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Performance assessment: rubrics as effective tools for the assessment of students' communicative skills in speaking and writing

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TABLE OF CONTENTS

1. INTRODUCTION

Foreign languages have been taught differently over the last XX decades. According to Richards and Rodgers (2001), modern languages began to be taught following the same teaching principles that were followed for teaching Latin, which was the most popular foreign language studied a long time ago. This happened as a result of modern languages entering the curriculum of European schools in the 18th century. Language was taught in terms of grammar and vocabulary and yet speaking the target language was not the main aim. By the 19th century, foreign languages were taught in schools following the Grammar-Translation Method, which was based on the study of Latin.

Nevertheless, as Richards and Rodgers (2001) point out, the Grammar-Translation Method began to be questioned and rejected by some educators and linguists due to several reasons towards the mid 19th century. In their view, speaking proficiency was considered the real goal of foreign language programs, rather than reading comprehension, grammar, or literary appreciation. For this reason, towards the end of the 19th century, there was a realisation among teachers and linguists that new approaches to language teaching were required. This Movement, which recognised the need for studying spoken language, phonetic training, words and sentences within context, inductive approach to grammar and the like, was known as the Reform Movement.

Working on the same line as the Reform Movement, there was an interest in building a methodology for language teaching based on naturalistic principles of language learning. Based on the observation of how the first language (L1) is acquired by children, some reformers intended to make second language (L2) learning similar to L1 learning. This led to what is known as the Direct Method, which rejects the teaching of a foreign language with translation and the use of the mother tongue. According to this method, a foreign language should be taught by demonstrating and acting in the foreign language.

Richards and Rodgers (2001) summarise the different language teaching approaches and methods that emerged in the 20th century. In the 1950s and 1960s, the Audiolingual Method (ALM) appeared in the USA. This method was based on structural linguistic theory (which understands language as a structure, as grammar), and Behaviourist psychology (which views language as verbal behavior and learning as habit formation).

However Chomsky, one of the founders of modern linguistics, rejected the ALM, since he believed that the knowledge required for children to acquire language is innate, not learned. The 1970s saw the emergence of the Humanistic Approaches, grounded on particular theories of students and learning (learner-centered approach). Suggestopedia, the Silent Way, Community Language Learning and Total Physical Response (TPR) are examples of Humanistic Approaches. In the 1980s, the Natural Approach (another "humanistic" approach) appeared. This approach, developed by Krashen, was under the influence of Chomsky's theory of first language acquisition.

Nevertheless, Richards and Rodgers (2001) argue that it was the emergence of the Communicative Approach in the 1980s what constituted a radical shift in the view of language and language learning. From the 1980s onwards, language was understood as a tool for communication and language learning was conceived as a process of active construction. As a consequence, language teaching had a new goal: *communicative competence*. This term was understood by the sociolinguist Hymes (1972) as the combination of knowledge, skills and attitudes, which the Common European Framework for Languages (CEFR) defines as linguistic competences, sociolinguistic competences and pragmatic competences respectively. This new view of language and language learning led to the emergence of the classic Communicative Language Teaching (CLT) Approach.

According to Kumaravadivelu (2006), CLT appeared as a response to the failure of the Audiolingual Method, which seemed to concentrate merely on the linguistic structures of the target language. Some researchers and teachers realised that communicative skills in the students were not promoted by means of this method. Advocates of CLT intended to turn the traditional classroom instruction that relied on pattern practices towards a more communicative teaching that relied on simulated meaningful exchanges that occur outside the classroom context. It was believed that the authentic communication that takes place in the real world outside the classroom occurred in the CLT classrooms.

However, as Widdowson (1990) points out, authentic communication cannot be guaranteed in the classroom by means of a communicative curriculum, since communication may or may not be achieved by means of classroom tasks. In fact, different studies carried out in different contexts by different researchers such as

Kumaravadivelu (1993), Legutke and Thomas (1991), Nunan (1987), and Thornbury (1996) show that communicative classrooms were not really communicative. For instance, in the classrooms studied, Nunan (1987) realised that form was emphasised at the expense of function, therefore grammatical accuracy being more prominent than fluency. In addition to this, Kumaravadivelu (1993) observed that authentic interaction in the classroom cannot be guaranteed through CLT.

Kumaravadivelu (2006) also reports that, apart from the failure of CLT to create opportunities for meaningful communication in the classroom, various investigations conducted by various researchers reveal that the principles and practices of CLT were not suitable for different contexts of language teaching. For this reason, from the 1990s onwards, new interpretations of the CLT Approach have appeared. This is the case of the Task-Based Language Learning (TBLL), an approach that understands language as a vehicle for communication. There have been several attempts to provide the features that characterise a *task*, but Ellis (2003) seems to offer a complete definition of this term. According to this author, a *task* is a workplan which requires a primary focus on meaning; students are required to use the language as it is used in the real world; any of the four language skills may be involved in the performance of a *task*; cognitive processes are employed when carrying out a *task;* and the workplan has a communicative outcome.

With the emergence of the CLT Approach, new models of curriculum have been proposed regarding the field of English Language Teaching (ELT). In Finney's view (2002), the curriculum should respond to the changing needs of learners and recognise their active role in the language learning process. Kelly (1989) argues that both the content model and the objectives model of curriculum have been rejected, since neither of them facilitates the choice of content and/or objectives. For this reason, this author suggests the process model as an approach to curriculum planning. From the point of view of the process model, the goals of education are understood in terms of the processes and procedures by which learners develop understanding and awareness and create opportunities to keep on learning. As Nunan (1985, 1988) and Candlin (1984) argue, it seems clear that there has been a radical shift towards the learner-centred curriculum in the field of language teaching.

Hence, assessment, which is a key element within the curriculum, has also changed during the last decades due to the emergence of the CLT. Language assessment no longer refers to one single test that measures students' language abilities. In fact, other kinds of assessment procedures seem to be more efficient when measuring learners' communicative skills. There has been a realization among researchers and language teachers that rubrics may contribute to the effective assessment of the language productive skills of speaking and writing. Furthermore, students' learning seems to be enhanced by means of rubrics. The purpose of this dissertation is to make language teachers aware of the benefits of using rubrics in the classroom for different purposes. In the first place, a theoretical framework of language assessment is provided below, which shows how language assessment has evolved over the last decades. This theoretical framework provides a comprehensible framework for the reader, which contributes to the understanding of the necessity of developing traditional language assessment techniques into new assessment procedures, which ensure the effectiveness of the measurement of students' practical skills of speaking and writing. In the second place, a theoretical framework of rubrics is provided, which facilitates the understanding of the term and makes language teachers aware of the benefits of using rubrics in the classroom context. A critical analysis of a Course Plan and a Learning Unit has then been carried out in terms of the use of rubrics and the benefits of using them in secondary education. Eventually, a particular educational context has been analysed regarding the assessment of the language productive skills of speaking and writing.

2. JUSTIFICATION

Language assessment plays a vital role in the educational context for both students and teachers. Language teachers need to ensure whether students have learnt the target language. It is believed that students have learnt a language when they are capable of using the language for themselves beyond the assessment situation itself. Students' language abilities are to be measured in a reliable and valid manner so that assessment is considered useful. The receptive skills of reading and listening seem to be effectively assessed by means of traditional assessment techniques, which have a fixed response.

However, the assessment of students' oral and writing skills, which imply the use of complex outcomes such as critical thinking and problem solving on the part of the student, seem to be more effectively measured by means of some performance assessment procedure. The use of rubrics seems to offer a solution to this problem. Rubrics allow teachers to measure not only the formal aspects of language and students' communicative skills, but also other factors involved in communication. Furthermore, as rubrics make criteria and the levels of attainment for those criteria explicit both for students and teachers, rubrics seem to contribute to the reliability and validity of scoring.

The Common European Framework for Languages (CEFRL) (2001) highlights the importance of scales, sometimes referred to as scoring rubrics, when reporting results about students' performances. According to the CEFRL, scales or scoring rubrics contribute to the consistency of the interpretations of descriptors among teachers and students, since descriptors make learners aware of what they can do concerning language use and how well they can do it. The Aragonese Curriculum (LOE), on the other hand, does not mention rubrics. However, it does stress the importance of the validity of scoring, since it is believed that the assessment of students' language abilities will provide teachers with quality information related to the suitability of the decisions made of such assessment. Moreover, the LOE curriculum highlights the importance of making criteria explicit for learners. Research on the topic of rubrics mentioned along this dissertation show that rubrics may not only contribute to the validity of assessment, but also makes criteria explicit for learners, which help students be conscious of what particular aspects of language or language use need to be improved so that learning is enhanced. For this reason, it could be argued that rubrics could surely be implemented in the educational context with very positive results on students' learning.

The critical analysis carried out later on in this dissertation concentrates on the Course Plan and the Learning Unit, since the former made me aware of the use of rubrics for the effective assessment of students' communicative skills in speaking and writing; the latter giving me the opportunity to elaborate my own assessment tools regarding this topic.

3. THEORETICAL FRAMEWORK OF LANGUAGE ASSESSMENT

3.1. Alternative language assessment vs. traditional language assessment

McNamara (2000) states the obvious by saying that assessment in general terms is part of social life. We are all assessed in one way or another throughout our lives. *Assessment* is a term concerned with measuring people's capabilities by means of performing different tasks for different purposes through different methods. Our capabilities are constantly measured through our performance in different tests in relation to different fields and the results of that tests will determine our capacity to perform tasks of the same kind successfully out of the test itself. For instance, if a driving test is taken and the result of that performance is successful, this means that the test taker will be able to drive well on the road. If assessment is widely used in general terms, assessment in educational contexts is not an exception. Concerning language assessment, students' capabilities are constantly measured by means of different tests, whose results will determine whether those students are able to perform tasks of the same kind in the world outside the classroom.

It is true that the most common language assessment technique that has been used in the past and it is still used nowadays has been a final test or exam at the end of each term and another one at the end of the academic year, whose average scores give evidence about students' abilities to use the language, and yet the nature of assessment has changed over the years. Language assessment no longer refers to one single test which measures students' abilities to use the language. Newer forms of language assessment have emerged during the last decades. McNamara (2000) gives examples that support this idea: students may be asked to hand in a portfolio of written or recorded oral performances for assessment. Their behaviour may be observed while they are communicating with other classmates in the language classroom in order to carry out the usual pedagogical tasks. They may be required to perform some activities outside the classroom context and give evidence of those performances, or they may be encouraged to participate in role plays or group discussions for oral assessment.

3.1.1. Yesterday's and today's testing methodologies

It seems clear that language assessment is no longer associated with taking only one type of test which would give evidence about students' abilities in language use. In fact, McNamara (2000) states that language tests differ from one another depending on how they are designed (test method) and what they are for (test purpose). In terms of test method, there is a distinction between the traditional paper-and-pencil language tests and the performance tests. The former takes the form of the traditional examination question paper and they are used for the assessment either of separate components of language knowledge (grammar, vocabulary, etc.) or of the receptive skills (listening and reading). Amongst these kinds of tests, the most frequently used is the multiple choice format. In performance tests, however, the productive skills (speaking and writing) are assessed in an act of communication. In this case, as McNamara (2000) specifies, student's performances are judged by one or more trained raters who have reached an agreement to use the same rating procedure. Those performances simulate real-world tasks which would be likely to occur in real contexts.

Language tests also differ with respect to their purpose. There is a distinction between achievement tests and proficiency tests. McNamara (2000) explains the relationship between achievement tests and the process of instruction and provides some examples of these kinds of tests. According to this author, achievement tests are closely related to the process of instruction. Examples of achievement tests would be: tests taking place at the end of the academic year, portfolios, or observational procedures which help teachers be aware of their students' progress in terms of classroom work and participation. In other words, achievement tests are useful for teachers in order to obtain evidence on whether and where students' learning has been achieved, whether learning occurs during the school year or at the end. Achievement tests should support the process of teaching they are associated with in the sense that they should provide evidence of students' learning as a result of previous instruction.

Nevertheless, some authors have been critical of the use of some specific language tests for this purpose of supporting instruction. McNamara (2000) provides an example: the use of the multiple choice standardised tests has been criticised for having a negative effect on classrooms. It is generally agreed that teachers end up teaching to the test and, as a consequence, there can be a mismatch between the test and the curriculum, for

instance when performance is emphasised in the latter. There may not be any direct relationship between an achievement test and language use in the world outside the classroom (the achievement test may focus on knowledge of particular points of grammar or vocabulary), but if the syllabus is, itself, concerned with the outside world, reality will then be reflected in the test. Hence, it can be said that achievement tests may reflect some aspects of the curriculum. In fact, achievement tests are related to one of the most interesting developments in language assessment, which is the movement known as alternative assessment. This approach emphasises two main ideas: assessment needs to be integrated with the goals of the curriculum and there has to be a constructive relationship between assessment, teaching and learning. In alternative assessment, for example, students may be encouraged to play an active role in their own assessment, being taught how to assess their own abilities in performance in different contexts in a process known as self-assessment.

If achievement tests are concerned with language use in the past, proficiency tests relate to language use in the future. McNamara (2000) makes a distinction between these two kinds of tests depending on the relationship between language use and the process of teaching. Whereas achievement tests are concerned with the past in the sense that they seem to measure the language students may have learned as a consequence of instruction, proficiency tests take into account the future situation in which language will be used without making any reference to the previous process of teaching. This future real life language use is defined by this author as the criterion and he adds that tests designers have intended to reflect performances features in their tests recently, representing in this way characteristics of the criterion context. For instance, if the communicative abilities of health professionals in work settings are to be assessed, simulations of such workplace tasks such as communicating with patients or other health professionals should be represented in that test.

However, even if language students are provided with real world tasks in performance assessment, teachers should consider the distinction between the criterion and the test itself. In McNamara's view (2000), even when a student's performance simulates real world behaviour, that performance would only be an indicator of how that student would perform a similar task in that specific real world context. When a student's performance is being judged, teachers are interested in knowing if that particular performance provides evidence about future performances of similar nature

being carried out successfully in the criterion situation. Thus, performance assessment is used by teachers so as to make inferences about students' subsequent performances in real life contexts. Test design will vary depending on the understanding of the nature of language use in a real life setting. For instance, if performance in the criterion is considered to be a cognitive activity, language use will be reflected in terms of cognitive constructs such as knowledge, ability and proficiency. If, on the other hand, criterion performance is seen as a social and interactional achievement, social roles and interaction will be emphasised in test design.

Not only the understanding of language and language use will determine what a test will look like in terms of format, but also the kinds of activities being designed and the interpretation of test scores, as McNamara (2000) states. That is, depending on what view of language and language use is embodied in the test, the test will look different, scores will be reported differently and test performance will be interpreted differently too. The fact that paper-and-pencil-tests and performance tests look different is not just a coincidence. The difference of format indicates a different understanding of language and language use.

3.1.2. The impact of the communicative competence on language tests

It seems now worthwhile to remember that the view of language, language use and language assessment has changed over the last decades. As McNamara (2000) argues, in early theories of performance assessment, which were under the influence of structuralist linguistics, knowledge of language was associated with the idea of knowledge of the features of the language as a system. This position was defended by Robert Lado in his book entitled *Language Testing,* which was published in 1961. Language assessment was mainly concerned with measuring students' knowledge of grammar, vocabulary and pronunciation. The knowledge to be assessed was usually decontextualised and aspects of knowledge were assessed in isolation. For example, each point of grammar would be assessed separately from the others and grammar would be assessed in a test different from vocabulary tests. This way of assessing different aspects of knowledge separately was known as discrete point testing and was promoted within psychometrics, the emerging science which was concerned with measuring cognitive abilities. Within psychometrics, reliability or consistency of

estimation of students' abilities, one of the measurement qualities, was considered to be essential, and it was thought that this could be best achieved by means of a test including many small items, all of them aimed at the same objective, whether it was grammar, vocabulary or pronunciation. In order to assess these particular points of grammar, vocabulary and pronunciation, the multiple choice format was seen as the most appropriate.

Nevertheless, some writers realised that the integrated nature of performance was not represented properly by means of the multiple choice format. As McNamara (2000) explains, this integration was usually handled at the level of skills testing. In this way, the four language macroskills of listening, reading, writing and speaking were assessed in different degrees (each of the macroskills being isolated from one another) as a complement to discrete point tests. This period of language assessment was known as the psychometric-structuralist period and it was very popular in the 1960s, although the practices adopted at that time are still highly influential nowadays.

As McNamara (2000) argues, the fact that some foreign students wanted to study at universities in Britain and the USA made language teachers realised that it was necessary to assess students' practical language skills in order to see their readiness to study abroad in an English speaking country. Moreover, the emergence of the communicative movement in teaching made language teachers aware that tests which measured students' productive language skills needed to be designed. These two facts previously mentioned led to a realization among language teachers that future language tests needed to reflect an integrated performance on the part of language students. The discrete point tradition of testing was criticised for focusing on knowledge of the formal aspects of language rather than on how that knowledge is used in order to communicate successfully. With the emergence of the communicative movement, new kinds of language tests were developed. These tests represented the integrated knowledge of formal features of language such as grammar, vocabulary and pronunciation with an understanding of context. As a consequence, the traditional discrete point tests were distinguished from the new integrative tests, which included speaking in oral interviews, the composition of whole written texts and tests in which comprehension of extended discourse (both spoken and written) was required on the part of the language user. The problem with integrative tests was that they could be very expensive, in the sense that they were time consuming and difficult to score, as trained raters or scorers were

required for that task, therefore being considered unreliable. In other words, it was believed that if students' performances were judged by different raters or scorers, there would be disagreements between them.

McNamara (2000) mentions that it was the American, John Oller, who intended to solve this problem of unreliability in the 1970s. He suggested the Unitary Competence Hypothesis, which meant that students' performance on a whole range of tests (which he called pragmatic tests), depended on the learners' ability to integrate their grammatical, lexical, contextual and pragmatic knowledge in performance assessment. He defended the idea that cloze tests, also known as gap-filling reading tests, were equal to productive tests in the sense that they seemed to measure exactly the same skills. According to him, both cloze tests and tests of productive skills could be used interchangeably, as the former required students to integrate their grammatical, lexical, contextual and pragmatic knowledge so that the missing words were supplied. Apart from measuring the same productive skills in Oller's view, cloze tests had an advantage over more elaborate and expensive tests of the productive skills of speaking and writing: they were easier to construct and easier to score. That is why cloze tests became so popular in the 1970s and early 1980s.

However, as McNamara (2000) argues, further research proved that cloze tests and traditional discrete point tests of grammar, vocabulary and pronunciation were measuring the same formal aspects of language. Such research seemed to prove that students' communicative skills were not being measured. From the early 1970s, a new theory of language and language use emerged, which very much influenced the fields of language teaching and language assessment. It was Hymes (1972) who developed this theory, which he termed communicative competence, which was concerned with the ability of using language taking into account the context in which language was used. According to Hymes, knowing the grammar rules of a language was not the same as knowing that language. The language used was determined by culturally specific rules, that is, language was used in one way or another depending on the communicative context in which communication occurred. It has to be said that Hymes' theory of communicative competence was highly influential in language assessment, but it was not until a decade after when that theory was put into practice by means of communicative language tests.

As McNamara (2000) explains, communicative language tests were characterised by two features:

1) They were performance tests in which assessment was carried out when students were involved in an act of communication, whether it was receptive or productive, or both. The social roles students were likely to assume in real world contexts were taken into account in these performance tests.

2) Communicative language tests were distinguished from the traditional integrative/ pragmatic ones. Whereas in integrative/ pragmatic tests language was seen from a psychological perspective, therefore being considered an internal phenomenon, in communicative language tests language was conceived from a sociological perspective. That is why the external and social functions of language were represented in these latter tests.

As mentioned above, some foreign students intended to study at British universities. For this reason, as McNamara (2000) notes, the British Council developed communicative tests of English as a Foreign Language aimed at those foreign students willing to study in Britain. In order to design these tests, the communicative roles and tasks such students were likely to encounter in Britain were carefully studied and therefore reflected in these tests. This process of careful analysis was known as job analysis and it still works as the basis for the development of tests in work contexts.

Some writers like Michael Canale and Merrill Swain (1980) in Canada intended to specify the constituents of Hyme's communicative competence in second languages and the role they play in performance in the early 1980s so as to provide a comprehensive framework, which would facilitate test development, assessment research and the interpretation of performance assessment. After research being carried out, these authors specified the components of the communicative competence as follows:

1) grammatical or formal competence, which was associated with the knowledge of the formal aspects of language (grammar, lexis and phonology), which were assessed through the traditional discrete point testing;

2) sociolinguistic competence, which was related to the knowledge of rules of language use taking into account different speakers, different contexts and different topics so that the language used is appropriate;

3) strategic competence, or the capability of compensating incomplete or imperfect linguistic resources in an act of communication in a second language;

4) discourse competence, or the capability of coping with extended use of language in context.

Nevertheless, in Lyle Bachman's (1990) opinion, strategic competence is not considered to be a component of knowledge that seems to be part of the communicative competence. According to this author, strategic competence does not refer to a compensatory strategy for students, but to a more general phenomenon of language use. Bachman understands strategic competence as a general reasoning capability, which allows learners to negotiate meaning in context.

McNamara (2000) adds that apart from specifying what knowledge is involved in communication, there have also been attempts to specify what other factors are implied in performance in communicative tests, as performance require students to interact with other people. Confidence, motivation, emotional states, students and interlocutors' personalities and the like appear to be included among these factors. These factors involved in communication are very complex, which makes the task of standardising the conditions of performance assessment in the interest of fairness very complicated. In addition to this, there have been attempts to identify the real world tasks in the criterion context through job analysis in order to see what capabilities or skills are required from students to carry out such tasks successfully in subsequent performances. As these tasks have been analysed in terms of the constituents of knowledge that they require, students' performance on such tasks can be used as evidence of the specific components of knowledge and abilities involved in communication.

Nevertheless, as McNamara (2000) points out, communicative tests needed to address the problem of reliability, which has been previously mentioned in this dissertation, and the problem of validity, which refers to the interpretation of performance assessment. For instance, when a student is performing a speaking task, the opportunities to achieve a successful score for the performance may be affected by others. Those responsible for framing the opportunity for performance at the test design stage, those who interact with the student, those who allocate a score to the student's performance, and those who design and manage the scoring procedure may affect the assessment of the student's performance.

3.2. Reliability and validity

Before suggesting a solution to these problems of *reliability* and *validity*, which may affect students' performance assessment, these terms need to be further devolved. Bachman (1990) provides a clear definition of both concepts. According to this author, both reliability and validity are considered to be crucial measurement qualities, as they provide a justification of why it is so important to use test scores or numbers in order to make inferences or decisions. In Bachman's view (1990: 19) *reliability* is understood as "consistency of measurement". A test score will be reliable if it is consistent across the different assessment situations. For example, if the same individual were to take the same test on two different occasions, in two different settings, that person should obtain exactly the same score on either test. Another example should be taken into consideration: different raters have to rate a large number of compositions. If a given composition receives different scores depending on the rater who scores that composition, then the scores are not consistent and therefore cannot be considered to be reliable. That is why *reliability* is a vital quality of test scores, because if test scores are not consistent, they cannot provide any reliable information about the ability that is being measured.

As for *validity*, this term is understood by Bachman (1990) as the meaningfulness and appropriateness of the interpretations that are made of test scores. That is, when scores obtained in language tests are interpreted as evidence of students' language abilities, those interpretations must be accompanied by an adequate justification. In order for a particular score interpretation to be adequately justified, evidence that the test score reflects exactly the area or areas of language that are to be measured must be provided. In other words, the construct or the specific definition of the ability that is to be measured must be clearly defined. The concept construct validity therefore refers to the extent to which test scores can be interpreted as indicators of the abilities or constructs that are to be measured. That is, our interpretations about students' language abilities should generalise beyond the test itself to a specific target language use domain (situation or context in which students will be using the language outside of the test itself).

According to Jonsson and Svingby (2007) several studies had dealt with this problem of assessing language students' performance in a reliable and valid manner, concluding

that scoring rubrics may be a solution to this problem. Before discussing the topic of scoring rubrics in greater detail, together with the benefits of using them for different purposes in the educational context, this term deserves closer observation.

3.3. Definition of rubrics

According to Hafner & Hafner (2003), the educational literature and the teaching and learning practitioners understand the term *rubrics* generally as simple assessment tools that describe levels of performance on a particular task and are used to assess outcomes in different performance-based contexts from kindergarten to college education. Arter & McTighe (2001), Busching (1998) and Perlman (2003) offer a broader definition of *rubrics* as scoring tools which are used for qualitative rating of authentic or complex student work. Rubrics include criteria for rating important dimensions of performance, as well as standards of attainment for those criteria. Rubrics make teachers and learners aware of what is considered important and what to look for when assessing.

3.3.1.Origin of rubrics

According to Hafner & Hafner (2003), it seems that the first research on rubrics for assessing performance was carried out on line by different databases such as the Educational Resources Information Center (ERIC), PsychInfo, Web of Science, ScienceDirect, Academic Search Elte/EBSCO, JSTOR and Blackwell Synergy. The information obtained through that research was complemented with the one carried out by Google Scholar. The term rubrics has become very popular in the educational literature, and at educational conferences, which can be seen by the wide amount of literature that can be found related to their design, and their use as a tool for assessment of language students' performance in the last decade.

3.3.2.Types of rubrics

Rubrics may be divided into two different categories: holistic (See Annex 1) and analytical (See Annex 2). Jonsson and Svingby (2007) shows the distinctive characteristics between both categories: in holistic scoring, an overall judgment about the quality of performance is made by the rater, whereas in analytic scoring, each of the dimensions being assessed in the task is assigned a score by the rater. Due to the differences between holistic and analytical rubrics, they are used for different kinds of

assessment. While holistic rubrics are usually used for large-scale assessment because they are considered to be easy, economical and accurate, analytical rubrics are seen as useful in the classroom, since the results can facilitate the identification of students' strengths and learning needs both by teachers and students.

3.3.3. Benefits and drawbacks of using rubrics

Literature on rubrics shows that there are several benefits of using these assessment tools. According to Morrison & Ross (1998) and Wiggins (1998), one of the advantages of using rubrics is that judgment when assessing performance and authentic tasks becomes more consistent. It is assumed that consistency of scoring across students, assignments, as well as among different raters is enhanced by means of rubrics. As Davidson, Howell & Hoekema (2000) argue, when a student's performance is being judged by different raters, their judgments may be different. Nonetheless there should be consistency of scoring in performance assessment, no matter who is the rater. That consistency of scoring between different raters is known as inter-rater reliability, which seems to be improved by using rubrics. Another advantage of using rubrics mentioned by Morrison & Ross (1998) and Wiggins (1998) is that they seem to provide valid judgment of performance assessment that cannot be achieved by means of traditional written tests. Rubrics seem to offer a way to provide both validity and reliability when assessing complex competences.

Perlman (2003) explains the necessity of using rubrics: as performance assessment does not have an answer key like multiple-choice tests have, a good set of scoring guidelines or rubrics is required in order to make a fair judgment about a student's work. According to this author, there are two components of performance assessment: a task and a set of scoring criteria or a scoring rubric. Perlman also makes a distinction between traditional tests such as multiple-choice or true-false tests and performance assessment in the sense that in the later, students are required to generate their own responses. For instance, in performance assessment in writing, students are asked to actually write something of their own. Regardless of the assessment task being a product, a performance or an extended written response, students are required to employ critical thinking skills. Oral presentations, essays and research projects are some examples of performance assessment tasks. Complex learning outcomes such as critical

thinking, communication and problem-solving could not be measured by means of multiple-choice or other conventional formats, which is why performance assessment is necessary. Arter & McTighe (2001) and Wiggins (1998) add one more benefit of the use of rubrics and that is the promotion of learning. As students are provided with quality feedback because criteria and standards are explicit on rubrics, students' learning seems then to be encouraged.

Researchers have not treated the benefits of using rubrics when students are required to assess their own performance in much detail. Orsmond and Merry (1996) state that it might be difficult for students to find the qualities in their work even if they know exactly what to look for, since their sense of how to interpret criteria is not as developed as their teachers'. Disagreements about judgments on students' works between teachers and students might, hence, be related to the students' lesser understanding of the criteria and not to the performance as such. For this reason, Busching (1998), Perlman (2003) and Wiggins (1998) agree that it is therefore advisable to complement rubrics with anchors, or examples, so that students are aware of the different levels of attainment. The anchors may be either written descriptions or actual work samples, the latter being even more clarifying for students. Regarding peer-assessment, authors like Dochy, Segers & Sluijsmans (1999) and Topping (2003) state that students' learning may be encouraged by means of being involved in giving and receiving feedback.

Unfortunately, there are few scientific studies that can prove the effectiveness of self- and peer-assessment using rubrics, nevertheless, a year-long experiment carried out by Schirmer, Bailey and Fitzgerald (1999) in which students' writing skills were assessed using rubrics, showed that their compositions were significantly improved in terms of quality. To be more precise, the use of rubrics helped students improve their writing according to topic, content, story development and organization. In general terms, research on self- and peer-assessment indicates on the one hand, as Dochy et al (1999) argue, that performance assessment using rubrics may help students mark their own work accurately, whereas on the other hand, as Topping (2003) claims, even when using the same rubrics, students tend to mark their works with higher marks than their teachers. Taking all these aspects into consideration, it seems that, as Lindblom-Ylänne, Pihlajam̈aki & Kotkas (2006) state, assessing one's own performance accurately is more difficult that assessing a peer's performance. This question leads to

the conclusion that research on rubrics as promoting accuracy in self- and peer-assessment still needs to be carried out.

However, the use of rubrics may have drawbacks too. In Perlman's view (2003), rubrics can be expensive in the sense that they are time-consuming to administer and score, especially when they are part of state educational centres assessment. Another disadvantage is that good results obtained through rubrics on a particular performance task should not be generalized to similar tasks, since students may perform a particular task better than other with the same outcome. Another problem that may arise in performance assessment is the subjectivity inherent in this kind of assessment, which may make students feel uncomfortable, but a well-constructed rubric coupled with effective rater training and monitoring may help solve this problem. Finally, some kinds of knowledge and skills are more efficiently assessed by means of other assessment formats, such as multiple-choice tests.

Recent research on assessment shows that the use of rubrics may be beneficial in real educational contexts for different purposes. The following section reflects how rubrics may be implemented in secondary education with a positive impact on students' learning.

4. CRITICAL ANALYSIS OF THE COURSE PLAN AND THE LEARNING UNIT: THE USE OF RUBRICS
4.1. The Course Plan

The Course Plan consists of six unit plans aimed at fourth year of ESO and its design is grounded on Project Based Learning. Projects require students to get involved in actual communication in order for the projects to be successfully carried out. This means that students' productive skills of speaking and writing are assessed in an act of communication, which already implies that they cannot be efficiently assessed by means of the so well-known traditional paper-and-pencil tests, yet by means of some kind of performance assessment procedure which gives evidence of students' language abilities in the foreign language.

The Project Based Learning approach is student-centered, which enables students to play a very active role in the classroom context. Learners may be asked to participate in group discussions, they may be encouraged to give oral presentations or they may have to write a piece of writing of their own. By asking students to perform these kinds of performance tasks, they have the opportunity to express their own ideas, and in this way generate their own responses. Since ideas and, therefore, responses can be as varied as students are in the classroom, it seems obvious that these kind of performances tasks cannot be assessed by means of some traditional examination techniques like the multiple-choice format, which has a fixed response. In addition to this and to carry out performance tasks successfully, complex learning outcomes such as critical thinking and problem solving are required on the part of students, which cannot be measured by means of conventional assessment techniques. Having said that, performance assessment gains outstanding importance so as to measure the complexity of factors that are involved in communication.

Language teachers that follow the Project-Based Learning approach are interested in knowing whether students are ready to deal with situations that may be encountered in the criterion context, in which real communication in the foreign language is required. Language is understood both as a system and as a vehicle for communication. For this reason, language assessment in Project-Based Learning focuses on the formal aspects of language and on students' communicative skills. That is, in order for projects to be successfully carried out, learners have to apply their knowledge of language in terms of grammar, vocabulary and pronunciation within context and for a specific purpose.

By carrying out this Course Plan based on projects, students are required to elaborate pieces of writing and give oral presentations in which they have to apply their own ideas and personal feelings about different topics. As these kinds of performance tasks do not have a fixed response, they cannot be assessed by means of the so well-known traditional paper-and-pencil tests like the multiple-choice format, which has an answer key. That is why the performance tasks that have to be carried out by students in this Course Plan are assessed by means of rubrics.

If we have a look at the sample of rubric of this Course Plan used to assess students' communicative skills in speaking through oral presentations, it can be said that it is a

holistic rubric which focuses not only on the formal aspects of language and students' communicative abilities, but also on other students' skills which are involved when giving an oral presentation. If we take the theory of rubrics into consideration, it could be argued that this type of rubric would not be useful to assess students' communicative skills neither in speaking nor in writing in the classroom. In this case, a rater would judge a student's performance based on an overall view of such performance, while students need to be aware of their strengths and weaknesses regarding a particular performance so that their learning is enhanced. For this reason, in order to assess the performance tasks included in this Course Plan effectively, analytical rubrics should be used. In this way, students would be aware of each of the criterion being assessed in a particular performance task, therefore being conscious of what particular aspects need to be included in a performance task so that such task is successfully performed.

This Course Plan was not implemented in the classroom, since it had to be elaborated in the first term before the Practicum Period. However, this Course Plan could surely be implemented successfully in secondary schools by using analytical rubrics for assessing students' communicative skills in speaking and writing. They seem to be more efficiently measured by means of rubrics than by using other conventional assessment techniques. Moreover, rubrics can also be used as evidence of what has been learnt by students in terms of language usage and language use in relation to the topics studied in the Course Plan. Similar projects have been carried out in real secondary education centres with a very positive impact on students' learning, which seems to be enhanced. By putting this Course Plan into practice in the secondary education context, students' learning should be promoted, which should be the main concern in education.

4.2. The Learning Unit

The Learning Unit consists of six lesson plans aimed at fourth year of ESO, which have been designed following the Task-Based Approach (TBA). The initial aim of Task-Based Teaching is to engage students in real communication in the classroom. That is, language teachers who follow the TBA are interested in their students being able to use the language as it is used in the criterion context. In order to achieve such purpose, learners have to carry out different tasks such us group discussions, problem-solving tasks or games in which they have to use their own language resources.

In this Learning Unit, students are required to perform a role-play for oral assessment and write an e-mail for the assessment of their writing skills. In order to successfully carry out these tasks, students have to apply the language resources they already have, together with the knowledge of the formal aspects of language that they have studied in the present Learning Unit. Apart from that, learners have to show understanding of the context in which such communication occurs and the purpose of each particular task. In other words, students have to use their knowledge of grammar, vocabulary and pronunciation, taking into account the context in which communication takes place and the purpose of each task.

In order to assess students' communicative skills in speaking and writing in this Learning Unit, two different checklists (See Annex 3) have been elaborated. *Checklists* are considered to be the simplest form of scoring guide in performance assessment. When checklists are used in order to assess students' performance, teachers observe whether some particular elements that are considered essential for a specific task to be effectively carried out are present in such performance. Normally, all these elements are weighted the same. Teachers elaborate a checklist taking into account those elements that characterise a particular task and mark the elements as they occur. In order to allocate a score on a task, all the items that are marked are taking into consideration. Given that a particular performance task is assessed by means of a prepared checklist which has been designed according to that specific task, the score obtained on such task will be the same across the different raters and the different assessment situations, therefore enhancing reliability. Moreover, students' feedback on a particular performance task is accompanied by teachers' comments on possible or frequent mistakes that have been made in relation to such performance, together with improvements that should be made on the part of students' concerning language and language use. Providing students with that comments, teachers' interpretations of scores allocated on a particular performance task are adequately justified, contributing to the validity of the assessment of students' language performance.

In this case, checklists were utilised instead of rubrics, since they are easier to construct, administer and score. Teachers work under time constraints and we thought that using checklists to assess students' communicative skills in speaking and writing

could be more practical in the classroom than using rubrics with the same purpose both for students and teachers. Checklists may have advantages over rubrics in the sense that teachers may find them easier to elaborate and easier to score. Moreover, checklists may be more useful for students regarding self- and peer-assessment, since they can mark the constituents of a task as they arise in a shorter period of time. Apart from that, our knowledge of the possible benefits of using rubrics so as to provide learners with complete and meaningful feedback about their performances was not wide enough at the time this Learning Unit was designed. Once research on this issue has been carried out, it can be argued that students' communicative skills in speaking and writing seem to be more effectively assessed by means of rubrics, since they seem beneficial both for students and teachers. On the one hand, students are provided with complete and meaningful feedback about their performances. On the other hand, teachers are provided with quality information about students' learning.

In this Learning Unit, students are provided with situations likely to occur in real life when living in London. In order for the tasks included in this Learning Unit to be successfully carried out, students have to apply their previous knowledge of language and language use already existing in their language repertoire concerning the topic of living in London. Moreover, they also have to use their knowledge of the formal aspects of language and language use studied in the Learning Unit regarding this topic. In order to do so, learners have to apply their reading, listening, speaking and writing skills, hence the integrated nature of performance being reflected in the present Learning Unit. In addition to this, the assessment of the role-play and e-mail allow teachers to measure students' knowledge of language and their abilities to use that knowledge to achieve communication.

This Learning Unit was not implemented in the classroom either, since my knowledge about how to design a Learning Unit was not wide enough by the time I was doing my teaching practice. Nevertheless, this Learning Unit could surely be put into practice effectively in secondary education by using analytical rubrics for assessing students' communicative skills in speaking and writing. Students' communicative competence seems to be more effectively assessed in performance assessment than by means of other traditional assessment formats. Furthermore, by using this type of rubrics, both students and teachers are provided with quality feedback about the process

of learning. Both of them become aware of whether and where learning has occurred and what aspects of language and language use need to be improved so that learning is enhanced.

Even though research on rubrics and the practical cases show the benefits of using rubrics in the educational context, reality reflects that language teachers continue to assess language by means of traditional assessment techniques. This could be illustrated by the following section, in which a real educational context has been analysed in terms of the assessment formats employed for the assessment of the language productive skills of speaking and writing.

5. TEACHING EXPERIENCE DURING THE PRACTICUM PERIOD
5.1. Observation period

My teaching experience took place at the *Official School of Languages*, where my tutor teaches students with Advanced level of English, following a communicative approach. In this particular educational context, language teachers' main purpose is to provide students with the necessary tools, so that they are able to achieve the main objective of learning a language: being able to communicate in the language object of study in the criterion context. In order to achieve such purpose, students have to perform different tasks in different contexts or situations, both in the classroom and outside the classroom. Concerning the assessment of the productive skill of speaking in the classroom context, students may be required to participate in group discussions and they may be asked to give oral presentations. As for the assessment of students' writing skills, they may have to write a piece of writing outside the classroom context, where they can give their personal opinions and express their own ideas about different everyday life topics. The different performance tasks that have to be carried out during the whole academic year will be considered as evidence of learners' language abilities.

At the end of the academic year, students have to perform different tasks, which will give evidence of their abilities to use the language object of study in different contexts and for different purposes. Regarding oral assessment, students are required to perform a monologue, in which they have to apply their knowledge of the formal aspects of

language and language use taking into account the context in which such communication occurs and the purpose of such task. When performing the monologue, students' performance is judged by the raters in terms of their abilities to use language accordingly to a particular type of spoken discourse. Furthermore, students' knowledge of grammar, vocabulary and pronunciation is considered essential, as they are their capabilities of developing their ideas coherently and cohesively. With regard to writing assessment, learners have to carry out different tasks such as letters or reviews, in which they have to use their knowledge of language and language use, accordingly to a particular performance task. In addition to this, learners have to bare in mind the context in which such communication takes place and the purpose of such task.

When students' oral and writing abilities are being judged by different language teachers, the problem of subjectivity arises. If there are different raters involved in the assessment of the productive skills of speaking and writing, they may disagree when judging a student's performance and this may result on different scores on the same student's performance. If scoring is not consistent across different raters, then scoring cannot be considered reliable, and scoring needs to be reliable and valid. This problem of reliability and validity may not be solved by using traditional assessment techniques for the assessment of students' communicative skills in speaking and writing. The use of rubrics for this purpose may offer a solution to this problem. Each rubric is designed according to a particular task, which means that a student's performance task will be assigned the same score no matter who is the rater, therefore enhancing reliability. As for validity, as criteria and the levels of attainment for those criteria are made explicit both for students and for teachers, the interpretations of the scores allocated on a particular task are already adequately justified. In this way, students are aware of what aspects of language or language use need to be improved for their future performance of a task to be enhanced.

The use of holistic or analytical rubrics will depend on the purpose of the assessment. If teachers are interested in knowing their students' strengths and weaknesses when carrying out a particular task in the classroom context, then analytical rubrics should be used. That is, analytical rubrics provide both students and teachers with information about what aspects of language and language use have been learnt during the academic year. In this way, students will be aware of what aspects involved

in communication need to be improved for their subsequent performances to be reinforced, and teachers will be conscious of possible improvements that should be applied to their teaching so that students' learning is promoted. If, on the other hand, teachers' main purpose is to place learners in the right classroom according to their level of English, then holistic rubrics should be utilised. Teachers just need to have a general impression of students' performances in order to assign a score to such tasks. Furthermore, holistic rubrics are more rapid and therefore more suitable for this purpose. In this case, holistic rubrics would function as placement tests. Having said that, rubrics could be considered effective assessment tools for different purposes in this particular educational context.

5.2. TEACHING PERIOD

During my teaching practice, six different lesson plans were designed aimed at students with Advanced level of English, following a communicative approach. Within this approach, the main aim is to prepare students to deal with the language object of study in the real world outside the classroom. In other words, language teachers who follow the communicative approach in the classroom provide students with the necessary tools, so that they are able to communicate in the target language in the criterion context. In order to achieve that purpose, a great use of pair work and group work was made, which provide students with more opportunities to communicate. In addition to this, as one of the main aims was to encourage students to be able to use the target language outside the classroom, they were required to carry out different tasks which they were likely to encounter in the criterion context. For this reason, the TBA was followed, which enables students to engage in real language use in the classroom by performing different tasks, which require them to use the target language for themselves.

In order to involve learners in real communication, they were required to perform different tasks, in which they had to apply their knowledge of the linguistic structures and their abilities to use the language regarding the topic studied in the different lesson plans. In order to do so, learners had to apply their reading, listening, speaking and writing skills, being considered as evidence of students' language abilities. Students were often asked to participate in pair and group discussions for oral

assessment, in which they were encouraged to give their personal opinions and express their own ideas in relation to the topic object of study. As for the assessment of the writing skill, students had to write a review, which allowed them to express their feelings and personal opinions regarding the same topic. Since such performance tasks require learners to apply their knowledge of language usage and use that knowledge to communicate, they may be considered as evidence of students' language abilities.

In this case, students' communicative skills in speaking and writing were assessed traditionally, since my knowledge of the possible benefits of using rubrics to assess students' productive skills was not wide enough at that time. Students' language abilities were assessed in terms of their knowledge of grammar and vocabulary, as they were their abilities to develop their ideas coherently and cohesively. There is, however, the problem of reliability and validity concerning performance assessment. When students are carrying out tasks in which they are encouraged to give their personal opinions or express their own ideas and feelings regarding a topic, complex learning outcomes such as critical thinking, problem-solving or decision-making come into play. The complexity of these factors involved in communication cannot be measured by means of traditional assessment techniques, since such performance tasks do not have a fixed response. The use of rubrics may help solve this problem, since they allow to measure not only students' knowledge of the formal aspects of language and their communicative skills when performing this kind of tasks, but also other factors that are presupposed in communication.

The use of holistic or analytical rubrics will depend of the purpose of the assessment. If the initial aim is to be aware of students' starting point in terms of the knowledge and skills that have already been acquired for teachers to be conscious of what needs to be taught, then holistic rubrics should be used. Teachers just need to have an overall impression of students' performance for that purpose. If, on the other hand, students are to be judged in terms of their strong points and weak points when performing a particular task in the classroom, then analytical rubrics should be utilised. By using this type of rubrics, both students and teachers become aware of what knowledge of language and language use have been acquired during the school year. Moreover, both students and teachers are conscious of what aspects of language and language use involved in communication need to be enhanced so that students' future performances

are improved. Not only that. Teachers are also aware of what changes or improvements need to be applied to their teaching, so that learning is promoted.

Having said that, it seems obvious that rubrics could be successfully implemented in this particular educational context for different purposes. In the first place, students' communicative skills in speaking and writing seem to be more effectively assessed by means of rubrics than by means of other conventional assessment formats. In the second place, students' learning seems to be promoted, since learners become aware of what particular aspects of language and language use need to be improved so that their future performances are enhanced. In addition to this, teachers are conscious of whether learning has taken place or not, being able to apply the necessary changes or improvements to their teaching so that learning occurs.

6. CONCLUSION AND FUTURE PROPOSALS

Different investigations carried out by different researchers mentioned along this dissertation show that the nature of language assessment has changed over the last decades. Language assessment seems to have changed directions from the traditional assessment of students' knowledge of the formal aspects of language, towards the assessment of students' capabilities of communicating in the target language in the real world outside the classroom context. It no longer refers exclusively to one traditional paper-and-pencil test which gives evidence about students' language abilities. In fact, it seems that performance assessment is gaining outstanding importance so as to effectively measure students' practical skills of speaking and writing. Language teachers need to ensure that students are capable of dealing with the target language in the real world outside the classroom context. However, traditional assessment techniques do not seem to successfully measure students' communicative abilities. There has been a realization among researchers and language teachers that the complexity of the factors involved in real communication are not measured by means of the conventional assessment formats. The emergence of Hymes' communicative competence constituted a radical shift in language teaching and language assessment. From then onwards, communicative language tests were designed with the purpose of reflecting the factors that are involved in communication.

Nevertheless, the complexity of those factors does not seem to be represented in the language tests traditionally known as communicative. When students are engaged in real communication, complex competences such as critical thinking, problem-solving or decision-making come into play. Recent studies on the field of language teaching and language assessment prove that, as real communication is unpredictable and does not have a fixed response, it cannot be measured by means of traditional assessment techniques with an answer key. According to recent studies carried out by various researchers on the use of rubrics and the benefits of using them in the educational context, it seems that this problem could be solved by using rubrics in the classroom.

One of the benefits of using rubrics is that they allow language teachers to effectively measure student's communicative skills, giving evidence of what aspects of language are required on the part of students so that communication occurs. Another benefit of using rubrics is that they contribute to the reliability and validity of scoring. When a students' performance on a task is being judged, language teachers allocate a score on that particular task. The interpretations of the scores obtained in a particular performance task must be reliable and valid. As each rubric is designed according to a particular task, the scores obtained on that particular task will remain consistent across the different raters and assessment situations. Moreover, the fact that criteria and the levels of attainment of those criteria are made explicit on rubrics contributes to the validity of the assessment of students' language performance. Language teachers may also benefit themselves from using rubrics, since rubrics provide educators with quality information about students' learning. By using rubrics, teachers can ensure whether learning has taken place or not, having the opportunity to apply possible changes or improvements to their teaching, so that learning is promoted. Furthermore, as learners are aware of their strengths and weaknesses regarding the performance of a particular task, rubrics allow them to improve their learning. The use of holistic or analytical rubrics will be determined by the purpose of the assessment. If teachers' main interest is to be aware of student's strengths and weaknesses regarding a particular performance task, then analytical rubrics should be used. If, on the other hand, teachers' main purpose is to place students in the right classroom according to their level of English, then holistic rubrics seem to be more suitable.

Even though research on rubrics and the practical cases analysed above show the benefits of using rubrics in the classroom and how they could be implemented in real educational contexts with a very positive impact on students' learning, paper-and – pencil tests seem to be the most frequent assessment methodologies in language assessment in real educational contexts, particularly in the Spanish education system. This is probably because rubrics may be expensive, in the sense that they are time-consuming to elaborate, administer and score, especially when they are part of state educational centres assessment. However, recent studies mentioned along this dissertation show that learners' communicative skills are not effectively assessed by means of traditional language assessment. For this reason, I propose the use of rubrics for the effective assessment of language productive skills of speaking and writing. Language teachers and students need to be aware of alternative assessment procedures to the traditional language tests, the former contributing to make students' conscious of their own learning. In this way, learners are given the opportunity to keep on learning, which should be the main concern in education. Nevertheless, the fact that rubrics are not frequently used in the educational context leads to the conclusion that research on rubrics as promoting accuracy in the assessment of the language productive skills of speaking and writing, as well as enhancing students' learning still needs to be carried out.

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ANNEXES

Annex 1 Sample of holistic rubric for oral presentation.

Present ation	Below Standard Knowledge → Comprehension	At Standard Application → Analysis	Above Standard Evaluation → Synthesis
Physical Attributes	• Student(s) do not dress appropriately. • Student(s) do not maintain proper body language. • Student(s) eat, drink, or chew gum during presentation • Student(s) fidget, hiding behind objects, and play with objects, etc. • Student(s) do not face audience.	• Student(s) dress appropriately for the presentation. • Student(s) maintain proper body language. • Student(s) do not eat, drink, or chew gum during presentation • Student(s) refrain from fidgeting, hiding behind objects, playing with objects, etc. • Student(s) face audience.	• In addition to the At Standard criteria: • Student(s) dress to enhance the purpose of the presentation. • Student(s) use body language to enhance the purpose of the presentation. • Student(s) use physical space and movements to enhance the purpose of the presentation.
	0…………………………… …………………………36	37…………………………… …………………………43	44…………………………… …………………………50
Oral & Verbal Skills	• Student(s) use oral fillers (uh, ok, etc.) • Student(s) pronounces words incorrectly. • Student(s) do not speak loudly and clearly. • Student(s) uses tone and pace that obscures communication. • Text contains errors. • Student(s) reads from notes.	• Student(s) use minimum of oral fillers (uh, ok, etc.) • Student(s) pronounce words correctly and in Standard English. • Student(s) speak loudly and clearly. • Student(s) speak at a pace and in a tone that allows clear communication to the audience. • Text displayed during the presentation is free of spelling, usage or mechanical errors. • Student(s) possess notes but do not read from them.	• In addition to the At Standard criteria: • Student(s) modify pronunciation of words to enhance presentation. • Student(s) modulate volume and tone to enhance presentation. • Student(s) modulate pace and tone to enhance presentation. • Student(s) use slang, jargon or technical language to enhance presentation. • Student(s) speak from memory and make only passing reference to notes or cards.
	0…………………………… ………………………..36	37…………………………… …………………………43	44…………………………… …………………………50
Organization & Structure	• Student(s) do not begin and end on time. • Student(s) do not provide preview/review. • Student(s) do not provide clear and definable opening and closing. • Student(s) do not have all required materials ready. • Student(s) have not practiced presentation. • Student(s) do not demonstrate flexibility.	• Student(s) begin and end on time. • Student(s) provide preview and review of main ideas. • Student(s) provide clear and definable opening and closing. • Student(s) have all required materials ready for use. • Student(s) have practiced order of presentation. • Student(s) demonstrate flexibility in the face of technical or contextual problems.	In addition to At Standard criteria: • Students(s) provide written notes, brochures, overviews, etc. • Student(s) create an opening that is engaging (provides a hook for audience) and a closing that re-enforces key understandings. • Student(s) demonstrate planning for technical and contextual problems.
	0…………………………… …………………………36	37…………………………… …………………………43	44…………………………… …………………………50
Technical Attribu	• Technical features of display boards, PowerPoints, websites, audio, video, etc.,	• Technical features of display boards, PowerPoints, websites, audio, video, etc. do not distract	In addition to At Standard criteria: • Technical features of display boards, PowerPoints, websites, audio, video,

tes	distract audience from the content and purpose of presentation. • Technical features do not demonstrate care in creation, including editing, proofreading, finishing.	audience from the content and purpose of the presentation. • Technical features demonstrate care in creation, including editing, proofreading, finishing.	etc. enhance the purpose of the presentation. • Technical features demonstrate creativity, thorough research and careful planning.
Response to Audience	0………………………………………………………36 • Student(s) do not provide appropriate oral responses to audience questions, concerns, comments. • Student(s) do not adapt their presentation based on questions, concerns or comments from audience. 0………………………………………………………36	37…………………………………………………………43 • Student(s) provide appropriate oral responses to audience questions, concerns, comments. • Student(s) make minor modifications to their presentation based on questions, concerns or comments from audience. 37…………………………………………………………43	44………………………………………………………………………………………50 In addition to At Standard criteria: • Student(s) incorporate audience questions, comments and concerns into their presentation. • Student(s) display willingness and ability to move away from their script/plan and modify presentation based on audience response. 44………………………………………………………………………………………50

ANNEX 2 Sample of analytical rubric for written assignment.

RUBRIC FOR THE EVALUATION OF THE LEARNING UNIT 2014-2015   - NAME OF STUDENT:

	Excellent	Good	Pass
1. Introduction and justification:	The main characteristics of the group are identified: level (for each of the skills), readiness, interests, previous knowledge, students with special needs, etc. The teaching proposal adapts well to the characteristics of the class	Most of the main characteristics of the group are identified: level (for each of the skills), readiness, interests, previous knowledge, special needs, etc. The teaching proposal adapts to the characteristics of the class in some points.	The main characteristics of the group are only partially identified and/or include on key aspects. The teaching proposal is somewhat coherent with class characteristics.
2. Objectives, contents. Contribution to key competences:	The objectives and contents are clearly and concisely written and are well aligned with activities proposed. The activities comply with the principles and characteristics studied in class /in the Aragonese Curriculum.	Some of the objectives and contents are clearly and concisely written and are well aligned with activities proposed. Some of the activities comply with the principles and characteristics studied in class /in the Aragonese Curriculum.	Some of the objectives and contents are specified but not aligned with activities pr The activities only partially comply with the principles and characteristics studied in Aragonese Curriculum.
3. Methodology:	The methodological principles guiding the UD are clearly established and effectively underlie the teaching proposal (contents, activities)	The methodological principles guiding the UD are established and underlie in some ways the teaching proposal (contents, activities)	The methodological principles guiding the UD are not clearly established or do not in some ways the teaching proposal (contents, activities)
4 - 5 Activities: Effectiveness, coherence with key EFL principles:	The overall proposal is perceived as very useful to the needs of Students and feasible. Different skills and contents are targeted. The tasks are very consistent with relevant learning & teaching principles	The overall proposal is perceived as useful to the needs of Students and most of the activities are feasible. Gaps in skills and contents are targeted. The tasks are generally consistent with relevant learning & teaching principles	The proposal may be partly useful and feasible. Few skills and contents are practiced and/or integrated into the lessons. The tasks are at times consistent with relevant learning & teaching principles.

6. Assessment of learning:	Assessment activities are very varied and reliable (e.g. using assessment rubrics). Evaluation criteria are very clear & precise. Overall proposal for assessment is coherent	A few limitations in assessment activities. Some inconsistencies in assessment criteria Adequate proposal for assessment but with minor faults.	Clear limitations in assessment activities and in assessment criteria. The proposal is sufficient but with important faults.
7. Evaluation of teaching process:	Detailed and reliable proposal for the evaluation of the teaching-learning process.	The proposal for the evaluation of the teaching-learning process is adequate and addresses relevant aspects.	The proposal for the evaluation of the teaching-learning process is incomplete or re improvement.
8. Formal Aspects:	The L2 is used with great correction, fluency and concision.	Minor mistakes in L2 use. Ideas are usually conveyed fluently and with concision.	Some basic mistakes in L2 use. At times the text does not read fluently. Unnecessarily long explanations.
9. Originality:	All of the activities and resources are original or have been adapted by the student adding value to the material. The proposal is very creative and attractive.	Some of the activities and resources are original or have been adapted by the student adding value to the material. The proposal is quite creative & attractive	The activities and resources are mostly taken from other sources without much ada improvement. The proposal may have some interest
(Bonus). Differentiation:	The teaching proposal addresses the different needs, levels and learning styles in the class consistently.	The teaching proposal addresses the different needs, levels and/or learning styles in class with some activities.	There are isolated attempts /activities targeting the different levels and/or learning

Annex 3. Sample of checklist for written assignment.

WRITING LESSON PLAN- CHECKLIST FOR SELF-EVALUATION

NAME OF STUDENT: _____

Writing task _____

	Tick here	Teacher's evaluation	Teacher's comments
1. **RELEVANCE**. Is the task relevant to the learners' age and interests? Is it personalised?			
2. **PURPOSE/ CONTEXT**: Is the reading task adequately contextualised? Does it have an authentic or realistic communicative purpose?			
3. **PRESENTATION**: are students given a <u>model</u> and/or <u>specific activities</u> to focus on specific knowledge & skills to be practiced in the writing activity? (Identify those skills!)			
4. **PRACTICE**: Have you included activities providing controlled and/or guided practice?			
5. **PRE-WRITING**: Have you planned *generating* or/and *focusing*, *structuring* activities to help students think about the content and context (purpose and audience) of what they have to write (sense of direction)?			
6. **COMPOSING and EDITING:** Have you planned activities to help your students translate their plans, lists of ideas, etc into an informal plan (a structuring activity would also fit here). Have you included activities to promote editing/assessing and redrafting?			
7. **REVISING AND ASSESSING**. Have you provided explicit and clear criteria for assessment and marking? Have you developed an assessment tool which will help SS a rubric or any specific marking code?			
8. **ORIGINALITY**: Have you adapted / created your own activities and materials? Are they **attractive** and **motivating**?			

OTHER CONSIDERATIONS: _____

_____

_____

_____

WHAT MARK DO YOU EXPECT?		

SUBJECT 68515 DISEÑO CURRICULAR DE LENGUAS EXTRANJERAS

COURSE PLAN BASED ON PROJECTS

GROUP 11 ESTEBAN DÍAZ, INÉS
ESTEBAN DÍAZ, MÓNICA
GARZÓN BELTRÁN, PRISCILA

ACADEMIC YEAR 2014-15

TABLE OF CONTENTS

I. CONTEXTUALIZATION

I.1. LEGAL PROVISIONS

Our course plan is based on the National Curriculum and Aragonese Curriculum (LOE), in terms of contents, objectives, methodology and evaluation criteria.

It is a competence based model, since it begins with a specification of the learning outcomes, and then uses these desired objectives to develop activities and content.

We have chosen to elaborate six unit plans aimed at fourth year of E.S.O, since the projects we are going to propose can be achieved more effectively when having an adequate level of English. Regarding the Curricula, we assume that students, at this stage of education, have accomplished the required knowledge, skills and attitudes.

I.2 SCHOOL SETTING

The educational centre is a state school and is located in Zaragoza, zone 6. Originally a rural neighbourhood, in the last years it has become a urban district due to the arrival of younger population.

Hence, it is a neighbourhood of contrasts. On the one hand, the socioeconomic status has moved from low to mid-high. On the other hand, the diversity with regard to races is significant.

This diversity is reflected within the school and inside the classrooms. Thus, there is a need for interaction among students so as to develop integration and cultural respect, that is interculturality.

The school provides with useful resources in order to help students perform their tasks. For our present course plan, we consider the following ones to be the most valuable: a library, an English laboratory, a computer room, tablets integrated in the classroom, a digital whiteboard and a projector per class.

II. SYLLABUS DESIGN AND DEVELOPMENT

II.3 INTRODUCTION

➢ Concerning the epistemological framework, our syllabus design contributes to promote seven of the eight key competences developed by the Council of Europe in 2001. These are as follows:

(1) Competence in linguistic communication, (2) Learning to learn, (3) Personal initiative and autonomy, (4) Digital competence, (5) Interpersonal and civic competence, (6) Cultural and artistic competence, (8) Knowledge of and interaction with the physical world.

According to the Common European Framework, the learning of English language also contributes to the development of the specific communicative competences of the language: linguistic, pragmatic and sociolinguistic competences.

➢ Our course plan design is grounded on Project based learning, as it helps to enhance the general as well as the specific competences previously mentioned. Our essay of *Fundamentos* on projects has inspired this course plan, as we enjoyed the process of analysing projects. As a consequence, we realised the effectiveness and motivation of using projects when learning English.

Here are the main features and how they are reflected in the different competences:

- The process of discussion, experimentation and reflection are contemplated in the general competences 1, 2 and 3. It is also reproduced in the specific linguistic and pragmatic competences.

- Topics and themes are derived from real life situations. This characteristic is contemplated in the general competences 5, 6 and 8. It is also reproduced in the specific sociolinguistic competence.

- Investigation is at the basis of project learning. This feature is contemplated in the general competences 2, 3 and 4. It is also reproduced in the specific pragmatic competence.

- Project based learning is learner centred and the teacher is a facilitator. This feature is contemplated in the general competences 2 and 3. It is also reproduced in the specific linguistic and pragmatic competences.

- Cooperative work is contemplated in the general competences 1 and 5. It is also reproduced in all the specific competences.

- Learner autonomy and self-direction are contemplated in the general competences 2 and 3. It is also reproduced in the specific linguistic and pragmatic competences.

- Process and product orientation are contemplated in the general competences 1, 2, 3, 4, 5, 6 and 8. It is also reproduced in all the specific competences.

- Motivation and stimulation are contemplated in the general competences 2, 3 and 5. It is also reproduced in the specific pragmatic and sociolinguistic competences.

II.4 CONTENTS

The contents of the course plan are organised as follows:

➤ General contents integrated in 4 modules, drawn on the curricular contents for fourth year of E.S.O that appear in the LOE Curriculum. These are the ones concerning our course plan:

Module 1. Listening, speaking and conversation

- Understanding and spontaneous production of messages about topics related to learners' personal experiences and interests as individuals and groups.

- General and specific understanding of oral texts from different sources (clips, oral presentations, films…)

- Oral production of descriptions, storytelling and explanations about a wide variety of contents.

- Spontaneous participation in communicative situations in the classroom. Debates, group discussion.

- Use of strategies of communication in order to solve difficulties during the communicative interaction. Negotiation of meaning.

Module 2. Reading and writing

- Use of different sources, on paper, digital format or multimedia support, in order to solve information problems related to proposed topics for the projects.

- Identification of the sender´s intention through both verbal and nonverbal communication. Oral presentations.

- Use of the appropriate linguistic code for the reader to whom the text is addressed. Formal email, informal diary.

- Composition of different texts, in response to specific communicative situations. Elaboration of short films, journals, emails, oral presentations.

- Correct use of spelling and different punctuation.

- Interest in a careful presentation of written texts on paper and digital format. PowerPoint presentations among others.

Module 3. Language awareness and reflections on learning

Reflection on the language in communication

- Understanding and use of common expressions, idioms, and vocabulary about topics of interest, and topics related to contents of other subjects.

- Recognition and application of basic sociolinguistic keys in communication, in aspects such as formality, courtesy, among others.

Reflection on the process of learning

- Applications of strategies so as to organise, acquire, remember and use vocabulary.

- Organization and use of resources for the learning process. Books, dictionaries, ICTs and communication.

- Analysis and reflection on the use and meaning of different morphosyntactic exponents, through comparison and contrast with other languages.

- Participation in the assessment of the process, shared assessment, assessment of the learning itself and use of self-correction strategies.

- Interest in maximising the learning opportunities, not only in the classroom but also outside.

- Development of attitudes, procedures and strategies that allow cooperative work.

- Confidence and initiative to express yourself in both public and writing.

- Reflection on self-learning.

Module 4. Sociocultural aspects and intercultural awareness

- Identification of the most significant features of the society whose language is being studied. Tourism, environment, customs.

- Knowledge of the most relevant cultural aspects of the countries where the language is spoken, obtaining the information by different means.

➢ Cross-curricular contents we deal with through our course plan:

- Education for tolerance

- Education for coexistence

- Intercultural Education

- Environmental Education

II.5 METHODOLOGY

➢ Projects are a post-method approach to learning. As Kumaravadivelu mentions in his article *TESOL Methods: Changing Tracks, Challenging Trends (2006)*, there has been a dramatic shift from a method-based pedagogy to what he calls *postmethod condition*.

Thus the increase of implementation of projects in education in the last decades. Topics such as learner identity, teacher beliefs, cultural consciousness, teaching values and local knowledge have gained a considerable significance.Furthermore, projects are context sensitive; this means that the social, cultural and historical particularities are taken into consideration.

Among the methodological guidelines included in the Aragonese Curriculum, our course plan includes:

– the integration of both skills and competences

– the presentation of real communication situations

– the reflection on how language works at all levels

– the diversity of tasks situations and texts

– the use of authentic materials

– the combination of reflection and interaction foster intercultural and processing skills

– a constructivist view of learning

– the participation of learners in decision making process

– the promotion of learner responsibility by means of cooperative and collaborative work

– the evaluation as a learning activity

– the evaluation counts both for marks and possible courses of action

> The characteristics of our course plan are directly related to Project based learning previously mentioned. In order to achieve the main competences, the activities used in the different projects are: debates, oral presentations, group discussions, emails, diaries, research, etc.

Since projects do not follow a particular pattern of teaching sequence, the structure of each project is different. However, they all involve research, team work, oral presentation and discussions.

➤ Our course plan is not based on a textbook, since projects tend to be innovative and dynamic. The activities that are executed may be selected from a wide variety of sources, such as websites, films, pictures, real diaries, interviews, newspapers, Movie maker,books, cooking materials, clips and questionnaires.

➤ Moreover, the activities are accomplished through individual as well as team work. This way, students learn how to develop both cooperative and autonomous learning.

➤ Projects need to be completed both in the classroom and outside. Due to a lack of time during school hours and a lack of sources, at times students will have to investigate out of the walls of the classroom.

Inside the classroom, the organisation of space depends on the type of activity, so it allows flexibility. The classroom is rather spacious, enabling students to move freely around it, especially when working in groups.

The classroom counts with a digital whiteboard, individual tablets for the students and a projector so as to facilitate the Power point presentations.

➤ The timing is approximately six sessions per unit. Since students are taking English lessons three times a week, a whole unit roughly takes two weeks. Our course plan, therefore, would take about three months.

However, as formerly mentioned, projects are flexible and so is the timing.

II.6 DIFFERENTIATION AND CURRICULAR ADAPTATIONS

Due to the nature of projects, learner individual needs (diversity of learning styles) are already taken into account. The classroom does not have any student with special needs. Hence, there is no need for curricular adaptations.

Nevertheless, in the process of doing projects, students can help each other when needed. Projects foster multiple intelligences as different skills and knowledge are developed.

II.   7 READING ENCOURAGEMENT STRATEGIES

In order to do research, students have to read and analyse texts in various supports. To illustrate, students have to read Anne´s Frank diary as a sample of what they will elaborate afterwards. Therefore, reading strategies are promoted.

II.8 EVALUATION

➢ At the end of this course plan, students will achieve all the eight criteria needed for fourth year of E.S.O, according to the LOE Curriculum.

From a general perspective, at the end of this course plan, students will be able to:

- Describe feelings in writing (EC 4/ Competences 1)

- Express opinions (EC 2, 5/ Competences 1, 3, 5, 6, 8)

- Analyze and select information (EC 1, 3, 6, 7/ Competences 1, 2, 3, 4)

- Present ideas orally (EC 2, 4, 5, 6, 7, 8/ Competences 1, 3, 4, 5, 6, 8)

- Understand written texts (EC 1, 3, 5, 8/ Competences 1, 8)

- Write short texts (EC 4, 5, 6, 7, 8/ Competences 1, 2, 3, 4, 5, 6, 8)

- Use ICTs for different purposes (EC 7/ Competences 1, 4)

- Prepare a final product in order to promote interpersonal communication and cooperative work (EC 2, 4, 5, 6, 7, 8/ Competences 1, 2, 3, 4, 5, 6, 8)

- Comprehend oral texts (EC 1, 5, 8/ Competences 1, 5, 8)

- Create tools to obtain information (EC 2, 4, 5, 6, 8/ Competences 1, 2, 3, 5, 6, 8)

- Apply language knowledge in written and oral productions (EC 5, 6/ Competences 1, 2, 3, 8)

- Summarize ideas (EC 1, 3, 6/ Competences 1, 2, 3, 5)

➢ The minimum degree of achievement based on the eight evaluation criteria is:

- Global understanding of diverse oral messages in different formats (EC 1).

- Oral transmission of ideas and opinions, comprehensible to the listeners. Not much emphasis on accuracy (EC 2).

- Global understanding of written messages in different formats (EC 3).

- Written transmission of information, comprehensible and coherent to the readers. Not much emphasis on the formal aspects of language (EC 4).

- Adequate application of previous and present knowledge of the language in the different activities. Correct use of verb tenses, reasonable application of informal and formal language style, essential vocabulary related to the topics (EC 5).

- Critical analysis and selection of information. Use of a few sources. Internalisation of the knowledge obtained through research. Interest in learning by means of daily work. Effort and respect towards teacher and classmates. Active participation in group activities(EC 6).

- Compilation of information through the use of ICTs (websites, online dictionaries, videos) and capacity to create a PowerPoint presentation (EC 7).

- Communication in English in the classroom (EC 8).

➤ In the presentation of each project, the teacher will get a general perspective of the students´ level of English, interests in the topic and individual needs through conversation (initial evaluation).

The evaluation will be continuous, in order to measure the degree of attainment of the learning objectives. The following instruments will help overcome this purpose:

- Continuous personal evaluation sheet that will consist of: attitude and behaviour, daily work and activities performed, and quality of the work. This will help the elaboration of rubrics at the end of each project.

- Rubrics to assess collaboration, critical thinking, problem solving, oral communication, written communication and content knowledge. (Annex 1 Sample of rubrics on oral communication from Teach21 Project Based Learning website).

- Peer review sheet (Annex 2 Sample, ibid).

- Questionnaire of the learning process (Annex 3 Sample, ibid).

> ➤ The grading criteria we have followed in this course plan is:

14% to EC 1, 14% to EC 2, 10% to EC 3, 12% to EC4, 10% to EC5, 14% to EC6, 12% to EC 7, and 14% to EC 8.

After taking into account all the percentages, the final results will be marked out of 10. Students must obtain a minimum of 5 per criterion in order to achieve the minimum requirements.

> ➤ During the process of projects, the teacher will also be able to evaluate the teaching process and the course plan by different means:

- Journal where the teacher reflects on daily impressions of the classroom context, what works and does not, and the learner needs. This way, the teaching process is flexible and allows modifications so projects can be adapted to students.

- Peer observation. The teacher´s colleagues observe the lessons and comment on possible improvements of the teaching process.

- Questionnaire of the teaching process and course plan. Students evaluate the teacher´s performance and project effectiveness.

III. UNIT 1 *IT´S A DISASTER!*

> ❖ The unit is adapted from a real project found in *Haiti LloraWikispace*. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.
>
> The topic of this project is natural disasters and its consequences on people. We are fond of this topic as we find it a real world situation, contributing to the students´ interest and involvement. Moreover, sensitivity and tolerance towards dramatic events are promoted.

> ❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and select sources, control over their own learning, use ICTs, interact and respect

others, understand other cultures and events, and comprehend how natural disasters occur and affect people.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (debate, presentation, email) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

-       Describe feelings and emotions in writing (responding a questionnaire), after being showed some pictures of Haitian children after the disaster. (EC 4)

-       Express opinions in a debate regarding the pictures. (EC 2, 5)

-       Analyze and select information, making use of ICTs and other sources,about what happened in Haiti when the Earthquake occurred. (EC 1, 3, 6, 7)

-       Present ideas in an informal oral presentation (no use of slides) in groups, using the information obtained in the research. (EC 2, 4, 5, 6, 7, 8)

-       Understand Anne´s Frank diary, taking into account the use of language. (EC 1, 3, 5, 8)

-       Write a personal diary as if students were one of the Haitian children. (EC 4, 5, 6, 7, 8)

-       Write a formal email to the school´s Headmaster, offering ideas to help Haitian children as a whole class activity. (EC 4, 5, 6, 7, 8)

❖ The contents included in the present unit are:

MODULE 1

-       Spontaneous debate about personal feelings and opinions concerning the pictures.

-       Understanding of sources when investigating the past events in Haiti.

- Making of group oral presentation based on research.

- Understanding other students´ presentations.

- Spontaneous participation and involvement of the students in the debate.

- Use of strategies of communication such as negotiation of meaning or clarification requests, during presentations and debate.

MODULE 2

- Use of different sources (newspapers, ICTs) when researching information about the Earthquake.

- Use of the Anne´s Frank diary as a sample for the creation of a diary activity.

- Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

- Use of formal language when writing the email.

- Use of informal language when writing the personal diary.

- Adequate composition of the email and the diary.

- Correct use of spelling and different punctuation when writing the different texts.

MODULE 3

- Understanding of vocabulary related to natural disasters. The topic is related to contents of Science.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to the topic.

- Organization and use of diary, ICTs.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of strategies when working in the group research, presentation and debate.

- Confidence and initiative to express themselves in the debate, oral presentations, diary and email.

- Continuous reflection on self- learning through all the activities.

Likewise, this unit embraces all the cross-curricular contents.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: websites, pictures, real diaries and questionnaire.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

IV. UNIT 2 *INTERCULTURAL RECIPES*

❖ The unit is adapted from a real project found in the *IEARN* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.

The topic of this project is food and drinks from different parts of the world. It is a motivational topic to bring into the classrooms, as it is fun and close to the interests of the learners. Moreover, cultural respect and tolerance are promoted, which we find vital in our current multicultural classroom.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and

select sources, control over their own learning, use ICTs, interact and respect others, understand other cultures and traditions, and be aware of the different nationalities and their recipes.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (oral presentation and elaboration of the final recipe) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

-       Express opinions as the whole class has to vote for the best recipe.
(EC 2, 5)

-       Analyze and select information through interviewing their relatives and browsing the Internet. (EC 1, 3, 6, 7)

-       Present orally a recipe, selected individually. (EC 2, 4, 5, 6, 7, 8)

-       Understand written texts as they do their research. (EC 1, 3, 5, 8)

-       Write short texts, as part of the Power point presentation.
(EC 4, 5, 6, 7, 8)

-       Use ICTs, while researching and in the PowerPoint presentation. (EC 7)

-       Prepare the most voted recipe as a whole class activity.
(EC 2, 4, 5, 6, 7, 8)

-       Comprehend the different oral presentations. (EC 1, 5, 8)

-       Apply language knowledge in oral presentations, research, and the elaboration of the recipe. (EC 5, 6)

-       Summarize ideas from the information obtained through research.
(EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

- Spontaneous production of messages about recipes made in class, when voting for the best one.

- Understanding of oral presentations and others´ opinions when voting.

- Oral production. Description of recipes (origins, ingredients, elaboration, timing…).

- Spontaneous participation when voting for the best recipe, giving arguments in favour.

- Use of strategies of communication such as negotiation of meaning or clarification requests, during presentations and voting.

MODULE 2

- Use of the Internet and interviews to relatives, in the process of researching.

- Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

- Use of formal language when writing the PowerPoint presentation.

- Adequate composition of the PowerPoint presentation.

- Correct use of spelling and different punctuation when writing the presentation.

- Interest in a careful and clear PowerPoint presentation.

MODULE 3

- Understanding of vocabulary related to cooking. The topics are related to contents of History.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to the topic.

- Organization and use of ICTs and interviews for the recipe.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of strategies when working in the individual research, presentation and voting.

- Confidence and initiative to express themselves in the oral presentations, voting, and classroom elaboration of the final recipe.

- Continuous reflection on self- learning through all the activities.

MODULE 4

- Identification of the most significant features of the society, when selecting recipes from English speaking countries.

- Knowledge of the most relevant cultural aspects of English speaking countries, when selecting recipes from these locations.

Likewise, this unit embraces all the cross-curricular contents except for the Environmental education.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: websites, interviews and cooking materials.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

V. UNIT 3 *KNOWING THE BRITISH CULTURE IN DEPTH*

❖ The unit is adapted from a real project found in *Andalucía Profundiza* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.

❖ The topic of this project is the British culture. We are keen on this topic as the combination between cultural aspects from the past and present seems very enriching.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and select sources, control over their own learning, use ICTs, interact and respect others, understand and appreciate the British culture, and be aware of geographical features.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (debate, presentation, group discussion) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

- Express opinions in a debate after watching videos about the British Isles (president, members of the Royal Family, etc). (EC 2, 5)

- Express opinions in a debate after watching the film *Anna and the King*, talking about the influence of the British Empire in many countries. (EC 2, 5)

- Express opinions in a group discussion about British teenagers, and compare their interests with their own. (EC 2, 5)

- Analyze and select information through the Internet and other sources about a member of the Royal Family. (EC 1, 3, 6, 7)

- Analyze and select information in class, by using tablets, when investigating about British teenagers. (EC 1, 3, 6, 7)

- Present ideals orally in a group presentation about a member of the British Royal Family, using PowerPoint. (EC 2, 4, 5, 6, 7, 8)

- Understand written texts in the research process. (EC 1, 3, 5, 8)

- Understand the subtitles in the film and the introductory videos to the project. (EC 1, 3, 5, 8)

- Write short texts in the PowerPoint presentations about a member of the Royal Family. (EC 4, 5, 6, 7, 8)

- Write short texts when elaborating a questionnaire about the interests of British teenagers. (EC 4, 5, 6, 7, 8)

- Use ICTs for PowerPoint presentations and research. (EC 7)

- Prepare a questionnaire so as to promote social interaction and cooperative work. (EC 2, 4, 5, 6, 7, 8)

- Comprehend PowerPoint presentations, film and introductory videos. (EC 1, 5, 8)

- Create a questionnaire to obtain information about British teenagers. (EC 2, 4, 5, 6, 8)

- Apply language knowledge in PowerPoint presentations, questionnaire, debate, group discussion. (EC 5, 6)

- Summarize ideas from the information obtained through research for oral presentations and elaboration of questionnaires. (EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

- Understanding of introductory videos, film and PowerPoint presentations.

- Spontaneous production of messages in the debates and group discussion.

- Oral production of storytelling when speaking about members of the Royal Family, and when presenting the PowerPoint.

- Spontaneous participation in debates and group discussion.

- Use of strategies of communication such as negotiation of meaning or clarification requests, during presentations, debates and group discussion.

MODULE 2

- Use of the Internet with tablets when researching in the classroom and other sources at home.

- Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

- Use of formal language when writing the PowerPoint presentation and the questionnaires.

- Use of informal language when discussing in groups and debates.

- Adequate composition of the PowerPoint presentation and questionnaires.

- Correct use of spelling and different punctuation when writing the presentation and questionnaires.

- Interest in a careful and clear PowerPoint presentation and the questionnaires.

MODULE 3

- Understanding of vocabulary related to British culture and common expressions used by British teenagers. The topics are related to contents of Geography and History.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to the topic.

- Organization and use of ICTs, books, etc. when researching.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of communication strategies when working in groups.

- Confidence and initiative to express themselves in the oral presentations, debates and groups discussions.

- Continuous reflection on self- learning through all the activities.

MODULE 4

- Identification of the most significant features of the society, such as geography, history, customs.

- Knowledge of the most relevant cultural aspects of England and its people.

Likewise, this unit embraces all the cross-curricular contents except for the Environmental education.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: tablets, websites, books, audio-visual aids (film and clips).

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

VI. UNIT 4 *LET´S VISIT ZARAGOZA!*

❖ The unit is adapted from a real project found in *Teach 21 Project Based Learning* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at.

Furthermore, the main characteristics of project based learning are reinforced through this project.

The topic of this project is tourism in Zaragoza. We find this project exciting as it is related to students´ personal experiences and interests.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and select sources, control over their own learning, use ICTs, interact and respect others, appreciate own culture, and be aware of the most relevant landmarks in the city.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (presentation and elaboration of the brochure and mural) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

-       Express opinions when choosing the landmarks, supporting their election. (EC 2, 5)

-       Express opinions through the PowerPoint presentations in groups.

(EC 2, 5)

-       Express opinions when elaborating both the brochure and the final mural. (EC 2, 5)

-       Analyze and select information when visiting the Tourist Office.

 (EC 1, 3, 6, 7)

-       Analyze and select information when researching for both the PowerPoint presentation and the brochure. (EC 1, 3, 6, 7)

-       Present ideas orally through PowerPoint presentations, and elaboration of brochures and mural. (EC 2, 4, 5, 6, 7, 8).

- Understand written texts in the research process. (EC 1, 3, 5, 8)

- Understand written texts when reading others´ presentations.

 (EC 1, 3, 5, 8)

- Write short texts in the PowerPoint presentation and the brochure.

 (EC 4, 5, 6, 7, 8)

- Use ICTs for the research process and PowerPoint presentations. (EC 7)

- Prepare a final mural including all the brochures as a whole class activity. (EC 2, 4, 5, 6, 7, 8)

- Comprehend oral texts when listening to others´ presentations.

 (EC 1, 5, 8)

- Apply language knowledge when reading the brochures obtained at the Tourist Office. (EC 5, 6)

- Apply language knowledge when reading others´ presentations and through the process of investigation. (EC 5, 6)

- Apply language knowledge so as to understand the oral presentations and when elaborating the brochures and the mural. (EC 5, 6)

- Summarize ideas after research and for the presentation. (EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

- Understanding and spontaneous production of messages, using vocabulary related to tourism, when elaborating the brochures and mural.

- Understanding of oral presentations.

- Oral production of presentations.

- Spontaneous participation when working in groups for the elaboration of the brochures and mural.

- Use of strategies of communication such as negotiation of meaning or clarification requests, during the presentations and the subsequent elaboration of brochures and mural.

MODULE 2

- Use of different sources, such as brochures and the Internet, for the research process.

- Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

- Use of formal language when writing the PowerPoint presentation and the brochures.

- Use of informal language when choosing the landmarks object of their study, and during the process of elaborating the brochures and the mural.

- Adequate composition of the PowerPoint presentation and brochures.

- Correct use of spelling and different punctuation when writing the presentation and brochures.

- Interest in a careful and clear PowerPoint presentation and brochures.

MODULE 3

- Understanding of vocabulary related to tourism. The topics are related to contents of Geography and History.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to tourism.

- Organization and use of ICTs, brochures, books, etc. when researching.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of communication strategies when working in groups.

- Confidence and initiative to express themselves in the oral presentations, and other communicative situations.

- Continuous reflection on self- learning through all the activities.

Likewise, this unit embraces Education for tolerance and for coexistence.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: websites, books, brochures, cardboards.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

VII. UNIT 5 *RELATIONSHIP BETWEEN SPANISH AND ENGLISH LANGUAGE*

❖ The unit is adapted from a real project found in the *Andalucía Profundiza*website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.

The topic of this project is origins, similarities and differences between English and Spanish languages. We find this project challenging, as students do not usually have a very specific knowledge about the origins of these two languages. This may help them understand their own background and the one of the English language better.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral and written activities, research and

select sources, control over their own learning, use ICTs, interact and respect others, appreciate both languages, and be aware of their most relevant aspects.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (presentation, group discussion and elaboration of final product) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

-       Express opinions in group discussion after the research of the origins of English and Spanish languages. (EC 2, 5)

-       Express opinions in the group oral presentation, when elaborating the map, pie charts and the mural. (EC 2, 5)

-       Analyze and select information when researching, using tablets and other sources. (EC, 2, 5)

-       Anlayze and select information from the map in order to elaborate pie charts. (EC 2, 5)

-       Present ideas orally in a digital whiteboard presentation.

(EC 2, 4, 5, 6, 7, 8)

-       Understand written texts in the process of research and in the oral presentations. (EC 1, 3, 5, 8)

-       Write short texts in the presentation and elaboration of a map legend.

(EC 4, 5, 6, 7, 8)

-       Use ICTs in the investigation process, in the presentations, elaboration of map and pie charts. (EC 7)

-       Prepare a final mural including a final map and pie chart as a whole class activity. (EC 2, 4, 5, 6, 7, 8)

-       Comprehend oral texts when listening to others´ presentations.

(EC 1, 5, 8)

-       Apply language knowledge when reading others´ presentations and through the process of investigation. (EC 5, 6)

-       Apply language knowledge so as to understand the oral presentations and when elaborating the map, pie chart and final mural. (EC 5, 6)

-       Summarize ideas after research and for the presentation and final product. (EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

-       Understanding and spontaneous production of messages, using vocabulary related to the topic, when discussing in groups, elaborating the map, pie chart and mural.

-       Understanding of oral presentations.

-       Oral production of presentations.

-   Spontaneous participation in the group discussion to obtain conclusions.

-       Spontaneous participation when working in groups for the elaboration of the map, pie chart and mural.

-       Use of strategies of communication such as negotiation of meaning or clarification requests, during the group discussion, presentations and the subsequent elaboration of map, pie chart and mural.

MODULE 2

-     Use of the Internet, books, and other sources in the process of researching.

-       Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

-       Use of formal language when writing the digital whiteboard presentation and small texts for the map and the pie chart.

- Adequate composition of the digital whiteboard presentation, map, pie chart and mural.

- Correct use of spelling and different punctuation when writing the presentation.

- Interest in a careful and clear digital whiteboard presentation, as well as in the map, pie chart and mural.

MODULE 3

- Understanding of vocabulary related to the origins and features of both languages. The topics are related to contents of Geography and History.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to the topic.

- Organization and use of ICTs, digital whiteboard, tablets, books, etc. when researching.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of communication strategies when working in groups.

- Confidence and initiative to express themselves in the oral presentations, and other communicative situations.

- Continuous reflection on self- learning through all the activities.

MODULE 4

- Identification of the most significant features related to the origins of the English language.

-        Knowledge of the most relevant cultural aspects of English speaking countries.

Likewise, this unit embraces all the cross-curricular contents except for the Environmental education.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: tablets, websites, books, digital whiteboard, and cardboard.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

VIII. UNIT 6 *TOURISM AND ITS EFFECTS ON CULTURE AND CLIMATE CHANGE*

❖ The unit is adapted from a real project found in *Teach 21 Project based learning* website. After analysing and adapting this project, we have come to the conclusion that it fits Curriculum standards for the course is aimed at. Furthermore, the main characteristics of project based learning are reinforced through this project.

❖ The topic of this project is the effects of tourism on culture and climate change in English speaking countries. We find the topic rather interesting, since it involves real world situations. In addition, students will elaborate a clip, which could be very motivating.

❖ This unit contributes to the development of all the key competences, as they have to use communication through oral activities, research and select sources, control over their own learning, use ICTs, interact and respect others, and comprehend how tourism may affect English speaking countries.

❖ In addition, it contributes to the development of all the specific competences, as they have to use language as a system, as a means of communication (group

discussion, informal presentation and presentation of the clip) and as a facilitator to the understanding of social conventions.

❖ The learning objectives, associated with the eight evaluation criteria, for this unit are:

-       Express opinions in group discussion when selecting the country they would like to investigate about. (EC 2, 5)

-       Express opinions when elaborating the clip in groups. (EC 2, 5)

-       Analyze and select information when researching so as to elaborate the clip. (EC 1, 3, 6, 7)

-       Present ideas orally through informal presentations of the selected country. (EC 2, 4, 5, 6, 7, 8)

-       Understand written texts during the process of research and short texts included in the clips. (EC 1, 3, 5, 8)

-       Write short texts included in the clips. (EC 4, 5, 6, 7, 8)

-       Use ICTs when investigating and creating the clips. (EC 7)

-       Prepare a final clip, one for each group, compiling the information previously obtained through research. (EC 2, 4, 5, 6, 7, 8)

-       Comprehend oral texts in informal presentations and clips. (EC 1, 5, 8)

-       Apply language knowledge in clips, presentation, and investigation.

(EC 5, 6)

-       Summarize ideas after research and in the group discussions.

(EC 1, 3, 6)

❖ The contents included in the present unit are:

MODULE 1

-        Understanding and spontaneous production of messages, using vocabulary related to tourism, climate change and culture, in group discussion and elaboration of the clip.

-        Understanding of oral presentations and clips.

-        Oral production of presentations.

-        Spontaneous participation through group discussion and elaboration of the clip.

-        Use of strategies of communication such as negotiation of meaning or clarification requests, during the group discussion, presentations and elaboration of the clip.

MODULE 2

-        Use of the Internet and newspapers for the research process.

-        Identification of the student´s intention when presenting information orally, from the listeners´ point of view.

-        Use of formal language when writing the short texts in the clips.

-        Use of informal language when choosing the country object of their investigation, informal presentations and elaboration of the clip.

-        Adequate composition of the clip.

-        Correct use of spelling and different punctuation when writing the short texts included in the clip.

-        Interest in a careful and clear presentation of the clip.

MODULE 3

-        Understanding of vocabulary related to tourism, culture and climate change. The topics are related to contents of Geography, History and Science.

- Recognition and application of formal and informal language style when producing oral and written texts.

- Application of personal strategies in order to remember the vocabulary related to the topic.

- Organization and use of ICTs, newspaperswhen researching, and for elaborating and presenting the clip.

- Participation in the assessment of the process of learning through questionnaires.

- Interest in researching, not only in the classroom, but also outside.

- Development of communication strategies when working in groups.

- Confidence and initiative to express themselves in the oral presentations, and other communicative situations.

- Continuous reflection on self- learning through all the activities.

MODULE 4

- Identification of the most significant features of English speaking countries.

- Knowledge of the most relevant cultural aspects of English speaking countries.

Likewise, this unit embraces all the cross-curricular contents.

❖ The specific methodology is project based learning, as it has been explained in detail.

❖ At the end of this unit, the specific learning objectives must be accomplished.

❖ The materials used in this unit are: tablets, websites, newspapers, Movie Maker.

❖ The duration of the unit takes approximately six sessions, which roughly means two weeks.

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ANNEXES

Annex 1 Rubrics

Presentation	Below Standard Knowledge → Comprehension	At Standard Application → Analysis	Above Standard Evaluation → Synthesis
Physical Attributes	• Student(s) do not dress appropriately. • Student(s) do not maintain proper body language. • Student(s) eat, drink, or chew gum during presentation • Student(s) fidget, hiding behind objects, and play with objects, etc. • Student(s) do not face audience.	• Student(s) dress appropriately for the presentation. • Student(s) maintain proper body language. • Student(s) do not eat, drink, or chew gum during presentation • Student(s) refrain from fidgeting, hiding behind objects, playing with objects, etc. • Student(s) face audience.	• In addition to the At Standard criteria: • Student(s) dress to enhance the purpose of the presentation. • Student(s) use body language to enhance the purpose of the presentation. • Student(s) use physical space and movements to enhance the purpose of the presentation.
	0……………………………………………………36	37……………………………………………………43	44……………………………………………………50
Oral & Verbal Skills	• Student(s) use oral fillers (uh, ok, etc.) • Student(s) pronounces words incorrectly. • Student(s) do not speak loudly and clearly. • Student(s) uses tone and pace that obscures communication. • Text contains errors. • Student(s) reads from notes.	• Student(s) use minimum of oral fillers (uh, ok, etc.) • Student(s) pronounce words correctly and in Standard English. • Student(s) speak loudly and clearly. • Student(s) speak at a pace and in a tone that allows clear communication to the audience. • Text displayed during the presentation is free of spelling, usage or mechanical errors. • Student(s) possess notes but do not read from them.	• In addition to the At Standard criteria: • Student(s) modify pronunciation of words to enhance presentation. • Student(s) modulate volume and tone to enhance presentation. • Student(s) modulate pace and tone to enhance presentation. • Student(s) use slang, jargon or technical language to enhance presentation. • Student(s) speak from memory and make only passing reference to notes or cards.
	0……………………………………………………36	37……………………………………………………43	44……………………………………………………50
Organization & Structure	• Student(s) do not begin and end on time. • Student(s) do not provide preview/review. • Student(s) do not provide clear and definable opening and closing. • Student(s) do not have all required materials ready. • Student(s) have not practiced presentation. • Student(s) do not demonstrate flexibility.	• Student(s) begin and end on time. • Student(s) provide preview and review of main ideas. • Student(s) provide clear and definable opening and closing. • Student(s) have all required materials ready for use. • Student(s) have practiced order of presentation. • Student(s) demonstrate flexibility in the face of technical or contextual problems.	In addition to At Standard criteria: • Students(s) provide written notes, brochures, overviews, etc. • Student(s) create an opening that is engaging (provides a hook for audience) and a closing that re-enforces key understandings. • Student(s) demonstrate planning for technical and contextual problems.
	0……………………………………………………36	37……………………………………………………43	44……………………………………………………50

Technical Attributes	• Technical features of display boards, PowerPoints, websites, audio, video, etc., distract audience from the content and purpose of presentation. • Technical features do not demonstrate care in creation, including editing, proofreading, finishing.	• Technical features of display boards, PowerPoints, websites, audio, video, etc. do not distract audience from the content and purpose of the presentation. • Technical features demonstrate care in creation, including editing, proofreading, finishing.	In addition to At Standard criteria: • Technical features of display boards, PowerPoints, websites, audio, video, etc. enhance the purpose of the presentation. • Technical features demonstrate creativity, thorough research and careful planning.
Response to Audience	0…………………………………………………………36 • Student(s) do not provide appropriate oral responses to audience questions, concerns, comments. • Student(s) do not adapt their presentation based on questions, concerns or comments from audience. 0…………………………………………………………36	37………………………………………………………43 • Student(s) provide appropriate oral responses to audience questions, concerns, comments. • Student(s) make minor modifications to their presentation based on questions, concerns or comments from audience. 37………………………………………………………43	44…………………………………………………………50 In addition to At Standard criteria: • Student(s) incorporate audience questions, comments and concerns into their presentation. • Student(s) display willingness and ability to move away from their script/plan and modify presentation based on audience response. 44…………………………………………………………50

Annex 2 Peer assessment

Collaborative Work Skills
Peer Review

Evaluate each of your peers according to the following criteria:

4= Usually
3= Sometimes
2=Occasionally
1= Rarely
0=Never

Group Member's
Name:_____

1. _____ When participating in group and class discussion, this member

provides useful ideas.

2. _____ This group member's work is of the highest quality.

3. _____ This group member utilizes his/her time well in the group setting

and as an individual completing tasks necessary for the function of the group.

    4. _____ This group member works hard as a problem-solver for the group.

    5. _____ This group member always has a positive attitude towards other group members and the project.

    6. _____ The group member is focused and on-task.

    7. _____ The group member always comes prepared.

    8. _____ The group member puts much effort into his/her work.

    9. _____ The group member often makes suggestions to make the group or work better.

    10. _____ The group member works well with other members of the group.

Comments:

Annex 3 Questionnaire of the learning process

End of Project Questionnaire

1. What was the best part of this project?

2. What part was your least favorite?

3. If you had it to do over again, what would you do differently?

4. What did you learn about working collaboratively?

5. What new technology skills do you think you acquired?

6. What skills do you think you will take with you from this project?

7. What grade would you assign yourself for the ENTIRE project? Why?

8. What was most helpful?

9. What was least helpful?

10. What suggestions would you make to me about implementing or modifying the project?

LEARNING UNIT

Getting to know London

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Isabel Gracia Nuviala

Teacher: Enrique Lafuente Millán

68564 Diseño, organización y desarrollo de actividades para el aprendizaje de inglés

Curso 2014-2015

Master en profesorado de ESO, Bachillerato, FP y enseñanzas de idiomas, artísticas y deportivas

Facultad de Educación

Universidad de Zaragoza

Index

1.INTRODUCTION

Justification

Our learning unit, entitled *Getting to know England*, has been thought to prepare students to be able to deal with possible situations that may be encountered in real life when living in London. The reason for that lies in the fact that students are going to participate in the language exchange program that the Spanish school organises every year together with a Londoner school at the beginning of March whithin the same academic year. These students are going to live with an English host family and study for a week in a London school, therefore we think this learning unit can also be useful to make them aware of the cultural differences between both countries and how to behave properly when living there.

The four topics that are presented throughout this learning unit are related to this new experience of living in London. Real or authentic situations that students can encounter in that city are included throughout the different lessons by means of these four topics and the use of authentic materials, so that the purpose of this learning unit is meaningful and engaging for them.

Contextualization

Regarding the legal framework, this Learning Unit is based on the prescriptions established by the " Ley orgánica de educación"(LOE) 2/2006 del 3 de Mayo("BOE del 4 de Mayo de 2006"), set out in the " Decreto 1631/2006 del 29 de diciembre"("BOE del 5 de Enero de 2007"), which establishes the national minimums for foreign languages. More especifically, it also follows the prescriptions provided by the Aragonese curriculum for ESO, established by the "Orden del 9 de Mayo del 2007"("BOA del 1 de Junio de 2007") and the curricular Project of our school.

This English learning unit is designed for students in their 4th year of ESO

(compulsary secondary education) and our main purpose, as it can be deduced from our regional curriculum for foreign languages, is to teach our students to live in an increasingly international and multilingual world, offering them the possibility to know different customs and also promoting and encouraging both the formation of the whole person and the respect for other countries and cultures.

Concerning the school, we must say that we are dealing with a state school located in Zaragoza. The school is equipped with a series of resources, which facilitate the implementation of the whole learning unit, especially the performance of the main task, which will be carried out in the computer room.

This school, as we have previously mentioned in the justification of the learning unit, organizes a language exchange program with a London college, where the students usually spend two weeks at the beginning of March, attending classes in a London school and living with a local host family.

The group can be considered homogeneous, since it is composed by 24 students in their 4th year of ESO, therefore aged 15-16 years old, and same level of English, although there are some students weaker than others. Since they are going to study 1st year of Bachillerato next year, they need to improve their fluency and their grammatical accuracy. In this way, we consider that the language exchange program may play a vital role in the increase of those set of skills previously mentioned.

Organization of Learning Unit

Getting to know London is organized in four different lessons: Lesson 1 is entitled *Preparing for the adventure*; lesson 2 *We have manners*. *We're polite*; lesson 3 *Hello London life!* and lesson 4 *Facing stereotypes*.

The lessons will be implemented in January, after the Christmas break. Following the school timetable, the four lessons will take place as follows: the first lesson will be held on Monday 11th from 8.30 to 9.20; the second lesson on Wednesday 13th from 13:25 to 14:15; the third lesson will last two sessions, beginning on Friday 15th from 9:20 to 10:10, and finishing next Monday 18th; and finally the fourth lesson will take place on Wednesday 20th and Thursday 21st, since it will also last two sessions.

The four different lessons are centered around four different topics related to student's daily life in London.

The first lesson, *Preparing for the adventure*, introduces the learners, as the title of the lesson implies, for the new experience that they are going to live in a few months. So the lesson deals with the things they think they will need to take to London, and the things they will be useful for them when living there. So this lesson is meant to be the introduction and the preparation for the future adventure in London. Although in each lesson the four skills are integrated, here the central skill is reading. The activities through which learners will be engaged are five different authentic texts related to daily life in London (transport, shops and markets, essential information related to currency, emergency numbers…, food and drink and places of interest). By means of these activities, students will be aware of what they can find once being there, how to cope with the new culture and get involved in the experience of planning their trip to London.

The second lesson,*We have manners*. *We're polite* revolves around the educational context. Here students will have to be aware of good and bad manners in relation to college rules. The practice is carried out by means of a listening activity, in which an English boy talks about his life as a student in England and the use of modal verbs of permission (can, can't) and obligation(have, don't have to) by means of two different activities, one in which they have to infer the implied meaning(permission/obligation) of the verbs used by the English student, and another that corresponds to a multiple choice activity. In this lesson,the teaching of this specific grammatical aspect is integrated in the listening task and viceversa. Speaking skills are also present, since students have to express and discuss their ideas about the issue. Awareness of the importance of college rules will also come up when learners and the whole class have to agree and elaborate the rules that they think are necessary for a good and peaceful coexistence in their future college placement in England.

The third lesson, *Hello London life!* is divided into two sessions. The central skill in both of them is speaking. The first session continues dealing with the educational context, but now is

organised around a specific situation. This situation is carried out by means of a role play activity, where a student has to ask the receptionist of an English college for some useful information about the course. This first session will serve as scaffolding for the 4th session.

In the fourth session, students will have to apply all the things seen up to that moment in the unit in a role play, in which one of them will be the foreigner student and the other the father or mother of the host family with whom he/she is living. In that way, learners are confronted with the two most common contexts they are going to deal with in London as students. This activity will suppose for students one of their marks in the final assessment of the unit.

This third lesson brings students closer to real world situations that are essential and prone to happen in their future as foreigner students in London.

The fourth lesson is also divided into two sessions. The first one deals with the topic of english stereotypes by a series of activities including a video, a whole group brainstorming activity, four different texts related to the topic and an email model with an activity(matching activity concernig the structure of an informal email). As in the previous lesson, this first session serves as scaffolding for the next and last session, in which students will have to create and send an email to the actual English language exchange partner, asking for advice in relation to their future as students in London. This activity is thought to be the final task of the whole learning unit. In this lesson, the idea is to make students reflect about the stereotypes Spaniards have about the English people and how they may be confronted when living there. The use of authentic materials, such as the elaboration of the email, will be a useful communicative outcome for their real life, as they are going to be in London in a few months, contextualising in this way their learning process in a real life environment.

2. LEARNING UNIT OF WORK

Contribution to the key competences

The present learning unit contributes to the students' development of the four subcompetences that define communicative competence, also known as 'specific competences', as six out of the eight 'key competences', as established in the LOE curriculum and Aragonese curriculum.

At the end of this learning unit, students should achieve the following competences:

- Linguistic communication competence: this is the competence to which the present learning unit is most directly related, since it contributes to the promotion of learning and use of languages in real communicative environments.

- Information treatment and digital competence: due to this digital world in which we are living in nowadays, people communicate in a different way, thanks to the use of different digital devices. Aditionally, the use of ICTs in this learning unit facilitates the communication between people from different countries.

- Social and civic competence: communication and interaction play a vital role in the different social relations in life. The development of the students communicative competence is essential for them in order to built new strategies and improve their skills in successful social, communicative interactions.

- Cultural and artistic competence: language is one of the main tools for discovering and living cultural experiences. By means of it, students are allowed to get in touch with people, countries and different realities.

- Learning to learn: current teachers are no longer administrators of knowledge, but facilitators of learning oportunities and abilities. This learning unit provides students with the tools for a permanent learning process, which does not stop in the classroom itself, encouraging their self-confidence and autonomous learning.

- Autonomy and personal iniciative competence: this competence has the subsequent effect of helping students to take their own decisions. Moreover, since our learning unit involves the creation of an email to be sent to a real English exchange partner, it can promote personal independence in new environments and cultures.

Besides, the development of the communicative competence is clearly linked to a fostering of the autonomy of every student, for they are aware of their own progress as reflected in the possibility of interacting with other people.

This learning unit contributes to the development of the following specific competences:

-Morphosyntactic competence: Our learning unit develops this competence as much as it helps our students to encourage the knowledge and application of syntactic structures. In spite of the fact that it is focused on successful communication and fluency, it also pays attention to accuracy (morphological and syntactic correctness.)

-Pragmatic competence: Through this competence, the rest of the competences find a concrete practice in relation to sociolinguistics, discourse and function. Students find their way to apply the knowledge about those fields previously mentioned in real communicative context.

-Procedural competence: We think that our learning unit is closely related to this competence, in the sense that students focus on their learning process, by acquiring awareness of themselves and the context. Since our learning unit consists of the elaboration of an email to be sent to a real english exchange partner, it is a process by which they are going to learn autonomously and cooperatively and not only focusing on the result, but also on the very process itself.

- The intercultural competence: by learning about other places and cultures the students will be in contact with different realities. In this way students will be able to develop themselves through these experiences, as well as develop their abilities to interact with a foreign culture and go beyond stereotypes.

Objectives

-To identify main and specific ideas of written texts about life in London. EC 3, 5.

-To locate the main idea, as well as specific and relevant details, in oral texts involving real communicative meaning (It evaluates the ability to comprehend messages in credible situations of direct interaction as well as oral messages the student can be exposed to). EC 1, 5.

-To produce structured, coherent and cohesive written texts, involving actual communication, asking for advice in an educational context.(Although accuracy and correctness will be evaluated, the written text they produce should convey a real communicative production). EC 2, 4, 5.

-To analyze and use relevant data from different texts and activities to create a coherent, cohesive written text with the communicative aim of transmitting relevant information to another person and taking into account semantic, syntactic and lexical, as well as contextual, accuracy. (Students must show personal interest and

autonomy when writing an email to their English language exchange partner). EC 4, 5, 6, 7.

-To appraise a different society and culture as ways for personal enrichment, establishing connections between them and their own native society and culture(During the whole learning unit students will learn about London and English culture so they must show and develop a curious attitude towards it). EC 8.

-To practice actual conversations in English about different topics, using the appropriate lexical and syntactic features of the language, and taking into account that depending on the location in which such communicative transmission takes place, different features will be required.(students must be aware that the use of English depends on the context: college, host family, informal email; so, besides fluency and accuracy, students must take into account the context in which communication takes place). EC 2, 5.

-To identify different customs and characteristics of English daily life, such as people stereotypes, food and drink, etc… in written and oral texts. EC 1, 3, 8.

Specific objectives(related to the Evaluation Criteria)

- List vocabulary related to things necessary for a student to live in London

- Recognize the function of the type of text (webpage)

- Scan a text (webpage)

- Identify specific information about daily life in London

- Express orally specific information about London in an intelligible manner.

- Understand concrete oral information necessary for students to live in London.

- List vocabulary related to good and bad manners within an educational context.

- Identify good and bad manners within an educational context in general.

- Skim and get the gist of a video concerning the life of an English student.

- Identify verbs of permission(can, can't) and obligation(have to, don't have to) within this particular context (education in England)

- Differentiate the use of verbs of permission from verbs of obligation

- Infer the function of verbs of permission and verbs of obligation

- Develop their ability to express their ideas about good and bad manners in college

- Formulate their own rules regarding college rules.

- Identify possible situations likely to occur in student's daily life in London.

- Develop students' ability to report their ideas regarding student's life in London.

- Use question formation and politeness appropriately regarding actual situations in student's life.

- Dramatize a real life situation in an educational context

- Reflect on their own mistakes and their classmates' in relation to social interaction in an educational context.

- Express themselves fluently and naturally in simulated real life situations concerning social interaction between foreigner students and their host families.

-Solve possible linguistic difficulties in interaction when facing a simulated real life situation in student's life in London.

- Produce accurate and coherent spoken discourse in social interaction between a foreigner student and their host family.

- Identify the stereotypes that Spanish people have about the English people.

- Develop their own ideas about English stereotypes.

- Express their ideas about the use of stereotypes in a critical way.

- Skim oral and written texts to understand the general ideas related to English stereotypes.

- Write an informal email to a native speaker of English asking for advice on how to adapt himself or herself to the English culture.

- Create a coherent and cohesive text, following the specific structure and style of an email.

- Assess their classmates' learning process.

- Be able to send an email to a native speaker of English.

Contents

The following specific contents are given in the learning unit in an integrated manner in four different blocks.

BLOCK 1: LISTENING, SPEAKING AND ORAL INTERACTION.

-Understanding of general ideas and relevant specific data from authentic oral texts from diverse sources such as different videos produced in the foreign language and suitable for their competences.

-Understanding and spontaneous production of face-to-face communicative messages in a specific context about suitable topics for their capacities, experiences and interests.

- Spontaneous participation in conversational situations in the classroom, as well as in conversations about everyday issues and/or personal interests, adapting their speech to an adequate conversational context.

- Practice and use of communicative strategies in order to solve different problems in communicative interaction, as well as to start, maintain and finish conversations in the foreign language, being able to actively participate in the classroom communication (i.e, making questions to the teacher, interacting with their classmates)

-Oral production of narrative, descriptive or explanatory texts about diverse experiences, events and contents, sharing the results with the classroom.

BLOCK 2: READING AND WRITING

-Understanding of general ideas and relevant specific data from authentic written texts produced in the foreign language about different topics suitable for their competences.

-Elaboration of a specific type of text as an answer to concrete communicative situations, with the adequate use of language, adapted to a specific context, and providing the necessary tools for coherence and cohesion.

-Personal communication with native speakers of the foreign language through an e-mail.

BLOCK 3: KNOWLEDGE OF THE LANGUAGE

-Understanding and use of common expressions and vocabulary on topics about topics of general or personal interest, and everyday issues, such as classroom communication.

-Understanding and use of different structures and functions appropriate to different communicative situations.

-Participation in the evaluation of the process, by means of peer-assessment.

-Acceptance of errors and mistakes as a substantial part of the process of learning and as an essential feature for academic and personal development.

-Self-confidence and initiative when speaking in public and writing texts.

BLOCK 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

-Appreciation of the importance of the foreign language in international relations as something useful and necessary in the world we are living.

-Identification of specific and relevant characteristics about traditions, norms, attitudes and values of a different society where the foreign language is spoken, respecting those cultural features which are different to the own ones.

-Knowledge of the most relevant cultural elements of those countries where the foreign language is spoken, obtaining the information from different media and sources (videos and texts)

-Interest and initiative when communicating in written form with native speakers, showing eagerness and curiosity about these native speakers' cultures and societies.

-Appreciation of the personal enrichment which involves the relationship with people from other societies and cultural environments.

Our learning unit also deals with the following cross-curricular contents:

-Education for tolerance

-Education for coexistence

-Education for interculturality

Methodology

This learning unit follows the methodological principles established in the Aragonese Curriculum, giving special attention to the students' development of their communicative competence, integration and development of all competences within a global approach, participation in real communicative situations and different opportunities for real interaction in the classroom, use of authentic materials and texts and enrichment as a result of the interaction between them and the native speakers.

So, as it can be deduced from the previous paragraph, the methodological approach used throughout the learning unit is a communicative, learner-centered one.

Learners are provided with activities that simulate real life situations: asking for information abroad in an educational context between a receptionist and a new foreigner student, conversation maintained between a student and his/her host family; and even an actual real-life situation: asking an English native speaker for advice on how to deal with his/her new life as a foreigner in London via email.

The four different skills (reading, listening, speaking and writing) appear integrated throughout the different activities of the learning unit, which is organised around task-based activities, emphasizing an inductive learning process in which students will be learning by doing, acquiring linguistic features through communicative tasks. At the end, students will have to demostrate all the knowledge acquired throughout the unit in the elaboration of a real email that have to be sent to their actual English exchange partner in London, making use in this way of ICTs.

As we have previously mentioned, the different lessons are organised around the structure of the task based approach. In the first stage, known as Pre-task, the teacher introduces the topic, giving the instructions in relation to what they have to do. Scaffolding is also provided in order for the students to be able to complete the task; task or while-task, where students perform in small groups the main task with a little intervention of the teacher, who becomes just an observer and facilitator of the process; and finally the last stage that is the post-task, where students are provided with

reflections about how the task has been performed, highlighting the most relevant aspects to be taken into account.

Most of the activities will be performed in groups in order to promote cooperative work and interpersonal relations. Although this learning unit also takes into account singularity and individual competences, especially in the final task of the learning unit(role play and writing of an email to their English exchange partner) group activities and cooperative work are also emphasized.

In relation to the spaces used, the main place where students will be working will be the regular classroom, with the exception of the final task that will be developed in the computer room. Students will also be encouraged to work at home by preparing individually their role cards.

Our methodology also takes into account the multiple intelligences present in the classroom and it will try to identify the different learning styles of the students, since they will probably show different abilities and characteristics during their learning process. For that reason, in some occasions weaker learners will receive a special treatment.

The four different sessions that conformed this learning unit are planned to be implemented from the 11th of January to the 21st of January.

Evaluation of teaching and learning process

In order to promote reflective teaching, this learning unit will include two main tools in order to evaluate the teaching process.

On the one hand the teacher will make use of a journal in which he/she will reflect on the teaching process. These reflections will help the teacher in his/her self-assessment and future applications and improvements of the learning unit.

On the other hand the teacher will also receive feedback from their students by means of a checklist that contains a series of questions related to their learning experience and effectiveness of the process, as well as the teacher's style, methodology and implication in the teaching process.

Evaluation Criteria and Assessment Tools

This learning unit has been created according to the evaluation criteria for 4º ESO, as established in the LOE Curriculum and the Aragonese Curriculum. The evaluation

criteria includes a series of abilities that have been previously mentioned in the objectives.

Students will be assessed at the end of the third and fourth sessions, in which the final result of the role play performance and the writing and sending of the email will be evaluated. Concerning the tools for assessment to get the final mark of each student we will proceed as follows:

-Peer assessment, teacher assessment and a checklist for the oral presentation(role play): 50%

-Peer assessment, teacher assessment and a checklist for the written activity(informal email): 40%

-Participation and attitude in class: 10%

So the materials we are going to use are two checklists, one for the oral presentation and another for the written activity. Those students who do not fulfill the minimum objectives established to promote, they will have the opportunity to continue working on those activities until the objectives are achieved successfully.

(See Appendix 14)

3. LESSON PLAN

Lesson 1

Unit of work: *Getting to know London*	Title of the lesson: *Preparing for the adventure*
Grade: 4º ESO	Number of students: 24
Monday 11th January, 8.30 - 9.20	

LEARNING OBJECTIVES:

At the end of the lesson SS will be able to:

- List vocabulary related to things necessary for a student to live in London

- Recognize the function of the type of text (webpage)
- Scan a text (webpage)
- Identify specific information about daily life in London
- Express orally specific information about London in an intelligible manner.
- Understand concrete oral information necessary for students to live in London.

MATERIALS:

- A handout including the texts with their respective questions (see Appendix 1 , Appendix 2, Appendix 3, Appendix 4, Appendix 5)

ACTIVITIES:

Stage 1. Pre-Reading(Pre-task): 15'

1. **Warm- up**:

a) The teacher explains to students that, since there is a language exchange to London for next year already planned, they are going to brainstorm the things that will be necessary for them to live in London for a week.

b) The teacher asks students if some of them have already been to London.

Where did you stay?

Who did you go with?

How long did you stay there?

What did you like the most?

What did you like the least?

The teacher calls on some students to share their experiences. In case nobody had been to London, the teacher will share his/her experience while been there.

c) In cooperative groups(five groups of five members each) students are asked to create a mind-map including the following subgroup items: transport, clothing, essentials, food and places to visit.

d) Class share: In each group, a spokesperson will be chosen and write their ideas on the board. Each group will deal with one of the items previously mentioned. While doing so, the rest of the class will complete the mind-maps with the words missing. Finally, the teacher will write those terms that should be included in the mind-map on the board
(vocabulary likely to occur: double- decker bus, underground or tube, black taxi cab, bike, train, boat; wellies, umbrella, raincoat, coat, scarf, gloves; passport, identity card (ID), European Health Insurance Card, pounds and pennies, emergency numbers, adaptor or socket)

2. **Presentation**: The students will continue working in the same groups and the teacher will provide them with a handout with five different texts included on a webpage (*www. projectbritain.com*). Each group will work on one of the following items: *transport, shops and markets, essential information, food and drink in London and What to see and do in London*.

The teacher tells students that they are going to use those texts to prepare themselves for the language exchange. (see Appendix 1, 2, 3, 4, 5)

Stage 2: While- Reading (task): 25'

3. Students are asked to scan their respective texts in order to answer the questions included in the handout. The teacher makes students aware of the purpose of the text in relation to its structure and type (webpage).
   - *Look at the different texts and think of the things that may be useful for you when being in London. The questions that you have to answer will guide you in order to focus on the specific information that later on you will have to share with your classmates.*

   While students are dealing with the texts, the teacher will be monitoring, so as to clarify possible difficulties concerning unknown words.

Stage 3: Post-Reading and follow-up (Post-task): 10'

4. The spokesperson in each group will present the text previously worked on in front of the class, while the rest of the groups will have to answer the same questions the group presenting at the moment had to answer before. These questions had been provided by the teacher at the beginning of the class. The spokesperson has to include the information required for the other groups to answer the questions.

FEEDBACK: At the end of the presentations, the teacher will collect all the handouts with the answers and will give them back corrected next day.

Lesson 2

Unit of work: *Getting to know London*	Title of the lesson: *We have manners. We're polite*
Grade: 4º ESO	Number of students: 24

Wednesday 13th January, 13:25 -14:15

LEARNING OBJECTIVES:

At the end of the lesson SS will be able to:

   - List vocabulary related to good and bad manners within an educational   context in London.

-   Identify good and bad manners within an educational context in general.
-   Skim and get the gist of a video concerning the life of an English student.
-   Identify verbs of permission(can, can't) and obligation(have to, don't have to) within this particular context (education in England)
-   Differentiate the use of verbs of permission from verbs of obligation
-   Infer the function of verbs of permission and verbs of obligation
-   Develop their ability to express their ideas about good and bad manners in college
-   Formulate their own rules regarding college rules.

MATERIALS:

   - A handout with the questions related to the video, in which an English student talks about his life in England. (Appendix 6)

   - Transcript of the video previously mentioned. (Appendix 7)

   - A handout with a multiple choice activity with sentences from the video.

(Appendix 8)

   - A handout with the grammar rules regarding verbs of obligation and permission. (Appendix 9)

ACTIVITIES:

<u>Stage 1. Pre-Listening (Pre-task):</u> 15'

1. **Warm- up**:

   a) The teacher tells students that as they are going to study in a London college they must follow certain rules.
   b) In pairs students are required to write two different lists related to good manners and bad manners concerning students in college.
   c) Once students have finished the previous activity, the teacher asks them to continue discussing their ideas, thinking about the advantages and disadvantages of behaving properly or not. In order for students to understand the task, the teacher will give an example.
   For example, you tell your partner: it is important not to arrive late to class ,because maybe you are not allowed to come in. And your partner says: you are right, and I think it is important to keep in silence during the lesson, because this way you will follow the teacher's instructions better.

   d) Class share: the teacher asks some students to share their ideas aloud.
   After that the teacher will write on the board the ideas missing regarding good and bad manners.

2. **Presentation:** the teacher tells students that they are going to watch a video, in which an English student talks about student's life in England in order to set the context for students as they are going to study there next year.

   Stage 2: While-Listening(task): 25'

3. Activity 1:

a)students are asked to skim and get the gist of the video so as to answer the questions included in the handout (see Appendix 6). This task will be performed individually. The teacher asks students to read the questions carefully before watching the video, in order for them to focus on that specific information expressed by the student.

b)the video will be played a second time. After watching the video students will be asked to discuss the answers in pairs.

c)Finally, the questions are checked as a whole class. The teacher will ask some students to give the answers, being able to give oral corrective feedback. In this way, the rest of the class will be able to correct the wrong answers.

Differentiation: weaker learners will be provided with the transcript of the video while listening for the first time.

4. Activity 2:The teacher will provide the rest of students with the transcript of the video. Students will be asked to pay attention to the verbs in italics (have to, don't have to, can, can't) and discuss in pairs the implied meaning of those verbs. (see Appendix 7)
5. Activity 3:

a)then the teacher will give them a handout with a multiple choice activity with sentences from the video, containing those verbs previously mentioned. Students will have to choose the correct answers.(see Appendix 8)

b) the teacher will ask some students to share their answers aloud. In this way, the teacher will have the opportunity to give them oral corrective feedback, helping the rest of the class correct their answers. After that, the teacher will ask them to work out the rule, regarding obligation and permission. Then, to make things clear for students, the teacher will provide them with a handout with the rules (see Appendix 9)

Stage 3: Post-Listening and follow-up (post-task): 10'

6. Activity 4:
Students in groups of five will be required to create their own rules attending good manners and bad manners, related to students' life in college, taking into account their

future placement in England. One person from each group will write the rules on the board. Finally the teacher will correct the possible mistakes on the board.

Lesson 3

Unit of work: *Getting to know London*	Title of the lesson: *Hello London life!*
Grade: 4º ESO	Number of students: 24
Friday 15th January, 9:20 - 10:10	

LEARNING OBJECTIVES:

At the end of the lesson SS will be able to:

- Identify possible situations likely to occur in student's daily life in London.

- Develop students' ability to report their ideas regarding student's life in London.

- Use question formation and politeness appropriately regarding actual situations in student's life.

- Dramatize a real life situation in an educational context in London

- Reflect on their own mistakes and their classmates' in relation to social interaction in an educational context.

MATERIALS:

- 6 role cards: 3 cards for the new student,; 4 cards for the receptionist (see Appendix 10)

- 12 role cards containing the role of the foreigner student (see Appendix 11)

- 12 role cards containing the role of the mother or father of the host family (see Appendix 11)

ACTIVITIES:

Stage 1. Pre-speaking(Pre-task):

1. **Warm- up**: (15')

   a)The teacher tells students that, since they are going to live a new experience in London, they should be prepared to deal with different situations regarding students' daily life in London. The teacher will give students an example of a situation likely to occur in real life.

   For example you need to go to Victoria Station, and you don't know how to get there, so you decide to ask someone. You'd say 'Excuse me, could you tell me where is Victoria Station?' If you don't know, this is a very popular tube station in London.

   b) Now the teacher asks students to brainstorm in pairs different situations that could be encountered. They are allowed to take notes while brainstorming.

   c) The teacher will ask some students to share their ideas with their classmates. While students are reporting their ideas, the teacher will write them on the board in order for the rest of the class to be aware of the different situations they may meet when living in London.

2. **Presentation:**The teacher explains to students that they are going to perform a role-play in which one of them represents the role of a new student arriving at the college and the other one is the receptionist. By doing so, students will prepare themselves to deal with a situation of this type in real life.

Stage 2: While- speaking (task): 30'

a) Activity 1: The teacher tells students that they are going to work in pairs. They are provided with six role cards: four for the receptionist and two for the new student .The receptionist needs to find out the name , age, telephone number of the new student, etc…whereas the new student needs to obtain information about the timetable and classroom where the English lessons will be held, as well as the directions from school to the nearest tube station (see Appendix 10). Before starting to rehearse the role-play, the teacher reminds students to make use of question formation and politeness.

> *For instance, as you know, you should always use structures like Excuse me…Could you please tell me how…? Thank you and so on.*

b) Students start rehearsing the role play. At this point of the lesson, the teacher will be monitoring in order to take notes of students' mistakes. Students are given 10 minutes to practice the role play. Then, students swap roles. At this point the student representing now the role of the receptionist will make use of the two other cards, which contain different information.

c) A pair of students is asked to perform the role play in front of the class, making the rest of the class aware of what is expected from them.

Stage 3: Post-speaking and follow-up (Post-task): 10'

Activity 2: After the performance, students will be given the notes taken by the teacher when monitoring, so as to correct their classmates' mistakes. Finally, the teacher will give oral corrective feedback on the students' mistakes. At the end of the lesson, the teacher will inform students that they will have to perform a role play similar to the one already represented, taking into account a new situation provided by the teacher. The teacher explains to students the situation: half of the class will perform the role of the mother or the father of the host family, whereas the other half of the class will play the role of the foreigner student (see Appendix 11). Students will have to prepare the role play at home, since their performance will be assessed next day.

Homework: Students individually will prepare their part of the role play to be assessed the nex day in class (2nd session), where they have to include all the things they have studied up to this point in this learning unit.

Lesson 3 (2nd session)

Unit of work: *Getting to know London*	Title of the lesson: *Hello London life!*
Grade: 4º ESO	Number of students: 24
Monday 18th January, 8:30-9:20	

LEARNING OBJECTIVES:

At the end of the lesson SS will be able to:

- Use question formation and politeness appropriately regarding actual situations in student's life.

- Dramatize a real life situation in a foreigner student's daily life in London.

- Express themselves fluently and naturally in a simulated real life situation concerning social interaction between foreigner students and their host families.

-Solve possible linguistic difficulties in interaction when facing a simulated real life situation in student's life in London.

- Produce accurate and coherent spoken discourse in social interaction between a foreigner student and their host family.

Main speaking task:

During this session, students in pairs (12 pairs of students in total) will perform the role play they had prepared at home.They will be given four minutes to present the role play in front of the class. While a pair of students is performing, their classmates and the teacher will be completing the checklist provided that highlights the most important aspects of the lesson that must be taken into account. At the end of the lesson, the teacher will collect all the checklists filled in by the students, giving them back next day so that students will have corrective feedback on their whole learning process up to that moment.

ASSESSMENT AND FEEDBACK: Students will be assessed by means of a checklist created by the teacher, which includes all the aspects studied throughout the learning unit so far. This assessment will be carried out by their teacher and their classmates. In this way, corrective feedback will be given to the students in writing after finishing this session.

Lesson 4

Unit of work: *Getting to know London*	Title of the lesson: *Facing stereotypes*
Grade: 4º ESO	Number of students: 24
Wednesday 20th January, 13:25-14:15	

LEARNING OBJECTIVES:

At the end of the lesson SS will be able to:

-Identify the stereotypes that Spanish people have about the English

-Develop their own ideas about English stereotypes

- Express their ideas about the use of stereotypes in a critical way.

- Skim four texts to understand the key ideas related to English stereotypes

- Write an informal email t the English language Exchange partner asking for advice on how to adapt himself or herself to the English culture.

- create a coherent and cohesive text, following the specific structure and style of an email.

-assess their classmates' according to the checklist provided by the teacher.

-send an email to their English language exchange partner.

MATERIALS:

- a handout with four texts (see Appendix 12)

- a handout with model of email, with a matching activity (see Appendix 13)

ACTIVITIES:

Stage 1. Pre-writing(Pre-task): 50'

1. **Warm- up**:
   a)The teacher introduces the topic by playing a video(http://www.rtve.es/alacarta/videos/thats-english/thats-english-stereotypes-3/627798/) about the English in order to make students aware of the typical stereotypes that Spaniards have about English people and how they match in real life. The teacher tells students that they may take notes while watching the video. (5'44")

   b) Now in pairs students are required to discuss about the stereotypes of the English that appear in the video, including some other stereotypes they can think of. (5')

   c) Once students have finished discussing in pairs, the teacher will ask them to share their ideas aloud. The teacher, in order to create a reflection about the issue of

stereotypes, makes a question to the whole class to open a brief debate. In this way, the teacher will try to make them aware of stereotypes as false assumptions. (10')

What do you think about stereotypes?

Do you believe in them?

d) the class will be divided into four groups of 6 members each. They are given four texts related to English stereotypes. The teacher will give one text for each group.

e) Activity 1: The teacher tells students they have to read the text and then complete the gap with one of the words provided in the handout (see Appendix 12). The teacher will be monitoring in order to ensure that they are on the right path, as well as clarify the meaning of the unknown words. Once students have finished completing their text, the rest of the class will be provided with the other texts. After that, a person from each group will have to explain aloud to the rest of the class what their text is about. While listening, the rest of the class will have to pay attention to those words missing in order to complete the task. (20')

f) Then the teacher shows the difficult words that have appeared in all the texts through a Power Point slide.

2. Presentation:

a) The teacher tells students that before going to London they are going to write an email to their English language exchange partner. Spanish students will have to tell the English students the stereotypes Spaniards have about English society and customs, asking for advice in order to integrate themselves easily in London, taking into account the cultural differences.

b) Before starting the main task (writing an e-mail) students will be provided both with a model of an e-mail, with an activity, and a check list so as to make students aware of what should be included in the email.

c) Activity 1.
Now students start working individually on the e-mail model and the following activity, which is a matching activity (see Appendix 13). The purpose of this activity is to focus on the structure of the text. After finishing it the teacher will orally correct the task. (10')

d) Now the teacher tells students they have to write their own email. This activity will be carried out in the next lesson.

Lesson 4 (2nd session)

Unit of work: *Getting to know London*	Title of the lesson: *Facing stereotypes*
Grade: 4º ESO	Number of students: 24
Friday 21st January, 9:20-10:10	

Stage 2: While- writing (task): 35'

3. Students start writing individually their emails.

Stage 3: Post-writing and follow-up (Post-task): 15'

4.The teacher tells students to pass their writings to their shoulder partner, who has to correct the email following the checklist previously provided. Once the lesson is finished the teacher will collect all the writings, and will give them back corrected next day according to the same checklist.

ASSESSMENT AND FEEDBACK: Students will be assessed by means of a checklist created by the teacher, which includes all the aspects studied throughout the whole learning unit. The teacher will also provide written corrective feedback in the same checklist.

4. CONCLUSIONS

The elaboration of this learning unit has meant for us the most intense and closest moment to the teaching and learning process. From the very beginning, we have experienced the anxiety of the election of the topic as something essential on the path of the teaching and learning process, because we are conscious of its vital importance in the creation of the learning unit. Together with the topic, the context, the purpose and the outcome are essential in the design of the different activities that comprise the learning unit, because those factors are the starting point that will guide you towards the

materials and procedures necessary to successfully accomplish your final objective, which is the creation of a meaningful and coherent learning unit.

It is relevant to mention that the four skills(reading, listening, speaking and writing) are integrated throughout the whole learning unit. However, we have decided to foster the speaking skill, because we consider that English is essentially communication.Therefore, we have followed a communicative approach, more learner-centered, deciding to perform our role as facilitators or guides. We think that with this integrative and communicative approach, students will be more engaged, since that meaningfulness, realism and more dynamic way of teaching will facilitate students' awareness of the utility of English language in real life.

Another aspect that we would like to highlight is the idea of being a reflective and flexible teacher, capable of departing from the original plan designed and adapting to the possible difficulties concerning timing. Through the elaboration of our learning unit, we have experienced the insecurity regarding timing the activities, because we consider that this is something hypothetical that could depend on external factors, such as the different learner's styles and personalities.

In order to conclude, we consider that through the elaboration of this learning unit, we have acquired a greater consciousness about the complexity of the creation of our learning unit. A complexity regarding diverse factors, which not only depend on the teacher's role and the learning unit itself, but also on the role of the learner and multiple intelligences. However, as we have commented at the beginning of these reflections, the topic and the different materials used are crucial for the coherence and effectiveness of the learning unit, therefore facilitating the development of the students' learning process.

5. APPENDIX

LESSON 1

Appendix 1

TEXT 1: LONDON TRANSPORT

The quickest way to get around London is no doubt **the Tube**, London's version of the subway, which is a vast network of tunnels and trains that will get you anywhere in London that you want to go.London's Underground network, the world's first, opened in 1863.

Finding your way through London using the Underground is not as difficult as it looks. To make it easier for you to get to know the Undergound system we are just focussing on the main part most tourists travel on.

Each line on the underground has a name and is colour coded to make it easier to plan your route. There is a total of 12 different colored lines in the London Underground system.

The Northern Line, which runs from High Barnet in the north to Morden in the south, is represented by a black line on the map. The Central line is red, and as its name suggests, it runs from east to west, taking in central London. The Circle line is yellow and is the only line which runs in a complete circle.

There are maps at each station as well as inside each train to ensure that you can see where you are going and that you are on the right train.

Each stop that you approach will be notified by a loudspeaker in the train. There is another announcement when you arrive at a station.

For example:

"This is Westminster. This is a District Line train to Upminster"

If you find yourself going in the wrong direction, simply get off at the next station and cross the platform to the other side.Every train will have its destination on the front of the train, so it is a good idea to look at the train as it approaches the station.

- Read the text and answer the following questions:

1) When was the Tube accesible in London?

2)Which are the two characteristics of each tube line?

3) Which is the line you have to take from High Barnet to Morden?

4) How do you know when a stop is announced?

Appendix 2

TEXT 2: SHOPS AND MARKETS

Oxford Street and Regents Street

(Nearest Tube: Oxford Circus)

Both streets are London's busiest shopping areas. Many of their smaller shops sell tourist souvenirs, but there are many other shops too. They have lots of department stores and clothes shops and there are big music shops, bookshops too.

Carnaby Street

Off the Eastern side of Regent Street, close to Liberty department store, you will find Carnaby Street, one of the icons of the "swinging sixties".

Carnaby Street is a pedestrianised shopping Street in London.

Knightsbridge

(Nearest Tube: Knightsbridge)

Fashion/Designer boutiques

The Knighstbridge area of London is home to the biggest department store not only in the city but in the whole of Britain. This is Harrods, which has about 330 departments.

Covent Garden

(Nearest Tube: Covent Garden)

Overflowing with street markets, curbside entertainment, trendy cafes, English pubs, and small boutiques. A must visit for all tourists to London.

Charing Cross Road

Charing Cross Road is where book worms go. Mainstream bookshops, such as Foyles, Borders and Blackwells, line the street but perhaps the most unique feature about this road are its rare, second-hand and specialist shops. Foyles is famous for five floors containing thousands of titles.

Tottenham Court Road

The best place for electronics shops and furniture stores.

Luxury Shops

Liberty is famous for selling beautiful fabrics. The shop looks like a <u>Tudor house</u> and has an elaborate clock outside.

Selfridges (Nearest Tube: Marble Arch)

This store has an extensive designer section for both men, women and children, constantly updated by the arrival of international labels.

Hamleys (Nearest Tube: Oxford Circus)

Hamleys, in Regent Street, is London's largest toy shop. It has six floors filled with all kinds of toys, from dolls and teddy bears to models, electronic toys and robots.

(Source: http://projectbritain.com/london/shopping/shops.htm)

-Read the text and answer the following questions:

1) What are the busiest shopping areas in London?

2) What is the symbol of the "swinging sixties"?

3) What is the biggest department store in Knightsbridge?

4) Which place tourists can't miss visiting?

Appendix 3

TEXT 3: ESSENTIAL INFORMATION

Currency

Pounds Sterling

The United Kingdom has not yet joined the Euro but some stores do accept it, and there is a lasge number of Banks and bureau de change, outlets in London where you can cash travellers cheques and change currency.

Cash points(ATMs) are widely available.

You can ask for "Cashback" when making purchases with a debit card at supermarkets. Visa and Access(Mastercard) widely accepted, other cards often accepted.

Banking hours officially 09:30- 15:30, but most banks open usually till about 17:00.

Communications

The traditional red phone boxes are now rare; instead kiosks come in a wide variety of designs and colours. Coin-operated phones take Most payphones accept 10p, 20p, 50p & £1 coins, but card-operated phones are often more convenient. British Telecom phone cards are available in most newsagents or grocers. Calls from hotels are expensive.

Dialling codes: The UK international dialling code is +44 and the area code for London is (0)20.

We now have Internet as well as normal telephone boxes in London. The photo above shows a blue internet phone box with a red 'normal' phone box behind.

How much does a phone call cost?

The minimum fee is 40p (forty pence). Local and National calls are charged at 40p for the first 20 minutes, then 10p for each subsequent 10 minutes or portion thereof.

Credit and Debit cards

To make a call using a Credit/Debit Card, swipe the card through the card reader on the phone and follow the instructions.

Call prices - 20p per minute. Minimum fee £1.20 (includes £1 connection charge) for Local and National calls.

International Calls and calls to phone mobiles

The minimum fee is £1.20 (includes £1 connection charge.

International Phone Cards

Pre-paid phone cards can be bought from selected newsagents, off licenses and convenience stores or internet cafes. They are sold in denominations of **£5, £10, £15** and **£20**. The card will be pre-charged to the value shown on the card face.

(Source:)

-Read the text and answer the following questions:

1)Where can you change your money?

2) What code do your family or friends in Spain need to dial to speak to you in London?

3) How much do you need to pay for local and national calls?

4) Where can you get International Phone Cards?

Appendix 4

TEXT 4: FOOD AND DRINK IN LONDON

Traditional London Food

London's food doesn't come any more traditional - or tasty - than good old pie and mash. Locally caught eels were the usual pie filling but they have been gradually replaced by minced beef.

Pie, mash and eel houses have been around in London since the 18th Century.

Today, eels are still served, either stewed or jellied, and with or without pie and mash. The essential accompaniment is green 'liquor' - a salty, parley-based 'gravy' - or chilli vinegar for extra pep.

F. Cooke's pie and mash restaurant on Hoxton Street is one of the many restaurants still serving hot jellied eels today.

Tube

• Old Street Tube Station (0.9 km)
• Old Street Station (1.0 km)

World Foods

Thanks to the capital's multicultural population, you'll find more than 60 different national cuisines from French, Italian and Spanish to Thai and Japanese. Indian food is especially popular in Britain and many people often eat at their local 'curry house'.

Vegetarian Food

Vegetarianism is an accepted part of London's restaurant scene and most places offer at least a couple of dishes for those who do not eat meat.

Take-Away Food

London's fish and chip shops are part of a uniquely British take-away tradition. The city also has thousands of burger and chicken fast-food restaurants. It also has many Indian, Chinese and pizza take-aways.

Pies are becoming a popular take-way food.

Tea and Coffee

Londoners are famous for their love of a good cup of tea, at home, at work and in cafes. Coffee has been drunk in London since the 17th century, when coffee houses were hotbeds of political discussions and debate. Nowadays American-style bars such as Starbucks are everywhere.

Public Houses

London is packed full of pubs (public houses), where people go to drink beer or wine, and perhaps have a bar meal.

(Source: http://projectbritain.com/london/food.htm)

-Read the text and answer the following questions:

1)Which is the ingredient that has replaced eels in usual pies?

2) Which is the closest tube station to F. Cooke's pie and mash restaurant in Hoxton Street?

3) What type of food can you eat in a curry house?

4) Which is the most well-known take-away food?

Appendix 5

TEXT 5: WHAT TO SEE AND DO IN LONDON

London attracts very large numbers of visitors and tourists and can be an expensive place to visit. However, there is still much you can see and do for free.

Tourist attractions are mainly in Central London.

It's worth booking or getting tickets in advance for any major attractions - including The Tower of London - which will save you a lot of time.

How old is the Tower of London?

For over 900 years, the Tower of London has been standing guard over the capital. The Tower of London was originally built by William the Conqueror, following his successful invasion of England in <u>1066</u>.

What are the different roles the Tower of London has played in British History?

As a Royal Palace, fortress, prison, place of execution, arsenal, Royal Mint, Royal Zoo and jewel house, it has witnessed many great events in British history.

The Tower of London is perhaps better known as a prison.

The responsibility for looking after the prisoners was given to the Yeomen Warders or Beefeaters.

Many people have been locked in the Tower, for religious beliefs or suspected treason. Famous prisoners have included Anne Boleyn, <u>Sir Walter Raleigh</u> and Elizabeth I.

Many Tudor's prisoners entered the Tower of London through the *Traitors' Gate*.

In the centre of the Tower of London is the famous White Tower. It is the oldest part of the fortress and was built on the site of the Norman Keep built by William the Conqueror.

Today the Tower of London houses the **Crown Jewels** and is open to the public as a museum.

The legend of the ravens

Ravens have lived at the Tower of London for hundreds of years. Legend says that if the ravens ever leave the Tower of London the White Tower will crumble and a great disaster shall befall England.

(Source: <u>http://projectbritain.com/london/attractions/index.htm</u>)

-Read the text and answer the following questions:

1) Why is central London so attractive for tourists?

2) By whom and when was built the Tower of London?

3) What was the main role of the Tower of London?

4) Where is the White Tower? What would happen to this tower if the ravens left according to the legend?

Appendix 7

ACTIVITY 2:

Read the following transcript and pay attention to the words in italics. Discuss in pairs the meaning of those verbs.

Transcript

Hello, my name is Jonny and I'm a medical student. I want to be a doctor because I like helping people. To get into medical school is quite hard. You *have to* study very hard at school and you *have to* know a lot about science, you *don't have to* know about maths or English but you do *have to* work hard for quite a few years. Now that I'm in medical school I *can* talk to people, I *can* take patients' histories, I *can* take blood but I *can't* do any surgeries or be left alone with patients.

I'm quite far in my medical school time so I don't have lots of free time but I *can* still go to the gym, I *can* still play football with my friends and still play other sports and music as my spare time. But I don't have a lot of spare time anymore and also I *can't* miss lessons because it's very important to go to all of these. Overall, I'm having a good time.

(Adapted from British Council http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/student's-life)

Appendix 8

<u>ACTIVITY 3: Modal verbs (Obligation and permission)</u>

Look at the sentences from the video. Choose the correct meaning.

1. You <u>have to</u>study very hard at school.

   a) It's necessary to work hard
   b) It's a good idea to work hard

2. You <u>don't have to</u> know about Maths or English
   a) It's essential to know about Maths or English
   b) It's not necessary to know about Maths or English

3. I <u>can</u> take blood.
   a) It is an obligation to take blood
   b) I am allowed to take blood

4. I <u>can't</u> miss lessons.
   a) I'm not allowed to miss lessons
   b) It's not a good idea to miss lessons.

(Adapted from British Council http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/student's-life)

Appendix 9

Now look at the rules

Have to is used to express strong obligation. It is used when we want to say that something is necessary:

I *have to* start work early tomorrow. My son *has to* wear school uniform.

Don't have to is used to express a lack of obligation. It is used when we want to say that something isn't necessary:

I *don't have to* wear a uniform at work – I *can* choose what I wear. My husband *doesn't have to* go to work tomorrow – he has a day off.

Can/can't are used to express permission. They are used when we want to say that if it is OK to do something.

You *can* go to the park when you have done your homework. We *can't* park here – there are double yellow lines.

LESSON 3

Appendix 10

ACTIVITY 1:

Role play: You are the receptionist in a college in London and you have to find out the name, age, telephone number, etc… of the new student. Take notes of what the new student tells you. Then, swap roles with your partner.

Role-play 1

Receptionist

You are the receptionist at the Haggerston School. A new foreigner student has arrived at the college and would like to know some information about the course and the nearest tube station to the school. Use the information here to answer the student's questions.

Tube Station

Nearest: Hackney Central

School   Local host family

Haggerston School

56 Weymouth Terrace,

London

E2

Timetable: Tuesday, 09:00- 10:00 and Thursday, 12:30-13:30

Classroom: A 101

Now you need to complete the registration card for the new foreigner student. Ask questions to find the information.

HAGGERSTON SCHOOL

New Student Registration

Name:

Date of birth:

Telephone:

Email:

Address:

Role-play 2

Receptionist

You are the receptionist at the Haggerston School. A new foreigner student has arrived at the college and would like to know some information about the course and the nearest tube station to the school. Use the information here to answer the student's questions.

        School   Tube Station

Nearest: Candem Town

      Local host family

Hampstead School,

103, Westbere Road

London

NW2

Timetable: Monday, 11:00-12:00 Wednesday, 13:00-14:00

Classroom: B302

Now you need to complete the registration card for the new foreigner student. Ask questions to find the information.

HAMPSTEAD SCHOOL

New Student Registration

Name:

Date of birth:

Telephone:

Email:

Address:

(Adapted from British Council: https://www.teachingenglish.org.uk/article/new-student-role-play)

ACTIVITY 1:

Role play: You are the new student in a college in London and you have to find out the timetable and classroom where English lessons are held and the nearest tube station from college. Then, swap roles with your partner.

Role- play 1

New Student

You have arrived at Haggerston School

Ask the receptionist of the school about:

- Timetable and classroom where English lessons are held
- Directions from school to the nearest tube station.

Answer the questions that the receptionist asks you and write the information he/she gives you.

Role- play 2

New Student

You have arrived at Hampstead School

Ask the receptionist of the school about:

- Timetable and classroom where English lessons are held
- Directions from school to the nearest tube station.

Answer the questions that the receptionist asks you and write the information he/she gives you.

Notepaper

Timetable:

Classroom:

Directions:

(Adapted from British Council: https://www.teachingenglish.org.uk/article/new-student-role-play)

Appendix 11

ACTIVITY 2:

Role play: foreigner student role card.

Read the information in the role card.

<div style="border:1px solid black; padding:10px;">

New foreigner student

- You are a Spanish Student
- You want to know what time the dinner will be served
- You also want to know what you are going to have for dinner.
- Spanish student talks about the differences between Spanish and English culture
- You have to add new information related to what you have studied up to this moment in the lesson (i.e transport, places to visit, etc…)

</div>

LESSON 4

Appendix 12

Text 1 All we ever talk about is the weather

When I woke up this morning the sun was shining and it was the perfect crisp winter's day. It's now 11.20am and it has clouded over and it's raining heavily. What's more, January was so wet that much of the country is suffering from horrendous flooding. It's only February and we've already experienced record levels of rain, mini tornadoes, and the biggest, most destructive waves the coast has ever seen. There's never a dull moment when it comes to the British weather, and that's why we like to talk about it so much.

But talking about the weather fulfils another purpose: it's a guaranteed topic for small talk, a safeguard we use to avoid those awkward silences that we self- conscious Brits hate. That self-consciousness and _____ (embarrassment when you are not sure what to do or say) is another stereotype, of course; even if there are plenty of Brits like that, there are also plenty of gregarious types who defy that image. And all that said, we don't just talk about the weather. We talk about what we're going to do at the weekend, what happened on TV last night and what we think of the latest gossip. And plenty more besides that, too.

A cleverness

B awkardness

C strangeness

Text 2 : We have a stiff upper lip

The idea of the _____(keeping your composure in all situations)comes
from the fact that a trembling upper lip betrays a lack of control over one's emotions, and
maintaining a _____(keeping your composure in all situations)   – not showing
any emotion – is something that many people think characterises the Brits. This misconception
comes from the Victorian period, when showing your emotions was indeed considered a big no-
no. This has left us with a reputation for being reserved, and reluctant to show how we feel, but
this labelling of us as unemotional is a little unfair. These days it's considered healthy to show
grief if you feel it; just look at the public outpouring of emotion at the death of Diana, Princess
of Wales. A number of newspaper articles in recent years have argued that the British
_____(keeping your composure in all situations)is no more, and you only have to
observe the number of tears shed on reality TV shows like *The X Factor* to see why this
outdated stereotype now fails to hold true.

A Stiff upper lip

B Arrogance

C Inflexibility

Text 3: Our food is awful

We admit that fish and chips and "bangers and mash" aren't exactly sophisticated. But what
about our fabulous cakes and Afternoon Teas? Our puddings? Cornish pasties? And our huge
variety of delicious sausages and cheeses? A good strong cheddar is every bit as good as a
French cheese; and the French may claim that they have a different cheese for every day of the

year, but according to the English Cheese Board, we have over 700 different varieties. And we don't care what anyone says, we love our Sunday roasts and they're the feast of kings.Our _____(alcoholic drink)industry is a bit of a joke compared to that of many countries, and that's why we import so much. After all, what grape would grow in our horrid rainy climate? Well, quite a few actually. It may surprise you to learn that we have a number of vineyards and we even produce our own_____(alcoholic drink), the British answer to Champagne. Not that anyone in the UK ever really drinks it, but we feel that that's beside the point.

(source:https://www.oxford-royale.co.uk/articles/8-british-stereotypes-theyre-mostly-inaccurate.html)

A Whisky
B Brandy
C Sparkling wine

Text 4: We complain a lot – but we also say sorry a lot

It's true: we do complain a lot. We love grumbling to each other about everything from our neighbours to politicians, from energy bills to noisy parties and from the weather being too cold to the weather being too hot. But we're normally too polite actually to complain. In a restaurant, for example, we might privately complain to our dining companion about the standard of the food, but when the waiter comes round to ask us if everything is alright with our meals, most of us will politely tell them how good it is. It's also true that we say _____(apology) a lot. In the restaurant scenario, we'd probably start and end our complaint with the word_____(apology), as if it was somehow *our* fault that the food wasn't nice, and that we are the ones who must do the apologising. It makes no sense, but that's just how we behave.

| A Excuse me |
| B Pardon |
| C Sorry |

Appendix 13

EMAIL MODEL

Hi Peter, I hope you are well. I'm writing to you, because next year I'll be studying in your college for one week. A friend of mine told me that the English are very different from us, the Spaniards, because people say that you are more polite and serious. Do you agree with that? I'd like to know about the things that are necessary to bring to London, and I'm sure you can help me to solve this problem. So can you tell me or suggest what I am going to need the most? I'd like to ask you for advice about how to behave in college and in my daily life in London. Can you tell me what is considered good and bad manner in England? Just one final thing. What do you think about Spanish people? Do you think we are so different? And if so do you think it will be difficult for me to adapt to your customs?

I'm really looking forward to going to London!

All the best, Ana

Activity 1.

-Match the sentence with each purpose

Hi Peter, I hope you are well…	I'm writing to you because…	So can you tell me or suggest…/ I'd like to ask you for advice about…

I'm really looking forward to going to London!	All the best, Ana

Starting the email	
Explaining the reason for writing the email	
Asking for advice	
Pre-closing formula.(Something friendly to say just before the end)	
Finishing the email and signing your name.	

(Adapted from British Council: http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/informal-email)

ASSESSMENT TOOLS

Appendix 14

SPEAKING ASSESSMENT CRITERIA : Checklist

Assessment criteria	Very good	Good	Average	Poor
Use of appropriate language related to students' life in London				
Use of polite set expressions in a student's life context				
The speaker makes use of language related to his/her life in London in a fluent and natural way				
The speaker is able to catch the attention and interest of the listener in the conversation				
The speaker uses simple language related to his /her life in London in a way that is correct and easily understood				
Students respect each other's turns when speaking during the role play				
Both students domintate the conversation equally while speaking during the role play				
Students have shown creativity, imagination and effectiveness in solving the situations provided				
COMMENTS:				

WRITING ASSESSMENT CRITERIA: Checklist

Assessment criteria	GOOD	AVERAGE	POOR
- Specific information about student's life in London is included.			
- Accuracy in the use of verbs of permission and obligation.			
- The written text has the structure of the email model given.			
- Appropriate use of language according to an informal email.			
- Clearness of your partner's way of writing.			
-Clear organization of ideas in paragraphs related to the structure of an email.			
- Vocabulary related to English stereotypes and cultural differences between England and Spain has been correctly used in the email.			
- Grammatical mistakes are not confussing for the understanding of the email.			

COMMENTS:

TEACHER'S ASSESSMENT

Assessment criteria	Always	Often	Sometimes	Never
The teacher gives clear instructions to students to facilitate the learning				
The teacher repeats the instruction in a different way to clarify what is required from students.				
The teacher makes use of English language most of the time.				
The teacher uses digital resources such as the projector or the computer, encouraging in this way the use of ICTs.				

The teacher encourages cooperative work to improve students' learning.				
The teacher gives some examples before doing the activities or explains the grammatical aspects with the purpose of guiding students in completing the activity as well as improving their learning process.				
The teacher encourages students' participation in class				
The teacher encourages students' autonomy when giving their opinions.				
The teacher uses questions to encourage discussion in class.				
The teacher shows respect for their students				

LESSON 2

Appendix 6

<u>ACTIVITY 1</u>

Johnny is a student. Watch him talking about his studies.

http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/students-life-modal-verbs

Answer the following questions:

1) What does Johnny study?
2) Is it difficult to study that degree in England?
3) Does Johnny have a lot of free time?
4) Does Johnny like studying his degree?

(Adapted from British Council : http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/student's-life)