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ICTs and PBLL in the EFL classroom involving gifted students: Creating a Travel Guide

Las TICs y el Aprendizaje basado en Proyectos en el aula de inglés involucrando a alumnos de altas capacidades intelectuales: Creando una guía de viajes

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Abstract

This paper's purpose is to critically analyze the proposed unit "Travel with us." This proposal is composed of six sessions by means of which students will be encouraged to acquire vocabulary, grammar and practical resources for their learning. Aiming to promote both autonomous and cooperative learning in class, this unit offers a variety of activities and materials that will allow students to develop different skills and competences, as well as improve their proficiency in their second language. In this line, students are required to create a project —a travel city guide— whereby they are expected to reach their own decisions, do research and get involved in the creation process.

A highlight feature of this unit is the inclusion of ICT resources in the classroom which could help to better engage students, creating dynamics that foster interaction and the development of ICT skills. Additionally, this unit has been designed taking into account the presence of two high capacity students. For this reason, it has sought to promote inclusion, non-differential teaching and equity between them.

Key words: gifted students, cooperative learning, project-based language learning and ICTs.

Resumen

El propósito de este trabajo es analizar de forma critica la unidad propuesta "Travel with us". Esta unidad está compuesta de seis sesiones a través de las cuales los alumnos podrán adquirir vocabulario, gramática y recursos para su aprendizaje. Con el objetivo de fomentar el aprendizaje en el aula de forma autónoma pero a la vez cooperativa, presenta variedad de actividades y recursos que permiten que los estudiantes puedan desarrollar distintas destrezas y competencias, además de mejorar su nivel en su segunda lengua. En esta línea, el alumnado deberá crear un proyecto, una guía de viajes de distintas ciudades, mediante el cual deberán tomar sus propias decisiones, realizar una investigación y ser creativos en el proceso de creación.

Una innovación es la inclusión de recursos TIC en el aula que permiten que el profesor llegue de forma más directa a los estudiantes, creando dinámicas que permiten la interacción y el fomento de las habilidades informáticas. Además, esta unidad ha sido diseñada teniendo en cuenta la presencia de dos alumnos con altas capacidades. Por este

motivo, se ha tratado de fomentar la inclusión, la enseñanza no diferencial y la igualdad entre ellos.

Palabras clave: alumnado con altas capacidades, aprendizaje cooperativo, aprendizaje de idiomas basado en proyectos, y tecnologías de la información y comunicaciones.

1. INTRODUCTION

The following dissertation seeks to devise a proposal for a Project-Based Language Learning Unit. This unit aims at the creation of a final project by using digital and innovative resources. Students could have the chance of delving on the topic of travelling by exploring their creative and cultural interests. Given the importance of developing students' emotions and encouraging their more reflective abilities, they will be able to hopefully acquire thinking skills and capabilities. At the same time, they will learn factual knowledge and be encouraged to improve their proficiency in the second language.

Considering the relevance of addressing diversity and students' demands to be equally integrated in the classroom, this Learning Unit is focused on gifted students and some of its most distinctive educational requirements. Given my personal and professional experiences with these students, I strongly encourage the necessity for a comprehensive and integrated teaching methodology for those scholars having cognitive, emotional or academic challenges. Since these students require special attention, and owing to the fact that they should be given further support at both legislative and educational stages, this proposal and its contents are designed to stimulate these special students' motivation and to foster their creativity. In addition, taking into consideration the need for developing communicative skills in the classroom, this proposal has been planned by resorting to different activities that facilitate interaction, dialogue and improvement of students' communicative competences and skills. This didactic plan also addresses the demand to offer the students different resources, bringing them closer to the digital world though ICT devices inclusion. Through these tools, students can receive different ways of input and be exposed to different materials that can allow them to acquire an integral and more encompassing instruction.

Based on the prior considerations, the designed unit plan has been developed to be implemented in the Second year of Compulsory Secondary Education at the Colegio Santa Ana. This proposal comprises six sessions lasting one hour each. These sessions follow the learning stages of the Project-Based Language learning methodology, starting by an activation stage to engage the students in the project and enhance their previous knowledge on the topic, until reaching the development of the final product.

On completion of their final project —a travel city guide— students will be given the opportunity to reflect on their own learning individually and develop linguistic and metacognitive skills and competences. A further innovative variable in this unit is the integration of cooperative learning which could lead the students to work collaboratively and cohesively and address ideas from a group perspective. This could, in turn, help them to get to know each other better, work as a team, and experience different working roles. Students will be encouraged to acquire topic-related vocabulary, expand their communicative abilities and their comprehension and production strategies. Finally, students will also be involved in activities which will seek to develop their digital literacy skills and their creative abilities. In other words, this unit proposal will seek to involve students in the dynamics of a project, particularly focusing on the needs of gifted students whose work will be especially integrated to the class tasks, by using cooperative learning techniques and ICTs. By doing so, participants will be able to expand their skills beyond simply learning and promoting their second language, receiving cross-training.

2. PURPOSE AND OBJECTIVES

Considering the previously stated needs and the innovative nature of this proposal, this dissertation aims to scrutinize the designed Learning Unit from a communicative perspective. In this regard, the main purpose is the critical analysis of the contents that this Learning unit includes. The development of students' competences and skills will also be considered by means of the intended exercises in the different sessions. Thus, this proposal includes a variety of tasks and materials that aim at encouraging communication, interaction, and cooperation among students. For this reason, another objective is to promote this communicative approach and for learners to acquire certain skills when speaking in the second language.

Throughout the proposal design, I also intend to show and demonstrate that the use of digital resources improves and enhances students' motivation and participation. By the same token, ICT devices are deployed for the purpose of improving students' digital literacy and technologies management. These innovative resources can foster students' motivation since it is a way to acquire the language in an interactive, less predictable and repetitive, more dynamic way. Moreover, this proposed didactic unit is intended to support students so that they could get acquainted with strategies for

working in groups. By incorporating cooperative learning, students learn from their peers while also acquiring vocabulary and concepts. They can support each other, provide feedback and share their knowledge. In addition, by the inclusion of a variety of activities, a further objective will be to strengthen students' creativity and imagination by giving them the opportunity to take their own decisions while learning. This objective focuses on the need of offering students different opportunities to expand their own thoughts, choosing what they want to achieve and establishing their personal priorities. This is, in turn, strongly related to the promotion and encouragement of students' motivation.

Concerning the socio-cultural environment, this unit is designed to promote and encourage the students' cultural background and social perspective related to sociological aspects such as travelling and discovering new cultures and traditions. Finally, by introducing the communicative approach, we seek to reinforce and expand learners' linguistic competence and their communicative abilities in English. The objective is for them not only to create a project, but also to acquire and boost their linguistic competence in this language.

3. JUSTIFICATION AND THEORETICAL FRAMEWORK

Learning a second language requires a consistent and active engagement from both the student and the teacher. A connection should be established between both of them and a proper learning environment created. It is also important that the learning process and the teaching resources are well adapted to the students' needs. For the purpose of contextualizing these necessities, this unit is focused and designed for all students, but considering in a more concrete way the gifted learners' requirements. In terms of legislation, the Orden ECD/1987/2017 from November 22nd promotes in Aragon the emerging requirement to encourage the growth of students who evince evident learning singularities. In tune with this concern, the Orden ECD/1005/2018, from June 7th, suggests the importance of being cognizant of which students have these special capacities, in order to achieve inclusive practices.

3.1 Gifted students

High capacity students show a certain variety of distinctive features that must be taken into account to ensure their appropriate learning and attitude in the classroom (Consejo Superior de Expertos en Altas Capacidades, 2014). To begin with, these students are cognitively skilled in linking concepts and ideas in a simple and effective way, so that they can frequently and promptly connect the acquired knowledge with emerging information. They are also distinguished by their ease and disposal to provide solutions to possible in-class conflicts. When facing learning, most of these students are able to retain information for a prolonged period of time and mainly remain focused on facts and experiences that stimulate their curiosity. On the other hand, considering their emotional needs, these learners usually express their feelings explicitly, showing their sensibility when they feel frustrated or their skills and abilities are not valued. They need to feel inspired by enticing and novel ways of learning so that teachers can sustain their attention. Besides, they must define objectives that will lead them to be driven, encouraging them to accomplish their goals through different and challenging initiatives and projects, both in their immediate and future academic environment (Siegle and McCoach, 2005). Furthermore, in order to foster their interests, it is usually very advisable for them to sense themselves doing something that is worthwhile while appreciating their efforts later on. It is extremely important to identify their individual demands, as this can have an impact on their social interactions and their ability to be assertive. This last feature is shared by most gifted students, influencing the self-image they have or generating a sense of failure.

On close consideration of the conference of Professor Josep de Mirandés (2001), different hypotheses regarding giftedness can be considered. Among them one can highlight theories related to the performance of these students. The most widely accepted argument in relation to this aspect is that described by Renzulli, one of the researchers who has exhaustively investigated these students' special traits. This analyst formulated *The Three-ring Conception* (1986). In this way, the three rings correspond to different conditions present in the students having high capacities (De Mirandés, 2001). On the one hand, we can find students with a high intellectual potential that evince *greater abilities for learning,* so acquiring new knowledge and getting creative with new ideas will be a straightforward process for them. On the other hand, students with these capacities can show *high levels of creativity*. These students need to be engaged in

activities that arouse their interest. They also require performing activities that foster such creativity and provide opportunities for exploration, such as artistic productions. Finally, one of the innovations of this theory is the inclusion of motivation. This initiative differentiates those students who need to find a drive that will guide them in their learning. Furthermore, he also adds the importance of learners' proper participation in the proposed activities in class. This will be influenced by the level of motivation they may have (De Mirandés, 2001).

Renzulli has also established the "Triadic Model of Enrichment" (2000). In this model, he includes the following types of activities that can be useful and inspiring these learners (Hernández, 2005). On the one hand, the first group includes activities that allow the student to be exposed to different cultural and geographical places where they can learn while focusing on topics they are interested in, such as museums or libraries. These sessions give students the opportunity to visit these settings and get to know the culture closely by means of artwork, sculptures or literature. In the second group, activities that permit students to be responsible for their learning and meta-cognition would be included. They can achieve their goals by completing reflection activities or by taking quizzes whereby they are able to acknowledge their progress and mistakes. Finally, the last group of tasks seeks to involve these learners in activities that provide them with the chance of analyzing by themselves some topics that could be interesting for them (Hernández, 2005). Through this kind of activities learners can deepen into the areas they are concerned about and make further discoveries. Considering our learning unit, the activities proposed are aimed at all students, but more specifically, to students with high abilities. These would correspond to the second and third type activities. In other words, students will be given the opportunity to develop and become aware of their own learning, to experience and make decisions. These students require greater motivation to sustain their learning motivation and challenge as well as activities that involve the development of their creativity. In this way, these gifted students will be able to reach their goals according to their strengths, skills and personal needs.

3.1.1 Communicative Language Teaching Approach

Considering the importance of fostering the communicative approach in a learning unit, this proposal gives immediate priority to the development of students' communicative

competence. This competence should result in the comprehension and production of oral texts and the knowledge of the language in an extensive way (Richards, 2006). This approach is characterized by giving priority to the development of learners' communicative competence at all levels: grammar, macro-skills, vocabulary and functions. In addition, students should be provided with different communicative strategies that allow them to develop their proficiency in the language and their accuracy when speaking or writing it. In addition, students need to be offered different opportunities to practice communication in the classroom (Brown, 2007). It is also essential that the students could feel they are the main agents of their learning and give importance to their learning, first and foremost. Furthermore, it is considered imperative that, apart from acquiring and improving their language skills, they could be able to develop other capabilities. A further way of ensuring the promotion of communicative competence is working in pairs or groups; that is, allowing students to put their knowledge into practice and to share their ideas, leading to more lasting learning (Richards, 2006). Other variables will be incorporated in the proposal such as the inclusion of information gap dynamics, authentic language (input), real life-like interaction, giving pre-eminence to fluency over accuracy, and providing meaningful practice where content is usually more important than form.

3.1.2 Use of ICTs

Bearing in mind the importance of providing students with the required resources to acquire the competences and skills in the second language, we propose the inclusion of digital means and ICTs. By including these technological input and support resources, students can feel more involved in the activities and enhance their intrinsic motivation (Dörnyei, 1994). In addition, one could offer students varied input to promote their expectations, but also satisfaction and sustained interest. Through motivational activities, students are expected to feel more confident about learning. It is especially important —as it has been previously mentioned— that the student with innate intellectual and creative capacities could be motivated, so that their attention is not deflected. A further approach included in this unit is *cooperative learning*. This kind of learning and working in groups also promotes motivation and allows all students to feel equally responsible within the group (Dörnyei, 1994). Within this groups' dynamics, unity should be encouraged while learners should assume different roles that will allow them to acquire a responsibility and feel members of a team. It is also important that

teachers perform as facilitators and guides of instruction, but leaving the most important role to the student as the main learning agent. In this way, the student could behave in a more autonomous way which could prompt and enhance his/her own thoughts and decisions (Dörnyei, 1994). This team or pair-group learning also fosters the possibility for students to share more information, establish their beliefs and offer peer feedback and personal opinions to their classmates (Lightbown, 2000). This response should also be given by the teacher immediately through continuous assessment activities, which could hopefully help the learners to identify what their weaknesses and skills are (Lightbown, 2000). Furthermore, the students' assessment should be undertaken as a process, by constant monitoring of the learners' performance. Moreover, innovative methods should be used, leaving aside the more traditional methods, seeking newness such as portfolios, oral tests and projects (Richards, 2006). This also provides for a more complete evaluation, based on more specific aspects such as participation, oral presentation or teamwork.

3.2 Project Based Language Learning (PBLL)

The last methodological variable this learning is based on is Project-Based Language learning. Taking into account the lessons taught in the subject of "Design of Learning activities for EFL" (Gil, 2019), the stages of this learning process will be established. It begins with an *activation* phase through which the students are approached to the project, relating already acquired concepts with new ones. This stage also allows them to relate what they are going to learn with experiences they have lived. Subsequently, the students will progress to a *discovery* stage, by means of which they are offered an additional input, so that they can acquire useful information for the creation of their projects and experience its evolution. The next phase provides the students with the opportunity of *deepening* into the topic, building their learning through research and in-class interaction. To continue, in the *planning* stage, students will use the newly acquired strategies for structuring their projects so that it follows an appropriate output format. Once planned, the project will begin to be *created*, and will *published* through the medium suggested by the teacher or proposed by the students. Finally, the last step is devoted to *assessment* and *reflection* on learning; that is, the assessment can be provided by both the teacher and the students.

This last approach raises the dual opportunity for creating a project while learning and upgrading language competence. In addition, the steps through which this learning is promoted allow the teacher to observe the students' progress, following a process. This learning experience offers students a variety of opportunities. On the one hand, it allows them to engage in collaborative activities and solve problems consistently. In this sense, students can be asked to perform tasks that involve greater complexity. Additionally, the learners are supposed to be the focus of learning and they are expected to be the designers of their projects. Thus, they can be conscious of their own knowledge; thus, allowing them to be more motivated and to work more efficiently while performing their tasks (Martí et al., 2010).

Considering the context in which we find ourselves regarding students with high capacities, this kind of learning can encourage them to feel that they have an aim to fulfill and it is a way for those students to show an active participation in the classroom (Agreda, Colmenero and Lucia, 2018). Furthermore, this enables students to know from the very beginning what their project will consist of, what the stages will be and what each one is supposed to do in order to achieve the final task. By the same token, this kind of learning will facilitate the students' organization and their focus on the task; thus, promoting their motivation and encouraging them to research and feel more attracted to the project.

4. METHODOLOGY

Before doing this Master's degree, I had the opportunity to be in contact and work with some gifted students. I have been able to learn about their behavior, some of their needs, as well as their learning or social relationship difficulties. In this regard, these students deserve more attention and feel they are being challenged when it comes to learning. They also require to constantly interact with their peers, to be engaged in activities that motivate them as well as feeling immersed in the topic concerned, so that they are always involved at some point. In addition, these students demand a well-structured organization of the information, keeping a regular routine and following certain order in the tasks. This allows them to remain concentrated so that they do not feel uninterested, and could be more involved and motivated to undertake the tasks positively.

When I started this Master, I wanted to take "Atención a los alumnos con necesidades educativas especificas" as an optional subject. Learning more about the

difficulties that can arise in learning and what needs they may have is something that I have always been interested in. Through this course, I was able to approach these students. Although I did not have the possibility to go into gifted-students' theory in-depth at that time, I found it interesting to get to know more about them and to continue doing research on them.

Additionally, during the first period of placement, I had contact with some of the students who evinced these characteristics, which allowed me to observe their reality more closely. In the second placement period, I had the opportunity to be in contact with the school's orientation team who explained to me how it worked and what activities and courses they developed with them. For example, they are given more complex tasks and encouraged gifted learners to participate in several projects related to human nature, culture and science, such as the creation of a planetarium. In addition to having a program for these students, they are also engaged in extracurricular activities and create different projects such as inclusive projects, creating audiovisual resources or drafting plans on innovation.

Furthermore, considering the importance of taking into account the differentiation in the learning unit, the course plan developed in the subject of "Instructional and Curricular Design in EFL" still gave me the opportunity to be more conscious of the necessity of attending to these students and considering their possible demands. By designing different lessons for this course, I was able to understand the importance of giving attention to those students who may have certain educational requirements or difficulties.

Bearing this in mind, I began to investigate and conduct more detailed research on these students. It was clear to me that my unit would be focused on them, but I did not want it to be in a distinctive way. I wanted to create an inclusive unit, with no differences between students. I also began to read specialized literature given in the Master's related to motivation to see how I could try to motivate these students if it had been implemented. Due to this circumstance, and considering my own criteria in favor of digital tools and ICT resources, I decided to include them in the unit, thus promoting the interest of the students, leaving aside more traditional approaches. It also sought to foster communication among students, encouraging teamwork through cooperative learning and skills development.

5. UNIT PLAN PROPOSAL

5.1 Context of the learning unit

Considering the established needs and bearing in mind the circumstances in which this dissertation has been conducted, this unit has unfortunately been not implemented. If feasible, this unit was scheduled to be taught towards the end of the course, in the third quarter, once the students have progressed to more complex grammar and vocabulary. The fact that the unit involves the creation of a project helps the participants to consolidate all the acquired knowledge during the year, and also to review the concepts they already know. This way, this project can be considered as a manifestation of their learning.

The proposed lessons have been intended to be put into practice in the school where I have done my teaching placement. This school is called Colegio Santa Ana and it is located in Zaragoza. In this bilingual school, there is a program for gifted students' development. This plan helps those learners who evince high intellectual capacities, skills, or creative ideas to expand their knowledge and develop their creativity. Having the opportunity to participate and collaborate with different academic courses, I had the possibility to know the students' needs and what their motivations were. For this reason, I decided that the class for whom the activities were to be prepared was 2nd year of Compulsory Secondary Education. This group is composed of twenty students, both male and female, in particular twelve girls and eight boys. Regarding these learners' personal traits, two of them are gifted students who evince singular capacities for developing and experiencing their imagination, showing original ideas. They also display a good command of English proficiency and in-depth linguistic comprehension. These students show special needs regarding motivation and creativity. Thus, they need more innovative activities so as to get their attention and focus on the assignments as well as opportunities to further explore on their own without being singled out from their peers.

In this aforementioned school, there is also a plan for integrating ICT resources. Taking this into account and my personal penchant for including these devices in the classroom, this unit plan makes special use of these resources. Students have access to new technologies by using electronic devices, and the activities are interactive. Students will be encouraged to work in groups of four students, developing cooperative learning

while creating their projects. By handling technological resources such as organizers or quizzes, students will be likely to be conscious of their own learning, raising an awareness of their mistakes, and also they are likely to feel interested about learning and improving their capacities. By the same token, the main online educational tool is *Google Classroom*. In this way, not only could learners get in touch with their classmates and the teacher, but also they will be able to learn and self-correct their assignments. Eventually, the students' level of performance in English is intermediate and the activities are proposed for improving their second language productive and receptive skills.

5.2 Key Competences

Key competences are considered to be an essential element for students to develop and acquire an effective and significant learning. In other words, this learning unit gives students some specific learning contents while attempting to get students to enhance their capacities for a more comprehension instruction. Taking into account Recommendation 2006/962/EC, this unit of work will integrate and support to the development of the different key competences in these ways:

- **Competence in Linguistic Communication (CCL):** This key competence is related to the acquisition and use of English as a Second language considering specific socio-cultural elements of the language. It addresses not only to production and reception of oral and written messages in isolation, but also to the consideration of different socio-cultural conventions of the language. In this unit of work, this will be the most important competence to be developed as it is the indispensable element to complete the different activities and the final purpose of English as a foreign language. In addition, its progress will be fostered and expanded during the interactions of students with their classmates as they will be frequently required to work in groups. This will improve their linguistic knowledge and proficiency as well as it will enhance their vocabulary.

- **Digital Competence (DC):** This key competence is connected to the use of digital information and technological devices from a responsible and creative perspective. The development of this competence aims at students' acquisition of basic skills related to electronic data and communication. This unit will delve on the digital competence as the use of ICTs is frequently encouraged during the

different stages on the project. As students are required to be autonomous in their learning processes, they will use diverse available digital devices to carry on their final projects trying to be as much autonomous as possible. Within these facilities, the learners will find online audiovisual resources, questionnaires, learning organizers, charts or texts. Moreover, the recurrent inclusion of ICTs is bound to motivate students in their learning paths. For instance, students will have to search for information on the internet in order to create a travel city guide as a final project. Besides, they will be asked to choose the format by looking for different models.

- **Learning to Learn Competence (LLC):** It is related to the development of students' autonomy and their ability to personally decide about their acquisition of knowledge. To achieve this purpose, students should be motivated and engaged in their intellectual experiences, so that they can persist in their academic life. In this unit, learners will be frequently required to take individual and autonomous decisions while completing the diverse proposed activities. Moreover, as they will frequently work in teams, students will be encouraged to take individual decisions and risks to contribute to the whole group (positive interdependence) performance. The inclusion of different roles will hopefully stimulate them to take on various responsibilities within the group, become empowered and self-motivated and feel like they belong to a team.

- **Socio and Civic Competence (SCC):** this key competence aims at students' development of basic social skills to interact in society. Considering the communicative core of the language and the frequent inclusion of cooperative work in this learning unit, students will be required to be involved in dialogues and communicate with their classmates and the teacher involving basic patterns of behavior, respect, tolerance, freedom, and such like values.

- **Sense of Initiative and Entrepreneurship (SIE):** It involves students' ability to put into practice the theoretical knowledge they already have while working together and collaborating with their classmates. In this unit, students will have to work in pairs and teams in order to create a travel city guide as a final product. Through this cooperative activity, students will be encouraged to develop a positive interdependence with their group-mates, so that each member of the group will be considering the others as equals. Students will also assume

different roles which they will choose on their own in order to become autonomous.

- **Cultural Awareness and Expression (CAE):** This key competence is related to the expression and development of original ideas, products, knowledge or personal feelings. This learning unit will contribute to reinforce this key competence as students will be required to search for information about a city from different locations of the world in order to create a travel guide. In this browsing of information, students will be exposed to different facts and data about diverse cities. Students will also get closer to the culture of these places, their traditions and lifestyles.

5.3 Objectives and contents

5.3.1 Specific objectives of the unit plan

The proposed learning objectives (see Appendix 2) for the designed lesson plan have been developed considering the provisions of the Aragonese curriculum of Secondary Education. More precisely, these objectives have been defined in accordance with the requirements of Secondary Education Orden ECD/2016 from 26th of May. In this document, the learning objectives for each academic year for this level and the general objectives for Secondary Education are specified.

Furthermore, Bloom's Taxonomy has been taken into account in the formulation of the established objectives for the whole unit. These objectives can be described in the way of actions that the students must achieve, involving thinking processes and concept acquisition skills. In addition, bearing in mind that this unit has a final purpose consisting of the creation of a product, this is a process-oriented syllabus and in a more precise manner, this unit is a project-based syllabus. Considering the academic year for which the unit has been designed, which is 2nd year of Secondary Education, and previously analyzing what the curriculum establishes, we can gather the objectives in four different blocks.

Primarily, regarding the *oral receptive* abilities, students must be able to extract information from oral texts related to the unit's topic, travelling (Crit. IN.1.1.). In this way, students must accurately obtain the main ideas of a spoken message, whether through spoken conversation or video. Moreover, they will be encouraged to build their

vocabulary linked to the unit and develop their listening skills. Besides, students are expected to identify and apply resources for comprehension of spoken messages, and cultural and social knowledge for understanding oral texts on travelling and culture (Crit.IN.1.2.) They should understand cultural expressions associated with different cities and take advantage of their previous knowledge to associate well-known ideas with new concepts.

Secondly, concerning the *oral productive* skills, students are required to produce accurate and cohesive oral topic-related messages (Crit.IN.2.1.). In this line, learners are expected to properly share and exchange information with their peers by using their previous knowledge successfully (Crit.IN.2.2.) Students also are encouraged through class conversations, group work, and the acquisition of vocabulary and grammar to practice skills connected to the production of oral messages with accuracy and fluency.

Proceeding to the next block, students should be able to obtain and remember relevant information from written texts related to the unit's topic and read autonomously these texts. (Crit. IN. 3.1. and Crit.IN.3.2.) Students are supposed to acquire competence in *understanding texts* related to the topic of the unit —travelling— in groups. In addition, it is expected that they will gain the capacity to retain the main ideas from these texts, learning vocabulary and expressions.

Finally, the last block addresses the *written production* skills. In accordance to what the Aragonese curriculum purports, students should have the possibility to compose appropriate written texts related to our unit's topic (Crit.IN.4.1.) The students are also expected to distinguish cultural elements from written texts (Crit.IN.4.2.) More specifically, students are supposed to understand and use their cultural knowledge for discriminating information from a travel city guide. An added objective —in line with the curriculum and the innovative nature of this learning unit— is the appropriate use of educational resources and ICTs. Upon reaching this objective, this will allow students to successfully achieve the previously established goals.

5.3.2 Specific contents of the unit plan

The contents of the unit (see Appendix 2) have been thoroughly considered in agreement with the objectives described in the previous section. The contents are established in such a way that they are associated with the expected objectives throughout the learning unit. As established in the specific objectives, the contents of

the unit plan will also be described based on the different blocks that the Aragonese curriculum determines (House, 2011). These contents are also defined in tune with the academic year and the students' age.

Firstly, the initial block describes the contents that are determined for the second year of Secondary Education regarding listening skills. In our learning unit, students are will be provided with different communicative strategies for them to achieve the previous purposes. For instance, they will be given with instructions and guidelines before each activity; detailed explanations and clarifications to questions will be asked both orally in class and by written means through the educational platform. By providing the different proposed activities, learners will activate their previous knowledge and relate already acquired concepts to new ideas. At the same time, students will develop some communicative functions, such as exchanging some information and sharing ideas by means of interaction in the classroom. They will also learn how to give and receive some advice about a destination by using functions. Students will also develop grammatical skills related to the use of adjectives for descriptions, the present simple tense for describing actions and future tenses.

Secondly, students will be exposed to oral production strategies and communicative functions by participating in class dialogues and exchanging information connected to travelling. In this way, they will be able to practice their pronunciation and develop social and public speaking skills. They will also be instructed through activities and resources that will allow them to plan their projects and structure their ideas. By doing so, they will establish their ideas in an orderly and progressive way, learning during the process. In terms of the language, students will be provided with linguistic items like topic-related vocabulary of the unit and paralinguistic items such as asking for help or clarifications in the classroom. This will enable them to acquire vocabulary and apply it in the creation of their projects.

Thirdly, students will be exposed to different reading strategies so as to comprehend instructions and interpret topic-related texts. For instance, they will receive information by means of visual aids and digital devices. Before reading a text, students will be exposed to some topic/vocabulary activation techniques by the teacher. Furthermore, students will be able to look at the images or titles to try to get ideas about them before reading. In other words, micro-skills activation and practice will be encouraged.

In the last block devoted to the production of written texts, learners will be primarily provided with contents related to the creation of written texts. In this regard, students will be given planning strategies in order to structure ideas and use ICT resources for the creation of their travel city guides. For this purpose, they will be exposed to a model with stages so that they are aware of the writing skill as a process for starting to compose. This model —which they will search for themselves on the Internet— will hopefully allow them to have a reference to start elaborating their travel city guides and to find out what contents they should include.

This learning unit further includes sociocultural and sociolinguistic elements. By creating a travel city guide for the reader to get to know different cities, learners are bound to be in contact with foreign cultures. As a result, they could acquire a respectful attitude and disposition towards other traditions and customs. At the same time, students will have the opportunity to be more open-minded and create connections with other locations, ways of life and beliefs. Furthermore, the group work will allow the learners to participate in a cooperative way, showing respect for their peers' thoughts and alternative ways of thinking.

5.4 Critical Analysis of the Unit Plan

This learning unit (see Appendix 3) has been designed according to the different objectives set to achieve through this unit. Further consideration of the specific features of some of the students in this class, reveals that it may be quite relevant to opt for this approach from an innovative and creative point of view, seeking to achieve the students' highest academic potential. In addition, when designing this proposal, the school year has been taken into account, but also the contents, objectives and the educational context. The topic of the project is a matter of interest, chosen according to the students' age and possible preferences, which is bound to generate a greater involvement of the students.

In accordance with the objectives established, one of the targets to be accomplished with the creation of this unit is to promote the communicative competence of the students. In this regard, many collaborative activities have been incorporated as one of the bases for the project, in such a way that learners will work in a productive manner and, at the same time, as they elaborate their project. The Council of Europe through the Common European Framework of Reference for languages

(2001) establishes that students can develop some different competences within the communicative ones. Firstly, learners will be given the opportunity to promote their linguistic competence both orally and in written forms, by reviewing grammar or spelling rules. For example, students will have the possibility to develop this competence more completely by means of class discussions or by writing the abstract for their projects. This will also encourage the students to achieve a greater mastery of the language. To continue, this unit provides learners with the possibility to foster their sociolinguistic competence and to get closer to the culture and traditions of different cities and their cultural expressions. Through the research to be carried out on their cities of their choice, learners will get to know distinctive features of their culture; thus, they will be exposed to a variety of local gastronomy, customs and habits. Additionally, they will have to include in their travel city guides some relevant information regarding entertainment facilities such as museums, theaters or monuments. In this line, this learning unit also allows them to develop skills to produce more cohesive and coherent structures when working in groups or speaking in public. When doing their final presentation of the projects, the students will be encouraged to use properly structured ideas and suitable language, and/or to handle communicative functions and skills acquired during the sessions. In this way, students will develop the pragmatic competence (Council of Europe, 2001).

Choosing the Project-Based Language learning path as a structure for the design and the sequence of activities provides the students with the possibility of being immersed in an evolving process of learning. During six sessions, different stages are followed until the final project is achieved. They all include learning objectives; success criteria; contents and vocabulary. In addition, at the end of each session the assessment performance is included, as well as the different kind of scaffolding and homework, if any is required. Furthermore, most of the sessions include warm-up activities at the beginning combined with other activities to develop the different skills and to build up the project. One example of this kind of activity is the *Mind map* at the beginning of the second lesson (see Appendix 4.2). This initial exercise introduces students to the different purposes for creating a travel city guide. It is a way of getting students acquainted with the creation of their projects, so that they become familiar with the project objectives and what they should try to achieve. At the end of each session, a

reflection activity is usually included to raise students' awareness on their learning and the most important ideas from each lesson (see Appendices 4.1, 4.2, 4.3 and 4.5).

The inclusion of cooperative learning has also been adopted, so that most of the activities are held in groups. These tasks are aimed at enabling students to negotiate meanings, reach their own decisions and be critical of their work. Through this kind of learning, the students can interact; thereby, allowing them to share their ideas and their knowledge to be more significant. For instance, students work in teams to gather ideas for their travel city guides. Students should browse online websites of different travel city guides and select which format they want their guide to be. This compilation is done by means of activities such as *Talking Chips* (see Appendix 4.2), which allow them to reflect and deepen what they have learnt and what they wish to include in their projects. Moreover, planning activities such as *Thinker Keys* (see Appendix 4.3) are also undertaken in groups, hence enabling all team members to provide different ideas and to be equally involved. By doing so, they can learn from each other and take on alternative roles that ensures a more inclusive, equal and undifferentiated learning experience. These activities also allow to develop the creativity of the students and to give them more freedom of choice and learning awareness.

Apart from the encouragement of creative activities, the inclusion of ICT resources gives students greater motivation regarding the activities. At an emotional level, it also provides them with the opportunity to develop their own identity, both as individuals and as part of the group. This fact also favors the students' motivation, a further objective that is expected to be achieved with this learning unit. There are also activities that must be done individually. Such tasks are mainly based on personal reflection and they usually happen at the end of each session. Good examples are: *One Minute paper* (see Appendix 4.3), *Compass Points routine* (see Appendix 4.1) or *Exit Ticket question* (see Appendix 4.5). Furthermore, some other tasks derived from group activities such as filling in reading or listening organizers are also completed individually. These are designed to encourage the students to develop their self-reflective traits, to be aware of their own learning, and to promote a more autonomous learning. As such, these kinds of activities provide the teacher with the opportunity to discover and understand those students' needs, in particular those that evince singular capacities. These tasks are designed with the purpose of knowing the students'

weaknesses and strengths, as well as their concerns about learning and acquiring new concepts.

Another important factor already mentioned —the inclusion of ICTs— is another innovative feature of this learning unit. In this way, students can receive diverse ways of input and develop their IT skills, the management of online resources and digital competence. This is reinforced by the inclusion of the *Google Classroom* platform. Learners will complete the assignments online and they will also be introduced to new useful resources such as editing and sliding creation tools, which could be a considerable help for their projects and their future academic pursuits. Along with the digital skills, students will develop their receptive and productive skills, both written and spoken. Within the different activities, the students will be bound to develop the four macro-skills —reading, speaking, listening and writing— on a regular basis. For example, students will be asked to build up their reading comprehension abilities by interpreting instructions given in the exercises. In addition, by reading two excerpts from a travel guide, they will be exposed to topic-related vocabulary, discursive structures, and written texts analysis skills (see Appendix 4.3). Subsequently, speaking skills are mainly enhanced by class interaction, but also by the students' oral summary of their projects as well as by presenting the travel guides. To continue, the listening abilities are fostered by watching a video in which a travel guide is described (see Appendix 4.2). This way of presenting information is more visual and attractive and permits learners to know which parts they should include in their guide and/or acquire useful expressions. The writing skill is mainly developed in the last task. This ability will be implemented when students answer the different questions or exercises in a written form. Furthermore, it is promoted through the composition of the abstracts for the projects. These tasks are also designed as an opportunity for students to master and polish their language skills by acquiring vocabulary and grammar. Thus, the students' abilities are developed in a more complete way and students are given an integral formation.

Considering the importance of providing students with scaffolding, it is made available in a variety of ways: by offering visual materials, by providing students with organizers for structuring thinking abilities, by giving them feedback, or simply by showing students a model to follow as a guide. For instance, the *Word cloud* allows for the learners to activate their previous knowledge while linking concepts already learnt

with new ideas (see Appendix 4.1). In this way, the student receives support for his/her learning. Moreover, the inclusion of a *YouTube* video provides students with a more interactive experience for acquiring ideas using audiovisual material that serves as a model and as a significant source of *authentic input* in class (see Appendix 4.2). Hence, gifted students will be provided with repeated instances for deepening their research and go as far as they could be engaged. Learners will also be encouraged to extract ideas about the structure that they should use in their final projects. Following this line, the reading and listening organizers will enable to learners to draw out the most important ideas, to reflect on what they have learnt and to reach a conclusion (see Appendices 4.2 and 4.3). Thus, scaffolding will be supplied along the learning process so as to make it more effective and consistent.

Additionally, each of activity has been created in accordance with the requirements and singularities of students with high abilities. They are intended for their *full integration* with the group, being inclusive, so that they empower these students with the possibility of mastering their competences further. Moreover, they are meant not only to promote research, but also to provide a flexible and creative project of their own choice; thus, enabling them not to divert their attention and find it an attractive challenge for them.

Based on what has been established, this learning unit can be perceived as having certain strengths. On the one hand, by including Project-Based Language learning, the students are offered a more complete instruction experience by focusing on the acquisition of concepts to accomplish a final project while improving their linguistic skills. Moreover, by means of this unit the different macro-skills are developed, being an essential element that allows for a more consolidated learning. In this regard, by including activities that promote production and reception —both oral and written—, the students will be likely to develop the linguistic competence. To a greater or lesser extent, this learning unit encourages the development of several key competences, mainly the competence in Linguistic Communication. Further consideration of the positive elements of this unit points to the adoption of cooperative learning by working as a team could benefit students' motivation and predisposition for working. Considering the needs of gifted students, these innovative activities can have a favorable impact of their interest in learning as well as their willingness to face their

tasks since they include a variety of educational devices and materials that let these students be eager for learning without losing their attention.

On the other hand, the inclusion of digital tools challenges the more traditional approach. Even so, this unit is thought and designed according to the current academic situation and the conditions in which the teaching is given. Eventually, as far as task completion is concerned, gifted students and those who are fast achievers would be given additional activities or chores. For example, these students will be given the opportunity to help their peers, to search for more information about their projects or to assist the teacher.

5.5 Materials

This learning unit has been mostly designed with the aim of promoting the students' communicative competence. For this purpose, apart from the cooperative learning by means of group formation, the students will also work individually. An innovation incorporated in this dissertation, already as it has been previously mentioned, is the inclusion of digital tools and ICT resources. This allows for a more effective, comprehensive and holistic learning. Students are exposed to different types of input and receive information in a variety of ways, such as the video, readings, oral discussions, or diagrams. This kind of information helps them to better acquire the skills and abilities needed to become second language speakers. This input also benefits gifted students since it encourages their creativity due to the exposure to different educational devices.

The resources used in this unit have been designed, adapted and chosen appropriately, according to the students' needs and the objectives set (see Appendix 4). These are authentic materials, such as the reading about a trip in Rome or the video on the description of San Francisco and its most relevant locations, suitable for all students and specially focused on generating more effective learning. Likewise, they are dynamic materials, mostly designed without having previous templates or models.

Considering the importance of encouraging self-reflection and stimulating the effective dynamics among students and the teacher, I decided to include different reflection activities. These materials have been prepared for the student to add his/her name and have a platform for expressing their concerns and feelings. In addition, the

materials and assessment tools used for the students' evaluation have been created according to the objectives established at the beginning of each session. In the case of the checklist, a self-evaluation tool, the students can be guided using it as a monitoring resource to keep track of their progress (see Appendix 4.4). Furthermore, through this tool they can try to avoid and anticipate possible mistakes and optimize their learning.

In the same way, another important element of learning is to correctly organize thoughts and ideas. For this reason, I decided to include different *organizational resources*. These are mainly focused on reviewing, promoting and improving two of the main skills: listening and reading. In these organizers, designed for this purpose, students will individually indicate their names and may be led to raise an awareness of their own learning. As such, they can discuss and extract the main ideas from the text or a video. This will help them to settle down their thoughts and direct their final project. Both the video and the reading are audiovisual materials taken from the Internet. When selecting them, I have taken into account the age of the students, their level in the second language and their interests. As for the reading, only two fragments have been selected for the activity (see Appendix 4.3). In addition, in those activities in which students must fill in a table or describe a concept, an example or model is given at the beginning of the exercise. In this way, the students receive a guide, as a way of providing scaffolding to help them to know what the activity aims at.

Further interactive material including activities are online questionnaires. These quizzes are very dynamic, original and can be attractive for students (see Appendix 4.4). Both of them are intended for reviewing both the vocabulary given and learned in the previous sessions, mostly related to the project's topic, and also reviewing the grammar. Both questionnaires have been designed by me, taking into account the students' level and previous knowledge. Moreover, those activities that involve a research by the students could enable gifted students or those who evince higher needs of attention to feel motivated in their learning. Offering them the opportunity to design the format of their travel city guides allows the learners to develop their autonomy and take their own decisions. Through all these materials described above, students can be working both collaboratively and as individuals. In this way, cooperative learning is fostered, and at the same time, each student's reflective skills and critical thinking are encouraged. Similarly, they encourage students to communicate with their peers and to develop the

skills and abilities needed to maximize their academic success and proficiency in the second language.

5.6 Evaluation

The process of assessing students' learning is consistent and both the process and the final product are considered (see Appendix 2). It is important to consider both evaluation methods, during and at the end of the course (Hedge, 2000). In this way, the assessment is more complete and it is performed on an on-going but also global basis.

Owing to this, there is a continuous follow-up of the students. Students will demonstrate their skills and build on their learning by carrying out individual metacognition activities, questionnaires or filling in tables. These activities must be delivered online —through the educational platform— to consider that the continuous evaluation is fulfilled and learners are able to opt for it. These activities will not have a fixed score; their delivery on the date indicated by the teacher will be taken into account. These will be assessed along with the students' participation and involvement in both class activities and homework. For evaluating this variable, an assessment rubric will be used as an evaluation tool (see Appendix 4.6). The student's name will be added to this and a scale from 1 to 4 will be used to evaluate how well the student has fulfilled a given set of criteria. These criteria are related to the students' behavior in the classroom, the sharing of ideas, their interest and the appropriate submission of the assignments.

On the other hand, being a project created in cooperative learning groups, their work as a group is also evaluated. Those activities carried out in teams, the checklist and the ideas extracted for the elaboration of their final projects, will be included in an e-portfolio. Apart from being a storage resource for group activities, it will also function as an ongoing assessment tool for each group. Due to the nature of this unit and the inclusion of ICT resources, most of the activities are planned to be delivered online and included in a collaborative platform. This way, students will have the opportunity to check their submissions, receive their corrections and write down as well as learn from their mistakes.

Finally, the oral presentation of the project will be evaluated globally. For that purpose, a rubric (see Appendix 4.6) will be used to assess the performance of the proposal and the project. This rubric will weigh on aspects related to the presentation

arrangement, the content, and the students' behavior. In addition, the use of English, the correct pronunciation and the resources they use will be taken into account. The final project will receive the highest percentage of the final grade. For this purpose, the place chosen for the travel city guide should have been properly researched and worked on within the group.

The purpose is to achieve a uniform and non-differential evaluation. This way, students with special capacities are monitored closely *but not evaluated in a different manner*, given that no meaningful curricular adaptation is undertaken for them. The activities have been planned to cater for all students' needs. Hence, its implementation with gifted students will be embedded in the whole class proposal.

Grading criteria:

- Individual activities + participation: 25%
- E-portfolio + group activities: 30%
- Final presentation of the project: 45%

These percentages for evaluation completion have been established above. On the one hand, individual activities and participation add up to that percentage since they are measured in terms of their submission for ongoing evaluation, and they do not get a score. These serve to keep track of the students' performance, especially, those with some support or learning needs. On the other hand, the group activities are given a higher percentage since they are assessed on a continuous basis, having a greater importance as it is a cooperative learning and the result is a group work. Finally, the project's accomplishment and its presentation take on the highest value and relevance since it reflects the students' evolution and, above all, the final result. In addition, this assessment is important so as to both measure the content and the skills and competences development.

6. CONCLUSIONS

Learning is a process that must take place progressively so that it is more meaningful and lasting. This unit has sought to encourage learning in this way, being a continuous process that attempts to achieve an optimal result. Given the fact we are dealing with a project, we must not only consider the process involved in its creation, but also its final output and presentation. For this reason, this unit has been designed very concretely in

order to enhance both stages. Considering the above analysis of the unit, it tries to get the student to work on developing their skills while learning and strengthening their second language knowledge. On the one hand, the inclusion and incorporation of Project-Based Language learning has provided students with the chance to better master the language while learning concepts and developing a project. As such, it promotes a more complete, long-lasting and comprehensive learning process. Furthermore, having students work in a cooperative, group-based setting results in multiple negotiation of meanings, sharing of ideas and awareness of their own learning. At the same time, all students could feel comfortable within the team, collaborating as a whole and not fostering competition.

On the other hand, the integration of innovative tools such as ICTs or digital resources are included so as to give students different ways of input and to generate a more consistent learning. Learners can get to know these new resources and use them for further projects in their academic career. It also enables students to improve their IT and technological capacities, which are essential for their own personal and professional growth. Moreover, through this unit, the four main macro-skills are promoted in an equitable way: listening, writing, speaking and reading. Hence, each of them is practiced with the purpose of providing students with the greatest command of the second language for them to manage when using it. Additionally, the different key competences are also encouraged by means of the activities proposed in each session.

Considering the needs established at the beginning of this dissertation, this learning unit and its design have tried to respond to those requirements, proposing the given innovations. We have sought to address the defined needs of these students in an integrated and inclusive way, fostering a non-differential education.

To conclude, I consider that if this unit could have been implemented in a classroom with some gifted students, it would have fulfilled the objectives proposed at the beginning. This would be feasible by taking into account their particular traits and demands for the inclusion of diverse resources and activities, enabling the students to reach their own choices. Moreover, the integration of reflection and self-knowledge activities helps them feel freer to explore their emotions and gives the teacher the opportunity to get closer to these learners and support them in achieving their goals. I also strongly believe that it is imperative to provide support for these students and

ensure appropriate facilities for them to develop their interests and satisfy their demands. In addition, I find that more research and instruction on the part of the teachers when teaching these students in class is essential. This will prepare the instructor for working with such learners, by preparing appropriate materials and providing a variety of relevant resources, but always in an all-inclusive approach.

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Orden ECD/1005/2018, de 7 de junio, por la que se regulan las actuaciones de intervención educativa inclusiva.

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Appendices

Appendix 1: Assignments used as evidence of the necessity of improvement

https://drive.google.com/drive/folders/1c-DoHGPe3xX817sG-qTbRjYP0OLNDsjb?usp=sharing

Appendix 2: Table of Specific contents, objectives and evaluation criteria

Specific objectives	Specific contents	Specific evaluation criteria
At the end of the unit, students will be able to: - Extract general information from oral texts related to travelling and culture (Crit.IN.1.1) - Distinguish and comprehend spoken messages and develop cultural and social knowledge on travelling and culture (Crit.IN.1.2) - Provide accurate and cohesive oral messages related to travelling and culture (Crit.IN.2.1) - Exchange information with their peers by using their prior knowledge on the topic (Crit.IN.2.2) - Obtain general information from written texts related to travelling and culture (Crit.IN.3.1) - Analyze and comprehend written text about travelling and cultures on autonomous and individual way	**Communicative strategies:** - Interpretation of instructions, guidelines, and texts related to the travelling. - Understanding of explanations and clarifications on the topic. - Activation of previous knowledge for relating acquired ideas with new concepts concerned travelling and cultures. - Strategies to comprehend oral and written texts about tourism and travel destinations (*visual aids, digital devices, directions*). - A strategy for planning	- The student can draw and outline general information from oral and written messages on travelling and culture. CCL – DC – LLC – CAE - The student can produce accurate oral and written messages on travelling and culture. CCL – DC – LLC – CAE - The student can reflect on their own learning and express his/her opinions. CCL – DC – LLC – CAE - The student can work in groups and cooperate

(Crit.IN.3.2)

- Compose accurate written texts connected to travelling and culture (Crit.IN.4.1)

- Distinguish cultural elements from written texts (Crit.IN.4.2)

- Reflect on their own learning and defend their opinions and experiences (Crit.IN.1.1/Crit.IN.2.1/Crit.IN.2.2/ Crit.IN.3.1/Crit.IN.3.2/Crit.IN.4.1)

- Work in a collaborative way, by cooperating with their peers and sharing ideas. (Crit. IN.1.1/Crit.IN.1.2/Crit.IN.2.1/Crit.I N.2.2)

and structuring ideas of the travel city guides (*models, templates*).

Communicative functions:

- Share ideas with peers by means of interaction.

- Give and receive personal advice from a place.

- Describe personal feelings, interests and experiences.

- Express future plans and intentions.

Grammar:

- Use of adjectives for descriptions (*beautiful, advisable, comfortable...*)

- Use of present simple for describing actions.

- Use of future tenses for further intentions and plans.

Linguistic items:

- Vocabulary related to the unit (*travelling, places, history, world,*

with their peers.

CCL – LLC – SIE – SCC

- The student can manage to prepare questions and complete personal organizers.

CCL – LLC – CAE – DC

- The student can distinguish cultural features and social aspects from oral and written messages.

CCL – LLC – CAE – SCC – DC

- The student can use learnt verbal tenses when speaking with their peers.

CCL – LLC – CAE – SCC

- The student can organize the project using taught planning strategies.

CCL – LLC – SIE – CAE - DC

- The student can give appropriate feedback on

	art, culture, tourism…)	their peers' project.
	Paralinguistic items:	CCL – LLC – SIE – CAE – SCC
	- Ask for clarifications	- The student can orally present the project successfully.
	Sociocultural and sociolinguistic aspects:	
	- Appreciate and understand other cultures and respect different traditions.	CCL – LLC – SIE – DC – SCC

Appendix 3: Lesson Plans

> **PROJECT-BASED**
> **LANGUAGE**
> **LEARNING UNIT**

> **Course:** 2nd year of Compulsory Secondary Education
> **Topic:** Travelling around the world
> **Title:** "Travel with us"

<u>LESSON 1</u>

<u>STAGE: ACTIVATION</u>

Learning objectives

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

- Connect their previous knowledge with acquired information

- Identify new topic-related vocabulary

+ Recognize their own learning and value the project itself

Success criteria

At the end of the lesson, students can:

+ Work in groups

+ Fill in self-reflection forms

Contents

+ Grammar: *Present simple* for describing places.

+ Communicative functions: To express personal opinions and share interests.

+ Macro skills: listening, reading, writing and speaking.

Project-related vocabulary: travelling

ACTIVITY	TEACHER TALK	MATERIALS AND RESOURCES	TIMING
Warm-up activity: *Word cloud* and *visible thinking routine* Students will be presented a Word cloud with several topic-related words they will be working on. Then, the teacher will ask them questions related to their feelings regarding the topic and the vocabulary.	"To begin with, I'm going to display a Word Cloud containing different words. This vocabulary that appears is related to the topic that we're going to deal with. Once you have watched it, we'll comment on any doubts you may have and I'll ask you some questions in order to see if you can guess the topic. Right, what can you see on the screen? What do you think is the topic? Is there any word that you don't know about?"	▪ A word cloud (see Appendix 4.1) ▪ A projector ▪ A tablet or a computer	10 minutes
Teacher's explanation on the project + creation of working	"Now that you've given your suggestions on the topic, I'm going to start explaining to you the	▪ Access to *Google Classroom*	40 minutes

teams

The teacher will explain the project to the students. Using the *Stand up hand up pair up* technique, those students who have been given the card with the same city will be in the same group.

project you should develop. For that, you have to access to the *Google Classroom* platform where you'll receive a message. As you can see, this is an invitation to participate in a travel-related contest. It sounds good, doesn't it? Therefore, the topic of our project is travelling and you should create different travel guides for different cities. Your creativity will be taken into account!

During this process, you'll carry out group activities that allow you to create your guides; individual activities and a final oral presentation. Also, your participation and involvement in the activities will be taken into account.

Once you know the topic and some key aspects, pay attention to the screen where I'll explain how we'll do it. This project will be developed in different groups. To do so, place yourselves in pairs with the person next to you. I'll give you different cards with some cities and you should look for another pair with the same city. Let's go!

Once you have found it, you'll form a group and you should

- A tablet or a computer
- Writing contest message (see Appendix 4.1)
- Presentation for explaining the project
- City cards (see Appendix 4.1)
- *Stand up hand up pair up* technique

	choose a name for your group. This name can be related to your city or whatever you want. Let you imagination flow! Is this clear? Also, you should define your roles in the group and decide which role you want to take. Finally, you'll be the one to choose your guide's format, including the tools and resources for its creation. If you have doubts, I'll help you. That's all! Try to be innovative in your guides!"	

Reflection activity: *Compass points routine*
 	
Students will have access to the *Google Classroom* and fill out a self-reflection form.
	"In order to finish the session, within these last minutes, you must access to *Google Classroom* and fill in a brief form that will appear. There you'll have to express your feelings and thoughts about creation of a travel city guide:
	
	   ✚ What has caught you attention?
	   ✚ What concerns you?
	   ✚ What do you need to know?
	   ✚ What have you learnt in that session?
	
	Please, fill in this form individually for me to get to know you a little bit more."
		▪ Access to *Google Classroom*
		▪ A tablet or a computer
		▪ Compass Points template (see Appendix 4.1)
		
		10 minutes

Ongoing assessment

- In this session, students' participation and involvement in the activities will be valued positively by means of a rubric (see Appendix 4.6).

- The last reflection activity will be assessed individually. It must be submitted to follow the ongoing assessment.

Scaffolding provided

- Use of visual materials for activating students' previous schemata.

- Pre-teaching vocabulary: Giving students useful vocabulary.

- Asking questions for checking students' understanding and comprehension.

- Setting small team works that allows interaction and cooperation between students.

Homework

- Students have to collect vocabulary to start filling in a collaborative vocabulary spreadsheet.

- Students have to browse on the Internet different travel guides for choosing their travel city guides' formats. This way, they will have to decide which format they want to use in their projects.

LESSON 2

STAGES: DISCOVERY AND DEEPENING

Learning objectives

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

- Discuss related-topic issues

- Extract relevant information, vocabulary and grammar from a travel guide video

     ✦ Reflect on their learning.

Success criteria

At the end of the lesson, students can:

     ✦ Complete a listening organizer

     ✦ Use some verbal tenses

     ✦ Manage to prepare different questions

     ✦ Fill in a personal organizer

Contents

     ✦ Grammar: *Future forms* for planning and verbal tenses extracted from the video

     ✦ Communicative functions: To share information, describe and express modality.

     ✦ Macro skills: listening, reading, writing and speaking.

Project-related vocabulary (places, adjectives for descriptions) and vocabulary extracted from the video.

ACTIVITY	TEACHER TALK	MATERIALS AND RESOURCES	TIMING
Warm-up activity: *Mind map and travel guide video* The students will be shown a mind map with some of the main functions of a travel guide. After that, they will watch a travel guide in video format. They will comment	"I need you to be participative and collaborative during this activity. What do you think the functions of a travel guide are? What purpose is it designed for? You can discuss it in your groups for a few minutes and we'll talk about it. Once you have provided your ideas, I'll show you a mind map with some of its main functions.	▪ The Mind map (see Appendix 4.2) ▪ The travel guide video (from https://www.youtube.com/watch?v=Oo6iAxf4si0) (see Appendix 4.2) ▪ A tablet or a computer	20 minutes

on those aspects that have caught their attention and get the main ideas from the video, related to its structure and expressions. Finally, they will complete a Listening organizer.	As you can see, a travel guide allows its designer to inform, to give an opinion, etc. You should take this into account when preparing your travel guide. Now, I'll show you a video that visually describes a travel guide. Listen carefully and take notes on the video related to the vocabulary or general ideas and then you'll have to comment in groups its ideas and extract some vocabulary and expressions for your projects. Finally, you'll have to fill in a listening organizer individually and then upload to *Google Classroom*. If you don't have time to get it done in class, you'll finish it for homework. Remember that you should submit all activities to be considered for ongoing assessment. Have you understood what you have to do? Let's begin!"	▪ A projector ▪ Access to *Google Classroom* ▪ Listening organizer (see Appendix 4.2)	
Grammar focused activity: Grammar review + *Jot thoughts activity* Students will have to draw	"Taking into account the previous video, let's review some of the grammar in it. Since you have taken some notes, I'd like you to	▪ Access to *Google Classroom* ▪ A tablet or a	20 minutes

in the staged groups both the main verbal tenses used in the video and the vocabulary.

Then, the teacher will carry out the *Jot Thoughts activity* for reviewing some grammar.

At the end of the activity, they must upload answers to *Google Classroom* specifying the name of the group.

tell me which verbal tenses appear and the way in which they are conjugated. All your notes will serve you for the creation of your guides. Remember that your participation is taken into account!

Next, we're going to do an exercise in groups. It's called *Jot Thoughts*. For this, you're going to work in the established groups. I'll give you different answers and you have to create some questions for these answers. Each member of the group will have to prepare at least one question, using the revised grammar. Every group must have developed a total of five questions.

Once all the groups have finished, I'll use *Flippity* for at least one member of each group to say one question and then correct it together.

Do you know *Flippity*? Through this tool, I'll use a random wheel to pick the participants.

Finally, you should upload all your questions to *Google Classroom* specifying the name of your group.

- computer
- Some answers for the *Jot Thoughts activity* (see Appendix 4.2)
- *Flippity*

	Do you have any questions?"		
Thinking and deepening activity: *Talking chips activity* Each group member thinks an idea to discuss within the group. They will use different colored cards. A card will be placed in the middle of the table every time a participant speaks, thus requiring everyone to participate and bring in ideas for their projects.	"Following, we're going to start coming up with ideas for your projects. For that, you're going to work in your groups. This way, each member of your groups will think of an issue related to the topic and the creation of the travel city guides. Thus, new ideas will be generated. You must all participate! Each group member will have different colored cards and every time each of you gives an idea, the card will be placed in the middle of the table. You must all give ideas for your colleagues' proposals. If there's any doubt, tell me."	▪ Access to *Google Classroom* ▪ Colored cards (see Appendix 4.2) ▪ A tablet or a computer	10 minutes
Reflection activity: *Plus one thinking routine activity*	"To conclude the lesson, we're going to do an individual reflection activity. You'll have to access to *Google Classroom* and fill in a personal organizer with the ideas extracted from the lesson, highlighting three aspects that you like the most."	▪ Access to *Google Classroom* ▪ Plus one thinking routine (see Appendix 4.2) ▪ A tablet or a computer	10 minutes

Ongoing assessment

- The group activities carried out in the session will be included in each group e- portfolio for the creation of their projects.

- The individual activities will be assessed together with students' participation. These activities must be submitted for students to undergo ongoing assessment.

- The students' participation will be properly assessed using a rubric (see Appendix 4.6)

Scaffolding provided

- Ongoing questioning and reviewing students' performance.

- Establishing intentional small groups for carrying out the class activities.

- Use of visual organizers.

- The Listening organizer helps students to better comprehend the ideas.

Homework

- Each student must look up and review grammar related to recommendations such as modal verbs and make a chart with its different uses and examples (see Appendix 4.2). They will have to upload it to *Google Classroom.*

LESSON 3

STAGES: DEEPENING AND PLANNING

Learning objectives

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

- Draw ideas from a reading text

Work in a collaborative way, understanding the structure of the project and developing ideas for its planning.

Success criteria

At the end of the lesson, students can:

Read a text

Plan the project

Work in groups

Contents

Grammar: *Future forms* for expressing plans.

Communicative functions: To describe a place and to express plans and intentions.

Macro skills: listening, reading, writing and speaking.

Project-related vocabulary from the travel city guide excerpt.

ACTIVITY	TEACHER TALK	MATERIALS AND RESOURCES	TIMING
Warm-up activity: **Pre-reading activity**	"I'm going to give you a text for working in your groups. You must read the different titles and subtitles and comment on: What the text is about? What calls your attention?"	▪ Excerpts from this online blog including a travel guide for reading: https://theblonde abroad.com/ulti mate-rome-travel-guide/ (see Appendix 4.3)	5 minutes
Activity: Reading an excerpt of travel city guide This activity will be	"You're going to start reading the text I've given you. As you have correctly deduced, it is an excerpt from a travel guide. In order to make the reading more dynamic,		20 minutes

carried out in the different groups. Students will do a shared reading. Students will also complete a reading organizer individually.	you'll read it together. This means, one member of the group will start reading and someone else will continue and finish. When the reading is over, the third member will summarize the main ideas and the last one will describe the structure, format and visual resources. You'll choose who will do each part. Did you understand that? At the end of the activity, you'll have to complete individually a reading organizer and upload to *Google Classroom*. If you don't have enough time to finish it, do it for homework! As I have always told you, it's essential that you submit these activities to be taken into account in the continuous evaluation. If you've any question during the activity, don't be shy about asking."	▪ A computer or a tablet ▪ Excerpts from this online guide for reading: https://theblonde abroad.com/ulti mate-rome-travel-guide/ (see Appendix 4.3) ▪ Reading organizer (see Appendix 4.3) ▪ Access to *Google Classroom*
Activity for planning the project: *Thinker keys activity* Each member of the group will be assigned an idea to elaborate on.	"Taking into account the ideas you have been gathering, we're going to start planning the project. You'll work in your groups for this purpose. I'll give each member of the group an idea to work on individually. The ideas you'll be	▪ Access to *Google Classroom* ▪ A computer or a tablet ▪ Key ideas for 34 minutes

At the end of the activity, they will log into *Google Classroom* and upload their ideas for the project.	working on are: functions of a travel guide, its structure, its format to be original and some ideas to be included in it. The more ideas you develop, the better information you will have for the creation of your guides. Are all these ideas clear? When you have finished your parts, you'll have to share it in the group and upload them to *Google Classroom*, including you group's name."	the *Thinker keys activity* (see Appendix 4.3)
Reflection activity: *One minute paper* This activity is individual. Students must access to *Google Classroom* and answer a question in 1 minute.	"To conclude the lesson, you will enter *Google Classroom*, where you will have to answer a question individually. The question is: Considering your personal experience, what do you think is the most important part of planning a project? It should be a short answer. Remember that these activities are important for ongoing assessment, but also for me to know what you are thinking and your reflections."	▪ Access to *Google Classroom* ▪ A computer or a tablet ▪ One minute paper question (see Appendix 4.3)	1 minute

Ongoing assessment

- The projects' ideas provided by each group will be incorporated in each e-portfolio composed by all the activities for the creation of the project.

- The individual activities will be assessed together with the students' participation. These activities must be submitted for students to follow the ongoing assessment.

- The students' participation will be properly valued by means of a rubric (see Appendix 4.6)

Scaffolding provided

- The reading text serves as a model for students to create their Travel city guides.

- Reading aloud the text reinforces students' pronunciation and better understanding the ideas.

- Setting intentional small groups for developing the class activities.

- The Reading organizer is useful for linking ideas and better learning.

- The ideas raised in the Thinker keys activity help students in planning their projects.

- Use of ongoing questions and clarifying remarks.

Homework

- Students have to collect vocabulary to continue filling in the collaborative vocabulary spreadsheet.

- Taking the previous reading as a model, they will have to research more information related to infographics, maps, design or photography. Each member of the group will have to choose one of these variables and upload all the group's ideas to Google Classroom using the format they want to complete the e-portfolio.

LESSON 4

<u>STAGE: CREATION</u>

Learning objectives

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

- Relate previously learned ideas with acquired concepts
- Design and develop ideas for their final projects
- Illustrate and summarize their projects' main ideas.

Success criteria

At the end of the lesson, students can:

- Add new structures to their initial thinking
- Get and use original ideas for their project
- Work as a group
- Outline the key aspects of their final projects.

Contents

- Grammar: *Present simple* and *future forms* for describing places.
- Communicative functions: To express personal opinions, share interests and provide a location address.
- Macro skills: listening, reading, writing and speaking.

Revision of given vocabulary

ACTIVITY	TEACHER TALK	MATERIALS AND RESOURCES	TIMING
Warm-up activity:	"During this activity, the purpose is learning but in	▪ A computer or a tablet	10 minutes

Playing two *Kahoots!* Students will individually complete two quizzes, one concerning the review of the given grammar from the previous lessons and the other one for revising vocabulary related to the topic.	a dynamic and amusing way. For this, you'll access to play two different *Kahoots!* individually. You'll be given a code and you'll have to answer some different questions. The first *Kahoot!* is focused on reviewing the grammar we have seen, and the second aims to review vocabulary. This last one will also help you to continue completing the glossary. Also, as it is related to the projects' topic, you can use it in your guides. If you have mistakes, it's okay, the important thing is learning. Also, if you need any help, let me know. Now, go ahead and enjoy learning!"	▪ *Kahoot!* (see Appendix 4.4)
Activity: Creation of the Travel city guides Students will continue	"We'll continue with the creation of your projects for the rest of the session. First of all, I'm going to give you a checklist to fill	▪ Access to *Google Classroom* ▪ A computer 50 minutes

preparing their projects.

They will have to prepare a short summary and fill in a checklist.

out and use it for checking that you are following the instructions correctly.

To do this, you'll work in your groups. You must all provide ideas and give format to your travel guides. Today, your guides should be very advanced and almost finished. You can use the tools you need, and if you have any questions, just let me know.

In the last 10 minutes, you'll have to elaborate a summary. You don't have to submit it, but it will be useful for you in the next session. If you don't finish it, don't forget to complete it for homework since you'll need it in the next session.

Don't miss the checklist and upload it to *Google Classroom* with your team's name!.

Let's go!"

or a tablet

- The summary for the project

- Student's checklist (see Appendix 4.4)

Ongoing assessment

- The score obtained in the two quizzes will be assessed individually.

- The group self-assessment will be carried out through the checklist, which will be included in their e-portfolios.

Scaffolding provided

- The teacher will move around the groups answering any doubts.

- Working in groups helps students to interact and better develop the ideas.

- The checklist allows students to know what their project should include.

LESSON 5

STAGE: CREATION AND PUBLISHING

Learning objectives

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

- Recognize other projects' strengths

- Defend their opinions and judge their experiences.

Success criteria

At the end of the lesson, students can:

- Talk about their projects in front of the class

- Give critical opinions and appropriate feedback on their peers' project.

Contents

- Grammar: *Present simple* for describing places.

- Communicative functions: To express personal opinions and preferences

- Macro skills: listening, reading, writing and speaking

ACTIVITY	TEACHER TALK	MATERIALS AND RESOURCES	TIMING
Peer-feedback activity: *Carousel feedback* Each group will present the summary of their projects orally to their peers. In this way, students will give and receive some peer feedback. They should give, at least, many positive comments as negative ones. Also, if they have any questions, they can ask them.	"In this activity, you'll present your ideas to your peers. This way, the presenter of each group will explain the project to your peers. You don't need to prepare anything; you can use your summaries as a reference. Each presenter will have 5 minutes to describe the project. Try to adjust to the time since in the following lesson you'll present the project in a more complete way. The other groups will then get together and share their opinions. When you'll finish, you should tell your peers some positive aspects or strengths of their projects and any suggestions for improvement. Try to be neutral with your peers and give constructive feedback. Also, if you have doubts, ask them. Is everything clear? Is there any doubt? Let's start with the first group…"	Projects summaries (optional)	55 minutes

| **Reflection activity:** *Exit ticket question*

This activity is individual. Students must access to *Google Classroom* and answer in 120 words an Exit Ticket question. | "To conclude, we are going to do a brief reflection activity. This activity will be done individually and will allow me to know more about you and your experience in these projects.

Please, log into *Google Classroom*! Once you are in, you should be able to answer a question in 120 words.

Everybody is in? Yes?

As you can see, the question is:

How you have felt about assessing other classmates' projects? You can include examples or refer to specific situations.

Please, answer the question and submit it." | ▪ Access to *Google Classroom*

▪ A computer or a tablet

▪ Exit Ticket question (see Appendix 4.5) | 5 minutes |

Ongoing assessment

- ▪ The activity for reflection will be assessed individually.

- ▪ Students will receive oral peer assessment on their projects.

Scaffolding provided

- Speaking in public allows students to develop their oral skills.

- The teacher checks that all students are involved.

- The inclusion of peer assessment improves students' learning.

Homework

- Students have to finish adding vocabulary to the collaborative vocabulary spreadsheet and the glossary will be completed.

- Students have to upload the complete project with the travel city guide to *Google Classroom*. It will be included in the students' group e-portfolios.

- Students have to prepare a short presentation of their projects for the next lesson.

LESSON 6

STAGES: PUBLISHING AND ASSESSMENT/REFLECTION

Learning objectives

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

- Describe their projects

- Extract and prioritize the main ideas

- Reflect on their learning.

Success criteria

At the end of the lesson, students can orally present their projects.

Contents

- Grammar: *Present simple* for giving descriptions.

- Communicative functions: to share information and describe

♣ Macro-skills: listening and speaking

ACTIVITY	TEACHER TALK	MATERIALS AND RESOURCES	TIMING
Oral production activity: **Travel city guides' presentation** Each group will be presenting their project to their peers in 10 minutes.	"In this last session, as you know, you'll properly present your projects. For this, use the tools you have prepared. As you have done in previous oral presentations, all the members of the group are expected to be equally involved, and you should adapt your presentations to the time, since you are five groups. Remember that the best travel city guide will be awarded in the contest. I'm sure this motivates you. At the end of each presentation, I'll give you a short oral report on your projects. Try to be creative and catch everyone's attention! Now, if you have no doubts, let's start …"	▪ A projector ▪ Students' presentations	60 minutes

Ongoing assessment

- The presentation of the project will be evaluated by means of an assessment rubric (see Appendix 4.6).

Scaffolding provided

- Students will receive teacher feedback.

EXTRA ACTIVITIES FOR FAST FINISHERS

- The student will research a relevant historical event or episode from his/her city to be included in their travel guide.

- The student will create a mind map with the main points he/she wishes to address in their team project.

- The student will design his/her own activity connected to the topic, considering the adopted methodology.

Appendix 4: Materials

Lesson 1: Appendix 4.1

A WORD CLOUD

WRITING CONTEST MESSAGE

CITY CARDS

FLORENCIA

ATHENS
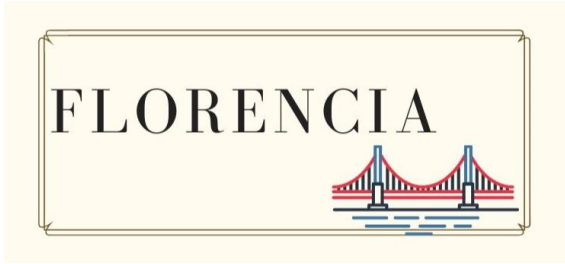
COMPASS POINTS TEMPLATE

COMPASS POINTS TEMPLATE

Please, read the questions and answer each of them:

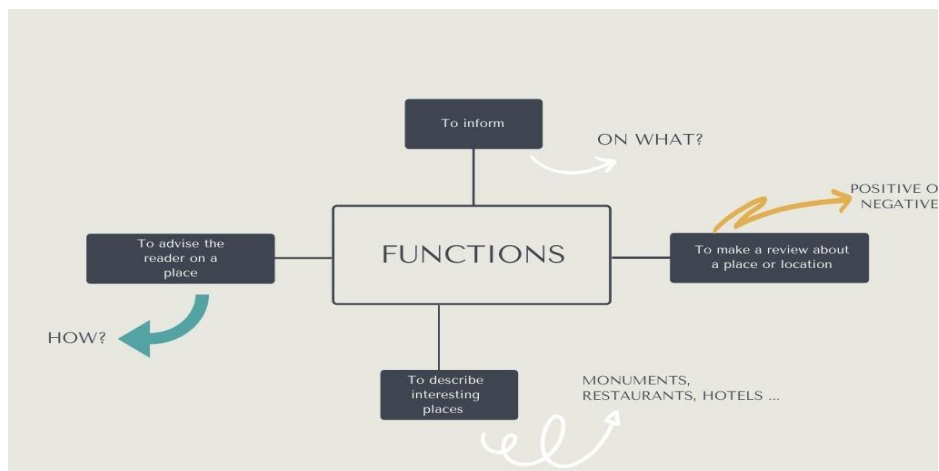**WHAT HAS CAUGHT YOUR ATTENTION?**

WHAT CONCERNS YOU?

WHAT DO YOU NEED TO KNOW?

WHAT HAVE YOU LEARNT IN THAT SESSION?
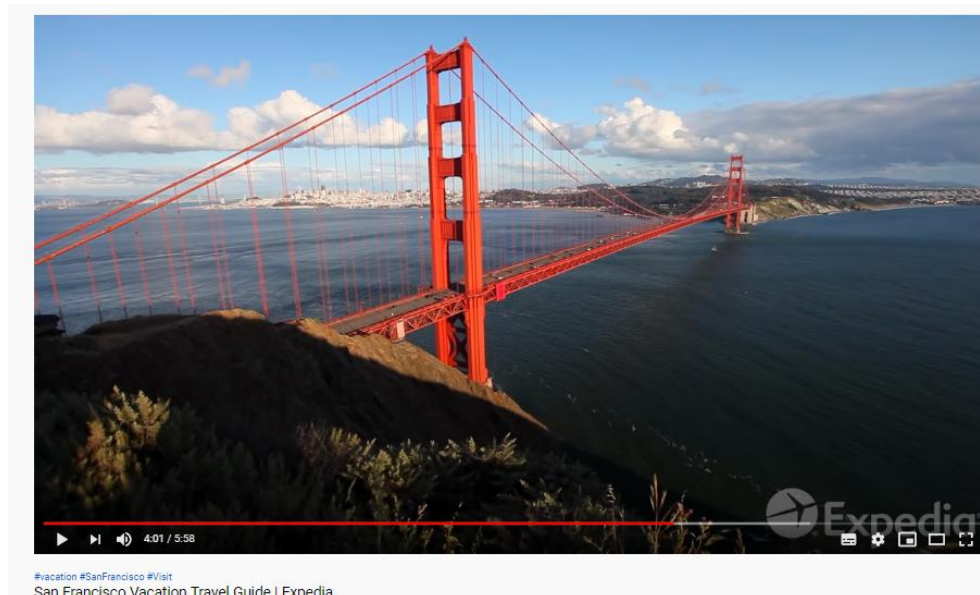
NAME:

Lesson 2: Appendix 4.2

THE MIND MAP

THE TRAVEL GUIDE VIDEO

#vacation #SanFrancisco #Visit
San Francisco Vacation Travel Guide | Expedia

Source: https://www.youtube.com/watch?v=Oo6iAxf4si0

LISTENING ORGANIZER

Name:

Fill in this organizer with ideas from the video:

Structure
(include examples)

Vocabulary

Grammar

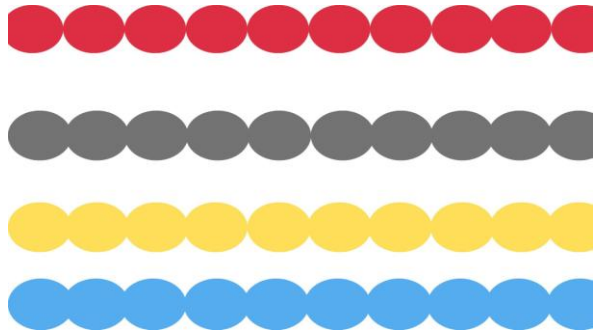**SOME ANSWERS FOR THE *JOT THOUGHTS ACTIVITY***

TRAVELLING BY CAR

I'M LOGDED IN A HOTEL NEXT TO THE CINEMA

YOU MUST GO AHEAD AND TURN RIGHT AT THE NEXT STREET

THIS RESTAURANT OFFERS A VARIED AND MODERN MENU

ENJOYING NATURE AND VISITING NEW PLACES

COLORED CARDS

PLUS ONE THINKING ROUTINE

Name: _____
Date _____

Plus one thinking routine

Individually, fill in this organizer. You should include ideas extracted from the lesson, highlighting three aspects that you like the most.

Idea:

Examples:

Idea:

Examples:

Idea:

Examples:

CHART FOR MODAL VERBS

MODAL VERBS

Complete this chart with some modals verbs. You must describe their uses and include some examples.

MODAL VERB	CAN	MODAL VERB	
USES:	Possibility	USES:	
EXAMPLES:	"I can ride my bicycle"	EXAMPLES:	
MODAL VERB		MODAL VERB	
USES:		USES:	
EXAMPLES:		EXAMPLES:	
MODAL VERB		MODAL VERB	
USES:		USES:	
EXAMPLES:		EXAMPLES:	

Lesson 3: Appendix 4.3

EXCERPTS FROM AN ONLINE GUIDE FOR READING (extracted from: https://theblondeabroad.com/ultimate-rome-travel-guide/)

What to do in Rome in 3 Days

Traveling Italy on a Budget

WHAT TO EXPECT IN ROME

Rome is a big city with a great transportation system and friendly locals. I would recommend knowing a few key phrases in Italian but you will find many English speakers around in case you need assistance.

Language: Modern-day Romans speak Italian, of course, which is widely recognized as a language of love and romance. There are a lot of English-speakers around Rome as well.

Currency: Italy uses the euro (EUR). Currently, $1 U.S. dollar will get you €.86 euro.

Credit Cards and Banks: Cards are used all over Rome, especially Visa, but it's more common to use cash for small items. Some museums and market sellers only accept notes. As a general rule of thumb, bring a few euros in cash with you wherever you go.

Climate: Resting just off the Mediterranean Sea, Rome enjoys warm and temperate weather with averages of 60 degrees Fahrenheit. Expect much more rainfall during the winter and hot and sunny days in the summer.

April to June and late September to October are the best months for traveling in Italy — temperatures are usually mild and the crowds aren't quite so intense.

GETTING AROUND IN ROME

Getting to Rome: Dozens of airlines fly to and from Fiumicino Airport daily, so you can pick and choose based on your point of origin. You can also wheel into Rome by train—most lines run into Roma Termini, Rome's central train station.

Car: Driving in Rome isn't advisable— the traffic is chaotic in the best of terms and drivers are insane.

Taxis: Taxis are an option but tend to be more expensive.

Public Transport: Opt for wandering around by foot— the most romantic way to discover the hidden corners of the city— or use the impressive public system of buses, trams, trolleys, metro, and light railways.

If you're in town for at least 72 hours, try the Roma Pass— just 38 euros will get you full access to public transportation, admission to two museums, and discounts on performance and exhibition tickets.

Wander Rome on foot if you can!

TRAVEL TIP

Uber is available in Rome, so if you're going further distances around the city, it is definitely an option!

READING ORGANIZER

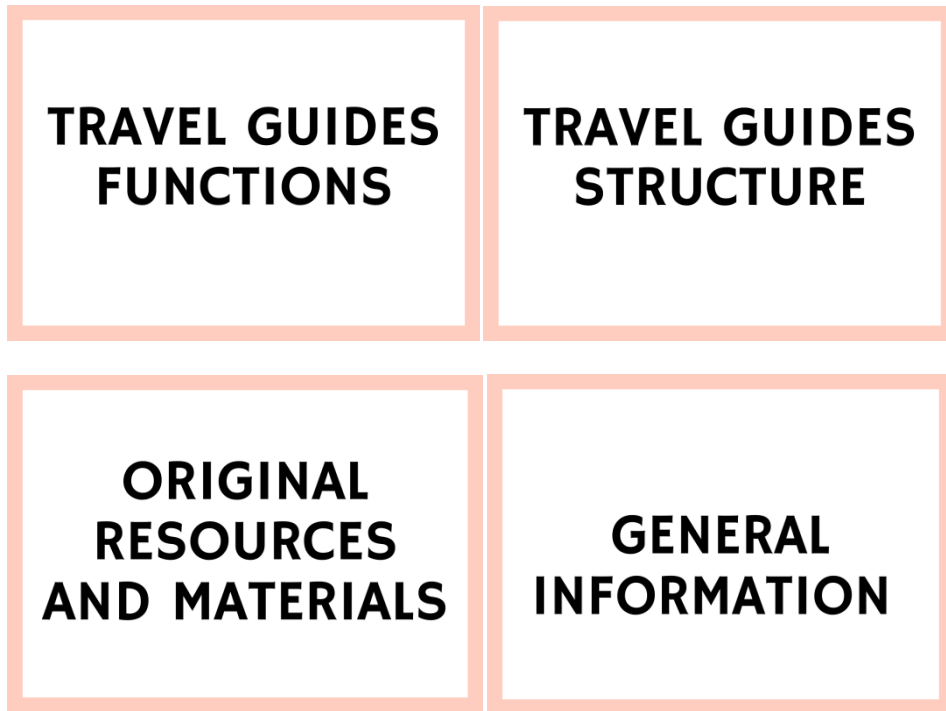# Reading exercise

Name: _____

Date: _____

Summary:	

Type of writing:	

Use of visuals:	

Structure:	

KEY IDEAS FOR THE *THINKER KEYS ACTIVITY*

TRAVEL GUIDES FUNCTIONS	**TRAVEL GUIDES STRUCTURE**
ORIGINAL RESOURCES AND MATERIALS	**GENERAL INFORMATION**

ONE MINUTE PAPER QUESTION

ONE MINUTE PAPER

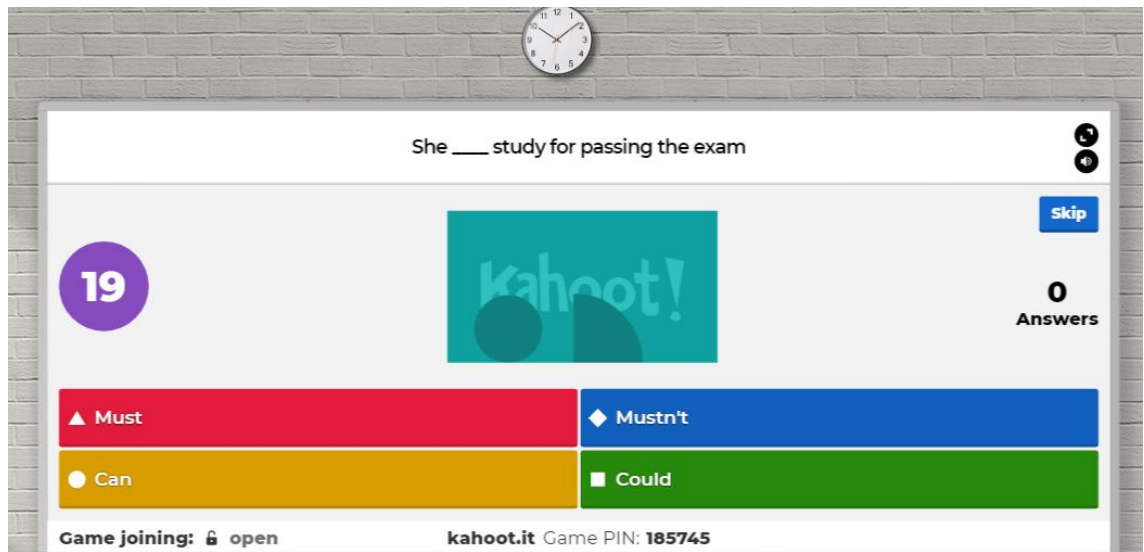Considering your personal experience, what do you think is the most important part of planning a project?
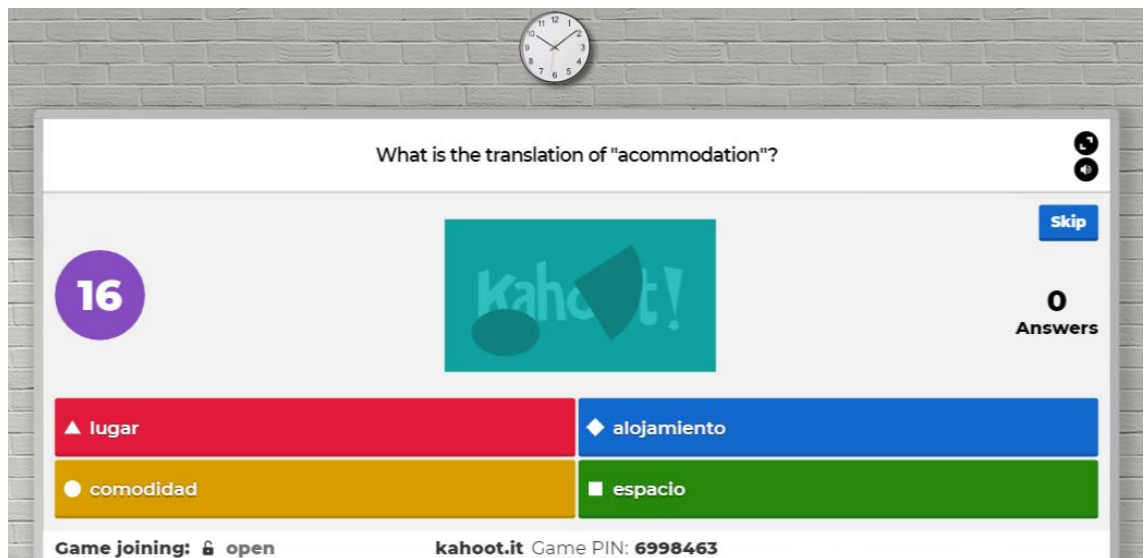
NAME:

DATE:

Lesson 4: Appendix 4.4

KAHOOTS

Link: https://create.kahoot.it/share/let-s-review-grammar/b1771763-b212-4eb9-a980-e38fbf610889

Link: https://create.kahoot.it/share/let-s-review-some-vocabulary/78da7c18-2095-4213-99b5-22a856ca6f7d

STUDENT'S CHECKLIST

Students' checklist

☐ We have conducted a preliminary research on the city.

☐ We have provided relevant information about our city.

☐ We have followed a clear and precise structure.

☐ We have included given grammar and vocabulary.

☐ We have applied the given and learnt contents in our guide.

☐ We have used different fonts or formats.

☐ Our guide's summary describes the main ideas of the project.

☐ Our guide's summary shows a clear structure.

☐ We have used varied and innovative resources.

Lesson 5: Appendix 4.5

EXIT TICKET QUESTION

Name: Date:

EXIT TICKET QUESTION

How you have felt about assessing other classmates' projects? You can include examples
or refer to specific situations. Max: 120 words

Lesson 6: Appendix 4.6

RUBRIC FOR ASSESSING ORAL PRESENTATION

Criteria	4	3	2	1
Body language and eye contact	Students establish eye contact with their classmates and the teacher during the presentation, engaging their attention.	Students establish eye contact with their peers during the presentation.	Students sometimes establish eye contact with their peers and their teacher.	The students don't establish eye contact or draw their peers' attention.
Presentation setup and	The students have been worked on	The students' presentations	It is notable that the presentation has not	The students have not practised their

proposal	their presentation successfully and the proposal is very detailed.	have needed further work and a better planning of the proposal.	been rehearsed or properly worked on.	presentations and the proposal is incomplete.
Content	The students show a full understanding of the topic. The presentation is correctly structured: introduction, development and conclusion.	The students show a good understanding of the topic. The presentation is structured in an easy to follow way.	The students show a good understanding of parts of the topic. The presentation does not follow the proper structure.	The students don't seem to understand the topic very well. The presentation is not structured and difficult to follow.
Pronunciation and use of lexicon	The students speak clearly and their pronunciation and use of lexicon is correct.	The students speak clearly but mispronounce some words.	The students speak clearly most of the time, but they show errors in pronunciation and the use of lexicon is not adequate.	The students don't speak clearly and mispronounce words most of the time.
Participation and turn-taking	All group members participate equally. Turn-taking is respected and correct transitions are made between	All group members participate in an almost similar way. Turn-taking is respected and some transitions are made	All group members participate in an unequal way. Turn-taking is partially respected.	Some group members participate more than others and turn-taking is not respected.

	students.	between students.		
Use of visuals	The students use varied and original resources and the chosen format is well suited.	The students use a variety of resources and the chosen format is adequate.	The students don't use many resources and the chosen format is acceptable.	The students don't use original resources, and the chosen format is incorrect and unacceptable.

RUBRIC FOR ASSESSING STUDENTS' PARTICIPATION (Appendix 4.6)

Student's name:

CRITERIA	1	2	3	4
The student participates actively in the activities.				
The student provides useful and creative ideas.				
The student helps their peers and answer their questions.				
The student answers actively when the teacher ask something.				
The student shows interest and elaborates on interesting ideas.				
The student submit the activities and do homework on time.				