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Introducing co-teaching in a PBL learning unit:
“Redesigning public transport in your city”

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ABSTRACT

After observing and implementing a learning unit during the Master's degree placement period, there was a clear need that could be addressed and improved significantly by introducing this paper's topic: co-teaching. There are two main advantages that co-teaching provides: in the first place, better attention to differentiation and, in the second place, more time to develop resources and teaching styles in order to focus on both production skills: speaking and writing. Aiming at the emphasis that the Aragonese curriculum for EFL lays on the communicative purpose of a foreign language, co-teaching will enhance and create more possibilities for the practice of communicative skills. By means of interactive, original and well-grounded activities and tasks, students will feel engaged toward creating a meaningful product, i.e. a digital poster, which will contain several measures to improve the public transport system in the city of Zaragoza. Thus, the proposed learning unit is a combination of four pedagogical approaches: co-teaching, Communicative Language Teaching, Project-Based Language Learning and Task-Based Language Teaching. It is precisely by the ambitious combination of all four methodologies that students will be achieving mastery in the communicative competence as a whole, while they work on a topic that is relevant to their personal lives. Hopefully, co-teaching becomes a reality sooner than later and both parties involved, students and teachers, can start benefitting from all its advantages. All in all, the proposed learning activities within the unit are meant to be lifelong practice of Foreign Languages.

KEY WORDS

Parallel co-teaching, Communicative Language Teaching, CLT, Project-Based Language Learning, PBL, Task-Based Language Teaching, TBLT, production skills, public transport, digital poster.

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1. Introduction

If you ask an EFL teacher in secondary education throughout Spanish territory, s/he will probably tell you that it is basically impossible to cope with all different students' learning styles, profiles, processes and paces because of the high ratio of students in the classrooms. S/he will most likely explain to you that it would be great to be able to implement all those avant-garde SLA approaches that are supposed to be happening all around the country. But, s/he will also tell you, the reality of TEFL (Teaching English as a Foreign Language) is nowhere near putting an end to those issues.

Currently, secondary EFL teachers point out the heavy workload they face on a daily basis in order to carry out the development of the Aragonese curriculum as it is laid out. If the final goal that teachers have is for students to proficiently master the communicative competence, but that competence is intrinsically ample and each student learns it at his or her own path, how can EFL teachers unify their own teaching so as to please and help every student?

From my point of view, it is not a matter of reducing the number of students that form the classrooms in secondary education. For me, it would be even a better measure to increase the number of teachers to work inside the EFL classroom. Apart from the obvious advantage that I see attached to it (which is creating more job posts in Education, thus allowing fresh educational currents into the field by means of recently trained teachers), I firmly believe that co-teaching is even more beneficial to students than it is to teachers. The more teachers there are in the EFL classroom, the more teaching styles students will be able to experience. And that is crucial. Teachers would not be able to even count the times that they have heard students say: "the teacher's got it in for me!" As I see it, that is a matter of students not being able to work with the teacher's teaching style, and it would improve if we let students see more variety in teaching methods inside the classroom.

If teachers are asked to acknowledge all learning profiles and paces, it is only fair that students reciprocate in the matter. Then, co-teaching is an advisable measure for both sides, teachers and students, so as to explore the communicative competence in depth, being able to attend to differentiation much more thoroughly. In turn, the lack of time that usually governs the EFL classrooms as to comply with the demands of the curriculum would be

ameliorated by the timeless political, sociological and economic strategy “divide and conquer”. Only that, in this case, division does not mean separation of power. It entails team work in teaching and performing needs analysis constantly as to avoid unnecessary complications.

This dissertation will start with an overview of the objectives it will attempt to meet, followed and contextualized by a justification of the observed need in the EFL classroom during my student teaching period, providing data and results I gathered in the same period of time. Then, the main literature that forms the bulk of the framework of reference for creating the learning unit will be contextualized. After that, the methodology of the present paper will be put forth, just before introducing the proposal (“Redesigning public transport in your city”). The proposal has been divided into different subsections, starting by its contribution to Key Competences, learning outcomes and contents, only to finish with its evaluation system. Finally, I will sum up the main conclusions after proceeding with this dissertation and the objectives I previously laid out.

2. Objectives

Therefore, the main purpose of this dissertation is to introduce and study the advantages of co-teaching in the EFL classroom. An original learning unit was designed to achieve said outcome, in the form of a project. This project will engage students into creating a digital poster while being supported by parallel co-teaching throughout the totality of the learning unit.

Nevertheless, there is one contention: the lack of resources that our current education system provides due to the economic recession of the past years. This drawback means that the proposal is highly unlikely to be implemented in a real EFL classroom. Nonetheless, the second objective deals with the results of the learning unit I implemented in Prácticum II. As it will be later elaborated, the research I conducted during my placement period recognizes the effectiveness and usefulness of co-teaching. That is why a new improved learning unit has been created, basing it on these results. Our society calls for a time in which people take risks and try to innovate, especially in Education. The learning unit, entitled “Redesigning public transport in your city”, will be conducted by several co-teachers in the classroom who will perform the roles of guides and monitors to the students’ own leaning process.

On the other hand, it would be impossible to carry out the proposed learning unit without framing it in the communicative approach. As the Aragonese curriculum (Orden EDC/489/2016, de 26 de mayo) draws on, aims at and advocates, there is a paramount necessity for TEFL to rely on communicative tasks. Another main objective of the present learning unit is to increase the amount of tasks regarding production skills: speaking and writing. Following the communicative model, fluency will need to be predominant over accuracy at some points to enrich their learning process. It is through the inclusion of a higher number of teachers and a better approach to differentiation in the classroom that students will be able to develop these skills with increased mastery.

Finally, the last objective of the dissertation in general and the learning unit in particular regards the evaluation system. This learning unit makes use of new engaging strategies that try to make students responsible for their own work, develop their autonomy and sense of entrepreneurship. A portfolio, as well as self-assessment and peer-assessment techniques, will form the learning unit's evaluation. Thereby, it will be tested to see if students achieve the aforementioned quintessential traits. If they do, long-term learning will be ensured. Stressing the project's real-world context, this learning unit intends to make students aware of the value and prospects that English language has once outside the EFL classroom.

3. Justification

For the development of the present dissertation, a unit plan has been designed and adapted with the aim of addressing a particular need in the context of SLA and the EFL classroom. This necessity has been present around the educative community since the beginning of foreign language teaching, but it even intensified since both the national and Aragonese curriculum (Orden EDC/489/2016, de 26 de mayo) have been progressively transforming into a comprehensive framework with the ultimate purpose of achieving communicative proficiency in the language.

After my student teaching in IES Andalán, I noticed a certain lack of amount of time dedicated to both production skills: writing and speaking. Both skills were actually regarded eligible for final grading criteria, as they had specific exams and exam dates for them, but the development of the skills throughout the learning units was not as significant. This finding was considerably improved when there were more than one teacher working actively in the

EFL classroom. When it came the time to implement my own learning unit (during Prácticum II), I asked my mentor about the possibility of introducing co-teaching in the classroom. I asked for her collaboration as well as that of my student teaching colleague. Sometimes, we also relied on the help of the language assistant, which made a total of three or four English teachers working towards the same goal: students learning and acquiring the L2 with the same amount of time and dedication put into all four communicative skills.

When this measure was put to the test, the teachers in the EFL classroom also experienced considerable betterment as regards attending differentiation, both of learning profiles and students' personalities. Having three (or even four) teachers monitoring and observing the possible difficulties that students encountered brought forward several benefits, such as decreasing the response time, improving efficiency levels and productivity, and a more immediate detection of potential drawbacks.

During my Prácticum III, I was able to observe and critically analyse the shortcomings that not having enough time and instructors entailed, so as to fully develop the communicative competence. That is why, when implementing the learning unit that I designed for my placement period (which was intended for 1st year ESO, so it was based on different contents and topic), I decided to start it with an initial questionnaire, via Google Forms (see Appendix 9.1). This questionnaire contained: open questions, closed questions, multiple-choice questions and ranking questions in order to improve its reliability and validity (Neumann, 2019). The results that were produced when students took the same questionnaire again at the end of the learning unit established the ground for the creation of this dissertation's learning unit (see Appendix 9.2 for the visual graphs of the results).

In the chart below, it is possible to analyse some significant data from the first time that students took the questionnaire and from the second time that they completed it. The questions inside the questionnaire remained unchanged. As we can see, both multiple choice and open questions show an improvement regarding two matters: firstly, the number of right answers, but secondly and more importantly, the interest that students showed when answering open questions. This means that, after implementing the learning unit, students felt more comfortable with written production.

QUESTIONS	Initial questionnaire	Final questionnaire
	Right answers	
Multiple choice: - Elephants are bigger than tigers <input checked="" type="checkbox"/>	6/16	11/17
Multiple choice: - Peacocks are more colourful than zebras <input checked="" type="checkbox"/>	8/16	15/17
Multiple choice: - The height of an animal is measured in... metres and centimetres <input checked="" type="checkbox"/>	10/16	14/17
Ranking question: - Pick the five main groups of the Animal Kingdom	76,26%	86%
Open question: - Can you explain the difference between 'animal' and 'pet'?	Attempt to answer	
	9/17	15/17

Regarding oral production, as the learning unit relied at some points on cooperative learning and we performed many tasks in heterogeneous groups, the teachers in the EFL classroom observed an amelioration in anxiety levels when speaking aloud. Students affirmed to find the teachers more approachable and, even though they were aware of their struggles with oral production of the L2, they took their time and reflected on the use of the language at the time of speaking.

These results, both on written and oral production, encouraged the decision to base the proposed learning unit of this dissertation on introducing co-teaching in the EFL classroom. At the same time, co-teaching will be endorsed by three other SLA approaches that have proven to be instrumental and beneficial to students in the last decades of Teaching English as a Foreign Language. These are Communicative Language Teaching, as the cornerstone of the learning unit's methodology, accompanied by Task-Based Learning and Project-Based Language Learning. All four approaches are to be rationalized and accounted for in the following section.

4. Theoretical framework

This dissertation will take as its main rationale four different SLA and EFL approaches. As it was introduced before, only one of them constitutes the innovative component that is supposed to be taken into account for future possible implementations of this learning unit. The approach at issue is “co-teaching”. Nevertheless, co-teaching needs to be understood within the ensemble of the four approaches so as to fully appreciate the aftermath of the proposed learning unit. The unit is designed with Project-Based Language Learning methodology as well as Task-Based Language Teaching. All three approaches pursue one main final goal in this learning unit: learning and acquiring the communicative competence of the English language. For that matter, the fourth methodological and pedagogical component is the one that acts as the guiding thread of all components: Communicative Language Teaching.

4.1. Communicative Language Teaching

As Richards (2006) explained, language learning nowadays is seen as the result of a variety of processes: meaningful interaction between learners or users of L2, collaborative creation of meaning, negotiation of meaning to arrive at understanding, learning through feedback, uptake of input, and experiencing with the L2. The proposed learning unit, by means of meaningful authentic materials, attempts to gather all these factors in order for students to develop their communicative competence.

Moreover, as Kumaravadivelu (2006) states, “CLT practice actually promotes serious engagement with meaningful negotiation, interpretation, and expression in the language classroom.” The need that the innovative approach of the learning unit (co-teaching) will try to solve precisely regards this last point in the statement: expression. Since the detected need calls for reinforcement of production (or expression) skills, the focus will be on the functions that the teachers want students to perform, and vocabulary and specific grammar will be chosen according to those communicative functions. This functionality of the language is equally embodied by the current Aragonese curriculum and national legislation, advocating for a communicative approach that works toward taking the L2 outside the classroom.

On the other hand, and adding to the previous authors, Brown (2007) establishes his own framework about the communicative competence by providing seven criteria that will be used verbatim for the purpose of the present dissertation. The proposed learning unit complies with the following aspects of CLT, just as they were rephrased in the analysis of materials I wrote for the development of Prácticum II:

- Activities must intertwine organizational and pragmatic aspects of the language, i.e. grammar, discourse, functionality, strategy and sociolinguistics.
- Form and function cannot work separately. The final purpose should always be engaging in pragmatic, authentic and functional use of L2, but focus on form will enable learners to achieve said goal.
- Fluency and accuracy are complementary principles underlying communicative techniques. There will be moments in which fluency will be more important.
- The ultimate goal of CLT is using language outside of the classroom, in unrehearsed real-world contexts. It is paramount to make students aware of the real functional use of the L2.
- Students must learn about their strengths and weaknesses when learning a language. This involves being strategic about this information, which will promote their autonomy.
- The role of the teacher is intended to be secondary compared to that of students. The teacher is a guide, but not the centre of the learning process.
- Active participation of students is essential. Learner-centred, cooperative instruction is encouraged. Students must recognize their active role in the SLA classroom.

4.2. Co-teaching

As Villa, Thousand and Nevin (2013) put it, “co-teaching is two or more people sharing responsibility for teaching all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students.” Co-teaching has been considered as a creative and effective measure to learn from different ways of thinking. Additionally, “[t]his collaborative relationship creates new opportunities for different ways to engage in curriculum design, planning, and teaching. Co-teaching supports the potential for the creation

of a strong learning community for students and instructors, and benefits students and instructors both pedagogically and professionally” (Ferguson and Wilson, 2011 in Lock *et al.*, 2018).

In co-teaching, “partners must establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way” (Villa, Thousand and Nevin, 2013). Co-teaching, as a matter of fact, contributes extensively to the sixth criterion in the previous subsection, Communicative Language Teaching. Having more teachers in the EFL classroom does not entail a greater reliance on a teacher-centred approach. Instead, it tries to enable needs analysis as frequently as necessary. Moreover, the team of teachers will be able to come up with solutions as well as foresee anticipated difficulties that may surface along the learning process. More teachers in the same classroom attentive to the students’ needs allows for more productivity in the timings assigned to writing and speaking activities. Usually, these activities focus more on fluency, which is one of the aims of CLT.

Co-teaching upgrades Richards’s words (2006) regarding the role of teachers and learners in the EFL classroom: “[s]tudents had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning.” If the measure that co-teaching involves is increasing the number of guides (not models) in the EFL classroom, it would mean that there would be a higher chance for teachers to experience the students’ autonomous learning, while being able to redirect the focus when necessary and certainly in a more efficient way. Referring back to CLT, co-teaching comprehends the roles of both learners and teachers (Richards and Rodgers, 2001). The former group would be negotiators (of meaning, within the group) and cooperators. The latter would be facilitators, organisers, group process managers, guides, needs analysts and counselors to students.

Within co-teaching, we can find as well different subapproaches (Devecci and Nevin, 2010; Hehir and Katzman, 2012; National Center for Educational Restructuring and Inclusion, 1995 in Villa, Thousand and Nevin, 2013):

- Supportive co-teaching: one teacher takes the lead instructional role and the others rotate among the students to provide support.
- Parallel co-teaching: each co-teacher works with different groups of students in different sections of the classroom at the same time. The teachers monitor and facilitate learning of different groups of students. Sometimes, a group of students may work without a co-teacher.
- Complementary co-teaching: the teachers do something to enhance the instruction provided by other co-teachers, like paraphrasing or pre-teaching some group in advance.
- Team co-teaching: two or more teachers become the traditional teacher. They plan, teach, assess and assume responsibility for all of the students in the classroom. Students experience each teacher's strengths and field of expertise.

Co-teaching during my student teaching time could be classified as supportive, thus the results previously exposed on the Justification section are in accordance with this type of subapproach. Nevertheless, this proposed learning unit has been designed with parallel co-teaching in mind.

Because of co-teaching's short life in the SLA and EFL fields, its effectiveness results have been limited so far and are not yet to be generalized. Notwithstanding, co-teaching has been proven effective because of its "emotional impact of a cooperative instructional strategy" (Hanover Research, 2012).

A last remark on co-teaching is in order and it involves the applicability of the learning unit in a real EFL classroom. Currently, because of the recent economic recession that this country has gone through, having several teachers on the payroll to work inside the same classroom would regrettably be unthinkable or unattainable, unless these co-teachers are meant for students with special needs. Despite these consequences, it is paramount that proposals like co-teaching are carried out, even if it is by means of collaborative participation of anyone inside the educative community.

4.3. TBLT and PBL

The other two approaches that constitute a way to improve the need observed in the EFL classroom regard instructional methodology. Firstly, it shall be indicated that no particular task-based instructional sequence has been selected for the development of the following unit. Instead, the three phases that authors like Prahbu (1987), Estaire and Zanon (1994), Skehan (1998), Willis (1996) or Lee (2000) have suggested in the last decades of SLA research will be the cornerstone of the sessions of the learning unit. Skehan's (1998) explanation of TBLT draws on the following principles: communication, purposefulness of tasks in context and meaningfulness. Ellis's (2003) overview on the criterial features that an activity should contain in order for it to qualify as a task have been thoroughly taken into account as well. Therefore, the learning unit's sessions shall consist of three differentiated phases:

- Pre-task: activities in it will promote acquisition and motivation toward the learning. They will serve the purpose of activating and retrieving previous knowledge.
- Task: activities here will have as main purpose using language as a tool. This is promoted by students working cooperatively in teams and interacting between them.
- Post-task: activities in this phase will gather two functions, (1) reflecting on the task, i.e. developing metacognitive strategies towards discovering the best learning strategies for each student and (2) focusing on form, where students can actually develop accuracy while working on fluency too. It is in the post-task when students notice the communicative purpose of the language and the structures that they would need to achieve the final aim.

On the other hand, the learning unit follows PBL sequencing. The reference author for this approach is one that has been instructing us thoroughly and very closely during the second semester of this Master's degree. Gil (2019), our teacher in the module *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés* (68564), was very adamant as far as using PBL in the future goes. She accurately foresees the importance that Project-Based instruction will have in the curriculum a few years from now. PBL must

come hand in hand with cooperative learning, which, in turn, bases itself on four main principles, according to Kagan (1994): positive interdependence, individual accountability, equal participation and simultaneous interaction. The vast majority of activities within the learning unit account for these four aspects while the project sequencing develops.

The seven stages on which PBLT relies will be further explored in section 6.6. (Sequencing of activities of proposed learning unit), so, as far as this section goes, a more notional explanation of the approach will be put forth. According to Gil (2019), the Communicative approach requires a set of concepts to happen simultaneously while following the course of action “comprehensible input → interaction → comprehensible output”. These concepts are motivation, experiences, purpose and context, safe affective climate, feedback and scaffolding. All of them are tackled when using PBLT instruction, as stages are thoroughly planned and put into practice, and it allows co-teachers to identify any possible issues throughout the learning process.

PBLT allows students to develop high-order thinking skills, because they must create a final product by the end of the learning unit, thus demonstrating what they have learnt and acquired. This production can be done through several modalities, adapting to the different learning profiles in the EFL classroom. Likewise, it is evidence of authentic communication and real-world use of the language. By its meaningful context, co-teachers have the opportunity to address real-world applications and students’ personal interests.

Both these approaches (TBLT and PBLT) help co-teachers with the planning and the classroom management of the sessions. Consequently, it is beneficial both for students and teachers.

5. Methodology

As regards the consecutive steps that have been followed for the completion of the present dissertation, first of all, it should be mentioned that it consists of three different stages.

To start with, during my student teaching in IES Andalán, I compiled data at different times of the implementation of my learning unit, only after acknowledging a certain lack of resources in order to equally work on the four skills of the communicative competence. This

fact brought me to test co-teaching in my placement. The satisfactory results of it convinced me to base this dissertation's learning unit on that specific approach.

After going back to lectures in the Master's degree, I believe I finally understood the benefits of combining two relevant and creative SLA approaches: TBLT and PBL. It would not have been possible to realise their accumulative perks if we had not designed a PBL unit for *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés* (68564). That project inspired me to create the proposed learning unit of this final dissertation. It gathers the knowledge I have acquired throughout the Master's degree, so it can be considered as my own demonstration of learning.

From the beginning of the Master's degree, CLT has been the centre of instruction, just like the Aragonese curriculum comprehends in *Anexo II: Orientaciones metodológicas*. Together with the previous approaches, I started creating the learning unit "Redesigning public transport in your city". I considered different topics before choosing this one, but they did not fulfill as well the real-world applicability that the present one shows. Within this step, I performed backward design (Richards, 2013): I started creating the materials after the learning outcomes that I had in mind for students to accomplish, and then, progressively, the whole unit shaped itself.

Finally, the third step in the methodology for the present paper relies on the evaluation that I envisage to prove the usefulness and effectiveness of my proposal. As this learning unit has not been the one implemented during my placement, I can only suggest the evaluation process that I would set in motion.

In order to evaluate co-teaching, I would follow the literature that Villa, Thousand and Nevin (2013) propose: "co-teachers check in with each other to determine whether (1) the students are achieving the lesson's learning goals, (2) the co-teachers are using good communication skills with each other, and (3) the learning activities need to be adjusted." They elaborate on the evaluation by suggesting using checklists to check off responsibilities or weekly reports on "what each one contributed to the success of the lesson[s]." Similarly, from my own experience, I have found useful performing one-minute papers or "Two stars and a wish" formative assessment techniques. Hence, those would be my particular options, to be carried out once the learning unit had concluded. It is paramount that co-teachers share

their thoughts constantly, so as to ensure the viability of the approach. Finally, I would ask the students to complete an exit ticket (“I used to think / Now I think...”) on how they felt toward co-teaching, if it made them explore more freely and thoroughly the production skills and if it contributed to differentiation throughout the EFL classroom.

As for the evaluation of the proposed learning unit, section 6.9. (Evaluation system and grading criteria) will further comment on it, explaining all different strategies used in it, such as self-assessment, peer-assessment, formative assessment (AFL techniques) or the use of the portfolio. The evaluation of the unit will contribute to getting a wider impression of the effectiveness of the present proposal.

6. Proposed learning unit: “Redesigning public transport in your city”

6.1. Topic and contextualization of learning unit

The present learning unit has been designed as a means to analyse the efficiency of co-teaching in the EFL classroom, or the possible benefits that co-teaching could entail while being on-task during a PBL learning unit. It is entitled “Redesigning public transport in your city”. The learning unit has been thought as the merging point of students’ personal experience and the more sociocognitive part about learning and acquiring the L2. That is the reason why this learning unit has as its methodology Project-Based Language Learning and Task-Based Language Teaching. PBL relies on creating a final product, visible and achievable, in order to make students more likely to become involved in the matter. The engagement level will be consistently higher if they feel they are working toward a topic that they can consider representative of their daily lives. It is only by this engagement with the learning process that the various co-teachers in the EFL classroom can exploit the possibilities of the learning unit, and students actually create genuine valuable measures that could be translated into a real change for the city.

“Redesigning public transport in your city” is a learning unit which has as its final outcome the creation of a digital poster. This poster will be two-fold: on the one hand, there will be a list of five measures for improvement as regards the current public transport system of Zaragoza. On the other hand, the poster will show a map of the city signalling where these changes would be taking place. With the only purpose of breaking the unit into smaller, more manageable bits of information, every poster will be focusing on only one means of transport:

bus, bicycle, streetcar or scooters. This measure will fix students' attention into only one spectrum of information. It will contribute to making students more active and responsible for creating worthy suggestions for improvement, which they truly consider necessary to make their environment a better place. Considering this learner-centred approach, the co-teachers will take into account students' needs, desires and interests in order to continue developing a safe, friendly learning environment which does not penalize errors.

This unit, then, will be carried out in a caring environment and community that is already developing a sense of social criticism. The learning unit has been designed to comply with the general and specific provisions of the Aragonese curriculum for 4th of ESO. At this point in students' education, as it is their final year of mandatory education, they must start making choices about future prospects as well as developing a sense of responsibility with the results that come from those choices. This unit intends to raise students' awareness of the social contribution that they can have in society as well as to develop a sense of entrepreneurship for their not-so-far-away future. Drawing from the competence-based curriculum, the ultimate aim of the present learning unit is to help students develop their skills and abilities to become active social agents in their own city. In order to solve the challenges that the learning unit poses for students, they will have to perform an active role toward the linguistic competence and their own learning process. This process is to be carried out alongside a focus on a relevant, real-world subject that will introduce the meaningful component into the use and learning of English.

On the other hand, co-teaching in this unit can be understood as a chain of advantages: if there are more teachers attending to the different students' learning profiles, challenges and problems will be solved in less time and explained at the same time to more students. Then, there is a greater chance of improving students' mastery of the L2, especially in writing and speaking tasks. Writing and speaking tasks will work toward improving fluency in the use of language, thus, making students aware of the possibilities that learning a language provides when exiting the EFL classroom.

Even though the type of co-teaching I experienced during my student teaching time was purely supportive, for the accomplishment of the proposed learning unit, parallel co-teaching would prevail. As the students are supposed to work cooperatively in teams, co-

teachers shall as well, assuming the same role and being able to support any of the student teams at any point during the teaching process. The decision to implement this approach in the learning unit has been based on the advantages I personally experienced when implementing in my student teaching. The two main advantages were: differentiation is better attended and addressed, and production skills are given more time to be put into practice.

The fact of having several teachers as guides throughout the unit only encourages the establishment of a friendly relationship with all students, which can, in turn, lower their affective filter and provoke a positive impact on the learning of the L2. It will help as well to improve their motivation and their view toward learning a foreign language.

The high school setting for this learning unit is IES Andalán, where my student teaching took place. IES Andalán is a public high school located in the neighbourhood of La Almozara, in Zaragoza. This high school is quite well-recognized for its innovation project (RetoTech) and for being preferential to ASD students. Regarding students' profiles, this high school is quite rich in terms of multiculturalism and variety of ethnicities, promoting a joyous coexistence among the community. It should be pointed out that the reason to contextualize the learning unit in this school is precisely to link my personal experience during my time there, as well as the results I gathered for co-teaching, with the learning I have acquired during the Master's degree.

As for the specific group intended for the learning unit, it has been designed taking into account the level of proficiency that a class of 4th of ESO can achieve, with twenty-four students in it. From these twenty-four students, only two of them are repeat students, and, according to an initial diagnostic evaluation carried out by the co-teachers, they do not really show any signs of incapacity to achieve the necessary level for promotion to *Bachillerato* or *Grado Medio de Formación Profesional*. Two other students from the class are fast-finishers and, accordingly, together with the repeat students, some measures for differentiation will be undertaken when implementing the learning unit. These measures will be shortly explained afterwards, in the Methodology section. The learning unit will take place during the second term, when students have already had enough contact with the foreign language and they have already developed a sense of closeness and team-spirit in the classroom. There are no

major social conflicts in this class, so the atmosphere is idyllic in order to carry out this learning unit.

Finally, the last remark to be made in the classroom contextualization envisages distribution. The class will be divided in groups of three people, which will be awarded the term of ‘teams’ because of the good work they have been showing throughout the school year. As a result, this learning unit will be composed of eight teams of three people each. As briefly mentioned before, there are four means of transport recognized for this project, therefore there will finally be two posters devoted to each means of transport, making a total of eight final posters.

6.2. Contribution to Key Competences

In this unit, the Communicative Competence (CCL) is predominant, as it is worked in every single lesson by means of a set of comprehensive activities such as jeopardy, the compass points routine, the target practice, talking chips, the timeline, the SWSW chart, the place mat or the thinker keys. In all these activities, production skills are boosted through cooperative work and interaction. The best embodiment of this Key Competence would be fulfilled with the creation of the final product, as it sets in motion all the contents, skills and techniques that students have acquired throughout the unit.

At the same time, the Digital Competence (CD) is very present in “Redesigning public transport in your city”, as we can see in the Google Forms, the timeline or the creation of the poster in a digital platform (Infogram, Canva, Easel.ly...). As students are required to upload their portfolio to Google Classroom and their poster to Padlet, ICTs contribute to students’ interaction and processing of activities.

Additionally, the learning unit is based on learning problem-solving strategies by suggesting measures for improvement. This contributes to the Mathematical Competence and Basic Competences in Science and Technology (CMCT) as students develop a critical sense toward transport evolution. This competence is also dealt with by means of giving directions on a map and understanding, respecting and protecting our environment as we know it.

The Learning to Learn Competence (CAA) is quintessential in this learning unit. Cooperative work and interaction among students help them reflect on the learning strategies

and techniques that best contribute to their personalities and interests. Visible thinking routines (place mat, SWSW chart, compass points or target practice) let students organize resources and acquire provided scaffolding for long-lasting learning and acquisition. Self-evaluation, as well as peer-evaluation, contribute once again to cooperation and the establishment of affective social relationships in the EFL classroom.

Closely linked to the previous Key Competence are the Social and Civic Competences (CSC), developed by working in cooperative teams for the creation of a poster, the unit's ultimate goal. Students are expected to work cooperatively and be open to establish conversation in the vast majority of tasks in the unit, so they will learn to adapt and recognize internal and external errors, in order to be able to apply feedback and correction to them. Furthermore, having students learn from one another equally adds to the establishment of a respectful atmosphere and the values among different cultures. The topic of the project, improving the public transport system will contribute to making students understand the society that surrounds us.

As the Aragonese curriculum affirms, the Entrepreneurship Competence (CIEE) is especially relevant because of the active role that the learner takes in their process. The poster will ask students to organise their discourse and take a specific path regarding any means of transport. Students assume their responsibility and acknowledge their identity in the teams that have been formed while making use of the foreign language. The development of the project is intended to make students increase their intrinsic motivation because of the meaningfulness of the poster's applications. Moreover, first by the tasks of every lesson and then by the creation of the poster itself, students are encouraged to be creative and to make decisions, which will instruct them on future professional values.

Lastly, this learning unit allows students to develop their artistic and cultural abilities, thus contributing to the Cultural Awareness and Expression Competence (CCEC). Students actively learn about the history of public transport in Zaragoza, but also reflect on the use that these means of transport have had in the entire world.

6.3. Contribution to Specific Competence (Communicative competence)

As the Common European Framework of Reference for Languages (Council of Europe, 2001) states, the Communicative competence is comprised by the linguistic, the sociolinguistic and the pragmatic competences. Each component is being thoroughly put into practice in this learning unit.

Firstly, as the Council of Europe (2001) puts it, “[l]inguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system.” In the unit, students will deal with several grammatical structures (amongst which we can find modality, conjuncts, concessive and contrast sentences or compound sentences), which have been further detailed in the Specific contents (see Appendix 9.7). Students will improve their knowledge about the phonological system of the language, specially by means of the realization of contracted forms throughout the poster; while improving the range of lexicon (regarding neighbourhood, city and means of transport) that they receive through comprehensible input, as in the jeopardy game or the reading and listening comprehension activities.

Likewise, regarding the sociolinguistic competences, students will be learning about the sociocultural conditions of their city, and how they can use language in order to express themselves about that particular topic. For the creation of the poster, as it is supposed to be exhibited in the city council, students must take into account “social conventions, [such as] rules of politeness or norms governing relations between generations, sexes, classes and social groups” (Council of Europe, 2001). All along the stages of the learning unit, interaction with classmates already entails communication between different cultures, even if students are unaware of this fact or its influence.

Finally, as for the pragmatic competences of the present learning unit, it is necessary to immediately refer to its functionality outside the EFL classroom. The sequence of tasks and the final poster will demonstrate production of the functional learning outcomes that the unit pursues. This unit’s final goal is to raise awareness among students of what is being done right and wrong in the public transport system of their city. They are responsible of producing measures that would put an end to possible issues in the matter. Students will be immersed on varied speech acts which will account for the mastery in the written and oral discourse.

Cohesion and coherence are expected to improve as well, overall when learning to identify the type of text that sets the challenge. Furthermore, by means of the target practice activity and the influence of public transport around the world, students are expected to reflect on the impact of multiculturalism nowadays and how public transport contributes to the cause.

6.4. Objectives and learning outcomes of learning unit

This learning unit considers the General Objectives for ESO Stage as detailed in the legal provisions of the Aragonese curriculum (Orden EDC/489/2016, de 26 de mayo), Section 6 as well as the specific objectives for EFL, established in *Anexo II (Currículo de las Materias de la ESO)*. Furthermore, the specific final objectives of the present learning unit (see Appendix 9.5) have been formulated taking into account Allen's framework regarding a variable focus syllabus (in Finney, 2002). Similarly, specific learning outcomes for each session have been detailed in Appendix 9.6. Objectives are categorized depending on their nature: they can be structure/function objectives, function/skills objectives or task/theme objectives. In this unit, the focus has been on the second and third types of objectives, as they target task-based and problem-solving activities as well as they encourage students' choices regarding learning strategies and creativity. Co-teaching boosts the realization of these objectives by making sure all learning profiles accomplish them equally through all four subskills. Consequently, the learning unit's specific objectives and learning outcomes comply with the purposes of Communicative Language Teaching through TBLT instruction and PBLL sequencing.

Analyzing the proposed learning outcomes, the co-teachers in the EFL classroom are constantly making sure that students deal with high-order thinking skills, as in the creative process or the evaluation tasks. Of course, at many stages of the unit, the co-teachers will be able to recognize students using low-order thinking skills while being on-task, but the final goal is that they experience a better learning process when going from LOTs to HOTs in a consistent and straight pace. Certainly, the final poster is the climax that puts together many high-order thinking skills.

6.5. Specific contents

The current LOE-LOMCE Aragonese curriculum holds the contents that the learning unit elaborates through the attainment of the project's seven stages. Said contents are to be found in the specific provisions for 4th year ESO, as *Orientaciones Metodológicas para Primera Lengua Extranjera: Inglés* state. Thereby, the specific contents of the unit have been compiled in Appendix 9.7, extracted from the course syllabus. This syllabus can be described as notional-functional and multi-strand (Ur, 2012), as it addresses the necessity of communicative, meaning-based components and different strands, or language items to be taught. The mixed-focused curriculum highlights the importance of evaluation (Finney, 2002), which should be summative and formative, corresponding with this learning unit's evaluation. Finally, this type of syllabus understands its contents as a process (learner motivation and style) and a product (language serving a purpose), as Brindley (1989) explains in his work.

Furthermore, the decision behind the unit's topic was one to be made thoroughly, as the co-teachers' aim is always to make students feel engaged with the final product they are to create. According to Section 11 of the general provisions of the Aragonese curriculum (Orden EDC/489/2016, de 26 de mayo), this learning unit considers several cross-curricular contents, such as values of respect and equal treatment for one another. Gender equality is predominant throughout the unit by making heterogeneous groupings from the beginning. These groupings deal with peaceful problem solving and prevention of the same, while encouraging the members to develop a sense of entrepreneurship and equal opportunities for everyone. It is equally considered the right of no discrimination because of personal or social circumstances or conditions, by providing measures for all citizens when using public transport and rejecting any possible mistreatment to people with disabilities. Thus, the values of freedom, justice, respect for equal human rights, peace, and democracy are boosted in this learning unit. The unit also helps students develop discipline, creativity, autonomy, initiative, team work, self-confidence and critical sense. The lesson plans encourage students to explore and use sources of information analytically, including here all forms of comprehension and production as well as audiovisual communication and ICTs. Furthermore, the present project helps students realise the importance of two main subtopics: sustainable development and

road safety with traffic accident prevention. Finally, the learning unit takes into account a reflection on the past, by means of the chronological timeline of public transport, in which students will realise how it affected human values at the time.

6.6. Sequencing of activities

The present learning unit consists of seven sessions of fifty-five minutes each. Hence, the unit will be put into practice during almost two school weeks, as 4th year ESO schedule accounts for four EFL lessons per week (as disposed in *Anexo III* of general provisions of the Aragonese curriculum). The sequencing of the PBL stages and the learning unit's sessions can be outlined as follows:

- Session 1: Activation
- Session 2: Discovery
- Session 3: Deepening
- Session 4: Planning
- Session 5: Planning and Creation
- Session 6: Creation
- Session 7: Publishing, Assessment and Reflection

As PBL works toward the creation of a final meaningful product previously contextualized for students' personal growth, the co-teachers would consider necessary to spend a total of three lessons both planning and creating the final poster. The planning stage is quite comprehensive and could not be completed without the final planner (chart from Appendix 9.25). Nevertheless, with the main intention of not increasing the anxiety levels in the classroom, the co-teachers would allow that these three whole sessions (a total of 165 minutes) were divided up by students as they consider more fruitful and productive. This means that they are responsible to decide and control the timings to carry out the four activities designed for creation (SWSW chart, place mat, thinker keys and final planning chart) so that they find appropriate and sufficient time to the consecution and creation of the poster itself. Nevertheless, specific timings for every activity have been suggested for every

lesson, as can be seen in Appendix 9.3. The co-teachers will be extremely attentive and advertent in these three sessions so that students do not lose track and devote enough time for all the activities in these two stages. These measures will make students able to successfully carry out the digital poster, which is the final objective of the learning unit.

Apart from this specific methodology regarding the Planning and Creation stages of PBL, the development of the project should proceed without any specific indications. Once the teams have been established in the Activation session, students are expected to be responsible of their own work, making them the centre of the lessons and leaving the figure of the co-teachers aside to act as guides and/or instructors when needed. Nevertheless, the approach that co-teaching gives to the EFL classroom can only help students understand the unit as a whole. Having more than one teacher active and alert for any unexpected turns throughout the project will result in specific and individualized attention for those students who may be struggling along the lessons.

Accordingly, the activities that compose the learning unit have been thought to provide opportunities for every student to develop their communicative competence and improve their L2 learning process. Activities themselves are one measure of differentiation, as they comply with several state-of-the-art SLA techniques, such as visual thinking routines, gamification, use of ICTs, problem solving, authentic materials or product creation.

An outline with the detailed procedures for every activity, hence, for every session of the learning unit, can be found in Appendix 9.4. In this dissertation, I shall only disclose in a synthetic way the ensemble of activities. Activities have taken into account Scott's (in House, 2011) framework in order to transform the curriculum into compatible tasks. Activities regard using interactive materials (pictures, apps or social networks) and promote team work. In the activation session, the main intention was to establish schemata and to retrieve previous knowledge about the topic: public transport in the city. For that matter, the session consists of some visual aid (pictures), a video (to set the challenge) and one visual thinking routine. Additionally, in order to make students motivated toward creating the product, a game has been introduced as well. Discovery and Deepening sessions rely on the use of more visual thinking routines and organisers (maps, timelines or talking chips, for instance) while performing their main functions: providing comprehensible input, exploring that input

through interaction and then applying the resulting ideas. Moreover, at this point in the unit, students are introduced to peer-assessment, which will make them more autonomous. The Planning stage consists of many organizing routines (thinker keys, place mat or the SWSW chart) so that students can finally focus on what they want to create in the next sessions. Specifically, the place mat allows students to share ideas and get valuable feedback for their team's plan. The Creation stage is all about demonstrating learning through a selected reporting format: students are given several options of digital resources and they shall critically decide which one works best for their purposes. This, alongside the Publishing stage, is thought to make students develop their Digital Competence without critical error. The Assessment and Reflection stages are equally as essential, since students are encouraged to assess other peers' work, which will, in turn, make them reflect on what could have been done differently in their own posters. Also, they will get a chance to receive formative feedback and to express their opinions regarding co-teachers' performance, as well as their own (through the Socratic exit ticket).

6.7. Methodology

This learning unit considers the general methodological principles set by the Aragonese curriculum in Section 12 and the specific methodological orientations for EFL, included in *Anexo I* (Orden EDC/489/2016, de 26 de mayo). These latter orientations point out the main aim of learning a L2: progressively acquire the communicative competence, in turn, composed by linguistic, sociolinguistic and pragmatic subcomponents. For its methodology, this unit comprises three main approaches that have been previously laid out in the theoretical framework of the paper: CLT, TBLT and PBL. The three approaches alongside an integrated syllabus will guide students to develop the Key Competences that the curriculum puts forth. In addition to this combined methodology, co-teaching rounds up the specific measures that the unit envisages.

Furthermore, the learning unit puts into practice, and also evaluates, the four skills, aiming at developing fluency and accuracy equally in oral and written communication. This concurs with the principles of CLT and is explored and broadened by the implementation of Task-Based Language Learning, Project-Based Language Learning and co-teaching in this 4th year ESO EFL classroom.

As it has been mentioned before, class structure will consist of eight teams of three people each, thus fostering cooperative learning and bringing about opportunities for student interaction and comprehensible output. Hence, cooperative learning through PBL only strengthens the purposes of the Communicative approach. By means of interaction and cooperative work, students will develop autonomy and they will reflect on what techniques or strategies work best for their learning, in compliance with the Learning to learn Key Competence (CAA).

Due to the real-world nature of the project's topic, students will engage in real-world process of language use. This will account for the meaningfulness principle that CLT pursues and will make students increase their motivation and interest in what they are creating with the language. The co-teachers will take into account the differences between students' learning profiles, needs and emotions, thus, enabling differentiation and creating a safe space in which to develop students' abilities and multiple intelligences properly. It is in this space where the co-teachers will be able to take on the role of observers, in order to identify students' possible needs and struggles and provide further scaffolding and guidance.

In addition, regarding differentiation, this learning unit pays special attention to diversity. Interest heterogeneous teams contribute to developing an effective learning and teaching environment. Likewise, group and pair work serve as further scaffolding so that every student can overcome possible difficulties throughout the transition from one stage to the next. Implementing co-teaching in this learning unit helps to critically analyse the students' strengths and weaknesses so as to properly divide the class into hard-working cooperative teams. The co-teachers will be in charge of the initial evaluation, and they will study thoroughly their language proficiency and personality profiles before reaching a common decision. Teachers' cooperation in terms of classroom management and distribution will be yet another benefit when carrying out the learning unit. Lastly, it is worth pointing out that having several teachers in the classroom provides room and sufficient time to evaluate students' productive skills (speaking and writing) more accurately, thus improving the scaffolding and feedback that students will get throughout the unit.

Lastly, the learning unit's methodology relies as well on formative evaluation processes that will help students, once again, develop their Learning to learn competence (CAA). Nevertheless, it will be further explored in the Evaluation system section.

6.8. Materials and resources

The present learning unit makes use of a great variety of materials and resources, most of which qualify as authentic materials. The reason to choose these was to increase the level of meaningfulness and future prospects of the project. Activities within the CLT framework try to engage learners in communication, involve communicative processes as sharing information, negotiation of meaning and interaction; and they use language for a purpose (Nunan, 1989). Real websites have been adapted (as in the reading and listening comprehension activities for sessions 2 and 3) in order to facilitate the students' learning and acquisition processes. Adaptations, for one, contribute to differentiation in the EFL classroom, as it depends on the co-teachers to acknowledge the students' strengths and weaknesses at that point in time in order to decide how much scaffolding or extra help they should provide. In the case of the listening exercise (the timeline) and the reading one (online article on advantages), the adaptation has consisted in reducing the amount of information on the history and advantages of public transport, respectively. On the other hand, all visual thinking routines and organisers have been completely redesigned by the co-teachers while maintaining their main foundations and goals. Ultimately, every single piece of material has been included in the final Appendices (from 9.9 to 9.30), in order to facilitate comprehension and to have a visual representation of them.

6.9. Evaluation system and grading criteria

The framework of reference to check the acquisition of Key Competences and the achievement of the learning outcomes disclosed in the previous sections has been the curricular Evaluation Criteria and Specific Indicators for 4th year ESO that are comprehended in Section 14 of *Anexo II: Currículo de las materias de la ESO: Lengua Extranjera (Inglés)*, in Orden ECD/489/2016, de 26 de Mayo. The specific evaluation criteria for said development of the learning outcomes of "Redesigning public transport in your city" are to be found in Appendix 9.8.

The evaluation of the learning unit will be continuous, formative and integrative, as the legal provisions envisage. Precisely due to its nature, and in case the co-teachers in the EFL classroom identify any learning issues, measures for reinforcement and further assistance will be implemented in order to attend to the diversity of learning rhythms and profiles. Continuous assessment will allow the co-teachers to be aware of the deficits and pinnacles of the students' learning process. The evaluation process will be objective but flexible, adapting to and considering the assets of the class when implementing the learning unit.

As for the formative component of the evaluation system, peer-assessment and self-assessment techniques will be taking place in several stages of the learning unit. The teaching environment of the classroom will be aware of the fact that students might not be familiarized with those types of tasks and will provide help throughout the whole process. These activities will allow students to take part in their own learning process, while leaving for the group of co-teachers the role of guides, instead of source of all knowledge. It is by these evaluation activities that students provide and receive feedback for and from their equals. It is highly advisable that some extra time is allowed to put these corrective measures into practice in order to improve the final version of the activity at issue. In the same way, AFL techniques allow co-teachers to modify the teaching process, which is paramount in order to tackle the main inconsistencies that the project may present. If these assessment techniques are performed effectively, students' level of motivation and self-esteem could also see a tangible improvement.

Furthermore, and complying with PBL principles, it is necessary for the co-teachers to acknowledge the whole process of creation, and not just the final published product. While the final poster will naturally be graded and evaluated for its summative nature of the unit (by means of a rubric enclosed in Appendix 9.26), co-teachers should accordingly value all those tasks that students have carried out throughout the seven stages. For that matter, in order not to misplace any chart, organiser or task, students must compile a portfolio. Therefore, this portfolio will account for most of the final grade, as it entails the 'uptake', or demonstration of understanding and learning during the learning unit. The portfolio allows the co-teachers to evaluate students' achievement and progress, as it provides a linear

sequence of the students’ performance over the learning unit. This portfolio is required to be uploaded to Google Classroom in order for evaluation to take place. The portfolio will account for the two production skills of the foreign language: speaking and writing. Most of the activities will be assessed as “successful/unsuccessful” regarding the development, completion and level of fluency of the same; but not all activities required in the portfolio will be eligible for final grading. For instance, checklists are expected to be accounted for in the portfolio but will not constitute any part of the final mark.

While the poster is the epitome of the learning unit, the portfolio is the log and demonstration of knowledge and effort to achieve the development of the aforementioned. These two components will serve as standards of performance for the co-teachers to assess if students, individually or in groups, have demonstrated learning. By using several tools or instruments for evaluation, differentiation is being catered for as well. Both components are outlined in the following chart, which shows the correspondence between tools and procedures, the Key Competences with which they are dealing, the curricular Evaluation Criteria and the assigned grading criteria.

KEY COMPETENCES	EVALUATION CRIT.		TOOLS AND PROCEDURES		GRADING CRITERIA	
CCL-CD-CAA- CSC-CIEE-CMCT	Crit.IN.4.1.	Est.IN.4.1.2.	Portfolio	Compass points routine	5%	60%
	Crit.IN.4.1.	Est.IN.4.1.2.		Target practice	5%	
	Crit.IN.2.1.	Est.IN.2.1.2.		Map	10%	
	Crit.IN.2.1.	Est.IN.2.1.2.		Timeline (after listening comprehension)	10%	
	Crit.IN.2.2.	Est.IN.2.2.1.				
	Crit.IN.4.1.	Est.IN.4.1.2.		SWSW chart	10%	
	Crit.IN.4.1.	Est.IN.4.1.2.		Planning chart	10%	
	Crit.IN.4.1.	Est.IN.4.1.1. Est.IN.4.1.2.		Two stars and a wish (peer-assessment)	10%	
CCL-CD-CAA- CSC-CIEE-CMCT	Crit.IN.2.1. Crit.IN.4.1.	Est.IN.2.1.1. Est.IN.4.1.1. Est.IN.4.1.2.	Digital poster		40%	

7. Conclusions

To conclude and sum up the main research that has been carried out for the present dissertation, first of all, we should reflect on the fact that the proposed learning unit has not

been put into practice, i.e. implemented, in a real EFL classroom. This forces the conclusions to be hypothetical. There is no way of knowing if the project “Redesigning public transport in your city” would be successful both for students and co-teachers. Once this fact has been considered, I shall summarize the expected advantages that the unit would entail.

The learning unit was entirely based on the use of authentic materials. They are all original and designed specifically for the completion of the unit. These materials have been chosen by the co-teachers and adapted to the students’ level. Pictures and maps from the city’s geography will make students’ involvement increase significantly. If students receive input with which they feel directly related, as their own neighbourhoods and their daily routines; they will be more open to work hard. Even more so due to the rewards that the challenge sets: posters would be exhibited for anyone (relatives, friends, teachers, community...) to see, and the best poster amongst all of them would be taken into account in real-life governmental matters. The learning unit encourages students’ different circles to intertwine and share among them. Through this learning unit, students will understand the applicability that the English language holds. Students will understand that languages are not restricted to the classroom context. Languages allow us to perform many functions in society and to connect the strata in which we live and grow.

On the other hand, the task-based sequence that the learning unit uses in most of its sessions will allow students to order their thinking in three main steps: first of all, students will be able to activate and retrieve, i.e. make an effort to remember, previous knowledge on the subject. Once they are familiarized with the topic, they will be able to extend, i.e. produce their own ideas and opinions, on what could be different and better in the public transport system. Finally, students will reflect on and evaluate their own contribution, thus developing a critical sense and entrepreneurship. The learning unit will be a success if students come to the conclusion that the thinking process can and must be organised as well.

Regarding another component of the unit’s methodology, I firmly believe that, sooner or later, it will all come to Project-Based Learning. Specially for EFL, working through projects is a reassuring way for teachers to know that students are creating something new which can have an important value for them. Apart from being yet another way of organization and planning for the teachers involved, PBL ensures distinction and variety of activities

throughout the learning process. Thus, the more types of activities present in a learning unit, the more likely it is to comply with every single learning profile in the classroom. Another advantage of PBL and TBLT combined is the capacity to deal with integrated lessons. Two or more communicative subskills will be developed at the same time by means of different materials and activities, always in cooperation with peers. In the traditional EFL classroom, there is a clearer division of time devoted to each skill, and they do not usually occur concomitantly. In this learning unit, the integration and mixing of skills is reiterative.

Precisely because of this last point, production skills are given greater importance towards the realization and fulfilment of the project. Students are expected to share ideas (sometimes in the written form and sometimes orally) constantly. The fluency component of the Communicative approach would be better achieved once this learning unit has been carried out. Students will have learnt to work the same skills that they have always studied, only that now on new interactive resources. Sometimes inadvertently, as students will be focused on enjoying new ICT resources that they need to know the ropes of, even though it will take no time for them in this technological era.

The learning unit relies on cooperative work and student interaction for a satisfying resolution of the project in progress. This will allow students to learn from their equals, making them aware of their own perks and downsides as EFL learners. Instead of understanding this as something detrimental, it is quite the opposite. With cooperative learning, all students are expected to work and take responsibilities equally. This way, they will be able to make up for team downsides, instead of thinking about individual downsides. Strengths of all learning profiles are reinforced.

The evaluation system of this learning unit is yet another way to boost students' autonomy. Introducing students to assessment techniques will only improve their critical sense, so that they can apply that same knowledge to their future works. The portfolio is thought to accomplish the same goal: boost learners' responsibility in their own learning process, and it has proven to be a very effective measure that we have experienced throughout this Master's degree. This technique will help co-teachers be organized, and because of the complexity and thoroughness of this learning unit, it is equally beneficial.

At last, I shall conclude this paper by saying that Education is all about the human component of the same: teachers and students cohabiting in the same place in order to develop many competences, skills and abilities that they will find necessary all throughout their lives. And this statement is valid, of course, for students, but also for teachers. Introducing co-teaching in the EFL classroom will suppose an attempt to realize what has been in the centre of discussions for some decades now: teacher cooperation. All teachers should be involved in the learning process of the students, and with the same amount of responsibilities. Co-teaching certainly allows to do so, without forgetting what really is at stake: students' education. Co-teaching improves the quality of the EFL classroom atmosphere, of the teaching process, of the students' learning process and of our understanding of human relationships. If there are no major disadvantages, we all must make an effort to bring it to the real classroom.

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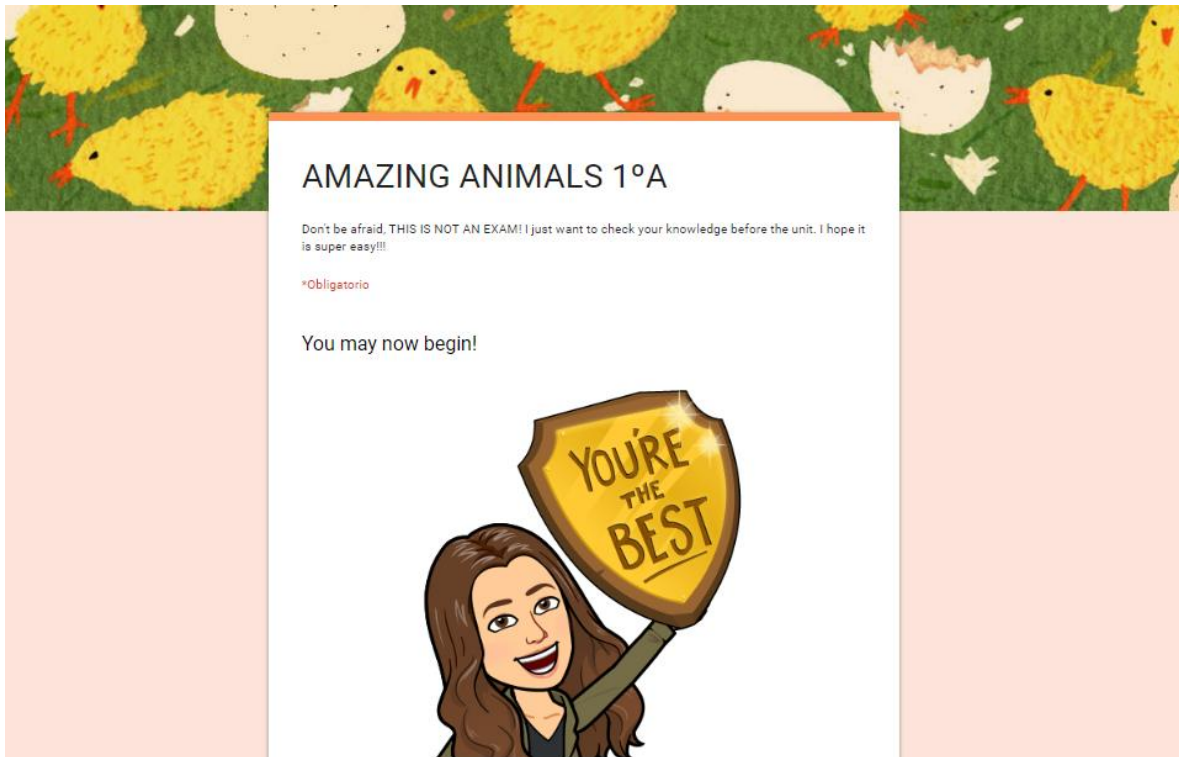
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9. Appendices

9.1. Google Forms questionnaire (Prácticum II – implementation)

URL: <https://forms.gle/ioCqyz3MZvwibPMg8>



1. *

1 punto

- Elephants are bigger than tigers
- Elephants are more big than tigers
- Elephants are bigger
- Elephants are bigger than tigers

2. *

1 punto

- Fish are the better animals in the world
- Fishes are the best animals in the world
- Fish are the best animals in the world
- Fish are best animals in the world

3. *

1 punto

- Cats are not as good as dogs
- Cats are not as better as dogs
- Cats are not as best as dogs
- Cats are not good as dogs

4. *

1 punto

- Zebras are more colourful than peacocks
- Peacocks are more colourful than zebras
- Zebras are colourfuler than peacocks
- Peacocks are colourfuller than zebras

5. The height of an animal is measured in... *

1 punto

- Litres
- Metres and centimetres
- Kilograms and centigrams

6. Which one does NOT work? Gorillas live in... *

1 punto

- the savannah
- the zoo
- the wild
- the farm

7. What kind of animal has whiskers? *

1 punto

Tu respuesta

8. And what animal has tusks and a trunk? *

1 punto

Tu respuesta

9. Can you explain the difference between 'animal' and 'pet'? *

1 punto

Tu respuesta

10. Pick the 5 main groups of the Animal Kingdom *

1 punto

- Amphibians
- Mammals
- Fish
- Fishes
- Birds
- Reptiles
- Felines
- Insects

11. The opposite of 'huge' is... *

1 punto

- Amazing
- Tiny
- Domesticated
- Cute

12. Final question! Write 3 words that you learnt today and didn't know before :) *

1 punto

Tu respuesta

ENVIAR

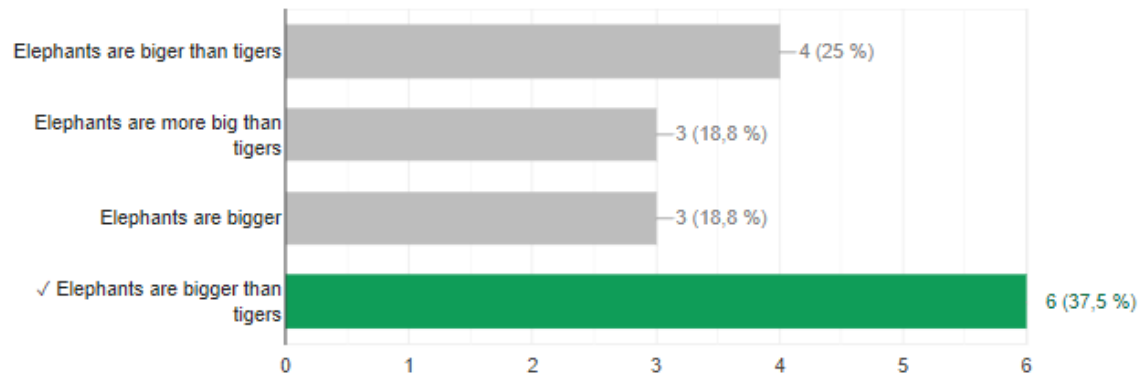
Página 1 de 1

Nunca envíes contraseñas a través de Formularios de Google.

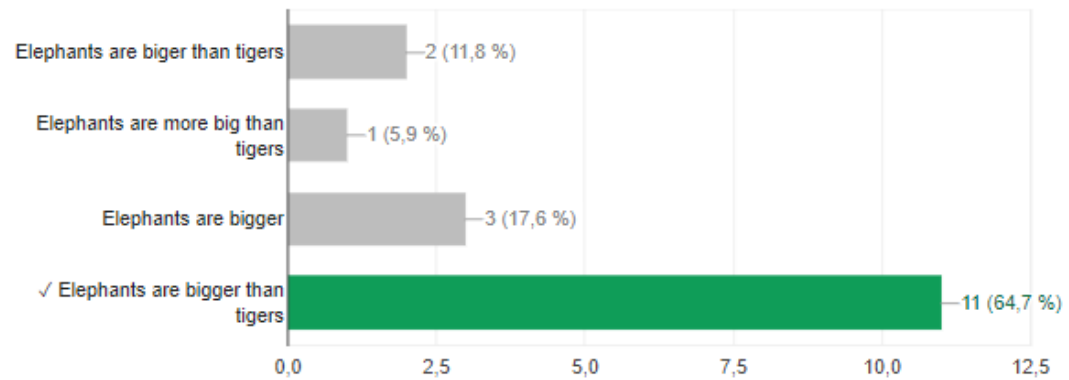
9.2. Graphs of results after co-teaching

(Left → initial questionnaire / Right → final questionnaire)

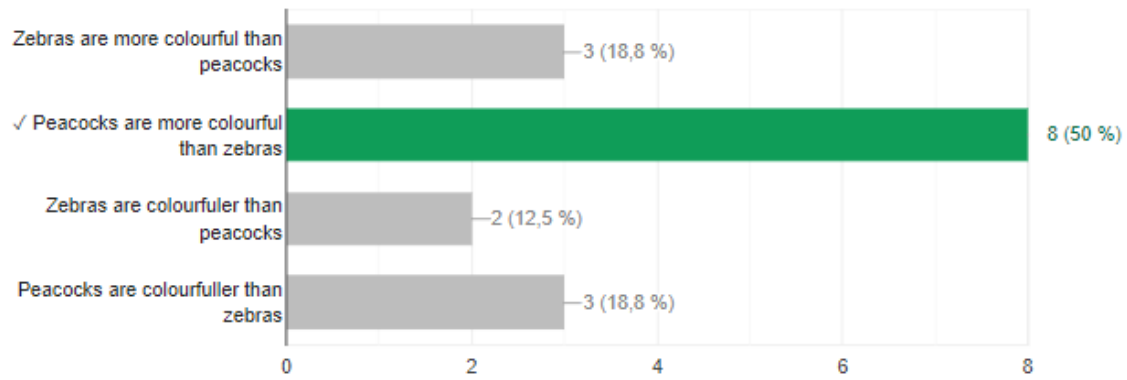
6 de 16 respuestas correctas



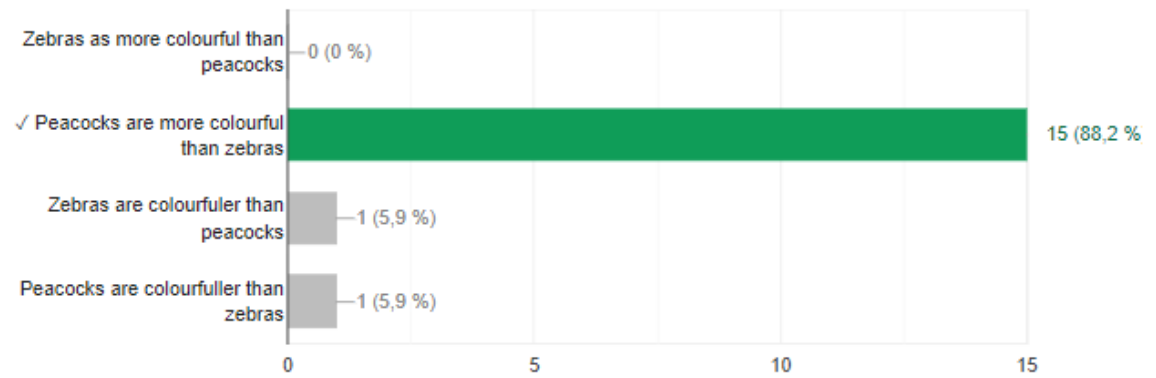
11 de 17 respuestas correctas



8 de 16 respuestas correctas



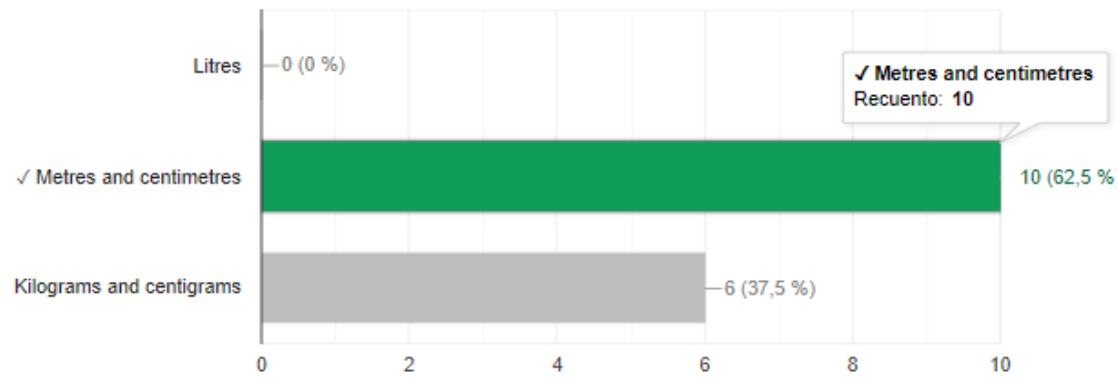
15 de 17 respuestas correctas



5. The height of an animal is measured in...

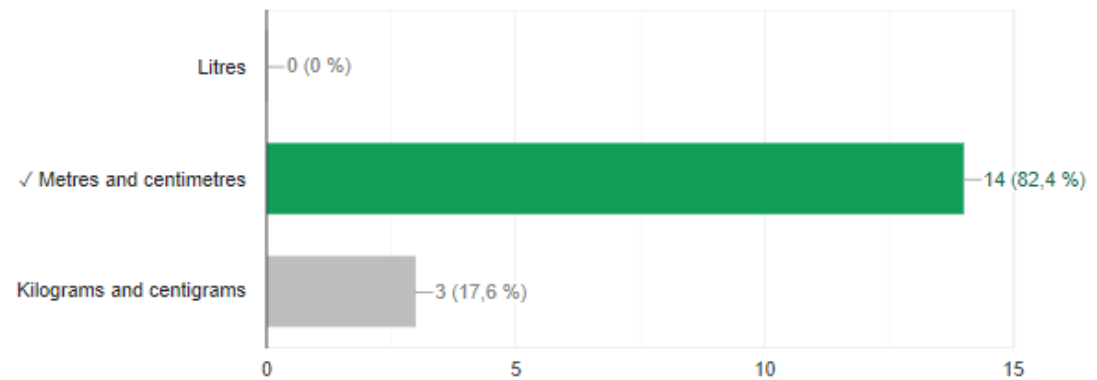


10 de 16 respuestas correctas



The height of an animal is measured in...

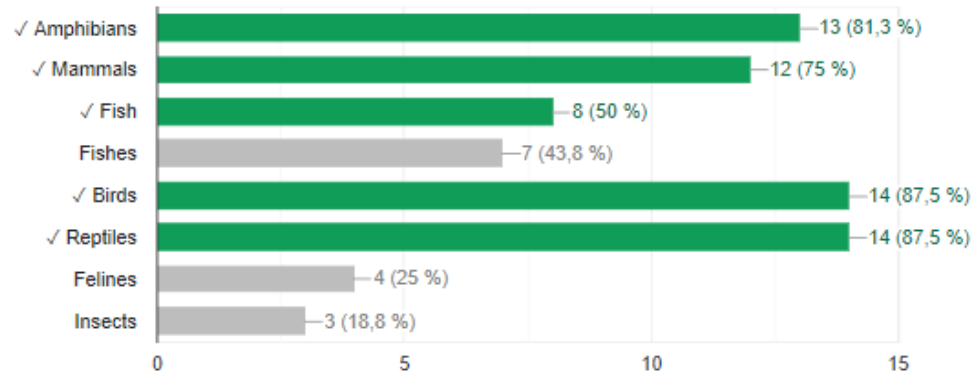
14 de 17 respuestas correctas



10. Pick the 5 main groups of the Animal Kingdom

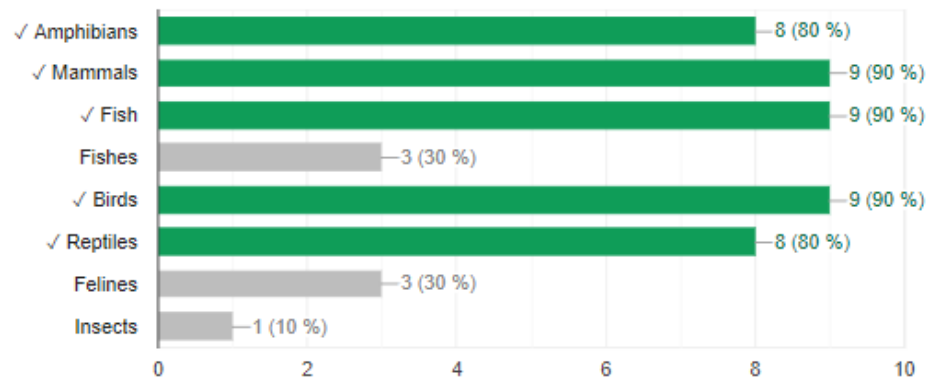


5 de 16 respuestas correctas



Pick the 5 main groups of the animal kingdom

5 de 10 respuestas correctas



Can you explain the difference between 'animal' and 'pet'?

9 respuestas

- pet is domable and animal no
- the pet you can have in your house
- the pet you have in
- the pet can live in a city and the animal can't live in a city
- the pet is the animal that you can have in your house and animal is the normal one that lives in the street
- the animal is wild, but pet isn't wild
- pet in house. animal in selva
- pet can be domesticated and animal you have not in your house
- animal is wild and pet is domestic

etween 'animal' and 'pet'?

- The pet in house the persons
- Animal is in the zoo or in the street..., and pets , you havre it in you home and is yours
- A pet is yours and you can have it in your house. An animal is in a zoo, farm, jungle...
- A pet you can have it in your home and the animals are wild.
- a pet is domestic and a animal is wild
- the pet can live in a house and the animal he can't live in a house.
- the animals are not domestics and a pets are domestic
- Wild animals are characterized by living in freedom.
Therefore, animals like the dog, the cat or the horses are not considered as wild because they have been

9.3. Outline of activities per session

SESSION	ACTIVITY	TIMING	INTERACTION PATTERN	MATERIALS AND RESOURCES	TEACHER TALK	PORTFOLIO	GRADED
ACTIVATION	Metro and tram systems in Spain	5'	Individually (Ss)	Projector Internet connection	“Have you ever thought about how you move around in your own city? Do you think everyone has the same options?”		
	Blabberize	10'	Individually (Ts)	Projector Internet connection Speakers	“Class, you will hear now a message from Mr Santistevé, mayor of Zaragoza, so, please, listen carefully: he has major instructions for you.”		
	Jeopardy	25'	Groups of 3 (SsSs)	Projector Internet connection	“Game time! Time to show how much you know about your city landmarks and its mobility. First come, first serve!”		
	Compass points routine	15'	Groups of 3 (SsSs)	CP sheet Writing utensils	“Have you lost your way? Luckily we have this routine	x	x

SESSION	ACTIVITY	TIMING	INTERACTION PATTERN	MATERIALS AND RESOURCES	TEACHER TALK	PORTFOLIO	GRADED
					which will guide you to success.”		
DISCOVERY	Target practice	15’	Groups of 3 (SsSs)	TP sheet Writing utensils	“Have you ever thought about the implications that these means of transports have in society?”	x	x
	Reading comprehension (Advantages of using public transport) + Google Forms	25’	Individually (Ss)	Written sheet Internet connection Individual digital device (or computer lab equipment)	“Please, complete the questions after reading and reflecting on the text. Remember to click on ‘send’ at the end of the Forms.”		
	Talking chips	15’	Groups of 3 (SsSs)	Printed chips	“You can only use one talking chip per turn, do not waste them!”		
DEEPENING	Map (giving directions)	15’	Pairs (SsSs)	Map of Zaragoza (sheet) Projector (for picture of the map)	“I’m sure you know by heart your daily walks. Can you explain them to your shoulder partner?”	x	x
	Listening comprehension	20’	Individually (Ss)	Speakers Internet connection	“Focus on the dates you hear, as well as the main event. You		

SESSION	ACTIVITY	TIMING	INTERACTION PATTERN	MATERIALS AND RESOURCES	TEACHER TALK	PORTFOLIO	GRADED
	(fill in the gaps)			Written sheet Writing utensils Projector	will have the option to share them afterwards with your teammates.”		
	Timeline	15’	Groups of 3 (SsSs)	Internet connection Individual digital device (or computer lab equipment) Projector	“Now it’s time to transform the text into a real timeline. This app makes it easy for you. Give it a try and order the events with the help of your team.”	x	x
	Peer-assessment of timeline	5’	Groups of 3 (SsSs)	Checklist sheet Writing utensils Cheat sheet with solutions	“Don’t be afraid, this may be new for you, but you will see how helpful this is for you and for your colleagues.”	x	
PLANNING	SWSW chart	15’	Groups of 3 (SsSs)	SWSW sheet Writing utensils	“Let’s put your means of transport to the test. How do you feel about it?”	x	x
	Place mat	25’	Groups (SsSs)	A3 sheet Writing utensils	“Change of groups. Now, be experts on your own means of transport. Provide good measures that		

SESSION	ACTIVITY	TIMING	INTERACTION PATTERN	MATERIALS AND RESOURCES	TEACHER TALK	PORTFOLIO	GRADED
					they all could benefit from.”		
	Thinker Keys	15’	Groups of 3 (SsSs)	TK sheet	“Imagine that your means of transport no longer existed. What would you do? Give solutions or alternatives.”		
	Planning chart	15’	Groups of 3 (SsSs)	Planning chart sheet Writing utensils	“Don’t misplace this chart because you will need it a lot from now on.”	x	x
CREATION	Poster creation	40’	Groups of 3 (Ss)	Internet connection Individual digital device (or computer lab equipment)	“Show us your best writing and creative ideas and let us know about any major concerns you may come up with.”		x
	Self-assessment (checklist)		Groups of 3 (SsSs)	Checklist sheet Writing utensils	“See? Easy-peasy! If you follow check all the boxes, everything will go on wheels.”	x	

SESSION	ACTIVITY	TIMING	INTERACTION PATTERN	MATERIALS AND RESOURCES	TEACHER TALK	PORTFOLIO	GRADED
PUBLISHING ASSESSMENT REFLECTION	Publishing of the poster	10'	Groups of 3 (TsSs)	Internet connection Individual digital device (or computer lab equipment)	“The moment of truth! Good job, everybody!”		x
	Peer-assessment (Two stars and a wish)	35'	Groups of 3 (SsSs)	TS&AW sheet Writing utensils	“Please, use the two stars to say what you loved and the wish for something you would have liked to see.”	x	x
	Exit ticket (Socratic)	10'	Individually (Ss)	Internet connection Individual digital device (or computer lab equipment)	“Don’t dream is over. Let us know how to improve this project for future students!”		

KEY FOR FORMS OF INTERACTION:

- TsTs = teachers very active, students only receptive
- Ts = teachers very active, students mainly receptive
- TsSs = teachers and students fairly equally active
- Ss = students active, teacher mainly receptive
- SsSs = students very active, teacher only receptive

9.4. Procedures of activities

SESSION	TBLT STAGE	ACTIVITY	PROCEDURES	MATERIALS AND RESOURCES
ACTIVATION	Pre-task	Metro and tram systems in Spain	Students will be shown a picture (see Appendix 9.9) with a map of Spain signaling the main provinces that have underground and/or streetcar in their public transport system. Voluntarily, students will explain orally what the picture means for them. Reflecting on how few provinces have said means of transport, students will establish previous knowledge, maybe based on personal experience, and notice a shortage of mobility in a vast part of Spain.	Projector Internet connection
		Blabberize	Students will be shown a Blabberize message (see Appendix 9.10) coming from their city major (Pedro Santistevé), who will introduce the challenge to them. Students must create a final poster containing five measures for improvement in Zaragoza's public transport system, and a map pointing at the places where these would take place. The message will explain that four means of transport will be considered (bicycle, street car, bus and scooters) and that the best measures will be taken into account by the city councillor.	Projector Internet connection Speakers
	Task	Jeopardy	Students shall be divided into groups of three (co-teacher-appointed). Through this game (see Appendix 9.11), each of the teams will be assigned with one means of transport (from the four that were mentioned in the Blabberize message). The game will consist of four categories as well:	Projector Internet connection

SESSION	TBLT STAGE	ACTIVITY	PROCEDURES	MATERIALS AND RESOURCES
			<ul style="list-style-type: none"> - Local landmarks → pictures of famous places in Zaragoza. Students must answer the best way to access them and why. - Places with difficult access → students must explain who is affected by the complicated accessing and give one idea to solve the problem. - Measures for disabled people → students must explain how these means of transport are adapted for everybody. - Price of rides → students must give an answer to how much one-way tickets are, approximately, in each of the means of transport. 	
	Post-task	Compass points routine	<p>Students are expected to fill in the chart (see Appendix 9.12) regarding decisive attitudes toward the project:</p> <ul style="list-style-type: none"> - What do you NEED to know about the project? - What EXCITES you about the project? - -What WORRIES you about the project? - What is the next STEP in the project? What SUGGESTIONS do you have or the project? 	<p>CP sheet Writing utensils</p>

SESSION	TBLT STAGE	ACTIVITY	PROCEDURES	MATERIALS AND RESOURCES
DISCOVERY	Pre-task	Target practice	Students shall be provided with a chart (see Appendix 9.13) containing several circles, each for one social stratum (my inner circle, my city, my country, the world). Students must complete in writing how public transport influences each of these circles.	TP sheet Writing utensils
	Task	Reading comprehension + Google Forms	After reading an adapted text from several online sources (see Appendix 9.14), students must answer a Google Forms questionnaire (see Appendix 9.15), consisting of several top-down questions from the previous text.	Written sheet Internet connection Individual digital device (or computer lab equipment)
	Post-task	Talking chips	In their groups of three, students must use talking chips (see Appendix 9.16) in order to take turns to provide some measures that they could already be putting into practice in their lives regarding using more public transport. As they are expected to follow the pattern “not only... but also/both... and/either... or/neither... nor”, a cheat sheet (see Appendix 9.17) will be provided as well as a way of scaffolding.	Printed chips

SESSION	TBLT STAGE	ACTIVITY	PROCEDURES	MATERIALS AND RESOURCES
DEEPENING	Pre-task	Map (giving directions)	Each student will be assigned with the maps of the city (see Appendix 9.18). Individually, each person must draw their daily route and explain it by giving directions to their shoulder partner.	Map of Zaragoza (sheet) Projector (for picture of the map)
	Task	Listening comprehension (fill in the gaps)	After the co-teachers have created a specific recording consisting of the timeline of Zaragoza's public transport and adapted it to the students' level, students are expected to do a sentence-completion exercise (mainly with years and main events of the history of public transport in the city) (see Appendix 9.19).	Speakers Internet connection Written sheet Writing utensils Projector
	Post-task	Timeline	Once they have completed the previous task, students are supposed to transfer this timeline into the digital platform Timeline (see Appendix 9.20). This part will be done in their groups of three so that students can share their ideas and provide a better result of the timeline.	Internet connection Individual digital device (or computer lab equipment) Projector
		Peer-assessment of timeline	Once the co-teachers have provided the correct timeline that tasks 2 and 3 of the session dealt with (see Appendix 9.20), each of the team must assess the timeline of the group next to them. They will compare this production with the correct one from the WAGOLL and assign a final mark following the checklist provided by the co-teachers (see Appendix 9.21).	Checklist sheet Writing utensils Cheat sheet with solutions

SESSION	TBLT STAGE	ACTIVITY	PROCEDURES	MATERIALS AND RESOURCES
PLANNING	Pre-task	SWSW chart	In their groups of three, students must complete a SWSW chart (see Appendix 9.22) provided by the co-teachers. In writing, they must share their thoughts on what are the strengths and weaknesses of the means of transport in question, and, furthermore, what are the future implications of those (maybe what can be done better).	SWSW sheet Writing utensils
	Task	Place mat	Groups are distributed and split up and each member gets into a new group, so as every new group has no participants with the same means of transport assigned. The co-teachers place a A3 paper in the middle of a set of tables, with the drawing that can be seen in Appendix 9.23. In writing, the new teams must put in common measures for improvement that they can see common to all means of transport. Once they have shared these, students must return to their former groups and comment on what they have just learned. The placemat will provide new ideas to put into practice for the final product.	A3 sheet Writing utensils
	Post-task	Thinker Keys	Back in their former groups, students are supposed to deal with two of the Tony Ryan's thinker keys (see Appendix 9.24), in the oral form: <ul style="list-style-type: none"> - The Different Uses Key → list a variety of different uses for a chosen means of transport - The Alternatives Key → your means of transport isn't working and you need to get to a place in particular. List 10 alternatives. 	TK sheet

SESSION	TBLT STAGE	ACTIVITY	PROCEDURES	MATERIALS AND RESOURCES
			<p>By these keys, students are supposed to reflect on the problems that their particular means of transport causes and try to solve them.</p>	
	<p>Pre-task (Session 5)</p>	<p>Planning chart (Session 5)</p>	<p>Students are expected to fill in this chart (see Appendix 9.25), in which roles will be further specified so that they make the most out of their creation time. The chart will help students organize their thinking as to</p> <ul style="list-style-type: none"> - who will perform the action - what the action will be - how the action will be done (materials and resources) - when/where the action will take place <p>At this point, the co-teachers will provide students with:</p> <ul style="list-style-type: none"> - The final rubric for assessment of the poster (see Appendix 9.26). - The checklist that students will need to hand in at the same time of submitting the poster (see Appendix 9.27). - A model of a poster which will work as WAGOLL of what is expected from them. 	<p>Planning chart sheet Writing utensils</p>

SESSION	TBLT STAGE	ACTIVITY	PROCEDURES	MATERIALS AND RESOURCES
CREATION	Task	Poster creation	<p>Students are given full freedom to work on the computer labs or in the classroom through individual digital devices in order to create their final production.</p> <p>Students are supposed to work through any of the following digital platforms, depending on which one suits them best:</p> <ul style="list-style-type: none"> - Canva - Easel.ly - Infogram 	<p>Internet connection</p> <p>Individual digital device (or computer lab equipment)</p>
	Post-task	Self-assessment (checklist)	<p>The co-teachers' rubric will be transformed into a checklist (see Appendix 9.27) so that at the end of the creation sessions students can check if all requirements are met. This checklist will be submitted at the same time as the final poster.</p> <p>The checklist has one particular criterion regarding pronunciation and graphic patterns of the L2 (contracted forms of verbs).</p>	<p>Checklist sheet</p> <p>Writing utensils</p>

SESSION	TBLT STAGE	ACTIVITY	PROCEDURES	MATERIALS AND RESOURCES
PUBLISHING ASSESSMENT REFLECTION	Pre-task	Publishing of the poster	<p>At this point, students are told about the publishing requirements in order to be correctly assessed:</p> <ul style="list-style-type: none"> - They must upload the digital poster to Padlet (see Appendix 9.28). - They must upload the digital poster to Google Classroom, alongside the portfolio. <p>Furthermore, when they are all uploaded, the co-teachers will print the posters and hang them on the wall corridors of the school. The co-teachers will be in charge of sending the posters to the city councillor.</p>	<p>Internet connection Individual digital device (or computer lab equipment)</p>
	Task	Peer-assessment (Two stars and a wish)	<p>Each team will give an evaluation of the rest of the posters by means of the “two stars and a wish” system. After the comments, they will need to decide as a group a final grade for each of the posters (see Appendix 9.29).</p>	<p>TS&AW sheet Writing utensils</p>
	Post-task	Exit ticket (Socratic)	<p>Students will be asked three open questions (see Appendix 9.30):</p> <ul style="list-style-type: none"> - What did you like or enjoy most about the project? - Do you think having several teachers helping you was a good measure for your own learning? Why? - What did you not like about this project and would not do again? 	<p>Internet connection Individual digital device (or computer lab equipment)</p>

9.5. Specific objectives of the learning unit

(Following Bloom's Taxonomy, 1956)

By the end of this unit, students will be able to:

- Create a digital poster advocating several measures to improve the public transport system in Zaragoza.
- Provide measures to solve the problems that the current public transport system in Zaragoza lays out (difficult accessing, different opportunities for everybody, alternatives...).
- Provide measures to improve the public transport system for disabled people.
- Give directions to get to a particular place within the map of Zaragoza.
- Rearrange and, in groups, digitally create a timeline which deals with the history of public transport in Zaragoza.
- Make competent use of several ICT resources without critical error.
- Evaluate other classmates' final product with the help of a provided checklist and assign a final grade.
- Argue future prospects in the public transport system of Zaragoza.
- Share and propose new measures for improvement about four different means of transport in Zaragoza.
- Reflect on how public transport influences students' lives through exploring different circles of society.
- Understand the advantages of using public transport.

9.6. Learning outcomes (sessions)

(Following Bloom's Taxonomy, 1956)

SESSION	ACTIVITIES	LEARNING OUTCOMES	SKILLS
ACTIVATION	Metro and tram systems in Spain	<ul style="list-style-type: none"> - Contrast how many cities in Spain have better public transport systems and question the reasons for it. - Gather and process information about the challenge (poster creation). 	Listening Speaking Writing
	Blabberize		
	Jeopardy		

SESSION	ACTIVITIES	LEARNING OUTCOMES	SKILLS
	Compass points routine	<ul style="list-style-type: none"> - Retrieve previous knowledge about Zaragoza's landmarks and their accessibility. - Choose categories strategically to be assigned a certain means of transport. - Reflect on the project to accomplish as a whole and expose main strengths and weaknesses. 	
DISCOVERY	Target practice	<ul style="list-style-type: none"> - Comment on the differences that public transport presents in different circles of society. - Analyse the influence of public transport in different circles of society. - Answer to a set of questions after understanding the gist of a written text. - Internalize many advantages that using public transport entails. - Provide measures to start changing daily personal habits. 	Writing Reading Speaking
	Reading comprehension + Google Forms		
	Talking chips		
DEEPENING	Map (giving directions)	<ul style="list-style-type: none"> - Give directions of daily routines. - Signal a route in a map of the city. - Complete a text after listening to a recording of its transcript. - Translate this text into a digital timeline. - Structure the events of the history of public transport of Zaragoza in a timeline. - Assess other teams' timelines by means of a provided checklist and assign a grade. 	Listening Speaking
	Listening comprehension (fill in the gaps)		
	Timeline		
	Peer-assessment of timeline		
PLANNING	SWSW chart	<ul style="list-style-type: none"> - Identify the strengths and weaknesses of a particular means of transport taking into account the current picture of Zaragoza. 	Writing Speaking
	Place mat		
	Thinker keys		

SESSION	ACTIVITIES	LEARNING OUTCOMES	SKILLS
	Planning chart	<ul style="list-style-type: none"> - Extend those strengths and weaknesses to the future implications of that means of transport. - Provide common measures for improvement in all assigned means of transport. - Share those measures with the initial teams so as to debate possible final ideas for the poster. - Produce alternatives and different uses of the different means of transport. - Create a plan for the final poster by means of an organiser with basic standards (Wh- questions). 	
CREATION	Poster creation	<ul style="list-style-type: none"> - Design, structure and adapt a digital poster containing a map and measures for improvement of a means of transport in Zaragoza. - Promote a particular means of transport by means of the creation of a digital poster. - Provide measures to improve the quality of a means of transport in Zaragoza. - Locate the places where those measures would be taking place. - Self-assess the performance of the team by checking the criteria required to submit the poster. 	Writing Speaking
	Self-assessment (checklist)		
PUBLISHING ASSESSMENT REFLECTION	Publishing of the poster	<ul style="list-style-type: none"> - Upload the digital poster to Padlet and Google Classroom. - Evaluate the performance and final poster of other peers by stating to positive aspects and one aspect to be improved. - Evaluate and reflect on the whole project, the highlights and the downsides by means of an interactive set of questions. 	Writing Speaking
	Peer-assessment (Two stars and a wish)		
	Exit ticket (Socrative)		

SESSION	ACTIVITIES	LEARNING OUTCOMES	SKILLS
		- Give an opinion on co-teaching during this project.	

9.7. Specific contents of the learning unit

Comprehension and production abilities and strategies:

- Comprehension of general and specific information in an instructional message (Blabberize) and a short talk about the history of public transport in Zaragoza, broadcast by the teacher or ICT resources.
- Comprehension of general and specific information in an adapted text, extracted from several online articles (Advantages of using public transport).
- Interpretation of messages: identification of main and secondary ideas of descriptive texts (Advantages of using public transport and Timeline), distinction of factual events (Timeline) and speaker's intention.
- Usage of comprehension strategies in order to distinguish general, specific and detailed information and the implications of oral and written texts (Advantages of using public transport and Timeline).
- Usage of comprehension strategies in order to locate key words in the texts and their questions (Advantages of using public transport, Timeline, Google Forms and fill in the gap activities).
- Oral production of explanation of factual events (reconstruction of Timeline), experiences (giving directions in map of Zaragoza) and measures for improvement (talking chips, place mat or poster).
- Usage of communication strategies in order to produce a clear message, highlighting its main idea(s) and basic structure (poster creation).
- Usage of communication strategies in order to effectively apply digital resources in a team presentation (poster creation).
- Reflection on and application of self-correction and self-evaluation strategies in order to improve oral expression (Timeline and poster).
- Composition of a creative digital poster as representation of written texts.

- Usage, activation and coordination of general and communicative competences in order to effectively produce the digital poster and rest of tasks (charts, organisers and Timeline).
- Write the message in a clear way, adjusting to the model and specific formulae for posters.
- Interest in taking care of the presentation of the poster and rest of visual organisers.

Sociocultural and sociolinguistic aspects:

- Respect for social conventions, courtesy norms and linguistic registers (formal and informal specialized in public transport, through news articles and oral speeches).
- Respect for their classmates' opinions and points of view.

Communicative functions:

- Description of present situations, intentions and suggestions for the future (poster, place mat, talking chips, jeopardy).
- Giving instructions regarding usual personal itineraries and directions of a place (map of Zaragoza).
- Expression of diverse types of modality (probability, willingness, intention, necessity, decision, suggestion, advice, warning...) when the speaker reacts to what is happening in their present situation (measures for improvement in the public transport system of Zaragoza throughout the learning unit).
- Establishment and maintaining of communication, alongside discourse organization (poster, place mat, talking chips, thinker keys, jeopardy).

Syntactic-discursive structures:

- Expression of modality: obligation (must / have to), probability (could), necessity (need) and advice (should) in order to produce measures for improvement in the poster and before.
- Expression of too + adj. (e.g. too expensive), (not) + adj. + enough (e.g. not cheap enough) in order to describe the measures for improvement all along the unit.
- Expression of support, opposition (for, against) in order to phrase measures for improvement.

- Expression of compound coordinated sentences by means of the usage of “and, or, but; not only ... but also; both ... and, either ... or, neither ... nor” in the talking chips activity and the final poster.
- Expression of subordinate adverbial sentences, especially contrast and concessive sentences (although) when exploring the reality of the city and what students want to change about it.
- Expression of conjuncts, i.e. linking words and phrases, especially those of addition (*also, moreover, in addition*) and concession or contrast (*however, nevertheless, on the other hand, though...*).

Use of common-use lexis and fixed formulae:

- Recognition and production of vocabulary regarding housing, home and surroundings, especially the neighbourhood and the city (throughout the whole unit, as it is its topic).
- Recognition and production of vocabulary regarding means of transport (also throughout the unit, as its second component).

Accentual, rhythmical and intonational patterns:

- Recognition and production of contractions (e.g. ‘ll, won’t, shouldn’t, needn’t...) in the poster and any of the organisers or routines.

9.8. Specific evaluation criteria

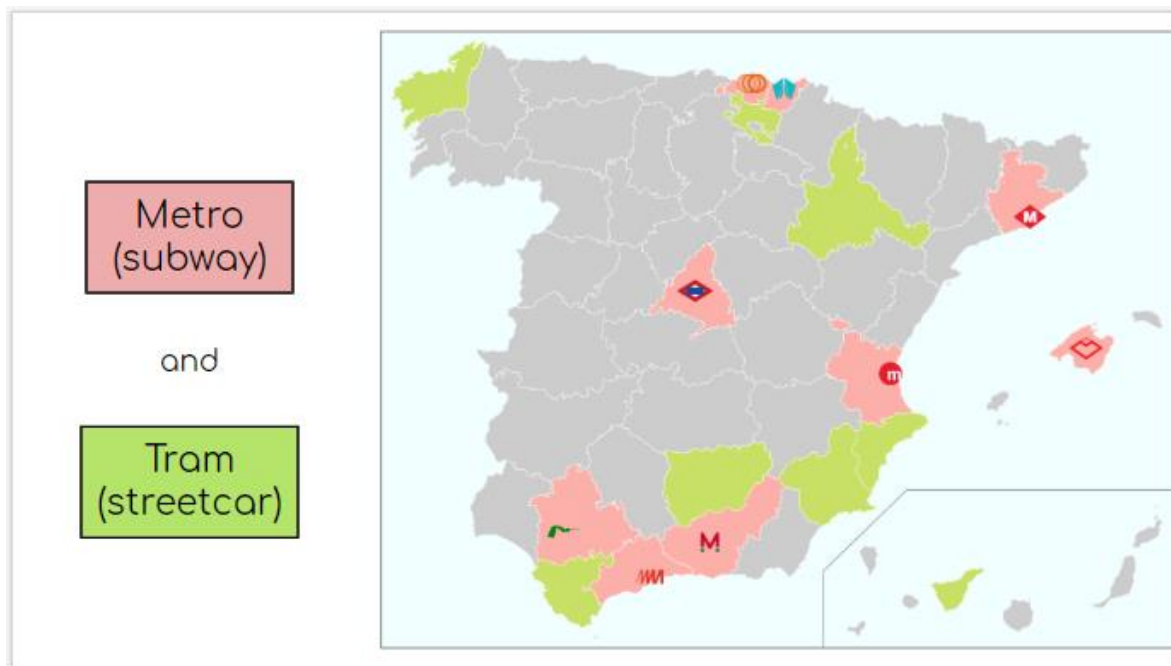
KEY COMPETENCES	CURRICULAR EVALUATION CRITERIA		SPECIFIC EVALUATION CRITERIA The student can...	TOOLS AND PROCEDURES
CCL- CMCT-CD-CAA-CSC-CIEE-CCEC	Crit.IN.2.1. Crit.IN.4.1.	Est.IN.2.1.1. Est.IN.4.1.1. Est.IN.4.1.2.	Plan, design and develop a digital poster which contains five measures for improvement of the assigned means	Planning chart Poster creation

			of transport in Zaragoza.	
CCL- CMCT-CD-	Crit.IN.3.1.	Est.IN.3.1.1.	Identify and summarize at least seven advantages of using public transport in a news article.	Reading comprehension Google Forms
CCL-CMCT-CSC-CIEE	Crit.IN.2.1. Crit.IN.2.2.	Est.IN.2.1.2. Est.IN.2.2.1.	Devise and produce solving-problem measures that are currently taking place in the public transport system in Zaragoza.	Jeopardy
CCL-CMCT-CAA-CSC	Crit.IN.4.1.	Est.IN.4.1.2	Compare and contrast how different circles in society are affected by public transport.	Target practice
CCL-CMCT-CSC	Crit.IN.2.1.	Est.IN.2.1.2.	Give directions to get to a particular address by using the map of Zaragoza	Map (giving directions)
CCL-CMCT-CD-CAA-CIEE-CCEC	Crit.IN.1.1.	Est.IN.1.1.1.	Build and digitally adapt a timeline indicating ten events in the history of public transport in Zaragoza.	Listening comprehension (fill in the gaps) Timeline
CCL-CD	Crit.IN.3.1. Crit.IN.4.1.	Est.IN.3.1.1. Est.IN.4.1.1.	Use several ICT resources and upload the poster to Google Classroom.	Google Forms Timeline Poster creation Publishing of the poster Exit ticket (Socrative)
CCL-CAA-CIEE	Crit.IN.2.1. Crit.IN.2.2. Crit.IN.4.1.	Est.IN.2.1.2. Est.IN.2.2.1. Est.IN.4.1.1. Est.IN.4.1.2.	Assess other classmates' productions (timeline and poster) by means	Timeline Poster creation

			of a checklist with different criteria.	
CCL-CAA-CIEE	Crit.IN.2.1. Crit.IN.4.1.	Est.IN.2.1.1. Est.IN.4.1.1. Est.IN.4.1.2.	Grade other classmates' poster after completing a checklist.	Poster creation
CCL-CMCT-CAA-CSC-CIEE	Crit.IN.2.1. Crit.IN.4.1.	Est.IN.2.1.2. Est.IN.4.1.2.	Justify and argue future prospects in the public transport system of Zaragoza.	SWSW chart Thinker keys
CCL-CMCT-CAA-CSC-CIEE	Crit.IN.2.1. Crit.IN.4.1.	Est.IN.2.1.2. Est.IN.4.1.2.	Argue and propose measures for improvement for all four means of transport In Zaragoza.	Talking chips Place mat

9.9. Public transport in Spain (metro and tram)

(picture from https://en.wikipedia.org/wiki/Transport_in_Spain)



9.10. Blabberize message from Pedro Santistevé

URL: <http://blabberize.com/view/id/1874443>

<<Good morning, guys! The city council needs your help with an urgent matter: redesigning public transport in your city. In teams of three people, you must create a digital poster containing five different measures to improve one out of these four means of transport: bus, streetcar, bicycle or scooter. In the poster, you need to include a map of Zaragoza to locate those improvements. Worry not, because your teachers will be handing you a rubric so that you know exactly what to do. The posters will be exhibited in the city hall and the best one will be taken into consideration! Good luck!>>




9.11. Jeopardy

URL: <https://jeopardylabs.com/play/means-of-transport-zaragoza-edition>

MEANS OF TRANSPORT: ZARAGOZA EDITION							
Local landmarks	Places with difficult access		Measures for disabilities		Price of rides		
100	100	100	100	100	100	100	100
200	200	200	200	200	200	200	200
300	300	300	300	300	300	300	300
400	400	400	400	400	400	400	400
500	500	500	500	500	500	500	500
Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
0	0	0	0	0	0	0	0
+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -

Continue Local landmarks for 100 Reveal Correct Response

How could you get here?



Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
0	0	0	0	0	0	0	0
+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -

What is the best way to access it?



Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
0	0	0	0	0	0	0	0
+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -













How is this vehicle adapted for disabilities?



Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
0	0	0	0	0	0	0	0
+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -

How much is a one-way bus ticket?

Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
0	0	0	0	0	0	0	0
+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -

Local landmarks	Places with difficult access	Measures for disabilities	Price of rides
<p>100</p> <p>How could you get here?</p>  <p>.....</p> <p>Palacio de la Aljafería</p>	<p>100</p> <p>What is the best way to access it?</p>  <p>.....</p> <p>Torre del Pilar</p>	<p>100</p> <p>How are these vehicles adapted for disabilities?</p>  <p>.....</p>	<p>100</p> <p>How much is a one-way bus ticket?</p> <p>.....</p>
<p>200</p> <p>How could you get here?</p>  <p>.....</p>	<p>200</p> <p>What is the best way to access it?</p>  <p>.....</p>	<p>200</p> <p>How is this vehicle adapted for disabilities?</p>  <p>.....</p>	<p>200</p> <p>How much is a one-way streetcar ticket?</p> <p>.....</p>
<p>300</p> <p>How could you get here?</p>  <p>.....</p> <p>Museo Pablo Gargallo</p>	<p>300</p> <p>What is the best way to access it?</p>  <p>.....</p>	<p>300</p> <p>Is there something like adapted bicycles for disabled people?</p>  <p>.....</p>	<p>300</p> <p>How much is one ride in scooter, approximately?</p> <p>.....</p>
<p>400</p> <p>How could you get here?</p>  <p>.....</p>	<p>400</p> <p>What is the best way to access it?</p>  <p>.....</p>	<p>400</p> <p>Are there in Zaragoza adapted taxis for disabled people?</p>  <p>.....</p>	<p>400</p> <p>How much is a ride on a taxi, approximately?</p> <p>.....</p>

Parque del Agua Luis
Buñuel

500

How could you get here?



Museo del Fuego y de los
Bomberos

500

What is the best way to
access it?



500


Does Zaragoza have
adapted scooters for
disabled people?



500

How much would it cost
you a month's worth of
prepaid bikes?

9.12. Compass points routine

What else do you NEED to know about the project?	What EXCITES you about this project?
	
What do you find WORRISOME about this project?	What is the next STEP in your project? What SUGGESTIONS do you have for the project?

NOTES

9.13. Target practice

TARGET PRACTICE

How can your means of transport influence...

The target diagram consists of four concentric circles. The innermost circle is labeled 'me?', the second is 'my city?', the third is 'my country?', and the outermost is 'the world?'. Four images are connected to the target by lines: a red bus, a tram, a row of bicycles, and a scooter.

9.14. Reading comprehension

(adapted text from <https://www.conserve-energy-future.com/extraordinary-reasons-you-should-use-public-transport.php>, <https://www.sierraclub.org/5reasonsforbettertransit> <https://www.jjslist.com/blog/importance-of-public-transportation>)

10+ Extraordinary Reasons Why You Should Use Public Transport

Public transport, while many view it as not entirely comfortable as compared to the use of a personal car, it's one of the most amazing ways to travel and enjoy your journey.

According to Wikipedia, "Public transport is a shared passenger-transport service which is available for use by the general public, as distinct from modes such as taxicab, carpooling, hired buses, and transportation network companies, which are not shared by the general public without private arrangement."

1

You'll contribute towards easing congestion.

Most of the road traffic congestions witnessed in our roads across various cities around the world are all attributed to the notion of everyone wanting to use their own personal cars for privacy and comfort. At the same time, we keep complaining of traffic jams. A recent research indicated that a full carriage bus in a public transport system is equivalent to about 55 cars on the road with one occupant. So, if we could all use public transport, we'll probably be decongesting more the 50 cars on the road. Environmentalist and urban planners have it that public transport helps cities reduce traffic congestion and the overall level of pollution.

2

You help in reducing the overall environmental greenhouse gas emissions. Greenhouse gas pollution is always on the rise, but the world is currently moving toward being environmentally conscious. As advocated by environmentalists as well as climate change experts, the use of public transport can fundamentally help in cutting greenhouse gases by half.

3

You'll have lots of time to people watch and meet new people.

Public transportation is used by people from diverse backgrounds with varied cultures, norms and ways of living. If you opt for public transport, it means you'll have the chance to learn the nature of different people. The odds are that you'll be able to interact with lots of people from different cultures.

Public transportation provides support for people with disabilities.

There are many people that are unable to operate a motor vehicle due to a disability. Providing transportation solutions that benefit all people, regardless of ability, should be a priority of our society. The option to take public transport can completely change lives and make connections that wouldn't otherwise exist.

5

Public transport allows you to relax.

With public transport, you'll be able to have your own time, take a nap, avoid the road rage, and get out of the pressures of driving your own private car. During the commute, you can also read or just enjoy the view. Furthermore, using public transport to travel helps you unwind. At the end of your journey, you'll definitely have moments to recall and reflect on some of the best moments in your life.

4

7

Improve your personal health.

The use of public transport will ensure you have to walk more often between the stations and places you'll be boarding the buses, planes or trains. With such kind of an activity, you are ensured of some extra physical activity in your frequent travel routines. Walking in particular has been proven to relax the mind and improve one's mental health. This leads to an overall happier community with active and healthy neighbors.

6

You'll save money.

Using public transport can save you up to four times the money you use commuting in your private or personal car. The regular use of your personal car will require the costs of maintenance and other additional charges such as parking fees, emission tickets, and speeding fines.

8

Public transportation improves access.

Public transportation allows individuals opportunities that they may not have had otherwise. It improves access to education, employment and everything people need to be independent. 12% of transit riders are traveling to school and 60% of transit riders are going to work.

The views are better with public transport.

The rail lines and buses oftentimes connect the most important sights of cities and provide the traveler with the opportunity to view the most exclusive settings such as parks, hills and forests. Hence, you'll be able to have some of the most memorable and rewarding views.

9

10

It promotes local city tourism.

Again, most people are usually discouraged by the level of congestion in major cities because it leads to traffic and air pollution. Congestion due to huge traffic and private vehicles makes maneuvering within the city tricky thus limiting the number of people who would wish to visit congested cities.

Buses and trains are much safer compared to personal vehicles.

Personal vehicle accidents are estimated to contribute to higher fatality rates than bus or train related accidents. More than 40,000 deaths and many more injuries annually are due to car accidents alone globally. Traveling on public transportation reduces the amount of cars on the road and decreases your likelihood of getting into an accident.

11

9.15. Google Forms on reading comprehension

URL: <https://forms.gle/1gGvPM2kprFYqmHh7>



10+ Extraordinary Reasons Why You Should Use Public Transport

Time to complete some questions about the text you just read. Please ask your teachers any doubt you may come up with!

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico

Can you explain, in your own words, what "public transport" means according to Wikipedia? *

Tu respuesta

Does using public transport contribute to any of these factors? *

- Make the roads less crowded
- Reduce polluting gases
- Help to the environmental cause
- Traffic jams

How much are we reducing greenhouse gases? *

Tu respuesta

How do you think public transport supports people with disabilities? Give two ideas (e.g. ramps, securement belts...) *

Tu respuesta

Does public transport contribute to meeting new interesting people? Why? *

Tu respuesta

Why is public transport good for your health? *

Tu respuesta

Can you save money by using public transport? Why? *

Tu respuesta

Name the services that public transport provides access to. *

Tu respuesta

Can the economy of your city improve thanks to public transport? In which ways? *

Tu respuesta

Is public transport safe? Why? *

Tu respuesta

After reading the text, what are the two main advantages you find most important? *

- 1.
- 2.

Have you changed your mind regarding using public transport after reading the text? *

- Yes
- No
- Maybe

In a scale from 1 to 10, how much do you use public transport? *

1 2 3 4 5 6 7 8 9 10

I never use it I use it more than once in the same day

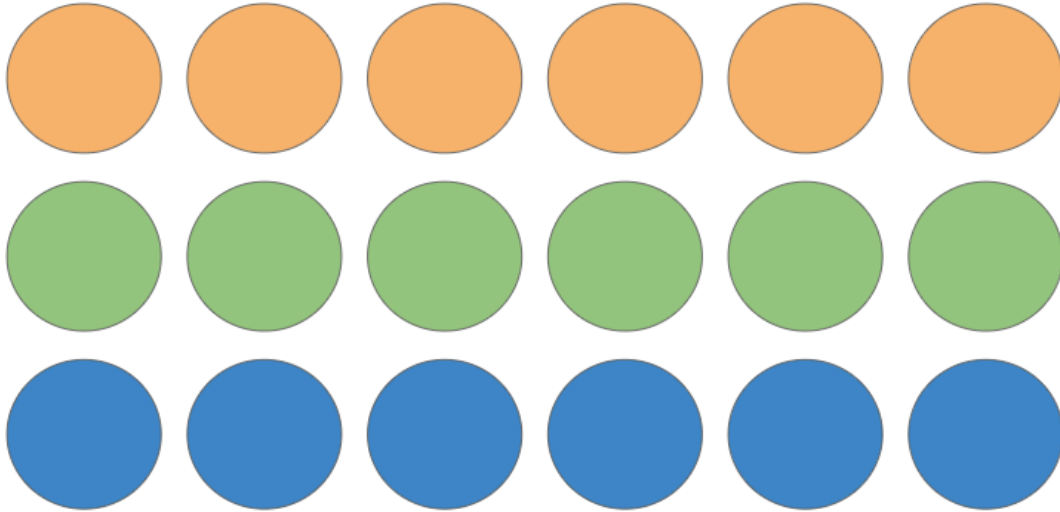
Finally, how much would you recommend now using public transport in your city? *

1 2 3 4 5

Not useful Use it as much as you can

9.16. Talking chips

TALKING CHIPS



9.17. Cheat sheet (Both... and... / Neither... nor... / Either... or...)

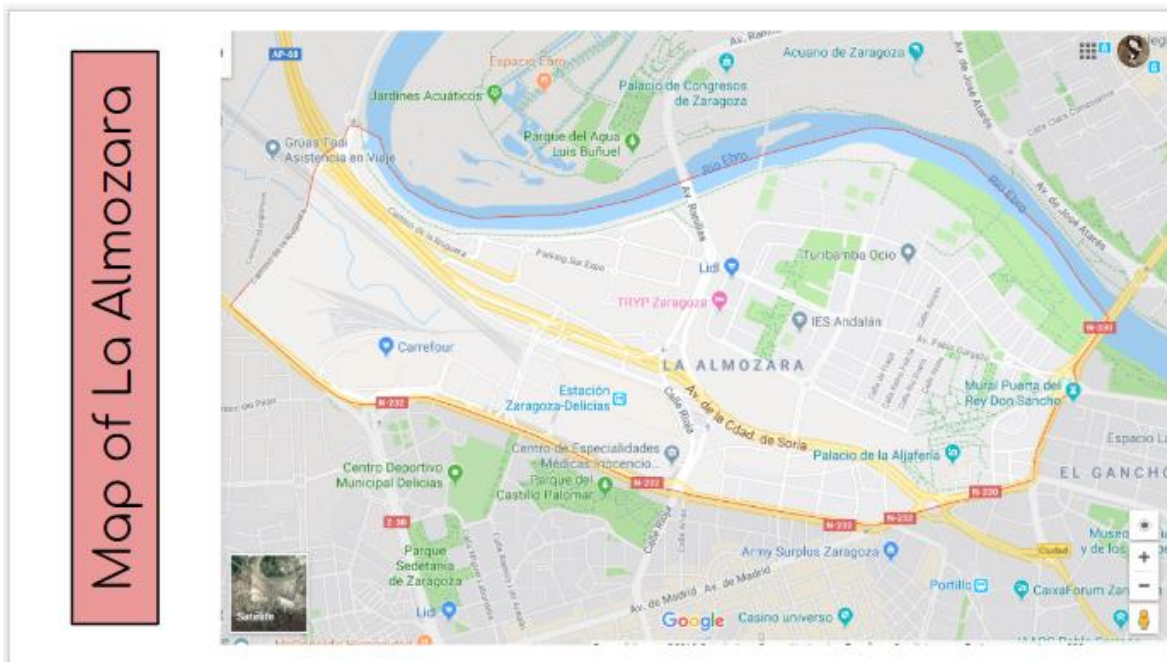
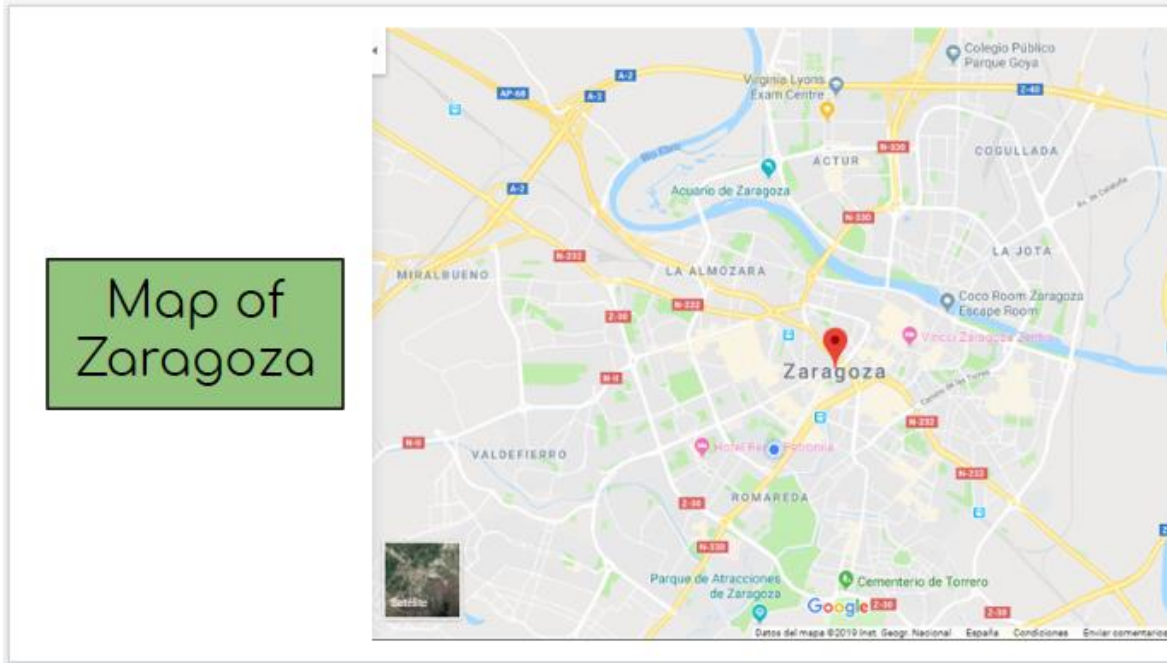
CHEAT SHEET

Both... and... When something is true for two people or two things. BOTH → includes	Neither... nor... When something is not true for two people or two things. The verb is always in the affirmative and normally agrees in number with the second subject. NEITHER → for nothing	Either... or... When it can only be one person/thing or the other. One possibility between two options. EITHER → excludes
I like <u>both</u> pop music <u>and</u> classical	Wednesday is <u>neither</u> the first <u>nor</u> the last day of the week	We could <u>either</u> go to the beach <u>or</u> to the mountains

9.18. Maps of Zaragoza (giving directions)

(screenshots from Google Maps and pictures retrieved from

https://en.wikipedia.org/wiki/Zaragoza_tram and <http://bit.ly/2Y27eWW>)



Streetcar map



Bus network map



9.19. Fill in the gaps on listening comprehension

Would you believe it if you were told that the first _____ of streetcars in Zaragoza were dragged by animals? It is true. First streetcar to ever exist in Zaragoza used _____ to go from one place to another. Maybe not the most comfortable option now. This kept happening during the _____ century. Then, in the first half of the 20th century, electricity arrived, and conditions improved. Actually, in 1923, regulations took place and smoking was _____ in the streetcar system.

I am sure you have seen London's famous _____ - _____ at some point. Well, Zaragoza had them too, but only for a couple of decades, from 1950 onward. Fun fact: a _____ project was proposed in Zaragoza, and it got _____. Maybe not surprising, we are living that drama constantly in the present.

In _____, we said goodbye to the last streetcar in the city, and all public transport left consisted of buses. Actually, Zaragoza was the last city to _____ the streetcar. In this year, TUZSA was born as well, taking over the public transport _____.

Undoubtedly, a year to celebrate was 1995, when the first _____ bus driver started working in Zaragoza's transport.

Already in this century, Zaragoza-Delicias was inaugurated, and _____ saw its closing. In 2005, the _____ bus service was also implemented, causing a great hit in the city. With the Expo International coming on, on 2008, Bizi Zaragoza was born. The number of users then as well as nowadays is _____. It was certainly a good decision to make. By 2009, a bike _____ was installed in Fernando el Católico.

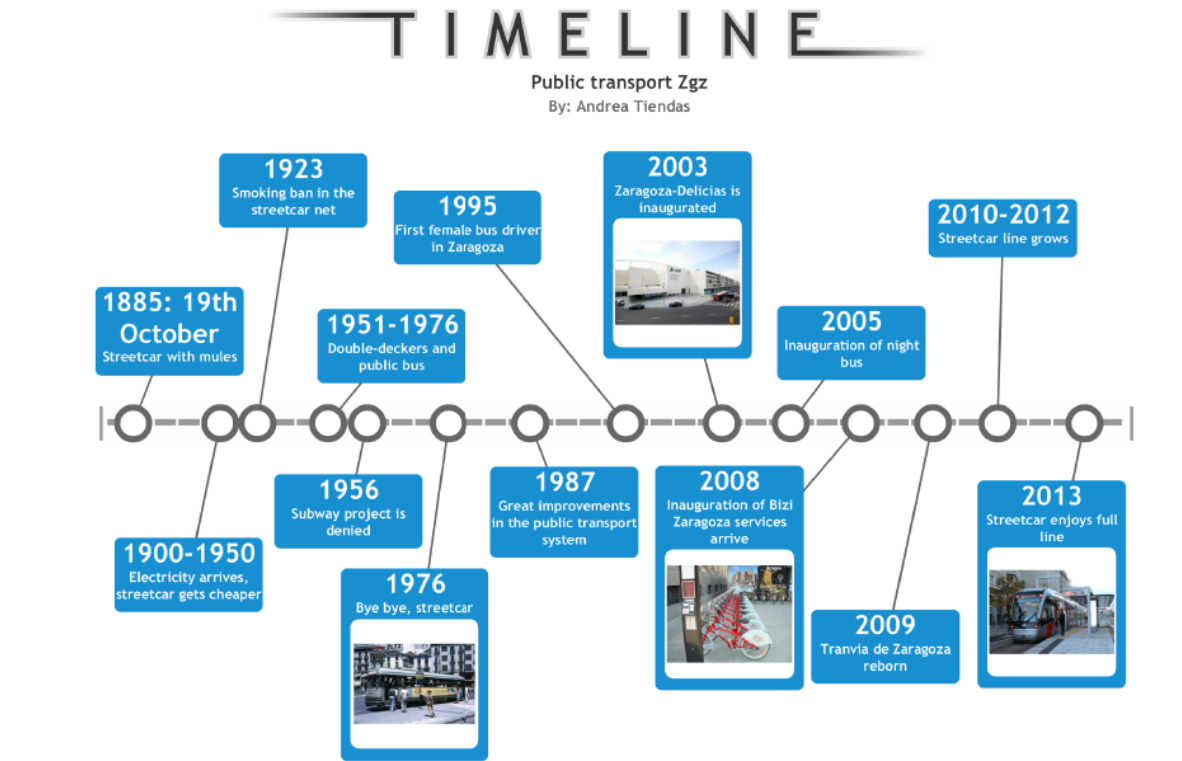
_____ year after that, the first construction work for "Tranvía de Zaragoza" started. Everyone was quite excited, but the works would continue until 2013, when the _____, Belloch, inaugurated it. By then, the streetcar line went from Valdespartera to _____. Then, it was extended to Plaza España, Murallas, Actur and Parque Goya. Second and last fun fact: in that year, _____, the presentation of Line 2 of Tranvía de Zaragoza took place. Supposedly, it would go from _____ to Las Fuentes and San José, but we all know that is not happening any time soon.

SOLUTIONS:

- | | | |
|---------------------|-----------------|----------------|
| 1. Carriages | 9. Get rid of | 17. City mayor |
| 2. Mules | 10. Enterprise | 18. Gran Vía |
| 3. 19 th | 11. Female | 19. 2013 |
| 4. Banned | 12. El Portillo | 20. Delicias |
| 5. Double-deckers | 13. Night | |
| 6. Subway | 14. Spectacular | |
| 7. Denied | 15. Lane | |
| 8. 1976 | 16. One | |

9.20. WAGOLL (Timeline)

URL: http://www.readwritethink.org/files/resources/interactives/timeline_2/



TIMELINE

Public transport Zgz
By: Andrea Tiendas




Items:

- 1885: 19th October
Inauguration of the first streetcar line, with wheels, and dragged by twelve mules, to Bajo Aragón.
- 1900-1950
During these years, the streetcar arrives to Santa Isabel, Delicias, Academia General Militar, Barrio de Jesús, Oliver and Casablanca.
- 1923
Smoking ban in the streetcar net.
- 1951-1976
In 1955, the first bus line from Plaza Paraíso to Plaza del Pilar inaugurates. In 1975, Zaragoza counted on five full bus lines.
- 1956
Subway project is denied.
- 1976
Last streetcar line performs its last trip. Zaragoza is the last Spanish city to close its tram system. The enterprise TUZSA is in charge of public transport in Zaragoza.
- 1976
Bye bye, streetcar
- 1987
First bus with AC. Creation of a service for people with reduced mobility.
- 1987
Great improvements in the public transport system.
- 1995
First female bus driver in Zaragoza.
- 2003
Zaragoza-Delicias is inaugurated.
- 2005
Inauguration of night bus.
- 2008
Just before the launch of Expo Internacional
- 2008
Inauguration of Bizi Zaragoza services arrive.
- 2009
Construction works begin and first bike lane is inaugurated in Fernando el Católico
- 2009
Tranvia de Zaragoza reborn.
- 2010-2012
The streetcar gets to Valdespartera, then to Gran Vía, then to Plaza España, then to Murallas-Plaza del Pilar. Intermodality, with bus and bicycle all along its route, is key
- 2010-2012
Streetcar line grows.
- 2013
And presentation of Line 2 of Tranvia de Zaragoza, from Delicias to Las Fuentes and San José.
- 2013
Streetcar enjoys full line

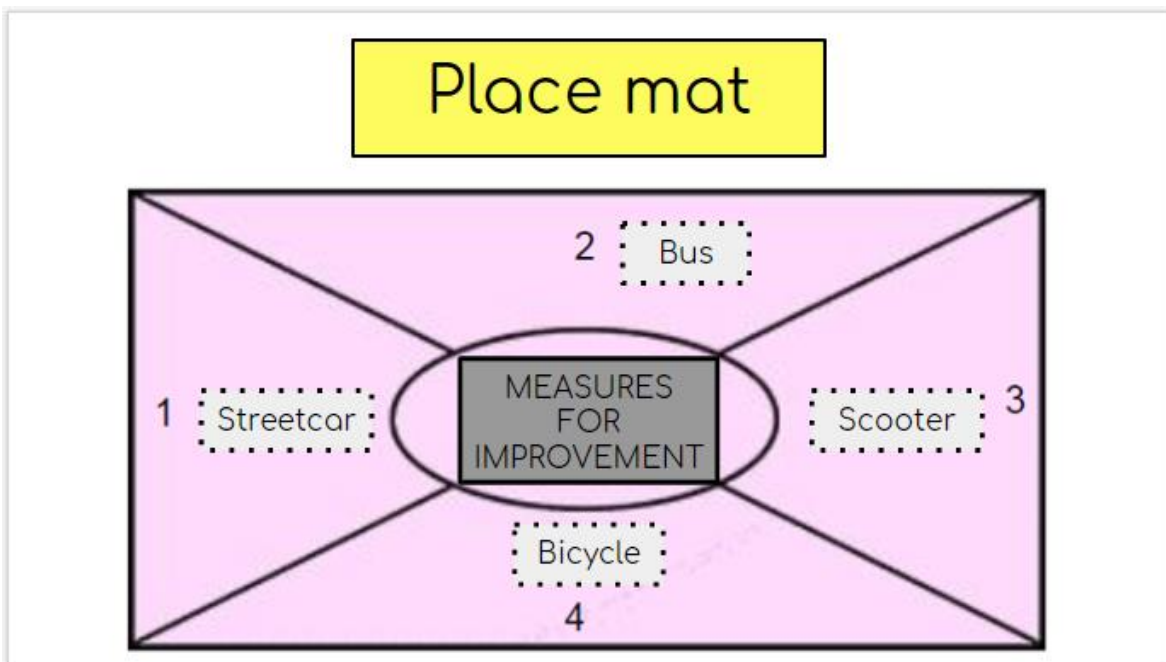
9.21. Checklist for peer-assessment of Timeline

CRITERIA	✓
The timeline contains at least 12 event boxes (maximum: 14)	
Each box is assigned with a year or period of time	
Each box has a title or description attached to it (i.e. it is not just the year)	
At least 10 out of the 14 event boxes are accurate and correct	
The timeline mentions events from the 19 th , 20 th and 21 st century	
The timeline includes information on: <ul style="list-style-type: none"> • Streetcar • Bus • Bicycle 	
The timeline includes "Smoking ban in streetcars"	
The timeline includes "First female bus driver"	
The timeline includes "Creation of a service for people with reduced mobility"	
The timeline includes the year when the whole streetcar line was operative (2013)	
FINAL MARK	/10

9.22. SWSW chart

SWSW CHART			
Name of your Means of transport	STRENGTHS 	WEAKNESSES 	SO WHAT? (For future improvement) 

9.23. Place mat



9.24. Thinker keys

THINKER KEYS

The Different Uses Key



The Alternative Key



The Different Uses Key

List more uses that you can give to your means of transport:

-
-
-
-
-
-

The Alternative Key

Your means of transport isn't working and you got to get to a place in particular. List 10 alternatives:

-
-
-
-
-
-
-
-
-
-

9.25. Planning chart

PLANNING CHART				
PARTS OF THE POSTER	Who will do it?	What will you do?	How will you do it? (Tools/ resources/materials)	When/Where will you do it?
Map of Zaragoza	Member #1			
	Member #2			
	Member #3			
List of measures for improvement	Member #1			
	Member #2			
	Member #3			

9.26. Rubric for poster assessment

CRITERIA	EXCELLENT	VERY GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	PERCENTAGE
COVERAGE OF THE TOPIC	Details on the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details in the poster have little or nothing to do with the main topic.	20%
USE OF THE MAP	The map shows all the places to improve and it helps to understand the measures.	The map shows one or two places to improve and they help understand the measures.	The map has been included and adapted in some way.	There is no map in the poster at all.	20%
MEASURES FOR IMPROVEMENT	All five measures for improvement have been included	Three or four measures for improvement have been included.	One or two measures for improvement have been included.	No measures for improvement have been included.	20%

ORGANIZATION	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized, but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.	15%
LAYOUT AND DESIGN / ATTRACTIVENESS	All information on the poster is in focus and can be easily viewed and identified. The poster is exceptionally attractive.	Most of the information of the poster is in focus and the content can be easily viewed and identified. The poster is attractive.	Some of the information on the poster is in focus and some of the content is easily viewed and identified. The poster is acceptably attractive.	Much of the information on the poster is unclear or too small. The poster is distractingly messy and not attractive.	15%
USE OF ENGLISH	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling or punctuation errors.	10%

9.27. Checklist for self-assessment of poster

CRITERIA		
COVERAGE OF THE TOPIC	Details on the poster capture the important information about the topic and increase the audience's understanding.	
USE OF THE MAP	The map shows places to improve and it helps to understand the measures.	
MEASURES FOR IMPROVEMENT	All five measures for improvement have been included	
ORGANIZATION	Information is very organized with clear titles and subheadings.	
LAYOUT AND DESIGN / ATTRACTIVENESS	All information on the poster is in focus and can be easily viewed and identified. The poster is exceptionally attractive.	
USE OF ENGLISH	No grammatical, spelling or punctuation errors.	
CONTRACTED FORMS	Contractions have been used where they applied in the poster.	
DIGITAL RESOURCES	We have used <i>Infogram</i> , <i>easelly</i> or <i>canva</i> to create our poster.	
UPLOAD	The poster has been uploaded to <i>Padlet</i> .	


9.28. Padlet for posters

URL: <https://padlet.com/6563811/td3j93vighk>




9.29. Two stars and a wish (peer-assessment of poster)


TWO STARS AND A WISH




2 Stars & A Wish



- I really liked the way you...
- I enjoyed reading the part when...
- You did a great job...
- I noticed you...



- It was a smart idea to...
- It was interesting how...
- You grabbed my attention when...



- How do you feel about adding...
- Maybe you can come up with a better way to...
- What do you think about changing...
- A recommendation would be to...


9.30. Exit ticket (Socrative)

URL: <https://b.socrative.com/teacher/#import-quiz/40558092>

EXIT TICKET

#1

What is the most important thing you learnt while doing the project?



#2

Was it a good idea to have several English teachers helping you throughout the project? Why?

#3

What would you rather not do again?

9.31. Assignments used as evidence of the necessity of improvement

Portafolio de Prácticum 2: diseño curricular y actividades de aprendizaje en lenguas extranjeras, inglés

URL: <http://bit.ly/2XFt1Hj>

