>- Discuss and choose two aspects that should be included in the assessment rubric of their own posts.</p>

<p>Step 2: Every group read its two requirements proposal while the teacher collects them. These requirements are voted so that the ones supported by the majority of the class will conform the 20% of their final mark.</p> <p>As a way of scaffolding students will find a cheat sheet in their handouts (see Appendix 4.3) containing some helpful language to share their opinions and agree or disagree.</p> <p>Teacher’s role: Some students might face difficulties understanding the texts, therefore it is very important for the teacher to walk around in order to check that students help each other and, in case of a common doubt, to give them clues so that they can solve it by themselves in an autonomous way that make them work in their Zone of Proximal Development. This can be done through some guiding questions (see Appendix 3.3).</p>		
<p>FOLLOW – UP ACTIVITY: Broadening our mind maps & drafting</p> <p>Outlining the blog Students are required to include some new words (from the second word cloud and/or the reading activity) in the mind map developed at the end of Lesson 2.</p> <p>Homework explanation Students are required to email an outline of the blog post to the teacher. The outline must contain the information they would like to include and the way they plan to organize it. Moreover, they are encouraged to look at the organizer made in the previous lesson in order to remember the requirements and the aspects they firstly admitted that needed to be researched.</p> <p>Moreover The teacher will send the <i>Quizziz</i> links (see Appendix 3.3) to students so that they can do a quick test about the text read in their groups.</p>	<p>Individual work</p> <p>5'</p>	<p>- Plan the structure of a written text according to relevant ideas and topics that their own blog post will contain</p>
<p>VARIATIONS AND DIFFERENTIATION:</p> <p>Activity 2: As commented in the teacher’s role, in case that students encounter problems in solving the task the teacher can help them with the guiding questions or showing them examples (see Appendix 3.3).</p> <p>FAST – FINISHERS:</p> <p>In case that an <i>Expert Group</i> finishes before expected they can be given another text and ask them to skim it in order to find the main differences to the text they have just read. They will be given an <i>Additional Chart</i> (see Appendix 3.3) that allows them to quickly compare some aspects between the first text and the new one without adding them too much workload.</p>		
<p>Materials and resources</p>	<ol style="list-style-type: none"> 1. Word cloud image, Blog entries (copies), Guiding Questions, <i>Quizziz</i> links, Additional Chart (see Appendix 3.3) 2. Students’ Handout (see Appendix 4.3) 3. Other Resources: Internet, <i>Random Name Picker</i> Link. 	

<p>Step 4 (While – task): Students will work in groups of 4 and create their own quiz cards in order to make a contest. Each group is given 4 cards with the name of a city (see Appendix 3.4) and writes five sentences that describe this place and its most important features. They are encouraged to make them challenging and not too obvious so that their classmates need to listen at least 3 sentences before guessing the place, as in the example we made together.</p> <p>Step 5 (Post – task): Contest. Students will take turns and read the description of a place to their classmates. The group that finds out the name of the city will get a point and it will be registered on the blackboard.</p> <p>As scaffolding Students can find a cheat sheet in their handout (see Appendix 4.4) including expressions that could be useful for them to make the describing sentences in Step 5. Student can be reminded that they can use some of these expressions also in their blog posts.</p> <p>Teacher’s Role: In Step 5 the teacher monitors students’ interaction and walks around in order to see if students are facing any problem developing the descriptions, and, if so, they will be given a <i>Help Card</i> (see Appendix 3.4) containing some information of the city. In Step 6 the teacher pays attention to their speaking production in order to correct big mistakes (if there is any) and assess them throughout an observation rubric (see Appendix 6.3). Additionally, teacher observes if the describing structures are properly used.</p>	<p>Group – work (Groups of 4 students)</p> <p>Class - group</p>	<p>learned structures appropriately.</p>
<p>FOLLOW UP ACTIVITY: Reflecting on mind maps</p> <p>Step 1: The teacher draws the attention to the manner in which students’ mind maps have been widening since they started doing it. (“<i>So, if there are a great amount of words, why do we always use the same?</i>”)</p> <p>Step 2: Students are required to highlight with one color the words they have used in their outline and to use another color for the words they have not used but they think they can or would like to incorporate in the next draft.</p>	<p>5’ Individual work</p>	
<p>VARIATIONS AND DIFFERENTIATION:</p> <p>In case that any group of students lacks in knowledge of the cities they need to describe they can be given a <i>Help Card</i> containing some features of the city that can be used. This cards are intended to help them overcome their blocks and guide them through the description creation.</p>		

FAST – FINISHERS:

Students who finish their clues before expected can be asked to create clues for the city they are planning to describe in their posts and read them at the end of the game in order to see if their classmates guess it.

Materials and resources	1. <i>Word cloud</i> , Crossword Key, Guess the city PPT, City Cards, Help Cards (see Appendix 3.4) 2. Students' Handout (see Appendix 4.4)
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LESSON 5: WRITING OUR BLOG Description of activities and procedure	T	GROUPING	LEARNING OUTCOMES
ICE-BREAKING ACTIVITY: Sharing outlines Step 1: The teacher gives to each of the students the revised outlines / first drafts back in order to give suggestions or comment some reconsiderations that can be done regarding structure and organization of ideas. Step 2: Students read this feedback notes and reflect on their own work through a Checklist (see Appendix 4.5).	10'	Pair - work	At the end of this lesson students will be able to: - Interpret and evaluate the feedback provided in order to improve their written texts
ACTIVITY 1: Introduction to Google Blogger Step 1: Students enter the blog <i>Our trip to dream</i> (see Appendix 3.5) in which they have been enabled to participate as “authors” by the teacher. Step 2: Students read the first published post “ <i>Getting started!</i> ” (see Appendix 3.5) which has been created for this class as an introduction to Google Blogger editor tools. Therefore, students are required to watch the video of the post <i>How to publish a blog post</i> (1:32) (see Appendix 3.5), which will give them some key ideas of how to create a new post in the App Google Blogger and of some possibilities that it provides.	5'	Class – group Individual work	- Make use of the blog the teacher has created in order to compose their blog entry.
ACTIVITY 2: Drafting our blogs Main skills involved: Writing Step 1: Students start working in their draft, which will be based on the outline sent to the teacher. In this regard, students can copy and paste their outlines so that they do not need to start from zero. They are also	35'		- Compose a blog post about the city they dream to travel to, bearing in mind the reader and

<p>encourage to use their mind maps taking into account the words highlighted at the end of Lesson 4.</p> <p>Step 2: The teacher reminds students that once they finish the second draft they can improve the format of the post layout adding some multimedia material such as videos, links to the official web of the city, etc.</p> <p>Teacher’s Role: The teacher makes sure that every student has access to the blog post without any problem as well as checks that they all know about the basics of the post editor.</p>	Individual work	function previously established
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FOLLOW – UP ACTIVITY: Keep working!

The teacher reminds students that they can continue working at home if they want to improve the design, content, multimedia materials etc. since they all can access the blog through their email addresses. A time limit is established for this improvement, since the posts need to be revised for the next lesson.

VARIATIONS AND DIFFERENTIATION:

Some students might face problems creating the post or might not be so familiarized with this kind of ICTs so they can watch the tutorial video more times if they have doubts and change the speed of it since it is a YouTube video. The teacher can also create a *Clinic Group*, in which these aspects are explained in more detail and slowly if needed. Some students who are more used to ICTs can help their classmates as well. A short tutorial on how to enter Google Blogger is also prepared in a PowerPoint Presentation in cases that some students encounter difficulties in it.

FAST – FINISHERS:

In case that some students finish before expected, they can keep working autonomously in the design and layout of their personal post, as explained in Activity 2- Step 2.

Materials and resources	<ol style="list-style-type: none"> 1. Google Blogger tutorial (see Appendix 3.5) 2. Students’ handout (see Appendix 4.5) 3. Other resources and materials: Students’ outlines (revised), Computers Room, Internet access, Video file, Blog access (students need to be invited to collaborate before starting the class)
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LESSON 6: IMPROVING OUR BLOG Description of activities and procedure	T	GROUPING	LEARNING OUTCOMES
<p>ACTIVITY 1: Giving feedback to our peers</p> <p>Main skills involved: Reading, Speaking Listening</p> <p>Step 1: Students are asked to enter the blog and read the post written by her/his shoulder partner in order to give each other feedback. To do so, students need to use the same rubric that the teacher will use to correct</p>	15'	Individual work	<p>At the end of this lesson students will be able to:</p>

<p>their posts, but, additionally they can find some questions and activities in their handout (see Appendix 4.5) so that they can exchange opinions and give a wider feedback to each other after reading the texts.</p> <p>Step 2: Students give the completed rubric and the information gathered through the handout activity to their classmates and explain orally to each other their feedback. It is important that students are informed that this activity is not aimed to criticize each other, but a way to learn from each other, a cooperative way of learning.</p>		<p>Pair – groups</p>	<p>- Propose possible modifications or suggestions in written and especially oral form to their classmates in order to improve their blog posts.</p>
<p>ACTIVITY 2: Editing and publishing our posts</p> <p>Main skills involved: Writing</p> <p>Step 1: Students work individually in their blog post using their classmates' feedback as a guide to improve it.</p> <p>Step 2: While students work on their drafts, the teacher gives students some new feedback on their posts so that they can proofread it and correct the final mistakes of grammar, spelling and punctuation.</p> <p>Step 3: Students do the final adjustments and publish their final version of the post.</p>	<p>30'</p>	<p>Individual work</p>	<p>- Make use of the blog in order to publish and share with the rest of the class the final posts they have created.</p>
<p>FINAL ACTIVITY: Let's take stock.</p> <p>Students reflect on their own performance along this unit through a <i>One Minute Paper</i> task (see Appendix 4.5). This task also intends to know students likes and dislikes, therefore it contains some guiding questions for them to follow.</p>	<p>5'</p>		<p>- Reflect on their thoughts and feelings about the unit and their own performance</p>
<p>Materials and resources</p>	<p>1. Students' Handout (see Appendix 4.5)</p> <p>2. Other resources and materials: Reviewed students' posts (second drafts), Computers Room, Internet.</p>		

2.2. Relation between the lesson sequence and process of writing stages

LESSON	MAIN ACTIVITIES AND COMMENTS	WRITING AS A PROCESS STAGE
Lesson 1 A trip to remember	Discussion – Activating schemata	Generating ideas Focusing and structuring ideas
	Talking about a travel experience	
	Writing about a travel memory – Diagnostic Test	
	Writing short post about a trip to dream	
Lesson 2 Establishing objectives and reflecting	Challenge Brief & Organizer Chart	
	Establishing objectives and clarifying the steps (Graphic)	
	Video: Travel Unites – Reflecting on travelling	
	Mind mapping	
Lesson 3 A travel blog	Pairing synonyms	
	Reading Blogs – Jigsaw	
	Deciding our criteria - Discussion	
	Writing a first draft/outline	Drafting
Lesson 4 Describing places	Broadening vocabulary- Word Cloud	Generating ideas
	Travelling Crossword	Focusing and structuring ideas
	Guess the City Contest – Focusing on form	
Lesson 5 Writing our blog	Reflecting on our drafts	Revising and Redrafting
	Introduction to Google Blogger	
	Redrafting our post	
Lesson 6 Improving our blog	Giving feedback to our peers	Revising and Editing
	Editing and Publishing our posts	
	<i>One Minute Paper</i> - Reflecting on our work	Publishing

Appendix 3. Materials and resources for the teacher

3.1. LESSON 1 – A TRIP TO REMEMBER

Ice-breaking Activity – Quotation:

“Travel is transformative. One brief travelling experience can make an impact that lasts a lifetime” (Source: Video *Travel Unites*: <https://www.youtube.com/watch?v=yhX1hxrMcr0>)

Ice-breaking Activity – Possible Controversial Questions:

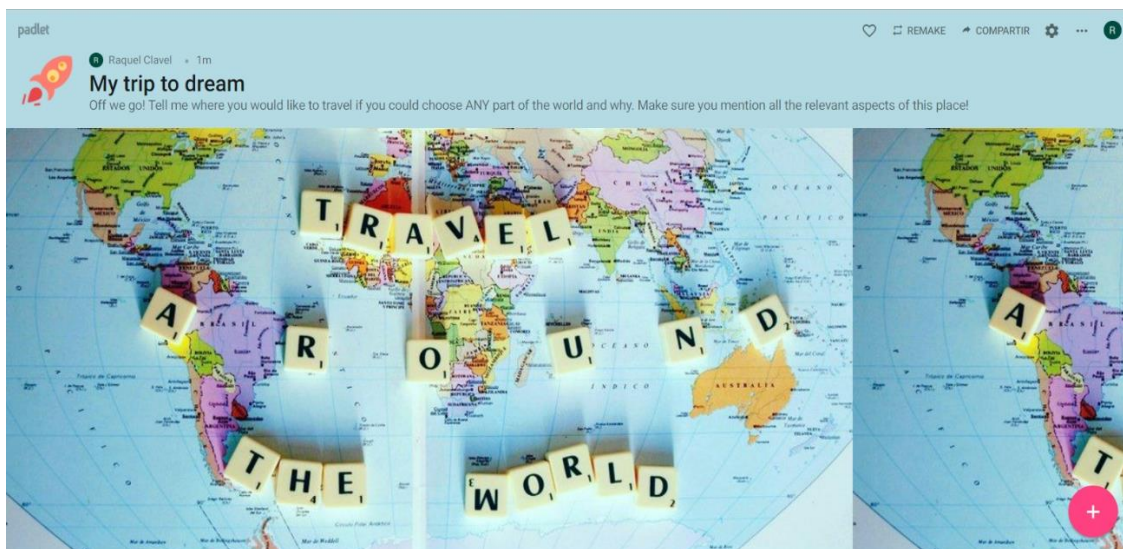
- Does a trip to Salou give us an unforgettable experience?
- Do we always need to travel far away to get a lifelong memory?
- Is it the same experience travelling to New York to a luxury hotel as taking part in a volunteering trip to Kenia?
- If we can't afford to travel, does it mean that we cannot live unforgettable experiences or learn about other cultures?

Activity 1 – Guiding Questions:

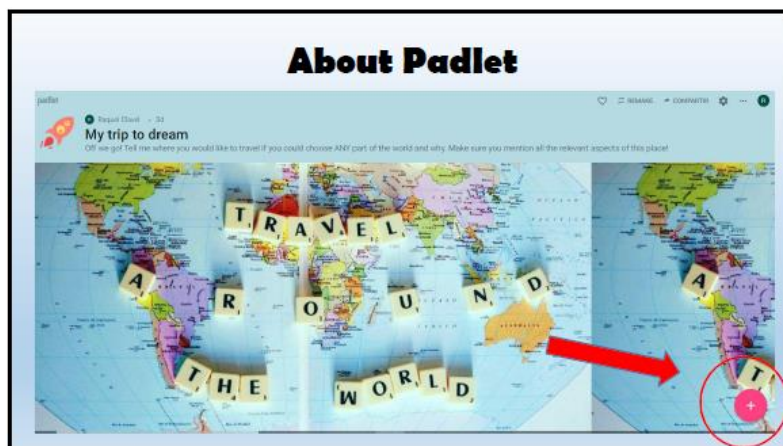
- How did you get there?
- Who did you travel with?
- Did you meet someone special?
- Was there a special smell? And a special atmosphere?
- What did you eat? How were the flavors you remember?
- Which was the most spectacular view you saw?

Follow-up Activity – Homework: *Padlet* Wall

- a) Link: https://padlet.com/raquel_clavel/ou0n9fjslobe
- b) Screen Shot:



c) *Padlet* Quick tutorial: Power Point Presentation.



3.2. LESSON 2 – ESTABLISHING OBJECTIVES AND REFLECTING

Ice-breaking Activity – Padlet Answers Screen shot

The screenshot shows a Padlet board titled "My trip to dream" with the prompt: "Off we go! Tell me where you would like to travel if you could choose ANY part of the world and why. Make sure you mention all the relevant aspects of this place!". The board features a world map background with the text "I WANT TO VISIT ANYWHERE IN THE WORLD" written across it using large, illuminated letters. Several user responses are visible, each with a heart icon indicating likes.

Anonymous 2mo
Sandra
I would like to travel to México DF. It's a gorgeous city where you can do a lot of things, like visiting the Mayan pyramids. I find very interesting their culture and traditions and their food is fantastic. ❤️ 1

Anonymous 2mo
ENRIQUE
I would like to travel to Japan. I want to go there because the Japanese culture is completely different from the european one. It's ancient buildings are awesome and it's food is delicious. ❤️ 2

Anonymous 2mo
Laura
The place that I would like to visit in the future is Cairns, a city located in Thailand. I have always liked it for its tropical landscapes. I would also like to go to this city a lot because of its proximity to the great barrier reef, something I've always wanted to see since I was little. ❤️ 3

Anonymous 2mo
Laura
I would like to travel to Japan, because I am interested in its culture and it's gorgeous landscapes. Also the ancient temples, castles and architecture in general, are surrounded by a mythical aura that somehow attracts my attention to them. ❤️ 2

Anonymous 2mo
Elena
I would like to travel to somewhere in India. I really want to experience the exotic food, visit the Taj Mahal and walk around the characteristic and colourful streets. ❤️ 2

Anonymous 2mo
Clara
I would like to travel to Kiribati, a paradisaical island located in the middle of the Pacific ocean. I would like to go as soon as possible because due to the climatic change it is going to disappear very soon. With this trip I'll try to concienciate people about how can climate change affect us. ❤️ 2

Anonymous 2mo
Ana varuena Luzaru
I would like to travel to the United States of America because I think that in the same country you can find a lot of different cultures and landscapes. You can visit New York and his famous monuments, but you can also see natural landscapes like for example Niagara Falls. ❤️ 3

Anonymous 2mo
Vera
I would like to travel to Australia mainly for its clean and turquoise beaches. Also for the great number of animals that inhabit the island to discover new species, although there are huge insects. The good weather also attracts my attention. I would like to live there. ❤️ 3

Anonymous 2mo
Marco
I would like to visit Nepal because it is a country with an incredible nature, full of really high peaks all over the Himalays, beautiful valleys and clear water rivers. It also has a great mix of cultures, different religions and languages. ❤️ 3

Anonymous 2mo
Paola
I would like to go to Australia, because is a place that I like to go since i was little, and because there they have a different lifestyle and i would like to visit the Opera and all the beaches that are amazing, and i also wanted to visit because kangaroos are one of my favourite animals and i would like to learn how to surf. ❤️ 3

Anonymous 2mo
Natalia
I would like to travel through all Europe but specially to Italy because of all the art, food, and weather. I would like to visit the most important cities like Venice, Rome, Pisa, Firenze or Verona. ❤️ 5

Activity 1 – Challenge Brief

Dear student,



Congratulations!

You've been selected to collaborate with **SOCIABLE PLANET**, the famous travel guides publisher which has a long and successful history in the market.

A new section will be created in their webpage where younger travelers recommend their destinations through the publication of posts in the collaborative blog *our trip to dream*.

You will need to write a blog entry describing this incredible place you've always wanted to travel. Remember that **all type of travelers will read it**, so think about what they could be interested in knowing about this city. Moreover, don't forget that your **post should be original and have an attractive design** in order to arouse curiosity about the city and make every reader dream with this place too.

We are absolutely sure that you will create an incredible blog and all the editorial members will be amazed by it, but just to give you some guidelines during your blog development, please read the list of the **minimum contents** that your blog entry should include:

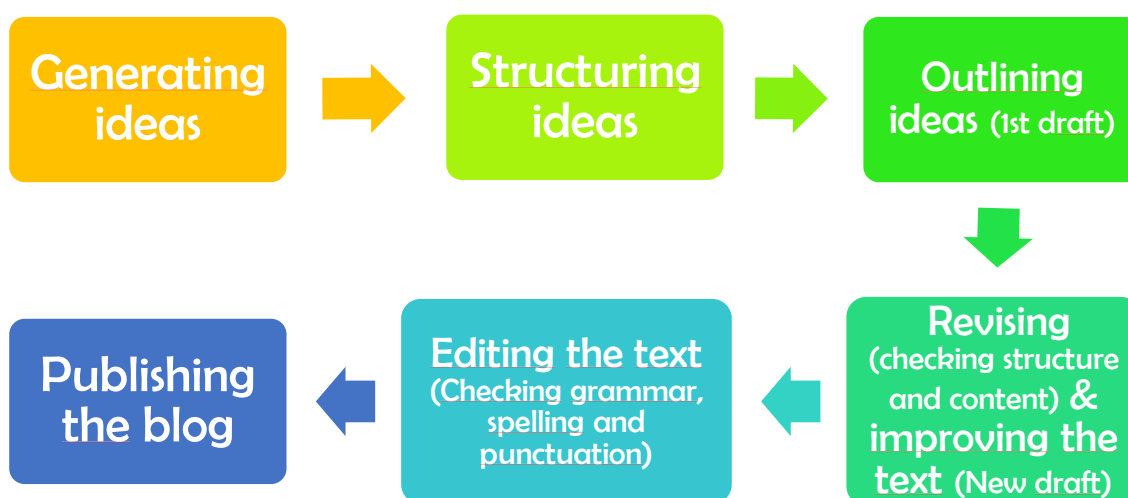
- 1) Description of the place
- 2) How to get there
- 3) Main tourist attractions
- 4) Typical food recommendations
- 5) Cultural overview of the place or the country where it is located

Enjoy your writing!

Activity 1 – Resume of key aspects to be completed in students' Organizer chart

- Audience: Readers of a travel blog.
- Function: Describing and recommending a city
- Genre: Descriptive text to be published in a digital platform (blog).
- Minimum contents: Minimum information of the city to be included in their posts.
- Deadline: The date the post must be published.

Activity 1 – Graphic: *The steps we will take together*



Activity 2 – Video: *Travail Unites*

Video link: <https://www.youtube.com/watch?v=yhX1hxrMcr0>

Activity 2 – Eliciting Vocabulary: Questions

- What kind of cities/places show this/these picture/s?
- What kind of landscape is it?
- How would you feel if you were there?
- Is it a relaxing place or it seems more a place full of activity?
- What does the day/weather look like (bright, sunny, hot / blackish, cold)?
- What kind of food would you eat here?
- What kind of flavours would you taste?
- What kind of sounds would you hear?
- How would these sounds make you feel?

- What kind of holidays would you have in this place? Can you imagine yourselves there?
- What do you think that these people is thinking or feeling?
- What are these pictures about? (Last pictures about traditions)
- Do you like this kind of celebrations? Which one would you rather experience?
- How would you feel with so many people around you?
- Do you know any other traditions or cultural aspects that you would like to share?

Activity 2 – Cheat sheet:

Travelling is...

Learning new countries / people / cultures **makes** you....

If you want to open your mind...

If I had the opportunity **I would travel so that...**

When you travel...



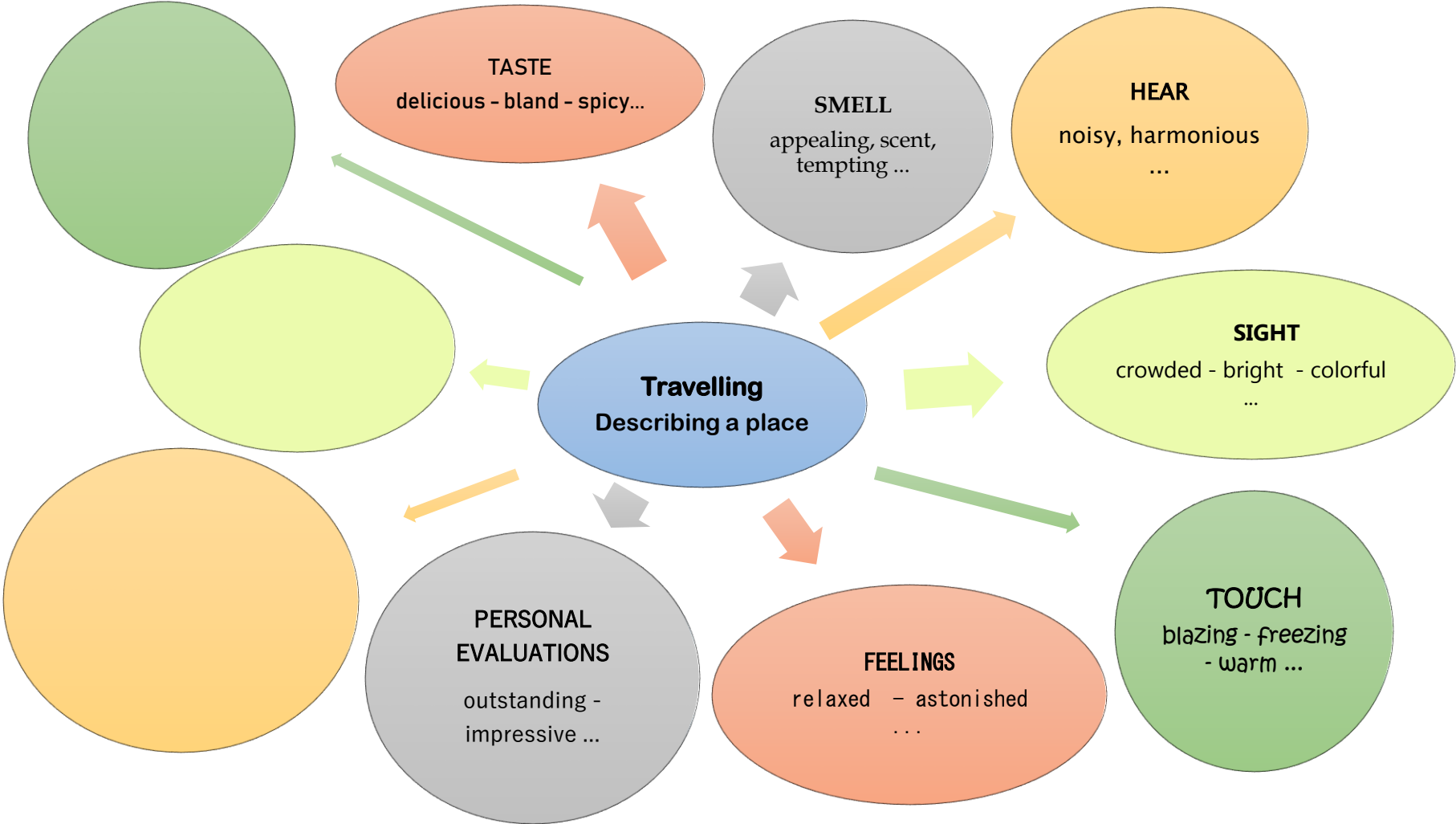
Follow up Activity – Mind map example

(See the next page)

Follow-up Activity – Homework: Listening Comprehension through *Quizziz*

Link to the quiz: <https://quizzz.com/admin/quiz/5b39f61f20ef0c001adafa32>

When we are writing a description it can be very useful to use our **senses** in order to create a detailed picture in our readers' minds. We can also include our **feelings** or our **personal evaluation** as in the example. Don't forget to leave some space in your mind maps, we'll be using them in future lessons.



3.3. LESSON 3 – A TRAVEL BLOG

Ice-breaking Activity – Pair synonyms

a) Word cloud – Words used by students:

relaxed
sight
amazing
crowded
walking
nice giant
beautiful

WordItOut

b) Random name picker: https://www.classtools.net/random-name-picker/15_ehfGN8



Activity 1 – Jigsaw Texts

Blog 1 – Experts' group 1

APRIL 5, 2018 / MOROCCO

A Guide to the Surf Village of Taghazout in Morocco!

Taghazout is a village located on the coast of Morocco, not too far from Adagir.



Taghazout is well-known for its surfing and its **chilled out** hippy vibe but you don't have to surf or be a pro surfer to enjoy Taghazout! [...] Taghazout is **well catered** for tourists but it still has a really local feel which I loved. It's pretty but it's still very **wild and authentic**, a little bit dirty, an unpolished gem I found and I really hope it stays this way.

The village is home to a fair few surf houses thanks to its famous waves and recently these have transformed into a combination of surf and yoga houses, and retreats. [...]

How to get to Taghazout

The **best** airport to fly into is Adagir. From here it is a 40 minute or so journey away. [...]

Taghazout is connected by bus to Adagir, Essaouira, Marrakesh and many other places in Morocco too however there isn't a bus station directly in the village so a taxi will be needed to get to and from the village. [...]

Where to Stay

Because surfing is the most **popular** thing to do in Taghazout there are **endless** surf houses, retreats and hostels which offer a bed and surf package. There are also hotels and guesthouses that offer no surf option if surfing isn't for you.

I stayed in [Dfrost Almugar Surf & Yoga House](#) and loved it [...] But other surf houses / accommodation that I saw that look nice are: [Surf Maroc](#), [Sol House](#), [Surf Berbere](#), [Munga Guesthouse](#), [Hashpoint Surf Camp](#)

What to do in Taghazout

Surf

Surfing is of course the first option! [...] There are so many different points to surf at in and around Taghazout and if you're doing a 'surf safari' you'll get taken to the beach with the best waves that day. [...]

Sunbathe



The main beach of Taghazout is not the **nicest** beach to sunbathe on as it's **quite small**, very rocky and it's where all the fishing boats go in and out, [...] plus there is a **huge** coastline down the way from Taghazout so you can walk or get a taxi to one of the bigger beaches. [...]

Explore the Village

Taghazout is **full of windy** streets and **gorgeous** white and blue buildings, most little streets lead down to the beach but you can spend a fair bit of time seeing them all and getting to know them all. Locals live in the windy side streets, some are **quieter** than others and give a **really nice** glimpse into local Moroccan life. [...]



Take a Day Trip

There are a number of day trip possibilities from Taghazout, the main one being Paradise Valley which is the **closest and cheapest** trip starting at around €15.00 [...] Paradise Valley is all about the waterfalls and swimming pools but they do take some hiking to get to [...], so be sure to pack some good walking shoes. [...]

Where to Eat in Taghazout

[...] The main street has plenty of food options, during the day these are quite quiet and even look **a little outdated** however come nighttime the area is **buzzing** and has a really 'backpacker' feel to it, especially as these places are the **cheaper** options.

Here are some recommendations:

Le Spot – For Pizza but they serve other food too.

Sunset – For Burgers

La Paix – For Moroccan food

[...]

How to Dress in Taghazout

Taghazout is very **chilled out** and not like the rest of Morocco even though it is a Muslim Village so for females it's **definitely possible** to wear what you would wear to any other beach town; [...] people do go to the beach to sunbathe in bikini's and that's totally fine.

Remember that this is a Muslim Village though so don't sit at a restaurant in a bikini, save that just for the beach or in your accommodation, and be respectful.

I hope this gives you the information you were looking for on Taghazout! I loved my week there and would go back in a heartbeat!

This is an adapted version of the travel blogger *The Wandering Quinn's* original post. If you want to read the complete version or find out about other blog entry formats visit <http://thewanderingquinn.com/>



WHY THERE’S MORE IN BAHIA BRAZIL THAN STUNNING BEACHES

By [Shobha](#) | Jan 6, 2018 | [Brasil](#)

[...]Thanks to its connection with the African slave trade, Bahia has been the centre of uniquely Brazilian arts and culture like the [martial art capoeira](#) and samba music. And, did I mention the **amazing** beaches?

SALVADOR BRAZIL FACTS

- The city was named after the bay on which it is located (Bahia in Portuguese). The Bay was named by explorer Amerigo Vespucci who went on to lend America its name too!



- Under the Portuguese, Salvador was the first capital of Brazil for over 200 years.

- The old part of Salvador has been recognised as an [UNESCO world heritage site](#). The **pretty** Spanish Gothic buildings making up the Pelourinho neighbourhood have also been used as the city’s red light district and a working class neighbourhood.

- Unfortunately, the poor people who lived in the gentrified neighborhoods got dislocated to make it all pretty. Many people from [Bahia now live in the Sao Paulo and Rio de Janeiro favelas](#). [...]

- Salvador has Brazil’s **oldest** cathedral dating from the mid-16th century.

- Salvador was a huge centre of the slave trade. About 1/3 of the slaves from Africa were sent to Brazilian and most of those passed through Salvador. [...]

- With so many Salvador Brazil beaches, you don’t even need to leave the city to find a **beautiful** beach.

OTHER TOP PLACES OF INTEREST IN BAHIA

- **The Parque Nacional da Diamantina** is a mountain area good for hiking and wildlife spotting. The little town of **Lencois** was a diamond boom town and the gateway to the national park.



- About 400 kilometres south of Salvador, **Itacare Brazil** is a small fishing and surfing village with an eco-tourism bent.
- **Parque Nacional Marinho de Abrolhos** is a marine park with reefs and islands that Charles Darwin visited in 1832 as part of his South American voyages. [...]
- Bahia province has the longest coastline in Brazil and numerous islands of its coast, the **Bahia Brazil beaches** give you plenty of options. In fact, even in the



capitol city of Salvador, there are more than 50 little islands in the city's bay. Among the best Bahia Brazil beaches are those on the **Morro de Sao Paulo, Forte Beach** and of course the beaches in Itacare Brazil.

- **Trancoso** is an affluent beach town beloved by celebrities around the world as well as the elites of Rio and Sao Paulo. The nearest airport is Porto Seguro which is an hour from Trancoso. [...]

TIPS FOR VISITING BAHIA IN BRASIL

Who better to ask for advice on visiting Bahia than travel bloggers who have been there? Below are the recommendations and travel tips for Bahia from fellow travel bloggers.

SALVADOR AND MORRO DE SAO PAULO

The state of Bahia is the cradle of afro culture in Brazil. This is the state where the vast majority of great musicians and other artists come from in Brazil. [...] It's also **the best preserved** colonial town in all South America and **an absolutely fantastic** place to visit.

I would recommend that you stay in the old part of Salvador when visiting the city. This is where you feel the heartbeat of this **outstanding** city, with women in traditional dresses and capoeira dancers in the streets.

If you need a break from the city head for the Bahia Brazil beaches. I would recommend the island called **Morro de Sao Paulo**. [...]

– by Claus at Travelling Claus and on social media on 

WHAT TO DO IN SALVADOR BRAZIL

[...] My favorite part of all was the beautiful **Pelourinho** neighborhood. All the buildings there are **colorful** and well preserved! No wonder it's a UNESCO world heritage site.

Two things not to miss: coconuts for less than a dollar and *acarajé*, a deep-fried been dough filled with lots of stuff like shrimps and chili sauce.

This is an adapted version of the travel blogger *Just go places*'s original post. If you want to read the complete version or find out about other blog entry formats visit <https://www.justgoplacesblog.com/>

TRAVEL TO LUXEMBOURG

EVERYTHING EVERYWHERE

Luxembourg is a **landlocked country** located on the western part of Europe, making it easier to travel cross-country when you travel to Luxembourg. It shares borders with many countries including Belgium, Germany, and France. The country is divided into two major regions: Oesling and Gutland.



The form of government in Luxembourg is a representative democracy but they are ruled by a constitutional monarch. In fact, the Grand Duke of Luxembourg is the sole remaining grand duchy in the world.

The high GDP and advanced economy contribute to making Luxembourg quite a **progressive country**. The **strategic** central location of the country is also partly responsible for advancing its economy. It is also a member of several

organizations in Europe and around the world such as EU, NATO and the United Nations.

Currency: Euro

Official Language: There are three officially recognized languages that are **widely spoken** in Luxembourg: French, German and Luxembourgish.

Wi-Fi Availability: There are several establishments in Luxembourg, especially within the capital city, that offers free Wi-Fi access. The government is also planning to offer free Wi-Fi in the capital city [...]

Airport/s: Luxembourg Findel Airport in Luxembourg City is the main hub for international flights that travel to Luxembourg.

Visa Required: Citizens from EU countries, Australia, USA, Canada and Great Britain do not need a visa to travel to Luxembourg, just a valid passport is needed. However, if you are traveling from a border-free Schengen country then you do not need to show a passport or national ID card. For citizens from other countries, you should present sufficient proof of support if no return ticket is booked.

Driving: You should drive on the right side of the road in Luxembourg.

Crime: Luxembourg is classified as having low to moderate crime rate (in comparison to other countries in Europe). Most of the crimes committed though are of non-violent nature. [...]

Travel to Luxembourg: Tourist Attractions

Bock – This **promontory** is located in the old historical district of Luxembourg City, the country's capital. Today, it serves as a **natural fortification**.



Grand Ducal Palace – This palace is the official residence of the Duke of Luxembourg.

Notre Dame Cathedral – This Roman Catholic church in Luxembourg City is the only cathedral in the country. It used to be a Jesuit church. The cathedral itself features a Baroque style architecture.

Petrusse – This is a **notable** river in Luxembourg City that flows through another town – Hollerich.

Mudam – Mudam simply means Grand Duke Jean Museum of Modern Art. The museum is located in the site of the old Fort Thungen. The museum opened in 2006.

Cuisine in Luxembourg

The geographical location of Luxembourg reflects its culinary tradition. Hence, you will find that the country's cuisine is heavily influenced by Germanic and Latin cuisine. The fact that there are also several immigrants from Portugal and Italy also added to the diversity of the nation's cuisine.

If you plan to travel to Luxembourg, take note of these specialties worth a try:

- Tiirteg: A potato pancake that is prepared using sauerkraut.
- Thuringer: A type of sausage that is spicier than bratwurst of Germany.
- Pate: This is a type of paste spread on bread that is usually made of meat.
- Gromperekchelcher: A spiced potato pancake that is mixed with parsley and onions before deep frying.
- Oennenzop: Onion soup that is served with cheese toast.

Where I've been to in Luxembourg:

UNESCO World Heritage Sites in Luxembourg

Old Quarters and Fortifications in Luxembourg City

This is an adapted version of the travel blogger *Everything Everywhere's* original post. If you want to read the complete version or find out about other blog entry formats visit <https://everything-everywhere.com/blog/>.

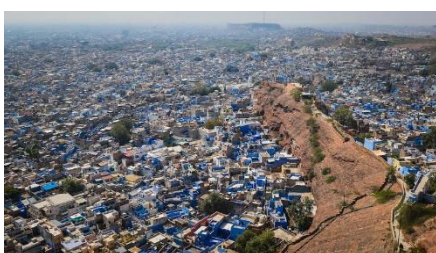


BY AUDREY BERGNER APRIL 24, 2017

JODHPUR: A GUIDE TO EXPLORING INDIA’S BLUE CITY

When we were first planning our **India travel itinerary**, Jodhpur was one of the places that I insisted on adding to the list. [...] We gave ourselves a total of 3 days in Jodhpur, which I felt was plenty of time to see the sights, visit the markets and also sample some of the best meals we had in all of India, so today I’m sharing this mini travel guide showcasing some of my favourite things to do in Jodhpur.

THINGS TO DO IN JODHPUR



Go in search of blue

First up, it wouldn’t be a proper visit to Jodhpur without ditching the map and purposely getting lost in the Blue City. With most of Jodhpur’s buildings and laneways painted blue, **wandering** around taking photos is an activity in and of itself.

Why Jodhpur is painted blue is still a bit unclear. There are a number of probable reasons [...] but, whatever the reason, it’s **a remarkable city** you won’t soon forget.

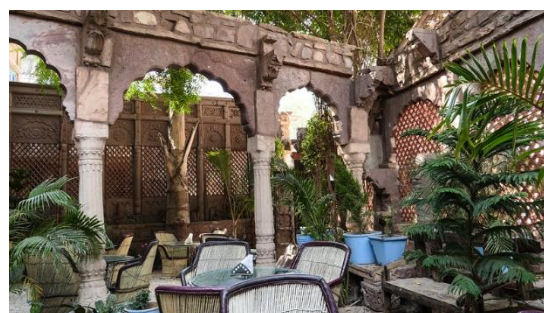
Enjoy a Rajasthani thali

There is one meal that **stands out** from every other meal I ate in India, and that is the Rajasthani thali set that I had in Jodhpur.



For those of you who’ve never had a thali set before, it’s basically a meal served on a platter with an array of little dishes. Depending on the region where you’re having your thali, the platter will typically have plain rice or some kind of bread in the middle (this could be roti, chapati, puri or naan), and then you’ll have a selection of curries, pickled vegetables, curd, and other items. [...]

We ate at **Jhankar**, which is a Jain restaurant that serves up dishes that are strictly vegetarian and egg free. [...] The portions were **massive**, the food came fast, and every last bite was **luscious**. [...]



Tour Mehrangarh Fort



Mehrangarh Fort rises 125 meters over Jodhpur making it the city’s main **landmark**. The walk itself is a little **steep**, but you’ll be stopping to take pictures and stare at the **grand doorways** and balconies so often that you’ll hardly notice the incline.

[...] I ate at **Café Mehran**, which is located inside the fort and serves up some of the best samosas I had in India. [...]

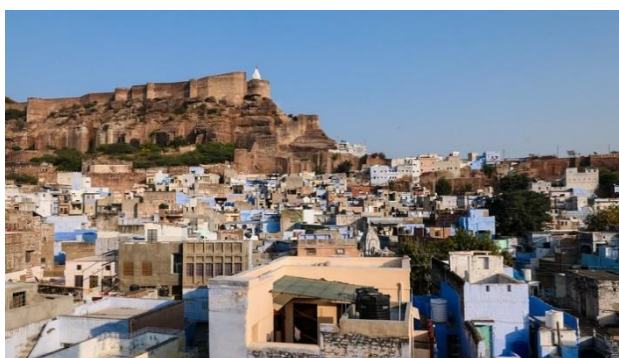
See how the Rathores lived

Once you're inside Mehrangarh Fort you need to swing by **Mehrangarh Museum**. While admission to the fort is free, there is a fee to enter the museum (₹ 600 for foreigners), but it's **so worth it** because we're talking about the palace where the Rathores (the rulers of Jodhpur) once lived. [...] It's a **fascinating place**, but it also gets **packed**, so the earlier you get there, the better.

Watch the sunset over the fort

In my opinion, Jodhpur has **one of the best** sunsets in all of India, which means you're going to want to find a rooftop to watch the magic happen.

We went over to **Castle View**, which is a haveli that also happens to have a rooftop restaurant. Reaching Castle View involves navigating a maze of blue laneways and climbing a series of staircases, but once you reach the top, you have Mehrangarh Fort directly in front of you. It was **a great little spot** to watch the sunset with a drink in hand while the whole city was **set aglow**.



Stay in a traditional haveli

For our stay in Jodhpur, we booked ourselves into a traditional haveli. [...] Havelis are old family mansions that **date back** several centuries and have been transformed into a mix of luxury hotels and budget guesthouses.

I stayed at the **Jewel Palace Haveli**, which had all of the above but **catered to a more budget-friendly** crowd. It was a property **full of character**, but my main complaint about this place is that the staff were quite young and easily distracted [...], that being said, they are one of the **top-rated** havelis in the city. If you're looking for something a little more upscale, you can try browsing **Jodhpur hotels** here. [...]

Have you travelled to Jodhpur?
Are there any other things to do in Jodhpur you'd recommend?

This is an adapted version of the travel blogger *That backpacker's* original post. If you want to read the complete version or find out about other blog entry formats visit <http://thatbackpacker.com/>.

that → **BACKPACKER**

Activity 1 – Jigsaw: Guiding Questions

- What does the writer talk about in the paragraph?
- Which words or structures made you know it?
- Did the author like it?
- What words or structures express it?
- Do you think that the information here is useful for a traveller?
- Is the information well organized?
- Do you find the text appealing to the reader?
- Does the descriptive blog create an interest in the city?
- Would you change anything if it was your blog?

Jigsaw – Quizzes: *Quizziz* links for each group

Quiz 1. Experts' group 1 - [Link](#)

Quiz 2. Experts' group 2 - [Link](#)

Quiz 3. Experts' group 3 - [Link](#)

Quiz 4. Experts' group 4 - [Link](#)

Activity 1 – Additional Chart

	Group Text	New Text
Sections of each post		
General idea of each post		
Which structure do you like more?		
Which one is more visual?		
Which one include more useful information?		
Which one do you find, in general, more complete?		
What is the best thing of the new text?		
What is the worst thing of each text?		
How would you improve the new text?		

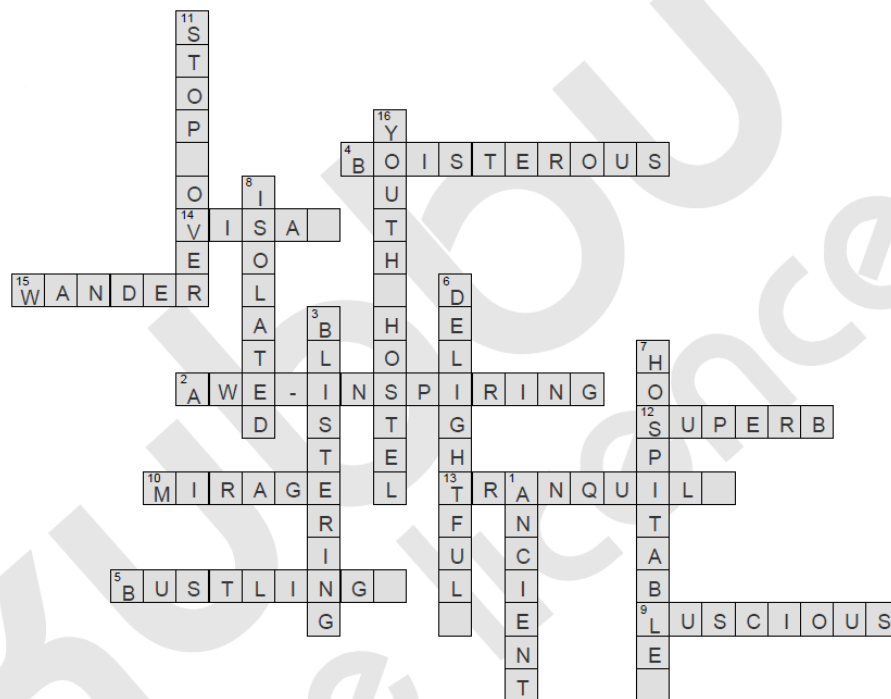
3.4. LESSON 4 – DESCRIBING PLACES

Ice- Breaking activity – Broadening our mind maps: Word Cloud

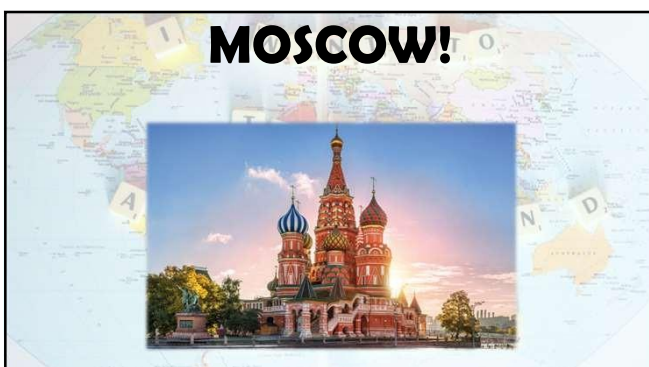
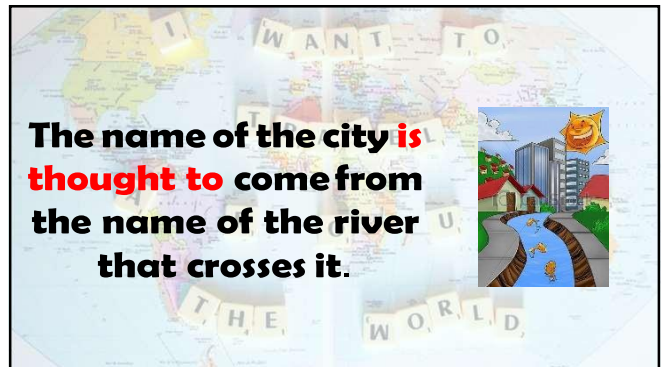
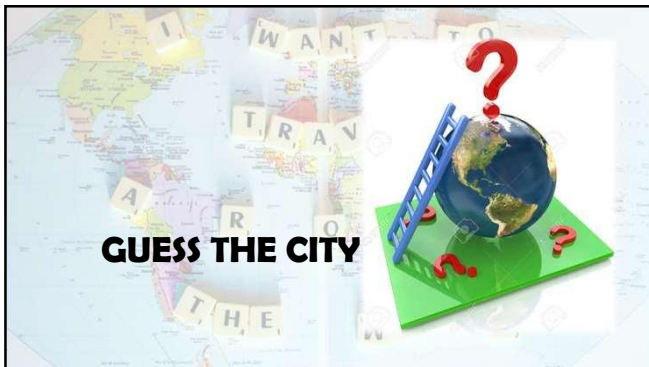
landlocked
 notable
 fascinating
 hostel boisterous
 awe-inspiring
 flight
 blistering colorful
 hospitable
 outdated

WordItOut

Activity 1 – Crossword: Key



Activity 2 – Guess the City: Clues about Moscow (PowerPoint Presentation)



Activity 2 – City Cards

TANGIER	SYDNEY	DUBLIN	CAIRO
FRANKFURT e	NEW DELHI	LIVERPOOL	AMSTERDAM
TORONTO	ISTANBUL	MEXICO CITY	WASHINGTON D.C.
SEVILLE	PORTO	VENICE	LOS ANGELES
ATHENS	SHANGHAI	HAMBURG	FLORENCE

Activity 2 – Help Cards

<p>TANGIER</p> <p>Morocco Maghreb coast 2nd most important industrial centre Tourism – seaside Resorts Gibraltar</p>	<p>SYDNEY</p> <p>Australia Kangaroo Surf Australia Open – tennis tournament</p>	<p>DUBLIN</p> <p>Ireland Trinity College Rugby Beer Temple Bar</p>	<p>CAIRO</p> <p>Egypt Nile river Art Pyramids Pollution problems Revolution</p>
<p>FRANKFURT</p> <p>Germany Sausages Site of many global and European corporate headquarters Airport</p>	<p>NEW DELHI</p> <p>India Hinduism Gandhi Crowded Pollution</p>	<p>LIVERPOOL</p> <p>England Football team The Beatles Titanic You’ll never walk alone</p>	<p>AMSTERDAM</p> <p>The Netherlands Schipol airport Canals Amstel river Van Gogh</p>
<p>TORONTO</p> <p>Canada Ontario CN tower NBA team Hockey</p>	<p>ISTANBUL</p> <p>Turkey Black Sea Grand Bazaar City of the thousand mosques</p>	<p>MEXICO CITY</p> <p>North America Most populous city Aztec origin Crime Dangerous Tacos and Nachos</p>	<p>WASHINGTON D.C.</p> <p>USA East Coast Columbia Lincoln Memorial White House</p>
<p>SEVILLE</p> <p>Spain South Hot and dry summer Giralda Guadalquivir river</p>	<p>PORTO</p> <p>Codfish (known as “bacalhau”) Dom Luis I Bridge Douro river 2nd largest city in Portugal</p>	<p>VENICE</p> <p>Italy 118 small islands Canals and bridges Floods Boats</p>	<p>LOS ANGELES</p> <p>USA West coast Hollywood Basketball team Cinema Famous people</p>
<p>ATHENS</p> <p>Greece Architecture Arte 2004 Olympic Games Acropolis</p>	<p>SHANGHAI</p> <p>China 24 million – population Container port Factories</p>	<p>HAMBURG</p> <p>Germany 2nd largest city North Port Elbe river</p>	<p>FLORENCE</p> <p>Italy Tuscany Beautiful Renaissance Da Vinci</p>

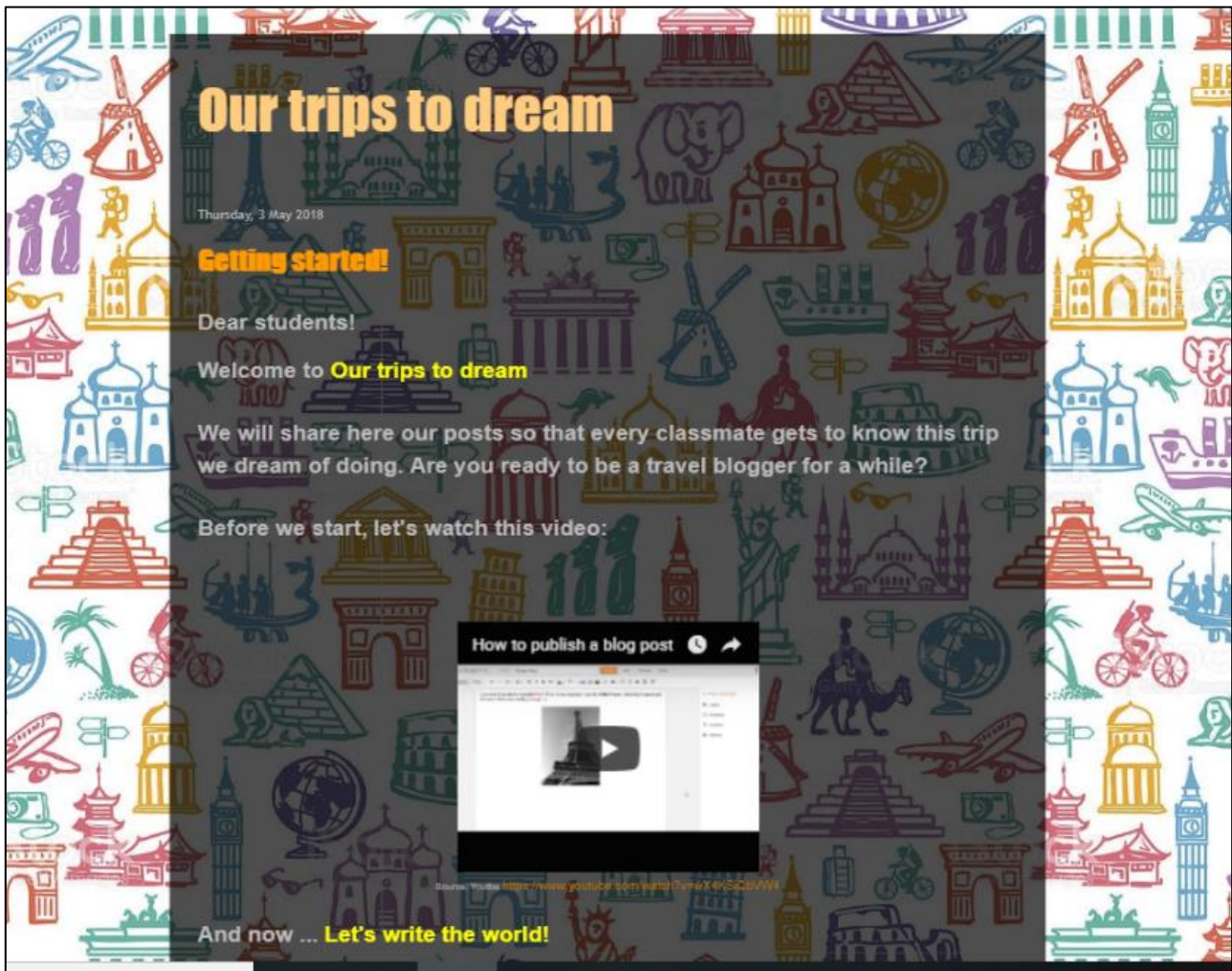
3.5. LESSON 5 – WRITING OUR BLOG

Activity 1 – Google Blogger

a) Access Link: <https://ourtriptodream.blogspot.com/>

Note that students and any person who wants to enter the blog must be invited as “author” since the settings of the blog have been made in order to be private.

b) First Post “*Getting started*” – Screen Shot:



c) Video tutorial: *How to publish a blog post* (1:32)

Link: <https://www.youtube.com/watch?v=wX4KSiQbVW4&feature=youtu.be>

Note that this video has been included in the first blog post *Getting started!* showed in the previous screen shot.

Appendix 4. Students' Handout

4.1. LESSON 1 – A TRIP TO REMEMBER



Activity 1 – Journalist Chart: Complete this chart with the information of your partner's trip. You only need to take short notes.

The classmate you are working with is:

The image shows a 3x3 grid of grey squares. In the center of the grid is a blue star-shaped graphic with a white circle in the middle. The star has six points, each containing a word: 'Who' at the top-left point, 'What' at the top-right point, 'Where' at the right point, 'When' at the bottom-right point, 'Why' at the bottom-left point, and 'How' at the left point.

Source: tutsplus.com

Activity 1 – Cheat sheet: Talking about your trips.

If you want to ask more ...	If you need to answer ... but you have run out of ideas!
 <p>Did you meet any interesting people? How did you get around? How long did you spend...? How was your trip...? What was the accommodation like?</p>	 <p>What I liked the most ... The local people were The location was ... There´s plenty to do at... To get to ... we flew / drove ...</p>

Activity 1 – Cheat sheet: Sharing your partner’s trip.

How can we paraphrase someone’s speech?

When you **paraphrase** you are talking about someone’s ideas in **your own words**.

- **You can start by giving a general comment:**

S/he said **that** the best/worst part of her/his trip **was**...
 In her/his opinion the city / food / people **was / were**...


- **To add more details:**

S/he explained that s/he **arrived / stayed / went / discovered / tried / visited**...
 S/he was surprised by...
 S/he criticizes that...



Follow-up Activity – Homework: Padlet Wall Comments

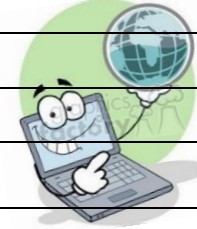
Copy this link or scan the QR code to post your reflections and comments on your dream trip: https://padlet.com/raquel_clavel/ou0n9fjslobe



4.2.LESSON 2 – ESTABLISHING OBJECTIVES AND REFLECTIING

Activity 1 - Organizer: Complete this chart using the information given in the Challenge Brief and your own knowledge.

Our trips to dream			
My trip to dream			
Audience / Reader			
Function of the text			
Text Genre and publication mode			
Deadline			
Minimum contents	How much do I know?		
	I know exactly what I have to include	I know something, but I might need to look for more information	I have no knowledge about it, I need to do some research
Description of the place			
How to get there			
Main tourist attractions			
Typical food recommendations			
Cultural overview of the place			
How concerned am I about the task?			
Choose the option that you are more identified with	1) I'm not concerned, I know I can do the task successfully	2) I'm a bit concerned but I will work to get it done	3) I'm very concerned, I don't know how to start



Activity 2 - Travel Unites Chart: Watch the video and write here the first word/s that come to your mind. You can use it also to write your classmates' words.

My Words	My classmates' words

Activity 2 – Travel Unites: Listening Comprehension activity.

- a) Watch and listen to the video. What is the main idea or message in it?

- b) Watch and listen to the video a second time and sequence these statements in the right order.

_____ one brief experience can make an impact that lasts a lifetime

_____ it makes us better people

_____ helps us think about things we normally wouldn't

_____ it strengthens our relationships

_____ to the world at large

_____ perspective is a funny thing

_____ bond with people beyond the everyday

_____ travelling is transformative like that

- c) Create your own quotation – What is travelling for you?

Follow-up activity: Creating a mind map

M₃ **I**₁ **N**₁ **D**₂ **M**₃ **A**₁ **P**₃ **P**₃ **I**₁ **N**₁ **G**₂

Create a mind map including all the vocabulary seen during this lesson.

Organize them according to the sense we use to perceive them and include those words used to express our impressions on places or the feelings that they evoke.

4.3. LESSON 3 – A TRAVEL BLOG

Activity 1 – Experts Group Chart: Read the blog entry assigned to your and complete this chart with your Experts Group.

Blog number: _____

Place: _____

Topics / sections of the blog	What are the key aspects mentioned?	Attitude / Opinion of the author	What is your opinion about it?
Description, accommodation, typical food ...	Its old streets, the ancient church... ...	Is it positive or negative? What kind of adjectives & structures does s/he use? ...	Is the information helpful? Is it written in an attractive way? Do you find it interesting?
What was the part that you liked the most?		What was the part that you liked the least?	
What would you do to improve the blog post?			

Activity 1 – Jigsaw Group Chart: Work with your *Jigsaw Group* in order to complete this chart:

	Main sections	Most important information of each section	What is the best & worst part?	How can it be improved?
Blog 1 Place: _____				
Blog 2 Place: _____				
Blog 3 Place: _____				
Blog 4 Place: _____				

Activity 2 – Cheat sheet: Agreeing and disagreeing in a discussion.

How can we agree or disagree in a discussion?

When you are **of the same opinion** of somebody you can say things like:

- I agree with ...
- Exactly! / I think so!

When you are **not of the same opinion**:

- I don't agree with ...
- I don't think so! / No way!



When you want to **give your opinion**:

- In my opinion, ... / The way I see it, .../ If you ask me ...
- Sorry to interrupt but ...

When you want to **ask for opinions**:

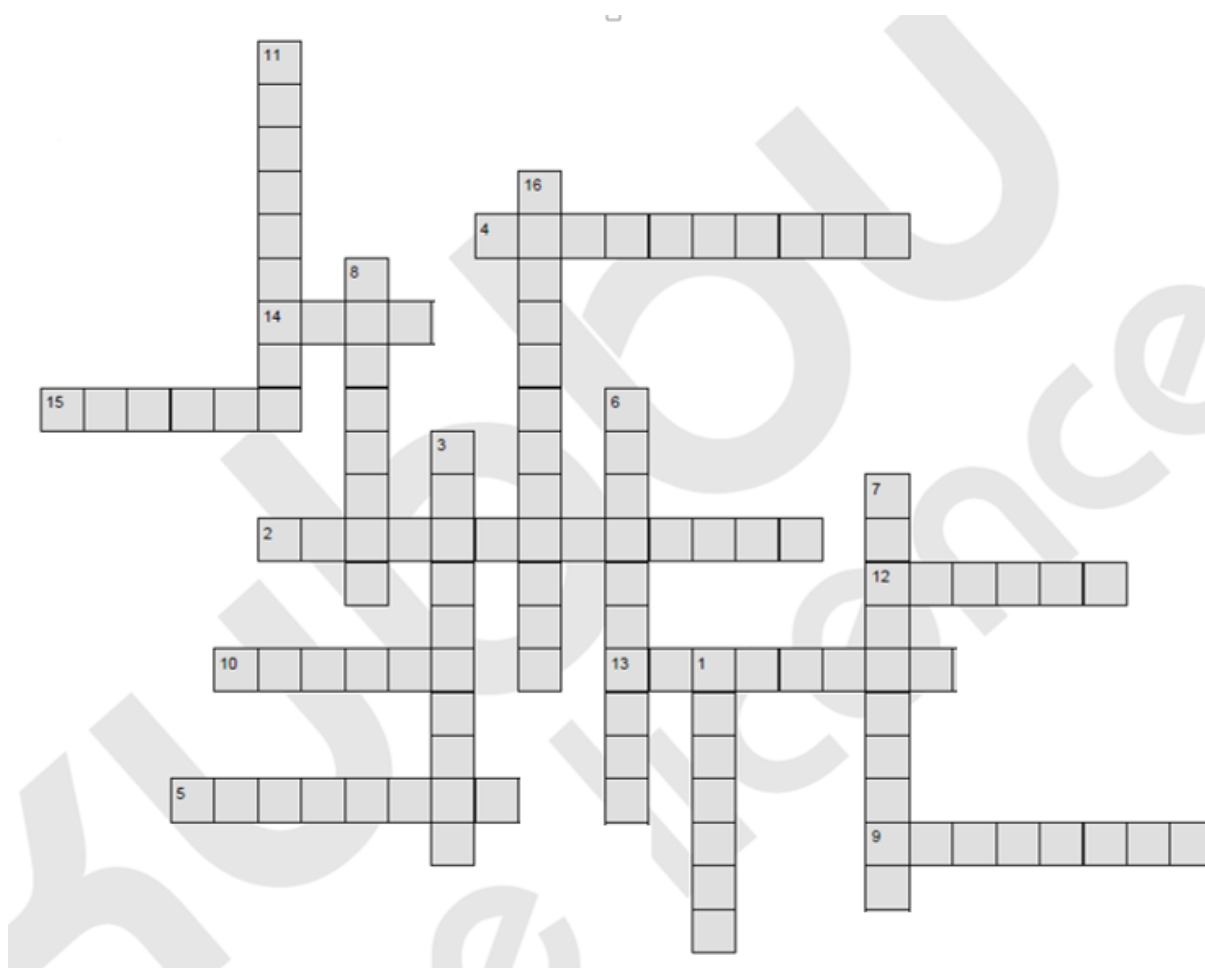
- What's your idea? / What do you think?
- Do you agree?
- Wouldn't you say? (after your argument, looking for agreement)

4.4. LESSON 4 – DESCRIBING PLACES

Activity 1 - Crossword

STUDENT A

Complete the crossword working together with Student B:



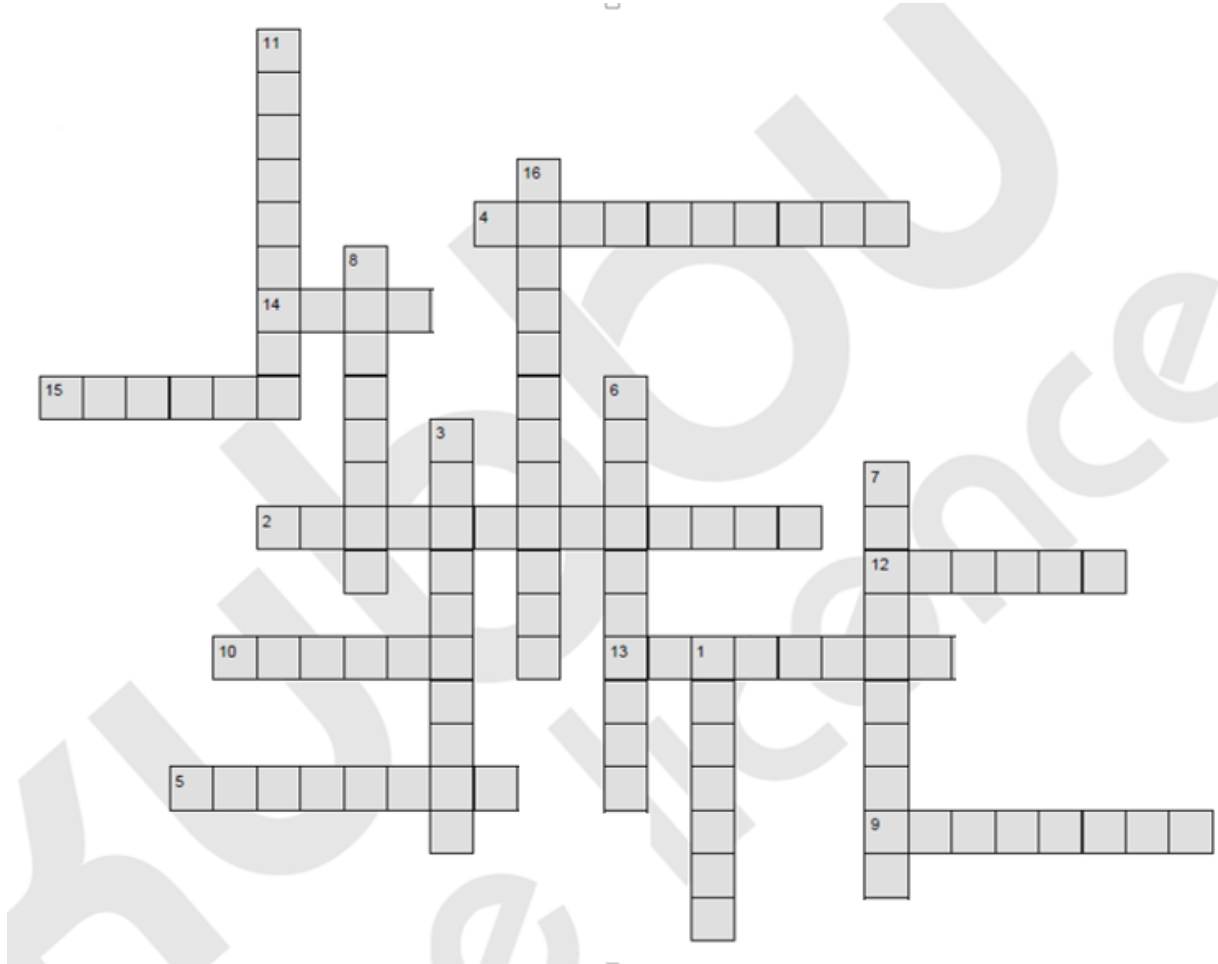
ACROSS:

- 2. causing you to feel great respect or admiration
- 4. noisy, energetic and rough
- 5. full of lively activity; busily active
- 9. having a pleasant sweet taste or smell
- 10. an image, produced by very hot air, of something that seems to be far away but does not really exist
- 12. of excellent quality; very great:
- 13. calm and peaceful; without noise, violence, worry, etc
- 14. an official mark, usually made in a passport, that allows you to enter or leave a particular country
- 15. to walk around slowly in a relaxed way

Activity 1 - Crossword

STUDENT B

Complete the crossword working together with Student A



DOWN:

1. of or from a long time ago; having lasted for a very long time
3. extremely hot
6. very pleasant, attractive or enjoyable
7. friendly and welcoming to guests and visitors
8. not near to other places
11. to stay temporarily on the way to somewhere else
16. a place where people, especially young people, can stay cheaply for short periods when they are travelling

Activity 2 – Guess the City: Cheat sheets

These structures can be useful for you to describe the places in your cards. You can also include some vocabulary learnt in the previous activity!

To describe the place:

- ❖ It is located / situated in ...
- ❖ It is famous / known for ...
- ❖ The most noticeable / outstanding feature of _____ is ...
- ❖ It is surrounded by ...
- ❖ With a population of ... _____
- ❖ _____ is a popular attraction of ...
- ❖ Their exquisite food ...
- ❖ The first thing that visitor can notice is its _____ atmosphere.



To recommend places and express personal impressions:

- ❖ _____ makes a lasting impression on all who visit it, since
- ❖ Visitors should plan on seeing ...
- ❖ You'll never forget ...
- ❖ A visit to _____ is an unforgettable experience.
- ❖ What strikes / impresses / delights visitors about _____ most is ...
- ❖ To my disappointment ...
- ❖ The feature that might disappoint some visitors is...



4.5. LESSON 5 – WRITING OUR BLOG

Ice-breaking Activity: Feedback Checklist

Complete the chart following the feedback you have just received from the teacher:

	Yes	No
Is the information clear enough for the reader?		
Have I missed any important point?		
Are the ideas properly structured?		
Does the text fulfill the established communicative function?		
Does the vocabulary need to be stronger at any point?		
Is the layout attractive?		
What can I do to improve my post?		
How can I improve these aspects?		

4.6. LESSON 6 – IMPROVING OUR BLOG

Activity 1 – Giving feedback to our peers: As you know, your blog post might be also read by people at your age, so there is no better corrector than yourselves.

1a) Use the rubric for assessment seen in Lesson 2.

Take some notes if you need it:



b) Write here the things you liked the most about your partner's blog entry:



c) Write here something you would do to improve your partner's blog entry:



d) Now talk to your partner and let her/him know your opinion. Don't forget to give her/him the rubric you completed!

Remember that giving feedback to your classmates is not a way to criticize others' work, but a way to help each other to improve.



Final activity – *One Minute Paper*

Answer these questions about the lessons you have participated in. You are supposed to write your own thoughts and opinions so, remember, there is no wrong answer.

1. Which activity did you like the most? And the least? Why?

2. From 1 to 10, which mark would you give to yourself? Why?

3. Do you think that the strategies practiced during the lessons will be useful for you in future writing tasks? Do you feel more confident with your writing skills?

4. Do you think that the post reflects your improvements as writer?

5. Along this unit we have developed several activities that required to communicate and work cooperatively with your classmates. Which one did you like the most? And the least? Why?

6. How did you feel about giving and receiving feedback from your classmates?

7. From your point of view, which activity allowed to be creative? Why?

Appendix 5. Comparison between initial and final students' writings

5.1. Initial writings Sample (Lesson 1 – Diagnostic test)

a) Student 1

Last summer I had the opportunity to spend a month by my own in the USA. There was the best experience I've ever had, due to the places I've visited and the people I've met there. But the ~~place~~ best part of the trip for me was ~~at~~ when I went to Cedar Point, an amusement park located in Sandusky (Ohio).

This park is one of the most famous ones in the world and all the rollercoasters and installations are amazing. There are ~~options~~ fun options for all ages and you never get bored ~~is~~ ~~that~~ of the place. ~~there are spectacles each hour~~. In addition there are different kinds of spectacles each hour and everybody in there is up to spend a good time. ~~it's~~

So, if you like to experience the adrenaline that rollercoasters create and you are a lover of the speed, this is your place. Because that ~~new~~ feelings makes you forget about your problems, and makes you realize that you have to enjoy ~~the~~ life because by trying new feelings such as the fear or insecurity you feel before the rollercoaster and then the power feeling of control yourself and made the decision of going for it, because at the end it was incredible.

b) Student 2

I recommend you visiting Marrakech because it is a exotic place and very different from Spain.

You can visit the traditional markets, the streets where you can observe their different way of living and enjoy of a night spectacle at the square of Yamma Al fna.

You can stay at a Riad the typical accommodation which is spectacular and you can see the arab art around all the house.

Don't forget tasting their extraordinary food or visiting the gardens of Majorelle or the museum of Yves Saint Laurent.

Visit Marrakech if you want to enjoy a different experience far from the way of living of Europe and meet another culture.

d) Student 3

The trip I would recommend is a trip to Argdes-Gavit by train. Argdes is a small and very nice village in Southern France, 15 minutes from Lourdes. It is placed in a valley, surrounded by mountains which are white in the winter and really green at summer.

If you go, you should first take El Carpanero, it is an old beautiful train where you can meet many young people. In Carpano you take a ~~bus~~^{train} to Toulouse, one of the biggest cities in France, you should spend one day there to see its monumental buildings. Then, for going to Argdes, you have to take a 2 hours bus which stops in a lot of ~~of~~ tiny mountain villages with lovely people. Once you arrive to Argdes, the best place to spend some nights is the camping Les Trois Vallées, a huge camping with amazing swimming pools where any kinds of people go, from families to cyclist who want to go cycling in the mountains. Moreover, the owners are the parents of a friend of mine, so you will get a discount.

The kind of tourism you can make there is ~~some~~ rural tourism, lovely villages and meet great people in a natural paradise.

5.2. Final writings Sample (Lesson 6 – Publication of a blog post)

a) Student 1

Thursday, 3 May 2018

Mumbai: A Trip to Remember

MUMBAI AN UNFORGETTABLE PLACE



Mumbai, previously Bombay is the biggest city in the whole India. An unique city, located on the coast of the Arabian Sea in western India, plenty of contradictions and contrasts around the streets. Last summer me and some friends went there and it was the best trip I've ever had.

Mumbai is the most important city of country and one of the most iconic metropolis of the world due to the film industry (Bollywood) and the financial power. The heart of the city contains some of the greatest colonial-era architecture on the planet but explore a little more and you'll discover unique bazaars and hidden temples.

HOW TO GET TO MUMBAI

The cheapest option is taking a flight from Barcelona (El Prat) to Mumbai (Chhatrapati Shivaji International Airport) with a stopover in Istanbul (Atatürk International Airport). We take the flight with Turkish Airlines and the service was perfect during the 10 hours trip.



HOW TO MOVE THROUGH MUMBAI

The cheapest choice is taking the bus, buses go everywhere but it's difficult to find the correct one. Mumbai has also; trains, two railways from north to south but not recommendable for tourists because railways are far away from the touristic interest areas. Taxi is the perfect option. As well the three-wheeler

8/5/2018

Our trips to dream: Mumbai: A Trip to Remember



auto-rickshaws are very typical in India and it could be a cool experience.

WHERE TO STAY

The most important and touristic neighbourhood in Mumbai is Colaba. Indian people are very friendly and servicial so any hotel around that area is an excellent choice. Anyway here there are some of the accomodations with standing:

HOTEL VIVANTA BY TAJ PRESIDENT
HOTEL MARINE PLAZA
THE REGENT HOTEL
TOURIST ATTRACTIONS AND MUSEUMS

Chhatrapati Shivaji Terminus

This monumental train station is the city's most extravagant Gothic building from colonial-era India. It's a mixture of Victorian, Hindu and Islamic styles.



Chhatrapati Shivaji Maharaj Vastu Sangrahalaya

Great museum to learn curiosity and fascinating about Indian and Mumbai's culture (cloths,. Plenty of art pieces from ancient Indian Empire and little weaponry section.

Elephanta Island



T
h
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a
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n

Shiva-dedicated temple in Mumbai. A rock-cut temple build between AD 450 and 750, is India's most impressive temple inside o cave. This is an imprescindible place to visit in the whole India, it will leave you your eyes wide open.

Iskcon Temple

Unique hindu temple plenty of colours where you can live a typical Indian dancing



inside the temple during praying hours. Here I leave you a video with a typical hindu rithual.

https://www.youtube.com/watch?v=CTNNcGyn_2Y



Gateway of India



An iconic monument from the city, it's a monument built to show greatness and a way to welcoming sailors to Mumbai during 19th century. You can't leave Mumbai without a picture of these gate.

TYPICAL FOOD

If you want to be engaged with the typical Indian food and its exotic flavours you just have to go to the Bombay Canteen a typical Indian food restaurant located in the city centre. Some of their specialties are Biryani (rice with several spices and chicken), Tandoori chicken, Gulab jaamun



TOP 5 INDIAN RESTAURANTS IN MUMBAI

- JW Cafe
- Nawab Sahib
- Hollo Cafe
- Mirchie and Mime
- Dum Pukht

ENTERTAINMENT

One of the things India is famous for is for the Holi festivity. A traditional Indian festivity that takes place every year once a year normally during the 1st and 2nd of March. It is a Hindu tradition that consists of smearing each other with colored powders in open streets

after a series of religious rituals.



Another interesting thing that you could do in Mumbai is visit Bollywood studios and see the detailed sets that they use. In Mumbai you could also have a good time by going to the Canvas Laugh Club, a comedy club perfect for a fit of laughter (most comedians use English).

CULTURE (tips for your stay in India)

- India in general, is a very exotic country due to the mixture of different cultures and religion. It is true that some years ago there were some religious conflicts but nowadays the country is very respectful in that issue.
- There are plenty of different languages in India; English and Hindi are the most common ones but besides these two, they also speak Bengali, Tamil, Telugu, Marathi, Urdu, Gujarati, Punjabi and many more.
- Indian people admire and respect a lot of occidental culture and people so if you travel to this country it could be easy that local people ask for a picture or a signature.
- Cow, in the Indian culture, is considered to be a Holy animal. They see a cow as a maternal figure.
- Saris (typical Indian cloths) are not only for Hindu people but for people of all the religions, because it's not a religious clothing, it's an



ethnicity symbol.

- The family nowadays are usually traditional with a patriarchal structure, so women must obey men relatives. So arranged marriages are quite common at this time.
- Use *Namaste* for greeting people
- Feet are consider unclean so you must take of your shoes in religios buildings and in private houses
- Ears are considered sacred, don't touch someone's ears



Posted by [Elena](#)



No comments:

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Note: only a member of this blog may post a comment.

 Comment as: [Raquel Clavel](#) ▼
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[Older Post](#)

b) Student 2

Sunday, 6 May 2018

BALI

Description of the place :

Bali is a living postcard, an Indonesian paradise like something out of a dream situated in the south-east of Asia in waters of the Indian ocean.

The mere mention of Bali evokes thoughts of a paradise. It's more than a place; it's a mood, an aspiration, a tropical state of mind.

Also known as the island of the gods, Bali is an ideal tourist destination for all types of travelers: backpackers, explorers, adventurers or those who only look for a relaxing trip in a paradisiacal environment.

How to get there:

You can access to Bali by boat if you are visiting an island near but the only way to get from the rest of the world is by plane.

Currently there is no airline that makes direct flights to Bali from Spain, so to get to the Denpasar-Ngurah Rai International Airport one of the most important airports in Indonesia you must make at least one stop.

Where to stay:



Bali offers an incredible range of accommodation options from cheap hostels to thousand dollar stay villas.



In general, budget travelers tend to stay in or around Kuta, good mid-range and family options can be had in Tuban, and the most expensive beach resorts are mostly in Nusa Dua.



What to do/touristic attractions:

The best way to get to know Bali is to visit the whole island, following a previously planned tour. Most of the Bali tours include visits to the Besakih temple, a monument of great religious importance in Bali. Another place you should not miss in your trip to Bali is Lake Batur, in the mountainous and volcanic region of Bali, a place that offers tourists breathtaking views and a trip to the authentic green jungle of the island. The lake is at the foot of the volcano, which still remains active, on Mount Batur.

Bali has long been known for its beaches the best beach is in Nusa Dua, with its wide expanses of soft sandy shore.

But the growing tourist infrastructure means that new opportunities for fun and entertainment are opening wide:

Try some adventure sports

There are tons of adventurous activities to do. You can go bungee jumping, paragliding, hiking, mountain cycling, horseback riding, jungle trekking, and even treetop zip-lining.

Scuba diving and snorkeling always is an option here, Bali is most popular for its phenomenal dive spots.



Don't forget visiting the spa is the perfect place to re-energize, by pampering yourself and releasing bottled up stress and tension.

Watch the monkeys in Ubud, you can also visit the Ubud Monkey Forest, a nature reserve and sacred area with temples.

At the end of the day you can party in Kuta there are plenty of nightclubs and lots of bars if you're looking for party, this is the best spot on the island to do so.

Food recommendation:



Bali is also a foodie heaven, not only will you find authentic cheap local fare but plenty of dining options ranging from a casual cafe brunch, great tex-mex, quality local coffee, enticing patisseries and fresh seafood!

Babi Guling also known as Balinese Suckling Pig It's one of the Island's most famous local dishes, where a pig is seasoned with local herbs and spices. The tender meat is served on rice with stewed vegetables, pork sausage and fried pork meat.



Culture of the country location :

The culture is best appreciated through the arts and food that the locals lovingly share with their visitors. As a Muslim-majority country, Bali is culturally Hindu, with traditions and festivities celebrated nowhere else in the region.

c) Student 3

Monday, 7 May 2018

KATHMANDU

Presentation of the place

Kathmandu is the capital city of Nepal. It is located in a valley in the centre of the country. It wasn't a touristic city until the 60's, with the hippie movement. At that time, the US government made some prohibitions to this group, so, in the research of a new place to stay, they found Kathmandu, where Buddhism is an important religion and, seen as a philosophy, it defends exactly what hippie people defend.

How to get there?



The most comfortable way to get to Kathmandu is by plane to the city airport, but you can also go by a bus who crosses many charming villages in the valley or by train. For example, a plane from Madrid would be more than twelve hours and would cost 600 \$. The train crosses some countries of the Asian part of the old silk Road, an ancient network of trade routes that connected the East and West and it costs around 1000 \$.

Where to stay?

You have many options: from very expensive luxury hotels to really cheap youth-hostels. The

Kathmandu Guest House is 50 \$ per night, people like Jeremy Irons and Ricky Martin have stayed there, so you will have to book well in advance because it is very exclusive . If you are looking for something more economic, the Zostel Kathmandu is only 5 \$ per night. With an average price, there is the Hotel Himalaya, which is 20 \$ per night.

How is people there? And their culture?

There are mainly three types of groups: Indo-Nepalese, Tibeto-Nepalese and indigenous Nepalese. They speak different languages and have different religions: mainly Hinduism and Buddhism.

Women describes themselves as "the lower caste", they work at home while the man works outside home. Also, their dressing is very conservative. Anyway, they are very nice people, especially with tourists because we spend money.

The main tourist attractions



The main tourist attractions are Thamel neighborhood (where you can go shopping and buy cheap trekking material), Durbar square (one of the main squares, full of people on Saturdays) and Boudhanath (a Buddhist stupa).

Also you should make some trips to the country side. The one you cannot miss is Nagarkot. It is a small village in the mountain famous for its sunrises, where you can see the awe-inspiring image of the sun raising from behind the mountains.



Poverty in Kathmandu

You should know that Kathmandu is an extremely poor city, and it is poorer since the earthquake in 2015.



If you are not one of those European guys who go to an under developed country and believe that they are superior to the population, you have to know that there are many ways to help. There are volunteering programs, which include helping in an orphanage or rebuilding a school.

Typical food

The typical food is spicy, luscious and really colorful.

Some dishes are *Dal Bhat* (rice with vegetables and potatoes) and *Sel Roti* (a sweet, ring-shaped rice doughnut).

Museums

Even if the beauty of this city is in its streets and landscapes, here there are also many great museums, like Patan Museum, where you can find restoration work of traditional sacred arts. It is under the UNESCO's World Heritage Sites.

Entertainment

After a long day visiting this more-than-superb city, helping the local population, or both, you would probably want to relax and have a drink. The best places to go are The House of Music (a beer bar where they play Nepali rock) and Jazz Upstairs (jazz music).

I HOPE THIS ENTRY HAS BEEN USEFUL FOR YOU AND I WISH YOU A SAFE AND NICE TRIP. IF YOU WOULD LIKE TO ADD SOMETHING, WRITE IT IN THE COMMENTS.



Posted by [Marco](#)



No comments:

[Post a Comment](#)

Appendix 6. Alignment with the Aragonese Curriculum (*Orden ECD/494/2016, de 26 de mayo*)

6.1. General Stage Objectives for *Primera Lengua Extranjera I y II: Inglés (Bachillerato)*

Obj.IN.1.	Comprender textos orales, de géneros y temas diversos, emitidos por otros hablantes y por los medios de comunicación, con el propósito de extraer información general y específica, incluidos significados no explícitos
Obj.IN.2.	Expresarse y desenvolverse oralmente con fluidez y corrección lingüística, con autonomía y de forma comprensible, con cierta creatividad y estilo, tanto en situaciones comunicativas que requieran una interacción entre varios hablantes como en monólogos derivados de tareas concretas.
Obj.IN.3.	Leer y comprender de forma autónoma textos de géneros y temas diversos, realizando un análisis lingüístico que derive en una lectura crítica del texto y que lleve al alumno a reconocer y experimentar el gusto por la lectura.
Obj.IN.4.	Producir textos escritos, de géneros y temas diversos, con corrección, cohesión y un cierto grado de creatividad, en un estilo adecuado al receptor y a la intención comunicativa
Obj.IN.5.	Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para comprender textos orales y escritos, hablar y escribir de forma adecuada, y reflexionar sobre el funcionamiento de la lengua en situaciones comunicativas complejas.
Obj.IN.6.	Afianzar estrategias de aprendizaje autónomo y cooperativo tales como la planificación, la búsqueda, selección y organización de la información, el uso de las tecnologías digitales, los hábitos de trabajo individual y en equipo, el control y evaluación del propio proceso de aprendizaje, la co-evaluación, el sentido de iniciativa y responsabilidad, con el fin de seguir progresando en el aprendizaje y adquisición de la lengua extranjera.
Obj.IN.7.	Conocer los rasgos sociales y culturales más destacados de las comunidades de habla inglesa, y desarrollar una actitud positiva hacia la diversidad sociocultural, con el fin de mejorar la comunicación en determinados contextos y situaciones.
Obj.IN.8.	Valorar el uso de la lengua extranjera como instrumento de comunicación y como medio de acceso a otras culturas y conocimientos, y reconocer la necesidad e importancia de su aprendizaje en un mundo globalizado, plurilingüe y multicultural.

6.2. Curricular Contents of the unit proposal





LESSON	ABILITIES AND STRATEGIES OF COMPREHENSION OR PRODUCTION	SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS	COMMUNICATIVE FUNCTIONS	STRUCTURES AND VOCABULARY
<p>Lesson 1</p> <p>Main skills involved:</p> <p>Speaking</p> <p>Listening</p> <p>Writing</p>	<p>Activating previous knowledge about the language and the topic of travelling.</p> <p>Participation in spontaneous conversations about travelling.</p> <p>Understanding general and specific information in a conversation about travelling.</p> <p>Producing a descriptive text about a personal travel experience.</p>	<p>Reflect on positive / negative aspects of travelling.</p> <p>Express and learning about different customs and traditions.</p>	<p>Exchange personal ideas and opinions about the topic travelling.</p> <p>Narration past events.</p> <p>Describe places and personal experiences.</p> <p>Paraphrase other person's speech.</p>	<p>Reported speech</p> <p>Vocabulary about travelling</p> <p>Past tenses</p>
<p>Lesson 2</p> <p>Main skills involved:</p> <p>Reading</p> <p>Listening</p> <p>Speaking</p>	<p>Comprehending general and specific information in a text containing instructions.</p> <p>Anticipate the general content of a video through images.</p> <p>Interpret main and secondary messages in a video about travelling.</p>	<p>Critical attitude towards cultural stereotypes.</p> <p>Accept different opinions on the given topic.</p>	<p>Express personal values and beliefs.</p> <p>Express conditions and hypothesis.</p>	<p>Adverbial Clauses (Condition)</p> <p>Statements</p>

<p>Lesson 3</p> <p>Main skills involved:</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p>	<p>Interpret features and writing codes of a blog post.</p> <p>Understanding specific information of a descriptive text differentiating between facts and opinions.</p> <p>Deduce meanings through the context.</p> <p>Deduce the structure of a text according to its genre.</p>	<p>Awareness of language as a tool of communication and understanding between different opinions and cultures.</p> <p>Critical attitude towards the communicative function of a written text.</p>	<p>Express agreement and disagreement.</p> <p>Support personal views or argumentations.</p> <p>Respect other people's opinions and interventions.</p> <p>Compare and contrast</p>	<p>Agree and disagree structures</p> <p>Adjectives and adverbs</p> <p>Comparatives and Superlatives</p> <p>Vocabulary about travelling</p> <p>Mixed Tenses</p>
<p>Lesson 4</p> <p>Main skills involved:</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p>	<p>Identify words through their definition and meaning.</p> <p>Identify key words and inferring synonyms.</p> <p>Use previous linguistic and sociocultural knowledge in order to build short description of a city.</p> <p>Producing descriptive short statements following the basic descriptive structures.</p>	<p>Awareness of written conventions of a descriptive text and informal register.</p> <p>Critical attitude towards cultural stereotypes.</p>	<p>Produce clear and detailed descriptions of places.</p> <p>Express doubt and certainty</p> <p>Exchange information and points of view.</p>	<p>Synonyms and Antonyms</p> <p>Mixed Tenses</p> <p>Modal verbs</p> <p>Adjectives and adverbs</p> <p>Comparatives and Superlatives</p> <p>Vocabulary about travelling</p>

<p>LESSON 5</p> <p>Main skills involved:</p> <p>Reading Writing</p>	<p>Activating previous knowledge about the language, the text genre and the topic.</p> <p>Comprehending information given in instructions.</p> <p>Use general and communicative strategies in order to express their messages clearly and coherently.</p> <p>Reflect on their own performance and apply self-correction strategies in order to improve their writing skills.</p>	<p>Critical attitude towards cultural stereotypes.</p> <p>Awareness of a responsible use of ICT and the available information</p> <p>Interest in different cultures, traditions and values.</p>	<p>Detail descriptions of places, people, activities and experiences.</p> <p>Suggestions and recommendations.</p> <p>Manage the communicative act and its organization.</p>	<p>(Lessons 5 & 6)</p> <p>Mixed Tenses</p> <p>Describing structures</p> <p>Active and Passive Voice</p> <p>Sentences Subordination</p>
<p>LESSON 6</p> <p>Main skills involved:</p> <p>Reading Speaking Writing</p>	<p>Recognise the main idea, facts, opinions and author's intention of a text written by a peer.</p> <p>Producing a descriptive blog post applying writing strategies and using appropriately linguistic and ICT resources.</p> <p>Interest in taking care of a written text presentation.</p>	<p>Awareness of English as a tool of information, communication and understanding between cultures.</p> <p>Critical attitude towards peers' production.</p> <p>Accept different perspectives and opinions of their peers.</p>	<p>Exchange critical opinions</p> <p>Express advices</p> <p>Support personal views or argumentations.</p>	<p>Suggestions</p> <p>Modal verbs</p> <p>Adjectives and adverbs</p> <p>Comparatives and Superlatives</p> <p>Vocabulary about travelling</p>

6.3. Rubrics for assessment

6.3.1. Rubric to assess blog posts

Student's Name	Needs Work (25%) 	Not bad (50%) 	Great Job! (75%) 	Absolutely Amazing! (100%) 	Score
Creativity and Layout (10%)	The writer does not make the post look attractive. There are some pictures but the post is still too based on text.	The writer uses some pictures and videos that makes the text look more appealing.	The writer includes many images, videos or other multimedia resources that make the post look attractive.	The writer includes a great amount of multimedia resources and uses an original format that make the post look very attractive.	
Content (15%)	The post shows no evidence of research and/or the minimum requirements are not included	The post shows little evidence of research but the minimum requirements are included.	The post shows evidence of research and all the minimum requirements are included.	The post shows a clear evidence of research and all the minimum requirements are included and detailed.	
Structure and Organization (10%)	The information is not in a logical order. No planning has been carried out.	The information is in a logical order but planning reconsiderations have not been carried out, the structure still distracts the reader.	The information is in a logical order. Planning and some reconsiderations have been carried out appropriately.	The information appears in a logical order. Planning and its reconsiderations have been carried out carefully and successfully.	
Language (30%)	The writer uses limited vocabulary and new learned language is not included. The text function is not fulfilled and the register shows no awareness of the reader.	The writer uses limited vocabulary but new learned language is included. The text slightly fulfills the function and the register shows some awareness of the reader.	The writer uses vocabulary that communicates clearly and new learned language is included. The text fulfills the function and the register is appropriate for the intended reader.	The writer uses vocabulary that draws pictures in the reader's mind and a great amount of new learned language is included. The text clearly fulfills the function. The register makes the text appealing and keeps the reader's interest.	
Quality of writing and Proofreading (15%)	The text contains numerous grammatical, spelling or punctuation mistakes. There is no evidence of a revising and editing work.	The text contains some grammatical, spelling or punctuation mistakes. There is proof of a revising and editing work, but it has not been carried out appropriately.	The text hardly contains grammatical, spelling or punctuation mistakes. The revising and editing work has been carried out appropriately.	The text is free of grammatical, spelling or punctuation mistakes. The revising and editing work has been carried out successfully.	
Students' requirement 1 (10%)					
Students' requirement 2 (10%)					

6.3.2. Speaking Observation Rubric

Numbers code: 1=Poor; 2=Good; 3=Very Good; 4=Excellent

Name of the Student	Fluency (20%)	Language use (Accuracy) (20%)	S/he justifies her/his opinion (20%)	Respects classmates' opinions and responds politely (20%)

6.3.3. Error code (Symbols)

Symbol	Meaning	Example error
S	A spelling error	<i>The <u>asnw</u>er is <u>obvius</u>.</i>
WO	A mistake in word order	<i>I <u>like very much</u> it.</i>
G	A grammar mistake	<i>I am going to buy some <u>furnitures</u>.</i>
T	Wrong verb tense	<i>I <u>have seen</u> him yesterday.</i>
C	Concord mistake (e.g. subject and verb agreement)	<i>People <u>is</u> angry.</i>
L	Something has been left out.	<i>He told <u>L</u>that he was sorry.</i>
WW	Wrong word	<i>I am interested <u>on</u> jazz music.</i>
{ }	Something is not necessary.	<i>He was not {<u>too</u>} strong enough.</i>
?M	The meaning is unclear.	<i>That is a <u>very excited</u> photograph.</i>
P	A punctuation mistake	<i>Do you like London_,</i>

Source: Harmer, J. (2007). *How to teach writing*. Malaysia: Pearson Education.

6.4. Evaluation Criteria

Block 1: Comprehension of oral texts					
Evaluation Criteria	Evaluation Standards	KC	Assessment activities and tools	Grading Criteria	Learning Outcomes
Crit.IN.1.1.	Est.IN.1.1.1. Escucha textos orales emitidos por un interlocutor (monólogos) tales como instrucciones técnicas, presentaciones, documentales cortos, charlas o conferencias, archivos de audio o video en Internet (claros y bien estructurados), y demuestra que ha captado las ideas principales e información detallada a través de tareas concretas (completar la información en una tabla, rellenar huecos, completar oraciones, responder preguntas abiertas o de elección múltiple, etc.)	CCL CAA CSC CCEC	Lesson 1: Journalist Chart Lesson 2: Quizziz activity about <i>Travel Unites</i> Video	5% 5%	See learning outcomes Lesson 1 and 2 and 6.
Block 2: Production of oral texts					
Crit.IN.2.1.	Est.IN.2.1.2. Describe una situación a partir de un enunciado, escribe fotografías o ilustraciones de forma clara y detallada, y justifica su opinión sobre ellas, utilizando el léxico, las estructuras, la pronunciación y los recursos de cohesión adecuados.	CCL CAA CSC CCEC			See learning outcomes Lesson 1, 3.
Crit.IN.2.2.	Est.IN.2.2.1. Participa con soltura en conversaciones formales e informales (entrevistas, opiniones, debates, dramatizaciones, simulaciones, etc.) y se desenvuelve con eficacia en transacciones relacionadas con viajes (gestiones en agencias, hoteles, centros de trabajo o salud), respetando las normas de comunicación (cortesía, turno de palabra, escucha activa, lenguaje no verbal, uso de la voz, registro lingüístico,...), adaptándose a las características de la situación comunicativa.	CCL CAA CSC CIEE CCEC	Speaking Observation Rubric (see Appendix 6.3)	25%	See learning outcomes Lesson 1, 3, 4, 5 and 6.

Block 3: Comprehension of written texts					
Crit.IN.3.1.	Est.IN.3.1.1. Capta la idea principal, extrae información específica y detallada, e infiere posibles implicaciones en textos auténticos o adaptados (e.g. anuncios, noticias, artículos de prensa, informes, historias, reseñas de libros/películas, cartas formales, correos electrónicos, mensajes en blogs y foros web), y distingue entre hechos, opiniones y argumentaciones.	CCL CAA CSC	Lesson 3: Quizziz activity	10%	See learning outcomes
	Est.IN.3.1.2. Lee de manera autónoma libros y revistas juveniles, textos literarios de su interés (e.g. poemas, novelas cortas, obras de teatro, relatos de viajes) y textos científicos sobre temas relacionados con otras disciplinas, y demuestra la comprensión mediante la realización de tareas específicas.	CIEE CCEC	Lesson 3: Experts' group Thinking Chart	15%	Lesson 2, 3, 4 and 5.
Block 4: Production of written texts					
Crit.IN.4.1.	Est.IN.4.1.1. Escribe textos de cierta complejidad (e.g. descripciones, narraciones de hechos reales o imaginados, anuncios, informes breves, biografías, reseñas, cartas formales, correos electrónicos, entradas de blog, mensajes para foros web, currículos, ensayos de opinión, resúmenes), completa cuestionarios con información personal, académica y laboral, y se ajusta a los modelos y fórmulas de cada tipo de texto.	CCL CD CAA CSC CIEE	Rubric for blogs assessment (See Appendix 6.3)	40%	See learning outcomes Lesson 1, 2, 4, 5 and 6.
	Est.IN.4.1.2. Expresa sus opiniones, explica las ideas clave con hechos y ejemplos, redacta respuestas con sus propias palabras, y reescribe mensajes usando construcciones equivalentes en significado a la información original.	CCEC			
Crit.IN.4.2.	Est.IN.4.2.1. Escribe en blogs, foros y redes sociales sobre temas concretos o abstractos (respetando las normas de educación y seguridad en Internet); escribe anuncios, correos y cartas, respetando las convenciones y las normas de cortesía propias de este tipo de textos; y reflexiona sobre la lengua para mejorar sus producciones escritas.				See learning outcomes Lesson 5 and 6.

