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Learning to Teach through Communicative Principles: A Proposal for Nursery Teaching Students in Vocational Training.

Aprendiendo a enseñar a través de Principios Comunicativos: Una propuesta para alumnos de Grado Superior en Educación Infantil.

Autora

Verónica Frías Jiménez

Directora

Silvia Pellicer Ortín

Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas

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Abstract

This dissertation seeks to create and critically analyse a learning unit for students of Vocational Training (VT) in their 2nd academic year (2018-2019) of Nursery Teacher Training (NTT). Firstly, an introduction to the communicative approach which is going to be used is exposed, summarising the main principles of Communicative Language Teaching (CLT), Cooperative Learning (CL), Task Based Learning (TBL) and Content Enhanced Language Teaching (CELT). Then, the purposes and objectives for this particular group of students are presented as well as a more specific theoretical framework of the approaches aforementioned. Moreover, the curricular framework is addressed, mentioning the main issues concerning the regulation of EFL in this Vocational Training programme. The methodology followed is also exposed, which intends to be suitable and feasible for this particular group. Afterwards, the learning unit proposal can be found. Due to the fact that this group of students was not used to following these approaches or EFL classes entirely in English, together with the fact that their general English level was low, led to the adaptation of some evaluation criteria and objectives from this particular curriculum. This aspect would provide these students with the essential English tools for their future jobs, but also for their personal lives, at the same time they learn to work cooperatively, collaboratively and autonomously in a natural way through the use of authentic materials and a meaningful context. Accordingly, this dissertation finishes promoting further research on Vocational Training and the area of EFL.

Key Words: Vocational Training, Communicative Language Teaching, English as a Foreign Language, Task-Based Learning, Content Enhanced Language Teaching.

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1. Introduction

In an increasingly globalized world, the English language represents the main tool in terms of communication. English has become our *lingua franca* since it is present in everyday conversations all over the world. Due to this fact, English as a Foreign Language (EFL) plays an important role in education and it has been a central issue of investigation in the field over the last decades. As a consequence, diverse investigations and different methodologies to teach and learn English have arisen. Some of the most important are Communicative Language Teaching (CLT), Cooperative Learning (CL) and Task Based Learning (TBL). These theories, which were studied and analysed during the Master's course on 'Profesorado de E.S.O., F.P., y Enseñanza de Idiomas, Artísticas y Deportivas. Especialidad de Lenguas Extranjeras: Inglés', intend to encourage students to use the language as a tool of communication as well as foster interaction among them in class in order to use the language within a meaningful context.

In addition to this, these theories have influenced the Curriculum, since both the National and the Aragonese curricula tend to mention and include these methodologies. Moreover, in 2006, the European Parliament established the eight Key Competences as part of its educational system, being 'Communication in a Foreign Language' (2006/962/EC) one of them. In our context, the Spanish system develops a different Curriculum according to every course or level from Pre-Primary to Secondary Education. At this point, it is important to introduce the central topic of this dissertation, which is related to Vocational Training (VT) ('Formación Profesional' in Spanish). As has been already mentioned, every level or academic course has its own Curriculum, where every subject or module is defined and its main aims and Learning Objectives are exposed. Nevertheless, the specific Curriculum for the VT course on 'Técnico Superior en Educación Infantil' ('Nursery Teacher Training' or NTT) does not show a specific plan in terms of second language teaching. The objectives presented are vague and it does not specify the main goals to achieve as it does with other levels. This aspect could affect the students' acquisition of the English language depending on their teacher or the school where they study, mainly if the competences and goals are not established beforehand by the educators in the department. Another important point is the lack of specific EFL materials in the area of VT in Nursery Teacher Training, thus the

communication among teachers should increase in order to plan and prepare materials that are meaningful and useful for the students' future professional lives.

Consequently, we could agree that it is important to provide a deeper insight into this topic in order to offer students following this training the right tools of communication, so that they can be fairly prepared for their future careers. As happens in many VT programmes, several companies are realising that their employees need to learn or improve their English level so that their students can benefit from it. Nevertheless, the English language taught is usually General English (GE). This means that students may improve their conversational abilities but, in terms of their work field, there is a – 'gap' - which should be fulfilled with more English for Specific Purposes (ESP) – specific programmes which help them acquire some professional discourse related to their specific disciplines.

Bearing these ideas in mind, this dissertation will present a learning unit based on real students of Nursery Teacher Training in their second year (during the academic year 2018-2019) and some of the results obtained after its implementation. These students had not studied specific vocabulary, communicative functions or linguistic skills related to their field, but they had been trained according to GE purposes and materials. Thus, the main objective to be achieved in this dissertation has been to design a specific learning unit where students can learn that English which is useful and necessary for their future as technicians in pre-school education. The vocabulary and structures that they may need for their professional practice will play an important role in all the activities and tasks presented. In order to achieve this aim, I will follow Phil Ball's notions about CLIL, EFL and CELT (2016). More specifically, I will rely on his notions about CELT, 'Content Enhance Language Teaching', an approach in which content is essential for language learning. Furthermore, the unit proposed will be based on such methodologies as Cooperative Learning (CL), Task-Based Learning (TBL) and, obviously, Communicative Language Teaching (CLT). As explained in Appendix 1 and 2, the use of the L2 during the whole academic year in all the sessions was implemented. Furthermore, these communicative approaches were taken seriously into account when searching for materials or creating my own.

I hope to demonstrate that it is vital to do further research on this issue. Not only for the teachers in these courses, who might be confused by the lack of guidance in the curriculum, but also for the students, who may become aware of their linguistic needs

depending on their future professions. All in all, this dissertation may also be a call to improve the curricula, materials and learning outcomes designed for Vocational Training programmes when it comes to the area of EFL.

2. Purpose and Objectives

As has been explained before, this dissertation is aimed at presenting an analysis of some of the key aspects related to English as a Foreign Language (EFL). This study will analyse the needs and the conclusions obtained after designing and implementing a specific learning unit for the group of students already mentioned.

The learning unit is composed of 6 different lessons, following the main characteristics of the Task-Based Learning (TBL) methodology as well as the Cooperative Learning Structures we have learnt during this Master's course (CLT and CL). These methodologies will encourage students to communicate in English with their classmates and their teacher. To do so, real materials related to their studies (CELT) and contextualized tasks will be provided and proposed. There are some other subsidiary objectives in this dissertation, which go as follows:

- To apply the knowledge and competences developed during the Master's course and put them into practice, proposing cooperative activities through meaningful-resources and filling in the gap identified in Appendix 1 and 2 about the lack of research on the methodologies and materials used to teach English in Vocational Training programmes.
- To fulfil some real students' needs. Individual activities and tasks will be also proposed, so that students can be aware and responsible for their own progress and learning.
- To let students play an active role in the classroom using the English language as the main means of communication. The activities will be mainly performed by the students but they will be explained, coached, moderated and observed by the teacher.
- To apply the principles of EFL and CELT in this context in order to demonstrate that the distinction between these concepts is necessary when training future nursery technicians, as well as others vocational courses.
- To design original materials and adapt them different sources, all of them modified for a specific group of students with some specific needs.
- To plan a final project, designed by the students in groups and coached by the teacher. At the end of the course, and once they have been corrected, students will share their

activities with the rest of their classmates so that they can have access to this material in their future careers.

- To implement these previous ideas in the classroom and analyse the results obtained.

3. Theoretical Framework

Nowadays, Communicative Language Teaching (CLT) seems to be the most accepted methodology to teach a second language but, before promoting this type of study and work in the classroom, traditional methods such as the Grammar-Translation Approach or the Audio-Lingual Approach were followed in our classrooms in order to teach English as Foreign Language (EFL). Although some teachers might not follow the recent communicative methodologies completely in their classes, the old traditional methods seem to be decreasing and they are mostly falling into disuse.

Communicative Learning Teaching (CLT) is one of the methodologies followed in order to design the learning unit proposed in this dissertation. According to Brown (2007), in CLT ‘the role of the teacher is that of facilitator and guide, not an all-knowing font of knowledge’ (p.47). This scholar (2007, p. 241) also exposed 4 interconnected characteristics as a definition of CLT, which goes as follows:

1. Classroom goals are focused on all the competences of CC and are not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques.
4. In communicative classroom, students ultimately have to use the language, productively and receptively, in rehearsed context.

Brown is considered as one of the most important authors and researchers on the topic. However, there are also other authors who have developed their theories about CLT. According to Ferlazzo (2015), ‘there is a great deal of students’ choice and autonomy involved, which are key elements behind intrinsic motivation’ in CLT (in Suprieski and Ferlazzo, 2018, p.175). Among other authors who mentioned CLT are Richards and Rogers who stated that ‘while teaching a language, a teacher is supposed to select learning activities in such a way as to engage learners in meaningful and authentic language use’ (qtd. In Basta, 2011, p.128).

All in all, these authors agree with the ideas that the CLT approach must deal with the motivation of the students through the use of authentic materials and language, where the activities are learner-centred as well as the autonomy of the students is promoted. Another important aspect to highlight is, on the one hand, the role of the learners, who must work collaboratively and actively. On the other hand, the role of the teacher is to coach and guide students through the process of learning, being students responsible for their own progress.

The second methodology taken into account while preparing the learning unit Cooperative Learning (CL). As with CLT, many authors have studied this approach and exposed their findings. CL prompts students to work together as well as communicate among them making use of the L2. Nevertheless, it is important to remind that working in groups does not necessarily mean that there is real communication among students either they are following collaborative work. One of the authors who has made reference to CL is Gillies. He (2014) stated that ‘groups need to be established so the five key elements of successful Cooperative Learning embedded in their structure’ (p. 130). These five key elements mentioned by Gillies (2014) are: ‘positive goal independence’, ‘group members are individually accountable’, ‘skills to manage groups interaction behaviour’, ‘promote interaction’ and ‘promote group processing’ (p.130).

This learning unit, which consists of 6 lessons, does not follow all the CL principles since it would not be possible due to the fact that there are not enough lessons to apply all of them and it is the first time these students were encountering this methodology. Nevertheless, some CL principles have been taken into account while designing the lessons. Due to the fact that Kagan is one of the most renowned authors in the field, and his theories have inspired those of Gillies, some of his ideas are followed. According to Kagan, some principles must be taken into account in order to perform CL successfully. Kagan (1999), distinguished 4 key aspects usually referred as ‘PIES’:

1. ‘Positive Independence’. It is related to the work done by each student, so he proposed the following question: ‘Does the success of one benefit others?’
2. ‘Individual Accountability’. This is related to the participation and learning of all members of the group. To do so, Kagan (1999) asked: ‘Is individual public performance required?’

3. 'Equal Participation'. Here, Kagan (1999) recommends teachers to establish tasks where every member of the group needs to contribute. In order to do so, Kagan (1999) proposed to divide the activity so every student is in charge of a given part.

4. 'Simultaneous Interaction'. Kagan (1999) proposed the next question: 'What percentage are engaged at once?'. Due to the fact that groups are usually composed by 4 or 5 members, Kagan (1999) raised the possibility of limiting the time for each student to collaborate in the task proposed.

Kagan also stated that following the CL approach, the groups should be established so every student can contribute in order to reach the same goal, and thus the task will be successfully completed by the individual commitment of each member of the group. Having said so, it can be noticed that Kagan's 'PIES' (1999) and Gillies's (2014) Five Key Points expose quite similar statements in order to accomplish CL successfully, so, I will follow Kagan's original tenets along with some updates offered by Gillies in the design of my learning unit.

After reviewing some of the most important authors on CL, it could be said that following CL implies that students work in groups, but all the members matter in order to carry out a task successfully. In some of the activities proposed in this learning unit, the members of the group have a role or are in charge of a given part of the activity; sometimes proposed by the teacher and some others chosen by the group through discussion, providing them with autonomy as well as giving them the opportunity to decide and make their own mistakes and successes. However, this principle is not possible to apply to every task or activity exposed. Thus, groups must be balanced and take skills and abilities of every student into account. This way, CL promotes both the students' autonomy at the same time they are part of a group where every member is essential and communication among learners plays an indispensable role.

Another approach taken into account while designing this learning unit is Task-Based Learning (TBL). TBL was introduced in the EFL classroom in the early 1980s. Nonetheless, by that time language teaching was mainly form-focused and its model PPP (Presentation, Practice and Production) made English learners not able to communicate themselves making use of the L2. Nevertheless, more recent TBL approaches are more focused on language,

defining it as a tool itself rather than form. However, it seems that authors do not reach an agreement when defining ‘task’, since diverse definitions have arisen. Still, all of them agree in terms of the active and meaningful role that language should have in the EFL classroom.

In this sense, Ellis (2003) stated that TBL promotes an effective environment, encouraging learners to express personal meanings. Moreover, Willis and Willis (2007) declared that following TBL approach means that students have not a passive role and lessons are not teacher-centred (as in old teaching methods). According to them, TBL promotes real language use and exchange, so teachers have not a passive role but they are in charge of the contents by providing learners with the new input as well as feedback. Richards and Rodgers (2001) emphasized that in TBL, language is meaningful so learners take part and get involved in the tasks proposed, allowing learning to take place naturally. Therefore, Willis and Willis (2007) expressed the idea that ‘a good task not only generates interest [---] but also generates opportunities for learners to experience and activate as much language as possible’ (p.70).

Some of these authors have presented a model in order to prepare these types of lessons in EFL. An example of this is Ellis (2003), who introduced this sequence to the methodology.

Table 1. A framework for designing task-based lessons (Ellis, 2003)

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Table 1. A Framework for designing Task-Based Lessons (Ellis, 2003)

Another example of task-based framework was developed by Willis (1996). This is also divided into 3 different sections; ‘Pre-Task’, ‘Task-Cycle’ and ‘Language Focus’

Table 2. Task-based lesson plan model (Willis, 1996, p. 38)

Pre-task		
Introduction to topic and tasks		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Students exchange or present report. Teacher listens and then comments.
Language focus		
Analysis	Practice	
Students examine then discuss.	Teacher conducts practice of new words.	

Table 2. Task-Based Lesson Plan Model (Willis, 1996)

According to Willis (1996), these 3 different stages pursue diverse goals and some of their characteristics are:

- ‘Pre-Task’: Teacher introduces the topic, recalls and activate previous knowledge of the learners but also exposes and explains useful words and/or expressions that may be helpful during the next stages.
- ‘Task-Cycle’: Teacher presents an opportunity for learners to perform real world tasks that is, real situations and contexts, while he/she monitors and coaches the students. The tasks in this stage are usually performed in pairs of students or groups. Teacher is a facilitator of the input so learners can achieve the outcome of their work, exchanging ideas and completing final products. Conclusions are frequently reported in this stage too.
- ‘Language Focus’: This stage consists on presenting an opportunity for learners to analyse and practise specific content emerging from the task.

All in all, the basic principles of TBL have been followed in order to design this learning unit and its sequencing of lessons. As will be exposed (**See Appendix IV**), the learning unit drives students to elaborate a final-project as well as an oral presentation in lessons 5 and 6. Real context and authentic materials have been used in order to engage students in the tasks

proposed, prompting real communication supervised by the teacher, who also provides the students with new input.

Having exposed some of the most important characteristics related to the methodologies and theories followed while creating the learning unit, it is important to review what some authors have stated about English for Specific Purposes (ESP) due to the fact that in VT the English language taught must be related to the students' future professional field. According to Mackay and Mountford (1978), 'ESP is generally used to refer to the teaching of English for clearly utilitarian purpose'. Moreover, Robinson (1980) stated that learners learn 'English enroute to the acquisition of some quite different body of knowledge and set of skills' (p.6). These ideas will be considered for the design of the learning unit in this vocational context.

In fact, going beyond the theories of ESP, Phil Ball (2016) has developed a new conceptualization where the field of ESP moves further by being connected to Content Language Integrated Learning (CLIL): Content Enhanced Language Teaching (CELT). Ball (2016) compared Content-Based Instruction (CBI), that instruction through a second language but mainly focusing on the content taught, and ESP, saying that in ESP the goal tends to be 'more focused on the acquisition of language whilst using it within its particular thematic contexts' (p.17). In his article, "Using language(s) to develop subject competences in CLIL- based practice", Ball states that CLIL involves a 'dual-focused' approach where content and language play an essential role in the activities proposed, and he conceives CLIL, according to Coyle et al.'s ideas (2010), as: "an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given to both the language and the content' (in Ball, 2006, p. 19). He also states that in CLIL didactic sequences 'complex low-frequency vocabulary' and 'general academic vocabulary' occur at the same time, as well as 'grammatical characteristics' appear in a natural place and time with the support and guidance of the teacher (p.26). In consequence, Ball (2016) described language as a vehicle, and CLIL as an approach where discourse functions should be developed (p.28).

In this context, Ball (2016) theorizes CELT as that teaching approach in which language acts as a tool of expression and takes place naturally when it is required (p. 32). Accordingly, he suggested that 'language teachers might begin to see their pedagogic

objectives in more multi-dimensional terms-not mere linguistic ones' (p.33). In other words, CELT implies that language is taught focusing on those linguistic functions and components that are specifically related to an area of knowledge, to a specific content. In our case, this could be the English needed for future nursery teachers to introduce toddlers and children into the use of the L2 from a communicative perspective. As CELT opts for learning language in a natural dimension, we should consider it as a tool as well as further skills and didactic aspects of the classroom are considered. Although in VT students need to be taught some 'specific vocabulary' related to their speciality, CELT will be followed in this proposal and it will be adapted to this specific group of students.

4. Curricular Framework

The Spanish educational system is divided according to levels and ages. Every level or course has its own curriculum where legal provisions, objectives, assessment criteria and content are included. Moreover, every region establishes the aforementioned patterns taking into account the National curriculum, which embraces the basic aspects that the different curricula should contain in order to pass a course successfully. Moreover, every subject or module (in the case of Vocational Training) has its own specific characteristics according to the level or topic to instruct.

Since Directive (2006/962/EC) from the *Official Journal of the European Union* was released, the Key Competences have played an essential role when designing the different educational curricula in Europe. It has influenced them at all levels and ages so, it is not surprising that they play an important role when designing and structuring the curriculum which establishes the basic aspects and legal provisions for Vocational Training in Aragón too (Orden 29/05/2008). It establishes a competence-based model, stating that the Key Competences must be incorporated into the subjects and improved in all the types of education in Spain. In addition, as stated before, the *European Recommendations on Key Competences* put emphasis on the importance of learning a foreign language in both the formal education as well as Training Programs Directive (2006/962/EC). In terms of Vocational Training (VT), the EFL module exposed in the curriculum for Vocational Training for Nursery Teachers (Orden 21/07/2008) is vague and unclear. In fact, the last update of these curricula in Aragón goes back to 2008.

Taking into account the *Ley Orgánica 5/2007, del 20 de abril de Educación*, specifically the *Orden 29 de mayo de 2008, del Departamento de Educación, Cultura y Deporte*, which founds the legal clauses for the Vocational Training Programs in Aragón, and the *Orden de 21 de julio de 2008*, which establishes the syllabus for the planning teaching implementation for ‘Técnico Superior en Educación Infantil’, module *A002. Lengua Extranjera del Entorno Profesional: Inglés* is one of the compulsory modules of this course plan. This curriculum establishes that EFL is to be taught according to the specific terminology of the productive sector. In terms of assessment, the four skills (listening, writing, speaking and reading) are mentioned and related to their area of study. Nevertheless, the Curriculum does not interrelate the different content taught in this VT through the area

of EFL. They are presented as different ‘blocks’ or areas which, although they must be related to their discipline of study, are not interrelated and used as a whole in the curriculum, since all of them are necessary when communicating.

It is important to mention that students in this course must have at least a B.1 level of English, according to the Common European Framework of Reference for Languages (CEFR). This is because students have already studied ‘Bachillerato’, and they have passed an English exam in order to study a ‘Grado Superior’ (Higher Vocational Training), or they have already completed a ‘Grado Medio’ (Intermediate Vocational Training) (although EFL is not included in the Curriculum). Also, they may have improved their English level in their previous year of the VT, where EFL is a compulsory module (the specific group considered in my project was in their second year of this VT).

Moreover, it is significant to review some of the general key aspects in this curriculum (Orden 21/07/2008). To begin with, most of the people believe that this Vocational Training Course prepares the students to work with kids aged from 0 to 3 years old, which is true, but kids aged from 4 to 6 are also considered in this course and students are trained to work with this range of age too. In fact, there are several articles in this curriculum (Orden 21/07/2008) which state this key point. One of these *Artículos* is number 4, which says that students should be able to: “*Diseñar, implementar y evaluar proyectos y programas de atención a la infancia en el primer ciclo de educación infantil en el ámbito formal [---] y en toda la etapa en el ámbito no formal...*” (page 16524). Nevertheless, the objectives and context of the EFL module are not mentioned at all, and they seem to be more oriented to the enterprise sector. In the same way, the *Artículo 6* declares that these professionals are supposed to work taking into account the context of childhood development of kids aged from 0 to 6 years old (page 16524). In a similar vein, the *Artículo 7*, concretely in the points 2.b and 2.c, states that this Vocational Training course enables them to become: “*Educador o educadora en instituciones y/o programas específicos de trabajo con menores (0-6 años) siguiendo las directrices de otros profesionales [---] (podrán trabajar) en ludotecas, casa de cultura, bibliotecas, centros educativos, centros de ocio, granjas escuela...*” (page 16525). Since the English language is more frequent in everyday activities and courses, it is essential to provide these students with tools so they can put them into practice in case they are required to do so.

In keeping with this, the *Artículo 8* (page 16525) makes reference to the use of ICTs and the importance of learning different aspects and skills related to them in order to put them into practice in the classroom. Also, *Artículo 9* (page 16525) is especially focused on team work, group dynamics, communication among other members of the group, identification of the different characteristics of a team work... However, none of these aspects are mentioned, even once, in relation to the EFL module. Different modules of this Vocational Training course also embrace this specific age range (0-6 years old). An example of this can be seen in the module *Análisis del contexto de la intervención educativa*, among others, where this specific content is provided (page 16531): “*Comparación de diversas experiencias educativas en niños y niñas de 0 a 6 años*”. Most of these students will probably work in kindergarten with kids aged 0 to 3. However, I consider important to provide them with some skills and English didactic resources related to these and older ages as they may need them in their professional practice.

Further on, in the curriculum, some *Resultados de aprendizaje y criterios de evaluación* (pages 16567 and 16568) related to the EFL module are established, and five different points can be found. Each of them is related to a different skill. It starts referring to the listening ability, where it can be read that learners will listen to oral texts, which must be clear and simple, making also reference to the identification of the main aspects of the discourse. Secondly, the reading skill and its assessment criteria are exposed. It is remarkable that one of them, more specifically point *b*, declares that “*se ha realizado traducciones directas e inversas*”, being an aspect completely different from what the communicative theories followed to design this learning unit say. Thirdly, the speaking ability and its objectives and assessment are established, where the most remarkable and important aspect according to this curriculum is the fluency of the students when talking in English. Point four, where writing aspects are defined, makes reference to politeness, the learners’ own linguistic resources, and the response to a job offer already provided by the teacher. Nevertheless, there is a fifth point which states that learners must identify “*las relaciones típicas características del país de la lengua extranjera*” (p.16568). According to this part, the students must be assessed in terms of their assimilation of these cultural aspects. However, it is known that the English language is considered as the official language in many countries around the world, holding different customs, cultures, etc., therefore, which country should be taken as a

reference in order to evaluate this aspect? Some English teachers might say that taking The United Kingdom as a reference would be a good idea but, would not we be, as teachers of a foreign language, denying the existence of other ways of life and cultures? And even ‘different English’ and accents? From my point of view, this aspect should be better specified in the curriculum in order to avoid confusion among English teachers, and I will try to bear it in mind for the design of this learning unit.

As can be seen, the curriculum takes the different skills separately when assessing and working on them. They are not interconnected – something that is extremely important according to the theories followed and exposed previously. Moreover, this curriculum does not take into account the fact that communication should take place providing the students with a natural or real context as well as authentic materials in order to stimulate real communication among students in the EFL classroom. As already mentioned, the learning objectives in the EFL module are not directly connected to kids but to enterprises. In addition, content is, generally, vague and unclear, as can be read in several points stating ‘among others’ or ‘and others’ when declaring different objectives.

5. Methodology

This learning unit was planned for second-year students of Nursery Teaching Training (NTT), and it covers 6 lessons which were implemented in the Second Term of the academic year 2018-2019.

The first step was to observe and analyse the group when I first presented the module and explained how it would work. At first, most of the students were afraid of failing because they were not used to following this type of classes. Nevertheless, when they realised that I would provide them with positive feedback and that the most important aspect was to work hard and show compromise with the content and works suggested, they finally understood that they would learn and improve in a more natural way, so they felt more relaxed. The very first day, an open debate about their impressions in relation to the English language, their past experiences related to the topic and expectations was developed. Since it was the very first day, the debate took place in Spanish due to the fact that they did not know me and they did not feel comfortable enough due to their general low English level. The main reason I decided to carry out this activity was to provide the students with an opportunity to feel heard and taken into account, as well as to make them feel important (something which was essential while doing the tasks proposed during the course). Furthermore, since I was conscious that not all of them would tell everything about their real thoughts, I gave them the opportunity to write down everything they needed to express in relation to the English language or experiences and expectations in a piece of paper which would be anonymous, so they could be as honest as possible and I could learn and become aware of their expectations, interests, previous knowledge and experiences with the English language both inside and outside the EFL classroom.

Once I knew about their feelings and expectations, as well as their past experiences with the English language both inside and outside the classroom, the Specific Objectives according to the Evaluation Criteria in the Curriculum for Vocational Training in Aragón were taken into account in order to develop these students' communicative competence, as well as their capability for Professional English connected to their field job were formulated. Nevertheless, as these provisions were not clearly established in the Curriculum, I designed more specific Learning Outcomes for my learning unit considering different points such as

the topic or the methodologies already mentioned (CL, CLT, TBL) as well as the curriculum itself.

The following step was to design the lessons according to the students' previous knowledge and needs. At the same time, I looked for authentic materials, always considering the assessment criteria and the assessment rubrics I designed or adapted for individual and team work. In order to do so, I asked myself a series of questions which were taught during the Master in several subjects like, 'Diseño' or 'Fundamentos', and must be taken into consideration so that the activities are appropriate for this particular group of students. Before and while preparing the learning unit, I considered 3 main questions exposed by Samuel A. Malone (2003, p. 294):

- 'What the student needs to do?' The learning outcome must be specific and precise. The Objectives from the Curriculum, the level of the group and the difficulty of the task exposed were essential when preparing the activities.
- 'How will the task be performed?' Since I wanted most of the activities to be cooperative, when possible, as well the students to be able to assess their individual work and progress, the activities were divided into different steps They involved cooperative and individual work, effort and commitment.
- 'How are Learning Standards established?' Since tasks must be measurable, minimum learning standards had to be determined. Furthermore, the 'SMART' principles were taken into account, that is, the activities must be 'Specific, Measurable, Achievable, Relevant and Timely', (SMART).

Once the learning unit was designed and put into practice with the group, an analysis of the results was carried out by using different tools, such as rubrics from each session completed by the students and the teacher (**see Appendix VI**). The individual rubrics were completed by the teacher while students worked in class, so improvement could be visible through the lessons, taking different aspects such as cooperation, participation, commitment... Some of the rubrics were retrieved from different sources (as can be seen in **Appendix VI**) but adapted to this particular group as well as considering the theories followed and the curricular framework. As these results (Section 7 of the dissertation) were gathered and examined, I could propose some future lines of improvement, discuss the results and offer some meaningful conclusions.

6. Learning Unit Proposal

6.a Presentation and Context of the Learning Unit

‘Océano Atlántico’ is a private Enterprise engaged in different education areas and services. It is a training centre which provides training at both regulated and not-regulated educative levels. They also teach different courses such as Intermediate and Higher Vocational Training, extracurricular activities, ‘INAEM’ courses, Farm School programs... Among these courses, there are some focused on teaching English, apart from the English modules in Higher VT. However, there was not an ‘English Department’ (at least during the academic year 2018- 2019) and, as has been mentioned before, most of the English subjects and modules were focused on teaching through General English principles.

Due to the fact that Higher VTs are regulated studies, the Curriculum must be followed and implemented, as has been explained in the curricular section. In this previous section, one of the *Artículos*, concretely *Artículo 7*, where it is explained that this degree will entitle these future professionals to work with kids aged from 0 to 6, was highlighted. I am aware of the fact that most of these students will work as kindergarten teachers, where kids’ ages go from 0 to 3. Nevertheless, since they were more than trained in these ages and several students were planning to study an Education Degree at University, I decided to plan a learning unit, for the second semester of the course, based on activities for kids from 4 to 6 years old. Another aspect that led me to take this decision was the fact that, according to the curriculum, they must be prepared to work with kids of this age range so that they can also work in not-regulated educational programs. Moreover, it will be seen that the final activity (**See Appendix IV lessons 5 and 6**), was carried out the previous semester but, instead of working in groups, we worked on it together, taking the whole class as a group and focusing on kids aged from 0 to 3. In both cases, the idea was to provide these students with the language and the tools that they may need in a future.

The learning proposal in this dissertation was oriented towards a group of 12 students in their 2nd year of Nursery Teacher Training, and most of them were a bit scared at the beginning of the implementation but whereas they were also motivated and willing to learn. This was a heterogeneous group in different ways, but mainly in their level of English. In addition to this, they lacked specific vocabulary related to the field of teaching English at

pre-primary levels and they were used to traditional EFL lessons, where grammar and translations were the mainly areas worked. Regarding the English level of the class, there was a girl who had obtained her B.2 Cambridge Certificate of English certificate the previous year. There were also 3 students in the group whose L2 skills were notoriously higher than the rest of their classmates. Moreover, there was one student whose English level was low and who sometimes worked at night, so he could not attend all the English lessons. Nevertheless, the group, in general, seemed to manage reading skills quite good, since they were used to more traditional EFL classes. However, the least dominated skill by the learners of the group was speaking. They had not been required to use the English language in order to communicate within a real context. This is why they tended to speak slowly and they seemed to be afraid of making mistakes, making up words and being unable to pronounce correctly most of the words. As they were not used to lessons focusing on communication, they had some significant limitations in their speaking abilities and their communicative competence.

The group consisted of 12 adult people, whose ages ranged from 20 to 26. Since this was their 2nd academic year, some groups had been already established and sometimes there was some tension among the students. Nevertheless, generally the atmosphere was relaxed and calmed. In order to make them work cooperatively and, with people from other groups, several strategies were applied. One of them was to make them realize that in their professional lives they would work with other people, even if they did not have a good relationship. Moreover, I asked them to give themselves a chance to know other classmates better, since they did not spend time with each other and, most of the times, it can become a pleasant surprise. Another important point was that they could help and learn from each other with their different abilities and skills.

Within this context, the learning unit presented in this dissertation was designed in order to be implemented in their Second Term of the course. The first term was mostly based on conversation, specific and basic vocabulary and content related to their field. The unit presented in this paper is made of 6 different lessons, where all the skills are dealt with taking different theories such as CL, CLT and TBL. The different lessons, except for the first one which was focused on reviewing what was studied in the previous term, are based on guiding

and providing the students with different communicative tools through different activities and tasks so they might put them into practise in the future.

The main intention of this learning unit was to provide students with lessons in which all the language skills are integrated, paying special attention to their development of the Communicative Competence. In order to do so, the teacher explained the activities but, the main active role was played by the students, being the teacher a conduit to get the results as well as coaching them when necessary. Students needed to communicate using the English language with their peers in order to complete the different tasks and activities successfully. Moreover, the teacher introduced them into a natural and real context while they used authentic materials.

6.b Contribution to the Key Competences and the Communicative Approach

As already mentioned, the European Parliament introduced the Competence Framework on 18th December 2006, introducing 8 different Key Competences. These competences were established in the *Ley Orgánica de Educación* in the *Orden ECD/65/2015 del 21 de enero* and they were aimed at all educational levels, acting as the basis for all the national curricula in the educational field. This document, in its different sections, emphasised the importance of introducing these competences to improve the quality of our education. Taking into account these different points, I considered important to apply them while designing this learning unit since these aspects are aimed at all educational levels in all the European countries. These competences should be cross-curricular and applicable to any subject, module or activity proposed in the classroom.

The Spanish Educational System presents 7 different Key Competences, aimed at all educational levels, as already stated, 2 communicative competences have been unified in our country. These competences are:

- A) Comunicación Lingüística.*
- B) Competencia Matemática y Competencias Básicas en Ciencia y Tecnología.*
- C) Competencia Digital.*
- D) Aprender a Aprender.*

E) Competencias Sociales y Cívicas.

F) Sentido de Iniciativa y Espíritu Emprendedor.

G) Conciencia y Expresiones Culturales.

Concerning the Linguistic Competence, the design of this learning unit has been strongly influenced by different methodologies such as CL or CLT. These theories, applied to the activities proposed in class, foster the communicative competence, being the language-learning process their main focus. The activities presented in this learning unit contribute to this competence since students need to make use of the English language in order to communicate themselves. They also involve different communicate skills in a real context, mostly listening and speaking, but including reading and writing too. Since these are active methodologies, students played an active role in the EFL classroom and this promotes a real learning process due to the fact that learners needed to make use of different linguistic forms and vocabulary when communicating themselves. Some examples from the learning unit would be debates, solve-problem activities, cooperative activities...

With reference to the Digital Competence, students needed to design a final-project, which was also performed orally, and for that, the use of ICTs is essential. Students usually brought their own laptops but if not, the school lent them one for the class. They had to prepare an oral presentation and they were told that they could make use of the different ICTs available in the classroom such as the interactive whiteboard, a multimedia projector, laptops, speakers... Another important aspect is that the interactive digital whiteboard was used by bot; the teacher and the students when the activity required so. Regarding to their final-project, they were asked to adapt different tales, songs and activities already existed (so they needed to surf the Internet in order to research) and also to create some new invented by the group itself. It was promoted the use of the ICTs from a safe and critical point of view. Some examples that can be found in the learning unit presented are the research of activities, look for information from an Anglo-Saxon country (**See Appendix IV lesson 5 and 6**).

In relation to learning to learn, this competence was crucial in this learning unit. There are several activities which embrace this competence. One of them is included in the first lesson where the different groups were encouraged to design a board game including the content previously worked. This way, students needed to remind what aspects has been learnt while designing their own game as well as when resolving the questions or tasks required by

the other groups' games. It enhanced them to realize the content already acquired and their improvements, increasing students' motivation and playing the main role in the activity. As already mentioned, learners needed to create their final-project, where they had to organise their time, learn how to work in groups and cooperate with each other in order to get successful results. Nevertheless, although many of the activities of the learning unit were designed in order to work in groups, there are also activities which had to be resolved individually as well as tasks where students were asked to assess themselves, so they could be aware of their progress as well as the aspects where they needed to improve.

Regarding the civic competence, it was expected that learners could work in a positive and open atmosphere as well as respectful. As already stated, many of the activities needed to be carried out in groups, where the different members shared their opinions and points of view. They might agree or disagree, but always from a polite position. There are also some activities which promote this competence such as the video from a kindergarten in Canada (they could observe the differences between the countries by the way they behave or see different aspects) or the conference video (where they watched a nursery teacher talking to the parents of a kid and discussing different issues related to the child). Moreover, when designing their final-project they needed to research and read different tales, legends... which may be similar to the Spanish ones but with slight differences.

The sense of initiative and entrepreneurship competence was promoted by providing students with a high level of autonomy deciding about their own tales, songs, fairy-tales...but also involving planning the project, organising the structures chosen, solving problems that may arise while working in group, making their own decisions, deciding the different roles each member of the group would play... these different aspects were focused on increasing learners' self-esteem, motivation and autonomous.

Finally, the Cultural Awareness and Expression competence was present in different activities already mentioned in this point of the dissertation. One of them is the video which shows a childcare facility in Canada or the one which shows a parent-teacher conference in English. Furthermore, the students became aware of the differences and cultural aspects from different Anglo-Saxon countries while designing their final-project, reading and researching different aspects from these countries.

6.c Sequencing of Activities and Materials

This section is focused on explaining critically the designed learning unit (**See Appendix IV**), the materials used (**See Appendix V**) as well as their sequencing deeply. Every lesson is divided into 3 main steps following the TBL approach. The first one, called ‘Pre-Task Activities’, intends to activate the students’ previous knowledge. Then, ‘The Main Task Learning Activities’ and the ‘Post-Task Activities’ parts are focused on introducing new input, foster communication making use of the L2 and leading to the students’ guided production. This been said, the 3 steps in this learning unit intend to foster communication among students as well as the teacher, since learners need to share their knowledge, feelings or points of view with the rest of the class or their shoulder-partners. The lessons comprised in this learning unit intended to provide them with different elements and tools so they could acquire knowledge successfully as well as apply it in their future careers. While carrying out this learning unit, new input was progressively introduced so students could activate their previous knowledge while learning new input.

The first lesson started with the activation and revision of previous knowledge and skills. Several pictures (**See Appendix V**), already chosen by the teacher according to some of the specific elements and vocabulary studied during the previous semester, explained in detail in the Learning Outcomes of the first lesson (see page 56), were projected on the whiteboard, so that the students could participate in order to review vocabulary and structures just after the Christmas Break. These are essential for their future careers as Nursery Teachers because they are specific and related to their field, following Ball’s ideas about CELT. Also, due to the fact that these students may work with kids aged from 0 to 6 and the English language is taking an essential role in any kind of activity nowadays (in formal and informal education), it was essential for them to be able to communicate themselves in the L2 as well as carrying out different activities with kids making use of the English language. As already explained, this learning unit was carried out during the second semester of the second academic year, due to the fact that students were not taught according to their needs in EFL classes during the previous academic year so they lacked specific vocabulary and expressions.

Continuing with this first lesson, students needed to create a board game in groups, including the most relevant aspects that had been studied in the previous semester. It is also

important to highlight that during this review, questions and doubts were asked, arising new input in the lesson. Also, in order to increase collaborative and cooperative work in the EFL classroom, one of the activities proposed was the one related to games. By doing so, learners increased the use of the English language in a ludic and real context. At the end of the class, once their games had been played and the previous studied notions had been reviewed, students were asked about their feelings and opinions when it comes to the activities carried out. Following CLT, students needed to communicate with each other making use of the L2 within a real context as well as for asking for help or feedback to the teacher, who was monitoring the class and the activities. Also, taking Kagan's principles into account, this lesson mainly worked on *Positive Independence* because the success of any member of the group benefited others, asking questions, explaining doubts, completing the activity, designing the game collaboratively.... This way, low-level students feel more confident since they are contributing to the task and high-level students support the work, contributing with their knowledge too.

Regarding **the second lesson**, it focuses on kindergartens. It started with general questions in order to activate students' previous knowledge about the topic and they were encouraged to discuss their notions and opinions in a debate. Moreover, listening skills were also practiced. Nevertheless, this skill was always worked in the lessons due to the fact that students needed to comprehend the teacher instructions and the other students' statements when communicating. In this lesson, a video from *YouTube* was played. It showed a kindergarten located in Toronto, activating the cultural and social competence at the same time. Students needed to focus, first, on the main idea and then on some particular questions about what had been listened to or watched. Before sharing their answers with the rest of the class, they had to compare them with their shoulder-partner, rising low-level students' confidence when participating in the class' debate. At the end, and divided into groups of 4 students, they needed to think about what kind of specific or general problems nursery teachers might face in relation to the kids or their parents. They were asked to take notes and brought the papers with them for the next session. Taking Kagan's principles into account, *Individual Accountability* and *Positive Interdependence* were worked in this lesson because, as stated before, the work of one student benefited the others.

The third lesson was directly connected to the last activity from the previous lesson. In the same groups, students had to share their ideas, opinions and points of view about what kind of problems a nursery teacher might face in relation to the kids they are working with or their parents such as behavioural problems, learning disorders, adaptative capacity, parents who do not accept certain issues... and how to respond to that politely (making use of tips and basic English structures and taking the group level into account such as *to greet and to bid parents farewell always, to pay attention and let people talk, to listen actively in order to answer and follow the discussion successfully, to make eye contact, to be careful with their body language...* In terms of polite expressions, some of them were *I would like to..., Would you mind...?, Please, let me know when you are available, There appears to be something unsatisfactory with..., I wish it never happened...*

Once the debate was finished, a chart was projected on the whiteboard providing them with tips, situations and expressions (**See Appendix V**) that may help them in a ‘parent-teacher conference’. This way, previous knowledge was activated and new input exposed at the same time they needed to talk to each other in English, fostering the authentic communication using the English language. In order to foster a real context, a video from YouTube was played, so students could watch a ‘parent-teacher conference’ and relate the content with their previous knowledge as well as with the new input already exposed and explained. They were asked some questions about the video, putting emphasis on the elements exposed in the lesson previously, so they had to reflect on the different notions as well as to relate the structures, gestures and expressions observed on the video and those previously exposed on the whiteboard. The last activity consisted on a role-play where, in heterogeneous groups of 3 students, they needed to prepare a meeting or ‘parent teacher conference’ role-play, focusing on one issue already discussed in class as well as put the notions and tools provided into practice. In terms of CLT, vocabulary and structures related to kindergarten and interaction with kids and parents was exposed within a real context and students were required to share and discuss information as well as to make decisions and solve problems that might arise while working together. Moreover, some Kagan’s principles are worked in this lesson like *Simultaneous Interaction*, since time is limited in some of the activities (**See Appendix IV, Lesson 3**) and all the students of every group were engaged at once. Also, *Individual Accountability* would be present due to the fact that individual public

performances were required. This motivated low-level students, since they felt as part of the group, making their own contributions, supported or helped by high-level students.

The next lesson, **the fourth one**, dealt with the topic of ‘Tales’. Firstly, students were asked to share their knowledge about tales with the rest of the classroom, they could share any idea they would have, making use of the L2, with the rest of the class. Afterwards, the teacher asked them more concrete aspects about the topic and, once again, students had to discuss their notions or ideas with the rest of the classmates. Once both debates had finished, a chart containing key elements, parts, tips and expressions related to tales (**See Appendix IV, Lesson 4**) was projected and explained, exposing them to new input. In order they put into practice all the notions and tools reviewed and explained, the class was divided into 2 heterogeneous groups of 6 components, providing each group with a tale, being both very popular and aimed at teaching toddlers; *The very Hungry Caterpillar* and *A Taste of the Moon*. Every group was subdivided into 3, so every pair of students in each group had to read and discuss a part of the tale together. Once all the members of the group had finished reading their part, they explained it to the rest of the group. Since new input had been exposed, they could add more elements in order to do the story-telling more original and interactive. They were encouraged to be as original as possible, adding sounds, materials, interacting with the other students... This lesson fostered communication among students as well as with the teacher, so CLT is all present in this lesson due to the fact that apart from the real communicative context, authentic materials were provided, learners were invited to be as original as possible working in groups (so they had to reach agreements), teacher acted as a facilitator of knowledge playing students the main role, autonomous work was fostered (individually or in pairs, but not directed by the teacher who just observed and monitored their actions, providing them with feedback when requested and needed). Moreover, taking Kagan’s principles into account, it can be seen that *Equal Participation* would play a role in this session since every member of the group would have a part in the activity given and they would be responsible for completing the task. Moreover, *Simultaneous Interaction* is also worked since activities are time-limited and participants in each group are engaged at once.

The **fifth lesson** started with a job offer from a fictitious kindergarten. It was a challenge where students, in heterogeneous groups of 4 people, needed to send a ‘product’, that is ‘the final-project’ of this set of lessons in which students had to apply for the job. This

‘final-project’ needed to include 6 different activities for kids aged 4 to 6. Three of these activities must be popular songs, games, tales... from a given Anglo-Saxon country (previously chosen) and thus be adapted. The other 3 activities must be created by the group, trying to be as original as possible. Also, a template (**See Appendix IV Lesson 5**) was provided to every student so they could know what was expected from them and how to develop the project. These activities followed the CLT approach since students needed to communicate with each other using different techniques and structures related to ask for opinion to their partners, defend their own point of view basing their ideas on facts and some different expressions exposed and practiced during the previous lessons if needed, as well as ask for help or feedback to the teacher. Furthermore, they needed to discuss, solve problems (if they arose while working), and make decisions speaking in English. In addition, and according to Kagan’s principles, it can be observed that several of them were worked in this lesson such as *Positive Interdependence*, since one’s success benefits others in the group; *Equal Participation*, due to the fact that every member of the group contributes to the activity; and *Individual Accountability*, because of the requirement of individual public performance. In this lesson, the groups were given time in order to start with their ‘final-project’ together as well as to start planning and designing it. Although they worked in groups, every student had a laptop so they could do some research on the Internet, sharing their findings and making decisions together as well as asking for help or feedback to the teacher in order to know if they were working according to what was required.

The **final lesson** was focused on the oral presentation of the activities that the groups had been working on, that is, their ‘final-project’. They handed their projects in to the teacher, who would correct them afterwards. In order to carry out this lesson, every group had to prepare it beforehand. The idea was that all the group together decided which activity, from their ‘final-project’, was the best one in order to perform in front of the classroom. This lesson was presented to the groups as a performance they needed to carry out in order to get the job they were applying for (from the fictitious kindergarten in Oklahoma). They needed to think that the rest of the class were kids aged from 4 to 6, so interaction, making the audience part of the activity, encouraging them to follow their instructions, songs or rhymes... was needed, but always keeping in mind that during their performance, their classmates were kids. In addition, the materials needed must be taken into account and communicated to the teacher

in order to prepare it before they started. Another important aspect was that they were not supposed to use external support (such as notes or papers) in order to avoid them reading the whole exposition. Nevertheless, they could have some with them if they felt more confident while exposing. The rest of the class was expected to behave as kids and participate in the activities proposed. Once a performance was delivered, the rest of the groups, as well as the teacher, assessed them, objectively and individually on a rubric provided at the beginning of the class. This lesson follows the CLT and CELT approach since it fosters communication and interaction within a real and professional context making use of the English language. Also, the students played an active role in the activities, being the teacher a facilitator of knowledge, if required. Moreover, authentic material as well as a real context drove learners to use the L2 meaningfully. Furthermore, some Kagan's principles were presented such as *Individual Accountability*, since individual public performance was required; *Equal Participation*, as every student had a part to play and all of them contributed to task given; and *Positive Interdependence*.

All in all, it was observed that previous knowledge was always present in these lessons as well as new input. The lessons were exposed in a way that drove the students to the tasks and challenges naturally and gradually, taking different aspects into account. In addition, tasks and activities were introduced in an authentic way in order to engage students to a real situation. It is also important to highlight that all the students in the group had to participate in both; the designing of the 'final-product' and the oral performance in order to achieve a common goal.

6.d Evaluation Criteria and Assessment Tools

As for the Evaluation Criteria, a set of rubrics (**see Appendix VI**) were designed and/or adapted (according to this particular group) in order to assess the tasks and activities developed in the classroom for both the learners and the teacher. They intended to evaluate their effort, work and progress but also the level of difficulty or what they thought they needed to improve since they were always invited to write additional comments if they felt they needed to.

The evaluation was global, continuous, formative, and integrative and it took personal development and improvement into account since not all the students in the group started the

course from the same point regarding their level of English. Moreover, learners' cooperation, behaviour and their level of commitment to the module were also considered when evaluating them. The evaluation of the students started from the first lesson and they were informed by the teacher of how they were going to be assessed and what was expected from them. Besides, the teacher observed and monitored the class, providing them with coaching and help when requested.

Moreover, the school determined to assess behaviour with 20% out of 100% of the final mark (see **Appendix VI**). In addition, we were told that the word 'exam' could not be used, it should be named 'self-assessment' instead. Nevertheless, these 'self-assessments' were just a euphemism due to the fact that they were 'traditional' exams but the only difference was that they were completed online, making use of their personal laptops in the class. This would represent the 20% (maximum) of the mark and it was compulsory for us to prepare them for the students in order to assess their knowledge. They should include the different aspects, notions, and points explained in class and they must be taken individually. During the second semester, 2 self-assessments, or 'exams', were taken by the students and corrected by the teacher. Nevertheless, there was no supervision from the head teacher or other supervisors in this respect.

The 'final-project' that students had to prepare in groups, represented 20% of the final mark and its performance or 'oral presentation' in class was 10% out of 100%. So, it could be said that the evaluation of the learning outcome represented 30% of the final grade. This implied that teamwork was evaluated and assessed but it did not represent a significant quantity in the end. There are two main reasons why it was decided to be so. On the one hand, it was established by the school that behaviour would count 20 out of 100 as well as their 'self-assessments' or exams. That represents 40% of their final marks. On the other hand, as already stated, this group was in their second academic year and the learners were not used to working collaboratively and being assessed following the steps exposed in the lessons, especially in the English module. All in all, the consequences of this was that the evaluation of the learning outcome was not as important as I would have liked.

As already explained, individual progress was also taken into account. This represented 50% of the final mark and it was divided into 3 different parts. One of them was the self-assessment (or exams). As already said, they took 2 different exams during the

second term and they comprised 20% of the total grade. Another aspect taken into account was how the students worked and collaborated in groups, which implied an active observation from the teacher in class as well as taking notes and complete the rubrics (**see Appendix VI**). This accounted 20% of the final mark. Finally, the third component of the Individual Learning Process was the students' participation and collaboration in class. This comprised the 10% of the final mark.

The **grading criteria for this learning unit** was:

Evaluation of Behaviour 20%

1. Individual Learning Process	20%
2. Group Learning Process	20%
3. Participation in Class	10%

Evaluation of the Learning Process 50%

1. Final-Project	20%
2. Oral Performance of the Final Project	10%

Evaluation of the Learning Outcome 30%

7. Discussion and Results

As has been explained, this learning unit was designed taking into account both the specific curriculum of this VT (Orden 21/07/2008) and the different theories already mentioned CL, CLT and TBL, considering and putting into practice some of their principles. The main reason why not all the principles were applied was because of lack of time and the characteristics of the group itself.

The group was not used to following this type of methodologies in class, especially in EFL classes so, at the beginning there were some difficulties in order to apply some of the principles and engage the students. It was usually the lack of confidence in themselves when communicating in English that made it hard to establish the L2 as the main tool of communication in class. Moreover, since they were not used to EFL lessons completely in English, some of the students used to misunderstand some messages. In addition, they expected EFL lessons to be grammar-focused and explained in Spanish, as in their previous academic year. Thus, it was not easy to follow the principles correctly at the beginning.

Another aspect that made it complicated to follow all the principles explained and chosen in this learning unit was the teachers' lack of experience while teaching formal education and applying these techniques and principles in an EFL class. This, together with the fact that there was not an English coordinator who could supervise our teaching or even an EFL department where teachers could establish and discuss teaching and methodologies, could provoke some uncertainty. Nevertheless, there were some aspects which were already established by the school such as the grading of behaviour or the compulsory 'self-assessments' or exams. These aspects conditioned the way of teaching in some of the lessons throughout the academic year.

Notwithstanding the aforementioned, as can be observed in the rubrics in **Appendix VI (14.1)**, all the students improved their level of English at the end of this learning unit, at different rhythms though, since they did not start their second academic year from the same point. In fact, all of them participated quite actively in English at the end of this learning unit. In addition, their self-esteem when communicating making use of the L2 increased as well as their engagement with the module since students felt encouraged to express themselves as well as participating in the task proposed in EFL lessons. It was obvious that students were making an effort to improve their English level, asking questions when they had doubts about

words or other specific areas related to the L2. Also, they acted more relaxed as time went by, enjoying and having fun in class while they were learning English. Because of this, students started to make use of the L2 naturally and T could finally play the role of facilitator of knowledge.

The introduction of authentic materials as well as the creation of a relaxed atmosphere and a real context were crucial in order to make the situation suitable for the learners' improvement and engagement in the module. Furthermore, students did not only learn how to express themselves using the English language more naturally but also how to work cooperatively in groups, with partners they were not used to working with. Moreover, this learning unit contains several activities which are meant to be done in groups or pairs, following TBL approach. Generally, the members of these groups were mainly decided by the teacher, in order to make them as heterogeneous as possible. These activities, as well as those which are established to be done individually, are not teacher-centred. Teacher is meant to act as a facilitator or conduit of knowledge, guiding and coaching the students as well as constant observing. To sum up, the teacher's main role was that of explaining, instructing, guiding and observing.

All in all, all these strategies made the students work autonomously, even when they worked in groups, deciding about the different roles or discussing and defending their own ideas when completing a task as well as they improved their capacity to choose basing their ideas on facts. Since the objectives were multidimensional and not just linguistic, as their previous EFL classes were used to be, students learnt more than the use of the English language itself, but also acquired other important aspects such as working autonomously as well as cooperatively naturally while they enjoyed the lessons. A clear example of this was the final oral presentations, where students needed to deliver an English 'mini-lesson' and they demonstrate they could make use of the L2 as well as support and help their partners naturally while they made use of authentic materials and treated the rest of their classmates as kids.

8. Conclusion

In conclusion, a learning unit was designed in order to respond to the needs observed during the first semester of the academic year of this particular group. The students were not used to cooperative learning and they lacked specific vocabulary, terms and expressions of their field job as well as using authentic materials in a real context. I decided to design a learning unit composed by 6 lessons, entitled '*Learning to Teach Through Communicative Principles: A proposal for Nursery Teaching Students in Vocational Training*' following different communicative approaches, being CL, CLT, CELT and TBL essential in its development. The main reason why these approaches were followed is their vision of language, which is considered as a tool of communication itself, they also foster real communication and intend to improve students' communicative skills through the use of activities and tasks which encourage learners to make use of the L2 in real contexts. As already said, this learning unit intended to provide students with tools, notions and elements, not only for their future careers as nursery teachers, but also for their personal lives.

Nevertheless, it has been mentioned that the communicative approaches were sometimes difficult to follow because, although they foster communication among students making use of the L2, this was not always possible because of most students' low-level of English. Furthermore, not were all the students always motivated and, sometimes it was difficult to engage them in some of the activities proposed. TBL has been essential while designing this learning unit structure. Nevertheless, as their English level was generally low, some tasks could not be completed as satisfactorily as I had desired. Due to this fact, the first lessons of this unit were focused on reviewing and exposing the students to new input, which was essential for their degree, as stated in the Curriculum. This would be profitable and beneficial for future teaching plans to focus on this aspect more deeply.

Last but not least, it has been proved that EFL in Vocational Trainings' Curricula is not as defined as in other education stages, such as Secondary Education. The objectives and assessment criteria are vaguely explained, giving English teachers an option to interpret them differently. Moreover, the lack of specific EFL materials for this kind of modules is a reality and English teachers need to carry out some research on different sources in order to provide

students with meaningful activities and tools. Furthermore, Vocational Training courses are very specific since they intend to prepare students for a job. However, many EFL teachers are not familiar with these specific contents and thus communication with their co-workers, who teach different modules, is essential in order to study and instruct themselves in order to be coordinated with the rest of the modules. Having this said, I consider that further investigation from education professionals should be done in order to provide Vocational Training students with the right tools and prepare them correctly in such an important area as EFL. In the end, teachers in these programmes should be aware that the linguistic competence is essential in these students but also the knowledge, skills and competences that can be trained through a professional and specific use of the second language.

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LEGISLATION

Aragonese Curriculum. ORDEN de 29 de mayo de 2008, de la Consejera de Educación, Cultura y Deporte, por la que se establece la estructura básica de los currículos de los ciclos formativos de formación profesional y su aplicación en la Comunidad Autónoma de Aragón. Boletín Oficial de Aragón, núm. 101, de 8 de mayo de 2014, pp 16915- 16930
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RUBRICS

Some of the rubrics (See **Appendix VI**) have been retrieved and adapted from different online sources:

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<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>

YOUTUBE

Youtube Video: “Lawrence Park School- A North Toronto Nursery”

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

Youtube Video: ‘Parent Teacher Roleplay’

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10. MASTER'S ESSAYS. ANALYSIS AND COMMENTS

APPENDIX I

A study on the use of L1 and only L2 in ESL classroom. Evaluación e Innovación Docente. Curso 2017/2018. Máster en Formación del Profesorado de Educación Secundaria. Especialidad: inglés.

<https://docs.google.com/document/d/1h2cu0boGyGTww9jM1D3Rz6HNoSNj8Te9/edit?dls=true>

1- This essay is focused on the use of L1 in ESL classes during our placement period. The justification of this study is that, although most of the authors and researchers support the idea of making use of L2 in EFL classes nowadays, there are some others who disagree. Cook (2001) and Swain and Lapkin (2000) state that making use of L1 in EFL lessons can be beneficial for students. Bearing these ideas in mind, we questioned ourselves the importance of the topic. Since we had the opportunity to implement our own lessons during our placement period, it was decided to only make use of L2 in our lessons as well as take notes in order to get actual data.

2- Carrying out this essay made me realise that, when students are not used to communicating themselves in English, it can be quite challenging implementing a whole session making use of L2 only. This was proved taking different high-schools into account, both private and public schools. Nevertheless, the number of lessons we implemented during our placement period were not high.

3- Bearing these aforementioned aspects in mind, I considered this essay significant in order to implement this same aspect with the group named during my dissertation. This group was composed by students of Vocational Training (VT) in the academic year 2018-2019, and they were not used to EFL classes entirely in English. Regarding with the results, the data collected at the beginning of the course was quite similar to the one exposed in this essay. Nevertheless, students started to make use of L2 more frequently over time. However, students also made use of L1 during the whole academic year but not as frequently as they did in September.

APPENDIX II

Communicative Language Teaching: an analysis of the coursebook High Score. Fundamentos de Diseño Instruccional y Metodologías de Aprendizaje. (Especialidad de inglés). Máster en Profesorado de Educación Secundaria Obligatoria y Bachillerato. Curso 2017/2018

https://docs.google.com/document/d/1JEnqgA3BNV5MWE_SCiMoysgJN2ArMP-t/edit

1. This essay analyses some activities from the textbook *High Score* (Oxford), which is aimed at students from 3rd of Secondary School. It was decided to focus our analysis on the first 3 units (the book consists of 9 different units) due to the fact that, in theory, it would represent a semester, the first one in this case. The activities presented in these units were analysed according to CLT principles defined by Richards (2006). Nevertheless, in this essay, some other authors related to CLT can be found such as Brandl (2008), Savignon (2001), Brown (2007) or Dörnyei (1994).

The methodology followed in order to prove if the activities in the book are, somehow, related to Richards' features is explained as well as the results and discussion from them. In order to do so, a chart for data collection was designed and suggestions for improvement were expressed in this essay.

2. This essay was very important while designing not only the learning unit presented in my dissertation, but also the lessons for the whole academic year (2018-2019). It is true that there are not specific materials in order to teach this Vocational Training (VT) course and the curriculum is not well defined, so English teachers may interpret it in different ways. Furthermore, it is very easy to 'fall into the temptation' of making use of any English textbook in order to teach our students. Nevertheless, as explained in the dissertation, these particular students have some specific needs that other students such as secondary education ones do not have. So, if we, as EFL teachers, want to make a change not only for their professional and personal lives but also for the subject itself, we should ask ourselves 'What do I want to teach?' 'What are the real needs of these students?' 'Does this activity really comply with the objectives?' 'Do they really learn something interesting from it?' 'Does it help them to learn how to work collaboratively/ autonomously...?' 'Does it contribute to students' needs/ skills...?'

Since, as already stated, there was not specific material for this given course of VT, EFL teachers need to do a research in order to get authentic materials or design their own tasks or activities but, from my point of view, bearing these features and ideas in mind.

11. APPENDIX III. Specific Learning Objectives and Specific Content

This learning unit has been designed taking the General Objectives of the curriculum of this Vocational Training course into account, considering, as well, the different modules that this curriculum embraces. My learning unit specially promotes the learning and acquisition of the English language and the learners' improvement of their communicative skills by making use of the L2 in the classroom as a tool of communication. It puts emphasis on creating a real context in the class and provides the students with authentic materials and the constant opportunity to express and communicate themselves in English with both; their classmates and the teacher. Moreover, this learning unit has been designed so learners can also acquire some other essential competences such as problem-solving, to be aware of diversity and respect it (among their classmates and other Anglo-Saxon cultures and behaviours), to work cooperatively and collaboratively in a comfortable atmosphere, among others as previously stated. Regarding with my proposal, the General Objectives of module *A002. Lengua Extranjera del Entorno Profesional: Inglés*, stated in this curriculum, *Orden de 21 de julio de 2008*, have been considered when designing this learning unit (see **Appendix I**). Moreover, EFL, by its own nature, promotes the communicative approach.

This learning unit is centred on the curriculum Evaluation Criteria exposed. The curriculum divides the learning criteria into 5 different sections which, at the same time, show different aspects to evaluate in each of them. The first specific objective is centred on Listening skill and states: *1. Reconoce información cotidiana y profesional específica contenida en discursos orales claros y sencillos emitidos en lengua estándar, interpretando con precisión el contenido del mensaje.* (p. 16567)

Some of the objectives which will be assessed in this learning unit according the listening (p.16567) skill are:

- a) *Se ha situado el mensaje en su contexto profesional.*
- b) *Se ha identificado la idea principal del mensaje.*
- c) *Se han extraído las ideas principales de un mensaje emitido por un medio de comunicación.*

e) Se ha extraído información específica en mensajes relacionados con aspectos cotidianos de la vida profesional y cotidiana.

f) Se han secuenciado los elementos constituyentes del mensaje.

h) Se han reconocido las instrucciones orales y se han seguido las indicaciones.

i) Se ha tomado conciencia de la importancia de comprender globalmente un mensaje, sin entender todos y cada uno de los elementos del mismo.

The second specific objective is focused on reading abilities. As the previous one, there are different statements, but not all have been included when designing the learning unit. It is presented as follows:

2. Interpreta información profesional escrita contenida en textos escritos complejos, analizando de forma comprensiva sus contenidos. (p.16567)

The different points taken into account in order to evaluate students' reading skills (p.16567) in this learning unit are:

a) Se ha relacionado el texto con el ámbito del sector productivo del título.

c) Se han leído de forma comprensiva textos específicos de su ámbito profesional.

d) Se ha interpretado el contenido global del mensaje.

e) Se ha extraído la información más relevante de un texto relativo a su profesión.

f) Se ha identificado la terminología utilizada.

g) Se ha interpretado el mensaje recibido a través de soportes telemáticos: e-mail, fax, entre otros.

The third specific objective deals with speaking skill and it states:

3. Emite mensajes orales claros y bien estructurados, participando como agente activo en conversaciones profesionales. (p. 16567)

The criteria aspects taken into account in order to assess the group (p. 16567) are:

b) Se ha expresado con fluidez, precisión y eficacia sobre una amplia serie de temas generales y profesionales, marcando con claridad la relación entre las ideas.

c) Se han descrito hechos breves e imprevistos relacionados con su profesión.

d) Se ha utilizado correctamente la terminología de la profesión.

- f) Se ha descrito y secuenciado un proceso de trabajo de su competencia.*
- g) Se ha justificado la aceptación o no de propuestas realizadas.*
- h) Se han realizado, de manera clara, presentaciones breves y preparadas sobre un tema dentro de su especialidad.*
- j) Se han secuenciado las actividades propias de un proceso productivo de su sector profesional.*

The fourth specific content in the curriculum is related to the writing skill. In this part, the curriculum declares:

4. Elabora textos sencillos en lengua estándar, relacionando reglas gramaticales con la finalidad de los mismos. (p. 16567)

The criteria taken into account for this learning unit, and embraced by this objective (p. 16567) are:

- a) Se han redactado textos breves relacionados con aspectos cotidianos y/ o profesionales.*
- b) Se ha organizado la información de manera coherente y cohesionada.*
- e) Se ha aplicado las fórmulas establecidas y el vocabulario específico en la cumplimentación de documentos.*
- h) Se ha elaborado una solicitud de empleo a partir de una oferta de trabajo dada.*

Finally, there is a last learning objective which deals with attitude and knowledge. This fifth point declares:

5. Aplica actitudes y comportamientos profesionales en situaciones de comunicación, describiendo las relaciones típicas características del país de la lengua extranjera. (p. 16568)

The criteria considerate in order to assess the group of students in this learning unit are:

- d) Se han identificado los aspectos socio-profesionales propios del sector, en cualquier tipo de texto. (p.16568)*

As can be noticed, there are different aspects which have not been included in this learning unit. There are two main reasons for this. One of them is that it is not possible to assess all those aspects in 6 lessons, so the most relevant for these students have been selected. The other reason is that, as already stated in this dissertation before, there are some points which are not reasonable according to the methodologies followed when designing this unit. One of them, embraced in point number 2, which is related to reading skills states:

b) Se ha realizado traducciones directas e inversas de textos específicos sencillos, utilizando materiales de consulta y diccionarios técnicos. (p. 16567)

Moreover, in section 5 (p. 16568) which deals with attitude and knowledge, there are some points which, from my point of view are not specific and clear. Furthermore, these points just mention ‘a country’ or ‘place’ where the English language is spoken but it does not specify which one, we, as EFL teachers, should follow. In addition, focusing on one would undervalue other countries, communities and cultures. Some examples are:

a) Se han definido los rasgos más significativos de las costumbres y usos de la comunidad donde se habla la lengua extranjera.

b) Se han descrito los protocolos y normas de relación social propios del país.

c) Se han identificado los valores y creencias propios de la comunidad donde se habla la lengua extranjera.

e) Se han aplicado los protocolos y normas de relación social propios del país de la lengua extranjera. (p. 16568)

From my point of view, they are not clearly stated or defined, so I added or modified some criteria related to this fifth point (**see Appendix I**), trying to adapt it to the group as well as including values and attitudes to the assessment criteria.

The Specific Learning Objectives, as well as the Specific Content, have been selected from the Aragonese curriculum for this specific Vocational Training Programme. Nevertheless, some points are vaguely explained or unclear in our legislation. This is one of the reasons why different aspects have been included or modified in my proposal in order to

adequate them to this group of students. This learning unit intends to contribute to the learners' notions and objectives related to their future job and professional skills. Thus, since the notions and objectives are not as clearly stated as other education curricula (as it has been already mentioned before) the aspects included and exposed have been adapted, translated and interpreted so they could be appropriate for this particular group of students as well as cover their particular needs.

11.1 Specific Learning Objectives (for the whole course)

At the end of this unit, students will be able...

- To communicate with each other making use of the L2 and the structures and vocabulary previously studied and related to their field job. Some examples of this are: numbers, colours, shapes, forms, parts of the body, animals, the classroom and its items, the playground and its parts, food, toys, the five senses, the right use of the imperative forms in order to give instructions correctly...
- To communicate with each other in English in order to get an agreement, to negotiate or to solve problems when completing the activities and tasks proposed respectfully.
- To communicate making use of the L2 in a peaceful way, using the right and polite structures, expressions and manners.
- To be able to express themselves in English making use of the basic grammar structures studied in the classroom such as present simple and continuous, past simple and continuous, future tenses (be going to and will).
- To work cooperatively and collaboratively with their peers when the activities require so.
- To communicate with their future students' families respectfully according to some given structures such as 'I would like to...' 'It has been a pleasure...' 'I am afraid to inform you...' 'The following suggestion might improve...'
- To understand some useful information and vocabulary related to their future job in both, written and oral texts according to the level B.1 of English established by the Common European Framework of Reference (CEFR).
- To get to know Anglo-Saxon cultures through some popular tales, games, songs, fairy tales...
- To make use of basic connectors such as before, after, now, then... in order to tell a story correctly.
- To select and identify relevant websites and different online resources which may help them to look for teaching materials while preparing their final-project as well as for their professional development.
- To understand the importance of the English language for their future, as nursery teachers as well as for their daily life.

- To deliver a class in English using their own games, stories, songs...
- To make use of the adequate teacher talking (giving instructions, classroom management, questioning...) in L2 while delivering their English class.
- To make use of good intonation both during their English class as well as when participating in different activities proposed in class.
- To make use of the right pronunciation, especially of the structures and expressions or vocabulary worked in class.
- To make a meaningful use of ICTs when designing their final-project or solving an activity or task.

11.2 Specific Content

Abilities and Strategies of Production	<ul style="list-style-type: none">- Production of oral texts in meaningful communicative situations for future nursery teachers.- Production of oral descriptions, narrations and explanation of basic facts related to their future job as well as their personal lives.- Use of communicative strategies such as paraphrasing, sharing and/or comparing information, agreeing or disagreeing, applying the new knowledge acquired, negotiating meaning... in order to:<ul style="list-style-type: none">- Adjust the text to the addressee.- Understand messages distinguishing the main idea.- Make use of previous knowledge.- Make use of words with similar meaning.- Ask for help and/or feedback.- Use a correct and pertinent body language when communicating.- Use of previous knowledge in order to write brief texts such as short stories, descriptions...- Spontaneous participation in class in meaningful situations as well as in conversations with their peers and/or the teacher.
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	<ul style="list-style-type: none"> - Production of short written texts such as short stories, songs, instructions and orders when delivering their own English lesson.
<p>Abilities and Strategies of Comprehension</p>	<ul style="list-style-type: none"> - Comprehension of oral and written messages related to the classroom environment. - Comprehension of simple oral texts related to their field job. - Identification of the main and subsidiary ideas from oral and written texts related to their future job and daily life. - Identification of specific information related to their field, from authentic written and oral materials within a context. - Global comprehension of written and oral texts containing specific vocabulary or terms related to their future job.
<p>Socio-Cultural and Sociolinguistic Aspects</p>	<ul style="list-style-type: none"> - Identification of communicative social rules. - Identification of linguistic registers. - Understanding English as a means of communication. - Critical point of view towards stereotypes and prejudices. - Respecting different ideas and points of view. - Right use of body language. - Use and adaptation of Traditional English tales, songs, fairy tales... for toddlers. - Use and adaptation of Traditional Spanish tales, songs, fairy tales... for toddlers. - Creation of new tales, songs, games, fairy tales... for toddlers.

Communicative Functions	<ul style="list-style-type: none"> - Description of information and vocabulary related to their field job and their daily life. - Agreement and disagreement when communicating. - Establishing and maintaining communication. - Ask and give instructions. - Narration of short stories.
Vocabulary	<ul style="list-style-type: none"> - Appropriate use of daily vocabulary such as routines, hobbies, likes, dislikes, everyday activities, action verbs... - Appropriate use of more specific vocabulary related to the area of nursery education such as colours, the school, animals, the five senses, shapes, forms, toys, childcare... - Appropriate use of basic and specific terms or structures to be able to communicate with the families in English. For instance, <i>'Hello, good morning. My name is... and I am X's nursery teacher. I am calling/writing you because I would like to discuss some issues/ aspects about your son/daughter...'</i>
Sounds, Patterns, Accents, Rhythm and Intonation	<ul style="list-style-type: none"> - Use and recognition of basic contractions in English. - Recognition and usage of basic patterns of accent and intonation, specially of those structures already studied. - Usage of right intonation when delivering their own lesson, as well as when communicating in class. - Recognition and production of the final -ed, -d, /-t/, /-id/. - Recognition and production of the final sound /-s/, /-z/, /iz/...

12. APPENDIX IV. Learning Unit: Lessons 1-6

In this appendix, the different lessons of the designed learning unit will be exposed. As already mentioned, every lesson comprises 3 different steps (following the TBL approach). Furthermore, the Learning Outcomes will be also explained. These aspects have been selected from the Curriculum of this Vocational Training programme. The Learning Outcomes selected from the Curriculum can be found in **Appendix V**, where they are stated as they appear in the Curriculum.

Lesson Plan: 1: ‘Playing with the Past’.

Teacher: Verónica Frías Jiménez

Length: 1 hour and 30 minutes

Target Grade Level: 2nd of ‘Técnico Superior en Educación Infantil’

<p>LEARNING OUTCOMES</p>	<p>At the end of this lesson, Students (Ss) will be able to:</p> <ol style="list-style-type: none">1. Understand both oral and written instructions.2. Make use of previous knowledge about the English language: different tenses (in present, past and future), the right use of the imperative form, action verbs, body parts, routines, weather and seasons, toys, emotions and put it into practice in order to enable Ss to remind some of the most important aspects and relate them with new input exposed.3. Internalize new input related to didactic content, such as planning and creating board games, designing different rules, or how to deal with questions.4. Work in groups in a cooperative form.5. Communicate the information and instructions successfully, such as rules, giving the right explanation of previous knowledge when their classmates have doubts... making use of the imperative (in all forms), being polite using structures such as <i>‘Could you please...?’ ‘I do not understand, can you repeat the explanation please?’ ‘Thank you’ ‘Please’ ‘Excuse me’ ‘Would it be possible...?’ ‘I am sorry, but I do not understand the X (theory, explication, rule...?’</i>6. Provide positive feedback, not only pointing out the negative aspects but the positives too, to their classmates during the game and at the end of the class, using polite structures such as <i>‘From my point of view, I consider that X could be improved but I liked what they did/ said...?’ ‘I think that maybe they could have tried to do that this way because...’ ‘Sometimes the rules of the game were difficult to follow but they have elaborated a very original and fun game’</i>...and the right tone, avoiding criticism.7. Interact and communicate with their peers in English, respecting turn-taking, politely and in an ordered form.
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	8. Ask and answer questions in the correct way and explain why an answer is wrong (or not).
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Teacher's Guide and Stage Aims	Description of Activities	Timing
<p>Pre-Task Activities (activation of previous knowledge)</p> <p>Learning Outcomes: 1, 2, 4, 7</p>	<p style="text-align: center;">Activity 1</p> <p><u>Step 1:</u> Teacher (T) introduces the class with a brief presentation of the content studied during the previous term. Different pictures and mind-maps are exposed on the whiteboard so that students can participate in the review of previous notions already studied during the previous semester detailed in Learning Outcomes, point 2.</p> <p><u>Step 2:</u> T splits the class into 3 different groups formed by 4 Ss. Once the groups have been established, the task that students (Ss) must accomplish is explained. Ss need to create a board game for their classmates including most of the content already studied, paying special attention to the specific vocabulary and structures of their field. They are provided with material (See at the end of the lesson) *.</p> <p><u>Step 3:</u> On a paper, each student needs to write different ideas, individually, related to the task suggested. At the same time, T checks the paper in order to provide Ss with feedback and tips if required.</p>	<p>10'</p> <p>5'</p> <p>10'</p> <p>Total Pre-task: 25'</p>

<p>Learning Activities/ Main Task (guiding production)</p> <p>Learning Outcomes: 1, 2, 3, 4, 7, 8</p>	<p style="text-align: center;">Activity 2</p> <p><u>Step 1:</u> Ss share their ideas with their group mates and discuss their thoughts and proposals in order to reach an agreement to prepare the game for the rest of the class.</p> <p><u>Step 2:</u> Once Ss have reached an agreement, T checks and reviews their points and provides them with the necessary feedback.</p> <p><u>Step 3:</u> Ss start the design of their own board game in order to present it to the rest of the groups so they can play at the same time. All of them review some of the previous knowledge studied, trying to be as original and fun as possible.</p>	<p>5'</p> <p>10'</p> <p>20'</p> <p style="text-align: center;">Total Learning Task: 35'</p>
<p>Post-Task Activities (review of previous knowledge, developing communicating, speaking and language skills, perform an active role while doing the activity).</p>	<p style="text-align: center;">Activity 3</p> <p><u>Step 1:</u> Ss get mixed with the other group so they can play the board games created by other classmates. To do so, each member of the group must have a defined role beforehand. Since groups are composed of 4 different students. One will be in charge of controlling the time, another students will be in charge of controlling the groups playing (so they develop the game correctly) and explaining the rules and two components will be in charge of explain why the answers are right or wrong, giving right explanations and examples if required.</p>	<p>25'</p>

<p>Learning Outcomes: 1, 2, 3, 5, 6, 7, 8</p>	<p><u>Step 2:</u> Groups will rotate in order to play the games designed by other teams. So, since there are 3 different groups (A, B and C).</p> <p>Firstly, group A will expose and explain their game, playing groups B against C. One the game is over, group B will present their game and groups and C will play against each other and the same with group C when the game from group is finished. Every game will last around 8 minutes approximately.</p> <p>The main purpose of the game is to review and Ss to realize what notions and contents they have already acquired or not. It is about having fun while reviewing so, the emphasis of the game is not about winners or losers of the games.</p> <p>*T acts as a judge in this third activity of the lesson all the time and moderates Ss if they do not reach an agreement while playing and provides them also feedback and explanations if Ss have questions or doubts.</p> <p style="text-align: center;">Activity 4</p> <p><u>Step 1:</u> Ss share their feelings about the notions reviewed in the class after the Christmas' break. They need to be honest, especially with themselves, so they realise if they need to study, review or ask for explanations about the contents studied during the previous semester.</p>	<p>5'</p> <p>Total Post-Task: 30'</p>
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<p>Variation/ Follow up</p>	<p>Reviewing previous knowledge and foster communication among SS and T as well as develop originality and planning, taking into account the time provided, will be prioritised during the session. If any problems develop, such as lack of time, the less relevant activities according to the T will be omitted.</p>
<p>Diversity</p>	<p>The priority is to form heterogeneous groups, so they are balanced and mixed students with different levels of English. Nevertheless, other skills will also be</p>

	taken into account such as the ability of planning, drawing, originality... so every member matter.
Analysis	To provide feedback and analyse Ss interaction in every lesson. In order to do so, T will observe and fill in rubrics to evaluate both, individual progress and group work. Also, the success of the implementation of the activities will be examined in order to assess the effectiveness of the materials and tasks developed.
Materials Needed	Cardboards (white, red, yellow, green, blue, pink, orange and purple). dices. Pencils, crayons, coloured pencils markers, glue, scissors, paper. *See Appendix III. Lesson Plan 1.
Resources	Laptops. The Internet. Whiteboard.
Homework	To review those aspects which have not been already acquired.
Notes on the Lesson	In case there is no time enough, T will prioritise those activities which enrich learning for this group.

Lesson Plan 2: ‘From the Inside Out’

Teacher: Verónica Frías Jiménez

Length: 1 hour and 30 minutes

Target Grade Level: 2nd of ‘Técnico Superior en Educación Infantil’

LEARNING OUTCOMES	At the end of this lesson, Ss will be able to: <ol style="list-style-type: none">1. Understand both oral and written instructions.2. Internalize new input related to kindergartens, their services, and how kindergartens work in other places (concretely in Toronto).3. Work in groups cooperatively.4. Identify the main information provided by the listening, which shows a kindergarten in Toronto, and compare it with their previous ideas.5. Interact and communicate in English, respecting turn-taking, politely and in an ordered form.6. Make decisions cooperatively.7. Extract relevant information from an oral text in order to identify new key words.8. Understand and respect new customs and ways of teaching.9. Discuss their opinion from a respectful point of view, avoiding criticism.
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Teacher's Guide and Stage Aims	Description of Activities	Timing
<p>Pre-task Activities (activation of previous knowledge)</p> <p>Learning Outcomes: 1, 2, 3, 4, 5, 7, 8, 9</p>	<p style="text-align: center;">Activity 1</p> <p><u>Step 1:</u> T starts the class exposing a chart with several questions related to Kindergartens (See Appendix III lesson 2) in order to discuss the topic as well as to review some relevant aspects. The questions provided are:</p> <p><i>‘What do you know about kindergartens?’</i></p> <p><i>‘Do all the kindergartens in Spain (or Zaragoza) offer the same services?’</i></p> <p><i>‘Do you know anything about kindergartens in any Anglo-Saxon country?’</i></p> <p><u>Step 2:</u> Once all the Ss have read the questions and think about them, the T encourage them to start a debate answering the questions.</p> <p style="text-align: center;">Activity 2</p> <p><u>Step 1:</u> After discussing the different points and aspects, in group, for 15 minutes, the T will play a video on the interactive whiteboard called <i>‘Lawrence Park School- A North Toronto Nursery’</i>.</p> <p><u>Step 2:</u> T asks the following questions, related to the video, to the students:</p> <p><i>‘Can you see differences and/or similarities with a traditional Spanish kindergarten?’</i></p> <p><i>‘Can you identify the main idea?’ ‘and the subsidiary ones?’</i></p> <p>The questions are discussed, firstly with their shoulder-partner and afterwards everybody will share their answers and opinions.</p>	<p>5’</p> <p>15’</p> <p>5’</p> <p>10’</p> <p>Total Pre-Task: 35’</p>

<p>Learning Activities/ Main Task (guiding production)</p> <p>Learning Outcomes: 1, 2, 5, 7, 8, 9</p>	<p style="text-align: center;">Activity 3</p> <p><u>Step 1:</u> The T provides the Ss with a handout, with some concrete questions related to the video they have seen (See Appendix III Lesson 2). Once everybody understands what they are required to do and all the questions appear on the paper, the T will play the video again.</p> <p><u>Step 2:</u> The video is played one last time so Ss can finish answering the questions or they can check their answers if the activity has been already completed.</p> <p style="text-align: center;">Activity 4</p> <p><u>Step 1:</u> Ss are requested to share and compare their answers with their shoulder-partner, giving reasons for their answers.</p> <p><u>Step 2:</u> T encourage the Ss to share their answers together. Once the questions have been checked, T will ask them to compare, orally, in a debate their personal view of this particular kindergarten and if they think that something similar could be possible in Spain.</p>	<p>5'</p> <p>5'</p> <p>15'</p> <p>10'</p> <p style="text-align: center;">Total Learning Task: 35'</p>
<p>Post-task Activities (review of previous knowledge, developing communicating, speaking and language skills, perform an active role while doing the activity).</p> <p>Learning Outcomes: 1, 3, 5, 6, 9</p>	<p style="text-align: center;">Activity 5</p> <p><u>Step 1:</u> T divides the Ss into 3 heterogeneous groups.</p> <p>T exposes a different issue but also related to the topic. ‘Despite the video, where everything seems idyllic, what kind of problems can you face when working with kids as nursery teachers? And their families? Would you know how to address the subject politely and using the right forms?’</p> <p><u>Step 2:</u> Ss are asked to discuss and write their opinions and thoughts and bring the paper to the next lesson.</p>	<p>5'</p> <p>15'</p> <p style="text-align: center;">Total Post Task: 20'</p>

Lesson Plan 3: ‘Where is the Nursery Teacher?’

Teacher: Verónica Frías Jiménez

Length: 1 hour and 30 minutes

Target Grade Level: 2nd of ‘Técnico Superior en Educación Infantil’

LEARNING OUTCOMES	<p>At the end of this lesson, Ss will be able to:</p> <ol style="list-style-type: none">1. Understand both oral and written instructions.2. Make use of previous knowledge such as polite expressions and key vocabulary in order to put them into practice in order to remind and review already known content and related to the new input exposed during the lesson.3. Internalise new input, related to language such as new polite expressions to talk to parents in English, and content-related one, like problems that they may face in the future. Some of the tips exposed are; <i>to greet and to bid parents farewell always, to pay attention and let people talk, to listen actively in order to answer and follow the discussion successfully, make eye contact, be careful with their body language...</i> In terms of polite expressions, some of them are; <i>‘I would like to...’ ‘Would you mind...?’ ‘Please, let me know when you are available’ ‘There appears to be something unsatisfactory with...’ ‘I wish it never happened...’</i>4. Interact and communicate with their peers in English, respecting turn-taking, politely and in an ordered form.5. Make use of the adequate expressions and key words to play a defined role in the role-play activity where a ‘parent-nursery teacher conference’ is played. Some of the expressions have been exposed in learning outcome number 3, but Ss can also make use of the vocabulary provided by the video. Since most of the T roles that Ss are going to play are related to different problems with a child, they should make use of the conditional form rightfully, greet and bid the parents farewell, try to avoid criticism, if they have something negative to say about a kid, T will try to compensate with a positive aspect of the child, be aware of their body language, give or ask for advice like <i>‘How could I help my kid?’ ‘From my point of view, I consider that ... would help X to ...’</i>
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| | <ol style="list-style-type: none">6. Extract relevant information provided by the video (a parent-nursery teacher conference) in order to identify how to react (or not) when talking to the parents of a kid, the manners when talking to parents, expressions...7. Identify the formal and informal register8. Reach agreements using different structures such as <i>'In my opinion...'</i> <i>'I (don't) think we should...'</i> <i>'What do you think?'</i> <i>'Do you agree?'</i> <i>'I do not agree'</i> <i>'I disagree'</i> <i>'I see your point but...'</i> <i>'I agree to some extent but...'</i> politely and support their arguments with facts. |
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Teacher's Guide and Stage Aims	Description of Activities	Timing
<p>Pre-task Activities (activation of previous knowledge)</p> <p>Learning Outcomes: 1, 2, 3, 4, 8</p>	<p style="text-align: center;">Activity 1</p> <p><u>Step 1:</u> T starts the class asking the groups, which were already formed the last lesson (4 groups of 3 members) to share their ideas about the last activity from the previous lesson (<i>what kind of problems can you face when working with kids as nursery teachers? And their families? Would you know how to address the subject politely and using the right forms</i>) with the rest of the class.</p> <p><u>Step 2:</u> Once all the ideas have been shared, Ss debate their opinion and take notes if necessary.</p> <p><u>Step 3:</u> T projects different polite structures and expressions on the whiteboard so Ss can use them and take them into account for parent teacher conferences (See Appendix III lesson 3).</p>	<p style="text-align: center;">10'</p> <p style="text-align: center;">10'</p> <p style="text-align: center;">10'</p> <p style="text-align: center;">Total Pre-Task: 30'</p>
<p>Learning Activities/ Main Task (guiding production)</p> <p>Learning Outcomes: 1, 2, 3, 4, 6, 7, 8</p>	<p style="text-align: center;">Activity 2</p> <p><u>Step 1:</u> A video is played, where a role playing is carried out. The video shows a conference of a kindergarten student (See Appendix III lesson 3). Ss are asked to take notes about aspects that may be important for them such as polite expressions, body language, how to start the interview, how to finish it, how to express issues in a positive way...</p>	<p style="text-align: center;">5'</p>

	<p><u>Step 2:</u> Once the video has finished, Ss are asked about the content and a debate is proposed. The questions from the T are:</p> <p><i>What kind of register is used? (Formal, polite...)</i></p> <p><i>Can you identify any of the structures that have been explained previously?</i></p> <p><i>What about the body language of the characters?</i></p> <p><i>What is the main idea or message in the video? Are there subsidiary ones?</i></p>	<p>15'</p> <p>Total Learning Task: 20'</p>
<p>Post-task Activities (review of previous knowledge, developing communicating, speaking and language skills, perform an active role while doing the activity).</p> <p>Learning Outcomes: 1, 2, 4, 5, 8</p>	<p style="text-align: center;">Activity 3</p> <p><u>Step 1:</u> Every group, the same as the beginning of the lesson, is provided with a situation where there is a problem with a nursery Ss. For instance: bad behaviour, learning problems, difficulty to stay focus and participate in the activities, difficulty to socialise with other kids...Groups prepare their own role playing taking their problem or situation into account. One of the members will play the role of the teacher while the other 2 will be the parents of the kid. They also can choose their position as parents, they can agree with the teacher or not, one can agree and the other disagree...</p> <p><u>Step 2:</u> Each group deliver their role playing in front of the rest of the class. They have around 5 minutes each in order to carry out the performance.</p>	<p>15'</p> <p>20'</p>

	<p><u>Step 3:</u> Once every group has finished, the T as well as other Ss who might want to comment on some aspects seen during the task provide with feedback. It can be general, for the whole class, or individual, commenting on a given group. Nevertheless, it must be positive and respectful.</p>	<p>5'</p> <p>Total Post- Task: 40'</p>
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Lesson Plan 4: ‘Tell me more’

Teacher: Verónica Frías Jiménez

Length: 1 hour and 30 minutes

Target Grade Level: 2nd of ‘Técnico Superior en Educación Infantil’

<p>LEARNING OUTCOMES</p>	<p>At the end of this lesson, Ss will be able to:</p> <ol style="list-style-type: none">1. Understand both oral and written instructions.2. Make use of key vocabulary related to telling stories and their characters (already known as well as new vocabulary introduced during the session) and put it into practice in order to tell a story.3. Internalise new input in order to enrich their basic vocabulary when telling stories such as <i>The Very Hungry Caterpillar</i> and <i>A Taste of the Moon</i>, including and adapting the tales if they consider so.4. Interact and communicate with their peers in English, respecting turn-taking, politely and in an ordered form.5. Read the written text critically, focusing on the main aspects and information in order to tell the story in an original way and make the story their own by adding or changing aspects if required.6. Be as original as possible, adding new elements to a tale provided by the teacher.7. Reach agreements, using structures such as <i>‘In my opinion...’ ‘I (don’t) think we should...’ ‘What do you think?’ ‘Do you agree?’ ‘I do not agree’ ‘I disagree’ ‘I see your point but...’ ‘I agree to some extent but...’</i> politely and support their arguments with facts.8. Perform the story in front of the rest of the class, making use of their voices and body language.9. Identify the register that need to be used when performing a ‘storytelling’ so they can tell the story as if they were telling it to kids, as real as possible.
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Teacher's Guide and Stage Aims	Description of Activities	Timing
<p>Pre-task Activities (activation of previous knowledge)</p> <p>Learning Outcomes: 1, 2, 3, 4</p>	<p style="text-align: center;">Activity 1</p> <p><u>Step 1:</u> T starts the class writing the word 'Tales' on the whiteboard and asks a question to the whole class. <i>'What does this word mean to you (further than its meaning in Spanish, of course)?'</i> Ss are given 2 minutes to write everything that comes to their minds in relation to the word.</p> <p><u>Step 2:</u> Ss start a debate where they share their ideas about tales. T will write the notions on the whiteboard.</p> <p style="text-align: center;">Activity 2</p> <p><u>Step 1:</u> Once the debate is finished, T asks some more questions. This time the questions are more concrete. <i>'Can you tell the parts of a tale? What elements are crucial while writing or telling a tale correctly?'</i> Once again, a debate is open about these given aspects.</p> <p style="text-align: center;">Activity 3</p> <p><u>Step 1:</u> When the debate has finished, T will project a chart containing the structures, elements, basic connectors... in order to write and tell a tale successfully. Explanations and examples will be given too (See Appendix III lesson 4).</p>	<p>2'</p> <p>10'</p> <p>10'</p> <p>8'</p> <p>Total Pre-Task: 30'</p>
<p>Main task / Learning Activities (guiding production)</p> <p>Learning Outcomes: 1, 2, 3, 4, 5, 6, 7</p>	<p style="text-align: center;">Activity 4</p> <p><u>Step 1:</u> T divides the class into 2 different and heterogeneous groups of 6 Ss.</p> <p>Every group is given a tale. Group 1 will read <i>The Very Hungry Caterpillar</i>, while group 2 will read <i>A Taste of the Moon</i>. They will divide the book in order to read the story in pairs. Once every pair has read their part, they will explain to the rest of their group-partners. Once the whole story has been explained and</p>	<p style="text-align: center;">Timing</p> <p>20'</p>

	<p>understood by all the members of the group, they can add some aspects such as basic connectors already explained, mimic, sounds... (See Appendix III lesson 4).</p> <p style="text-align: center;">Activity 5</p> <p><u>Step 1:</u> Once they have discussed, ordered and added extra elements to their tales, every group will prepare a performance in order to tell the story. They are invited to use their imagination, making use of the material in the class, adding elements that can help other Ss to understand the story, interacting with the ‘audience’...</p>	<p>10’</p> <p style="text-align: center;">Total Learning Task: 30’</p>
<p>Post-task Activities (review of previous knowledge, developing communicating, speaking and language skills, perform an active role while doing the activity).</p> <p>Learning Outcomes: 1, 2, 4, 6, 7, 8, 9</p>	<p style="text-align: center;">Activity 6</p> <p><u>Step 1:</u> Every group delivers their storytelling in front of the other Ss. Each group has around 10 minutes to carry out the task. Meanwhile, T will take notes; as well as the rest of the students, on what they have seen and heard. Also, they will comment on the strengths and weaknesses of each storytelling.</p> <p><u>Step 2:</u> Once every group has told their story, a feedback is provided to them, as a whole group and also commenting individual aspects. However, in order to do it in a positive way, names will not be given but the number of the group. Ss can also comment on the task, providing a positive feedback and being respectful while telling the weaknesses observed.</p>	<p>20’</p> <p>10’</p> <p style="text-align: center;">Total Post-Task: 30’</p>

Lesson Plan 5: 'Welcome to Oklahoma'

Teacher: Verónica Frías Jiménez

Length: 1 hour and 30 minutes

Target Grade Level: 2nd of 'Técnico Superior en Educación Infantil'

LEARNING OUTCOMES	<p>At the end of this lesson, Ss will be able to:</p> <ol style="list-style-type: none">1. Understand both oral and written instructions.2. Make use of previous knowledge; polite structures, key words and vocabulary such as parts of the school, names of different subjects and/or activities, toys, structures such as <i>'Dear Oklahoma School, my name is...'</i> <i>'I am interested in the job offer...'</i> <i>'I am a nursery teacher and I am good at...'</i> <i>'I consider that I am a suitable candidate for the vacancy because...'</i> in order to put them into practice.3. Internalise new input related to job offers as well as their written structure and key words.4. Interact and communicate with their peers in English, respecting turn-taking, politely and in an ordered form.5. Discuss with their group-mates the input and the challenge exposed on the job offer.6. Find new information making use of ICTs to answer the challenge correctly.7. Search on the Internet and analyse the different websites critically in order to find popular activities from Anglo-Saxon countries.8. Make a meaningful use of ICTs in order to respond to the challenge.9. Make significant contributions to their group with already known songs, games, activities... based on their own experiences.10. Reach agreements making use of different structures such as <i>'In my opinion...'</i> <i>'I (don't) think we should...'</i> <i>'What do you think?'</i> <i>'Do you agree?'</i> <i>'I do not agree'</i> <i>'I disagree'</i> <i>'I see your point but...'</i> <i>'I agree to some extent but...'</i> politely and support their arguments with facts.
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Teacher's Guide and Stage Aims	Description of Activities	Timing
<p>Pre-task Activities (activation of previous knowledge)</p> <p>Learning Outcomes: 1, 2, 3</p>	<p style="text-align: center;">Activity 1</p> <p><u>Step 1:</u> The class starts with the T displaying a job offer from a nursery school where nursery teachers are wanted. In order to apply for the job, the candidates have to send them, apart from their resume, an original project designed by them containing at least 6 different activities which could be tales, fairy tales, songs, games... for kids from 4 to 6 years old (See Appendix III lesson 5).</p> <p>The T explains them the challenge. They need to create a final project or 'final-product' where they include 3 activities created by them and other 3 popular activities from an Anglo-Saxon country adapted. These activities can be, as it has been already seen in the previous step, songs, tales, games...</p> <p><u>Step 2:</u> T provides each student with a template called 'Must Have', where they can see what they are expected to include and guide them while creating it. Furthermore, the T will explain each part detailly once every student has the template (See Appendix III lesson 5).</p>	<p>10'</p> <p>20'</p> <p>Total Pre-Task: 30'</p>
<p>Main Task / Learning Activities (guiding production)</p> <p>Learning Outcomes: 1, 2, 4, 5, 6, 7, 8, 9, 10</p>	<p style="text-align: center;">Activity 2</p> <p><u>Step 1:</u> In groups, 3 heterogeneous groups of 4 Ss, they need to choose an Anglo-Saxon country.</p> <p>Once every group has decided their country, they need to look for information as well as popular activities for toddlers in that given country. Although they will work in groups, every S has a laptop. This way, they need to discuss, beforehand, the roles or steps that every member is going to take. They will need to discuss their findings and make decisions together.</p>	<p>25'</p> <p>Total Learning Task: 25'</p>

<p>Post-task Activities: (review of previous knowledge, developing communicating, speaking and language skills, perform an active role while doing the activity).</p> <p>Learning Outcomes: 1, 2, 4, 6, 7, 8, 9, 10</p>	<p style="text-align: center;">Activity 3</p> <p><u>Step 1:</u> Every group discuss with the T their findings and try to decide the best option and how to adapt them. Ss can also explain their own games to the T if they have already thought about them. This way, all the groups will be provided with positive feedback and they will increase their confidence about their project. The T will rotate so every group can ask for feedback or explain their issues about the project.</p> <p><u>Step 2:</u> Ss are given time so they can develop their activities asking for help if required.</p> <p style="text-align: center;">*since these steps will take place simultaneously, the total time of this activity is given in the 'Final Post-Task Time'</p>	<p style="text-align: center;">35'</p> <p style="text-align: center;">Total Post Task: 35'</p>
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Lesson Plan 6: ‘Let’s do it!’

Teacher: Verónica Frías Jiménez

Length: 1 hour and 30 minutes

Target Grade Level: 2nd of ‘Técnico Superior en Educación Infantil’

<p>LEARNING OUTCOMES</p>	<p>At the end of this lesson, Ss will be able to:</p> <ol style="list-style-type: none">1. Understand both oral and written instructions.2. Interact and communicate with their peers in English, respecting turn-taking, politely and in an ordered form.4. Be as objective as possible when assessing their classmates’ oral expositions.5. Complete the rubrics provided correctly to assess their classmates from a critical and objective point of view.6. Make use of positive language as well as be aware of their tone, pronunciation and pitch since they are supposed to work with kids while the oral exposition. Ss need to be aware of the different registers of talking depending on the audience (in this case their classmates are the ‘kids’ of their activity)7. Develop their dramatic skills when carrying out an oral performance with kids.
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Teacher's Guide and Stage Aims	Description of Activities	Timing
<p>Pre-task Activities (activation of previous knowledge)</p> <p>Learning Outcomes: 1</p>	<p style="text-align: center;">Activity 1</p> <p><u>Step 1:</u> T reminds Ss what they are expected to do and how in their oral performances. The whole group is supposed to be the teachers of their lesson but taking turns (already planned) and trying not to speak at the same time. Also, they need to perform the T role, that is, they need to act as nursery teachers since their classmates are going to be their pupils. It is also reminded them to use the right tone and pronunciation, especially of the terms and expressions worked in class.</p> <p>While a group performs, the rest of the Ss must participate in the games or songs proposed. In addition, some Ss may be given a role as kids in order to see how the group who is in charge of the class react.</p>	<p style="text-align: center;">5'</p> <p style="text-align: center;">Total Pre-Task Activities: 5'</p>
<p>Main task / Learning Activities: (guiding production)</p> <p>Learning Outcomes: 1, 2, 3, 4, 5, 6, 7</p>	<p style="text-align: center;">Activity 2</p> <p><u>Step 1:</u> All the groups inform T of the materials needed and they are put aside until they start their presentation.</p> <p><u>Step 2:</u> Oral performances start. Ss are able to make use of any space they consider more appropriate; the gym, the classroom, the street... Every group has 15 minutes to carry out their activities.</p> <p><u>Step 3:</u> Ss are provided of oral feedback from T (around 3 minutes per group).</p> <p><u>Step 4:</u> After each performance, each S must complete a rubric about the activity (3 minutes per group approximately).</p>	<p style="text-align: center;">5'</p> <p style="text-align: center;">50'</p> <p style="text-align: center;">9'</p> <p style="text-align: center;">6'</p> <p style="text-align: center;">Total Learning: 70'</p>

<p>Post- task learning</p> <p>Activities: (review of previous knowledge, developing communicating, speaking and language skills, perform an active role while doing the activity).</p> <p>Learning</p> <p>Outcomes: 1, 2, 6</p>	<p style="text-align: center;">Activity 3</p> <p><u>Step 1:</u> Ss complete a self-reflection paper in order to reflect on their learning progress as well as their personal opinion about the classes of the second term.</p> <p style="text-align: center;">Activity 4</p> <p><u>Step 1:</u> As a whole group, Ss discuss and share what they have learned, positive or negative aspects related to the progress of the lessons, own progress... Also, T encourages to comment on their final projects; problems that they might have had, how they have faced them, how they have prepared their own lessons and performances, how they have decided the role of each component of the group...</p> <p>Also, Ss complete 2 rubrics, which are anonymous. They need to answer questions in order to assess the T as well as the module this academic year.</p>	<p style="text-align: center;">5'</p> <p style="text-align: center;">10'</p> <p style="text-align: center;">Total Post-Learning 15'</p>
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13. APPENDIX V. Materials

Lesson 1

Pre-Task Activities

Activity 1

LET'S TALK! -REVIEW-

Have a look to the pairs given and choose the right one. Why is that one correct and not the other? Justify your answer.

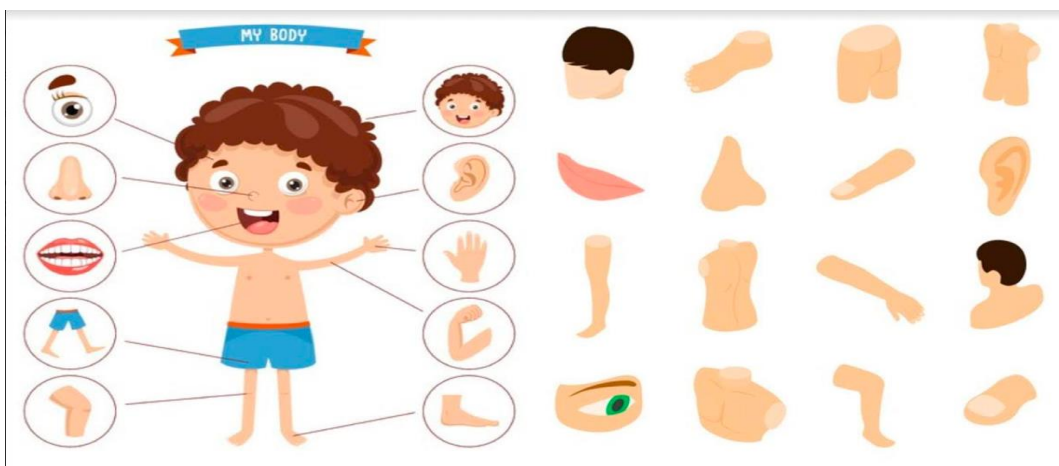
GRAMMAR TENSES

- 1.A - He is always yelling at the students!
- 1.B - He always yells at the students!
- 2. A - I want to become a teacher.
- 2. B - I want becoming a teacher.
- 3. A - You had your hair cut yesterday.
- 3. B - You cut your hair yesterday.
- 4. A - I was getting home when he cooked.
- 4.B - I was getting home when he was cooking.
- 5. A - I am going to travel to Madrid tomorrow, I just got the tickets!
- 5.B - I am travelling to Madrid tomorrow, I just got the tickets!

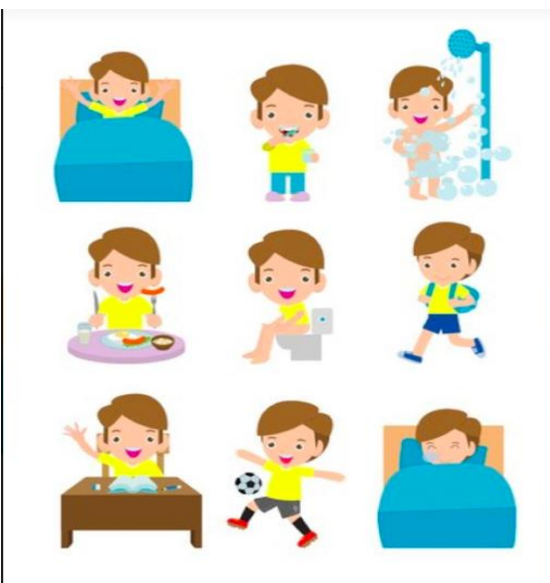
SPELLING

- 6. A - A - I hitted the ball with a baseball bat.
- 6. B - I hit the ball with a baseball bat.
- 7.A - I had had an accident when she was in Barcelona.
- 7. B - I had have an accident when she was in Barcelona.
- 8. A - They enjoy playing football.
- 8. B - They enjoy play football.
- 9. A - He write everyday.
- 9. B - He writes everyday.
- (10- It is a command)
- 10. A - You jump! You stand up! You run!
- 10.B - Jump! Stand up! Run!

Parts of the Body

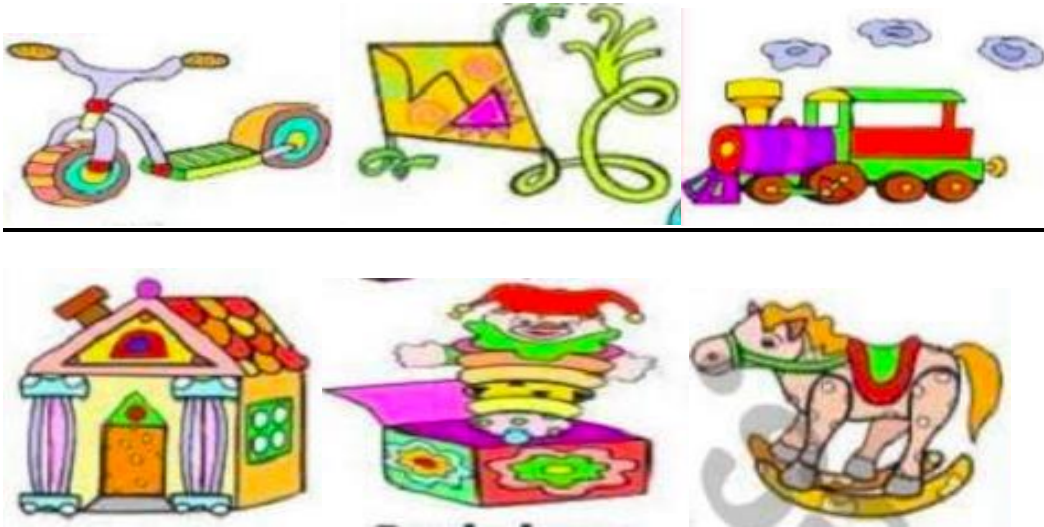


Routines and Action Verbs



Toys





Emotions

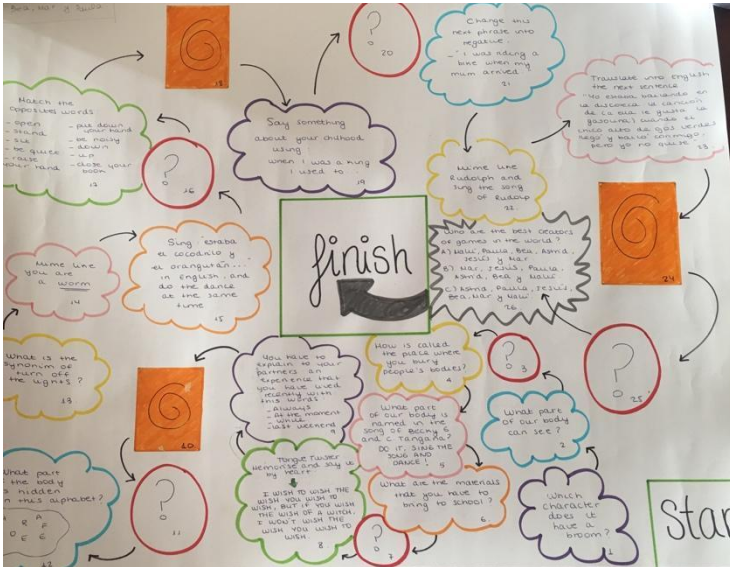


Weather and Seasons



Learning Activities

Activity 3 (Examples of their board games)



Post-Learning Activities

Activity 3

See Rubric in Appendix IV Lesson 1

Lesson 2

Pre-Learning Activities

Activity 1

1. What do you know about kindergartens?

2. Do you know if all the kindergartens in Spain (or in Zaragoza) offer the same services?

3. Do you know anything about kindergartens from any Anglo-Saxon country?

Learning Activities

Activity 2

Youtube Video: “Lawrence Park School- A North Toronto Nursery”

*Retrieved from:

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

Activity 4

Answer these questions according to what is said in the video. You will listen to each **twice**. The first time, you will just listen to the audio. However, the second time the video will be shown in order to check your answers or help you if some questions are complicated for you.

Once the audio had been played twice, we will watch the video together, pausing it when an answer is given in order to correct it together and solve questions you may have.

1. What kind of values does the school want to instill in the children?

2. Is all the staff qualified? Do all of them have experience in the field?

3. How many stages are there in the school? Can you name them?

4. How do toddlers principally learn in this school?

5. How many preschool programs are there in the school?

6. How are the kids divided? What kind of aspects does the school take into account in order to divide the kids?

7. Are all the activities organized and structured in the Preschool stage? Why (not)?

8. Do all the kids in kindergarten stage attend this school every day? Why (not)?

9. What kind of skills does the school mainly focused on at this stage?

10. How many kids are there per class in this school?

11. Does the school have any program(s) in the summer? If so, how is it called?

12. What are the ranges of age of the kids who can attend the school in the summer?

Post-Learning Activities

Activity 6

See Rubric in **Appendix IV Lesson 2**

Lesson 3

Pre-Task Activities

Activity 1

PARENT TEACHER CONFERENCE -TIPS-

First of all, open the conference thanking the parents for coming, introducing yourself and inviting them to take a seat.

Listening Skills. They are very important in parent teacher conferences. Some tips to take into account are:

Pay attention to what parents have to say, let them talk.

Ask questions about their kid when they finish talking.

Take notes about what has being discussed.

When you talk to them, make use of positive language, avoiding words such as 'lazy' or 'noisy'.

Be polite. Do not criticise them, even when you do not agree with them.

Make eye contact with the parents. Be careful with your body language, trying to control, for example, your facial expressions.

PARENT TEACHER CONFERENCE -TIPS-

When meeting with the parents of a child, try to be as polite as possible. Some expressions that may help you are:

-Thank you very much for coming.

-Hello, good (morning/afternoon...). My name is (—). I am the teacher of (name of the child).

- I would like to talk/ discuss...

- Would you mind...?

- Could you...?

- Let me know when you are available (in case you are talking on the phone or you need to meet them again).

-There appears to be something unsatisfactory with...

- I wish it never happened.

- I/ we will do my/our best to...

- It seems that (kid's name) has been... lately.

- Basic expressions such as 'I am pleased to meet you', 'thank you', 'please', 'sorry'...

Activity 2

Youtube Video: 'Parent Teacher Roleplay'

*Retrieved from:

<http://youtu.be/m-7FJPFTDbs>

Lesson 4

Pre-Task Activities

Activity 3

PARTS OF A TALE OR STORY

WHEN YOU WRITE A TALE OR A STORY, THERE ARE SOME POINTS TO TAKE INTO ACCOUNT:

PART 1: THE INTRODUCTION

- **INTRODUCTION:** IT IS NECESSARY TO INTRODUCE YOUR STORY DESCRIBING THE PLACE WHERE THE TALE IS SET, INTRODUCING THE CHARACTERS THAT ARE IN THE TALE, HOW THE SITUATION OR PLOT STARTS...
- **INTRODUCE THE ACTION:** IN THIS PART, AFTER INTRODUCING THE MAIN ELEMENTS OF THE STORY, INCLUDE THE ACTION THAT IS ABOUT TO TAKE PLACE.

PART 2: THE MYSTERY

- **INTRODUCE THE MAJOR EVENT OF THE STORY YOU ARE TELLING.** IN THIS PART, YOU CAN INTRODUCE NEW ELEMENTS, CHARACTERS, PLACES, SITUATIONS...

PART 3: THE ACTION

- **IN THIS PART OF THE STORY, YOU NEED TO INCLUDE THE PEAK OF ACTION, THAT IS, THE HIGH ACTION EVENT**

PARTS OF A TALE OR STORY

PART 4: THE PROBLEM OR CONFLICT

- **IN THIS PART OF THE TALE, THE MAIN CHARACTER(S) NEED TO FACE THE PROBLEM OR ADVERSITY. IT CAN ALSO BE INCLUDED A GREAT TWIST OF THE STORY.**

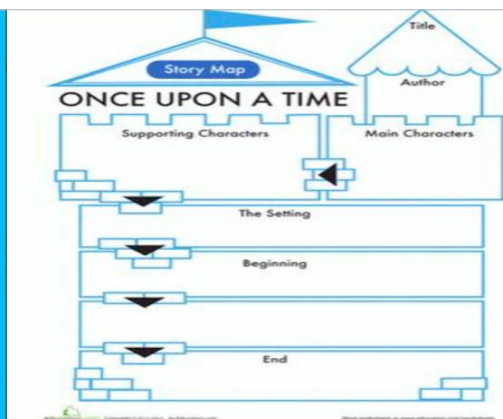
PART 5: THE CONCLUSION

- **THIS IS THE LAST PART OF THE STORY. AT THE END, YOU NEED TO TIE ALL THE STORY SITUATIONS TOGETHER AND GIVE A SOLUTION TO THE PROBLEM OR MAIN AIM PRESENTED IN THE PREVIOUS PART. THERE MUST BE A RESOLUTION, A CONCLUSION.**

NEVERTHELESS, IF YOU WANT TO LEAVE YOUR STORY OPEN, IN ORDER TO CONTINUE THE PLOT WITH A SECOND STORY YOU CAN DO IT. HOWEVER, SINCE THE TALES OR STORIES ARE ADDRESSED TO KIDS, IT IS BETTER TO CLOSE THE STORY, EVEN IF THE SAME CHARACTERS APPEAR IN A NEW STORY OR TALE.

PARTS OF A TALE OR STORY

THIS STORY MAP MAY HELP YOU WHEN WRITING YOUR TALE OR STORY:



EXPRESSIONS AND BASIC VOCABULARY OF A TALE OR STORY

- USE A STARTING PHRASE SUCH AS 'ONE DAY...', 'LONG, LONG AGO...', 'ONCE UPON A TIME...'
- TELL THE ROUTINES THAT THE MAIN CHARACTERS USUALLY DOES. FOR INSTANCE. 'EVERYDAY, HE/SHE...'
- WHEN SOMETHING UNUSUAL TAKES PLACE: 'BUT TODAY...', 'BUT THAT DAY...'
- WHAT PROBLEM DOES THIS CREATE?
- EXPLAIN THE SOLUTION TO THE PROBLEM.
- WHAT HAPPENS IN THE END? 'AT THE END, HE/ SHE...'
- USE AN ENDING PHRASE SUCH AS 'THE END', 'THEY LIVED HAPPILY EVER AFTER', 'HE/SHE LEARNED THIS LESSON...'

*RETRIEVE FROM INFERCABULARY.COM

SOME BASIC CONNECTORS OR ADVERBS CAN HELP YOU TO SET A STORYLINE

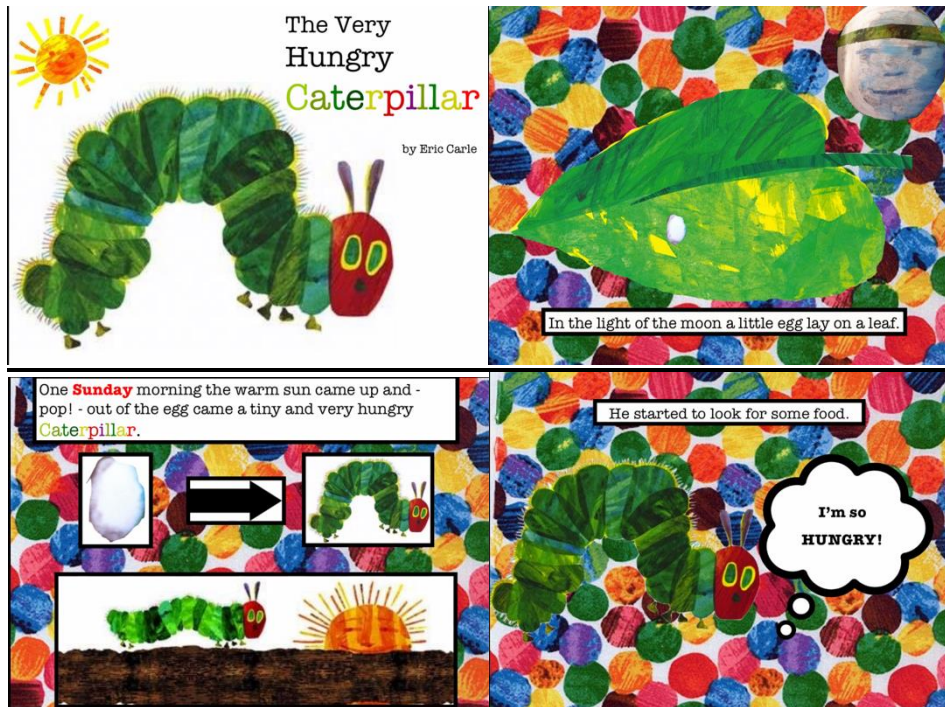
FOR INSTANCE: 'USUALLY', 'NEVER', 'ALWAYS', 'THEN', 'AFTER', 'BEFORE', 'BUT', 'AND', 'AT THE BEGINNING', 'AT THE END'...

Learning Activities

Activity 4

Books and Tales

Group 1: *The Very Hungry Caterpillar* by Eric Carle



On **Monday**
he ate
through **1**
apple.
But he was
still hungry.



On
Tuesday
he ate
through **2**
pears, but
he was still
hungry.



On
Wednesday
he ate
through **3**
plums, but
he was still
hungry.



On **Thursday** he ate
through **4**
strawberries, but he
was still hungry.



On **Friday** he ate
through **5** **oranges**, but
he was still hungry.



On
Saturday
he ate
through **1**
piece of
chocolate
cake,



1 icecream cone



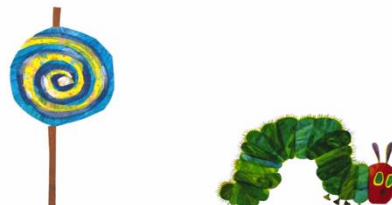
1 pickle,



**One slice of Swiss
cheese,**



1 lollipop,



1 piece of cherry pie,



1 sausage,



1 cupcake,



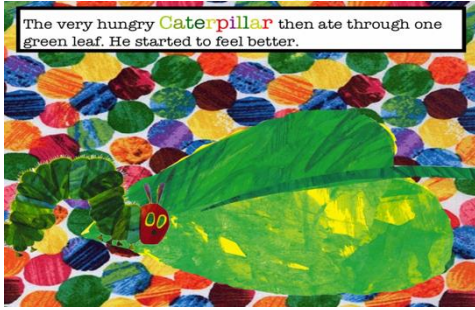
And 1 slice of watermelon.



That night he had a stomachache!



The very hungry Caterpillar then ate through one green leaf. He started to feel better.



Now, the caterpillar was no longer small. He was a big, fat, caterpillar.



little



BIG

He built a small house, called a cocoon around himself. He stayed inside for more than 2 weeks. Then he nibbled a small hole in the cocoon, pushed his way out and...



A BEAUTIFUL BUTTERFLY!

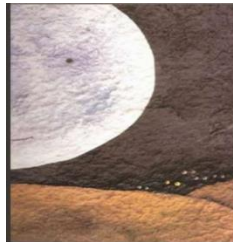


Group 2: *A Taste of the Moon* by Paula Sobrere Dalmau

"A TASTE OF THE MOON"



Paula Sobrere Dalmau



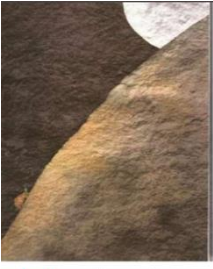
FOR A LONG, LONG TIME, ALL THE ANIMALS IN THE WORLD WANTED TO KNOW WHAT THE MOON TASTED LIKE.

WAS IT SWEET?

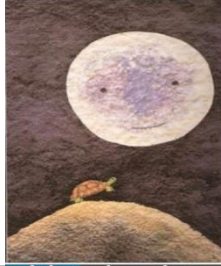
MAYBE SALTY?

THEY ONLY WANTED TO TASTE A LITTLE PIECE.

BUT THEY COULDN'T REACH IT...

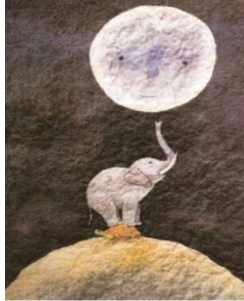


ONE DAY, THE LITTLE TORTOISE
DECIDED TO CLIMB THE HIGHEST
MOUNTAIN, SO SHE COULD
TOUCH THE MOON...



FROM UP THERE, THE MOON WAS
CLOSER, BUT SHE COULDN'T
REACH IT...

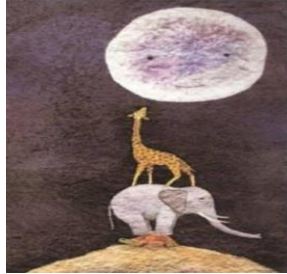
THEN, SHE CALLED THE ELEPHANT



"IF YOU CLIMB ONTO MY
BACK, MAYBE WE CAN
REACH THE MOON!"

THE MOON THOUGHT IT
WAS A GAME, AND IT
MOVED AWAY...

AS THE ELEPHANT COULDN'T TOUCH
THE MOON, HE CALLED THE GIRAFFE

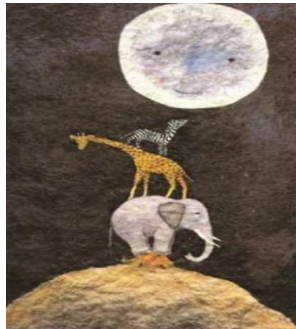


"IF YOU CLIMB ONTO MY
BACK, MAYBE WE CAN REACH
THE MOON!"

BUT THE MOON THOUGHT IT
WAS A GAME, AND IT
MOVED AWAY...

THE GIRAFFE STRETCHED HIS
NECK, BUT SHE COULDN'T
REACH THE MOON...

AS THE GIRAFFE COULDN'T TOUCH THE
MOON, SHE CALLED THE ZEBRA



"IF YOU CLIMB ONTO MY
BACK, MAYBE WE CAN REACH
THE MOON!"

BUT THE MOON THOUGHT IT
WAS A GAME, AND IT
MOVED AWAY...

AS THE ZEBRA COULDN'T TOUCH THE
MOON, SHE CALLED THE LION



"IF YOU CLIMB ONTO MY
BACK, MAYBE WE CAN REACH
THE MOON!"

BUT THE MOON THOUGHT IT
WAS A GAME, AND IT
MOVED AWAY...

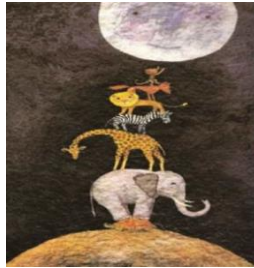
AS THE LION COULDN'T TOUCH THE MOON, HE CALLED THE FOX



"IF YOU CLIMB ONTO MY BACK, MAYBE WE CAN REACH THE MOON!"

BUT THE MOON THOUGHT IT WAS A GAME, AND IT MOVED AWAY...

AS THE FOX COULDN'T TOUCH THE MOON, SHE CALLED THE MONKEY



"IF YOU CLIMB ONTO MY BACK, MAYBE WE CAN REACH THE MOON!"

BUT THE MOON THOUGHT IT WAS A GAME, AND IT MOVED AWAY...

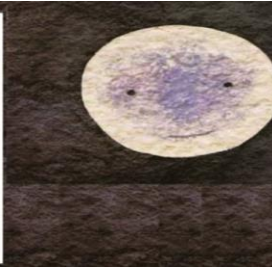
AS THE MONKEY COULDN'T TOUCH THE MOON, HE CALLED THE MOUSE



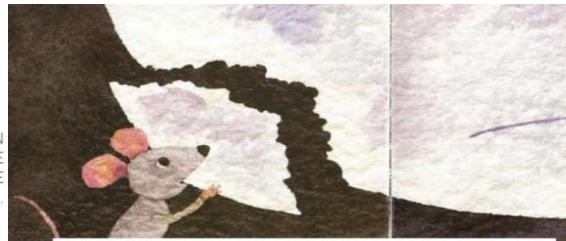
"IF YOU CLIMB ONTO MY BACK, MAYBE WE CAN REACH THE MOON!"

THE MOON SAW THE MOUSE AND THOUGHT: "HAHAHA! THIS SMALL ANIMAL CAN NOT TOUCH ME...!"

SO THE MOON DIDN'T MOVE THIS TIME....



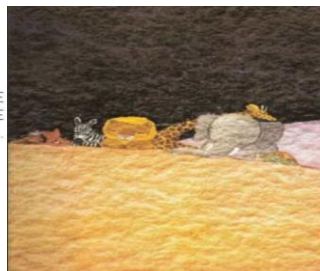
THEN, THE MOUSE CLIMBED ON THE TORTOISE, THE ELEPHANT, THE GIRAFFE, THE ZEBRA, THE LION, THE FOX, THE MONKEY AND...



...HE CATCHED A LITTLE PIECE OF THE MOON!!! HE TASTED IT AND THEN, HE GAVE A PIECE TO THE MONKEY, THE FOX, THE LION, THE ZEBRA, THE GIRAFFE, THE ELEPHANT AND THE TORTOISE.



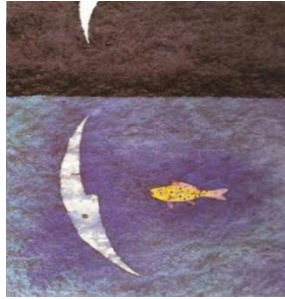
AND THE MOON TASTED LIKE THE THING EACH ONE LIKED THE MOST...



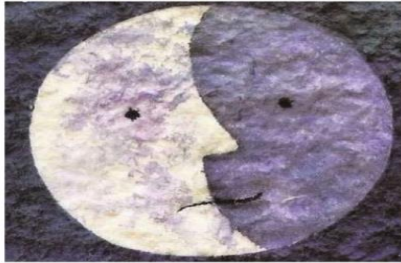
THAT NIGHT, THE ANIMALS SLEPT ALL TOGETHER...



THE FISH, WHO WAS IN THE
SEA, THOUGHT...



WHAT ARE YOU DOING?
CAN'T YOU SEE THERE'S
A MOON IN THE WATER,
TOO?
AND IT IS MUCH CLOSER
THAN THE ONE IN THE
SKY...

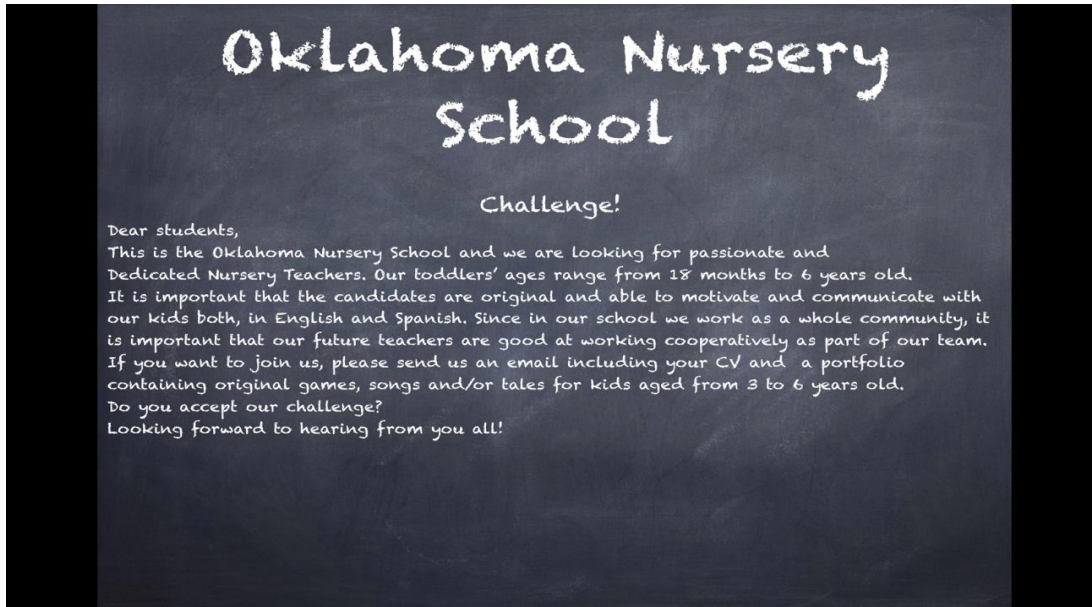


**AND... SNIP, SNAP, SNOUT,
THIS TALE IS TOLD OUT!**

Lesson 5

Learning Activities

Activity 1



FINAL PROJECT INSTRUCTIONS. 'MUST HAVE'.

Introduction.

- Who are we?
- Who is this project intended for?
- Why are these activities important/ interesting?
- What skills are mainly integrated in this project?
- Why is important to base teaching and learning on playing at these ages? What are the benefits?

Definition and Characteristics of the Games Proposed.

- Games need fixed and defined rules.
- Games need to include or involve skills and or knowledge (new input or review of contents already exposed).
- Goals and roles of the participants need to be explained and fixed when presenting the activity.

- Difficulty of the games needs to be taken into account according to the age of the participants as well as slower learners or learners with special needs.
- Games need to involve interaction and to explain how or why this is important.
- Is the game presented to be played on their own or with other kids? Why? What is the main target of it?
- Take into account that safety is essential when working with toddlers.
- Exploration in games may be important.
- Fantasy and originality in games may be important.

Name the category of each game

- **Types of games:**
- Ball games, Card and Board games, Clapping Games, Conversation Games, Dancing Games, Movement Games, Drama Games, Letter Game, Mathematical Games, Micro-worlds Games, Playground Games, Role Games, Singing Games, Simulation Games, Sports Games, Table-top games, Video Games, Visual Art Games, Word Games.

*Retrieved from

<http://moey.gov.im/sites/default/file/Games%20Based%20Manual%20Final%202017.pdf>

Where is the game going to be played?

What materials do you need in order to carry out the game/ activity properly? Is it appropriate for kids of this age?

When Explaining the Game in your Final Project, Remember to:

- Write the name of the game (you can name it yourself).
- Explain the instructions of the game in detail, extension of the game (if so) and procedures.
- Include all the materials needed.
- Indicate the place where the game/ activity is going to be carried out.
- Explain the skills and the learning objectives targeted.
- Indicate how the activity is going to be assessed.
- Include a box or a list of key vocabulary or concepts that are going to be worked on.
- Introduce a Focus or Main question of the game and its goals and benefits.

Lesson 6

Pre-Task Activities

Activity 1

ORAL PRESENTATION

-RULES-

1. When a group is performing, the rest of the class must obey their instructions, since they are the teachers of the lesson which is being carried out.
2. Some students might have a given role provided by the teacher.
3. While performing, try to control your tone, so everybody in the class can listen to you properly.
4. While performing, try to act like a nursery teacher, you can hold a paper if you are very nervous, but try not to read everything.
5. While performing, try to adopt a positive body language and include all your classmates, who will act as your students.
6. While performing, try not to interrupt each other.

ORAL PRESENTATION

-RULES-

7. While performing, you can use all the school facilities. However, take into account that we must not disturb other students who are in class.
8. While assessing your classmates, be as objective as possible. The teacher will use the same template and, if there is a considerable difference between them, your assessment will not be taken into account.
9. Only the groups who give consent, all the members must agree, will be recorded. The video will be sent only to the members of that group.

14. APPENDIX VI. Rubrics and Assessment Tools

These 2 rubrics, ‘Evaluation of Individual Learning Progress’ and ‘Evaluation of Group’s Learning Process’ are going to be used in all the lessons by the teacher in order to observe the progress of each student as well as the collaborative work.

‘Evaluation of Individual Learning Progress’

Name of the Student: Date:	5 Points	4 Points	3 Points	2 Points	1 Point
Attitude	<ul style="list-style-type: none"> - S’s attitude is exemplary, positive and helpful. - S accepts feedback and takes it into account in order to learn from it. - S is always respectful with T and other Ss. 	<ul style="list-style-type: none"> - S’s attitude is positive. - S is open to receive feedback. - S respects his/her classmates’ opinions. 	<ul style="list-style-type: none"> - S’s attitude is inconsistent. - S does not sometimes accept feedback. - S does not always respect others’ opinions. 	<ul style="list-style-type: none"> - S’s attitude is passive. - S is ambivalent when receiving feedback. - S is ambivalent with others’ opinions. 	<ul style="list-style-type: none"> - S’s attitude is negative. - S does not accept feedback. - S is disrespectful with others’ opinions.
Listening	<ul style="list-style-type: none"> - S is able to follow instructions and answer to questions. 	<ul style="list-style-type: none"> - S tries to follow instructions and answer to questions. 	<ul style="list-style-type: none"> - S is sometimes able to follow instructions and answer to questions. 	<ul style="list-style-type: none"> - S relies on other Ss for instructions and answers. 	<ul style="list-style-type: none"> - S does not follow instructions nor answer to questions.

Classroom Interaction	<ul style="list-style-type: none"> - S shows exemplary self-control and total respect for other Ss. - S always volunteers in class. 	<ul style="list-style-type: none"> - S shows good self-control and respect for other Ss. - S respects the rules and instructions in the class. 	<ul style="list-style-type: none"> - S usually checks to see what other Ss are doing. - S reads and answer questions if required. 	<ul style="list-style-type: none"> - S rarely participates in the activities proposed. - S does not often answer to questions or read aloud in the classroom. 	<ul style="list-style-type: none"> - S never participates in the activities proposed. - S is not able to answer questions or read aloud.
Use of English	<ul style="list-style-type: none"> - S always communicate making use of the L2 in classroom. - S always asks questions and answers them in English. - S always participates in debates and discussions in English. 	<ul style="list-style-type: none"> - S communicate s making use of the L2 in classroom often. - S asks questions and answers them in English often. - S participate in debates and discussions in English often. 	<ul style="list-style-type: none"> - S communicate s making use of the L2 sometimes. - S asks questions and answers them in English sometimes. - S participate in debates and discussions in English sometimes. 	<ul style="list-style-type: none"> - S rarely communicate s making use of the L2. - S rarely asks questions and answers them in English. - S rarely participates in debates and discussions in English. 	<ul style="list-style-type: none"> - S never communicate s making use of the L2. - S never asks questions and answers them in English. - S never participates in debates and discussions in English.

Retrieved and adapted from:

<http://ritaenglishteacherug.blogspot.com/2016/07/classwork-grading-rubric.html>

‘Evaluation of Group’s Learning Process’

<p>- Number of the group:</p> <p>- Name of the member of the group:</p> <p>Date:</p>	5 Points	4 Points	3 Points	2 Points	1 Point
Participation	<p>- The S always participates on the tasks proposed in groups.</p> <p>- The S always participates on debates and discussions in class.</p>	<p>- The S usually participates on the tasks proposed in groups.</p> <p>- The S usually participates on debates and discussions in class.</p>	<p>- The S often participates on the tasks proposed in groups.</p> <p>- The S often participates on debates and discussions in class.</p>	<p>- The S rarely participates on the tasks proposed in groups.</p> <p>- The S rarely participates on debates and discussions in class.</p>	<p>- The S never participates on the tasks proposed in groups.</p> <p>- The S never participates on debates and discussions in class.</p>
Attitude	<p>- The S always displays a respectful and exemplary attitude with his/her group.</p> <p>- The S accepts group’s feedback positively and learns from it.</p> <p>- The S always respects other Ss opinions and agrees or disagrees politely when discussing with the rest of the group.</p>	<p>- The S usually displays a respectful attitude with his/her group.</p> <p>- The S usually accepts group’s feedback positively.</p> <p>- The S usually respects other Ss opinions and agree or disagree politely when discussing with the rest of the group.</p>	<p>- The S often displays a respectful attitude with his/her group.</p> <p>- The S often accepts group’s feedback positively.</p> <p>- The S often respects other Ss opinions and agree or disagree making use of polite strategies often when discussing</p>	<p>- The S rarely displays a respectful attitude with his/her group.</p> <p>- The S rarely accepts group’s feedback positively.</p> <p>- The S rarely respects other Ss opinions and does not always make use of polite strategies when</p>	<p>- The S does not display a respectful attitude with his/her group.</p> <p>- The S does not accept group’s feedback positively.</p> <p>- The S does not respect other Ss opinions and displays an improper and disrespectful attitude with the rest of the group.</p>

			with the rest of the group.	discussing with the rest of the group.	
Time Management	<p>- The S has a system to control the time of the task provided when working in groups.</p> <p>- The S always completes their tasks on time when working in groups.</p>	<p>- The S usually has a system to control the time of the task provided when working in groups.</p> <p>- The S usually completes their tasks on time when working in groups.</p>	<p>- The S often has a system to control the time of the task provided when working in groups.</p> <p>- The S often completes their tasks on time when working in groups.</p>	<p>- The S rarely has a system to control the time of the task provided when working in groups.</p> <p>- The S rarely completes their tasks on time when working in groups.</p>	<p>- The S does not have a system to control the time of the task provided when working in groups.</p> <p>- The S never completes their tasks on time when working in groups.</p>
Roles	- The S always accepts and follow the roles established.	- The S usually accepts and follow the roles established.	- The S accepts and follow the roles established often.	- The S rarely accepts and follow the roles established.	- The S never accepts and follow the roles established.
Content of the contributions	- The S comments are always constructive and makes use of the right terminology and expressions when working in groups.	- The S comments are usually constructive and usually makes use of the right terminology and expressions when working in groups.	- The S comments are often constructive and often makes use of the right terminology and expressions when working in groups.	- The S comments are rarely constructive and rarely makes use of the right terminology and expressions when working in groups.	- The S comments are never constructive and never makes use of the right terminology and expressions when working in groups.
Additional Comments					

Lesson 6

Writing Rubric ‘Final-Project’

Group Number: Members of the Group: - - - - Date	5 Points	4 Points	3 Points	2 Points	1 Point
Structure and Organisation	- The project follows an organised structure, making use of paragraphs and logical sequencing of ideas making easy to the reader to find and clearly identify the activities.	- The project follows a logical sequencing of ideas, containing paragraphs and activities are easy to identify. However, minor slips may appear	- The project presents long paragraphs so sequencing ideas is not clear. Some main paragraphs may be missing.	- The project presents the ideas requested but the paragraphs are not correctly presented. The sequencing of ideas is not clearly exposed.	- The project presents a confusing structure, paragraphs are incomplete and different ideas are exposed randomly.
Editing	- Ss take into account T feedback from their first draft, changing and correcting the mistakes according to the information provided by the teacher, making of the project a perfect final project.	- Ss take into account T feedback from their first draft, changing and correcting mistakes according to the information provided by the teacher. Still, some minor mistakes are found on the project.	- Ss take into account T feedback from their first draft. However, several mistakes are found on the project.	- Ss take into account T feedback from their first draft. Nevertheless, many mistakes are found on the project.	- Ss do not take into account T feedback from their first draft. So, corrections have not been taken into account. Many mistakes are found on the project.

Content	- The ideas presented are well organised, related to the topic and original.	- The ideas presented are not well organised in a few parts of the project but still related to the topic and original.	- The ideas presented are not well organised in some parts of the project and not all of them are original still related to the topic.	- The ideas presented are not well organised in many parts of the project and many ideas are not original or related to the topic.	- The ideas presented are disorganised and chaotic. They are not developed and Spanish words can be found.
Materials	- The materials included in the activities are appropriate for toddlers and have been selected taking into account the activity presented.	- The materials included in the activities are appropriate for toddlers but not all of them have been selected taking into account the activity presented.	- Some of the materials included in the activities are not appropriate for toddlers and not all of them have not been selected taking into account the activity presented.	- Many of the materials included in the activities are not appropriate for toddlers and many of them have not been selected taking into account the activity presented.	- The materials included in the activities are not appropriate for toddlers and they have not been selected taking into account the activity presented.
Use of English	- No errors in grammar, punctuation and spelling. - The vocabulary used is adequate and terms studied during the semester have been included correctly.	- A few errors in grammar, punctuation or spelling. - The vocabulary used is usually adequate and terms studied during the semester have been included correctly most of the times.	- Some errors in grammar, punctuation or spelling. - The vocabulary used is not adequate in some of the activities and some terms studied during the term have been included.	- Many mistakes in grammar, punctuation or spelling. - The vocabulary used is usually not adequate in the activities and a few terms studied during the semester have been included.	- A lot of mistakes in grammar, punctuation and spelling. - The vocabulary used is not adequate and the terms studied during the semester have not been included.
Graphics and Images	- Images and/or graphics have been used correctly in all the	- Images and/or graphics have been used correctly in several of the	- Images and/or graphics have been used in some of the activities	- Images and/or graphics have rarely used in the activities proposed.	- No images and/or graphics have been used in the activities proposed.

	activities presented, making easier to understand the activity proposed.	activities presented, making easier to understand the activity proposed.	presented, making easier to understand the activity proposed.		
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ASSESSMENT RUBRIC ‘ORAL PRESENTATION: STORY TELLING’.

Name of the Student:	5 Points	4 Points	3 Points	2 Points	1 Point
Group Number:					
Date:					
Organisation	The speech is well organised and the ideas are sequentially presented.	The speech is not always organised and the ideas are usually sequentially presented.	The speech is organised but some of the ideas are not presented in the logical order.	The speech is organised but not in the logical order, presenting some ideas in a wrong order.	The speech is not organised sequentially so, the ideas do not follow a sequentially order.
Body Language	S is constantly looking at the audience. Nerves expressions are not shown and tries to keep eye contact with the audience during the speech.	S is not always looking at the audience. S shows nerves expressions sometimes but tries to keep eye contact with the audience during the speech.	S often tries to look at the audience. S shows nerves expressions sometimes and eye contact with the audience is not always present.	S sometimes looks at the audience. S nerves expressions are clearly noticed and the eye contact with the audience is sometimes kept.	S does not look at the audience, makes use of external help (such as notes) and there is no eye contact with the audience.

Vocabulary	S uses terms studied during the semester and always related to the topic. There is no repetition of words, S uses synonyms instead.	S uses terms studied during the semester, usually related to the topic. S makes use of synonyms in order to avoid repeating the same words.	S often uses terms studied during the semester, often related to the topic. S makes use of synonyms in order to avoid repeating the same words.	S uses terms studied during the semester sometimes and some of them are not related to the topic. There is some repetition of words.	S does not use terms studied during the semester and the words used are not related to the topic. S repeats the same words very often.
Materials	S makes use of the teaching material available. There is enough material for all the audience and it is suitable for toddlers.	S makes use of some of the material available. There is enough material for all the audience and it is suitable for toddlers.	S makes use of some of the material available. There is no enough material for all the audience but it is suitable for toddlers.	S makes use of some of the material available. There is no enough material for all the audience and it is not the most adequate for toddlers.	S does not make use of the material available. There is no enough material for all the audience and it is not suitable for toddlers.
Interaction	S always makes the audience part of the activity delivered. S always interacts with the audience, constantly.	S always makes the audience part of the activity delivered. S usually interacts with the audience.	S often makes the audience part of the activity delivered. S often interacts with the audience.	S makes the audience part of the activity delivered sometimes. S interacts with the audience sometimes.	S does not make the audience part of the activity delivered. S does not interact with the audience at all.

Retrieved and adapted from: <http://creativecommons.org> by CeDec

The next Rubric is a ‘Peer assessment’ for the Oral Performance.

Rate each item between 1-5. They are detailed explained so, please, pay attention to each one of the. Try to be as honest as possible as well as objective. Take into account that the teacher is going to use the same template in order to assess the groups. If there is a considerable difference between your marks and the teacher’s ones, your assessment will not be taken into account. ENJOY!

	5 Points	4 Points	3 Points	2 Points	1 Point
Organisation	The group presents the information and activities following an clear and logical order. Each member of the group is aware of his/her turn of talking and explaining.	The group presents the information and activities following a logical order. Each member of the group is aware of his/her turn of talking and explaining.	The group presents the information following a logical order but omitting some information, so the audience has some difficulty in following the performance. The turn of talking and explaining is sometimes chaotic.	The group presents the information following a logical order but omitting crucial information, so the audience has real difficulties in following the performance. The turn of talking and explaining is chaotic.	The group does not present the information following a logical order and omitting crucial information, so the audience cannot follow the performance. The turn of talking and explaining is chaotic.
Materials	The group has used original and interesting materials during the whole performance. There was enough material for everybody. All the materials would be suitable for toddlers.	The group has used original and interesting materials during most of their performance. There was enough material for everybody. All the materials would be suitable for toddlers.	The group has used original and interesting materials during some part of performance. There was enough material for everybody. All the materials would be	The group has used original and interesting materials during some part of the performance. There was not enough material for everybody. Not all the materials would be	The group has not used original and interesting materials during their performance. There was not enough material for everybody. The materials would be suitable for toddlers.

			suitable for toddlers.	suitable for toddlers.	
Creativity and Originality	The activity presented and carried out by the group was really original and they have made used of creativity in order to make it entertained for the audience.	The activity presented and carried out by the group was very original and it contained creative aspects.	The activity presented and carried out by the group was quite original and it contained creative aspects.	The activity presented and carried out by the group was original and it contained some creative aspects in some parts of the activity.	The activity presented and carried out by the group was not original and it did not contain any creative aspects.
Organisation of Time	The activity has been carried out using just the time provided.		The activity has been carried out using just the time provided but some parts of the activity has been carried out slower or faster in order to adjust to the time given.		The activity has not been carried out using just the time provided. The group has needed more time or they have not used all the time given.

Retrieved and adapted from: <http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>

14.1 Rubrics and Assessment Tools: Examples and notes taken

'Evaluation of Individual Learning Progress' María Lucía Rodríguez

16th January 2019

16th January 2019
15:30 → 17:00

'Evaluation of Individual Learning Progress'

Name of the Student:	5 Points	4 Points	3 Points	2 Points	1 Point
María Lucía Rodríguez Date: 16/01/19					
Attitude	- S's attitude is exemplary, positive and helpful. - S accepts feedback and takes it into account in order to learn from it. - S is always respectful with T and other Ss.	- S's attitude is positive. - S is open to receive feedback. - S respects his/her classmates' opinions.	- S's attitude is inconsistent. - S does not sometimes accept feedback. - S does not always respect others' opinions. <i>3) No lleva correcciones, ya sea por parte de los Ss o de la T.</i>	- S's attitude is passive. - S is ambivalent when receiving feedback. - S is ambivalent with others' opinions.	- S's attitude is negative. - S does not accept feedback. - S is disrespectful with others' opinions.
Listening	- S is able to follow instructions and answer to questions.	- S tries to follow instructions and answer to questions.	- S is sometimes able to follow instructions and answer to questions. <i>2) Se despierta. Espera a que otros Ss le digan que hay que hacer.</i>	- S relies on other Ss for instructions and answers. <i>2) Se despierta. Espera a que otros Ss le digan que hay que hacer.</i>	- S does not follow instructions nor answer to questions.
Classroom Interaction	- S shows exemplary self-control and total respect for other Ss. - S always volunteers in class.	- S shows good self-control and respect for other Ss. - S respects the rules and instructions in the class.	- S usually checks to see what other Ss are doing. - S reads and answer questions if required. <i>2)</i>	- S rarely participates in the activities proposed. - S does not often answer to questions or read aloud in the classroom. <i>2)</i>	- S never participates in the activities proposed. - S is not able to answer questions or read aloud.

No lo hace por iniciativa propia, sino por obligación.

Name of the Student:	5 Points	4 Points	3 Points	2 Points	1 Point
Use of English	- S always communicates making use of the L2 in classroom. - S always asks questions and answers them in English. - S always participates in debates and discussions in English.	- S communicates making use of the L2 in classroom often. - S asks questions and answers them in English often. - S participate in debates and discussions in English often.	- communicates making use of the L2 sometimes. - S asks questions and answers them in English sometimes. - S participate in debates and discussions in English sometimes.	- S rarely communicates making use of the L2. - S rarely asks questions and answers them in English. - S rarely participates in debates and discussions in English.	- S never communicates making use of the L2. - S never asks questions and answers them in English. - S never participates in debates and discussions in English.

2) Usa el español con mucha frecuencia en clase.

Retrieved and adapted from: <http://ritaenglishteacherug.blogspot.com/2016/07/classwork-grading-rubric.html>

13th March 2019

13/03/19
15:30 → 17:00

'Evaluation of Individual Learning Progress'

Name of the Student:	5 Points	4 Points	3 Points	2 Points	1 Point
María Lucía Rodríguez Date: 13/03/19					
Attitude	- S's attitude is exemplary, positive and helpful. - S accepts feedback and takes it into account in order to learn from it. - S is always respectful with T and other Ss.	- S's attitude is positive. - S is open to receive feedback. - S respects his/her classmates' opinions. <i>4) Se nota más rta a la hora de recibir correcciones por parte de otros Ss y de la T.</i>	- S's attitude is inconsistent. - S does not sometimes accept feedback. - S does not always respect others' opinions.	- S's attitude is passive. - S is ambivalent when receiving feedback. - S is ambivalent with others' opinions.	- S's attitude is negative. - S does not accept feedback. - S is disrespectful with others' opinions.
Listening	- S is able to follow instructions and answer to questions.	- S tries to follow instructions and answer to questions. <i>4) Se muestra más atenta e incluso ayuda a vez otros Ss.</i>	- S is sometimes able to follow instructions and answer to questions.	- S relies on other Ss for instructions and answers.	- S does not follow instructions nor answer to questions.
Classroom Interaction	- S shows exemplary self-control and total respect for other Ss. - S always volunteers in class.	- S shows good self-control and respect for other Ss. - S respects the rules and instructions in the class.	- S usually checks to see what other Ss are doing. - S reads and answer questions if required. <i>3) Toma la iniciativa en sus preguntas a otros Ss para asegurarse.</i>	- S rarely participates in the activities proposed. - S does not often answer to questions or read aloud in the classroom.	- S never participates in the activities proposed. - S is not able to answer questions or read aloud.

Name of the Student:	5 Points	4 Points	3 Points	2 Points	1 Point
Use of English	- S always communicates making use of the L2 in classroom. - S always asks questions and answers them in English. - S always participates in debates and discussions in English.	- S communicates making use of the L2 in classroom often. - S asks questions and answers them in English often. - S participate in debates and discussions in English often. <i>4) Hace estas cosas por usar la L2 a la hora de comunicarse.</i>	- communicates making use of the L2 sometimes. - S asks questions and answers them in English sometimes. - S participate in debates and discussions in English sometimes.	- S rarely communicates making use of the L2. - S rarely asks questions and answers them in English. - S rarely participates in debates and discussions in English.	- S never communicates making use of the L2. - S never asks questions and answers them in English. - S never participates in debates and discussions in English.

'Evaluation of Group's Learning Process' Raúl González

23rd January 2019

23/01/19
15:30 → 17:00

'Evaluation of Group's Learning Process'

- Number of the group: - Name of the member of the group: Date: 23/01/19	5 Points	4 Points	3 Points	2 Points	1 Point
Participation	- The S always participates on the tasks proposed in groups. - The S always participates on debates and discussions in class.	- The S usually participates on the tasks proposed in groups. - The S usually participates on debates and discussions in class.	- The S often participates on the tasks proposed in groups. - The S often participates on debates and discussions in class. <i>(3) lo hace con frecuencia</i>	- The S rarely participates on the tasks proposed in groups. - The S rarely participates on debates and discussions in class. <i>de hacerlo más a menudo</i>	- The S never participates on the tasks proposed in groups. - The S never participates on debates and discussions in class.
Attitude	- The S always displays a respectful and exemplary attitude with his/her group. - The S accepts group's feedback positively and learns from it. - The S always respects other Ss opinions and agrees or disagrees politely when discussing with the rest of the group.	- The S usually displays a respectful attitude with his/her group. - The S usually accepts group's feedback positively. - The S usually respects other Ss opinions and agree or disagree politely when discussing with the rest of the group.	- The S often displays a respectful attitude with his/her group. - The S often accepts group's feedback positively. - The S often respects other Ss opinions and agree or disagree making use of polite strategies when discussing with the rest of the group.	- The S rarely displays a respectful attitude with his/her group. - The S rarely accepts group's feedback positively. - The S rarely respects other Ss opinions and does not always make use of polite strategies when discussing with the rest of the group. <i>(2) intenta mejorar su postura y si no, les tiene a raya</i>	- The S does not display a respectful attitude with his/her group. - The S does not accept other Ss opinions and displays an improper and disrespectful attitude with the rest of the group.
Time Management	- The S has a system to control the time	- The S usually has a system to control the time	- The S often has a system to control the time	- The S rarely has a system to control the time	- The S does not have a system to control the time

	of the task provided when working in groups.	of the task provided when working in groups.	of the task provided when working in groups.	of the task provided when working in groups.	control the time of the task provided when working in groups.
	- The S always completes their tasks on time when working in groups.	- The S usually completes their tasks on time when working in groups. <i>(1) hace mejor cuando trabaja</i>	- The S often completes their tasks on time when working in groups. <i>(2) hace mejor cuando trabaja</i>	- The S rarely completes their tasks on time when working in groups. <i>(3) hace mejor cuando trabaja</i>	- The S never completes their tasks on time when working in groups.
Roles	- The S always accepts and follow the roles established.	- The S usually accepts and follow the roles established. <i>(1) acepta y sigue los roles establecidos</i>	- The S accepts and follow the roles established often. <i>(2) acepta y sigue los roles establecidos a menudo</i>	- The S rarely accepts and follow the roles established. <i>(3) acepta y sigue los roles establecidos raramente</i>	- The S never accepts and follow the roles established.
Content of the contributions	- The S comments are always constructive and makes use of the right terminology and expressions when working in groups.	- The S comments are usually constructive and usually makes use of the right terminology and expressions when working in groups. <i>(1) Darse cuenta de cómo, ya que a veces se leen los comentarios que se hacen a los demás de manera constructiva</i>	- The S comments are often constructive and often makes use of the right terminology and expressions when working in groups.	- The S comments are rarely constructive and rarely makes use of the right terminology and expressions when working in groups.	- The S comments are never constructive and never makes use of the right terminology and expressions when working in groups.
Additional comments					

20th March 2019

20/03/19
15:30 → 17:00

'Evaluation of Group's Learning Process'

- Number of the group: - Name of the member of the group: Date: 20/03/19	5 Points	4 Points	3 Points	2 Points	1 Point
Participation	- The S always participates on the tasks proposed in groups. - The S always participates on debates and discussions in class. <i>(1) lo hace siempre</i>	- The S usually participates on the tasks proposed in groups. - The S usually participates on debates and discussions in class. <i>que puede ser mejor</i>	- The S often participates on the tasks proposed in groups. - The S often participates on debates and discussions in class. <i>es muy buena</i>	- The S rarely participates on the tasks proposed in groups. - The S rarely participates on debates and discussions in class.	- The S never participates on the tasks proposed in groups. - The S never participates on debates and discussions in class.
Attitude	- The S always displays a respectful and exemplary attitude with his/her group. - The S accepts group's feedback positively and learns from it. - The S always respects other Ss opinions and agrees or disagrees politely when discussing with the rest of the group.	- The S usually displays a respectful attitude with his/her group. - The S usually accepts group's feedback positively. - The S usually respects other Ss opinions and agree or disagree politely when discussing with the rest of the group.	- The S often displays a respectful attitude with his/her group. - The S often accepts group's feedback positively. - The S often respects other Ss opinions and agree or disagree making use of polite strategies when discussing with the rest of the group. <i>(3) lo hace bastante pero a veces continúa hablando mucho</i>	- The S rarely displays a respectful attitude with his/her group. - The S rarely accepts group's feedback positively. - The S rarely respects other Ss opinions and does not always make use of polite strategies when discussing with the rest of the group.	- The S does not display a respectful attitude with his/her group. - The S does not accept other Ss opinions and displays an improper and disrespectful attitude with the rest of the group.
Time Management	- The S has a system to control the time	- The S usually has a system to control the time	- The S often has a system to control the time	- The S rarely has a system to control the time	- The S does not have a system to control the time

	of the task provided when working in groups.	of the task provided when working in groups.	of the task provided when working in groups.	of the task provided when working in groups.	control the time of the task provided when working in groups.
	- The S always completes their tasks on time when working in groups. <i>(1) el manejo de los tiempos lo hizo perfectamente</i>	- The S usually completes their tasks on time when working in groups. <i>(2) hace buena su organización, sigue los roles establecidos</i>	- The S often completes their tasks on time when working in groups.	- The S rarely completes their tasks on time when working in groups.	- The S never completes their tasks on time when working in groups.
Roles	- The S always accepts and follow the roles established.	- The S usually accepts and follow the roles established. <i>(1) hace buena su organización, sigue los roles establecidos</i>	- The S accepts and follow the roles established often.	- The S rarely accepts and follow the roles established.	- The S never accepts and follow the roles established.
Content of the contributions	- The S comments are always constructive and makes use of the right terminology and expressions when working in groups.	- The S comments are usually constructive and usually makes use of the right terminology and expressions when working in groups. <i>(1) lo hizo a la hora de dirigirse a los compañeros los comentarios, haciendo que los demás puedan aportar sin sentirse inferiores por el nivel de inglés.</i>	- The S comments are often constructive and often makes use of the right terminology and expressions when working in groups.	- The S comments are rarely constructive and rarely makes use of the right terminology and expressions when working in groups.	- The S comments are never constructive and never makes use of the right terminology and expressions when working in groups.
Additional comments					

'Writing Rubric'

Writing Rubric - Final-Project					
Group Number of Members of the Group: - Esther López - Pablo Garrido - María Guzmán - Peter Mado	5 Points	4 Points	3 Points	2 Points	1 Point
Date					
Structure and Organization	- The project follows an organized structure, making use of paragraphs and logical sequencing of ideas making easy to the reader to find and identify the activities.	- The project follows a logical sequencing of ideas, containing paragraphs and activities are easy to identify. However, (minor) slips may appear.	- The project presents long paragraphs so sequencing ideas is not clear. Some main paragraphs may be missing.	- The project presents the ideas in paragraphs are not correctly presented. The sequencing of ideas is not clearly exposed.	- The project presents a confusing structure, paragraphs are incomplete and different ideas are exposed randomly.
Editing	- Ss take into account T feedback from their first draft, changing and correcting mistakes according to the information provided by the teacher, making of the project a perfect final project.	- Ss take into account T feedback from their first draft, changing and correcting mistakes according to the information provided by the teacher. Still, minor mistakes are found on the project.	- Ss take into account T feedback from their first draft. However, several mistakes are found on the project.	- Ss take into account T feedback from their first draft. Nevertheless, many mistakes are found on the project.	- Ss do not take into account T feedback from their first draft. Many mistakes are found on the project.
Content	- The ideas presented are well organized.	- The ideas presented are not well organized.	- The ideas presented are not well organized in.	- The ideas presented are not well organized in.	- The ideas presented are not well organized and

Handwritten notes in red:
 (1) Algunos de los correcciones de la versión anterior no las han incluido en su versión, por lo que se han detectado "errores básicos" de gramática.
 (2) De nuevo no se han seguido todas las correcciones.
 (3) De nuevo algunas erratas que no se corrigieron en la versión anterior.

Materials	- The materials included in the activities are appropriate for toddlers but not all of them have been selected into account the activity presented.	- The materials included in the activities are not appropriate for toddlers and not all of them have been selected into account the activity presented.	- Some of the materials included in the activities are not appropriate for toddlers and not all of them have been selected into account the activity presented.	- Many of the materials included in the activities are not appropriate for toddlers and many of them have not been selected into account the activity presented.	- The materials included in the activities are not appropriate for toddlers and many of them have not been selected into account the activity presented.
Use of English	- No errors in grammar, punctuation and spelling.	- A few errors in grammar, punctuation or spelling.	- Some errors in grammar, punctuation or spelling.	- Many mistakes in grammar, punctuation or spelling.	- A lot of mistakes in grammar, punctuation and spelling.
Graphics and Images	- Images and/or graphics have been used correctly in all the activities presented, making easier to understand the activity proposed.	- Images and/or graphics have been used in some of the activities presented, making easier to understand the activity proposed.	- Images and/or graphics have been used in some of the activities presented, making easier to understand the activity proposed.	- Images and/or graphics have rarely used in the activities presented.	- No images and/or graphics have been used in the activities proposed.

Handwritten notes in red:
 (1) Algunos de los materiales que se han incluido en las actividades no son adecuados para los niños.
 (2) Algunos de los materiales que se han incluido en las actividades no son adecuados para los niños.
 (3) De nuevo algunas erratas que no se corrigieron en la versión anterior.
 (4) Muchos de los materiales que se han incluido en las actividades no son adecuados para los niños.
 (5) Aunque se usaron imágenes, no se corrigieron los errores de ortografía y gramática.
 (6) Aunque se usaron imágenes, no se corrigieron los errores de ortografía y gramática.

'Story Telling' Marlen Ruíz

27th March 2019

24/03/19
15:30 → 17:00

ASSESSMENT RUBRIC - ORAL PRESENTATION: STORY TELLING					
Name of the Student: Marlen Ruíz Group Number: 2	5 Points	4 Points	3 Points	2 Points	1 Point
Date: 27/03/19					
Organization	- The speech is well organized and the ideas are sequentially presented.	- The speech is always organized and the ideas are not usually presented in the logical order.	- The speech is organized but some of the ideas are not presented in the logical order.	- The speech is organized but not in the logical order, presenting some ideas in a wrong order.	- The speech is not organized sequentially so the ideas do not follow a sequentially order.
Body Language	- S is constantly looking at the audience. Nervous expressions are not shown and tries to keep eye contact with the audience during the speech.	- S is not always looking at the audience. S shows nervous expressions sometimes but tries to keep eye contact with the audience during the speech.	- S often tries to look at the audience. S shows nervous expressions and eye contact with the audience is not always present.	- S is sometimes looking at the audience. S makes use of external help (such as notes) and the eye contact with the audience is sometimes kept.	- S does not look at the audience, makes use of external help taken and there is no eye contact with the audience.
Vocabulary	- S uses terms studied during the semester and always related to the topic. There is no repetition of words. S uses synonyms instead.	- S uses terms studied during the semester, usually related to the topic. S makes use of synonyms in order to avoid repeating the same words.	- S often uses terms studied during the semester, often related to the topic. S makes use of synonyms in order to avoid repeating the same words.	- S uses terms studied during the semester and the words used are not related to the topic. There is some repetition of the same words.	- S does not use terms studied during the semester and the words used are not related to the topic. There is a repetition of the same words very often.
Materials	- S makes use of the teaching	- S makes use of some of the	- S makes use of some of the	- S makes use of some of the	- S does not make use of the

Handwritten notes in red:
 (1) Se nota que no se han seguido todas las correcciones.
 (2) Se nota que no se han seguido todas las correcciones.
 (3) Hace uso de todo el material necesario y hay para todos los niveles.
 (4) Hay frases "hechas" que parecen haber copiado y "locos" más.
 (5) Aunque se usaron imágenes, no se corrigieron los errores de ortografía y gramática.
 (6) Aunque se usaron imágenes, no se corrigieron los errores de ortografía y gramática.

material available. There is enough material for all the audience and it is suitable for toddlers.	material available. There is enough material for all the audience and it is suitable for toddlers.	material available. There is no enough material for all the audience and it is not suitable for toddlers.	material available. There is no enough material for all the audience and it is not suitable for toddlers.	material available. There is no enough material for all the audience and it is not suitable for toddlers.	
(5) Hace uso de todo el material necesario y hay para todos los niveles. Se nota que los niños están preparados.	(5) Hace uso de todo el material necesario y hay para todos los niveles. Se nota que los niños están preparados.	(5) Hace uso de todo el material necesario y hay para todos los niveles. Se nota que los niños están preparados.	(5) Hace uso de todo el material necesario y hay para todos los niveles. Se nota que los niños están preparados.	(5) Hace uso de todo el material necesario y hay para todos los niveles. Se nota que los niños están preparados.	
Interaction	- S always makes the audience part of the activity delivered. S always interacts with the audience constantly.	- S always makes the audience part of the activity delivered. S usually interacts with the audience.	- S often makes the audience part of the activity delivered. S often interacts with the audience.	- S makes the audience part of the activity delivered. S sometimes interacts with the audience.	- S does not make the audience part of the activity delivered. S does not interact with the audience at all.

Handwritten notes in red:
 (5) Aunque se usaron imágenes, no se corrigieron los errores de ortografía y gramática.
 (6) Aunque se usaron imágenes, no se corrigieron los errores de ortografía y gramática.

'Peer Assessment' (Completed by the teacher)

27/03/19
15:30 → 17:00

The next Rubric is a 'Peer assessment' for the Oral Performance.

Rate each item between 1-5. They are detailed explained so, please, pay attention to each one of the. Try to be as honest as possible as well as objective. Take into account that the teacher is going to use the same template in order to assess the groups. If there is a considerable difference between your marks and the teacher's ones, your assessment will not be taken into account. ENJOY!

Group 1

	5	4	3	2	1
Organisation	The group presents the information and activities following an clear and logical order. Each member of the group is aware of his/her turn of talking and explaining.	The group presents the information and activities following a logical order. Each member of the group is aware of his/her turn of talking and explaining.	The group presents the information following a logical order but omitting some information, so the audience has some difficulty in following the performance. The turn of talking and explaining is sometimes chaotic.	The group presents the information following a logical order but omitting crucial information, so the audience has real difficulties in following the performance. The turn of talking and explaining is chaotic.	The group does not present the information following a logical order and omitting crucial information, so the audience cannot follow the performance. The turn of talking and explaining is chaotic.
Materials	The group has used original and interesting materials during the whole performance. There was enough material for everybody. All the materials would be suitable for toddlers.	The group has used original and interesting materials during most of their performance. There was enough material for everybody. All the materials would be suitable for toddlers.	The group has used original and interesting materials during some part of the performance. There was not enough material for everybody. Not all the materials would be suitable for toddlers.	The group has used original and interesting materials during their performance. There was not enough material for everybody. The materials would be suitable for toddlers.	The group has not used original and interesting materials during their performance. There was not enough material for everybody. The materials would be suitable for toddlers.

Handwritten notes in red:

- 5 Han respetado todos los turnos. Las actividades han seguido una lógica clara.
- 5 Materiales originales y preparados.
- Bien organizados
- Había para todos los ss

Creativity and Originality	The activity presented and carried out by the group was really original and they have made used of creativity in order to make it entertained for the audience.	The activity presented and carried out by the group was very original and it contained creative aspects. (4)	The activity presented and carried out by the group was quite original and it contained creative aspects.	The activity presented and carried out by the group was original and it contained some creative aspects in some parts of the activity.	The activity presented and carried out by the group was not original and it did not contain any creative aspects.
Organisation of Time	The activity has been carried out using just the time provided.		The activity has been carried out using just the time provided but some parts of the activity has been carried out slower or faster in order to adjust to the time given. (3)		The activity has not been carried out using just the time provided. The group has needed more time or they have not used all the time given.

Handwritten notes in red:

- Aunque ha sido original, este grupo es capaz de haber presentado algo aún más creativo.
- ↳ Ha habido alguna parte en la que el grupo usó los calculados bien el tiempo, por lo que han tenido que "acortar" el discurso

Retrieved and adapted from: <http://www.aacu.org/value/rubrics/information literacy.cfm>