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“Report on the good news!” A Didactic Proposal to Promote Communication and Cooperation in English as a Second Language.

“¡Cuéntame las buenas noticias!” Propuesta Didáctica para promover la comunicación y la cooperación en las clases de inglés como lengua extranjera.

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Abstract

This dissertation includes the proposal and critical evaluation of an innovative didactic unit which seeks to promote both communication and cooperation in a group of fourth of ESO and is based on several principles of methodological approaches such as Project-based Learning (PBL) or Task-based Language Teaching (TBLT) and other fundamental theoretical frameworks including Communicative Language Teaching (CLT) and Cooperative Learning (CL). All of these are supported by the use of digital tools such as ICTs and EdTech and the alignment to the Aragonese curriculum of secondary education. This proposal contains seven lessons aimed at the creation of a final product consisting on a podcast episode. The unit and the podcast itself revolve around various innovative advances including areas such as technology and medicine. The proposal also covers the reported speech based on tasks and benefits from numerous assessment and scaffolding tools which support the co-evaluation of skills as well as the promotion of multiple intelligences respectively.

Resumen

Este trabajo incluye la propuesta y la evaluación crítica de una unidad didáctica innovadora que busca el promover la comunicación y la cooperación en un grupo de cuarto de la ESO. La unidad está basada en bastantes de los principios de enfoques metodológicos tales como el Aprendizaje Basado en Proyectos o la Enseñanza Basada en Tareas, así como otros enfoques teóricos fundamentales como la enseñanza de la lengua basada en la comunicación y el aprendizaje cooperativo. Estos se apoyan en el uso de herramientas digitales como las TICs y las TACs y su relación con el currículo Aragonés para la educación secundaria. Además, la unidad didáctica incluida en este trabajo es un proyecto compuesto por siete lecciones centradas en la creación de un producto final, un episodio de un podcast que gira alrededor varios avances innovativos, incluyendo áreas como la tecnología y la medicina. La propuesta cubre el “reported speech” basado en tareas que se benefician de numerosas herramientas de evaluación y apoyo que respaldan la coevaluación de las habilidades, así como el fomento de inteligencias múltiples.

1. Introduction

In the field of Second Language Acquisition (SLA) teaching and learning methods are constantly evolving in order to adapt to new scenarios as research encounters different challenges. Besides, the innovative technologies and digital resources are leading to remarkable changes in language teaching. For this reason, it is important to integrate these new technologies and to be aware of how they can have an impact on the design of learning units which can fit these new classroom contexts. Our role as language teachers demands the inclusion of these digital resources that are part of young learners' daily lives. The incorporation of said elements will transform learning units into engaging learning processes, and, consequently, the acquisition of the second language (L2) by SLA students will be more meaningful as well as closer to their personal experiences.

This dissertation aims at the analysis of a Unit Proposal based on the importance of communication and cooperation as the essential tenets in language learning. The didactic unit is also founded on the integration of new technological and digital resources to cater for the demands of a specific SLA classroom context and with this proposal, I also seek to successfully demonstrate that I have benefitted from this Master's course.

In fact, the motivation for the creation of this unit is based on some class observation during experiences in both of my placement periods while attending this Masters' degree. I watched a primarily teacher-centered and book-centered classroom, that lacked any innovative technological tools whatsoever. Classes were mostly based on the students' book, making use of its digital version and some occasional outside resources that sometimes would change the pace of the lesson. I observed that this setting as well as the way in which the teacher repeatedly resorted to the L1 and the discouraging way to give feedback led to demotivation, boredom, and in the worst cases, fear to learn the foreign language. These classroom issues were appropriately described and explained in my portfolio for the second practice period (Appendix 1, p.33). The effect of these classroom context features might have led to fear to communicate in the L2 in the classroom, so with this proposal I also set to encourage free interactions and allow students to learn through real-life communicative tasks.

The specific context which this didactic unit aims at is a fourth year of ESO group of students. I chose this target group for two reasons: on the one hand, I believe that it could fit in the curricular needs of the group and on the other, the students' ages are suitable for the maturity and technological skills required to carry out the task designed. However, it is important to mention that the Learning Unit itself is an updated version of the one I created for my second practicum portfolio, included in Appendix 1 (p.33). Even though this unit was not critically analyzed in that portfolio, it can be said that I self-assessed my performance during the implementation and I received feedback about it, by both my mentor and my fellow practicum teacher, so I am fully aware of which are the main strengths and weaknesses of this unit and the ways to deal with them.

As for the methodical design that this unit follows, the structure of the proposal itself is a project, which follows the principles of Project-based Learning (PBL), covering all the project stages, as well as the guidelines of Task-based Language Teaching (TBLT). Furthermore, this unit also relies on the Communicative Language Teaching foundations (CLT) as it is described in the Aragonese curriculum. All these theoretical approaches are put into practice together with the implementation of the Information and Communication Technologies (ICTs) as well as EdTech resources, which substantiate this unit as an innovation project.

Regarding the content of this paper, first I will discuss the purpose and objectives of the proposal. Second, I will include the justification as well as the theoretical and curricular frameworks that support the didactic unit. This will be followed by the methodology used to accomplish the aims of this dissertation. Then, I will critically comment on the didactic proposal regarding aspects such as the topic and context, the key competences, the objectives, the sequence of activities, the materials, and the evaluation criteria. Finally, I will summarize the main points of the critical comment and I will include some limitations and suggestions for improvement in the conclusion of this piece of work.

2. Purpose, aims and objectives of the Dissertation

The purpose of this dissertation is to design, analyze and criticize a didactic proposal, based on the framework and methodological principles of Communicative Language Teaching, Cooperative Learning, Project-based Learning and Task-based Language

Teaching. This will be done by describing all the elements that take part in the unit, including the contents and their appropriateness, the degree of engagement towards students, the assessment tools and the tasks designed for the purpose of the proposal.

As for the aims of the didactic unit itself, in terms of answering to student needs, they are the following:

- To lower the students' affective filter in order to promote further interaction and participation in the classroom.
- To foster meaningful use of ICTs and EdTech for learning purposes.
- To encourage the learning of rules through an inductive approach to the grammar.
- To promote communication in the L2 through cooperation in order to achieve common goals in the classroom.

All these goals are observable and measurable and will be later critically analyzed to decide on this proposal's effectiveness.

3. Justification, Theoretical and Curricular Framework, Methodology

In this segment of the dissertation I will be justifying the didactic proposal included in this paper, as well as introducing and explaining the different methodologies and the theoretical frameworks that the unit includes and relies on.

3.1. Justification of the didactic proposal

As previously mentioned, the main reasons for the creation of this specific unit are based on my class observations during the two training periods in the CPI La Jota. The duration of the classes was of 55 minutes, so the didactic unit also follows that time structure. I mostly observed groups from 1st of ESO (which also included a PMAR group) and 4th of ESO (both bilingual and no bilingual). These are the ones that my mentor taught and, therefore, I was able to observe there the structure and the methods that my mentor used as regards the teaching of English. Nonetheless, although the context for the proposal is one of the 4th of ESO groups, I will provide a more general account of the issues I observed related to the methodology.

During the class observation I took notice of the fact that the lessons were mostly focused on the textbook and that there was no inclusion of further materials outside it. Furthermore, students felt pressured to talk and to communicate in the class, which made the sessions slow going and not supportive nor encouraging the students' learning. As for the groups used on instances of communicative activities, the teacher allowed the students to pair themselves up, which resulted on non-English conversations, which does not promote the communicative competence in SLA.

As it was commented on the analysis of materials in the second practicum portfolio (Appendix 1, p.33), the textbook for 4th of ESO was based on form rather than on communication so students did not cooperate nor communicate effectively in English during lessons. Nonetheless, the lack of cooperation and communication could not only be accounted for on the use of this book, it was also due to the fact the teacher made little effort to change or support the textbook with more communicative materials. In all the weeks I spent observing the classes that my mentor taught, there were only a couple of instances, in all five groups she taught, that outside-of-the-book materials were used. So, to cater for these learners' needs, my proposal is based on interaction and cooperation in which students work together to create a final product, which is a podcast episode, as will be further explained.

3.2. Theoretical Framework

In this section I will briefly describe the specific components of the different frameworks and methodology that supports the didactic unit, namely Communicative Language Teaching and Cooperative Learning. I will also refer to the curricular framework the proposal relies on, covering both the general and specific provisions of the Aragonese curriculum.

3.2.1. Communicative Language Teaching

First, in relation to CLT, I will be focusing mainly on some specific principles of this approach, which are linked to the aims and the objectives set at the beginning of the dissertation in order to cater for the students' needs observed during the training periods.

I will particularly describe the different communicative competences encompasses, the main principles the didactic unit follows and the connections it establishes with cooperative learning, which will be later discussed. All these principles have been selected to fit and fix the context and the issues that have been previously identified.

The purpose of CLTs is to foster the communicative competence (Richards, 2006: 2). To understand what the communicative competence is, Sato and Kleinasasser (1999) claim that it is divided into organizational competence, which encompasses grammatical and textual competences, and pragmatic competence which integrates the illocutionary and sociolinguistic competences (p.495). However, the proposal is inspired on some of the principles and criteria created for the analysis of materials done for the Instructional and Curricular Design in EFL (Barbero, García and Gimeno, 2021) which is, at the same time, based on the approach provided in the CERF (2001). In particular, the focus is on the CERF's different sub-competences for the communicative competence, which are: "linguistic (language as a system), pragmatic (functional use of linguistic resources) and sociolinguistic (sociocultural conditions of a language)" (p.3). They are also aligned to the ones proposed in the Aragonese curriculum.

Furthermore, Brown (2001) also points out some requirements needed so as to promote communication, such as contextualization or the need of students to interact and the inclusion of any device that helps the learners in their acquisition of the L2 (p.45), which is the case of this proposal, done through the use of ICT and EdTech tools. These principles were chosen to promote the communicative competence and as effectively as possible in the context previously presented.

As for the language principles, Larsen-Freeman (2000) describes some that can fit the aims of the didactic unit, such as the exposure to 'authentic language', the use of the target language as a vehicle for classroom communication, the fostering of opportunities for the learners to share their ideas and opinions, and the use of communicative interaction in order to favor cooperation (pp.125-127). So, promoting communication and the use of the communicative competence in the classroom, this unit attempts to expose learners to authentic materials as well as to provide the students with both an interesting way to communicate as well as varied input choices

to foster different ways of communication. Teenagers are like to communicate and interact when they are exposed to topics of their own interest, so it was important to give them choices to discuss in order to provide them with matters they might feel more passionate about, this is the reason why the final product of this unit is the creation of a podcast, covering some new advance or innovative issue they might be interested in. I firmly agree that communication and cooperation should go hand in hand to increase learners' confidence when promoting language use.

3.2.2. Cooperative Learning

Cooperative Learning seeks to develop communicative competences. Since the main aim of this unit is to improve communication and active interaction, meaningful cooperation and collaborative activities must be provided. In relation to this, the motivation to seek cooperation in the classroom is described by Felder and Brent (2007), who understand cooperation as a path to achieve higher academic achievement, favor the tasks that promote a positive behavior in the classroom in order to lower stress and anxiety and to promote students' ability to language learning (p.1). Furthermore, they also base their principles on those of Johnson and Johnson's (2015) approach to Cooperative Learning, which this didactic unit encourages such as positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of cooperative skills and group processing work (Felder and Brent, 2007:2). All these principles are included in the didactic unit through the different activities that rely on cooperation and peer assessment to effective learning. The use of all these strategies that are taken from CL seek to lower the affective filter and make students much more motivated towards their learning experience.

Motivation is a central principle of CL. In the case of the unit, the motivation that is developed is intrinsic motivation which connects with the students' feelings. According to Dörnyei (1994), intrinsically motivated behaviors promote internal rewards, such as joy or similar feelings of reward when carrying out tasks successfully (p.275). Furthermore, Dörnyei also points to autonomy as the main requirement for behaviors that lead to intrinsic motivation (p.276). Therefore, in order to achieve this intrinsic motivation the unit also relies on the support that scaffolding tools provide so that by including this kind of teaching aid learners not only can work autonomously, but

they also feel supported while working together. Also, as Hammond and Gibbons (2005: 9) explain, if the learners' context has low support, they are unlikely to be motivated.

Nonetheless, when it comes to working together, it is important to know that each learner's language acquisition process shows different paces and requires different means so it is up to the teacher to adjust to the different learning styles (Gil, 2021) and this is also the reason why scaffolding is such a fundamental tool. It does not only help learners' autonomy in their learning process, but it also supports the different learning ways and rhythms. This is what Gardner refers as "multiple intelligences (1983)". He identified eight different intelligences that are closely related but act independently, which is the reason why it is necessary to work them all by promoting a creative and stimulating environment (Gardner, 1983). The teaching unit works on these with the inclusion of all the key competences as well as the inclusion of very diverse activities that lead to the making of a creative product.

3.3. Curricular framework

In this section I will be presenting the curricular elements that have been selected for the creation of the didactic unit and the reasons for their choice. For a better understanding, this section will be divided into the description of some of the elements selected from the general provisions, the specific provisions, and the description of the unit learning objectives. All these have been taken from the regional educational law ECD/2016 of the 26th of May. Nonetheless, some of the guidelines featured in the specific provisions will be explained later during the analysis of the didactic unit.

3.3.1. General provisions

Firstly, the didactic unit tries to cover the following principles from section 4.1. of the general provisions: (a) "the attention to diversity of every student from an inclusive perspective, to provide answers to their educative needs, taking into account their interests, motivations and capacities for learning in a normalized context", (d) "the development of communicative abilities through the progress in oral expression and the promotion of reading and writing in all the subjects through the different teaching levels", (e) "the effective learning of at least one second language", (f) the use of ICTs

and EdTech as a valuable instrument for all types of learning” and (i) “the promotion of cooperative learning and interactive groups”.

The first principle (a) is taken into account in the unit through the systematic inclusion of scaffolding tools to cater for all learning styles. This is an important element of the unit considering the lack of support that the students received, as I observed in the practicum, and the absence of other important supporting elements such as correction and feedback.

As regards principle (d) the development of communication constitutes one of the most fundamental bases of this learning unit. Students are constantly asked to actively participate in discussions and to interact with their classmates, partners or even the teacher.

In relation to principle (e) which refers to effective second language acquisition, the didactic unit promotes meaningful learning by providing students with motivating tasks and activities that engage them and lead to effective learning experiences, also the use of its specific assessment tools guides and helps students to succeed on this goal.

Regarding the ICTs and EdTech, promoted by principle (f), in proposal, these tools and resources are fundamental as they work as supportive and motivating resources for the effective learning as they are linked directly with learners’ interests.

Lastly, the unit promotes the need for cooperation (i) to complete not only the final product but many other activities along it. For instance, many of the activities proposed rely on discussions and other tasks that allow for cooperation and require collaborative work, as it will be further described in the critical analysis of the unit.

In addition, taken from section 6 in the general provisions, I was also aware the main objectives of secondary education for the design of this proposal. The unit covers them all, but mostly focuses on: (b) “develop and consolidate discipline, study and individual and team work habits, as a necessary condition for an efficient realization of learning tasks and a medium for personal development”, (e) “develop basic skills on the use of information sources to, critically, acquire new knowledge. Acquire a basic preparation in the field of technology and especially on ICTs and EdTech” and (i) “ability to comprehend and express appropriately with one or more second languages”. I

decided to rely on the focus on these previous principles due to the fact that they are aligned to the methodology and theoretical principles that the unit follows, which proves that the proposal is also adequately linked to the curriculum.

3.3.2. Specific provisions

The didactic unit focuses on the guidelines provided in this section related to the communicative competence, but there are many other elements mentioned in these provisions have also been applied.

Firstly, I should briefly mention the inclusion of the key competences listed in Appendix 4 (p.35) for the evaluation criteria of the unit, including the Competence in Mathematics, Science and Technology (CMST), the Digital Competence (DC), the Learning to Learn Competence (L2L), the Social and Civic Competences (SCC), the Sense of Initiative and Entrepreneurship Competence (SIE) and the Cultural Awareness and Expression Competence (CAE), which will be later explained in more detail.

Secondly, I will describe the methodological principles followed for the design of the proposal. One of the main aims of the didactic unit presented in this dissertation was to follow as many of the guidelines provided by the curriculum as possible. Therefore, the unit provides activities that respect all the following methodological principles: (a) significant learning, (b) learning through key competences, (c) autonomous and cooperative learning and (d) the development of motivation and creativity. These principles are enhanced by the structure of the unit itself. Since the unit is designed as being a project based on communication and cooperation, it is easier for the students to be creative and to make the learning meaningful through motivating and innovative tasks and tools. In addition, TBL also shapes the structure of some of the lessons in the unit.

In third place, it is necessary to mention the relevance that the specific provisions give to the use of ICTs and EdTech and to the need to find a balance between tasks and the digital resource chosen to develop them. In the didactic unit, each session includes at least one digital resource that is intended to be both meaningful for the performance of the task as well as for the students' language acquisition and the development of skills (Appendix 5, pp.36-42). These include the use of tools such as *Socratic* to test the

students understanding, or tools such as *Miro* to record and organise the structure and contents of the future project, amongst many others.

Next, I will briefly mention the evaluation assessment and how they are applied in the unit. The specific provisions for English as a SL in the Aragonese curriculum recommend that the learning process must be evaluated systematically, formatively and in an integrative manner. Therefore, the unit follows the assessment criteria presented in appendix 4 (p.35), which are based on the specific tasks that the unit proposes. Nonetheless, the tools chosen for the unit's assessment as well as for the criteria used to do so will be explained in more detail later.

Lastly, I will also refer to the attention to diversity section. The curriculum points out that learners' acquisition of the L2 may take different paces and that the teaching style should adapt to all students' needs. This is the reason why the curriculum promotes the creation and use of scaffolding tools and strategies, which are also included in the didactic unit (Appendix 5, pp.36-42), such as repetition, sentence starters, examples and providing input on the structure of the required product like mind maps or the inclusion of WAGOLLS. This latter one refers to a perfect model for the podcast, the final product students are required to create and that they can use as an example. These tools have been inspired from the canvas created for the didactic unit done for "design of learning activities in EFL" course (Appendix 1, p.33) and attempt to provide useful learning aids so that they can develop their language competence at their own pace and to support them in case they feel discouraged.

3.4. Methodology

In this part of the dissertation I will be introducing the methodological design of the didactic unit, touching on the most relevant principles of the different methodologies which underlie in the unit.

3.4.1. Project-based Learning

PBL is the main methodological approach that the unit follows. The structure of the lessons is based on the development and creation of a project, which is a podcast episode which must be based on reporting the good news that occur in the world, focusing on technological development or new discoveries.

The aim the didactic unit seeks by including the PBL approach is what Krajcik and Blumenfeld describe in a chapter called “Project-based Learning” for *The Cambridge Handbook of the Learning Sciences* (2005):

In project-based learning, students engage in real, meaningful problems that are important to them and that are similar to what scientists, mathematicians, writers, and historians do. A project-based classroom allows students to investigate questions, propose hypotheses and explanations, discuss their ideas, challenge the ideas of others, and try out new ideas.
(p. 318)

Therefore, the challenge students are facing throughout the unit requires a research process, that will be tested with the creation of a product which allows them to integrate the different contents that they have acquired in the different lessons the unit comprises, while still leaving plenty of room for innovation and creativity. Furthermore, according to Dornyei (2001: 100-101) working on projects encourages the learners’ motivation, reduces anxiety, and promotes values such as effort and cohesiveness.

As for the structure of the unit itself, PBL has a very specific of development sequence that I became acquainted with in the “design of learning activities in EFL” course with the creation of a canvas with a didactic unit based on PBL and that definitely serves as inspiration for the creation of the one presented in this dissertation (Appendix 1, p.33). The PBL structure that my didactic proposal follows is this: first, there is an activation stage where students are introduced to the challenge, that is to the project that they are going to be carrying out during the following sessions. Second, the discovery stage, where learners are presented with the new input that they have to observe or discover. Third, the deepening stage, where they basically deepen their knowledge on the input that has been introduced in the discovery stage. Fourth, the planning stage, in which students prepare and organize what they have learned while also giving and receiving feedback. Fifth, the creation stage is about the design of the final product. Sixth, the publishing stage, in which the students or the teacher publish and share the product with the school community. And finally, in the seventh stage, which is the assessment stage, the project is assessed through different tools, including rubrics (Gil, 2021).

Furthermore, it is necessary to emphasize the importance of some of the requirements of PBL that are also taken into account in the didactic unit: scaffolding and feedback. Almost every task of the unit includes some kind of scaffolding, which refers “to support that is designed to provide the assistance necessary to enable learners to accomplish tasks (...) that they would not be able to manage on their own” (Hammond and Gibbons, 2005: 9). As for the feedback, almost every time that the students carry out some meaningful task during the unit, they are meant to receive feedback either from their peers or from the teacher. Meaningful feedback is required in a SLA classroom due to the fact that input on its own is not sufficient to acquire the L2, and that to compensate the ineffectiveness of the input, the teacher must direct the learners to specific aspects of the input provided (Morshedi, 2016: 153), which is one of the unit aims’.

3.4.2. Task-based Language Teaching

Within the general methodological design of the unit, there is a more specific structure that occurs when the skills (reading, writing, listening, or speaking) are worked on, which is Task-based Language Teaching (TBLT). This approach has as its core the development of tasks as a way for students to use language but with an emphasis on meaning (Bygate, Skehan and Swain, 2001: 11). Furthermore, tasks are linked to the curricular goals since there is a need to expand the acquisition of the language (Brown, 2007: 52) that takes place through the different skills also presented in the curriculum.

TBLT structure is developed by previously activating and preparing learners for the main task with one or various pre-tasks. Then, the main task where the skill is worked on is carried out, and then the post-task helps to support or consolidate the contents of the main task. Nonetheless, even though the unit relies on TBLT, not all the lessons follow the characteristic “pre-task, task and post-task” structure. The TBLT structure is mainly followed, as previously mentioned, in the lessons where the specific language skills are focused and assessed, which ensures a structure that allows for a more effective lesson performance and a more focused assessment of each skill.

Therefore, TBLT is the structure that some of the previously explained stages in the didactic unit follow, however, its relevance to the learning process during the unit will be explained during the critical analysis.

3.4.3. ICTs and EdTech

Lastly, the previous methodological approaches are supported by the inclusion of, as it has been mentioned already, ICTs and EdTech. This is not a methodology in itself because there does not exist a proper structure that the activities are supposed to follow, however, most of the activities implemented in the unit make use of some sort of ICT tool, which constitutes a motivating strategy in order to make the learning more significant and accessible and which caters for their specific needs. On the one hand, as it has been previously mentioned, the meaningful use of ICTs and EdTech is encouraged in the curriculum. The use of technology and digital resources in the classroom not only helps students to be more involved in their learning process but it also provides sources for the investigation process, as it has been explained in the PBL section. Some of the ICT and EdTech tools that are used in the unit and which have been inspired by those presented in the “Design of Learning Activities for EFL” course in the Master’s degree, include *Padlet*, a virtual wall with different digital resources to use for the lesson, *Socrative*, an EdTech tool that allows for the creation of quizzes to check understanding and that provide immediate feedback and answers to the comprehension questions, or *Google Classroom*, a ICT tool that some schools have to keep everything in one place and to allow students to share their creations with the teacher, among many other tools.

Therefore, it can be said that all the activities that promote the use of ICTs and EdTech share one common feature, which is that they are being used as tools that support the learning of the language, developed in the two previously described methodological designs, PBL and TBLT.

4. Critical Analysis and Discussion of the Didactic Proposal

In this section I will analyze and explain the reasons why the didactic unit proposed, entitled “Report on the good news!” is innovative and appropriate to the needs of the aimed group in order to promote cooperation and communication in the classroom. The section will contain a brief contextualization of the unit plan and the context where the unit is expected to be implemented, description of the main key competences that the unit puts the focus on, the main objectives and curricular contents of the unit, and a justification of the lesson plans that will be done by analyzing each lesson and explaining why they have been created in the best way possible as to promote communication and

cooperation within the group. Finally, I will be providing an analysis of the assessment tools for the unit.

4.1. Unit plan and group

The context of the didactic proposal is one of the 4th of ESO groups from the CPI La Jota, more specifically, the non-bilingual group, which roughly corresponds to a B1 language level of the CERF. The selection of this specific target group is based on the grounds that their language level allows them to work with new language contents and to work on a cooperative and communicative environment. If for any reason, while doing some research on the topic of their podcast episode, the students decide to expand their knowledge and investigate further, this would not be an issue as they are ready for this challenge as their understanding of the language is good enough. Moreover, due to the nature of the topic of the project, they are encouraged to carry out some research at different points of the unit.

The group itself is made up by nineteen students with a very heterogeneous distribution. I observed that the students had very different learning styles and interests, some of them belonged to different cultures and they differed in learning pace as well, which may be justified by the fact that some of them were not native Spanish speakers because their approach to Spanish and to the L2 were not the same. Some students that were not proficient in Spanish had more difficulties when trying to perform in the L2, that is why, for example, the didactic unit has so many scaffolding tools, to support every student in their learning process of the L2. The arrangement for the project, however, it was to organize the students into heterogenous groups of four members, based on the students' previous language performances and attitudes towards the L2. When in need of a smaller grouping, this arrangement changes and students work either with face partners or shoulder partners, as will be later stated.

As pointed out in the introduction, the problem I identified about the teaching was that it was very book-centered and that the teacher did not provide enough room for students to communicate effectively in English. In the classroom, students were not encouraged to talk and they felt nervous to do so at times, which therefore affected their oral performance. Furthermore, the traditional and rigid structure of the classes did not allow students to either collaborate into challenges and problem-solving tasks

or create their own language products. So, the unit plan has been designed as an alternative to what was offered during their regular classes.

Prior to the implementation in the Practicum training period, the students were asked to complete a questionnaire (included in the practicum portfolio, See Appendix 1, p.33) to find out about their opinions on the use of technology and digital sources in the classroom and their attitude towards cooperation, which helped me to shape even more this teaching proposal. In terms of the use of ICTs and EdTech in the classroom, most students were excited to see how they were going to be introduced and thought that doing so was a good idea to help them learn. Nonetheless, when it came to cooperation in the classroom, students did not seem excited to work cooperatively. Most of the negative answers I received, towards the use of cooperation in the classroom, referred to the fact that they felt like they were being interrupted by their classmates/teammates and that they preferred to work alone because they found this more effective. However, the didactic unit is not only aimed at being effective, it has also been created to allow students to learn from each other and to support each other in different scenarios and contexts.

As it has been previously explained, the unit is based on PBL, through which students are expected to create a podcast episode based on research and scientific innovation, supported by the cooperation and communication among students. Besides, the project starts with an entry level event, where the contest is presented by means of a poster (Appendix 6, p.43) that will be further explained by the teacher in class along with the rules and the specifications of the contest. The challenge that the students face in this competition is to create a podcast episode, and the reward is the publishing of the best podcast episode on the school's YouTube channel and Spotify. The unit once again sees to the students' interests as well by integrating several ICTs and EdTech resources. As for the audience that will be listening to these podcasts they are going to be students' families and school mate so as not to put too much pressure on the contest.

4.2. Key Competences

As it has been previously mentioned in the specific provisions, the key competences worked in the unit are: the Competence in Mathematics, Science and Technology (CMST), the Digital Competence (DC), the Learning to Learn Competence (L2L), the Social

and Civic Competences (SCC), the Sense of Initiative and Entrepreneurship Competence (SIE) and the Cultural Awareness and Expression Competence (CAE).

As for how they are integrated in the didactic unit, the CMST is present in several moments, for example through the correct arrangement of an oral text in task 1 of lesson 4 (“A logical ruse” Appendix 5, p.39); the DC is present whenever students make use of digital tools (ICTs and EdTech) to complete the proposed task, as for example when students are asked to record themselves and submit a video with a story they have to make up in lesson 4, task 4 (“My turn”, Appendix 5, p.39). The L2L competence is promoted when students have to organise all the information, they have been gathered during the lesson to prepare the project, and also in the mind map that they have to complete in the first session. The SCC is present when students discuss specific topics in the first task of the second lesson (“The meaning behind it all”, Appendix 5, p.37), while respecting their classmates’ opinions. The SIE is also taken into consideration for each step of the creation of the project as it happens with the L2L. Lastly, the CAE is developed in the unit when, for instance, students are presented with the scene of a movie and the script in class 5, task 1 (“A Cinematic Resolution”, Appendix 5, p.40).

My aim for the unit has been to integrate all the key competences in the teaching unit in some way or another, and to reinforce them with the introduction of ICT and EdTech tools while always respecting the specifications and definitions of each competence as presented in the curriculum.

4.3. Objectives and specific curricular contents

As for the learning objectives, the unit follows the ones listed in Appendix 2 (pp.33-34). They cover some of the ones included in the specific provisions of the Aragonese curriculum for the learning of English, more specifically, the ones referring to the four skills and the one that reinforces the use of ICTs and EdTech. Furthermore, most of the learning objectives that are included in that appendix are specific to the unit and to the activities and tasks presented in Appendix 5 (pp.36-42). These specific learning objectives are “can do” statements that are written in terms of language as a skill, as a function and as a strategy. However, some of the specific learning objectives revolve around the main task of the didactic unit and so they relate to the TBLT methodology as

well as to the communicative competence. Nonetheless, the specific learning objectives proposed for each lesson are stated before each lesson plan.

It is important to make students aware of these objectives from the very beginning of the unit, in order to make it much easier for them to focus on what they are expected to do. The fact that students were unaware of the learning objectives at the beginning of the unit during my teaching period was one of the lower points in my performance, so for the new version of the unit, I have sought to ensure that the objectives are clear to them.

4.4. Lesson Plans

Next, in this section I will be critically analyzing each of the lessons proposed in Appendix 5 (pp.36-42) by describing them in more detail while showcasing their strengths to cater for the needs of the target group. It is also important to remember that the lesson plans are organized with the structure previously introduced for PBL, so the analysis will be following the same order.

As regards the activation stage, which only comprises the first lesson, the students are introduced to the competition through a poster. This entry level event is engaging and requires the use of both skill and motivation for the creation of the product, a podcast episode based on some good news. During this lesson, the students are introduced to the objectives for the unit in which the project is going to be carried out. The activation stage was planned this way due to limited number of sessions that the unit can have. In this lesson all the main objectives and aims of the unit need to be clear so that they can focus on each of them in following lessons.

The second and third task in this lesson are aimed at activating the students' schemata as well as their previous knowledge and language about the specific topic that is being presented, in this case podcasts. This is done, more specifically, through a task that requires communication and negotiation of meaning together with the use of ICTs for the completion of the two tasks. In one of them the students have to use a webpage that features a post-it system to "brain dump" all they know about the topic. As for the third task, students have to organize their knowledge and the information and ideas they have gathered from the class (including both the teacher or the other students)

and put them into a mind map that they will have to complete throughout the unit. Having a tool that students can revisit and complete with their more developed ideas is very useful for PBL, and having it in an ICT format allows much more creativity, freedom and cooperation within the group because every structure or idea can be changed instantly. Nonetheless, it is true that the continuous use of ICTs is not totally reliable due to technological issues, therefore a backup plan should be necessary, something that is not contemplated in this unit.

Regarding the arrangement of the groups for the project, this should be done by the teacher following several criteria. In order to organize them, the teacher should create heterogenous teams, based on the language level, previous marks and their attitude towards the L2, this data can be provided by the teacher. Students with for example a good attitude and a good language performance will be paired with students with opposite attitudes and performances. This arrangement will allow that the weakest students can be supported during the lessons to assure a good performance on the L2. Moreover, one of the main aims for this type of grouping structure is to lower the affective filter and to make the students acquainted with this way of working cooperatively fostering communication and interaction, favoring an environment in which learners feel comfortable and confident within their groups will surely promote more effective learning. Furthermore, the different instances along the unit in which the students have to interact with each other foster the pragmatic communicative competence due to students' need to adapt to different groupings or situations to communicate.

Furthermore, the homework provided for the didactic unit seeks to complete and deepen the knowledge that students have about different topics. As for the homework in this activation lesson, the aim is to provide a real example of a podcast with a clear structure that students could use as a WAGOLL or good language input for their own podcast episode.

Next, the discovery stage, which is also developed by one lesson, it puts the focus on the interiorization of input, as well as on the negotiation of meaning. To achieve these, students must cooperate. The main language focus of this lesson is the grammar point, which is reported speech. Students must guess the rules in an inductive way, by

observing examples provided in a previous text and inferring rules that adjust to the structures and changes in the sentences provided. Even though the students do not cooperate in a direct way with each other, the aim is that they benefit from other students' ideas in order to help them deduce the grammar rules, which at the same time fosters the linguistic communicative competence. Moreover, if needed, the teacher can provide a series of talking chips as scaffolding tools that might help students think about the rules that they are expected to infer. It is important for this unit to support students in every way possible while still allowing freedom of performance, so students do not only get support through scaffolding, but also through personal support, by their fellow students or the teacher. It is important for students to understand that all the tasks must be carried out by working in a collaborative way.

Also, in this lesson there is a reading comprehension task that is included in the final unit mark. Due to the limitations of this dissertation, it was necessary to mix the assessment of this skill with, in this case, the grammar point. For the assessment of the reading, the students have to answer some questions, once again by providing them with a quiz using *Socrative*, an ICT tool that makes assessment much easier for both students and teacher because it enables the percentages and scores right after the students have answered the questions. The mixing of the skill and the grammar point is justified considering reading is a skill that students are supposed to be well acquainted with.

As for the homework in this lesson, once again, it works as a reinforcement tool for support that allows the students to revise and practice the contents of the lesson previously seen. In fact, in this specific task, families or/and friends are being involved into the students' learning process by asking them questions. This task can be very interesting and effective because students are asking information about themselves. This can encourage personal involvement and motivation, which will definitely spark their willingness into speaking English.

The deepening stage consists of two lessons. The first lesson includes watching a video on some technological innovations, followed by a communicative activity in which students have to give their opinions about their usefulness, and then students have to answer a few comprehension questions on *Socrative* for the assessment of the listening

comprehension skill. Even though this lesson has quite a similar structure to the previous one and this could be a weakness, I also think it also offers some strong and positive elements to the unit. As the model for a podcast is repeated, the students are aware of what they are expected to do since the beginning, which will lower the affective filter and make the students feel more comfortable about the assessment. Moreover, it is logical that the two comprehension skills (reading and listening) share similar assessment and lesson structure due to the nature of what is asked from them: a clear demonstration of the understanding of new information or relevant input. As for how this input is presented in the unit, in the deepening stage of both lessons bottom-up teaching process is promoted, meaning that students are intended to focus on smaller pieces of information to later make sense of the bigger product, in this case the meaning of a text. This was done in this way due to the organization of the unit. Hence, the unit is formed by various lessons that provide language input and resources that can be used later for the creation of the final product, which mirrors the bottom-up processing of these discovery lessons.

Other very important strength, specifically of this lesson, are the way the ICT tool helps to monitor and assess the task in a very effective way, and, the way students are asked to interact with each other. They have to apply their knowledge, generate ideas and hypothesize while still communicating in the L2.

For homework, students have to work once again on podcasts, because the unit only works with authentic materials even if they need to be adapted, this time in terms of content. It is very important to reinforce what they are expected to create as the final product, that is to say the podcast, because this input will help students to create their own product, so students are asked to listen to a podcast episode about a new scientific discovery and answer a comprehension test on *Kahoot!* about it.

As for the second deepening lesson, students first are asked to rearrange a story told by the teacher and guess what is happening. After this, students must create a similar story to be taken into account for the assessment of the oral production. The fact that the spoken production of output in this lesson is not spontaneous but rather guided could be considered a weakness, because this cannot be considered real and authentic speaking. However, the goal for this lesson, even if the speaking is being assessed, is to

make sure that the students reflect on the feedback that they have received on the written version of the script. The lesson is planned in this way because students need to get used to the fact that they are going to need to reflect on feedback constantly to make their products better and to critically judge them for the same reason, which will happen again once they are asked to plan and create the podcast episode during the following lessons. As for the lack of authenticity, it is not a big issue because it could be considered as some kind of presentation and those always follow a script or a guide and can also be used for the assessment of the oral production skill, which also mentions the Aragonese curriculum.

Also, this lesson promotes very consistently the use of ICTs and EdTech for both the presentation of the input and the production of the output, generating a full circle experience for the students.

For homework, as it has been explained, it is important that the students are fully conscious of what they are expected to do in order to create their own final product and that they will be exposed to various models and ideas to assist them in this task. This is the reason why for this lesson students are asked to listen to a podcast, but in this case, it is a movie review for which they have to make a summary. This homework task is a fundamental element of the unit that makes it coherent and logical, as it will be explained in the analysis of the next stage.

The fourth lesson constitutes the planning stage. The lesson is devoted to planning and drafting the written version of the podcast, more specifically a script of the episode. The lesson starts by showing students, a video clip of a movie scene that the students already know about from the previous homework. As it has been explained, the previous task in the planning stage is a homework task that consists in students listening to a movie review in a podcast format, and then writing a summary on the review. The students should be able to recognize the clip if they have done the homework, so being acquainted with this authentic material will make them feel more confident. I would also like to mention that this task promotes students' awareness of other English accents as the film is from New Zealand, quite different from the more popular British or North American accents, which also fosters the sociolinguistic communicative competence. Nonetheless, this first task also comes with the introduction of a script, which will be the

text type that the students will have to follow in order to have a draft for when they make their own podcast episode. This first task is quite short because the lesson requires to also include the exchange of feedback on the scripts, so it is just an activation task. Furthermore, this task is a pre-writing task, based on making students focus on something specific through a visual prompt, which is a movie trailer, included because of the need to engage with the students quickly.

Next, once again students are asked to cooperate and communicate in order to create a first draft of the script that they are going to use for the following class. They will later receive feedback on that script from another group, by exchanging their drafts to give feedback to each other. These new groups of eight people also become part of that continuity that I have previously mentioned because these groups will gather and work together on the last lesson of the unit. This is one of the continuity elements that this unit follows, and it was important to reunite these groups because they are the ones that know the most about each other's products. They know about the planning and they will know about the product, which will be much more engaging and familiar for the final assessment. As for the feedback, the students provide it by means of a checklist created for this purpose (Appendix 6, p.57-58). The checklist is not an assessment tool in this case, but a scaffolding tool that should make the students be aware not only of the mistakes that the other group might have made, but also of their own. Consequently, the checklist is quite short, because it should serve as input to come up with further feedback or criticism on the script draft.

Then, after each group receives their corresponding feedback, students set to write the actual script, that will count towards the final mark of the unit. As I have previously explained, due to space constrains of this didactic proposal, in this case, there is no time to make separate activities for the creation of a product and its evaluation. If we were allowed a larger number of lessons in the unit, I could have made the students more familiar with the idea of a script before assessing this task, so it would be fairer. Nonetheless, the students are given the chance to change their product based on peer feedback, so the task is not as unfair as it seems. Furthermore, after the creation of the final version of the script, students are supposed to upload the product to a task on *Google Classroom*, which is a tool that was used frequently during the classroom

observation period, and so I decided to implement it in the unit as well. Later, the teacher will assess the text and provide feedback on it to the students before the next lesson, which will serve also to check that the future episodes do not contain any important mistakes nor anything inappropriate prior to the recording. It is necessary to have different planning-drafting tasks that also provide feedback, due to the fact that, as I have learned during this Master's degree, constant feedback allows for the creation of a much better and improved product and the acknowledgement of both the product and the student's strengths and weaknesses.

The creation and publishing stages are both covered in only one lesson, the sixth one. The creation and publishing stages are included in the same lesson because for this unit, publishing the product is a very simple task, it only needs to be shared with the teacher and they will do the rest. The focus of the lesson, however, is on the creation stage. This is undoubtedly the most important stage of the unit. Students need to put into practice everything that they have learned, all the input that they have been exposed to has to turn into meaningful output, they need to use communication and collaboration in order to create the product, they also need to reflect on the feedback they have received and all this is supported by different digital tools.

The lesson starts with an exercise for voice warming that not only has that aim but it also attempts to make the students aware of their pronunciation, as well as to reassure them, undoubtedly, they might feel nervous about the recording. Afterwards, the learners have the rest of the class to reflect on all the materials they have: the feedback received by the teacher, the mind map that they have been updating all along the unit as another elements that connects the unit and that is there to help students feel more confident about their language learning process, as well as their final version of the script that they are going to perform. The recording is done with a digital tool that allows not only to record but also edit the audio and that is specific for the creation of podcasts (Appendix 6, p.59) which will facilitate the process for the students and make the experience much more enjoyable. In fact, during my training period I was not aware of the existence of this tool so the creation process turned to be more chaotic than what was expected, so by allowing only one tool to record the episode, the creation process will be much easier to handle in terms of format and assessment.

The creation of the episode will be also marked by means of a checklist (Appendix 6, pp.57-58) that comprises all the elements that are going to be considered in the assessment of the episode, including both the process of creation and the product itself. This checklist is handed in the planning stage so students can be aware, from the very beginning, of the assessment and the main characteristics of the podcast episode that are going to be taken into account for the assessment purpose.

Lastly, the seventh lesson comprises the assessment and reflection stage, in only one lesson. Here I will just be explaining the lesson and making a critical analysis of its place and function within the unit. The assessment process for the whole unit will be explained further in the following segment.

During this last lesson, students are paired once again with the other group that they worked with during the planning stage and they are asked to listen to both of their podcasts and evaluate them. So, each group of eight students will only listen to and assess two podcasts out of the total of six, their own and other group's episode. This assessment process is done through the completion of a descriptive rubric of the group performance on the task (Appendix 6, pp.59-60). I decided to do it this way due to the lack of time. In only one lesson it would be very difficult to listen to all the podcasts and to make a good assessment of each product at the same time, as it happened in my experience throughout the training period, in which the assessment of the final product was one of the most difficult processes to face during the implementation. All students were aware of how they were going to be assessed, but as they were not taking part on the assessment itself, while I tried to assess the students, they were not interested in their classmates' products whatsoever. So, for the improved version of the unit I sought to make the student take part in the assessment to keep their attention and to make them aware of the importance of their performance.

Nonetheless, at this point in time of the unit, the teacher is supposed to have marked and assessed all the podcasts with that same descriptive rubric that I have mentioned previously so, this evaluation process consists in a co-evaluation of the product, which is a 40% percent of the total mark for the unit. This percentage is also divided between a 60% corresponds to the teacher assessment, a 20% for the groups' self-assessment and another 20% for the peer-assessment.

4.5. Assessment

For the assessment of the didactic unit, I decided to follow a co-evaluative process, which was put into practice in the optional course for the second semester of the degree, “Habilidades Comunicativas para Docentes”. It was a very effective and cooperative way for the assessment, which fitted with the methodological approach of the unit, apart from being supported by the curriculum. Through this method, students can take part on the assessment process by being reminded of the objectives that were presented to from the beginning of the unit. The tool used to make the assessment of the final product is a descriptive rubric, used by both the students and the teacher. This tool will help students to the strengths and weaknesses of their products, and for the teacher the assessment will be much easier because the criteria are very specific.

The peer assessment of the podcast is done in class and within each group, which is the most efficient way to deal with the evaluation of the final task due to its duration. And even if the students take part in the evaluation process, the percentages of the marks provided by them will not be as significant as the one given by the teacher, to keep the process as objective as possible. This idea has also been taken from how the evaluation of the final task was carried out for the canvas created for the course of “Design of Learning Activities in ELF” (Appendix 1, p.33). The percentages for the co-evaluation of the final task those previously mentioned. Nonetheless, in the total weight for the general unit, the final task constitutes a 40% of the mark. No doubt, it is clearly the task that more weight has in the final mark. The students have been preparing, researching, and practicing for the creation of the final task during the whole unit, and to this aim they have put to test all skills. Nonetheless, there are other activities along the unit that also represent a high percentage of the final mark for the unit, and that show the student performance on each of the skills, and each of them constitutes a 15% percent of the final mark. These specific activities are: task two from the discovery stage (“Did you know?”, Appendix 5, p.37) which is a reading comprehension task assessed through the *Socratic* tool; task two from the deepening 1 stage (“Remembrance” Appendix 5, p.38) which is an oral comprehension task also assessed with *Socratic*; task four from the deepening 2 stage (“My turn”, Appendix 5, p.39), that is an oral production task recorded with the *Flipgrid* tool but assessed with a checklist for the students’

individual oral performance (Appendix 6, p.53); and task three from the planning stage (“Set in stone”, Appendix 5, p.40), which is the writing of a script assessed with a descriptive rubric.

All these assessment tools been designed as clear, effective, and as easy to use as possible. This is done by using simple, basic elements that do not require of complex language, so it is easy for the teacher to evaluate, but also attractive for the students to take part in the assessment process for the last task.

5. Conclusions

This teaching proposal seeks to solve some teaching issues that I observed during my teaching training period in a group of 4th ESO students in order to enhance participation in the group by exposing them to motivating, authentic materials which will assist them in creating their own podcast episode featuring some technological innovation. The unit also attempts to upgrade a previous version of the didactic unit I implemented in the CPI La Jota, in order to show how much I have benefited from the Master’s degree, from the feedback and the criticism I received and how the students reacted to the activities I designed.

As for the methodological and theoretical principles presented in this proposal, the unit follows the PBL and TBLT models for the structural organization of the presentation of the contents as well as of the activities and it promotes participation, interaction, communication, and the cooperation among students in the L2. These methodologies are further supported by digital tools such as ICTs and EdTech, which do not only help in the creation and visualization of the different activities, but also, in some instances, they allow for a better assessment of the four English skills. Furthermore, all these principles are aligned to the guidelines established in the Aragonese curriculum of education.

This teaching unit seems to be appropriate for its purpose since it includes plenty of strategies aimed at lowering learners’ affective filter such as the connections established between lessons, the promotion of cooperation among students and the specific organization of the working groups to make sure that all students feel supported during the whole learning process of unit. The level of participation is much more

difficult to analyze in this unit as it was not implemented. However, I can conclude that the use of strategies, such as authentic language, interesting topics as well as ICTs and EdTech help to promote engagement in the classroom. About interaction, it is easier to check as there are plenty of activities in the unit that constitute meaningful exchanges of information.

As for the meaningful use of ICTs and EdTech, almost every task in the didactic unit requires the use of at least one digital tool, which are used only for educational purposes. Tools such as *Socrative*, *Flipgrid* or *Google Classroom* fulfil this purpose. The inductive approach to learning is also followed in order to grasp grammar rules although the focus on grammar is limited.

Lastly, as regards the promotion of communication in the L2 I do think that it is largely encouraged. Even though students are not restricted to the use of the L2 in the classroom, the activities of the unit promote the use of plenty interaction and communication in the L2 in order to achieve goals, complete tasks and create products, so this aim seems to have been reached.

Regarding the limitations and difficulties of the unit. The unit might feel overwhelming considering the number of activities and the difficulty of the language of some of them, thus adjusting them to a more accessible level might be a difficult task. It would be up to the teacher to adapt the activities to the level of their students, which is something that can take more time and effort than the already invested. Furthermore, due to the restrictions in the number of lessons in the didactic unit, some of the ideas presented in it are not fully explained nor developed. Another difficulty I would like to mention is that the reward for the competition was hard to find and I am still no satisfied with it, but it was necessary to have a realistic and manageable reward for the completion of the unit.

Nonetheless, the unit also has plenty strong points that make up for the weaknesses. First, the unit has frequent connections with other points in the unit, such as the use and updating of a mind map along all the lessons or the connection between a video and a podcast used in different lessons through their topic. This allows students to feel confident about their learning process. Second, the unit is supported by a large number of scaffolding tools, which enables students with different types of intelligences

to complete tasks. Third, the meaningful use of digital tools, this has been previously explained, but it is one of the strongest assets of the unit. The use of tools such as *Socrative* or *Flipgrid* ensure a more interactive and compelling SLA classroom experience. These are the main strengths of the unit, but the proposal has many more, such as the encouragement of research for students in order to produce a creative task, the attractiveness of the authentic materials for a successful acquisition of the L2 or the inclusion of a competition to boost students' interest and engagement in the unit.

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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

1. Portfolio de Practicum II for Practicum II: <https://rb.gy/czk05r> A portfolio that presents four different essays: an analysis of materials, a self-reflection of performance, and two observation essays.
2. Unit Plan "To Watch Next" for Design of Learning Activities in EFL: <https://rb.gy/t3c7zv> A canvas that presents a PBLT based unit centred on the topic of cinema that has as a final task the creation of a film review. The canvas itself includes elements such as the evaluation, the language used by the teacher, scaffolding or the differentiation techniques.
3. Course Plan for Instructional and Curricular Design in EFL: <https://rb.gy/vqbkd3> A course plan of three units for a second of ESO group. The units are about celebrities, the environment and communication.
4. Analysis of a Learning Unit for Instructional and Curricular Design in EFL: <https://rb.gy/jkutel> The analysis of the materials and activities from a students' book for fourth of ESO students. The analysis main focus is communication.

Appendix 2 Learning Objectives of the Unit

- Complete a mind map.
- Identify the main parts of a podcast episode.
- Express agreement or disagreement on the meaning behind the picture.
- Write a story in reported speech.
- Discuss the elements to include in a podcast episode.
- Plan the structure for a podcast episode.
- Write the script for a podcast episode.
- Collaborate on the recording of a podcast episode.
- Create a podcast episode.

- Obj. IN. 1. Comprehend the general and specific of oral texts, about topics of general, daily or of their own interest, emitted face-to-face or through digital sources for communicative purposes.
- Obj. IN. 2. Orally express and interchange messages comprehensibly, adequately and autonomy about daily topics, general or of their own interest, in different communicative situations derived from specific tasks.
- Obj. IN. 3. Read and comprehend written texts about different topics, of an adequate level to their capacities and interests, with the purpose of extracting general and specific information and value reading as a source of information, enjoyment and leisure.
- Obj. IN. 4. Write simple texts of diverse topics, about known topics, general or of their own interest, with enough correction, cohesion and having into account the reader that is being addressed and the communicative intention.
- Obj. IN. 6. Develop autonomous and cooperative learning strategies, through the performance of tasks in the classroom, individual work and teamwork, as well as the use of all the close means (specially ICTs), auto evaluation and co-evaluation, with the purpose of progress in the learning and acquisition of the second language.

Appendix 3 Contents of the Unit

- Comprehend general and specific information from diverse oral texts, transmitted orally or through technical mediums.
- Interpret messages by identifying the main and the secondary ideas.
- Establishment and maintenance of communication.
- Reported speech: changes in tenses, pronouns and adverbs.
- Adverbial clauses of time and place.
- Oral production of narrations and explanations about facts and experiences.
- Spontaneous participation of in communicative situations in the classroom and on conversations about daily topics or of their own interest.
- Take advantage of previous knowledge.

- Comprehension of general and specific information about authentic or adapted texts: scientific texts, scripts.
- Autonomous writing of more extensive texts related to the students' interests.
- Use of comprehension strategies: activation of previous knowledge about the topic or type of task and prediction of information from textual and non-textual elements.
- Composition of creative written texts: scripts, opinion essays and narrations.
- Support in and take advantage of previous knowledge, write texts from models and guiding activities and readjust the task or message.

Appendix 4 Evaluation Criteria of the Unit

- Listening comprehension:

Est.IN.1.1.1. Listening to oral texts emitted by an interlocutor, such as internet videos, in order to understand the main ideas and the important detailed information through specific tasks. (CAE, SCC, CMST)

- Oral production:

Est. IN. 2.1.2. Adequately participates in formal and informal conversations about daily events in which students exchange information and narrate experiences, producing a coherent discourse and adapted to the communicative situation. (SCC, CAE)

- Reading comprehension:

Est. IN. 3.1.1 Understands the general sense, the relevant information, and possible implications in authentic or adapted texts and localizes specific information in simple texts. (CMST, SCC)

- Writing production:

Est. IN. 4.1.1. Writing formal and informal texts adjusting to the formulas of each type of text. (DC, L2L, SIE)

Appendix 5 Lesson Plans

LESSON – TASK AND TIMING	OBJECTIVES OF THE LESSON	T AND STUDENT ACTION	SKILL	SCAFFOLDING
<p>Lesson 1 (ACTIVATION)</p> <p>1. INTRODUCTIONS ARE IN ORDER (10')</p> <p>2. WHAT I KNOW... (15')</p> <p>3. MIND IT UP (30')</p> <p>[4. HOMEWORK – PODCAST RESEARCH 1]</p>	<p>At the end of this lesson SS will be able to...</p> <p>- Create a mind map</p> <p>- Work together in order to infer the different parts of a podcast</p>	<p>(1) The T presents the poster of the entry level event and the indications/requirements of the competition and the learning objectives for the unit. (Appendix 6, p.43)</p> <p>(2) T asks the SS to get in pairs and to share their ideas about what a podcast is and what the necessary elements to create a podcast are (brain dump – in a rally robin format), this is done with their own school laptops and with the digital tool <i>Miro</i> (Appendix 6, p.45) to place sticky notes with ideas wherever the SS want.</p> <p>Then T makes comments on each retribution.</p> <p>(3) Then the T gives a presentation (Appendix 6, p.44) with all the information on podcasts and the learning objectives for the unit. SS must take notes of the elements that they consider interesting for their own podcast episode.</p> <p>With that information, the SS will get in their project groups and they have to create a mind map with their first ideas on which elements they are going to include in the podcast by sharing the information that they have gathered and their opinions on it.</p> <p>[(4) SS listen to a podcast episode (Appendix 6, p.46) and they have to identify its different parts.</p>	<p>Speaking</p> <p>Writing</p> <p>Listening</p>	<p>If SS need help, the T can provide some examples to activate the SS knowledge on the topic, as a scaffolding tool: “intro”, “introductions”, “discussion” ...</p> <p>The mind map will serve as a scaffolding toll for future activities. (Appendix 6, pp.45-46)</p> <p>A rubric to complete (Appendix 6, pp.46-47)</p>

		Students share this with the T though Google Classroom, on the task created for it.]		
<p>Lesson 2 (DISCOVERY)</p> <p>1. THE MEANING BEHIND IT ALL (PRE-TASK) (15')</p> <p>2. DID YOU KNOW? (TASK) (15% reading assessment) (20')</p> <p>3. HOW TO REPORT (POST-TASK) (20')</p> <p>[4. HOMEWORK, REPORTS ABOUT ME]</p>	<p>At the end of this lesson SS will be able to...</p> <ul style="list-style-type: none"> - Collaborate to get behind the meaning of pictures - Recognize the most important elements of a text and answer questions accordingly - Deduce the grammatical rules for reported speech from specific examples. 	<p>(1) T starts the class by showing a series of pictures that illustrate recent inventions or discoveries in various scientific fields. SS must get in groups of four, then they should discuss and agree on the meaning of the picture. The group that gets closer to the actual idea behind each picture wins (Appendix 6, p.47-48). From this discussion, SS must write down all the words that they might think interesting to use for the project and then the T will provide others.</p> <p>(2) SS are presented a text that reports on the recent discovery of the origin of “<i>wall lizards</i>” in the Mediterranean area. (Appendix 6, pp.48) SS have to answer a few questions on a <i>Socratic</i> quiz (Appendix 6, p.49) to show their understanding of the text, which will be taken into account towards the assessment.</p> <p>(3) From the text, SS have to select all the sentences that they find in direct speech, individually.</p> <p>Then, T will show SS the same sentences in reported speech without telling them anything about them.</p> <p>SS need to get together with their shoulder partners and have to write down the rules for the second sentences as well as for the transformation to reported</p>	<p>Speaking</p> <p>Reading</p> <p>Grammar</p>	<p>T can provide some words as examples to activate the SS knowledge on the topic, as a scaffolding tool: “eco-system”, “reprocess”, “endangered species”, “immunization” ...</p> <p>T, if needed can give the clue to SS that what they need to look for are sentences between “” or provide external examples to the text as scaffolding.</p> <p>If there is any important rule missing the T can guide the SS to it</p>

		<p>speech. Then the rules are shared with the rest of the class.</p> <p>[(4) SS have to talk to their family and friends and ask them to tell them something about the SS themselves, then they should transform these sentences into reported speech. These statements should be handed in through a document in a task in Google Classroom to receive feedback.]</p>	Grammar	<p>by providing specific talking chips (Appendix 6, p.50).</p> <p>Sentence starters in the Google Classroom task such as: "My sister said that..." "My friend said that I..."</p>
<p>Lesson 3 (DEEPENING 1)</p> <p>1. UP TO DATE (PRE-TASK) (15')</p> <p>2. REMEMBRANCE (TASK) (15')</p> <p>3. THE BEGINNING OF IT ALL (POST-TASK) (25')</p> <p>[4. HOMEWORK, PODCAST RESEARCH 2]</p>	<p>At the end of this lesson, SS will be able to...</p> <ul style="list-style-type: none"> - Identify the main ideas of a video - Give their opinion on the usefulness of different technological innovations. - Complete a quiz on a video - Research on a specific topic. 	<p>(1) T presents a video on technological innovations that have taken place in the last years, with new vocabulary. Afterwards, SS share their opinions on the different technological areas depicted in the video and hypothesise with their shoulder partner on how each of them will be useful in the future and discuss which is the most interesting ones to them (Appendix 6, p.50).</p> <p>(2) The video will be played again, and SS will have to complete a quiz on <i>Socrative</i> (Appendix 6, p.51) about the video.</p> <p>(3) With their groups, SS start to do some research on the topic of their choice based on the ideas taken from a <i>PADLET</i> and what they have learned during the class (Appendix 6, p.52) SS should also update the mind map.</p> <p>In this task, SS will be also asked to justify their choice of topic and the elements that they want to include</p>	<p>Listening and reading</p> <p>Listening</p>	<p>The video can be slowed if needed.</p> <p>The mind map created started during the first lesson.</p>

		<p>[(4) SS must listen to an episode of a podcast (Appendix 6, p.52) and answer a quiz on <i>Kahoot!</i> about it (Appendix 6, p.53) (“A new force of nature?” Unexplainable by Vox)]</p>	Listening	
<p>Lesson 4 (DEEPENING 2)</p> <p>1. A LOGICAL RUSE (PRE-TASK 1) (10’)</p> <p>2. THE CREATIVE PROCESS (PRE-TASK 2) (20’)</p> <p>3. LET ME TELL YOU... (PRE-TASK 3) (10’)</p> <p>4. MY TURN (TASK) (10’)</p> <p>5. CRITICAL TIME (POST-TASK) (5’)</p> <p>[6. HOMEWORK, PODCAST RESEARCH 3]</p>	<p>At the end of this lesson, SS will be able to...</p> <ul style="list-style-type: none"> - Organize separate statements to form a coherent story. - Write a story. - Record themselves telling a story. - Provide feedback. - Assess their own performance. 	<p>(1) T will show SS a story that happened to them, but it will be disorganized (by using <i>Flipgrid</i>, Appendix 6, p.53). Then, SS have to decide the order of the events. The story will include reported speech and adverbs of time and place which is a grammar point that SS should already be familiar with.</p> <p>(2) Then, it will be SS’ turn to create a story about them that includes reported speech and time and place adverbs, they will need to write down, not everything that they are going to talk about but just the main ideas that they are going to include. This will be done through a Google Slides presentation (Appendix 6, p.54) where SS will have to choose a slide and write their ideas there.</p> <p>(3) Before recording, the SS will tell their shoulder partners their stories and they will receive feedback on it. Changes on the draft can be done after the feedback. The feedback will be based on a performance checklist (Appendix 6, p.54-55)</p> <p>(4) Afterwards, each student will record a response on <i>Flipgrid</i> with their story with their laptops. This task will be included in the final assessment.</p>	<p>Listening</p> <p>Writing</p> <p>Speaking</p> <p>Speaking</p>	<p>The video/audio can be played again or stopped when needed.</p> <p>For scaffolding, at the beginning of the presentation there is a WAGOLL of what is expected for them to write (related to the story previously shown).</p>

		<p>(5) SS write down a critical assessment on their own spoken performance from task 4 in the same slide from task 2.</p> <p>[(6) SS have to listen to an episode of a podcast and write down a summary as well as their opinion on the episode and send it to Google Classroom. SS will receive written feedback back – hand in a task on <i>Google Classroom</i> (Film review in a podcast form – <i>The Hunt for the Wilderpeople</i> (2016, Taika Waititi) in Indie Film Review episode 23) Appendix 6, p.55)]</p>	<p>Writing</p> <p>Listening</p>	
<p>Lesson 5 (PLANNING)</p> <p>1. A CINEMATIC RESOLUTION (PRE-TASK 1)</p> <p>2. EVERY MASTERPIECE HAS A STARTING POINT (PRE-TASK 2)</p> <p>3. A HELPFUL CONVERSATION (PRE-TASK 3)</p> <p>4. SET IN STONE (TASK)</p> <p>5. AN UPDATE (POST-TASK)</p>	<p>At the end of this lesson, SS will be able to...</p> <ul style="list-style-type: none"> - Identify the main characteristics of scrips. - Write a script for their podcast. - Provide feedback on their classmates' draft script. 	<p>(1) SS will be watching a scene of a movie and then SS will get together in their project groups and talk about what was about. This movie is the one talked about for the previous homework. (Appendix 6, p.55-56)</p> <p>After the second viewing, the T will provide the script for that scene (Appendix 6, p.56)</p> <p>(2) Taken the previous information into account, the SS still in their project groups will make a list of the main elements and characteristics of the script. Later on, they will write a first draft of their script for the podcast on a Google Docs document shared by all the member of the group and the T.</p> <p>(3) Each group will pair up with another group and exchange their drafts just by sharing the document through Google Docs. After all the members of each group have read the other group's draft, they will provide</p>	<p>Listening and reading</p> <p>Writing</p> <p>Reading and speaking</p>	<p>The scene can be played more than twice and even slow it down.</p>

		<p>feedback on it. That will help each group to make any necessary changes on their draft.</p> <p>(4) SS will write the final version of the script for the podcast episode with <i>Writer Duet</i> (Appendix 6, p.56). T has to assess and provide feedback on each draft, also make sure that there is nothing inappropriate (shared through a <i>Google Docs</i> document) the next day. The teacher has a checklist for the evaluation of the written product (Appendix 6, p.57).</p> <p>(5) SS make a final update on their mind maps with the last pieces of information gathered during this lesson.</p>	Writing	
<p>LESSON 6 (CREATION and PUBLISHING)</p> <p>1. VOCAL TRAINING (PRE-TASK)</p> <p>2. SHOWTIME (TASK)</p> <p>3. THE MOMENT OF TRUTH (POST-TASK)</p>	<p>At the end of this lesson, SS will be able to...</p> <ul style="list-style-type: none"> - Reflect on feedback given to them. - Record a podcast episode. 	<p>(SS need to bring earphones with a microphone for this class) They will also be informed on the assessment criteria of the final product through a checklist (Appendix 6, pp.57)</p> <p>(1) SS are asked to read out loud a series of rhymes and tongue twisters in English that can help them to improve their pronunciation skills before their start recording the podcast episode. (Appendix 6, p.57-58).</p> <p>(2) SS record their podcasts and edit them in their computers with <i>Anchor</i> (Appendix 6, p.59).</p> <p>SS will need to take into account all the information they have gathered as well as the T feedback provided in the draft</p>	Speaking	<p>If needed, T can play the audios that come with each rhyme or pronounce themselves the tongue twister.</p> <p>Mind map and feedback.</p>

		<p>the previous day and write it down in the mind map.</p> <p>(3) After the scripts for the podcast are corrected, SS can upload the podcasts and then send the links to T, who will share the podcast to the rest of the English department after listening to each of them to make sure that there is nothing inappropriate.</p>		
<p>LESSON 7 (ASSESSMENT AND REFLECTION)</p> <p>1. THE RESULTS ARE UP (55')</p>	<p>At the end of this lesson, SS will be able to...</p> <ul style="list-style-type: none"> - Evaluate their classmates' episodes. 	<p>(1) For this class, the T and the department decide on winners of the contest, but for the marks, the T and SS will be co-evaluating the podcast. The T would have already marked each podcast based on the items presented on a descriptive rubric (Appendix 6, p.59-60)</p> <p>As there would not be enough time for all students to provide feedback on all the podcasts, the T will divide the class in the same groups as in the previous class of 8 SS. Each group will be given their own episode and the episode from the group they are with, and they will have to provide some self-assessment and some peer assessment for the other group.</p> <p>As for the winners of the competition, the English department of the school will make an announcement on the school's social media sites, but the T will announce the winner in the class. The winning podcast episode will be published in the school YouTube and Spotify sites.</p>		<p>A descriptive rubric (Appendix 6, p.59-60).</p>

Appendix 6 Materials

Activation:

- Entry level event, poster for podcast competition.

https://drive.google.com/file/d/1GUkF7PT4UQpIC_YVwRyP_zNL5YmgHydN/view?usp=sharing



- Presentation for contest guidelines.

https://drive.google.com/file/d/1dsbO_fV5T6_AdtCDXwH5cm1IkomDcHGo/view?usp=sharing

1. The groups for the podcast will be of 4 people.

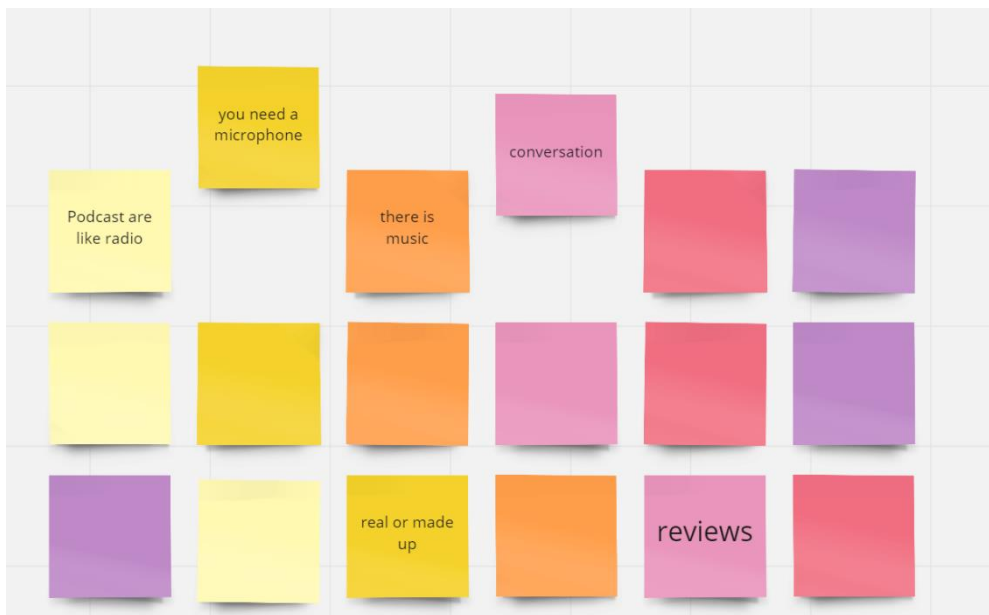
2. The episodes should have the format of a conversation and include multiple instances of reported speech.

3. The length of the episode should be from 7 to 10 minutes and all the members of the group should participate equally.

4. In the podcast episodes, SS can include elements such as non-copyrighted music or ads of their own creation.

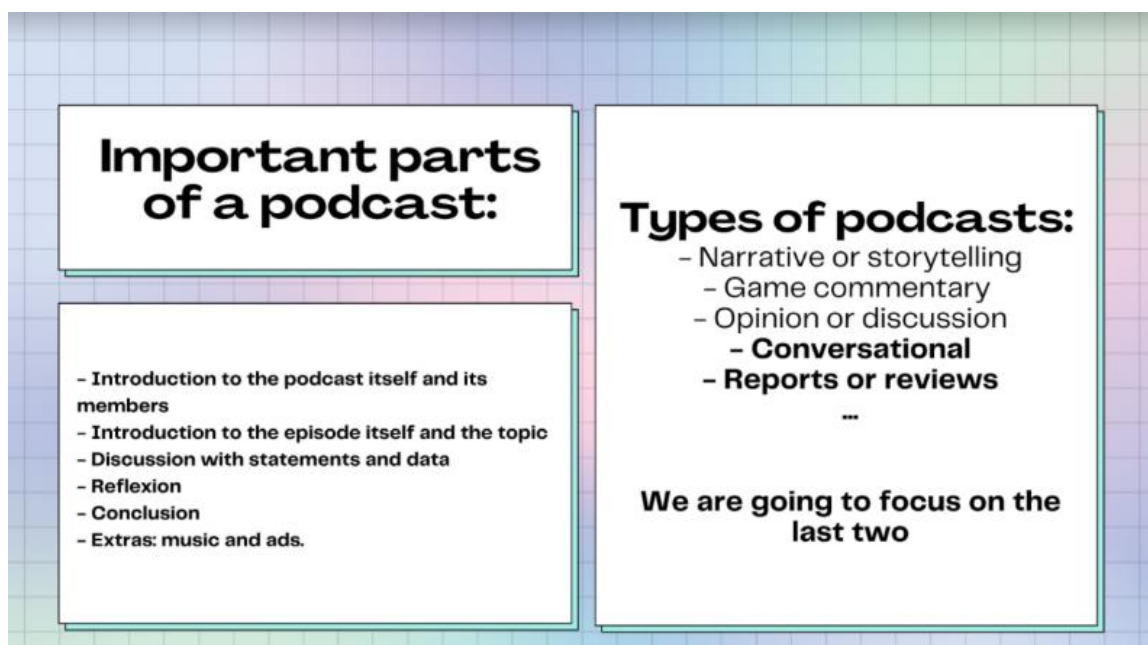
- Miro, page for the brain dump.

[https://miro.com/app/board/o9J_IDAmx5k=/
/](https://miro.com/app/board/o9J_IDAmx5k=/)



- Presentation on podcasts (parts, types and topics for the one proposed for the unit).

<https://drive.google.com/file/d/1TH5yyBY57karslIKZIN3lmjvc1OmbBa5/view?usp=sharing>



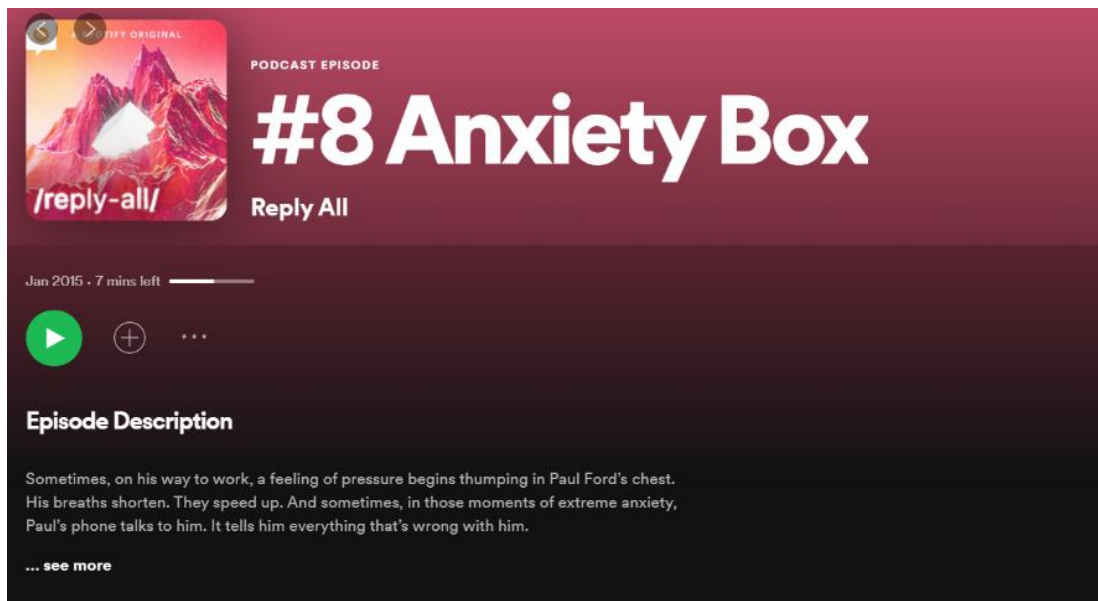
- Mind map example for scaffolding (*Mindmup*).

https://app.mindmup.com/map/_free/2021/05/4e0e2c00bf0711eb8af62bcdce8804ff



- Homework podcast: episode 8 from *Reply All: Anxiety Box* (adapted).

<https://open.spotify.com/episode/7I319s815yHFSd4e9Gyh3f?si=eb10b8a3017647a4>



- Checklist for the previous podcast.

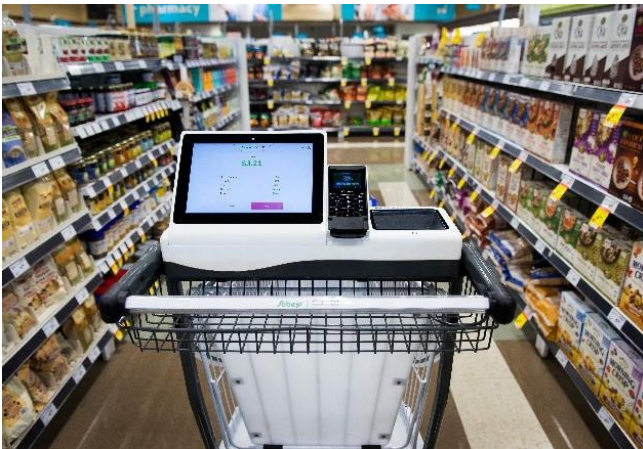
<https://docs.google.com/document/d/1NWfwgWbUES5VG9I4b2VpdGNo34a-UNIHxsue8KqHzEI/edit?usp=sharing>

What am I hearing? (textual clues/phrases from the podcast)	To which part do I think it could belong to?	Why? (Provide reasons)	How could I use this information/structures for my episode?

Discovery:

- Pictures for discussion.

<https://drive.google.com/drive/folders/19XpcGIBylGdR5xRYwtFWDV0YsFSS-IX?usp=sharing>





- Text for reading.

<https://www.sciencedaily.com/releases/2021/05/210518114156.htm>

SD
Health ▾
Tech ▾
Enviro ▾
Society ▾
Quirky ▾

Q

Plants & Animals

- > New Species
- > Evolutionary Biology
- > Frogs and Reptiles
- > Nature

Earth & Climate

- > Ecology
- > Environmental Awareness
- > Environmental Policy
- > Exotic Species

RELATED TERMS

- > Lizard
- > Geology of the Capitol Reef area
- > Pterosaur
- > Turtle

A new study may have uncovered why wall lizards have become the most successful reptile in the Mediterranean region. The results reveal how drastic changes in sea levels and climate 6 million years ago affected species formation in the area. The researchers believe they can now explain why the lizards became so diverse and widespread, something that has puzzled biologists since the 19th century. The study is published in *Nature Communications*.

The evolution of wall lizards offers clues on how major events in the Mediterranean climate and geology millions of years ago affected how species formed or became extinct, and also paved the way for biodiversity.

Wall lizards date back around 20 million years. However, species formation seems to have picked up speed shortly after the Messinian Salinity Crisis 6 million years ago. During this period the Mediterranean almost dried out, only to rapidly fill up with water again as the Strait of Gibraltar opened.

"Our results show that the dramatic changes at the time probably contributed to the emergence of new species. They also shed light on why biodiversity looks the way it does today," says Tobias Uller

The Earth Has a Pulse -- A 27.5-Million-Year Cycle of Geological Activity, Researchers Say

A Shark Mystery Millions of Years in the Making

When Did the First COVID-19 Case Arise?

FOSSILS & RUINS

A New Type of Homo Unknown to Science

'Dragon Man' Fossil May Replace Neanderthals as Our Closest Relative

New Method Could Reveal What Genes We Might Have Inherited from Neanderthals

Strange & Offbeat

PLANTS & ANIMALS

Tracking Data Show How the Quiet of Pandemic-

- Questions for assessment of reading (*Socrative*)

<https://b.socrative.com/teacher/#import-quiz/59214419>

Wall lizards quizz ('Copy')

Align Quiz to Standard

1. The reason for the success of wall lizards in the Mediterranean area is...

- A The hot climate of the Mediterranean area
- B The high levels of salt in the air
- C The changes in the sea level
- D The extinction of a very dangerous predator for lizards

2. The Mediterranean Sea has never dried.

False

- i It was before the Strait of Gibraltar opened.

3. The changes in the sea levels promoted biodiversity.

True

- i Promoted the development of multiple new species.

4. Isolated species from each other seemed to share...

- A their looks
- B their genes
- C their scientific names
- D their origin

5. Scientist were not able to track the evolutionary path of the wall lizards.

False

- Talking chips.

<https://docs.google.com/document/d/1PmsAAelGidaaT9UNdsadtScAF9J7b2qVqegPHQOBzQM/edit?usp=sharing>

What happens with the verb tense when there is a change from direct speech to reported?

What happens to time and place clauses when the change occurs?

Is there something omitted or different visually from the direct to the reported form?

Is the order of the parts of the sentence the same from the change?

Is there something added at the start of the sentence in the reported version?

Is there any indication of authorship in the reported sentences?

Deepening 1:

- Video for discussion.

<https://www.youtube.com/watch?v=pWWOEcd7f6k>



- Socrative on the video.

<https://b.socrative.com/teacher/#import-quiz/59210205>

Top future technologies in 2021

Align Quiz to Standard

1. According to the speaker, new technologies are being created to solve world issues.

True

2. What are defence and other aerospace industries are looking forward to the most?

- A Weightless aeroplanes
- B Zero-fuel aircraft
- C Quicker aeroplanes

3. What there has been an increase on this year in terms of online relations?

video conferencing, remote working, digital collaboration

video conferencing, digital collaboration, remote working

digital collaboration, video conferencing, remote working

remote working, digital collaboration, video conferencing

4. The 5G services market is estimated to reach 14.84 million dollars by 2020.

False

 41.48 billion dollars

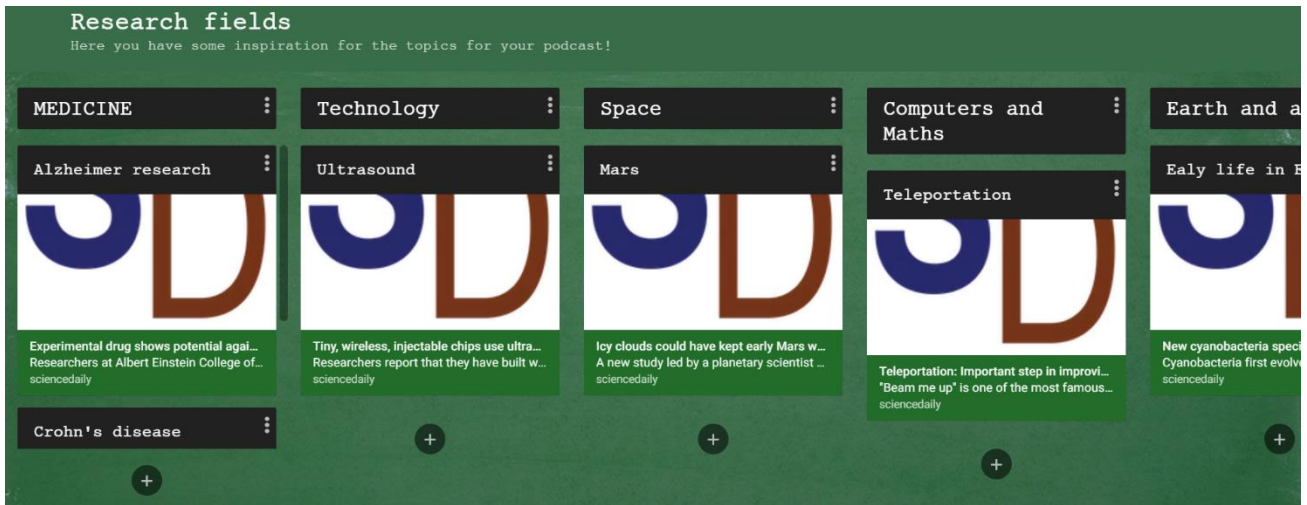
5. The different collaborations in edge computing will make data processing closer to the customers and less efficient computing.

False

 More efficient computing but closer to the customers.

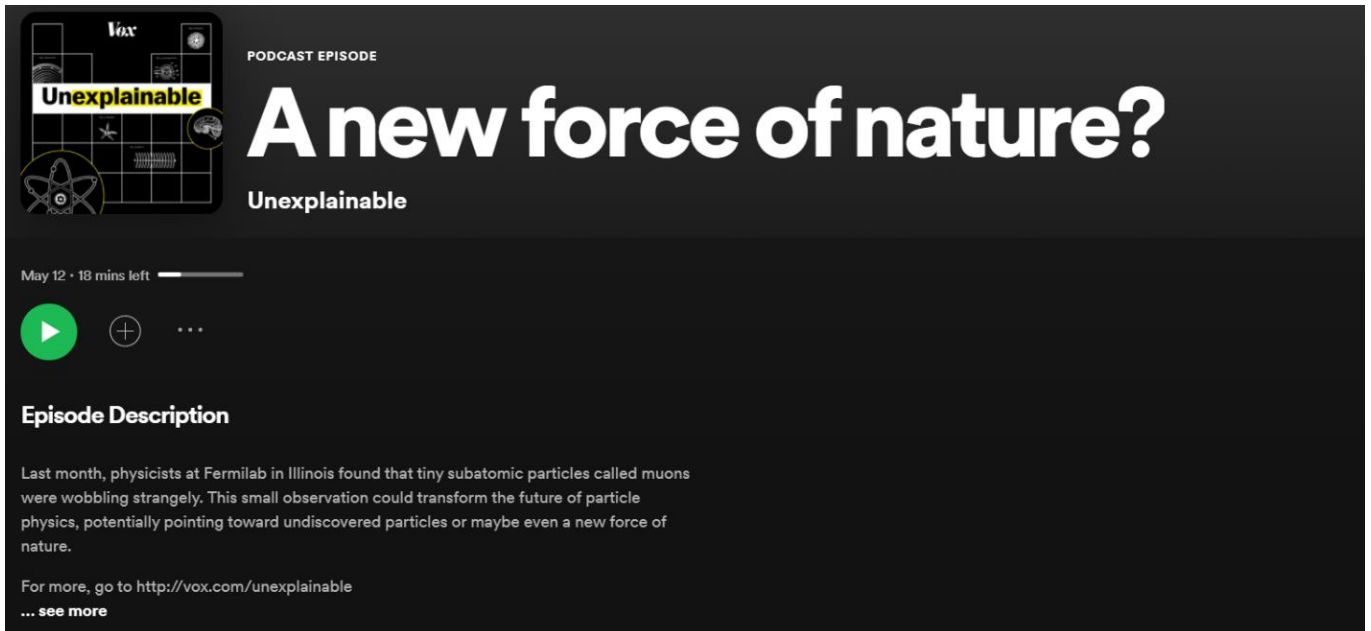
- Padlet for research on the topic.

<https://padlet.com/silnabarbero/w63ir7dtm0txbkzc>



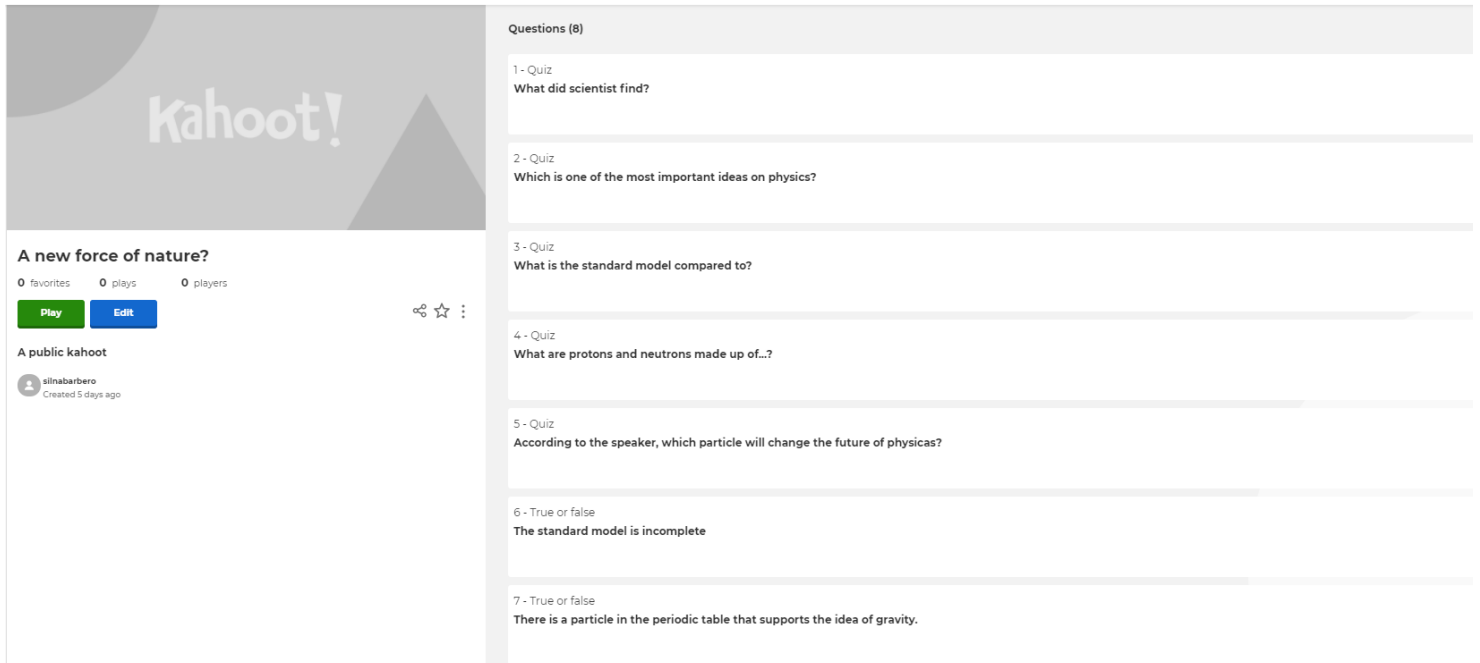
- Podcast for homework. ("A new force of nature?" *Unexplainable* by Vox) (adapted)

<https://open.spotify.com/episode/5Q9educpilyYJ5Uvy0U8bC?si=b062c742dd53454c>



-Kahoot! on the podcast.

<https://create.kahoot.it/share/enter-kahoot-title/b0b8e4b9-f393-4e90-9c8e-9cd2d01db6fd>



The image shows a Kahoot! quiz interface. The title is "A new force of nature?". It has 0 favorites, 0 plays, and 0 players. There are "Play" and "Edit" buttons. The quiz is public and was created 5 days ago by user silnabarero. The quiz contains 8 questions:

- 1 - Quiz
What did scientist find?
- 2 - Quiz
Which is one of the most important ideas on physics?
- 3 - Quiz
What is the standard model compared to?
- 4 - Quiz
What are protons and neutrons made up of...?
- 5 - Quiz
According to the speaker, which particle will change the future of physics?
- 6 - True or false
The standard model is incomplete
- 7 - True or false
There is a particle in the periodic table that supports the idea of gravity.

Deepening 2:

- Story presented through *Flipgrid*

<https://voca.ro/1j5Lg5vHZHr4> (this is the audio, which could not be uploaded to *Flipgrid*, nonetheless, the activity could be also done with *Vocaroo*).

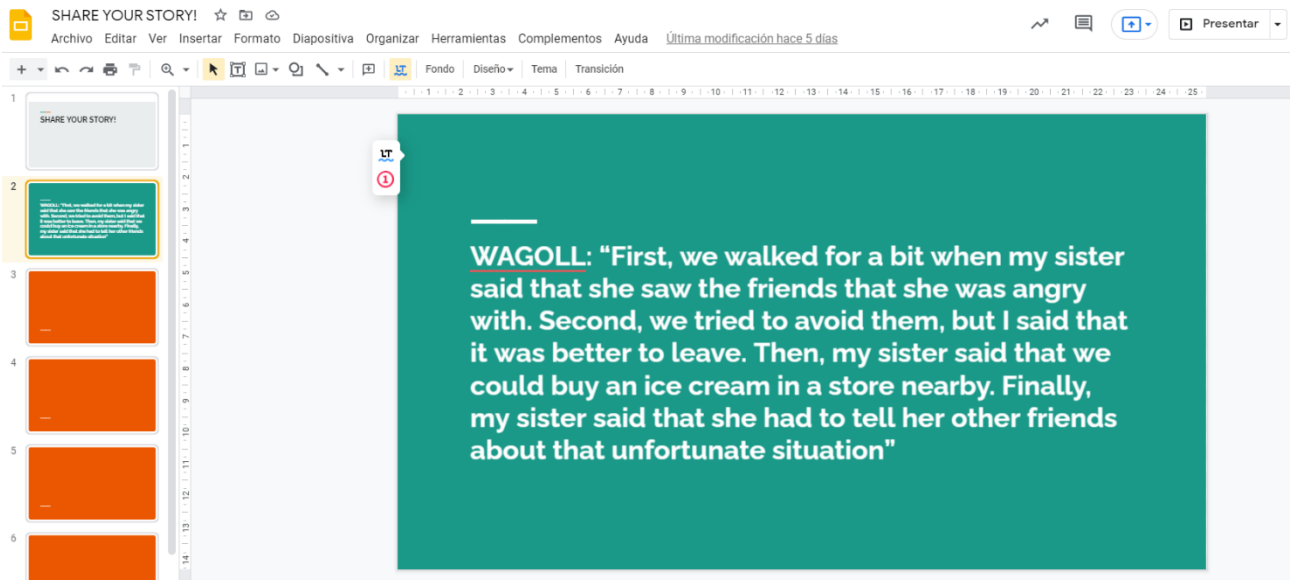


The image shows the Vocaroo interface. It features the Vocaroo logo, a cartoon character, and a "Record" button with a microphone icon. Below this is a green audio player with a play button, a progress bar showing 00:00 to 00:32, and a volume control icon.

<https://info.flipgrid.com/>

- Presentation (plus WAGOLL)

<https://docs.google.com/presentation/d/1gPVPqOGWHInHpkno-xkFKcgDwEUdzX3I4KhWzgtcni/edit?usp=sharing>



- Checklist for the story

https://docs.google.com/document/d/1w11DWP5aR0Uv--hYWX0ZVNvuKII9fvxKjs7_EqDJMg/edit?usp=sharing

Checklist for the story:	X
The story can be understood.	
The story consists of multiple sentences.	
The text is connected coherently and cohesively.	
The story includes reported speech.	
The story includes adverbs of time and place.	



- Checklist for self-assessment on the oral production performance

<https://docs.google.com/document/d/1IzifsqHyoZ9KtqQVKVxnEyupDzKfX3aNNVUIhdla6RE/edit?usp=sharing>

Self-assessment checklist for oral production task.	x
The constructive feedback received was implemented in the final oral product.	
Most of the ideas included in the written version were also in the video presentation.	
The oral production followed a coherent order.	
Hesitations and fillers were avoided in the oral.	
Reported speech and adverbs of time and place were included.	

- Film review in a podcast form – *The Hunt for the Wilderpeople* (2016, Taika Waititi) in Indie Film Review episode 23 (adapted).

<https://indiefilmreview.podbean.com/>

Indie Film Review

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A podcast for lovers of independent film! Find us and other great podcasts at Necropodicon.com

July 16, 2019

Episode 23: Hunt for the Wilder People

Hunt for the Wilder People (2016)

This week, Jared and Dan discuss New Zealand's own *Hunt for the Wilder People*!

Subscribe to us on Apple Podcasts and give us a 5 star rating!

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Gmail: theindiefilmreview@gmail.com

Facebook: Indie Film Review

Planning:

- Scene of the movie: *The Hunt for the Wilderpeople* (2016, Taika Waititi)

<https://www.youtube.com>

[/watch?v=2By2OHqc7v0&ab_channel=JackCamilla](#)



- Script of the previous scene (adapted)

https://docs.google.com/document/d/1MTTo28Zc-yqr5-rPTVXLA1fDOAbFKVTrQ7Bgl_7ODN4M/edit?usp=sharing

THE HUNT FOR THE WILDERPEOPLE - DIR. TAIKA WAITITI (2016)

Child services caretaker: *(laughs)* "Yeah. Now, uh, obviously we've got a couple of things to talk through, Bella. Clearly you've been briefed about his, uh, background and also his foster care history. Apparently he's a bit of a handful, a real bad egg. I mean, if you look at his file, you'll see that for yourself. (we are shown visual evidence of Ricky's bad history) We're talking disobedience, stealing, spitting, running away, throwing rocks, kicking stuff, defacing stuff, burning stuff, loitering and graffiti. And that's just the stuff we know about. But hopefully, uh, change in scene will help straighten him out.

Bella: "He's home now. He'll be OK."

Child services caretaker: "OK. Well, I like your enthusiasm. Good."

(Ricky enters the car without saying a word)

Child services caretaker: "Ricky, this is your new home. A real piece of work, this one. Ricky! There's no one else who wants you, OK? (hits the police car window) Now, Ricky, you know what the alternative is, don't you? Eh? Think you can make it work?"

- Tool for writing the final version of the script (*Writer duet*)

<https://www.writerduet.com/>

- Checklist for the teacher assessment of the written product

<https://docs.google.com/document/d/1ZELjuV1sVvytEMJblkgkuc6G4uRIJcm8yiL4ERO8teo/edit?usp=sharing>

Checklist for teacher evaluation of the written product (script)	
The script follows the conventions stipulated in class.	
There are no serious grammatical issues.	
The text could be easily adapted to a spoken format.	
Reported speech has been included.	
Adverbs have been included.	
The vocabulary adjust to the chosen topic.	
The script follows is made in a conversational format.	
The tone of the script is adjusted to the informative intention of the episode.	
All participants have the same amount of lines in the script.	
Commentary:	Mark: /9

Creation and publishing:

- Checklist for the student awareness of the evaluation standards for the final product and its creation process.

https://docs.google.com/document/d/1SIECRdBJ_Gr6inLL6IAMQbK5lmae6Kgii4VHtR5sEwg/edit?usp=sharing

Checklist for the student awareness of the evaluation standards for the final product and its creation process	
The length of the podcast is around what was accorder (5-7 minutes)	
All the members of the group participate equally.	
The students demonstrate the inclusion of learned and new vocabulary during the unit.	
The feedback given by the peers and the teacher has been taken into consideration for the final draft of the script for the podcast.	
Reported speech sentences have been included.	
Time and place adverbs have been included.	
The podcast has various identifiable parts that are coherently connected.	
It can be observed that there has been a further investigation on the selected topic.	
The mind map has been regularly updated with the information received in class.	
The podcast episode follows the previous items but also introduces creative elements.	

- Rhymes and tongue twister to practice diction.

Rhymes: <https://www.stgeorges.co.uk/blog/3-rhymes-to-improve-your-english-pronunciation>

A limerick is a funny 5-line poem with the following rhyming pattern: AABBA. Here are a couple of examples:

*There was young man from Crewe
whose mates were incredibly few.
So he tried to make friends
with some sheep, pigs and hens,
and ended up falling in love with a ewe.*

*There was a young woman called Helen
who tried to hide in a giant green melon.
She called 999 having got stuck
And the police couldn't believe their luck –
It turns out she was a wanted felon.*

▶ 0:00 / 0:22 ———— 🔊 ⋮

Tongue Twister: <https://www.engvid.com/english-resource/50-tongue-twisters-improve-pronunciation/>

1. Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?
2. Betty Botter bought some butter
But she said the butter's bitter
If I put it in my batter, it will make my batter bitter
But a bit of better butter will make my batter better
So 'twas better Betty Botter bought a bit of better butter
3. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
He would chuck, he would, as much as he could, and chuck as much wood
As a woodchuck would if a woodchuck could chuck wood
4. She sells seashells by the seashore
5. How can a clam cram in a clean cream can?
6. I scream, you scream, we all scream for ice cream
7. I saw Susie sitting in a shoeshine shop
8. Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines
9. Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?
10. Can you can a can as a canner can can a can?
11. I have got a date at a quarter to eight; I'll see you at the gate, so don't be late
12. You know New York, you need New York, you know you need unique New York

- Tool for recording and editing the podcast (*Anchor*)

<https://anchor.fm/dashboard>

Extras for the podcast (non-copyrighted music):

<https://soundcloud.com/royaltyfreemusic-nocopyrightmusic>

Assessment and reflection:

- Rubric for the assessment of the final task. (Self, peer and teacher assessment).

<https://docs.google.com/document/d/1OPAfIoMkB8CYv147fti8xh4T8XgOKA->

[UnQMMAZynDuY/edit?usp=sharing](https://docs.google.com/document/d/1OPAfIoMkB8CYv147fti8xh4T8XgOKA-UNQMMAZynDuY/edit?usp=sharing)

	4 (excellent)	3 (very good)	2 (good)	1 (poor)
Duration	The duration is in between 5-7 minutes.	The duration of the podcast goes above of below the duration for 30".	The duration of the podcast goes above of below the duration for 1'	The duration of the podcast goes above of below the duration for 2'
Participation	All the group members participate equally.	Three students form the group talk the most.	Two of the students talk more than the others.	One student talks more than the rest
Structure	The podcast has an identifiable structure that follows the conventions proposed in class.	The podcast has an identifiable structure, but does not follow the convention presented in class.	The podcast has a very basic structure that can be barely identifiable.	The podcast is unstructured.
Content	The contents of the podcast relate to what was expected (technology, nature, medicine...)	The contents of the podcast relate to what was expected, but the explanation is not clear.	The contents of the podcast relate to what was expected, but there is no explanation of them.	The contents of the podcast have nothing to do to what was expected.
Cohesion and coherence	All the segments of the podcast are coherently and cohesively connected.	The different segments of the podcast and coherently connected, but sometimes there is no clear connection between sentences.	The different segments of the podcast are not clearly connected.	The different segments of the podcast are completely disorganized.
Pronunciation	The students demonstrate a good pronunciation of the new and already known content.	The episode can be understood.	The episode can be understood, but it is very difficult to follow.	The episode cannot be understood whatsoever.
Vocabulary	The vocabulary included both words and structures given in class, as well as those investigated and related to the topic.	The vocabulary included both words and structures given in class adverbs.	The vocabulary included only vocabulary investigated and related to the topic. structures and adverbs.	The vocabulary included has nothing to do with the topic or what was explained in class. nor adverbs.
Research	The episode alludes to some research made.	There is mention of a research, but it is not well explained.	The is mention of a research, but is not explained.	There is no allusion to research.
Originality	The students demonstrate originality by including their own ideas and elements to the episode.	The students demonstrate originality by including their own ideas and elements to the episode, but they are not implemented correctly.	The students include original ideas, but they are excessive in terms of content with the rest of the episode.	The student do not include any original elements to the episode.
<p>Commentary:</p> <p>Mark: /40</p>				

