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## **Trabajo Fin de Máster**

Application of the Project Based Language Learning and Cooperative Learning methodologies to a learning unit proposal about Cooking titled “Bon Appetit!” for English as a Foreign Language of First Year of Secondary Education.

Aplicación de las metodologías de aprendizaje basado en proyectos y aprendizaje cooperativo al planteamiento y propuesta de unidad didáctica sobre cocina titulada “Bon Appetit!” para la asignatura de inglés de primero de la ESO

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## **Abstract**

Learner-centered methodologies are nowadays gaining importance in English as a Foreign Language classroom. Hence, granting the students' independent learning and motivation in a higher position than instruction itself. Nevertheless, this is not always the case, and there are still many teachers using traditional methodologies in which they are the reference, and the students acquire a secondary and passive role. During a temporary placement period observing a Secondary Education classroom, some specific needs were identified such as lack of motivation and too much reliance on individualism. In order to correct these necessities, it could be useful to combine two different but complementary methodologies that placed the focus on the learner: Project-Based Language Learning and Cooperative Learning.

Consequently, and considering the Aragonese Curriculum's (2016) specifications about Communicative Language Teaching, this learning unit plan aims at increasing the students' motivation and engagement within the EFL classroom at the same time that it enhances their communicative and linguistic competences' development by integrating the previously mentioned approaches.

Bon Appetit! is an imaginative and productive unit that requires the students to carry out, plan and design cooperatively a poster's recipe and present it by sticking to the genre's specifications. Interaction and cooperation are enhanced through diverse activities and tasks, tempting the students to engage in the organisation by acting as if they were the chefs. Besides, through cooking matters this learning unit also helps to develop the students autonomy and originality.

**Key words:** learner-centered, Project-Based Language Learning, English as a Foreign Language, Cooperative Learning, ICT, cooking.

## Resumen

Hoy en día, las metodologías centradas en el alumno están ganando importancia dentro de las clases de Inglés como Lengua Extranjera y por lo tanto, posicionan la motivación y autonomía en el proceso de aprendizaje en un lugar más imprescindible que la misma instrucción. Sin embargo, no siempre ocurre así, y todavía hay muchos docentes que usan metodologías más tradicionales en las que el profesor es la referencia y los alumnos adoptan un rol secundario y pasivo. A partir de la observación de una clase de Educación Secundaria durante el periodo de prácticas, hubo algunas necesidades específicas que se identificaron como la falta de motivación y demasiado individualismo. Para corregir las necesidades detectadas se pueden combinar dos metodologías diferentes pero complementarias que sitúan al alumno como protagonista del aprendizaje: Aprendizaje basado en Proyectos y Aprendizaje Cooperativo.

Como consecuencia, y teniendo en cuenta las especificaciones del Curriculum Aragonés (2016) sobre el Communicative Language Teaching, esta propuesta de unidad trata de aumentar la motivación y compromiso de los alumnos dentro de la clase de Inglés como Lengua Extranjera a la vez que mejora el desarrollo de su competencia comunicativa y lingüística a través de la integración de las metodologías que se han mencionado anteriormente

Bon Appétit! es una unidad didáctica imaginativa y creativa que requiere de los alumnos que realicen, planeen y diseñen de manera cooperativa una receta en forma de póster, ajustándose a las características del género. La interacción y la cooperación se realzan a través de diferentes actividades que hacen que los alumnos se vuelquen en la organización como si ellos mismos fuesen chefs. Además, esta unidad también favorece el desarrollo de la autonomía y originalidad de los alumnos a través de la cocina.

**Palabras clave:** centrado en el alumno, Aprendizaje basado en proyectos, Aprendizaje Cooperativo, Tecnologías de la Información y la Comunicación, cocina.

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## 1. Introduction

EFL (English as a Foreign Language)'s academic field is continually growing, adjusting to the changing contexts and to the language learners' necessities and demands. With the passing of time, new technologies and fields of research have provided teachers with new means. As a result of the different contexts and new resources available, students and teachers' functions have been modified. Aspects such as motivation, class participation and their own self-awareness as language learners are gaining importance over instruction itself thus, favouring learner-centered lessons in detriment of teacher-fronted ones within the classroom.

This dissertation focuses on demonstrating how new active methodologies such as Project-Based Language Learning (PBLL) help enhance the previously presented aspects, using Cooperative Learning (CL) by adjusting to the principal approach in English teaching today, CLT with the help of Ed Tech and ICT's. The final goal of this dissertation is to promote the students' motivation and engagement in the subject by making use of Ed Tech and ICT tools to create more attractive materials to work with, by combining all these methods and approaches into the learning unit.

The use of Ed Tech and ICT tools is not new and they have already been introduced in English classrooms. Students usually connect them with their free time as nowadays technology and electronic devices have become a key element in our daily lives. However, it is evident that they can also present a new way of learning a language as they provide very varied and creative materials, but is this enough to enhance the students' motivation and engagement in the English class? What is the role that technology plays in nowadays pandemic situation within the classroom? Is it possible to give certain continuity to the lessons by combining new methodologies and the use of ICT's? All these questions arose while I was in my teaching period in Rosales del Canal Integrated School, where I was in charge of one group of First of Secondary Education. This didactic proposal is aimed at fulfilling their specific context and necessities.

In this case, the teacher used a more traditional approach focussed on individual work rather than Cooperative Learning by using worksheets, she sometimes used presentations to vary a little bit from physical materials and the electronic book, giving the impression that she included Ed Tech and ICT tools. Even though everybody in the classroom had a

Chromebook (personal laptop) they could use in class and at home, the teacher does not employ them in class for other activities or to present interesting materials that awaken the students' interest. Furthermore, the lessons did not have an adequate and clear connection among themselves for the students to follow the learning process properly.

The learning unit named “Bon Appetit!” consists of six sessions that evolve around the topic of food and cooking and at the end of it, the students will have learnt how to write a recipe by creating a poster. This unit follows the Project-Based Language Learning as the Aragonese Curriculum<sup>1</sup> (2016) signals in its methodology section. According to it, the PBL is presented as an all-encompassing and substantial procedure.

Before explaining the unit's proposal in more detail, this final dissertation is divided into five different sections that will support the sequence. In the 2nd section, the main purpose and objectives of the dissertation and unit are presented. In the 3rd section, a justification and theoretical framework for the development of the project will be provided by reviewing some of the literature of the course such as main Second Language Acquisition theories, Communicative Language Teaching approach, Project-Based Language Learning (PBL) as a variation of Project-Based Learning (PBL), Cooperative Learning and the benefits that the use of Ed Tech and ICT tools have in class in terms of students motivation. This section also includes not only the methodological recommendation specified in the Aragonese Curriculum (2016) but also the methodology applied to create the learning unit. Then, in the 4th section the lesson plan will be presented and critically analysed in more depth by regarding the above-mentioned theoretical framework. In the end, the more significant features of this dissertation will be compiled in the conclusion by commenting on some possible limitations and suggestions for improvement.

## **2. Purpose and aims of the dissertation**

The main aim of this proposal of intervention is to design a learning unit that fulfills the needs of the groups in nowadays specific situation. Covid 19 forced society to maintain social distance, so through the use of Ed Tech and ICT tools this project aims at respecting the established rules at the same time that it provides a more engaging and motivating proposal.

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<sup>1</sup> Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón.

Another important objective posed in this dissertation is to propose a learning unit that through active methodologies puts the focus on learners rather than on the teacher. This learning unit aims at enhancing learner's motivation and engagement by including PBL and Cooperative Learning supplemented by the use of Ed Tech and ICT's.

Besides, it includes learning objectives, Key Competences (specified by the European Framework for lifelong learning), methodology and evaluation criteria extracted from the Aragonese Curriculum (2016) by working the four macro-skills and it gives special emphasis to the communicative/linguistic competence due to the CLT approach.

More specifically, this project also proposes to boost success abilities such as creativity, leadership, autonomous work and the enhancement of workgroup skills as PBL guides the students to follow specific guidelines (PBL stages) until they design their final products cooperatively that will be to create a recipe poster.

### **3. Justification and Theoretical and Curricular Framework**

#### **3.1 Justification**

During my 1st placement, it was not possible for me to observe and identify possible necessities and improvements in the EFL lessons due to the pandemic so, it was not until my 2nd placement that I was allowed to enter into the classroom. It was back then that I gathered some information and selected specific needs that stood out and affected the students' learning of EFL.

Firstly, the teacher used a very individualistic instruction that did not leave room for interaction between students, they only spoke with the teacher but not among themselves so this was an important limitation for the students. Also, there was no continuity within the lessons, and activities were not connected at all, that is, there was lack of awareness of PBL undermining its feasibility. Finally, the didactic materials aroused little motivation amongst the students as they were too traditional although all the students had a personal computer that they could use, hence losing lots of possibilities in terms of attracting students.

To begin with, our Design of Learning Materials subject presented a new method of sequencing a learning unit providing it with a sense of unity and cohesion that the lessons did not include. In addition, the Project-Based Language Learning together with Cooperative

Learning encourages students' engagement towards a meaningful learning experience in the EFL classroom.

Then, regarding students' motivation, thanks to a research project some colleagues and I had to carry out for the Innovation and Classroom Research in EFL's subject, the results were clear; there is an evident relation between the student's motivation and the didactic materials used in class. More specifically, as regards the teacher, the students requested making more use of ICT tools as they present more varied and attractive materials than the course book and teamwork was also significantly demanded. Therefore, considering the effect of Covid 19 pandemic situation, the use of ICT and computers also gives the students the opportunity to interact and maintain social distance so this was also another important reason to introduce Ed Tech and ICT tools to propose this unit.

Subsequently, all the elements that this learning unit includes; PBL, CL and the use of Ed Tech and ICT tools are supported by the Aragonese Curriculum (2016) that justifies the use of new learner-centered methodologies. Concerning PBL, the Curriculum states that learning units should revolve around the creation of communicative situations such as projects that allow the students to develop certain attitudes and acquire primary skills. In addition, it is worth mentioning the fact that PBL involves the planning and publishing of a final result of learning. In this case, the final lesson requires the learners to vote and justify their choices as in a cooking contest in order to provide them with an alicient and a sense of group achievement after the learning process (Dörnyei, 1994). Within the methodological principles section; Cooperative Learning is defined as helping the student to work in a group towards the resolution of tasks by learning from their teammates strategies and later on, applying them in similar contexts. The use of Ed Tech and ICT tools promotes the design of interactive and more attractive activities, favouring the acquisition of new learning and critical thinking. However, all this information will be further developed in the following parts.

### **3.2 Theoretical and Curriculum Framework**

This section will discuss the theoretical framework related with this unit plan. Firstly, a brief review of Second Language Acquisition Theories will be developed together with the Communicative Language Teaching approach. Later on, the focus of the examination will be placed on the Project-Based Language Learning approach and Cooperative Learning. To



finish with, the last section will discuss the role and possible uses of Ed Tech and ICT tools in the EFL (English as a Foreign Language) classroom.

### **3.2.1. Second Language Acquisition theories and Communicative Language Teaching approach**

Over the years, language teachers have been influenced by the effectiveness of “different pedagogical approaches” (Lightbown, 2000:433) that, obviously, have been altered by historical contexts and research on the subject. In the 1940’s and 1950’s the field was significantly regulated by Skinner’s behaviourism. This psychological theory defended that language learning relied on stimuli and response. This way, through repetition, adequate responses would be reinforced and they would become a habit. Therefore, it was thought that practice led to perfection, and learning was based on the repetition of the same structures over time.

In 1960, Chomsky developed his idea of generative linguistics, which highlighted the importance of “creative nature of human language” (Mitchel, Myles, & Marsden, 2013:30). More specifically, Noam’s objection was based on children’s natural ability to learn a language; they were set to discover language rules, suggesting that they adopted an internal path when acquiring language. Although he did not research about SLA, his ideas had a significant impact on the matter.

From its part, the 70’s brought an innovative attitude towards Second Language Acquisition, as new aspects concerning affection gained relevance in language-teaching methods. Sociocultural and emotional factors were then started to be considered around learners.

Nevertheless, it was not until the late 1980s that “the pendulum had swung” (Lightbown, 2000:434) and CLT (Communicative Language Teaching) appeared in FL/SL classrooms owing to discontent with the prevailing teaching approaches that emphasized grammar by using controlled practice. This recent approach was supported by SLA theories that reinforced the progress toward more cognitive or communicative approaches to language teaching (Brown, 1980). By this time, authenticity, real life situations and meaningful practice were coined as crucial elements that emphasized the communicative features of language. CLT placed the focus on the situation in which language would arise, but also on its final purpose, which was communication.

In line with this, The Aragonese Curriculum (2016) establishes the development of communicative competence as one of the main goals of the educational system. The Spanish Legislation signals that in order to develop the communicative competence several factors have to be considered, these are the linguistic, socio-cultural, discursive-pragmatic, strategic and personal components. According to Richards (2006) it is important to note that the CLT approach is more than simply the teaching of communicative competence, but the ultimate goal that aroused from a set of principles that Brown (2007) presents and these are:

- CLT should include all the elements of the communicative competence; the organizational aspects (discourse and grammatical) as well as the pragmatic ones (sociolinguistic, functional and strategic).
- CLT should give special emphasis to function but also practice form as organizational aspects allow the student to accomplish definite purposes.
- CLT should emphasize the importance of fluency over accuracy.
- CLT should present real world situations in which the student can practice language in context.
- CLT should involve learner-centered learning, enhancing the opportunities to continue learning the language in other contexts out of the EFL classroom.
- CLT should aim at presenting the role of the teacher as a facilitator, providing the learners with meaningful practice and promoting linguistic interaction within the classroom.
- CLT should enable the learner to be an active participant in his/her own learning process.

As it can be derived from the previous principles, CLT was based on real communication. However, although it favoured fluency over accuracy, spontaneity was emphasized over ambiguous communication, that is, communication should have a purpose and it should arise from natural situations, not controlled ones. In addition, by presenting the teacher as a guide instead of mere controller CLT facilitates a closer and spontaneous relationship between the teacher and the learners.

However, the most remarkable aspect about CLT is the fact that it requires the learner to be an active participant in his/her own learning process, developing a sense of autonomy, initiative and self-conception about personal performances. In this case, the learner is the center of the class and the teacher guides the learners towards situations in which they will develop their communicative competence by discussing particular issues, sharing views or assessing other students' performance, for instance. Therefore, it presents a controlled and structured mediation to help the students acquire a language. (Brown, 2007).

### **3.2.2. Project-Based Language Learning**

Project-Based Learning is a term that was first introduced by John Dewey through the idea of "learning by doing" developed in his work *My Pedagogical Creed* (1897). After some research, authors such as William Heard Kilpatrick built on Dewey's theory and it started to be considered as a new methodology. PBL is described as an individual or group activity that has certain continuity over the time, resulting in a product or presentation (Moursund, 2007) and it is based on constructivist theories that defend that learning is constructed around the learners' previous knowledge. PBL echoes the Vygotskian view of learning that states learning as the combination of social interaction which requires the learners to deal with cognitive processes just above their present levels (Musa et al., 2011). As a consequence, students learn by exploring, describing, inferring, negotiating and creating a final product during a period of time. Hence, providing the lessons with a significant continuity that helps the learner to acquire language during this process. Therefore, it is unquestionable that PBL is a useful methodology because, as Bell (2010) confirms, using PBL provides the students with practical knowledge as well as language abilities in order to carry out the project and the students improve their analytic skills, becoming "problem solvers" and skillful thinkers. Moreover, the use of PBL is included in the methodological principles' section of the Aragonese Curriculum (2016) part b), that combines the previous enhancement abilities together with the learning through competences.

With regard to the specific application of PBL to language learning, Project-Based Language Learning emerged in the 70s as a response to instructional methods of 'learner-centred teaching, learner autonomy, the negotiated syllabus, collaborative learning, and learning through tasks' (Hedge 1993:276). Furthermore, the learners have opportunities to practice and produce language in real situations through cooperating with their classmates, by concentrating on particular language features that they need to acquire. PBL focuses on

the creation of a final product or presentation that addresses the “real needs of language learners” (Hutchinson, 1991:13) by using the target language for authentic communicative necessities and as Ellis (1994) states, PBLT promotes the students’ language learning and improvement of their linguistic and communicative competence, by making them interact in unrehearsed situations that could occur in real contexts. At the same time, it pushes the learners’ linguistic limits by presenting them with  $i+1$ , that is, knowledge above their levels (Krashen, 1985) apparently, PBLT requires an active role from the students’ part and it makes them engage with the task they have to attain by incorporating real communicative situations. Nevertheless, it is important not to exceed the above-mentioned level, as the students can perceive the goal as unachievable, lessening their motivation towards EFL and their success expectations (Dörnyei, 1994). In addition, it is worth mentioning the fact that PBLT involves the planning and publishing of a final result of learning, providing them with an alient and a sense of group achievement after the learning process (Dörnyei, 1994).

### **3.2.3. Cooperative Learning**

If working through projects, students might work individually or collaboratively to design a product. However this collaboration is not simply “working together in groups”. One of the principal possibilities of PBLT is that it can be integrated with CL.

Cooperative learning (CL) is an instructional practice that has generated a lot of recognition over the last four decades as several research studies have been conducted, showing that it has a lot of benefits for students both academically and culturally as they have plenty of possibilities to interact among themselves to achieve common goals (Azizinezhad, Hashemi and Darvishi, 2013). By using CL structures, language learners assume an active role in the learning process, in contrast to traditional teacher-centered approaches that emphasize the role of the teacher as the main source of information in the EFL classroom. Allowing students to work together in groups or pairs provides them with several opportunities to share information and help each other (Brown, 2007). According to Kagan and High (2002) the use of CL is an effective teaching procedure that helps promote second language learning and it also reduces a sense of competition and individualism among the students (Slavin and Cooper, 1999). In fact, it is widely accepted that CL is a suitable choice for students as it puts special emphasis on active interaction between students of different intelligences and contexts (Nelson, Gallagher and Coleman, 1993) by achieving beneficial

learning accomplishments among other advantages and promoting intrinsic motivation (Oxford, 1997).

Contrary to its widely known benefits, it is substantially significant the fact that CL is not as used as it may seem. Besides, a study carried out by Baines, Blatchford and Kutnick (2003) showed that although sitting the students in groups, classrooms did not embrace the CL strategy. Therefore, it is essential to signal that CL is “more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups” (Oxford, 1997:443) while collaborative learning relies more in the role of the teacher as a guide, that is, it is not as learner-centered as CL.

Kagan and High (2002) stated that in order to adhere to CL, the structures were carefully designed to follow four main principles known as PIES (1994). First, positive interdependence that placed learners in the same position so the attainment of one of them was also beneficial to the rest. Then, individual accountability that aimed at the students performing at least in front of a partner. Equal participation suggested a fair enough equal participation for each student and finally, simultaneous interaction that was focused on letting the students interact among themselves, the more people were practicing language at a time, the better.

Applying those four principles (PIES) brings several benefits as a result that Kagan and High (2002) presented: language is used in real situations and the students tend to conform to their partner’s level in order to assure communication. Besides, the students can also give peer assessment on each other, promoting their own learning strategies.

### **3.2.4 Ed Tech and ICT**

Nowadays, our society lives in a period in which technology has become a crucial aspect of it. Consequently, digital tools are part of every human work including the private, social and educational fields. Hence, the academic sphere is welcoming generations of students that already have a good grasp of how technology works. More specifically, this is the case of new generations in which “the use of technology, research facilitation and critical vision as characteristics of them can already be highlighted” (dos Reis, 2018:9). Therefore, it is evident that education should include new technologies in the field of language teaching. So if our students are digital natives, education should be adapted to their environment (digitalized) instead of trying to attract them to ours.

Information and Communication Technology are crucial at all stages of the education process as they display both the role of tools and objects of knowledge, and its use enhances the development of the communicative competence as it provides students with creative thinking, compelling communication and high output (Bilyalova, 2016). Hence, adequately used digital sources have an essential impact in the process of learning but also on teaching. They allow language learners to explore pieces of information belonging to reality through the internet. In contrast to traditional techniques, using Ed Tech and ICT tools in class reinforces the central role of the student within the class and the teacher's main function is to organise and favor the learning process.

New technologies are resources of significant instructional impact as they enable the individualization of the learning process, thus creating adequate conditions for each students' success, favouring positive reactions and enhancing their learning motivation towards a language. Resultantly, the learning process is intensified and the interest in the subject also increases. Moreover, Bell (2010) confirms that using technology presents new ways of using applications at the same time that learners understand how to utilize them.

Several studies have found that the students' motivation levels are enhanced when they use ICT tools because they present a more appealing and engaging method if compared with traditional methodologies and didactic materials (Bahous, 2011; Dörnyei, 1994) and as it has been previously mentioned students are already accustomed to them as part of their daily lives. Therefore, it is almost impossible for everybody to imagine language learning without using them. As a consequence, discussing with the students the choice of materials in order to assess their attractiveness and interests, Dörnyei (1994) suggests that it will end by including any kind of technology as it is one of their main concerns.

As Bahous (2011) signals, the use of non-authentic language contexts and dull and traditional didactic materials decreases the students' motivation towards learning, also affecting their future performance and language acquisition. Moreover, Dörnyei (1994) reinforces this statement saying that the students will experience a motivation growth if the teacher designs or selects varied and challenging activities. The Aragonese Curriculum (2016) also confirms that ICT should be included as they are considered an essential part of the methodologies used, also presented in one of the Key Competences that the students must develop within the course and resultantly, the teachers should adapt Ed Tech and ICT use to their students interests and rhythms. It is almost evident that Ed Tech and ICT are not mere

tools, but one of the most important factors that determine the students' motivation. Hence, teachers should be aware of their significance and potential as tools and alicients and introduce them in the EFL classroom.

### **3.3 Methodology**

This proposal of a learning unit intends to enhance the student's motivation levels towards English as a Foreign Language. Hence, improving their language learning. This lack of motivation was the principal and most significant need that I could identify during my placement period in the Master's Degree. The proposal of intervention is aimed at 1st year of Secondary Compulsory Education. I did not have the opportunity to implement it as during my first placement period I was not allowed to enter into the classrooms due to sanitary reasons. Therefore, it was in my second placement period that I carried out my observation tasks so there was not enough time to design and implement the learning unit. Nevertheless, during that time I started thinking about possible ideas for the proposal. In fact the theme that this unit works on is the same that I had to teach during my placement period, that is ,food and cooking.

After having thought about possible solutions to include within my learning unit to eradicate or, at least make some improvements to lessen the student's lack of motivation, I started revising some of the literature of this Master's Degree about Second Language Acquisition theories and Communicative Language Teaching. This was the starting point in order to have a clear idea from the beginning, so that my learning unit fitted well within the Aragonese Curriculum (2016) whose main goal concerning the English subject is to develop the communicative competence. At the same time I already had specific aspects that I wanted my learning unit to combine.

Then, with a broad view of about SLA and CLT, I revised the Curriculum and I realized that some of the methodologies and learning approaches that I wanted to use in my proposal were included in the Curriculum as it states that learner-centered methodologies are of great benefit for language learners. Authors such as Kagan and High (2002), Dörnyei (1994), Brown (2007) or Richards (2014) were already familiar to me, but I had to carry out some more research in order to find more specific sources concerning the aspects that I wanted to include, these were; Project-Based Language Learning, Cooperative Learning and Ed Tech and ICT tools. Besides, I had a look at the specific contents and evaluation criteria of the selected course.

Next, in order to design the learning unit I took Gil's (2021) PBL structure, seen in the Design of Learning Materials for EFL course. As the teacher presented it, this model arranges PBL into seven different steps or stages, that is to say: activation (former language and knowledge are stimulated, introducing the topic and presenting the challenge), discovery (comprehensible input is presented and the students understand and acquire it), deepening (learner comprehension is worked on a deeper level), planning (the final product is planned by using that knowledge), creating (the final product is designed), publishing (the students show their final products with their classmates) and assessment (the product and the learners' process are evaluated). Bearing the PBL arrangement in mind, I started to think about my learning unit, dividing it into 6 different lessons and choosing a final product connected to the topic. Once I had the general idea and I had read about the methodologies and theories used, I designed the whole unit by adjusting the activities, timing and types of interaction not only to the specific group to whom it was created for but also to the Aragonese Curriculum's (2016) requirements in terms of contents and evaluation criteria.

Finally, after considering several ways to assess and evaluate the proposed learning unit such as teacher and self-assessment checklists and tools. It was decided that the most suitable manner to evaluate the appropriateness and effectiveness of the learning unit was to design a questionnaire with Google Forms (See Appendix 8). The questionnaire would be given to the students after finishing the unit proposal in order to collect opinions and views on the implementation. The questionnaire is in Spanish so that the students concentrate on the answers and they understand better what they have been asked.

## **4. Critical Analysis and Discussion of the Didactic Proposal**

### **4.1 Context and topic of the learning unit**

The proposed unit that this dissertation revolves around was aimed at a group of students whose ages were 11 and 12 years old, in 1st year of Secondary Compulsory Education. The institution to which this group belongs is Rosales del Canal Integrated School, a state school in Rosales del Canal neighborhood that receives students from 3 to 16 years old. The setting is relatively new (2010) and it is still growing. In addition, it was not until 2018 that this centre included Secondary Education to its previous educational offer, thus alleviating other High Schools such as Valdespartera and Ramón Pignatelli High Schools. More specifically, this academic year the school offers Pre-school, Primary and up to third year of Secondary education receiving students from surrounding neighborhoods such as Valdefierro, Rosales



del Canal and Arcosur. However, next year another course will be added, the plan is to include all the courses so that the students from 3 to 18 in the same school. Besides, the school offers a bilingual program in all the stages of its educational offer, in this case it is the BRIT-MEFP British Council.

As a relatively new school, it is concerned about the importance of technology nowadays. This is the reason why the use of Ed Tech and ICTs in Rosales del Canal Integrated School is essential. Every class is equipped with big screens and a computer. Recently, Secondary Education students received financial support from the school to buy electronic devices (Chromebooks) that the students use in most of the courses. Thus, favouring the integration of technology within the school and their lives.

The group this learning unit is aimed at is composed of 20 students in 1st year of Secondary Education. The group is very heterogeneous, there are 13 girls and 7 boys of different abilities but more or less related interests. As the group follows the bilingual program, most of the students have a very good level of English, some of them standing out from the rest of the group because of their fluency and speaking abilities. The students belong to two different classes so that they are not together in all the courses. Nevertheless, there is a sense of cohesion in it and there are no coexistence problems. There are no people with specific needs in this group because in order to enter the bilingual program the students must have certain knowledge and profile.

This learning unit works the four main skills (listening, reading, writing and speaking) by using Kagan and High's Cooperative Learning structures (2002). However, its main focus is going to be writing and speaking, in order to develop the communicative competence as the Aragonese Curriculum signals (2016).

The proposed learning unit follows the Project-Based Language Learning methodology. The specific theme that the unit revolves around is food and cooking. At the end of the lessons the students will create a recipe's poster that is the main goal of this didactic proposal. While the students work on their recipes they will identify the main moves of the textual genre and search for a recipe in order to know how to make it and the ingredients that they need. As the students are relatively acquainted with food issues, it will not be difficult for them to create their own recipes by relying on their personal likes or dislikes.

The matter that this didactic proposal deals with is food and cooking. Although it is not new for the students as more or less everyone is acquainted with the vocabulary because it is an everyday life theme, it presents a wide range of possibilities to address it. In this case, as it is a recurrent point, the students have clear and well established opinions about it so they can participate a lot within the lessons. Becoming a chef (although for a short period of time) can present a very challenging opportunity as many of them do not know how to cook. Besides, cooking is something that at some point of their lives the students will have to learn in order to become independent. Therefore, considering its possible future applicability may boost the students' creativity and motivation towards language learning.

The unit will be developed in six sessions of 50 minutes each and it will be implemented during the month of April, towards the third term of the academic year. The unit will be carried out at this time because the students already know how their partners work. Besides, this PBL may be much more fruitful after having acquired knowledge during the rest of the year that they can use in order to communicate with their teammates to create their own recipes.

During the course of the six designed lessons the students will be provided with sufficient knowledge, tools and scaffolding to produce the final poster which will be a recipe. In order to facilitate the students' different aspects will be presented such as teacher corrective feedback, scaffolding and modelling in order to provide the students with specific vocabulary that they can incorporate into their posters and performances. Throughout the lessons, the students will be presented with specific materials dealing with the unit's grammar point (Modal verbs), vocabulary (food and cooking) and type of texts. In order to attain an adequate result the students will work cooperatively, assuming responsibility and making important decisions that will have an impact on their final product.

#### **4.2. Contribution to the Key Competences**

As the Aragonese Curriculum for Secondary Education (2016) sets, the Key Competences presented by the Common European Framework of Reference for Languages (2001) have to be included and developed in the learners' instructional process. Moreover, these Key Competences have to be acquainted in a progressive manner during the whole academic life (Spanish Legislation, 2015) and they must be aligned with the contents and objectives of the course. In order to attain it, methodologies such as PBL (PBL) are completely appropriate.

The presented learning unit aims at supporting the students to develop previously mentioned key competences. Nevertheless, it is evident that considering the fact that the students are learning a language (English as a Foreign Language) some KC will be developed in more depth than others.

The main and most important key competence that this learning unit's project bases on is the Communicative and Linguistic Competence, that is worked on in all the sessions and most of the activities presented in the learning unit. Besides, the project's process contributes to the acquisition of this competence.

With the use of a PBL methodology seen from the CLT perspective (Aragones Curriculum, 2016), the materials presented to the students are authentic and real-world such as recipes, videos or webpages (*Appendix 5 (Activities The Recipe, Be Careful and What should I do?)*). Therefore, the students encounter and practice real language and situations. By sticking to Cooperative Learning, the students will develop their communicative competence in several manners; first by working in teams of 4 people in which they will use language in order to share ideas and discuss issues that arose in class, secondly by searching for information on the Internet in order to create their poster (final product) and then, in their performances while creating the final products that are personal and creative of their owns.

It is important to remark that the students will work both on their oral and written skills as the final product requires first to write the recipe as a poster to show to the rest of the class and then, to perform an oral presentation to their classmates. Thus, as it can be seen, there are plenty of activities that really work on the communicative and linguistic competence as it is the main goal of the whole course. More specifically, a deeper explanation of how it is developed can be made as the Communicative Competence is divided into three different aspects that are: linguistic, sociolinguistic and pragmatic which will be further discussed now.

With regard to linguistic competence it consists of lexical, syntactic and phonological knowledge. The lexis that this learning unit includes is related to food and recipes or cooking matters as in *Appendix 5 (Activities Time to Show and Find Out)*. Then, in terms of grammar the main focus is on modal verbs (*Appendix 5.2.2 (Be Careful)*) and the most significant phonological feature that will be worked on in this learning unit, that is, contractions and it will be integrated within most of the activities.

As to the sociolinguistic competence, students have to be aware of the particular registers and codes to address a particular public. A formal register will be used in order to discuss the final votations (*Appendix 5.6.2 (Votations)*) and presenting the final product to their partners (*Appendix 5.6.1 (Masterchef Presentations)*). In contrast, a more neutral or even informal register will arise from the team and class discussion of certain matters during the creation process of the final product (*Appendix 5.5.1 (Your Time)*).

Concerning the pragmatic sub-competence, that involves the practical employment of language, the students will use English in a practical context so as to attain the purposes of the learning unit. For instance, they will have to discuss whether the words they know or not (*Appendix 5 (Find Out and Help Me)*) and consensing key ideas to keep in mind while they cook on their own (*What should I do?*).

The Digital Competence is developed during the whole learning unit and process. The use of Ed Tech and ICT tools and resources is included in every lesson. The students will use Google Classroom in order to upload their final products (poster) and as a way to access the rest of materials and resources that they will use. In fact, there are several activities that require them to use Canva (*Appendix 5 (Find Someone Who and Your Time)*) during the sessions as well as to create their final poster. Google Drive will be another of the platforms used by the students, in which they will be able to share their documents and fill the Google Forms (*Exit Ticket 1 and 2*). Besides, they will use the ICTs not only as a way of searching for information, but also to see the authentic materials provided, that is, the students will be able to use different platforms to access, elaborate, share and assess their own work.

This learning unit also includes the development of the Learning to Learn Competence that is promoted throughout all the sessions by discussing and sharing ideas. However, the use of CL facilitates students to learn from their teammates or other groups. This is the case of *Feedback Carousel* activity (*Appendix 5.4.3*) in which the students need to be critical to give feedback to their classmates, and *Masterchef* and *Votations* in which the students need to assess the performances of their colleagues and use it in order to support their final votations to have a winner.

Another key competence that is developed in this learning unit is the Social and Civic Competence. By using CL the students are arranged in groups and they have to create their own final products by means of communicating with their peers. Hence, if the group works

together, they will have to respect each other's points of view, suggestions and be able to express their ideas in an adequate manner in order to achieve a good atmosphere. In addition, CL gives special significance to active interaction for the achievement of a common goal by reducing competition amongst its members (Slavin and Cooper, 1999).

Engaging in a PBL, the Sense of Initiative and Entrepreneurship Competence acquires a special significance. As a learner-centered methodology, the student progresses at the same time that makes decisions. First, the previously mentioned competence is developed when the students are given the challenge and they design the final poster and presentation planning (Appendix 5 (*Your Time and Speak Up!*)). Then, by performing cooperatively, the students are required to take action and divide the work by themselves, being active owners of their projects and taking responsibility for their own decisions until they reach the final outcome.

### **4.3 Objectives and Specific contents**

The learning objectives of a unit are defined as the goal that the learners have to achieve by the end of the unit to consider that they have acquired certain knowledge. The main aim of this learning intervention is to promote the students achievement of the three degrees of objectives. Firstly, in the Aragonese Curriculum (2016) we see the stage objectives. Then, also in the Curriculum (2016) we examine the particular objectives considering English as a Foreign Language. Lastly, the learning unit includes a list of specific objectives that are in line with the particular evaluation criteria which are also extracted from the same document.

In order to carefully select its presentation, evaluation criteria for 1st year of Secondary Education have been adequately reassessed. In addition, Bloom's taxonomy (1956) has been useful to consider each of the presented objectives therefore, each of its stages are represented in the objectives section (See Appendix 2). Although it is a 1st of Secondary Education group, due to the fact that the students follow the bilingual program provided by the school and its adequate level of English the first stage set by Bloom is not considered. This can be clearly seen in the Objectives section, which gives special emphasis to the comprehension, application and evaluation stages. However, a list of the full Objectives section is provided in Appendix 2.

In order to justify the contents selection it must be noted that the course syllabus that this learning unit proposal follows is the backward design, in which the unit begins with "a

specification of learning outputs and to use these as the basis for developing instructional processes and input” (Richards, 2013:20). Then, after establishing the learning objectives it is important to observe the four blocks that the Curriculum (2016) distinguishes in terms of specific contents and carefully choose them to promote and enable the learners to succeed in their final product. These above-mentioned four blocks evolve around the acquisition of EFL and they are; sociocultural and sociolinguistic aspects (respecting others opinions and speaking norms), communicative functions (such as describing food), accentual, rhythmical and intonational patterns (such as recognizing contraction’s sounds), syntactic structures and oral and common-use lexis (for instance, using modal verbs to give advice about things we should do while cooking) and considering comprehension and production strategies (defining vocabulary and maintaining conversational exchanges). A list with the specific contents has been provided in the Appendix 3.

Cross-curricular themes are also integrated in the learning unit, according to the Aragonese Curriculum (2016) in Section 11 they are explained in more detail. More specifically this learning unit includes oral and written expression and comprehension, together with the use of ICT’s. The learning unit will also contain the promotion of healthy eating habits and gender equality as groups will be heterogeneous.

#### **4.4 Sequence of Activities**

As it has been previously stated in former sections, this learning unit’s sequence of activities follows the Project-Based Language Learning methodology which divides projects in stages. More specifically, the proposed unit “Bon Appetit!” takes Gil’s (2021) model that establishes 7 different stages: activation, discovery, deepening, planning, creation, publishing and assessment stages which act as the base for the sessions structure. It is important to mention that each stage is to be developed in one session, however this is not always the case (See Appendix 5). The activities presented led the students to the creation of the final product, a poster about a recipe of their own choice that the students will have cooperatively chosen. Moreover, during all the stages the students will make use of their Chromebooks as a tool.

The *Challenge’s Presentation* is worth commenting as the starting point of PBL and the whole creative process until the final product’s achievement. This activity is presented in an unexpected way as previous activities such as *Find Out* and *Help Me!* will have introduced the topic but up to this moment the students do not know what is going to happen. It is

especially significant because, as Dörnyei (1994) signals, engaging the students in a project in which they are in charge of achieving a group's final goal enhances their motivation and it works as an incentive. Thus, promoting the students' language acquisition. Then, in the *Masterchef* and *Final Awards Ceremony* the students will perform their finished products so as to close the achievement's circle by recognising their efforts and celebrating them.

Then, cooperative groups formation needs to be commented on as each group will be conformed by four people and they will be heterogeneous. Moreover, the teacher will form them by considering the students' different levels. After naming them, the students will sit together by joining the desks, respecting social distance but also favouring shoulder partners and teamwork discussion.

In Cooperative Learning, Kagan and High (2002) present us different learning structures that improve group cooperation that improves the students' intrinsic motivation levels. For instance, before setting the challenge, *Click and Clunk* activity (*Help me! Appendix 5.1.3*) requires the students to discuss and in order to find unknown words to share with the class. In fact, it also promotes cooperative learning as it entails meaningful interactions between the members of the group fostering positive interdependence among them. Hence, favouring the attainment of learning objectives towards the final product. Positive interdependence is not only improved at a group level but also within the whole class through *Find Someone Who* that requires the students to work within their groups and to interact with the rest to complete their cardboard with their names.

Lastly, in *Speak up!*, the students discuss and divide their posterior performance in front of the class enhancing their cohesion as a group at the same time that they program their equal participation in the *Masterchef's* presentation (Appendix 5.6.1). *The Recipe* (Appendix 5.2.1) activity, presents the students with a recipe that they will have to read and then, discuss with the rest of the class the words that might present some problems (*Talking Chips*). In this activity the students will define the unknown words, identifying usual and unfamiliar vocabulary. By using CL structures such as Talking Chips the learning unit contributes to the students' equal participation, in this case, in front of the class by speaking two times and enhancing intrinsic motivation. *Voting* can also be considered to foster the students' equal participation by asking them to give their opinion and vote through Mentimeter and also their individual accountability by sharing their opinions first, with their teammates and then, with the rest of the class. In fact, individual accountability is best

promoted in the *Masterchef's* presentation, in which the students present their recipes by individually intervening within the team performance in front of the class.

Besides, apart from being aimed at enhancing the students motivation and engagement towards EFL, this learning unit also seeks to promote the students acquisition of a foreign language. In line with this, CLT approach gives special significance to the fact that communication has a considerable impact on the students' language learning. Taking also into consideration the Aragonese Curriculum (2016) that sets the development of the communicative competence as the ultimate goal (although not the only one), it is worth considering how this learning unit also contributes to its progress.

Within the proposed learning unit there are several activities that favour negotiation of meaning and meaningful interaction among the students, favouring the development of the communicative competence. A good example of this is the *Feedback Carousel* (Appendix 5.4.3) that requires them to engage in meaningful exchanges by discussing other groups' proposals and sharing them in class. Moreover, it encourages interaction between the students and places them as the center of the learning process, by making them reflect on their ideas. *What should I do?* (Appendix 5.3.1) is another activity that engages the students in a group discussion by analysing the video and extracting key ideas as a group. By presenting authentic materials through a video, the students are asked to work on each of the components of the communicative competence by writing key ideas (organizational aspects) and discussing the material (pragmatic aspects).

Lastly, *Be Careful* (Appendix 5.2.2) pretends to further develop the text by introducing the grammar point which is presented inductively by analysing several examples discussed in class with the teacher. In order to accomplish this activity, the students will engage in meaningful interaction with their classmates to reach a consensus, developing their communicative competence while they make deductions about modal verbs. Moreover, the grammar point is perfectly linked to the previous activity (Appendix 5.2.1 (*The Recipe*)) that utilizes a continuation of authentic materials to prepare students for real language in context.

#### **4.5 Materials and Resources**

The materials used in order to develop this learning unit have also been selected addressing differentiation, as the students have different readiness levels, interests, rhythms and learning profiles. The provided materials combine different colours, fonts, images and they are made



with different tools such as Canva, Flippity or Padlet. Therefore, they contribute to arouse the students' interest and motivation due to its diversity and attractiveness (Dörnyei, 1994) and they have been extracted from a wide range of resources. This learning unit gives special emphasis to the use of Ed Tech and ICT tools so it is evident that most of the materials will be available from the Internet.

It is also worth mentioning that the main tool the students will need to carry out their activities is the Chromebook. These objects will be useful as tools, but also as research devices. Furthermore, the students will use them also to upload materials and share information and documents with their teammates by Google Documents or Google Classroom. Consequently, the development of the Digital Competence will be particularly enhanced. In line with this, the Aragonese Curriculum (2016) states that the use of digital media can provide the students with real contexts that will help them through the learning process. In addition, its use is more than justified as the Curriculum (2016) specifies that the EFL classroom is a totally appropriate setting to learn how to use ICT tools responsibly.

Authentic materials are included in this learning unit in order to improve the course's attractiveness and present the students with real communicative situations. In addition, as all of them are available in different formats and websites, the students can have access easily and further research if they want to do so. For instance, in *What should I do?* a Youtube video presents the students with a real communicative situation from which the students have to extract main ideas. Therefore, promoting their listening abilities and their communicative competence.

Adapted materials are also present in this learning unit combining with authentic ones. They are materials adapted in order to adjust to the class setting. In fact, as Krashen (1985) stated these materials provide the students with a  $i+1$  level, that is, input one level above the students current level. In order to achieve that, this learning unit presents the students with *Exploring the Website* and *The Recipe* (Appendix 5) that are two different texts that the students will have to analyse.

Some of the didactic materials (See Appendix 6) provide the students with scaffolding that the teacher uses to “provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance” (Gil, 2021) thus, enabling them to advance during the different steps of creating the recipe's poster. Scaffolding can be implemented in different ways such

as activating schemata in *I am hungry* (appendix 5.4.2) activity, ongoing questioning and reviewing which will be implemented throughout all the sessions and modeling, that consists in giving the students a real example of what they are asked to do (*Your Time* (appendix 5.5.1)). In this case in the fifth session the teacher will upload an example of what the students have to achieve.

#### **4.6 Evaluation criteria, evaluation tools and grading criteria**

The assessment criteria to evaluate this project have been thoroughly selected in order to adjust to the learning unit. These have been extracted from the Aragonese Curriculum for Secondary Education (2016) by considering the particular characteristics of this learning unit in terms of methodology and types of learning. Specific evaluation criteria encompassing are further enumerated in Appendix 4.

As the Curriculum (2016) states in the legal arrangements, this learning unit's evaluation is going to be continuous, formative and integrative. It is continuous as it assesses the combination of learning but also behavioural outcomes. In fact, evaluating is considered as a process that has certain continuity instead of a single event. Formative assessment on its part, is aimed at tracking students' learning to supply continuous corrections that helps teachers and students to develop their teaching and learning. More specifically, it assists the students to become aware of their areas of strength and struggle. Nevertheless, it must be noted that assessment has to adjust to the context in which it is taking place.

In order to assess the students' learning within the PBL methodology two different evaluation methods will be used. First, the process that the students will follow from the first to the fifth lesson, and then, the final product that the students will create and present to the rest of the class. Therefore, different tools have been created and used.

To assess the process and progress of the students during the lessons they are required to fill out two Exit Tickets at the end of the first and second lessons as a compilation of their individual work and understanding through Google Forms and these two tickets are 10% of the final grade each. They will be evaluated through the Ongoing Assessment Checklist (See Appendix 7.2). Then, a Kahoot about the grammar point in which the students will get a mark will also be considered as another 10% of their final mark. Lastly, the students' behavior and participation is to be improved through Cooperative Learning structures incorporated within the learning unit proposal. Its assessment will be another 10% of the final mark that will be

carried out by the teacher in order to track the students attitude during the lessons with the Participation Checklist (See Appendix 7.1). All these marks make 40% that will be assigned to evaluate the students process through Ongoing assessment.

Concerning the final products’ assessment two different rubrics have been arranged: the first one will evaluate the poster’s recipes that the students will create in cooperatively and the second one, for group oral presentations however it is important to remark that this rubric will evaluate each student individually although there are group presentations. Each rubric will count 30% of the final grade thus, making the 60% of the final mark (See Appendix 6.3 and 6.4)

Both rubrics have been designed following an ascending order to depict the different levels of success from Poor (lowest level) to Great (highest level). Every criteria assess the designed and possible learning outcomes related to the grammar, vocabulary, fluency, accuracy and more included in the learning unit. In order to conform to the rubrics the students will have to consider the adjustment to the commands, for instance concerning timing. Besides, these two rubrics also integrate and evaluate how the students use the collected information during the learning process.

Overall, this would be the followed structure used to assess the students learning:

|                | <b>Tool and percentage</b>  |
|----------------|---|
| <b>Product</b> | Exit Ticket 2 (Ongoing Assessment Checklist) <b>10%</b>             |
|                | Exit Ticket 2 (Ongoing Assessment Checklist) <b>10%</b>             |
|                | Kahoot (Automatic correction) <b>10%</b>                            |
|                | Participation (Individual Assessment Checklist) <b>10%</b>          |
| <b>Process</b> | Poster’s recipe (Rubric for poster’s recipe) <b>30%</b>             |
|                | Poster’s presentation (Rubric for poster’s presentation) <b>30%</b> |

## 5. Conclusion

In conclusion, regarding this dissertation aimed at 1st of Secondary Education students, it should be noted that it was not possible to implement it due to time constraints. Therefore, it was not put into practice in the previously specified classroom. As a consequence, possible derived conclusions will be pure assumptions. This learning unit proposal was intended to develop the students' linguistic and communicative competence in EFL by increasing the students' motivation and engagement with the subject that was the main identified problem while I was able to enter into the EFL classroom, in my second placement in Rosales del Canal Integrated School.

This dissertation, that revolves around food and cooking, was aimed at presenting a motivating and engaging proposal that respected the covid situation through the use of Ed Tech and ICT tools, apart from adjusting to the specific needs of the students. Besides, it is important to mention that the combination of PBL and CL organized activities is influential and really effective to help our students to acquire a new language. Although it was not possible to measure its effectiveness and students' opinions about it, it is evident that learner-centered approaches have acquired a significant role within SLA. This is mainly because they require a dynamic and active attitude towards learning by motivating them to take action, but also reflecting and being aware of their own learning processes. Learner-centered approaches place students as the focus of the learning process and relegate teachers to be active facilitators of knowledge.

First, PBL favors the combination of the different language skills also promoting the students' development of the key competences. The pattern used to design the sequence developed in the learning unit (Gil, 2021) allows the teacher to guide the students through the learning path, by providing them with a clear structured sequence that enables them to acquire language step by step. Besides, PBL pushes the students' linguistic limits and enhances their motivation by presenting them with a challenge that they must create and perform in front of their classmates.

As follows, Cooperative Learning has proved to be beneficial due to several reasons. First, it presents the students with plenty of opportunities to interact among themselves and share information in an unrehearsed manner. In fact, Cooperative Learning structures facilitate learners' path to language learning by providing communicative situations and

organising participation within the teams and the whole class. They also promote their cooperative abilities and recognition of other classmates' views and thoughts thus, learning from their peers. Besides, Cooperative Learning is also suitable for making students from different backgrounds and interests cooperate and interact with each other to reach a common goal, thus avoiding individualism by creating a sense of unity.

The creation of a project that requires the students to write a poster's recipe is considered as an imaginative and visionary choice to work within the EFL classrooms. In addition, it contrasts with teacher-centered instruction and PPP techniques. Cooking and food are recurrent themes that the students can easily connect with their own experiences and daily lives. Besides, in this proposal despite their young ages, they are required to take action by searching for information about cooking recipes and present them in poster formats. Leaving room to the students' selection of the recipe, allows them to acquire and express concepts previously learnt in class and focus on them as they prefer depending on their interests and likes or dislikes.

However, it may happen that problems arise, mainly involving technology, as this learning unit makes use of them in each of the sessions. One problem could be the Chromebooks not working in this case, the teacher could present the materials through his/her own computer and the students should work in groups using sheets. Slow internet connection (even failure) could be another downside, in this case, the lesson would last more than 50 minutes or it would be impossible to complete every activity thought to be done in the session.

Another important aspect would be the use of websites and applications that the students find familiar and it is not the first time that they use them. This is key because times concerning each activity will vary depending on the students knowledge about the tools that they are using.

Therefore, the teacher should search for similar materials to carry out the lesson in case something does not work. It is obvious that if technology fails, alternatives are essential and it is advisable for the teacher to have every material available in a Pen Drive or similar tool or have some of the activities in paper sheets.

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## 7. Appendixes

### **Appendix 1. Assignments used as evidence of the necessity of improvement**

Design of a Project-Based Learning Unit for a group of students in 2nd year of Secondary Education, entitled Cityscape. The assignment consisted of the creation of a series of activities and materials for a project in which the students' objective was to write a report in which they had to describe their ideal city.

[https://docs.google.com/presentation/d/1U2rvIA4aRQ2xAWI1\\_UyBM7cQgkIK6mNisKIXHn42AvY/edit?usp=sharing](https://docs.google.com/presentation/d/1U2rvIA4aRQ2xAWI1_UyBM7cQgkIK6mNisKIXHn42AvY/edit?usp=sharing)

Innovation and Research in the EFL Classroom; Written report about the type of material's influence in the motivation of students in EFL classrooms. The assignment consisted in a research study about the relationship between the didactic materials used in class and the students' motivation towards English as a Foreign Language.

[https://docs.google.com/document/d/1NSVU\\_cp8wJMSfzqOR2dCgy8wOd7sYn3AjAtbcy-0KGM/edit?usp=sharing](https://docs.google.com/document/d/1NSVU_cp8wJMSfzqOR2dCgy8wOd7sYn3AjAtbcy-0KGM/edit?usp=sharing)

## Appendix 2. Learning Objectives of the Unit

| Curriculum Objectives  | Specific Objectives of the Learning Unit<br><i>At the end of this learning unit, the students will be able to...</i>  |
|--|---|
| Obj. IN.1. Comprender la información general y específica de textos orales, sobre temas cotidianos, generales o de su interés, emitidos en situaciones de comunicación cara a cara.  | <ul style="list-style-type: none"> <li>- Understand general and specific information from visual resources to recognize specific tips to cook.</li> <li>- Understand general and specific information in an informational video message and a presentation about the project.</li> <li>- Comprehend general and specific information about their classmates' final presentations and interventions in class.</li> </ul> |
| Obj.IN.2. Expresarse oralmente e intercambiar mensajes de forma comprensible, adecuada y con cierta autonomía, sobre temas cotidianos generales, o de su interés, en diferentes situaciones comunicativas derivadas de tareas concretas. | <ul style="list-style-type: none"> <li>- Share their opinions and points of view with their team and with the rest of the class about food and cooking habits.</li> <li>- Present short oral presentations to the teacher and to their classmates.</li> </ul>   |
| Obj.IN.3. Leer y comprender textos de  | <ul style="list-style-type: none"> <li>- Understand general and specific information about instructional and</li> </ul>   |

|  |   |
|--|---|
| <p>tipología diversa, de un nivel adecuado a sus capacidades e intereses, con el propósito de extraer la información general y específica, y valorar la lectura como fuente de información, disfrute y ocio.</p>   | <p>informational texts involving cooking tips and how to write a recipe.</p> <ul style="list-style-type: none"> <li>- Utilize ICT resources in order to search for general and specific information about recipes.</li> </ul> |
| <p>Obj.IN.4. Escribir textos sencillos sobre temas conocidos, generales o de su interés, con suficiente corrección, cohesión y coherencia, teniendo en cuenta al lector al que se dirige y la intención comunicativa.</p>  | <ul style="list-style-type: none"> <li>- Write brief and coherent reflections about their eating habits to justify their results in the test.</li> <li>- Write a recipe.</li> </ul>   |
| <p>Obj.IN.5. Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para comprender textos orales y escritos, hablar y escribir de forma adecuada, y reflexionar sobre el funcionamiento de la lengua extranjera en situaciones de comunicación.</p> | <ul style="list-style-type: none"> <li>- Comprehend general and specific data in oral and written messages involving food and cooking.</li> <li>- Being aware of their own learning processes.</li> </ul>                     |
| <p>Obj.IN.6. Desarrollar estrategias de aprendizaje autónomo y cooperativo,</p>  | <ul style="list-style-type: none"> <li>- Work cooperatively in order to complete the class activities by working with Shared Google Documents.</li> </ul>   |

|   |  |
|---|--|
| <p>mediante la realización de las tareas de clase, el trabajo individual y en equipo, el uso de todos los medios a su alcance (especialmente las TIC), la autoevaluación, y co-evaluación, con el fin de progresar en el aprendizaje y adquisición de la lengua extranjera.</p>   | <ul style="list-style-type: none"> <li>- Divide work in order to be more productive.</li> <li>- Work cooperatively in order to create the poster recipe and the final presentation.</li> <li>- Use peer assessment activities to assess their classmates ideas and performances.</li> <li>- Use ICT tools to assess their classmates' work by voting.</li> </ul>                                     |
| <p>Obj.IN.7. Valorar el uso de la lengua extranjera como medio de acceso a la información, y reconocer su importancia como instrumento de comunicación y entendimiento entre personas de distintas procedencias y culturas, con el fin de desarrollar una consciencia intercultural sin prejuicios ni estereotipos.</p> | <ul style="list-style-type: none"> <li>- Use English as a tool for communication and dialogue among the students themselves and with the teacher</li> <li>- Use dialogue, partnership and consideration to work in groups cooperatively and achieve a common goal.</li> <li>- Describe tips and possible improvements.</li> <li>- Discern advantages and drawbacks of the final products.</li> </ul> |
| <p>Obj.IN.8. Desarrollar y mostrar una actitud receptiva, de interés, esfuerzo, y confianza en la propia capacidad de aprendizaje y de uso de la lengua extranjera.</p>   | <ul style="list-style-type: none"> <li>- Reflect on their personal learning process through Think Charts.</li> <li>- Show self-confidence to share one's views on a specific topic.</li> </ul>   |

### Appendix 3. Specific Contents of the Unit

|  |   |
|--|---|
| <b>Comprehension and production strategies</b> | <ul style="list-style-type: none"><li>- Understanding oral messages in an instructional message when presenting the challenge and explanatory message about the final projects' presentation.</li><li>- Understanding general and specific information about adequate level's texts in websites.</li><li>- Understanding general and specific information in simple oral texts such as cooking tips or recipes.</li><li>- Activation of former knowledge in order to communicate adequately.</li><li>- Interpretation of messages: discerning between main and specific characteristics of an instructional text (recipe).</li><li>- Deducing words' meanings found in texts by their contexts.</li><li>- Use of planning procedures such as brainstorming when designing their final recipe.</li><li>- Using communication strategies in order to identify text typologies adapting their comprehension to them.</li><li>- Using communication strategies in order to adequately use ICT to search for words to solve comprehension problems.</li><li>- Giving a clear and oral presentation with fluency.</li><li>- Conforming to the recipe's model characteristics to transfer a written message.</li><li>- Taking part and speaking in real life contexts such as class conversations.</li></ul> |
|--|---|

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Reflecting on knowledge and utilization of self-correction strategies.</li> </ul>  |
| <b>Sociocultural and sociolinguistic aspects</b> | <ul style="list-style-type: none"> <li>- Respecting other students' points of view and judgements.</li> <li>- Use of body language and gesticulations in order to complement their message.</li> <li>- Raising awareness about English role as a medium to communicate, entertain and inform among cultures.</li> <li>- Respecting social conventions and linguistic registers (informal when sharing opinions and formal if presenting their recipe)</li> </ul>  |
| <b>Communicative functions</b>                   | <ul style="list-style-type: none"> <li>- Depicting ideas, plans and suggestions for writing a recipe (Recipe Think Chart, Recipe Poster writing), food habits or for actions to be aware of while cooking.</li> <li>- Describing flavours, ingredients and recipes' characteristics.</li> <li>- Asking and giving instructions about how to make a recipe.</li> <li>- Establishing and maintaining communication, personal and social relationships with their classmates.</li> <li>- Using different modality types' (willingness, probability, intention, necessity, warning, suggestion, advice, decision...) when the students react to a specific context.</li> <li>- Exchanging information and personal opinions with the teacher and with their class/teammates.</li> <li>- Expressing interest, approval, disapproval and rejection when delivering feedback on other students' projects and while working with their own teams in cooperation.</li> </ul> |

|  |  |
|--|--|
| <b>Syntactic and discursive structures</b>             | <ul style="list-style-type: none"> <li>- Expressing modality: Ability, permission and possibility (can, can't); obligation (must); prohibition (mustn't, can't) in order to give advice and tips about things that we should consider while being in the kitchen or making a recipe.</li> <li>- Expressing addition and contrast through the use of conjunctions (and, but) to describe sequences.</li> <li>- Expressing sequencing and structure through the use of chronological order words (first, then, next, in the end, finally) and connectors in order to properly give instructions about a recipe.</li> </ul> |
| <b>Oral and common use lexis</b>                       | <ul style="list-style-type: none"> <li>- Recognize and display lexis regarding cooking and recipes, from the topic of food.</li> </ul>   |
| <b>Accentual, rhythmical and intonational patterns</b> | <ul style="list-style-type: none"> <li>- Contracted forms (don't, doesn't, can't, mustn't, 've got, haven't); strong and weak forms (can).</li> <li>- Recognising and using simple accentual, rhythmical and intonational patterns.</li> </ul>   |

#### Appendix 4. Evaluation Criteria of the Unit

| Specific Evaluation Criteria  | Curriculum Evaluation Criteria               | Tools for assessment             | Key Competences              |
|---|--|----------------------------------|------------------------------|
| The student can write a brief reflection about his/her eating habits and food matters.  | Crit.IN.4.1.<br>Crit.IN.4.2.                 | Ongoing Assessment<br>Checklist  | CCL - CD - CAA -             |
| The student comprehends general information from an informational video and applies it to give advice when writing a recipe.    | Crit.IN.1.1.<br>Crit.IN.1.2.                 | Rubric for recipe's poster       | CCL - CD - CAA - CMCT - SIEE |
| The student can understand general and specific information and discern between the possible answers.                           | Crit.IN.1.1.                                 | Kahoot                           | CCL - CD                     |
| The student can understand general and specific information from an instructional text and apply it to create the final recipe. | Crit.IN.3.1.<br>Crit.IN.3.2.                 | Rubric for recipe's poster       | CCL - CD - CAA - CMCT - SIEE |
| The student can interact with his/her team and classmates in order to discuss class issues, giving his/her views and respecting | Crit.IN.1.3.<br>Crit.IN.2.1.<br>Crit.IN.2.2. | Class participation<br>Checklist | CCL - CAA - CSC - SIEE       |



|   |  |  |                                    |
|---|--|--|------------------------------------|
| other's.  |  |  |                                    |
| The student can utilize ICT resources in order to search information on the Internet, create a final product or upload tasks to Google Classroom. | Crit.IN.3.2.<br>Crit.IN.3.1.   | Rubric for recipe's poster<br><br>Rubric for oral presentation | CCL - CD - CAA - SIEE              |
| The student can prepare and create a recipe's poster, applying their learning during the lessons, considering the features of the specific genre. | Crit.IN.2.1.<br>Crit.IN.2.2.<br>Crit.IN.3.1.<br>Crit.IN.4.1.<br>Crit.IN.4.2. | Rubric for recipe's poster                                     | CCL - CD - CAA - CSC - CMCT - SIEE |
| The student can create and deliver an oral presentation explaining the previous poster to the rest of the class.                                  | Crit.IN.1.1.<br>Crit.IN.2.1.<br>Crit.IN.4.1.                                 | Rubric for oral presentation                                   | CCL - CD - CAA - CSC - CMCT - SIEE |

## Appendix 5. Lesson Plans

|   |
|---|
| <b>LESSON 1: LET'S GET SOMETHING TO EAT</b> |
| <b>ACTIVATION STAGE</b>                     |

| Activity                  | Timing | Procedure   | Materials  | Interaction Patterns                    |
|---------------------------|--------|---|--|---|
| <b>1. Getting started</b> | 3'     | The teacher makes groups of 4 people and the students sit together respecting social distance, they will have to remember their seats as they will have to work with their groups for 6 lessons.          |  | Teacher- Students                       |
| <b>2. Time to show</b>    | 10'    | Teacher shows a presentation with different food items and the students are asked to say the names of the foods that appear.  | <a href="#">Vocabulary presentation.</a>                               | Teacher- Students<br>Students - Teacher |
| <b>3. Find out</b>        | 12'    | After that, the students look at the word cloud in which there are some words that they have already said and new ones and discuss which one of them do they know or not in pairs within the groups.      | <a href="#">Wordcloud</a>  | Student- Student                        |
| <b>4. Help me!</b>        | 15'    | 4. The students write three words that they know and other three that they do not know with their teams. Then, they will use Padlet to share the words that they do not know and the teacher will explain | <a href="#">Canva's Click and Clunk.</a><br><br><a href="#">Padlet</a> | Teacher - Students                      |

|                                   |   |  |  |          |
|-----------------------------------|---|--|--|----------|
|                                   |   | the concepts by giving them a definition or directly translating them.   |  |          |
| <b>5. Challenge presentation</b>  | 10'   | While seeing the presentation the teacher will explain the situation, that is, the students will be asked to think about a recipe to become the chef assistants. | <a href="#">Challenge presentation</a> , | Teacher  |
| <b>6. Homework. Exit Ticket 1</b> |   | The students will do the Exit Ticket at home.  | <a href="#">Google Forms</a>             | Students |
| <b>Contents</b>                   | Vocabulary about food and cooking.<br><b>Skills:</b> Reading (Presenting the challenge), speaking (by sharing ideas with the rest of the class or their groups), writing (by the Google Forms they will have to fill at the end of the lesson) and listening (by understanding class instructions and paying attention to the Challenge Presentation) |  |  |          |
| <b>Key Competences</b>            | CCL - CD - CAA - CSC - SIEE   |  |  |          |

## LESSON 2: THE GREAT COOKING SHOW

### DISCOVERY STAGE

| Activity        | Timing  | Procedure   | Materials   | Interaction Patterns                                      |
|-----------------|---|---|---|---|
| 1. The recipe   | 20'   | Students will read a recipe and they will have to search for new vocabulary and write the words that their group does not know. After that, they will have to give definitions to some of the most remarkable words.  | <a href="#">Recipe</a><br><a href="#">Talking chips</a> | Student- Student<br>Teacher- Student<br>Student - Teacher |
| 2. Be careful   | 30'   | Then, the chef has given us some tips for a good Mac & Cheese recipe (modal examples) so this will help us to present the new grammar point in an inductive way through different examples in a Canva's Presentation. By reading the examples, the students will discuss the grammar rules. | <a href="#">Grammar</a><br><a href="#">Presentation</a> | Teacher- Student<br>Student- Teacher                      |
| 3. Homework     |   | Complete the test and write a brief reflection about it.  | <a href="#">Test</a> and <a href="#">Google Forms</a>   |   |
| <b>Contents</b> | Vocabulary about food and cooking.<br>Grammar points related to modal verbs.<br><b>Skills:</b> Reading (Reading the recipe), speaking (by sharing ideas with the rest of the class or their groups), and listening (by understanding class instructions and paying attention to the |   |   |   |

|                        |                                    |
|------------------------|------------------------------------|
|                        | Grammar Presentation).             |
| <b>Key Competences</b> | CCL - CD - CAA - CSC - CMCT - SIEE |

### LESSON 3: HAPPY KITCHEN

#### DEEPENING STAGE

| Activity             | Timing | Procedure   | Materials   | Interaction Patterns |
|----------------------|--------|---|---|----------------------|
| 1. What should I do? | 10'    | In groups the students will listen to a video and then, they will make a list of 5 key ideas that they should or not do when they cook.       | Video<br><a href="https://www.youtube.com/watch?v=wHRXUeVsAQQ">https://www.youtube.com/watch?v=wHRXUeVsAQQ</a><br><a href="https://www.youtube.com/watch?v=vPZxb_kSzHM">https://www.youtube.com/watch?v=vPZxb_kSzHM</a> | Teamwork             |
| 2. Thinker Keys      | 20'    | Then, in the same document, they will have to get all the Thinker Keys by writing sentences about each of the requirements (in groups). (20') | <a href="#">Thinker Keys Presentation</a><br><br><a href="#">Shared Google</a>  | Teamwork             |

|                        |  |  |  |                                    |
|------------------------|--|--|--|------------------------------------|
|                        |  |  | <a href="#">Document</a>               |                                    |
| 3. Find Someone Who    | 20'  | After that, the students will have their own “Find Someone Who” chart in groups and they will have to fill in the statements with their partner’s names by speaking and asking each other. | <a href="#">Find Someone Who Chart</a> | Teamwork<br>Full class interaction |
| <b>Homework</b>        |  | Kahoot about modal verbs   | <a href="#">Kahoot</a>                 |                                    |
| <b>Contents</b>        | Vocabulary about food and cooking.<br>Grammar points related to modal verbs.<br>Skills: Reading (by understanding the statements in the “Thinker Keys” and “Find Someone Who” activities), speaking (by sharing ideas with the rest of the class or their groups), writing (by writing their ideas in the Shared Google Document) and listening (by understanding the video seen in class and interpreting class instructions) |  |  |                                    |
| <b>Key Competences</b> | CCL - CD - CAA - CSC - SIEE  |  |  |                                    |

## LESSON 4: THE SECRET INGREDIENT

### DEEPENING AND PLANNING STAGE

| Activity                 | Timing | Procedure   | Materials  | Interaction Patterns   |
|--------------------------|--------|---|--|------------------------|
| 1. Exploring the website | 15'    | The students will see a recipe and they will have to search for certain elements that tend to appear on them and explain why they think they have been included. They will have to write them on the Canva's document.  | <a href="#">Recipe</a><br><a href="#">Shared document</a>                    | Full class interaction |
| 2. I am hungry           | 15'    | After that, the students will have to think in groups about a different recipe for their group to help the chef and they will search for the ingredients, different steps and ways to do it.  | <a href="#">Shared Google Document</a><br><a href="#">Recipe's Organizer</a> | Teamwork               |
| 3. Feedback carousel     | 20'    | The students will have 2 forks that they will give to the aspects that they liked the most about others' recipes and some advice to take into consideration and a fire to suggest an improvement in someone's recipe. They will share their recipes with their classmates explaining what kind of recipe, ingredients in more detail and their classmates | <a href="#">Feedback Carousel</a>  | Student - Student      |

#### Contents

Vocabulary about food and cooking.

|                        |   |
|------------------------|---|
|                        | Grammar points related to modal verbs.<br>Skills: Reading (by analysing the recipe's model), speaking (by sharing ideas with the rest of the class or their groups), writing (by writing their ideas in the Shared Canva's and the Google Document) |
| <b>Key Competences</b> | CCL - CD - CAA - CSC - CMCT - SIEE  |

**LESSON 5: YOU ARE THE CHEF**

**CREATION STAGE**

| Activity     | Timing | Procedure   | Materials  | Interaction Patterns          |
|--------------|--------|---|--|-------------------------------|
| 1. Your Time | 35'    | The students will have to create a poster by including everything they have worked in their recipes. The teacher will present a model so they can see how to do it. | Shared Google Document<br><a href="#">Canva's Example</a><br>Canva | Teacher - Student<br>Teamwork |
| 2. Speak up! | 15'    | Then, they will have to divide the parts of the poster among the team members in order to present it. They will have 4 minutes to do it.                            | Paper sheets   | Teamwork                      |



|                        |   |
|------------------------|---|
| <b>Contents</b>        | Writing (by writing their own recipe), listening (by paying attention to their teammates words') and speaking (by sharing their own views on the matter). |
| <b>Key Competences</b> | CCL - CD - CAA - CSC - CMCT - SIEE  |

## LESSON 6: BON APPETIT!

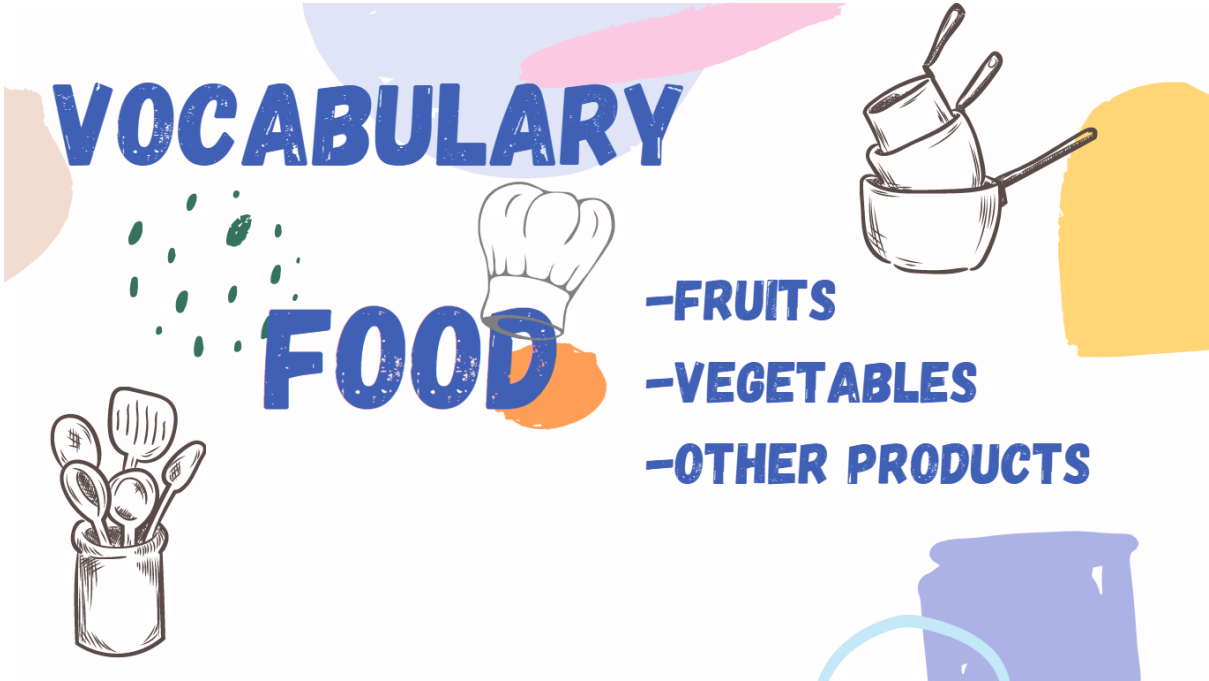
### PUBLISHING AND ASSESSMENT STAGE

| Activity                        | Timing | Procedure  | Materials                        | Interaction Patterns           |
|---------------------------------|--------|--|----------------------------------|--------------------------------|
| <b>1. Masterchef</b>            | 20'    | Each of the groups will present their recipes to help the chef to the rest of their classmates. Meanwhile, the groups that are not presenting will write one positive thing about the recipe and one suggestion for improvement. | Project<br><a href="#">Canva</a> | Students- Students<br>Teamwork |
| <b>2. Votations</b>             | 20'    | The students will vote for their favourite recipes and they will explain their reasons to vote. After that, they will use Mentimeter to vote individually at the same time that their group.                                     | <a href="#">Mentimeter</a>       | Full class interaction         |
| <b>3. Final Awards Ceremony</b> | 10'    | After voting, the students will be rewarded with small prizes and the winner will get a better one.  | Prizes                           | Full class interaction         |

|                        |                                    |
|------------------------|------------------------------------|
| <b>Contents</b>        | Speaking                           |
| <b>Key Competences</b> | CCL - CD - CAA - CSC - CMCT - SIEE |

Appendix 6. Materials

6.1 Lesson 1



**VOCABULARY**

**FOOD**

- FRUITS
- VEGETABLES
- OTHER PRODUCTS

Illustrations include: a chef's hat, a strainer over a pot, a container of kitchen utensils, and a purple jar.



**FRUITS**

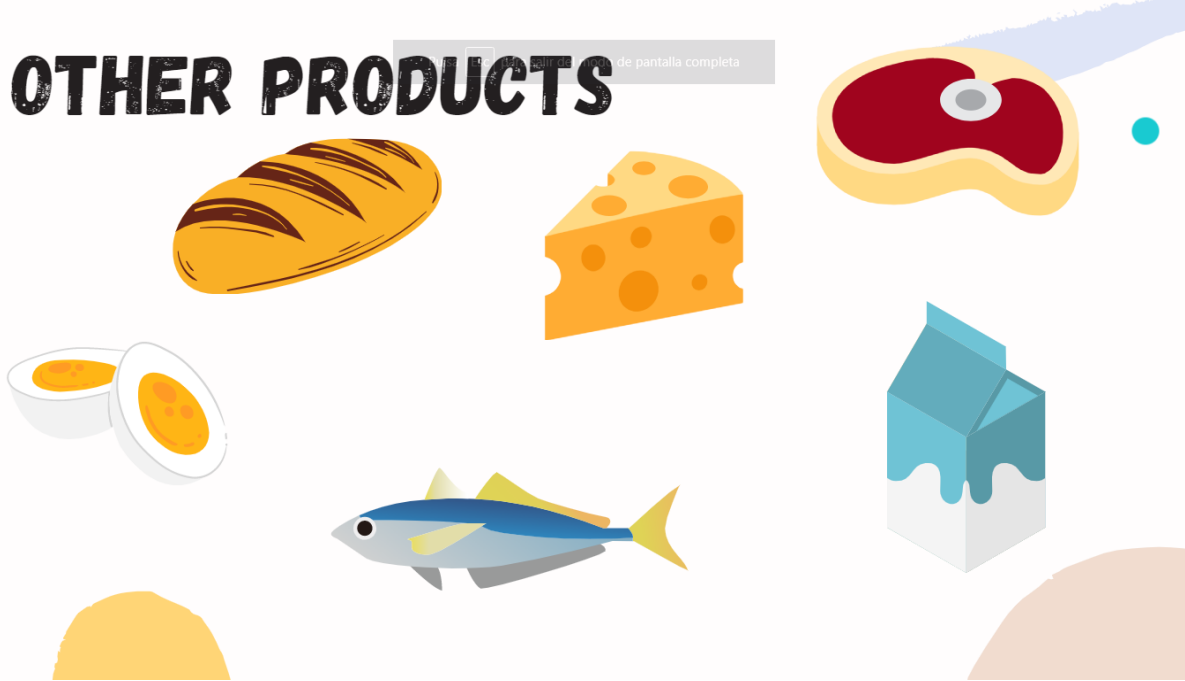
Illustrations include: a purple plum, a strawberry, a green pear, a pineapple, a bunch of purple grapes, a slice of watermelon, a yellow banana, and two red cherries.

# VEGETABLES



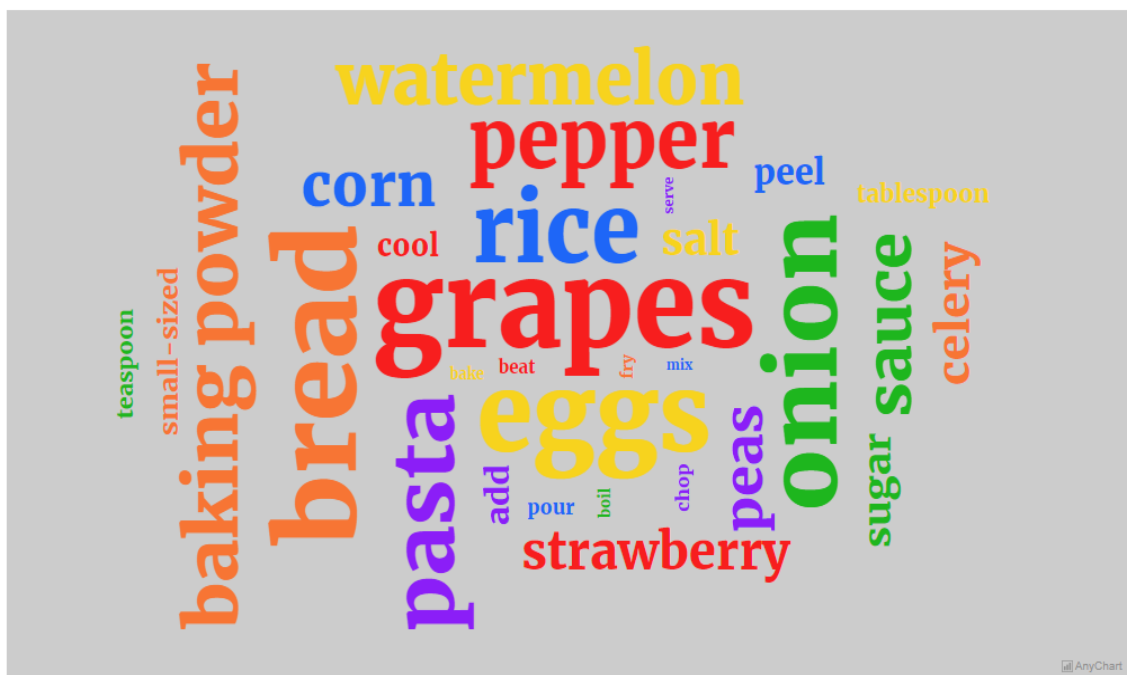
# OTHER PRODUCTS

de pantalla completa

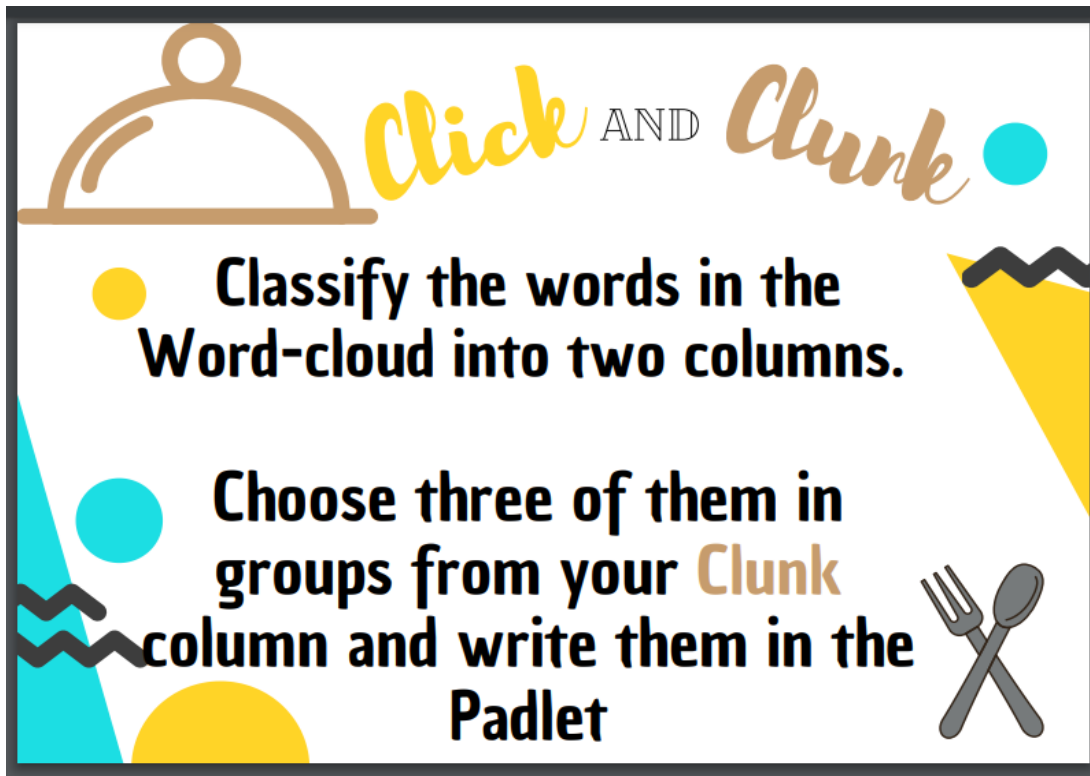




Lesson 1: Activity 2: Time to Show  
 Slides made with Canva

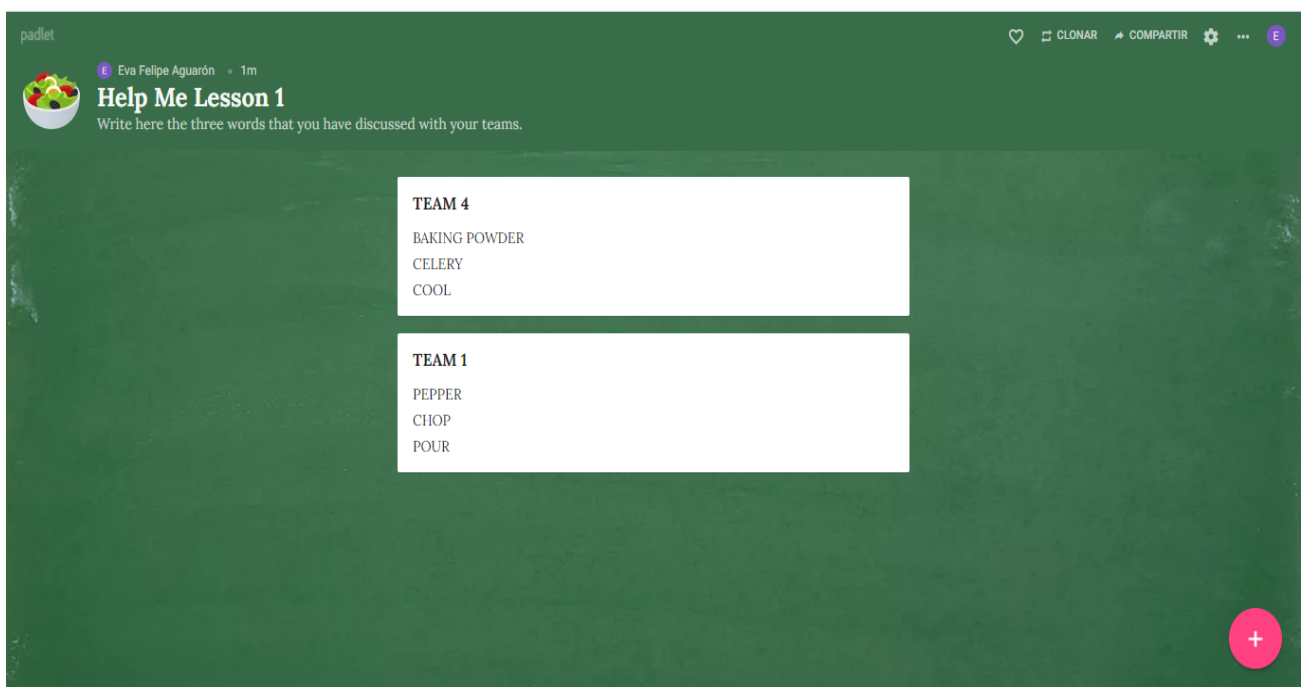


Lesson 1: Activity 3: Find Out  
 WordCloud made with Flippity



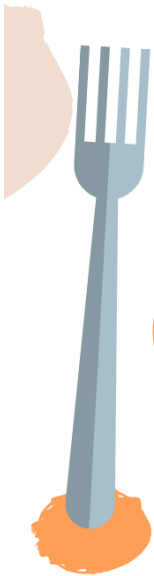
Lesson 1: Activity 4: Help Me

Slides made with Canva



Lesson 1: Activity 4: Help Me

Made with Padlet



WHO  
IS  
HE?



David Muñoz is  
a very famous  
chef.

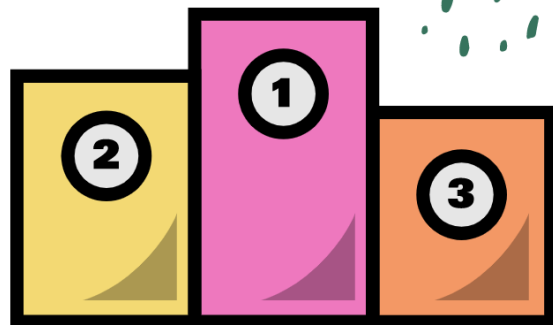
His restaurant  
( DiverXo ) won 3  
Michelin stars

# MENU

He plans to open a new restaurant and he needs people to work for him

COOKING  
CONTEST

*Best  
recipe's  
poster*





# MENU

Who is the  
best chef?

**LET'S  
START  
WORKING**



Lesson 1: Activity 5: Challenge Presentation

Slides made with Canva



## Exit Ticket; Lesson 1

Please, answer these short questions before the class finishes.

\*Obligatorio

Name and surname \*

Tu respuesta

E-mail \*

Tu respuesta

Write five new words that you learnt from the Word Cloud. \*

Tu respuesta

Do you know how to cook? Justify your answer. \*

Tu respuesta

Are you interested in food matters? Why/why not. \*

Tu respuesta

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

Este formulario se creó en Universidad de Zaragoza. [Notificar uso inadecuado](#)

Google Formularios


Lesson 1: Homework : Exit Ticket 1

Exit Ticket made with Google Forms

<https://docs.google.com/forms/d/1wN4I-NUdXUq-9PXYHczLbTXfLvu7ebCWU9eud2RFTI/edit?usp=sharing>

## 6.2 Lesson 2

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

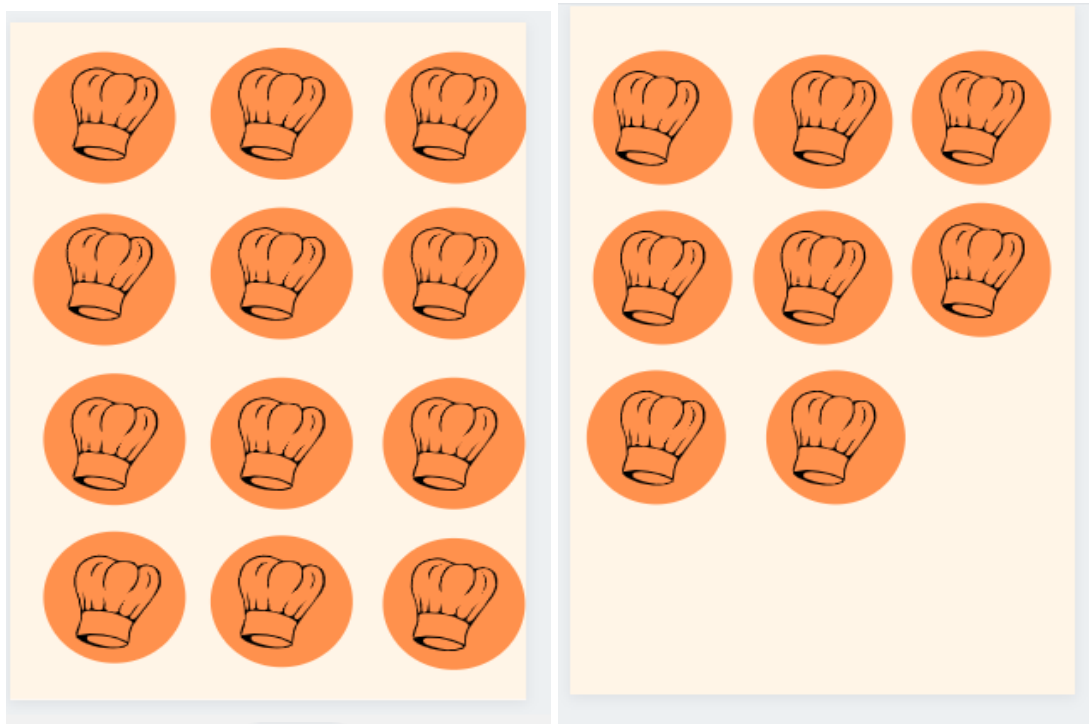


### Instructions

1. Preheat the oven to 350F. Lightly grease a large 3 qt or 4 qt baking dish and set aside. Combine shredded cheeses in a large bowl and set aside.
2. Cook the pasta one minute shy of al dente according to the package instructions. Remove from heat, drain, and place in a large bowl.
3. Drizzle pasta with olive oil and stir to coat pasta.  
To Prepare the cheese sauce:
  4. Melt butter in a deep saucepan.
  5. Whisk in flour over medium heat and continue whisking for about 1 minute until you see bubbles.
6. Gradually whisk in the milk and cream until nice and smooth. Continue whisking until you see bubbles on the surface and then continue cooking and whisking for another 2 minutes. Whisk in salt and pepper.
7. Add two cups of cheese and whisk until smooth. Add another two cups of cheese and continue whisking until creamy and smooth. Sauce should be nice and thick.
8. Stir in the cooled pasta until combined and the pasta is fully coated with the cheese sauce.
9. Pour half of the mac and cheese into the dish. Top with remaining 2 cups of cheese and then the remaining mac and cheese.
10. In a small bowl, combine Parmesan cheese, melted butter and paprika. Sprinkle over the top and bake until bubbly, about 30 minutes. Serve

## Lesson 2: Activity 1 The recipe

Adapted from: <https://www.momontimeout.com/best-homemade-baked-mac-and-cheese-recipe/>



## Lesson 2: Activity 1 The recipe (Talking Chips)

Slides made with Canva

### Tips for the Best Homemade Baked Mac and Cheese

- Use block cheese and shred, do not buy the pre-shredded cheese. The pre-shredded cheese is great for so many things but not macaroni and cheese. It's coated and won't melt properly. You need to shred it yourself for the best result.
- Cook your pasta to slightly less than al dente, about one minute shy is perfect. The reason is that this is *baked mac and cheese* so the pasta will continue to cook in the homemade cheese sauce in the oven. You don't want soggy macaroni.
- I used elbow pasta but really, any tubular pasta will work.
- This mac and cheese recipe starts with a roux. The roux is super important to getting the creamiest cheese sauce of your life. Here is what you need to look for:
  - The roux (equal parts butter and flour) is whisked together until bubbly and golden.
  - Whisk in cold milk – not warm – to prevent the flour from clumping.
  - Cook the roux until you see bubbles on the surface and then continue cooking for an additional 2 minutes before adding the cheese.

Lesson 2: Activity 2 Grammar Presentation

Adapted from: <https://www.momontimeout.com/best-homemade-baked-mac-and-cheese-recipe/>



## CAN / CAN'T

### EXAMPLES

•• I used elbow pasta but really, any tubular pasta will work.

You **CAN** use any tubular pasta.

•• The roux is super important to getting the creamiest cheese sauce of your life.

You **CAN'T** have a creamy cheese sauce without the roux

## SHOULD / SHOULDN'T

### EXAMPLES

•• (...) and then continue cooking for an additional 2 minutes before adding the cheese.

You **SHOULD** cook well the pasta before adding the cheese.

•• Whisk in cold milk - not warm - to prevent the flour from clumping.

You **SHOULDN'T** use warm milk in this recipe.

## MUST/ MUSTN' T

## EXAMPLES


- Your hands can be dirty before cooking. It is good to wash them

Everybody **MUST** wash their hands before cooking.

- You need mac and cheese in order to do the recipe.

You **MUSTN'T** steal the ingredients from the supermarket.



Pulsa  para salir del modo de pantalla completa

## CAN / CAN' T

WE **USE IT TO:** EXPRESS **ABILITY** AND  
ASK FOR **PERMISSION**

- We **DO NOT** ~~X~~ add an -S in the third person singular.  
Example: She **can** ride a bike in the park because her father taught her.



# SHOULD / SHOULDN' T

WE **USE** IT TO: GIVE **ADVICE** OR  
**RECOMMENDATIONS**

- We **DO NOT** **X** add an -S in the third person singular.  
Example: She **should** study Maths to improve her marks.



# MUST / MUSTN' T

WE **USE** IT TO: EXPRESS **PROHIBITIONS**  
**AND DUTTIES. (RULES)**

- We **DO NOT** **X** add an -S in the third person singular.  
Example: He **must** wear a mask.

Here are some **controversial food opinions** that other people swear by. Some of them *really* upset me. Let's see how they make you feel.

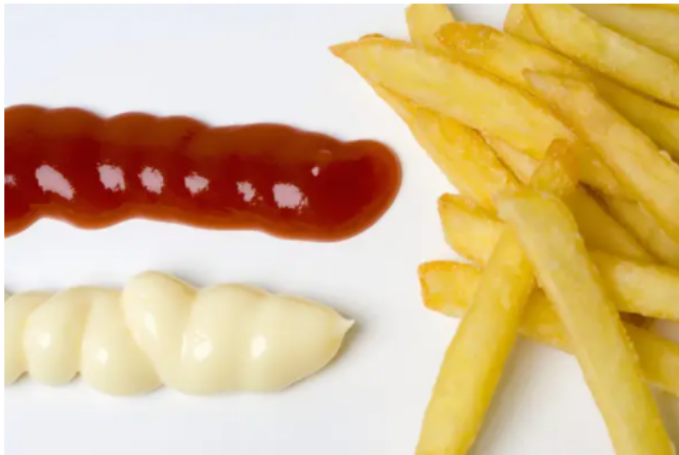
**Nutella is overrated.**



Getty

**No! What** **Honestly,**

**Fries taste better dipped in mayo than in ketchup.**



Getty

**Ew!** **Yes! Thank**  
**Honey, no.** **you!**

Lesson 2: Activity 3 Homework; Test and Exit Ticket 2

Retrieved from: <https://www.buzzfeed.com/hannahdobro/controversial-food-opinions-poll>





## Exit Ticket; Lesson 2

Please, answer these short questions before the next class.

*\*Obligatorio*

Name and surname

E-mail \*

Tu respuesta

---

Do you have "sweet tooth"? (you love sweet food) Why/Why not? \*

Tu respuesta

---

What do you usually have for breakfast? Explain.

Tu respuesta

---

Do you usually eat junk food? (pizza, burger, ice-cream...) Do you like it or not? \*

Tu respuesta

---

According to the previous question, do you think you have a healthy diet? Why/Why not? \*

Tu respuesta

---

What could you do to be healthier? Explain at least 5 foods that you should/ shouldn't eat. \*

Tu respuesta

---

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Google Formularios

## Lesson 2: Activity 3 Homework; Test and Exit Ticket 2

Exit Ticket made with Google Forms

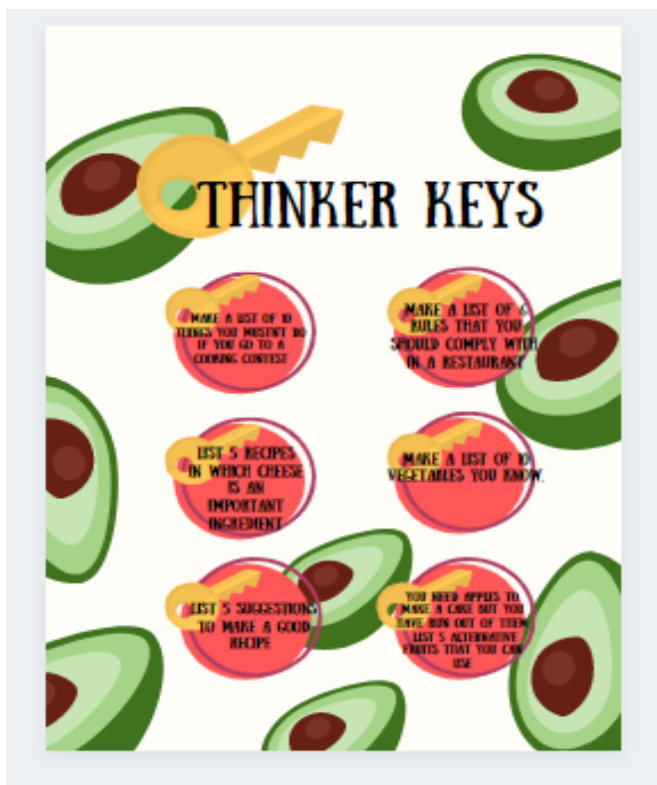
[https://docs.google.com/forms/d/1gQhMwKRc4\\_krJgZLPETkhgY0jiLpmu3eN2bm6-Qz6xg/edit?usp=sharing](https://docs.google.com/forms/d/1gQhMwKRc4_krJgZLPETkhgY0jiLpmu3eN2bm6-Qz6xg/edit?usp=sharing)

## 6.3 Lesson 3



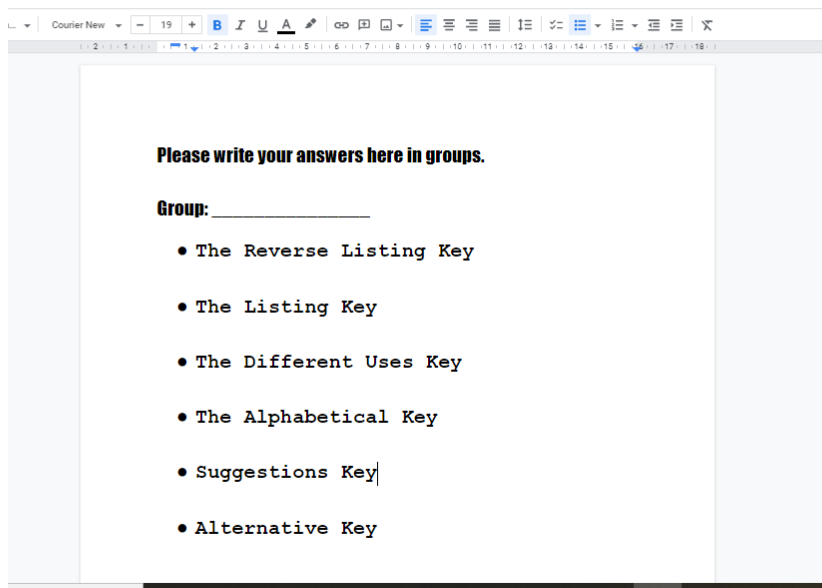
Lesson 3: Activity 1 What Should I do?

Retrieved from: <https://www.youtube.com/watch?v=wHRXUeVsAQQ>



Lesson 3: Activity 2 Thinker Keys + Google Shared Document

## Slides made with Canva



## Lesson 3: Activity 2 Thinker Keys + Google Document

Document made with Google Docs

<https://docs.google.com/document/d/1dwksYCMdkefSD5qp3AgrdeHe-7RxNayhAnWAh9IqVNA/edit?usp=sharing>



## Lesson 3: Activity 3 Find Someone Who

Slide made with Canva

\_\_\_\_\_ you help me please?



27



▲ can't

◆ must

● can

■ shouldn't

You \_\_\_\_\_ do more sport if you want to lose weight.



25



▲ must

◆ should

● can

■ shouldn't



Lesson 3: Homework Kahoot about modal verbs

Test created with Kahoot.

<https://create.kahoot.it/share/modal-verbs/7283c1a4-c255-429d-adb0-8806b22102b7>

## 6.4 Lesson 4

# Easy Basic Pancakes



**Ingredients**

- 1 cup of all-purpose flour
- 2 tablespoons of sugar
- 2 teaspoons of baking powder
- 1/2 teaspoon of salt
- 1 cup of milk
- 2 tablespoons of unsalted butter, melted, or vegetable oil
- 1 large egg
- 1 tablespoon of vegetable oil
- Assorted toppings, such as butter, maple syrup, confectioners' sugar, honey, jams, preserves, sweetened whipped cream, or chocolate syrup

**Step 1**  
Preheat the oven to 200 degrees; have a baking sheet or heatproof platter ready to keep cooked pancakes warm in the oven. In a small bowl, whisk together flour, sugar, baking powder, and salt; set aside.

**Step 2**  
In a medium bowl, whisk together milk, butter (or oil), and egg. Add dry ingredients to the milk mixture; whisk until just moistened (do not overmix).

**Step 3**  
Heat a large skillet (nonstick or cast-iron) or griddle over medium. Fold a sheet of paper towel in half, and moisten with oil; carefully rub the skillet with an oiled paper towel.

**Step 4**  
• For each pancake, spoon 2 to 3 tablespoons of batter onto the skillet, using the back of the spoon to spread batter into a round (you should be able to fit 2 to 3 in a large skillet).


**Step 5**  
Cook until the surface of the pancakes has some bubbles and a few have burst, 1 to 2 minutes. Flip carefully with a thin spatula, and cook until browned on the underside, 1 to 2 minutes more. Transfer to a baking sheet and keep warm in the oven. Continue with more oil and remaining butter. (You'll have 12 to 15 pancakes.) Serve warm, with desired toppings.

### Lesson 4: Activity 1 Exploring the Website

Slide made with Canva


Adapted from: <https://www.marthastewart.com/338185/basic-pancakes>

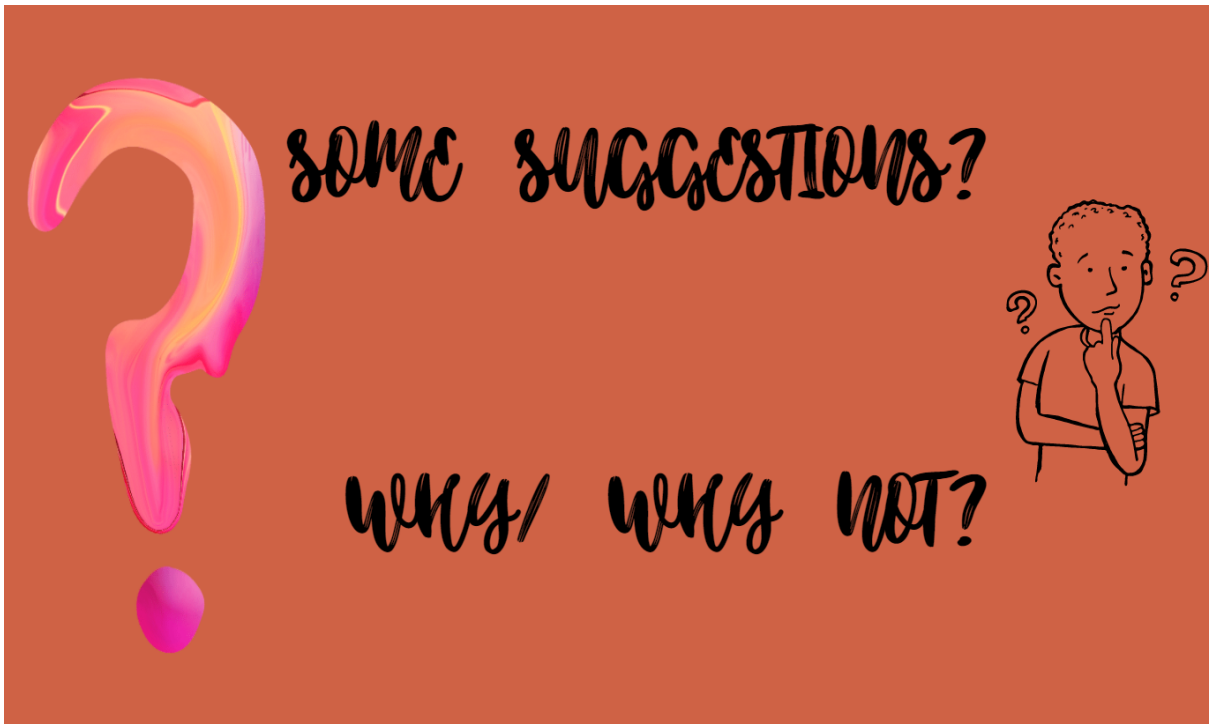
## WHAT DO WE NEED TO WRITE A RECIPE?



*A recipe should include...*

*Why is this element necessary?*





Lesson 4: Activity 1 Exploring the Website

Slides made with Canva



**NAME OF THE RECIPE** \_\_\_\_\_  
\_\_\_\_\_

**LIST OF INGREDIENTS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STEPS**

**First...** \_\_\_\_\_  
\_\_\_\_\_

**Secondly,...** \_\_\_\_\_  
\_\_\_\_\_

**Then,...** \_\_\_\_\_  
\_\_\_\_\_

**After that...** \_\_\_\_\_  
\_\_\_\_\_



**Once you have ...**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Finally...**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SOME TIPS**

**You can...**  
\_\_\_\_\_

**You should...**  
\_\_\_\_\_

**Be careful with...**  
\_\_\_\_\_

Lesson 4: Activity 2 I am hungry

Slides made with Canva

**FEEDBACK  
CAROUSEL**



Lesson 4: Activity 3 Feedback Carousel

Slides made with Canva

6.5 Lesson 5



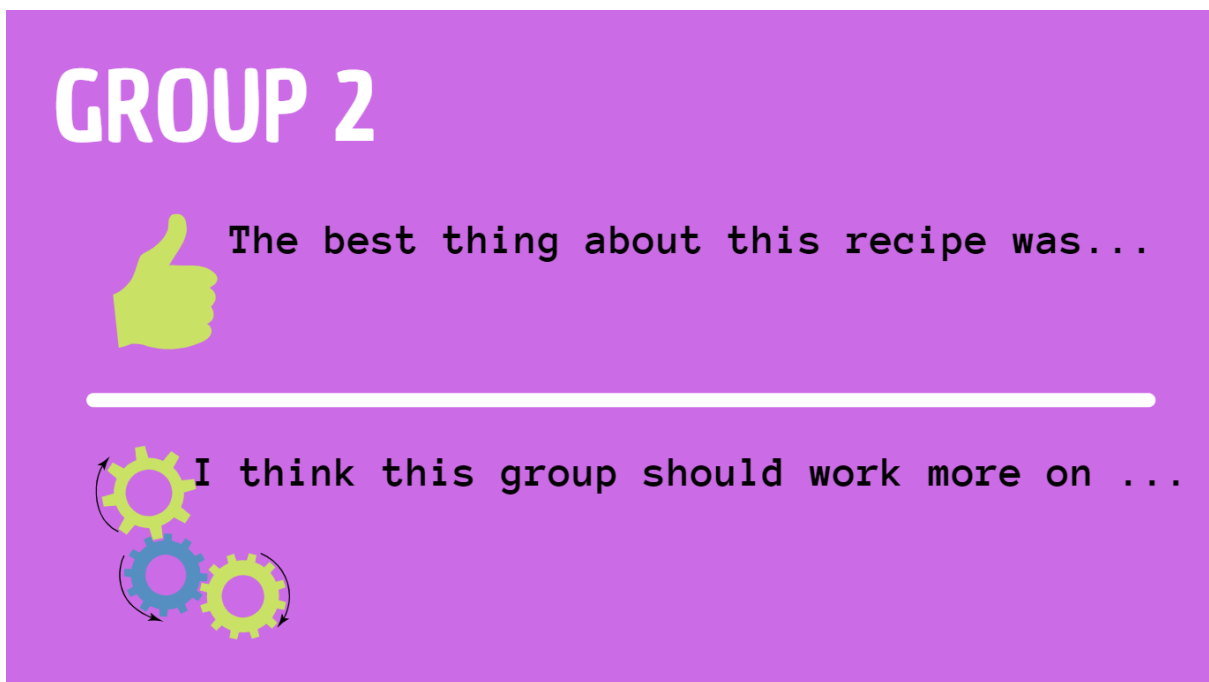
Lesson 5: Activity 1 Your Time (Model)

## 6.6 Lesson 6




*Assessment  
Group n° (1)*

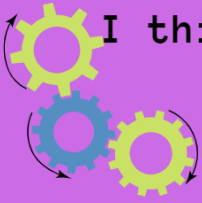
*Masterchef  
Presentations*



**GROUP 2**

 The best thing about this recipe was...

---

 I think this group should work more on ...



### WHAT IS THE BEST RECIPE?

Vote for the recipe that you liked the most.

RECIPE TEAM 1

RECIPE TEAM 2

RECIPE TEAM 3

RECIPE TEAM 4

RECIPE TEAM 5

**Submit**


Go to [www.menti.com](http://www.menti.com) and use the code 7491 3412

# WHAT IS THE BEST RECIPE?



- RECIPE TEAM 1
- RECIPE TEAM 2
- RECIPE TEAM 3
- RECIPE TEAM 4
- RECIPE TEAM 5

Press S to show image

 Results are hidden



## Appendix 7. Assessment Tools

### 7.1 Individual Assessment Checklist

| Criteria  | Good | Not at all |
|---|------|------------|
| 1. The student participates in all the activities                                       |      |            |
| 2. The student works as much as his/her teammates.                                      |      |            |
| 3. The student demonstrates interest and engagement with the matter.                    |      |            |
| 4. The student shows initiative when the tasks have to be completed.                    |      |            |
| 5. The student speaks when he/she is asked to do so.                                    |      |            |
| 6. The student is concentrated in achieving the objectives.                             |      |            |
| 7. The student asks for help if he/she needs it.  |      |            |
| 8. The student respects his/her teammates and shows cooperation to reach a common goal. |      |            |
| 9. The student shows good disposition towards dialogue in class.                        |      |            |
| 10. The student shares his/her point of view and makes good interventions.              |      |            |

### 7.2 Ongoing Assessment Checklist

2,5 points per item.

| Criteria   | YES | NO |
|--|-----|----|
| 1. The student uses adequate vocabulary in order to develop his/her ideas. |     |    |
| 2. The student uses correct grammar structures to support his/her claims.  |     |    |
| 3. The message is coherent and cohesive.                                   |     |    |
| 4. The student writes deep and relevant ideas.                             |     |    |

TOTAL POINTS:

### 7.3 Rubric for poster's recipe

| Criteria                        | Poor (1)   | Fair (2)  | Good (3)   | Great (4)  |
|---------------------------------|--|---|--|--|
| <b>Originality &amp; Layout</b> | The recipe is simple and the poster is not visually appealing.   | The recipe is simple and the poster is visually interesting.  | The recipe is complex enough and the poster is visually interesting.   | The recipe is complex enough and the poster is visually attractive and organised.  |
| <b>Structure</b>                | The students are not able to write a recipe in which paragraphs or sentences are divided into the five moves identified. Some moves are missing. (Title, image, ingredients, steps and tips) | The students are able to write a recipe containing the four moves. However, some of them are mixed and they cannot be clearly identified. (Title, image, ingredients, steps and tips) | The students are able to write a recipe in which paragraphs or sentences are divided into the five moves identified. (Title, image, ingredients, steps and tips) | The students are able to write a recipe in which paragraphs or sentences are clearly divided and signalled into the five moves identified. (Title, image, ingredients, steps and tips) |
| <b>Vocabulary</b>               | The students misunderstand some vocabulary to the point that it difficulties the poster's comprehension  | The students use very simple vocabulary so that the poster is not very accurate.  | The students use varied vocabulary that is well integrated within the poster's recipe.   | The students use a wide range of vocabulary that is well integrated within the poster's recipe.  |
| <b>Content</b>                  | The student bears in mind little syntactic, lexicogrammar and pragmatic features about recipes and they  | The students bear in mind some of the main syntactic, lexicogrammar and pragmatic features about  | The students bear in mind the main syntactic, lexicogrammar and pragmatic features about recipes and use   | The students bear in mind all syntactic, lexicogrammar and pragmatic features about recipes and use  |

|                        |  |  |   |   |
|------------------------|--|--|---|---|
|                        | do not use them in order to characterise theirs fitting into the genre's conventions and there are several spelling mistakes.  | recipes and do not use them properly in order to characterise theirs fitting into the genre's conventions and there are some spelling mistakes.  | them in order to characterise theirs fitting into the genre's conventions with rare spelling mistakes.  | them in order to characterise theirs fitting into the genre's conventions with no spelling mistakes.  |
| <b>Task completion</b> | The student is not able to write a recipe following the structure that characterises this genre, using the grammatical features and vocabulary seen in class. The recipe is very simple, contains spelling and grammar mistakes and the poster is not appealing. | The student is able to write a recipe following the structure that characterises this genre, using the grammatical features and vocabulary seen in class. The recipe is simple, contains some mistakes and the poster is good. | The student is able to write a recipe following the structure that characterises this genre, using the grammatical features and vocabulary seen in class. The recipe is complex enough, contains rare spelling mistakes and the poster is visually interesting. | The student is able to write a recipe following the structure that characterises this genre, using the grammatical features and vocabulary seen in class. The recipe is complex enough and the poster is clear and appealing. |

#### 7.4 Rubric for Poster's presentation

| Criteria                                    | Poor (1)   | Fair (2)   | Good (3)  | Great (4)   |
|---|--|--|---|---|
| <b>Time adjustment</b>                      | The video deviates more than two minutes from the established time, lasting less than 2 minutes or more than 7.      | The video presents two minutes of deviation, lasting 2 or 7 minutes  | The video presents one minute of deviation, lasting 3 or 6 minutes.   | The presentation lasts from 4 to 5 minutes.   |
| <b>Fuency, pronunciation and intonation</b> | The student makes a lot of pauses. He/she uses a monotonous tone. There are plenty of pronunciation mistakes.        | The student speaks with certain fluency. He/she uses a monotonous tone. There are some pronunciation mistakes.       | The student speaks with certain fluency. He/she changes his/her tone to emphasize certain aspects. There are some pronunciation mistakes. | The student speaks fluently. He/she changes his/her tone to emphasize certain aspects. There are no pronunciation mistakes. |
| <b>Vocabulary and grammar</b>               | There are several grammar mistakes. The included vocabulary is simple.   | The student has some grammar mistakes. The included vocabulary is simple.  | The grammar used is correct and the vocabulary included is adequate. There are almost no mistakes.  | The grammar used is very good and the included vocabulary is quite accurate and specific.                                   |
| <b>Cohesion</b>                             | The student performs its part, without introducing it. There is no connection made with either of his/her teammates. | The student introduces and performs its part. However, there is no connection made with either of his/her teammates. | The student introduces and performs its part. However, there is little connection made with either previous or following interventions.   | The student introduces and performs its part. He/she connects his/her part with the previous and following interventions.   |
| <b>Body language</b>                        | The student shows he/she is nervous and has a clear lack of  | The student shows some confidence. He/she does not   | The student shows confidence by looking at the  | The student shows confidence by looking at the  |



|  |  |   |   |   |
|--|--|---|---|---|
|  | <p>confidence.<br/>He/she does not look at his/her classmates while presenting. Besides, he/she does not move.</p> | <p>look at his/her classmates while presenting but he/she moves while presenting.</p> | <p>audience's eyes and he/she moves while presenting.</p> | <p>audience's eyes, asking them questions and moving freely as he/she presents.</p> |
|--|--|---|---|---|

## Appendix 8. Post-Questionnaire Proposal



### Post- learning unit Questionnaire

Rellena este cuestionario sobre el proyecto "Bon appetit!" para conocer tu opinión.

**\*Obligatorio**

¿Qué puntuación general le das al proyecto que hemos llevado a cabo durante las últimas 6 sesiones? \*

1   2   3   4   5   6   7   8   9   10

Muy mala                                 Muy buena

¿Cómo de motivante te ha resultado el reto propuesto? \*

1   2   3   4   5

Nada                  Mucho

¿Crees que la profesora ha facilitado el proceso para la consecución de la tarea final? \*

- Sí, bastante.
- Algo.
- Casi nada.
- Nada.

¿Cómo de motivantes consideras los materiales utilizados? \*

- |      |                       |                       |                       |                       |                       |       |
|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
|      | 1                     | 2                     | 3                     | 4                     | 5                     |       |
| Nada | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Mucho |

¿Has echado de menos alguna herramienta durante la realización de las sesiones? Si es así, especificala aquí.

Tu respuesta \_\_\_\_\_

¿Qué actividad te ha gustado más? Justifica tu respuesta. \*

Tu respuesta

---

¿Qué actividad te ha gustado menos? Justifica tu respuesta. \*

Tu respuesta

---

¿Consideras que se debería de eliminar alguna actividad? Si tu respuesta es afirmativa coméntala aquí.

Tu respuesta

---

¿Añadirías alguna actividad más relacionada con el tema? Si tu respuesta es afirmativa coméntala aquí.

Tu respuesta

---

¿Cómo de motivador has encontrado trabajar en grupos? \*

|      |                       |                       |                       |                       |                       |       |
|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
|      | 1                     | 2                     | 3                     | 4                     | 5                     |       |
| Nada | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Mucho |

¿Qué aspectos positivos puedes mencionar de haber trabajado en grupos y no de manera individual? \*

Tu respuesta

¿Has notado alguna mejora a la hora de expresarte en inglés después de la realización de este proyecto? \*

- Sí.
- No.

Justifica tu respuesta anterior. \*

Tu respuesta

Aquí puedes añadir cualquier otro comentario sobre el proyecto que hemos llevado a cabo.

Tu respuesta

Enviar

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Questionnaire made with Google Forms.