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A proposal for promoting interaction in the EFL secondary classroom through mediation and a TBL Approach

Una propuesta para promover la interacción en un aula de secundaria de inglés a partir de la mediación y el enfoque por tareas

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ABSTRACT

The purpose of this dissertation is to propose a didactic unit that helps increase students' involvement and participation in the EFL classroom. To do this, I have designed a Task-Based unit thought to be implemented in the 4th year of CSE. This unit revolves around the city of Zaragoza, and establishes an international scenario that requires students to mediate with a group of international visitors. The first part of the work is devoted to explaining the theoretical and curricular framework, as well as the methodology behind the proposal. The second part presents an analysis of the unit and its alignment with the Aragonese curriculum. Lastly, I put forward some suggestions for improvement and conclusions.

1. INTRODUCTION

The dissertation proposes an educational innovation focused on promoting the development of student participation and interaction in the EFL secondary classroom. This proposal takes as a starting point the needs detected on a specific educational context at a particular point in time; the teaching placement at IES Pablo Gargallo in Zaragoza. During this period, I observed that there was not much interaction between students and that sessions revolved around a teacher-centered instruction. Thus, this proposal intends to make the interaction among students a central component, designing the lessons so they are more student-centered. To achieve this, the didactic proposal takes into account students' interests so that learning is perceived as relevant. In particular, the proposal takes the context of the city of Zaragoza as a motivating element around which students might develop an interest. The following section establishes some connections with the theoretical framework to show that the work is aligned with such framework. In particular, since the dissertation aims to develop students' communicative competence through interaction, approaches such as Task-Based Learning (TBL) and Communicative Language Teaching (CLT) seem relevant in this work.

The Common European Framework of Reference (CEFR) draws attention to the processes that a second language learner should engage in to be a successful language user and be able to communicate. Among these processes, the Companion Volume (2018) updates the CEFR 2001 and gives importance to mediation in language education. Moreover, it showcases the need to adapt to an international world where citizens are equipped with resources to meet the communicative needs derived from such context. Specifically, it indicates that it is advisable to work towards facilitating the exchange of information between people who speak different languages, and achieving a general understanding of other cultures' ways of life. All this goes along with the development of the communicative competence by means of activities that involve interaction or mediation (CEFR 2001). Thus, the work intends to act accordingly and acknowledges the role that mediation might play inside the classroom. However, despite communicative competence being at the core of these referential documents, from what has been noted during my teaching placement, the teaching of grammar may be still prioritized over other more communicative skills.

As an illustration, traditional procedures such as Presentation, Practice and Production (PPP) were largely present in the classrooms observed even though this approach tends to fall short of preparing students to communicate effectively (Iranmanesh, & Motallebikia, 2015).

Considering this, I have designed a didactic unit based on CLT principles where interaction scenarios are created between students and where the emphasis is on communication, particularly through a task-based instructional design and mediation activities. The unit is called 'A Historic Tour around Zaragoza'. It encourages students to work cooperatively to create a tourist itinerary through the city and then present it as a free-tour walk to a school of American students visiting Zaragoza. Regarding the specific context, it is designed to take up 7 sessions and to be implemented in the 4th year of CSE at a high school located in Zaragoza.

The dissertation is divided into sections. Firstly, I outline the purpose of the proposal and what I want to achieve through its implementation. Secondly, I devote a section to provide a justification for how the unit helps to tackle a specific need, to explain the theoretical and curricular framework behind the proposal, as well as the methodology and actions needed to implement the unit. Then, I critically analyze the unit considering how it contributes to the development of key competences, specific learning objectives, sequence of activities, materials used and evaluation criteria. Lastly, I end the dissertation with a concluding section where some final remarks and suggestions for improvement are given. In the following section, I explain the purposes and aims of the dissertation.

2. PURPOSE AND AIMS OF THE DISSERTATION

The main aim of the dissertation is to explore the didactic potential of implementing a TBL approach that relies on mediation. That is, the fact that students are asked to collaborate with each other in making a cultural project may prompt students to interact with each other. Moreover, the prospect of this project being delivered to actual foreign students means students will have to face scenarios where they will have to mediate and engage in communicative exchanges. These points are related to the aforementioned gap.

The current work has some subsidiary aims. Firstly, it explores the didactic potential of implementing life-like activities that are personalized to students' lives. The collaborative creation of a free-tour, coupled with activities that require students to mediate might draw students' attention to the task ahead. This attempt of creating a setting relevant to students may facilitate the development of students' interlanguage and intercultural competence. Secondly, as the work relies on mediation, it necessarily explores the advantages that might derive from using L1 materials in the EFL classroom.

Accordingly, besides the aforementioned aims, this dissertation has the following aims:

- To showcase the role that English plays in an international context.
- To advocate for a student-centered approach.
- To argue in favor of mediation in the EFL classroom.

3. JUSTIFICATION, THEORETICAL AND CURRICULAR FRAMEWORK, METHODOLOGY

3.1 JUSTIFICATION: DESCRIPTION OF THE PROBLEM.

During the placement at IES Pablo Gargallo I noticed a lack of interaction and motivation among students. I observed lessons, carried out observation assignments and analyzed materials used by teachers. Specifically, I focused on analyzing the use of the L1 and how the course book aligned with CLT principles. Also, I handed out a questionnaire to understand students' motivations (see Appendix 1.3). These assignments informed this worked and their implications are explained bellow.

From the analysis of *Advantage1: Burlington Books* (see Appendix 1.1), several implications are drawn. The student version is divided into 8 content units, where each unit has 6 different areas covering vocabulary, grammar, reading, listening, speaking, writing. Plus, there is a final life skills section. It is described as an innovative resource that meets the official requirements. However, considering the analysis of *Unit 4*, the topic of the city as it is presented does not generate many communicative situations among students. Consequently, it is necessary to explore ways of exploiting the theme of the city

from a new perspective, creating situations where communicative competence may be developed. Secondly, the activities presented do not include a common goal that fosters interaction or the pursuit of a common goal. Rather, most activities require individual work and are highly guided. Therefore, it is necessary to implement dynamics that include cooperative activities with information gaps, as well as the pursuit of a common goal.

Regarding the L1, the first implication (see Appendix 1.2) is that, while the teacher barely uses it, the opposite trend is observed in students. Students always use the L1 when interacting with each other and with the teacher. Secondly, it is necessary to take some steps regarding the type of L2 use that students make. The teacher's efforts to use the L2 does not prompt students to respond using the L2 and that, when they do, their interventions are undeveloped. Accordingly, efforts need to be made to encourage students to produce more elaborated language. Lastly, in the analysis I argue that students do not use the L2 because they know the teacher understands them. This last point was key for the present work, as the proposal is rooted on the fact that there is an interlocutor (foreign student) who does not understand the L1. Therefore, students have to necessarily communicate in the L2.

Lastly, during my placement, a questionnaire was distributed to 40 students to determine the topics and strategies with potential to foster oral interaction. Out of the 20 questionnaire questions, two open-ended questions (no. 20 and 21) were analyzed, since they could help choose the topic and the approach to be implemented. Regarding the questions, one gathers data on potential appealing topics per se whereas the other focuses on how to do so. Despite the questionnaire being completed by 40 students, not every student gave a response in these open-ended questions. Also, only responses showing certain recurrence are considered, hence the disparity in the number of participants and the answers presented, as shown in the charts.

• *What topics would increase your oral participation in the EFL class? (27 answers in total).*

Fig. 1 *Topics to increase oral participation*

Responses given by students	Number of times
Topics that are current	9
Topics that are familiar, that we have some basic knowledge of	8
Topics that can be useful in our daily lives	7
Topics about life in other countries	3

• *What other strategies could increase students' oral participation in the EFL classroom? (25 answers in total).*

Fig. 2 *Strategies to increase participation*

Responses given by students	Number of times
Arranging students in small groups or pairs	8
Doing small plays, dialogues or enactments	6
The teacher talking in Spanish when something is not understood	4
Playing competitive games	4
Giving rewards for speaking in English	3

Considering the data, the majority of students believes working on current topics influences their participation. Some students indicate that covering familiar issues with which they have some baseline knowledge of could impact their participation. Moreover, other students state that topics should be useful for their daily lives. As to the strategies, responses indicate a preference for group dynamics and activities involving some staging, such as small theatre-like performances. Considering this, the work aligns with the standpoint of the students who answered the two open-questions since students would find the topic familiar and would have some baseline knowledge. Likewise, the TBL approach and mediation call for the classroom layout and the groupings be similar to the ones mentioned by the participants as preferable to foster participation. The following section outlines the curricular and theoretical framework.

3.2 <u>CURRICULAR AND THEORETICAL FRAMEWORK.</u>

Regarding the curricular framework, the unit accords with the legal provisions in *Order ECD/65/2015 on January 21*, which *describes the relationships between competences, contents and evaluation criteria for Primary Education, Compulsory Secondary Education and the Bachelor* and the *Royal Degree 1105/2014 on December 26*, which *establishes the basic curriculum of Compulsory Secondary Education and Bachelor.*

As the Aragonese curriculum states in *Order ECD/489/2016 on May 26* under the chapter titled *First Language: English*, students need to understand and communicate in one or more foreign languages, in different communicative contexts and with different purposes. So, this implies that teachers have to work towards developing a set of competences that help students use the language in certain contexts and tasks. Among these competences is the communicative competence, comprised of the linguistic, sociolinguistic and pragmatic competences. Thus, all this points to a methodological approach that, as defined in *Order ECD/65/2015, on 21 January, Appendix II*, showcases the importance of developing autonomy, cooperative learning, active student participation, motivation and a real-life use of language. Moreover, as indicated on *Section 5* of the order, it is necessary to understand social problems, and interact with people showing respect. Also mentioned in *Section 6*, it is important to transform ideas into acts, and make decisions to reach a goal.

Considering this, the following lines illustrate how the dissertation considers the provisions and articles present in the curriculum. As to the general provisions on *Chapter 1*, the proposal includes cross-cutting elements. Students are faced with a challenge for which some decisions need to be made. They need to take ownership of their decisions, and that may develop their entrepreneurial spirits. Moreover, the international scenario where students operate requires showing an understanding and non-discriminatory attitude.

Regarding the general principles on *Chapter 2*, the proposal provides students with cultural and artistic elements relative to their city. The task-based instructional design gives students agency, which may develop good working habits. Moreover, the proposal

intends to foster cooperative skills that allow students to work efficiently when doing tasks inside and outside the classroom. However, students have also opportunities to work individually. For instance, they use information resources to do research on their landmarks or acquire knowledge through self-access materials.

As for methodology, the instructional design follows the recommendations given on the preface of the curriculum, which advocate for a change in the type of tasks that students do. Thus, tasks need to require an active participation that allow for the actual application of learned knowledge. In this sense, a task-based instruction where students solve a problem aligns with this legal framework, and helps advance the specific goals of the proposal.

Likewise, the Aragonese curriculum in its introductory section recommends that the instruction should revolve around tasks, as they create communicative situations. Accordingly, the proposal sets specific tasks leading up to a final task. Ultimately, it is through taking part in these situations that students might acquire new skills and knowledge. To do so, the tasks presented are of two types; communicative and enabling, as it is stated on the methodological guidelines section.

As for the four skills, the proposal relies on the recommendations set in the Aragonese curriculum. Pre-listening and pre-reading activities are presented, which include having discussions and providing images on the topic, together with reading the audio script. Regarding speaking, students work with models (videos and samples) and have access to short-dialogues that they can resort to (self-access materials). On reading, there are activities that prompt students to analyze a text and identify its relevant features. The writing tasks follow the curricular advice that establishes that the organization of ideas is as important as correction. Thus, before writing their landmarks, students have access to samples and models.

Lastly, the curriculum establishes a number of competences to be developed: Linguistic competence; Social and civic competence; Initiative and entrepreneurship competence; Learning to learn competence; Cultural awareness and expression competence; Digital competence; Mathematical competence and competence in Science and Technology. How the proposal accounts for these is explained in the analysis section. The following lines cover the theories and approaches relevant to the unit, as they contribute to a student

type of learning different from the one observed at my high school. Firstly, I focus on the main points derived from the CLT approach. Secondly, I outline the theories supporting the use of mediation for the development of the communicative competence.

3.3 CLT PRINCIPLES

The theoretical foundations of this work are grounded on the Communicative Language Teaching (CLT) approach. This approach highlights the need for students to communicate meaningfully (Richards, 2006). CLT's main goal is to develop students' communicative competence. This is defined as the ability that learners have to interpret and produce social behaviors, which requires learners to be involved in the production of the target language. In doing so, students develop multiple abilities, namely, learning grammar and vocabulary (the linguistic competence), operating efficiently in a social situation (sociolinguistic competence), contributing in a conversation (discourse competence) and solving communication breakdowns (strategic competence) (Brandl, 2008).

This considered, it is necessary to outline the role of grammar. In this approach to language teaching, grammar is used to advance the development of communicative skills. Thus, grammar is no longer the axis around which a syllabus is organized. Instead, a task-based instruction is relevant here since it provides learners with clear goals and, consequently, students have a purpose to use grammar in a meaningful context. (Brandl, 2008). Thus, the decision of giving grammar the aforementioned role has implications for how it is taught. Hence explicit grammar teaching has a secondary role in the current proposal. However, on the occasions when grammar is given importance, a 'focus on formS' is sidelined. Such approach means that students often work on isolated linguistic structures. Instead, a 'focus on form' where grammar is seen in context is favored (Brandl, 2008).

Thus, the more traditional approach towards language learning where grammar is seen as a major component is rejected in order to give priority to an interaction between students that leads to negotiation of meanings (Long, 1981). Thus, in CLT importance is given to fluency, knowing that this may imply having less control in terms of accuracy (Richards, 2006). This layer element is emphasized in the proposal, which requires students to face situations that they could find in an international context.

Just as an overreliance on grammar is rejected, CLT moves away from a language classroom where the teacher is the figure from which all the knowledge stems from, and the person initiating the classroom discourse (Ellis, 2012). Thus, cooperative learning is promoted as a way to facilitate learning, as students not only learn from each other, but also have more opportunities to produce more output than in a teacher-centered classroom (Brandl, 2008). Consequently, it involves having students work in groups or pairs so they help each other and achieve common goals. This in turn improves social relations and motivation among students (Brown, 2007). Therefore, the focus is put on students. This considered, cooperative learning might be more fitting for the present proposal than collaborative learning. This decision is made on the grounds that the task ahead requires that the teacher guides students as to how they should work together. This last point is a feature that is less prevalent in collaborative learning (Brown, 2007).

From the perspective of the communicative approach, the teacher creates opportunities for genuine interaction (Brown, 2007). The present study generates such exchanges by relying on learner-centered instruction techniques and interactive learning procedures. Among these are presenting students with real and authentic language, and doing classroom tasks that prepare students for actual language use outside the classroom. This means that the dynamics of the classroom change in favor of less teacher-fronted teaching. Thus, opportunities for using language are created, leading to different roles for teachers and students in the classroom (Richards & Rodgers, 1986). The teacher takes up the role of the facilitator and monitor, instead of a model. Regarding students, their role involves being an active participant that contributes and learns independently.

Therefore, under CLT, a social learning perspective is advanced since learning intends to be cooperative, creating scenarios where there are information gaps that require students to negotiate meanings. Consequently, the interaction exchanges should happen in situations resembling real contexts. (Brown, 2007). Moreover, the Aragonese curriculum in its introductory section states that a functional and contextualized language use must be favored, and that topics should be relevant and meaningful.

To pursue the abovementioned points, the notion is of TBL is of utmost importance. The following lines define the concept of tasks and their role within TBL. Most authors (Nunan 1985, Estaire and Zanon 1994) distinguish between communication and enabling tasks. Firstly, a *communication task* involves the comprehension, production or interaction in the foreign language. These tasks focus on meaning rather than form and are similar to everyday life communication. Lastly, a communication task has a structure consisting of a working procedure, materials, a concrete communicative purpose and an outcome. Secondly, *enabling tasks* provide support to carry out communicative tasks. As such, students are given the tools required to do the tasks. In contrast with communicative tasks where the focus is on meaning, enabling tasks focus on linguistic aspects. Therefore, they have a concrete language learning purpose. Finally, both tasks are part of a sequence and can be evaluated. (Estaire and Zanón, 1994).

Once the notion of a task has been defined, it is important to outline what is meant by TBL. In a TBL lesson, the basic point of organization is the task, and it is tasks that generate the language to be used (Estaire and Zanón, 1994). The importance of tasks in TBL is that they allow for the creation of a communicative curriculum in contexts where there are few authentic communicative experiences (Ellis, 2003), and that is why it has been chosen for this proposal. This is a key aspect within TBL since this approach uses real contexts that enable students to communicate by making a functional and meaningful use of language based on real world contexts (Lightbown, 2000). The previous points are key in designing a TBL proposal, but there are others to be considered. The following lines are devoted to mention these, as they will be referred to in the critical analysis.

The first element is the framework for planning units of work (1994) by Estaire and Zannon. This framework establishes 6 stages to plan a TBL unit. These are: *1. Determine theme or interest area; 2. Plan final ask or series of tasks; 3. Determine unit objectives; 4. Specify contents necessary to carry out final task; 5. Plan the process; 6. Plan the instruments and procedure for evaluation.* In Stage 5, the author distinguishes between communication and enabling tasks. This model is used for the overall design of the proposal.

The second element to mention is that a TBL approach such as the one chosen overlooks other form-focused approaches such as PPP. This stands for *Presentation - Practice - Production*. In this form-focused approach, the teacher highlights the targeted forms and

explains them. Then, students practice with these forms in isolation and are assessed on their ability to use these with an acceptable level of accuracy (Willis, 2007). This considered, the proposal is better framed in a meaning-focused approach since it involves a focus on meaning before focusing on form.

At this point, it is important to mention the model put forward by Ellis (2003) for creating a TBL unit focused on meaning, as it is employed in the proposal. Ellis's framework distinguishes three phases; *1. Pre-task; 2. During task; 3. Post- task*. These phases might not always be present, being the *during task* phase the onlyobligatory one. The phases that precede and follow the *during task* phase help ensure a better students' performance, and opportunities for language development are maximized.

The following chart shows some of its main features:

	PRE –TASK	DURING TASK	POST-TASK
KEY FEATURES	- Consciousness-raising activities - Framing the activity	- Communication activities - Performance is key	- Focused activities - Learners reflect and report

Fig. 3 *Framework for task-based lessons* (Ellis, 2003)

Another key point is that, although TBL prioritizes meaning over form, it does not mean there is not a focus on form. In this regard, Willis's (1996) model provides a way of integrating this latter focus. The model distinguishes three phases; *Pre-Task, Task Cycle and Language Focus*. In the Pre-task phase the teacher introduces the topic, activates existing knowledge and highlights words or phrases useful in the next phase. During the Task Cycle, students perform a task while the teacher monitors it. In this stage, learners also plan how to present the final work. Moreover, the Language Focus phase focuses on language features so students have opportunities to analyze language items.

In addition to Willis's (1996) model, there are other theoretical principles that should be mentioned, as they are consistent with the proposal's demands. These are the principles put forward by Cassany (1990), who conceives the writing task as a process that encompasses 3 phases; *planning, textualization and revision*. The planning phase consists of activities to formulate and organize ideas. The second phase involves the creation of a linguistic product using the elements previously worked on during the planning phase. Finally, the revision involves conducting a product evaluation through actions such as

comparing, diagnosing and operating. This last phase modifies the text considering its shortages to produce a positive change (Cassany, 1990). Therefore, lesson 4 integrates both Willis's (1996) model and these principles by Cassany (1990), as it is at this point when attention is given to form and writing.

In light of this, under TBL language has an instrumental value since it helps achieve a specific communicative goal. In this way, students are presented with tasks to do, following a certain order that creates a sequence of tasks. In terms of the phases found in a TBL lesson, pre-task, during-task and post-task are the most widely agreed phases (Estaire and Zanón, 1994). Overall, TBL encompasses a number of pedagogical issues relevant for the proposal, such as the need for a learner-centered classroom, the inclusion of some focus on form or the importance of affective factors (Ellis, 2003).

Lastly, task-based syllabuses cannot be modelled on the sequence of language acquisition. For this reason, when it comes to sequencing tasks, the factors that affect learners' readiness to perform a task should be considered. These are task complexity, task difficulty and task procedures (Ellis, 2003). Firstly, task complexity refers to the input, processing operations and outcomes of the task. Secondly, task difficulty is related to the learners' own resources to complete the task. Lastly, task procedures are the procedures employed in a task such as doing pre-and post-activities. Thus, the proposal's sequence is connected to issues that fall under the "Task complexity" category. Namely, input, conditions, processes and outcomes. Once this has been considered, the next section is devoted to mediation.

3.4 MEDIATION

Mediation is defined in the CEFR - Companion Volume as:

"[…] the learner acts as a social agent who creates bridges and helps to construct meaning, sometimes within the same language, sometimes from one language to another. The focus is on the role of language in processes like creating the space for communicating and learning, collaborating to construct new meaning […] and passing on new information in an appropriate form" p. 103.

Mediating activities are of special relevance since students, even those with little command of the language, help others by acting as mediators between individuals (Serena & García, 2004). Students act as bridges between interlocutors, and between a reader/listener and a text. Thus, mediation is connected to the development of the intercultural competence, as students use the language to help people from different cultural backgrounds (Díez, 2019).

The first notion central to the proposal is that mediation is not a mere translation, but a holistic process comprised of not only a linguistic component, but also a cultural background knowledge, a communicative context and the interlocutors' needs (Díez et al., 2019). Thus, mediation activities might consist of summarizing a speech to make it more comprehensible, or unpacking the meaning of a joke to a foreigner (Serena et al., 2004). Thus, these activities are functional and complex because the mediator has to grasp the meaning and purpose of the input and adapt it to the interlocutor so it is understood.

Regarding the types of mediation activities, interlinguistic mediation constitutes a valuable resource in reaching the aforementioned purposes, both in its written and oral variations. In particular, oral mediation is consistent with the purposes of the dissertation since it is interactive and always requires negotiation (Serena et al., 2004). However, written mediation may give rise to certain interaction and negotiation of meanings as in a WhatsApp text where one of the participants acts as a mediator. This latter type has less presence in the proposal.

On the whole, mediation aligns with the student-focused learning intended to be fostered in this work, that is, to create a classroom where interaction is promoted through presenting real-life activities that allow for negotiation of meaning to occur and are in accordance with CLT and the development of communicative competence. Therefore, it seems appropriate to bring such practices into an EFL secondary classroom where effective communication is given preference over linguistic correction. In other words, the present work contends that it is worth devoting time to creating suitable spaces and conditions to communicate and construct meaning, support others in understanding new meanings and transmit new information appropriately (CEFR, Companion Volume, 2018). Once stated the relevance of mediation for the current work, the next section highlights the methodological steps behind the proposal.

3.5 <u>METHODOLOGY</u>

The first thing to note is that the proposal stems from my personal experience during the teaching placement. From this period, I concluded that the problem was that the interaction among students was always very limited, and that the majority of students made a significant use of the L1 in their interventions. In addition to showing disinterest towards English, when students did speak in English, they did so in short sentences without constructing any elaborated speech. Thus, I thought this could negatively impact their learning. Therefore, I decided to focus on finding a solution pondering on the following points:

Firstly, since it was unlikely that students would stop using the L1, I thought it could be interesting to see how the L1 could be integrated into the classroom in a way that invited students to use the L2. Therefore, the activities and materials that have been designed combine the L1 and the L2. Secondly, to respond to the fact that students made infrequent and unelaborated productions in the L2, I decided to look for a setting that would require ask for more production. For this reason, I chose to frame the proposal in an international scenario where students would have to make use of L2. Thirdly, to respond to the students' low motivation towards the subject, I handed out a questionnaire to gather information on possible elements to frame the proposal, (see Appendix 1.3), which led me to create the proposal for the specific context of the students; Zaragoza. Thus, I have created a TBL learning unit that promotes the use of the L2 based on a known context whose topic and ultimate objective require using the L2.

Finally, I contacted two institutions in Zaragoza. Firstly, I contacted the Official Language School (EOI nº 1, in Spanish) for guidelines to design educational proposals that rely on mediation. There, I had an interview with the Head of the Spanish department (see Appendix 6), who told me about teaching proposals implemented at the school that made use of mediation. Secondly, I went the Tourist Office to collect original materials on the topic of a cultural free-tour. These materials are found in the proposal.

4. CRITICAL ANALYSIS AND DISCUSSION OF THE DIDACTIC PROPOSAL

4.1 TOPIC AND CONTEXT

The unit *A Historic Tour around Zaragoza* presents 7 lessons of 55 minutes each. The focus of the unit is to guarantee that students interact, participate and develop their communication skills by completing a tourist itinerary and developing a tour of Zaragoza. Moreover, the proposal aims to develop the ability to act as mediators, being able to communicate effectively in situations where students may not have all the linguistic tools to fulfil the communicative objective. Also, it intends to develop an interest towards culture from a regional perspective, and seeks to stir students' interest in meeting foreign speakers.

Regarding the proposal's specific context, it considers a CSE 4th year group from the high school where I did my teaching period; IES Pablo Gargallo.During this time, I came to know some characteristics of the area and the students in this borough of the city. The district of San José has a multicultural population where students have little resources, often are lacking in academic skills, and access to new technologies is difficult. The academic situation is particularly unfavorable in the English subject, where students' interest is low, as teachers in the English department indicate. Next, I analyze some features of these students having the definition of communicative competence in mind.

First, students were generally involved in the production of the target language, which is an element mentioned in the term's definition (Brandl, 2008). However, there was an unbalanced development in the abilities that encompass the communicative competence. Most students had some grammar knowledge and vocabulary (linguistic competence), and had no trouble when doing activities on these elements. Accordingly, they were keen on doing drills on word and sentence formation, grammar and vocabulary. Yet when tasks required putting that knowledge to work and initiate a conversation (sociolinguistic competence), they did not seem able to do it. That is, their sociolinguistic and discourse competence were not as developed as their linguistic competence. Regarding the strategic competence, the observations suggest that students' compensatory strategies were limited to switching to Spanish or staying quiet. Thus, this unbalanced scenario might result from most activities revolving around practicing grammar and vocabulary. Consequently, when

students had to produce language above the sentence level and operate in real life situations, their weaknesses were patent.

4.2 <u>KEY COMPETENCES AND MEDIATION</u>

The following lines analyze how the proposal helps students acquire a set of key competences. I will draw on the Order ECD/65/2015, published on January 21. First, these key competences are defined in the introductory section as the combination of knowledge, abilities, skills and attitudes suitable for a given context. Then, the legal provision highlights the need to develop them in order to attain personal fulfillment and be active citizens. After this general definition, I will comment on how the competences are present in the work. I will do so relying on the descriptions given on the Appendix I of the Order.

Regarding the linguistic competence, it results from the communicative action that occurs in social practices where individuals interact with others. In this case, students interact with each other through different types of texts related to the specific context of a city. This establishes a social practice, namely, the preparation of a free-tour. From here, students have an active role where language production is of particular importance. Moreover, the proposal aligns with the premise that linguistic competence is a way of connecting people from different cultures and having access to knowledge. Thus, the intercultural component is seen in the topic of the proposal, the activities that students do, and the final product.

This said, this competence is complex and encompasses multiple skills. First, within the linguistic component, the proposal covers two of the dimensions. They are the lexical and grammatical dimension. By the end of the unit, students should have the resources that fall into these two dimensions to successfully create and deliver a free-tour. Second, the pragmatic-discursive component is present in 1) the classroom interaction among peers 2) the scenarios where students have to mediate and 3) the presentation of the free-tour.

On the pragmatic dimension, the proposal requires the activation of micro-communicative functions, falling into the following categories; *Offer and search for factual information* (to identify, ask and answer); *Express attitudes* (agreement or disagreement), *Persuasion*

(ask for help, and give advice); and *Discourse structure* (turn-taking when speaking) (Van & Tim, 1991). These happen during peer-interaction in class. As for the interaction patterns, students should be aware of the patterns behind certain communicative acts. A few examples of the interactive activities found on the proposal are casual conversations, informal discussions, negotiation and cooperative planning. Lastly, regarding the discursive dimension, the proposal asks students to put together descriptions and expositions. Third, regarding the sociocultural component, students reflect on cultural elements of a city, something that belongs in the world knowledge category. Moreover, the fact that students are put in this complex scenario where they mediate in an international context triggers a reflection about their assumptions and preconceived cultural ideas.

Regarding the strategic component, the proposal concentrates on a free-tour but also on preparing students to tackle international situations. Students have to resort to strategies and skills to operate in these scenarios. Regarding the speaking and writing strategies, the proposal presents strategies at each of the levels outlined in the CEFR; planning (to prepare and locate resources), executing (to rely on previous knowledge) and evaluating and correcting (self-evaluation). As for reading and listening strategies, at the planning stage there is activation of schemes, and during the execution there is an identification of key features.

Regarding the learning to learn competence. It is the ability to initiate, organize and persist in the learning experience, which requires being motivated to learn. The proposal intends to increase students' curiosity and generate a need for learning. Accordingly, there is a short-term objective framed in a real context so students perceive a need to learn. Similarly, including challenging mediating scenarios might trigger students' curiosity. Students will be aware that these are the types of scenarios that they will encounter.

Learning to learn includes having some knowledge regarding the mental processes involved in learning. The proposal triggers students to reflect on their own learning process through group discussions, thinking organizers and exit tickets. These tools enable students to notice where they are in their learning, and prompt them to work towards solving concrete needs. Some instances are seen in graphic organizers such as KWL charts (Lesson 5, *reflection sheet*; Lesson 6, *KWL chart*). The acronym stands for "Know", "Want to know" and "Learned", and can be used to activate students' previous knowledge.

Also, the proposal asks students to evaluate themselves through checklists in Lesson 3 and Lesson 4. Lastly, autonomous learning is promoted by providing additional resources (Support materials).

Regarding the social and civic competence, it is the ability to interpret social problems, to find solutions and solve conflicts. In here, it is an important competence since it highlights the importance of understanding Europe's intercultural dimension. The proposal promotes being able to communicate effectively in different social and cultural scenarios. This applies both to the final scenario where Spanish and American students meet, and to the process, as Spanish students need to communicate effectively in class. Regarding the civic competence, the proposal promotes the ability to engage effectively with others in the public domain, and being an active participant in community activities. Moreover, the topic of the lesson acknowledges that communicating in a foreign language requires the development of skills such as mediation. This skill is worked on from Lesson 5 onwards, where activities that require cooperation and an open attitude towards foreign students are presented (Lesson 5 and Lesson 6).

Regarding the digital competence, it involves the creative use of the ICTs to achieve work-related objectives. Out of the points identified in the legal text, two are identifiable in the proposal. The first one concerns information and being aware of searching tools. Accordingly, students gather information on their landmarks, but they are not given a closed list of websites (Lesson 4, *First draft*). Rather, they have to decide which platform suits their goal. The second one concerns communication. That is, acknowledging the advantages of different digital communication means. The proposal uses videos to create a real and authentic context. For instance, a video recorded by an incoming American student (Lesson 1, *Peter talks!*) and a YouTube video, (Lesson 5, *Zaragoza is listening*) shown to students so they may use it as a model, find inspiration and make changes.

Regarding the initiative and entrepreneurship competence, it is the ability to transform ideas into acts. From the beginning, students make decisions to reach a final goal. For instance, the ability to make plans, organize ideas and make decisions, especially in the lessons that precede the international encounter. Moreover, the proposal encourages the ability to communicate and present effectively, something present in the final activity, but also in the activities leading up to the final moment. Accordingly, there are activities

intended to work on this presentational and communicative ability so students are prepared to carry out the activities and the final task. An example would be the circuit activity, the *Boardgame* and the *Flipgrip*. Likewise, the proposal requires an ability to work in groups and individually, and to be accountable for the task ahead. There are self-evaluating tools, as well as additional resources. In short, at the center of the proposal are values such as showing interest and being proactive in meeting the objectives.

Regarding the cultural awareness and expression competence, it involves knowing and appreciating different cultural manifestations. To develop this competence, it is necessary to study the main cultural manifestations through actual contact. Accordingly, the proposal turns students' attention to cultural artifacts of their own city. In terms of the genres and styles, the learning unit features architecture and sculpture, and so students have to employ basic artistic language. This last point is seen when students put together their landmark descriptions using vocabulary on the artistic domain. Moreover, students need to show interest and acknowledge different artistic manifestations, hence several manifestations are studied in the proposal. As students engage in this, it will be necessary to work collectively, meaning cooperation abilities will be developed. Thus far, all key competences have been explained but mediation has not been explicitly covered. The following lines analyze the mediation activities in the proposal.

Mediation activities imply acting as intermediaries between interlocutors (usually between speakers of different languages) who cannot understand each other directly. Overall, there is a predominance of oral mediation. This decision is coherent with one of the objectives of the work, namely, to promote students' participation and interaction in class. Considering this, within the category of oral mediation, there is a categorization named *informal interpretation*. This last category includes two subcategories that are identifiable in the present work. First, the subcategory called "interpretation in social situations and communicative exchanges with friends, families, clients and foreign guests". Second, the subcategory called "informal interpretation of signs, menus and advertisements"(CEFR, Section 4.4). The proposal incorporates these types of mediation creating a context related to a foreign visit. Also, the proposal includes a writing mediation activity. This last activity falls into the category of "summary" or "paraphrasing", as students synthesize the information on a journalistic text.

Moreover, the Companion Volume establishes three groups of mediating activities; 1) *Mediating a text*; 2) *Mediating concepts* and 3) *Mediating communication* (Companion Volume, 2018). Out of these three, mediating a text and mediating communication are more easily identifiable in the proposal. Students have to pass some information about the text to an American student who lacks the proper linguistic, cultural, or semantic tools to understand the meaning of the text. All this implies acting as intermediators, facilitating the creation of a plurilingual space.

On the mediating a text category, students relay specific information from texts pertaining to Zaragoza's history. Also, they relay sets of directions, instructions and information related to cultural aspects of Spain. In these, they use their L2 as they pass the information along. These activities could fit in the "translating a written text in speech" category. Moreover, as it is seen on the last activity on the *What if ...? circuit*, students "process a text in writing", meaning they have to read the whole text before summarizing and clarifying its main to the intended audience (i.e. foreign parents).

Regarding mediating communication, the scale "facilitating pluricultural space" creates a shared space between, in this particular case, between American and Spanish interlocutors to enable communication (Companion Volume, 2018). To do this, the mediation activities create an international context where Spanish students act as mediators and may ultimately be equipped to avoid communication difficulties. Likewise, the former scale is intertwined with the "acting as intermediary in informal situations" scale. For instance, Spanish students solve informal scenarios as the visit unfolds, which calls for mediating in a plurilingual setting. It follows that students informally communicate the sense of what speakers say in a conversation, as it is recreated in *What if ... C)*. After explaining the typology of the activities, the following lines outline some mediation strategies.

Mediation strategies are the techniques employed to clarify meaning and facilitate understanding. These are communication strategies that help people understand each other when mediating (Companion Volume, 2018). The strategies used here are taken from the CEFR categorization, on Section 4.4. Moreover, the Companion Volume provides insights regarding the strategies to explain a new concept and simplify a text. The first strategy is "advanced planning", where students rely on any previous knowledge. In this case, students compile a glossary of useful terms to be used in these scenarios. Secondly, while they perform these scenarios, they resort to language chunks, known as "islas de

fiabilidad". These are pieces of language that allow students time to think. Thirdly, as students engage in mediation activities, they have to explain new concepts. The Companion Volume indicates that this can be done providing examples and definitions. Accordingly, students do activities targeted at practicing this. Likewise, in order to explain a new concept, students adapt the language either by paraphrasing, simplifying or adapting a given text. Each of these strategies is worked on at the beginning of Lesson 6 (*Mediation strategies*).

This considered, students first face some mediation scenarios without support regarding mediation (Lesson 5), but on Lesson 6 resources are given to perform better in subsequent mediation tasks (*Boardgame* and *Flipgrid*). Once explained the proposal's contribution to the key competences and the rationale behind the mediation activities, the next section underlines the proposal's objectives and contents.

4.3 OBJECTIVES AND CONTENTS

The unit makes a contribution to the attainment of the General Stage Objectives as stated in the legal provisions of the Aragonese Curriculum (Section 6, chapter 2), as well as the *Real Decreto 1105/2014*
on December 26.

To carry out the concretion of the objectives, I have used a backward design process, which starts from output and then covers issues regarding process and input (See Appendix 3). Accordingly, I have unpacked some evaluation standards for 4th year of ESO. Then, I have written objectives that stem from the evaluation standards previously selected. Moreover, I have considered these steps; identify desired results, determine evidence of learning, and plan learning experience and instruction (Richards, 2013). Also, the objectives of the proposal are observable, measurable and have an action verb (Subject notes 63265; part 5.2, unpublished). This aligns with the evaluation guidelines set in Aragonese curriculum. Here learning standards are described as "products in the shape of tasks (learning outcomes)". It also states that these standards should be assessable and facilitate achievement grading.

Regarding the syllabus employed, it allows for communicative learning and helps develop students' interlanguage. Considering this, the possibility of using a synthetic syllabus was

discarded, and consequently language items are not presented at the beginning. Likewise, students do not learn grammatical structures in a decontextualized way. Instead, an analytic syllabus is used where the proposal identifies a task and forms are incorporated (Ur, 2012).

Moreover, the syllabus of the proposal is procedural since the unit is divided into tasks that pose challenges to students. Students are a key element because it is through the completion of tasks and students' engagement that progress may occur. However, the syllabus has still a structural component, as the teacher selects the tasks and manages the way students interact (Skehan, 1998). For instance, while students have some freedom, the teacher gives instructions as to how tasks should be done. Thus, the syllabus has elements of a structure-based syllabus, a process-based syllabus and a function-based syllabus. Such property makes the proposal be in line with "Allen's variable focus" model (Finney, 2002). Moreover, I have planned the lessons following Estaire and Zannon's framework for planning units of work, and Ellis's framework for task-based lessons. I have also used Willis's model (1996) to draw attention to form. How these frameworks are integrated is explained in Section 4.4.

Thus, the syllabus is analytic since it does not focus on the language to be taught (synthetic), but on the learner and the learning process as a whole (Long, 2015. I have avoided the explicit teaching of grammar rules and drills. This point regarding the teaching of grammar is mentioned in the Aragonese curriculum in its methodological guidelines section. Here, it states that grammar rules should be presented either explicitly by the teacher, or sometimes implicitly. It suggests that it be should be presented with examples and contextualized. The proposal does not follow the first recommendation. Rather, it presents grammar implicitly through samples in oral and written texts.

As for the specific contents, they pertain to the 4th year of ESO curriculum. Moreover, as previously stated, designing the lesson following Estaire and Zannon framework (1994) has helped me ensure that there is an alignment between the objectives, the contents/learning activities and the assessment. Thus, while the ultimate objective is that students create a free-tour, the preceding lessons are enabling tasks to the final task since they provide students with the proper skills to successfully complete the final task. Accordingly, the evaluation criteria stem from the objectives. This connection has a direct

impact in terms of both the contents and the cognitive skills required, and the activities ask for more demanding skills. For instance, I ask students to identify first the elements of an itinerary before creating one, or to find content categories on a text. This is due to the fact that in order to achieve a higher level of learning, the knowledge and the skills of the lower levels must be acquired first (Anderson, 2000). Likewise, content consists of presenting vocabulary, as well as the notions related to a school exchange. Regarding language, the relevant verb tenses are presented towards the end of the learning unit. To do this, I use Willis's (1996) model, where its Language Focus phase focuses on form.

Regarding the grading of the contents, the sequencing and difficulty of the tasks is linked to both the type of *input* used and the *outcomes* required. Thus, the following lines explain the factors related to input. On input medium, the proposal considers that written or pictorial information is easier to process than oral information. Accordingly, the majority of the tasks use oral or pictorial input. Also, these input materials have elements that are known by students. Instances of such materials are the *Acceptance email*, and the *Picture cards* "Aragoneses por el mundo/Planeta Calleja" (Lesson 1). As the unit develops, the written texts are longer than the ones found in the first lessons, and are often presented with little or no pictorial support. This is seen in the length of materials such as the short extracts in *Travelling reviews* (Lesson 2) and the extended extracts on *Reading worksheet* (Lesson 4).

Also on input medium, despite the fact that the proposal follows the aforementioned principle, there are exceptions to it and other types of input information are included besides written texts. For example, the input found in *Peter Talks!* (Lesson 1) presents a highly complex input in the form of a listening. However, using such a video gives context to the class, introduces the topic and does so in an authentic manner. Also, students are provided with support to help them understand this particularly challenging input (*Prep for listening* and *Transcript*). Regarding code complexity, the proposal understands that input's lexical and syntactical features affect the learner's ability to understand it. Thus, the texts used in the first lessons, *Travelling reviews* (Lesson 2) have a low level of subordination. Subsequent texts feature more subordination. These last ones were selected and edited so they were adequate to students' year group, as it is explained in the methodology section.

Regarding cognitive complexity, the proposal considers the information type and the amount of information to be processed. Firstly, the information type can be static, dynamic or abstract (Ellis, 2003). The proposal includes these three types. For example, tasks where the information remains the same (static) are seen in Lesson 1 *Entry level event*; Lesson 2 *Travel Reviews*; Lesson 3 *Zaragoza women itinerary*. Tasks whose input contains changing events (dynamic) are seen in Lesson 5 *Zaragoza is listening*. Also, cognitive complexity would be higher in mediation activities, *What if ... circuit*, where students have to consider previous information to respond. Secondly, regarding the amount of information to be processed, the activities and tasks of the first lessons are built on a single element and, when more than one element is presented, the information is static and the elements are presented in a similar way. For instance, Lesson 2 *Travel reviews*. However, there are also instances where the information presented is dynamic. These would be harder for students to do. For instance, in *Zaragoza is talking* there are two interlocutors, which may be challenging to students. This said, I have structured the input so it has a higher degree of structure and facilitates students' understanding. For instance, students are given the listening questions on a worksheet divided into categories, with subheadings corresponding to each of the thematic areas (see Appendix 5).

If we focus on input from the perspective of context dependency, the proposal is built upon the idea that textual input supported by visual information is easier than information without support. For instance, in the activities *What ... if circuit* and *Language support* I have included visual elements to provide context. First, I have represented the situation that students have to solve, including a simple representation of the steps that each scenario entails. Second, on the *Language Support materials*, I have used some of the images and formatting used in *What if... circuit* so students associate these materials with the scenarios seen in the in-class task. As to the familiarity of the input provided, there is a relationship between the theme of the task and the leaner's world knowledge. Some of the input given uses familiar information. This is seen in Lesson 1 *Picture cards*; Lesson 2 *Zaragoza map*; or Lesson 3 *Zaragoza Women itinerary*. This may lessen the communicative stress. However, there are instances where students might not be familiar with the tasks, for example, when doing mediation tasks. Thus, the proposal devotes time to illustrate what mediation is and the strategies needed to be a good mediator. Moreover, these unfamiliar

mediation activities revolve around Zaragoza so students have some previous knowledge.

Once input has been considered, I will focus now on aspects concerning task conditions and task outcomes. First, the final task is quite challenging. Students have to create a presentation while being ready to interact with American students, which means that the task imposes multiple demands. Also, the task has multiple discourse modes, as students engage both in dialogic tasks and monologic tasks. Thus, the sequencing of the lessons is divided into parts covering the dialogic and the monologic aspects of the task. It is by spacing out these task demands throughout different lessons that students may be in a better position to face the final task. Second, from the start of the unit there are tasks that prepare students to present in different mediums. Thus, there are short oral presentations (Lesson 2 *Vote it presentation*; Lesson 6 *Flipgrid*), dialogues (*What if ...circuit*), a written outcome (Lesson 4 *Landmark writing*) and an oral outcome (Lesson 7 *Free-Tour*).

Lastly, the last session (*Free-tour*) constitutes the most complex type of outcome; an oral product which involves a public presentation. In sum, the proposal's complexity is quite high, as its successful realization does not come solely from a straightforward outcome, but from one that is twofold and involves taking multiple decisions. In the next section I explain the sequencing and methodology behind proposal.

4.4 SEQUENCING OF ACTIVITIES AND METHODOLOGY

As specified on the methodological guidelines of the Aragonese curriculum, the teacher has to design tasks that allow for the resolution of daily-life scenarios. Thus, I have designed a unit following this premise. These include different tasks leading to a final task. Each lesson has three phases; pre-task, during task, post task (Ellis, 2003). Also, the unit follows the framework for planning units of work by Estaire and Zanon (1994), as it is presented below:
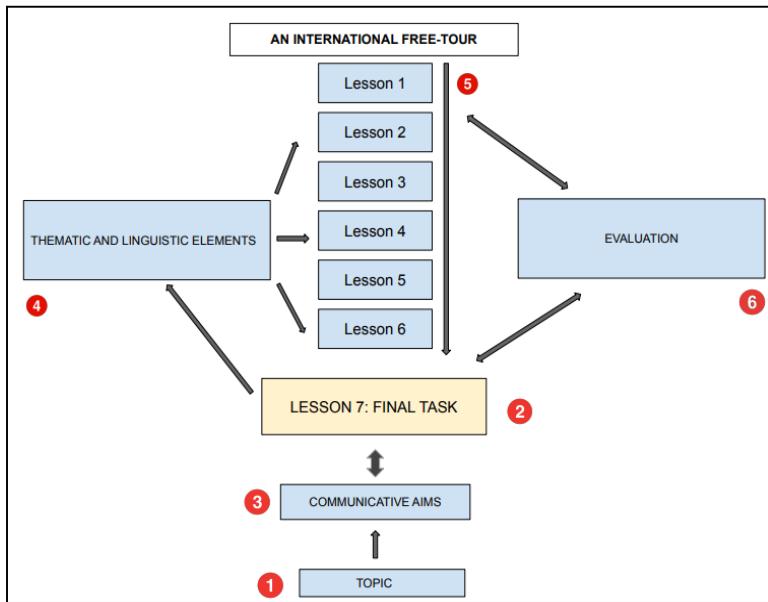
Fig. 4 *Proposal's overall structure (adapted from Estaire & Zanon, 1994)*

Regarding the sequence of the proposal, it takes meaning as the starting point for language development, and sees form as developing from meaning. Thus, it rejects a form-based approach. This has implications in the way tasks are sequenced. For instance, it means that there is not a focus on form until well after the beginning of the unit. Having said this, the proposal does draw students' attention to some linguistic exponents in certain moments. Consequently, there is a focus on form, but this fact does not mean that the proposal ceases to have a focus on meaning (Willis, 2007). The proposal focuses on form in Lesson 4, where it presents the verb tenses (present and past simple, in its active and passive voice), providing sample sentences to illustrate the target grammar (Ellis, 2003).

As to thematic content, the proposal starts from a topic which may catch students' attention. This accords with the previously mentioned framework for preparation of units of work, which calls for "determining theme or interest area" on its first stage (Estaire & Zanon, 1994). Similarly, the topic is the preparation of a cultural visit, meaning it falls into point 3 and 4 of the theme generator proposed by the abovementioned author since the proposal includes content topics close to students' realities (Ellis, 2003). Moreover, the overall target task is to put together a tourist visit. However, the proposal does not only consist of carrying out this task. Apart from this, students have to be prepared to cope with scenarios that might come up during this visit. Thus, thematic content cannot be limited to landmarks and their presentation. Rather, it has to include content connected

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to this exchange between students from different sociocultural backgrounds.

Regarding the final task and drawing on Willis (1996), it can be said to be a *creative task* (project). Its completion involves going through several stages that incorporate various types of tasks (Ellis, 2003). Some of the tasks presented seek to give students an example. That is, they depict what students need to do in the final task. These activities happen before students carry out the task. Thus, the concept of *genre* by Swales could be seen in the activity named A museum in English (Lesson 3), as its main objective is to familiarize students with the genre's structure and the communicative purpose specific to a cultural exposition. Likewise, as the final task is framed in an authentic sociocultural situation (an American visit) and has an authentic communicative purpose (to do a tour), it could be referred as a genre-based task (Ellis, 2003).

Once the final task has been classified, I analyze the tasks preceding it. The proposal includes linguistically *focused* and *unfocused* tasks. There are tasks focused on form (when students categorize verb tenses). From a psycholinguistic classification, there are tasks with an "interaction requirement". As such, students request and supply information. For instance, from Lesson 1, (*Entry level event*, *Two familiar pictures*) to Lesson 5 (*What if...?*). Also, there are tasks with a convergent goal orientation. In these, participants have to choose one option, and consequently a negotiation of meaning is likely to occur. For example, in Lesson 2, groups create a tourist itinerary. However, in other tasks the interactant relationship is one way, no interaction is required and the outcome options are open. These are less likely to produce negotiation of meaning (Ellis, 2003). For instance, when students categorize brochure content areas or add sentences using certain linguistic structures the interaction is limited. Moreover, there are tasks that have a skill focus. The traditional listening, speaking, reading and writing are included, and others prepare students for mediating. Thus, there is an array of different activities, and some of them have greater potential than others to foster interaction and participation.

With this, besides the proposal's overall structure (Fig. 4), the lessons could be seen as enabling tasks since each lesson concentrates on elements that support the completion of the final task, as shown below:
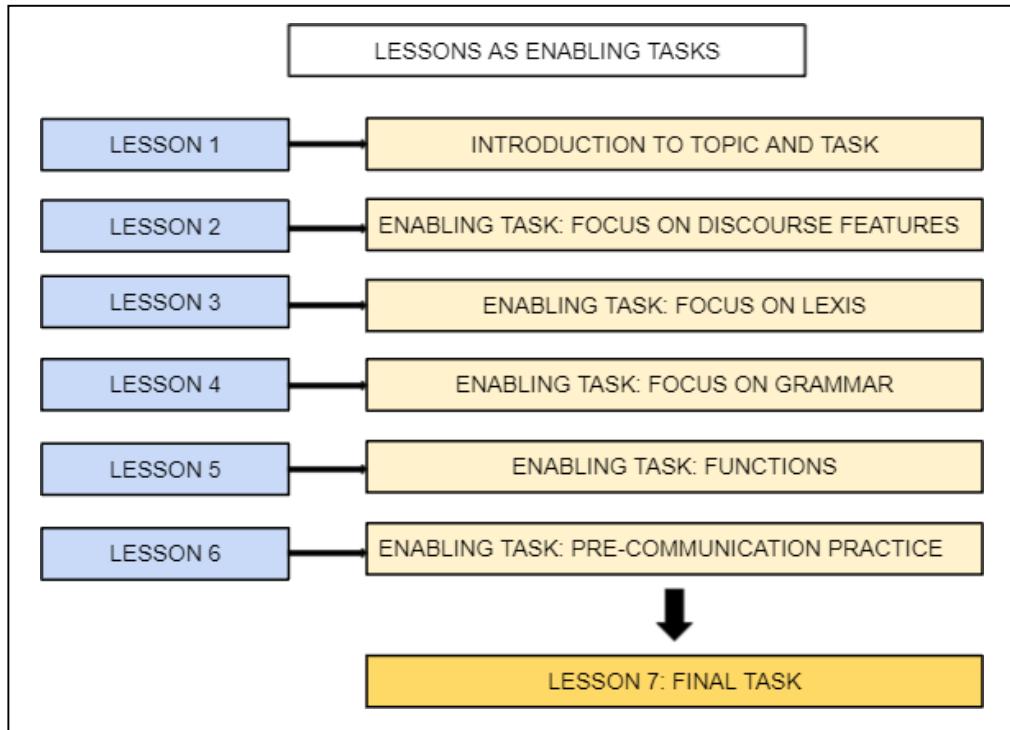
Fig. 5 *Lessons as enabling tasks (adapted from Estaire & Zanon, 1994)*

Considering the figure above, lessons 2, 3, 4, 5 and 6 can be regarded as enabling tasks since each lesson corresponds to different types of enabling tasks (Estaire and Zanón, 1994). Taking a closer look at the overall unit structure, there is a focus on form on lesson 4. To do this, the lesson draws on Willis's (1996) model for TBI. As it has been outlined, this model distinguishes 3 phases that are present in this particular lesson. First, the teacher introduces the task (Pre-task), then there is a Task Cycle where students do the task (Task), and they prepare to report to how they did the task (planning). Lastly, groups present their conclusions to the rest of the class (Report). Once the Task Cycle is done, the lesson has a Language Focus where students analyze relevant language features (Analysis) and they practice with the language (Practice). Besides Willis's model, this lesson accounts for the fact that a writing task asks for certain phases to be included so students are properly prepared. Accordingly, the lesson integrates the phases that are consistent with a writing task (Cassany, 1990). Consequently, on Lesson 4 there is a planning phase, followed by a writing phase, plus a revising phase. Once analyzed the structure of the unit, the chart below shows the elements outlined by Estaire and Zannon (1994) applied to the unit.

PHASE 1. General statement
The purpose of the unit is twofold: 1. Prepare learners to create and deliver a free-tour. 2. Prepare leaners to operate well in such scenario.

1. Theme or area of interest	City landmarks/culture & foreign exchange
2. Planning the final task	To take a group of American students on a free-tour around Zaragoza.
3. Determine the unit objectives	1. To create a free-tour 2. To equip students with resources to talk to their visitors

PHASE 2. Details of how to carry out the unit	
4. Specifying the contents (thematic and linguistic	THEMATIC a) Related to a city's cultural landmarks. b) Related to challenging situations with foreigners. LINGUISTIC a) Vocabulary related to architecture and arts, as well as past and present simple in its active and passive voice. b) Language and strategies needed when mediating.
5. Planning and sequencing of tasks	Estaire and Zanon (1994) Framework for units of work Willis's (1996) TBI model Cassany (1990) See Fig. 4 and Fig. 5
6. Procedures for evaluating	Continuous and summative -Tasks -Assignments -Involvement Instruments: direct observations, checklists and rubrics

Fig. 6 Estaire and Zanon (1994) 6 stages applied to this learning unit.

Regarding sequencing, I have avoided presenting the grammar deductively, rejecting the PPP features outlined in the theoretical framework. It is not until the middle of the unit when verb tenses are introduced, and they are presented through authentic examples that, together with the support materials, help students infer the rules of use by themselves. This aligns with the TBL approach, where emphasis is on meaning and attention to formal elements have less relevance. (Willis, 2007).

Lastly, another methodological point concerns the creation of materials. For the L2 readings, I have ensured that the input received by students is suitable to their age. To do so, I have applied the Flesch Grade Level Readability Formula to the readings (See Appendix 6 to access tool). The results are displayed here.

Text title	Flesch Reading Score	Data interpretation
The Great Wall of China	74.2	Suitable for 12-14 years old pupils
Leaning tower of Pisa in Italy	65.5	Suitable for 13-15 years old pupils
Statue of Liberty in USA	59.3	Suitable for 14-15 years old pupils
Taj Majal in India	69.9	Suitable for 11-13 years old pupils
Machu Pichu in Peru	67.7	Suitable for 12-14 years old pupils

Considering that 4th of CSE students are 14-15 years old, the results showcase that the texts would either be slightly under the students' year or right on their year group. Although the formula shows that some texts may be easy for this specific year group, I have decided not to make texts more complex since students are not reading in their L1. The following section is devoted to the materials used in the proposal.

4.5 MATERIALS

The materials follow the methodological guidelines established in the Aragonese curriculum, on the Resources and ICT subsection. Thus, they are aimed at completing a task in a specific context. Creating materials based on the city of Zaragoza is a key element since they can be perceived as relevant and influence students' motivation and engagement in class. Therefore, except for the Spanish cultural brochures given as models, all materials have been created by me, and only some have been adapted. On this point, in *Peter Talks* (Lesson 1), a real student from a USA school was contacted to see if he would make video around his city. In my opinion, this is suitable for rendering context

and prompting students to understand the topic of the whole unit. Similarly, I include materials that facilitate gamification, such as role-play games (*What if ...* Lesson 4) or personalized board games (*Zaragoza board game ...* Lesson 5).

Regarding the adapted materials, the reading of *Cultural landmark* (Lesson 4) was taken from the Internet, as it showed the two tenses employed to describe a landmark, and was later turned into input flood material. After applying the Flesch Grade Level Readability Formula, I created reading comprehension worksheets for each of the texts. As for the materials not adapted, such as *A museum in English* (Lesson 3), they present students with a real example, thus serving as a model. Although it may be harder for some students, the activity only requires a general understanding of the information to complete the task, hence no adaptation was considered necessary.

Finally, attention to diversity was taken into account. First, I have created extra materials that provide students with resources to complete the most challenging activities. I am aware that listening activities are stressful to students so a transcript of the listening in Lesson 1 is given. Moreover, I have created an Edpuzzle to support students in the second listening (Lesson 5). Also, I give students access to a video where a teacher explains language points connected to Lesson 4 *(Tenses support)*. Lastly, mediating scenarios could be complex to do without any extra help. Consequently, I have created presentation with useful language in Lesson 5 (*Mediation support*).

Second, there are tools that work as scaffolding. These are Graphic organizers such as the *Compass points* in Lesson 1. This visual tool encourages students to reflect on their worries, needs, suggestions and expectations, which guides their thinking. It is used at the start of the unit with two purposes. First, to organize students' thoughts on the task. Second, it helps the teacher see whether students think they are ready, and adapt lessons accordingly. Other tools include Word Clouds. These are word representations concerning a particular theme. In the case of Lesson 3 (*Word cloud covers*), the content of the word cloud is arts and culture. I ask students to create their own, as it triggers students to think of pertinent vocabulary and reflect on what they already know. Then, I give students a finished word cloud so they look at every word and spot the ones they know. These increase their vocabulary on the topic. Lastly, there is also a *KLW chart* in Lesson 6. It is

a graphic organizer that encourages students to think of what they knew before the task, what they still want to know, and what they have learned. Thus, students compare their knowledge prior and after the task, and visually realize what they have learned. In the next section, I comment on the evaluation criteria and instruments used.

4.6 EVALUATION CRITERIA

The proposal draws on the evaluation criteria stated in *Order ECD/489/2016,26th May,* of the Aragonese curriculum, which establishes the evaluation criteria for the 4th year of ESO. Accordingly, I have carried out a backward design where the previously mentioned Aragonese curriculum criteria are unpacked and specified. Thus, the evaluation criteria of the unit originate from the mentioned legal disposition. The evaluation criteria and their concretion into indicators or learning standards allow for determining students' degree of learning. As to the way they have been written, they describe the abilities, knowledge and attitudes that the proposal intends to achieve. Lastly, they are aligned with the objectives of the unit and are tied to the key competences (See Appendix 4).

Following the *Order ECD/2016, 26th May*, my unit integrates continuous and summative evaluation. Here I present the measures taken to gather evidence of students' progress, and the instruments are found in Appendix 4. The unit includes different tasks in the evaluation process, which gives students opportunities for success.This principle is stated in the Aragonese Curriculum in its introductory section, stating that the syllabus should incorporate learning opportunities that account for students' individual learning pace. Likewise, including different evaluation procedures is aligned with CLT principles. Specifically, it relates with Principle 8 (Brandl, 2008) since it acknowledges the importance of affective factors in second language achievement. Moreover, the proposal includes several assessment instruments. Firstly, there is a direct observation of the work done in class, and the autonomous work done at home. The teacher could make such observations in *Vote it presentation; Task Cycle; What if circuit; Boardgame.* Besides these, students' involvement is made visible through instruments such as Exit tickets and self-reflection sheets. Moreover, there are optional resources (*Self-access materials*) that enable the teacher to check on students' proactive attitude towards learning. Apart from observing students' attitudes and effort in the process, the proposal considers students' attitudes when they meet the Americans and do the free-tour, as it is seen in Block II.

Secondly, the proposal includes a written objective evidence (*Final submission*), preceded by a mock activity (*First draft*). Moreover, there are oral objective evidences (*Board game competition* and *Fripgrid*). Lastly, there are self-assessment tools such as the Self-evaluation checklists in Lesson 3 and 4, and a Peer-review in Lesson 4. Thus, the proposal gives importance to the final task but, by including other evaluation tools that consider students' involvement on the process, students' anxiety might be lower. Below I summarize how evaluation is conducted.

BLOCK I				
EST	**SKILL**	**MEASURING INSTRUMENT**	**TASK**	**(%)**
Est.IN.1.1.1.	L	• Grading sheet for listenings	- Peter talks - Zaragoza is listening	5
Est.IN.2.1.1	S	• Rubric for speaking in free tour	- Final task	10
Est.IN.2.2.1.	S	• Checklist for speaking in mediation boardgame • Rubric to assess mediation in Fripgrid	- Board game competition - Fripgrid video	20
Est.IN.3.1.1.	R	• Grading sheet for landmark reading	- Reading comprehension	5
Est.IN.4.1.1.	W	• Rubric for landmark writing	- Landmark writing	20

BLOCK II	
INVOLVEMENT (VISIBLE VARIABLES)	**WEIGHT (%)**
• Exit tickets and checklists	10
• Homework	10
• Evidence of access to support materials	10
• Proactive attitude	10

As for the evaluation instruments, I briefly explain the criteria followed to create some of them. First, the "Grading sheet for listenings" assesses students' listening ability objectively, and including multiple questions ensures it. Also, it should assess students' performance on different question types, hence there are fill-in the gaps, multiple choice, and true or false items. Moreover, it evaluates students' ability to understand general information (as in questions 1,2,8,9,10), and more specific information (as in questions

3,4,5,6,7,) in *Peter Talks*. Moreover, it assesses students' ability to rely on context or visuals to understand what they hear (as in 1,2,7,9). Lastly, the instrument presents a sensible number of questions, namely, 10 in *Peter Talks* and 6 in *Zaragoza is Talking*, which may facilitate the counting and grading.

Second, I assess mediation through two instruments. One focuses on students' attitude and performance in class while the other considers issues concerning content and form. The first instrument is the "Checklist for speaking in mediation boardgame". I have created this tool to carry out a general evaluation on the students' performance on a mediation task. Moreover, this tool should allow the teacher to make a quick first evaluation, as there will be plenty of students doing the task at the same time. Lastly, as it is a tool designed to assess students' involvement in a mediation task, items on attitude, participation and individual effort are included. The second instrument to assess mediation is the "Rubric to assess mediation in Fridpgrid", which I created to allow the teacher to conduct a second and more thorough evaluation. Also, the rubric should facilitate the assessment of different components (contents, vocabulary, mediation strategies, task achievement) in an objective manner. This tool focuses on aspects more related to content and form and sidelines attitudinal aspects, as these are measured through the checklist. Lastly, I have designed this tool to measure students' knowledge of specific elements (vocabulary and mediation strategies), and more general elements (content, task achievement). Thus, both for listening and mediation, two main instruments are employed, which gives more chances to succeed should students perform poorly in any of the tasks.

Regarding language skills, they are evaluated in Block I. The speaking is the component that weights more on the final grade. Also, the unit aims to encourage student participation, and the second evaluation block is devoted to this. With such a distribution, the assessment uses multiple tools that favor differentiation. Lastly, it gives importance to products that are measurable and observable for the sake of carrying out an objective evaluation.

5. CONCLUSIONS

In this work, it has been proposed that the idea of integrating mediation in the EFL classroom is a feasible idea. Also, it has been proposed that tasks which are relatable to students, might positively affect students' engagement in a EFL secondary classroom. In this regard, framing the proposal in a scenario known to students, namely their city, has the potential to increase their motivation, as they may be willing to show greater interest in a subject that has ties with their close environment.

Furthermore, using mediation goes hand in hand with solving situations that could happen to any non-native speaker traveling abroad. On this point, such an approach could also draw attention to cross-cultural similarities and differences between different countries, which might prompt students to further think of cultural elements, and language-derived cultural views. Moreover, this last point is connected to developing students' intercultural competence, as they have to use language as a vehicle between various cultures and speakers, acting as mediators (Serena et al., 2004).

As for the potential improvements, the topic of the proposal, which thus far has always been portrayed as a motivating element, might in turn produce the opposite effect. In other words, some students may find the topic boring because of its familiar nature. In that case, a possible solution for the teacher would be to both emphatically present the lessons as challenges aimed at giving foreign students a good impression of the city, and find a way of placing such responsibility on the unmotivated student.

A second aspect worth noting is that it can take a long time to personalize a proposal around such a specific context and, although this might be positive in terms of students' engagement, it would be advisable to explore other alternatives that may work equally well. Moreover, the location taken as a staring-off point for creating proposal implies that the present work as it stands would only be potentially interesting for schools located in Zaragoza. This point has negative implications regarding the usefulness of the proposal in schools located in other cities. Thus, it would be necessary to carry out a substantial adaptation of the materials, and perhaps take some of the ideas proposed here and adapt them to make them suitable for the new context.

Finally, the work invites to consider the use of L1 in the EFL classroom as an element with didactic potential, especially within the context of mediation. In this regard, the proposal may have attached to it an interdisciplinary component, as the activities proposed require an activation of knowledge and skills that belong to other subjects, in this particular case, the subject of Spanish. Accordingly, students' ability to adequately understand texts in Spanish, as well as the ability to recognize the basic textual features of genres (informative brochure or a presentation) might be important elements to consider when considering applying this proposal in a EFL context.

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APPENDICES

<u>Appendix 1 Assignments used as evidence of the necessity of improvement</u>

1. Analysis of Advantage 1: *Burlington Books* done as part of Practicum II

Link to the document on *Drive*:

https://drive.google.com/file/d/1DscHd8kH_Bwhibp24h7gPp6VbyxiW4Aq/view?usp=sharing

Brief description of assignment: This work focuses on analysing unit4 of the book titled Advantage 1, which is the book used in the school where the teaching placement took place. The analysis leads to the conclusion that some core CLT principles are unlikely to be met if this resource is used in a EFL classroom and without applying major instructional changes.

2. Interaction in the EFL classroom: The use of the mother tongue (L1) done as part of Practicum II

Link to the document on *Drive:*

https://drive.google.com/file/d/1zJxTkAXib-gBnVTjtk6WJKcC1eCgLCFd/view?usp=sharing

Brief description of assignment: This work relies on 8 observations carried out during the teaching placement where the focus is to analyse the L1 use on the part of both students and the teacher. The main finding of this work is that there is a need to foster students' interaction and L2 use, as the teacher is almost the only figure that makes use of it in the EFL classroom.

3. Questionnaire done as part of the subject titled Innovation and Classroom Research in EFL.

Link to the document on *Drive*:

https://drive.google.com/file/d/1KNKM5wzytKKi8hgUSkCLdHt_d1DwjDg0/view?usp=sharing

Brief description of assignment: This questionnaire was done in order to gather data on students' potential interests. It was handed out to students during the teaching period and, although its original version was written in English, it had to be translated into Spanish. The results point to the fact that students believe they would interact more frequently in the classroom if the topics and classroom materials were more relevant to them.

Appendix 2 Learning Objectives of the Unit

By the end of the unit, students will be able to:

- Identify general and specific information regarding the cultural attractions of a city.
- Write a description of a landmark in their city.
- Orally mediate in problems that take place in an international scenario.
- Plan and deliver an oral presentation about a city's cultural landmark.

Appendix 3 Contents of the Unit

Comprehension abilities and strategies
• Comprehension of general and detailed information of authentic or adapted texts (such as a letter, a short traveling blog entry, an online touristic article and printed cultural brochures) written in a common language • Interpretation of messages; identification of key and secondary ideas (*A museum in English* in Lesson 3; *Reading comprehension activity* in Lesson 4) . • Use of comprehension strategies Activation of previous knowledge about the topic and task type through a word-cloud (in *Word-cloud covers*) images (in *Zaragoza women itinerary*) Strategies to complete tasks such as the identification of relevant information (in *A museum in English*)   • Comprehension of general and detailed information of authentic or adapted texts (such as a letter, a short traveling blog entry, an online touristic article and printed cultural brochures) written in a common language • Interpretation of messages; identification of key and secondary ideas (*A museum in*

English in Lesson 3; *Reading comprehension activity* in Lesson 4)

.

- Use of comprehension strategies

Activation of previous knowledge about the topic and task type through a word-cloud (in *Word-cloud covers*) images (in *Zaragoza women itinerary*)

Strategies to complete tasks such as the identification of relevant information (in *A museum in English*)

Production abilities and strategies

- Oral production of descriptions, narrations and explanations about facts, experiences and diverse contents (a presentation about their itinerary routes in lesson 2; and a description of a cultural landmark in lesson 6)

- Spontaneous participation in classroom situations and in conversations about common topics with different communicative purposes, using the conversational conventions (pair-discussion about the incoming American school in lesson 1)

- Use of communication strategies:

- Planning: to understand the message clearly, distinguishing key ideas and basic structure (*Talking chips + categories* in lesson I); to properly use resources to make monologues and dialogues *(Draw it* in lesson 2)

- Execution: to express the message clearly, coherently, structuring it properly and adjusting to the models and formulas of each type of text (*Vote it presentation* in lesson 2; *Boardgame competition* in lesson 5); to reflect and develop self-correction and self-assessment strategies to improve oral expression, recognizing error as part of the learning process (*Activity closing* in lesson 4); to compensate linguistic weaknesses through linguistic procedures (*What if …?* in lesson 4 where students define and paraphrase a term or expression)

- Production of creative written texts (cultural landmark description in Lesson 4)

- Use of production strategies.
- Planning: Review previous knowledge on the topic and brain storm (*+1 Activity* in Lesson 3; *A museum* in English in lesson 3)
- Execution: Writing texts from models and guided activities (*Writing short additions* in Lesson 4); reflect and apply self-evaluation strategies to improve written production (Self-evaluation checklist in Lesson 4).

Sociocultural and sociolinguistic aspects
• Appreciate the foreign language as an instrument of information, communication and understanding between cultures • Values, beliefs and attitudes; critical attitude towards preconceptions and stereotypes and respect to other ways of thinking.   • Interest in establishing contacts with speakers of other languages (the acceptance email in lesson I)

Communicative functions

• Description of physical and abstract characteristics of places and cultural landmarks.
 	
    • Narration of past and present events (past simple/present simple; active and passive voice) description of facts and current state of historical landmarks and places of cultural attraction.
 	
    • Exchange of personal opinions, points of view about places to visit (traveling reviews) given by tourists.

Syntactic discursive structures
• Verb and the verbal phrase   Tense: present simple; past simple

Voice: passive (past).

- Noun and noun phrase; Quantifiers, pronouns (*use of it*)

- Adjective and adverb (degree, time)

- Preposition and prepositional phrase: Place, time and cause relations.

- Simple sentence.

  Statements: Affirmative; existential clauses.

  Commands: The imperative

- Compound sentences: Coordination

- Compound sentences: Subordination

  Nominal clause: that clauses.

  Relative clauses: use of relative pronouns and relative adverbs.

  Adverbial clauses: time, place, reason or cause and purpose.

- Other connectors:

  Conjuncts: sequence, additive, contrastive, result, exemplification and summative

Use of common-use lexis
• Vocabulary related personal identity; surroundings (city) leisure and culture; trips and vacations, piece of news and cultural landmarks.

Accentual, rhythmical and intonation patterns
• Recognition and use of all the punctuation marks; conventions of use.

Appendix 4 Evaluation Criteria of the Unit

✓ Students can understand general and key information in presentations where speakers talk about a city and its most relevant cultural attractions. (Crit.IN.1.1.) (Est.IN.1.1.1.) Key competences CL–CCEC–CD

✓ Students can deliver an oral presentation about a city's cultural landmarks. (Crit.IN.2.1.) (Est.IN.2.1.1.) Key competences CL–CSC–CA –CIEE–CCEC

✓ Students can deliver coherent messages and orally operate international scenarios, acting as mediators (Crit.IN.2.2.)(Est.IN.2.2.1.) CL–CSC– CAA –CIEE–CCEC

✓ Students can understand key and specific information in different kind of texts such as emails, blogs and brochures (Crit.IN.3.1.) (Est.IN.3.1.1.) CL–CSC–CCEC

✓ Students can write a description of a cultural landmark in Zaragoza applying basic strategies and the knowledge of vocabulary and grammar (Crit.IN.4.1.) (Est.IN.4.1.1.) CL–CIEE–CCEC–CAA

EVALUATION INSTRUMENTS

GRADING SHEET FOR LISTENINGS* - My own elaboration

Peter talks	Right/wrong
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
Zaragoza is talking	
1,	
2.	
3.	
4.	
5.	
6.	
Total	
Student name	

* To see the answers sheet, see *Answers for teacher* in Appendix 6.

GRADING SHEET FOR LANDMARK READING - My own elaboration

Question	Right/wrong
1.	
2.	
3.	
4.	
5.	
Total	
Student name	

CHECKLIST FOR SPEAKING IN MEDIATION BOARDGAME - My own elaboration

BOARD GAME	✔
The student provides the information required in the exchanges.	
The student tries to communicate throughout the activity.	
The student shows a collaborative attitude towards the group.	
The student makes use of the language and vocabulary seen in class.	
The student shows he/she is familiar with self-access materials provided.	
Total	

RUBRIC TO ASSESS MEDIATION IN FRIPGRID (For students and teacher)
Adapted from subject 63264 "Communicating in English"

	EXCELLENT	GOOD	PASS	POOR
CONTENT	The content of the presentation is very well developed.	The content of the presentation is well developed.	The content of the presentation could be more informative.	The content of the presentation is not informative enough.
VOCABULARY	The speaker makes correct and appropriate use of lexis.	The speaker makes a few mistakes in the use of lexis at some points.	The speaker makes frequent mistakes in the use of lexis in most of the presentation.	The speaker makes a lot of mistakes in the use of lexis throughout the presentation.
MEDIATION STRATEGIES	The speaker makes extensive use of mediation strategies.	The speaker makes use of some mediation strategies.	The speaker barely uses mediation strategies.	The speaker does not use any mediation strategy at all.
TASK ACHIEVEMENT	The speaker gives a comprehensive answer to the scenario presented.	The speaker gives an adequate answer to the scenario presented.	The speaker gives a partial answer to the scenario presented.	The speaker does not give an answer to the scenario presented.

RUBRIC FOR SPEAKING IN FREE-TOUR (for teacher and students)

My own elaboration

Score	COHERENCE	ACCURACY	FLUENCY	CONTENT
4	The student elaborates a clear and coherent presentation, with an adequate, though limited mechanisms that render coherence to the presentation.	The student shows a relatively high grammatical correctness when describing a cultural landmark. Almost no mistakes are made.	The student expresses him/herself clearly. Although with some problems to formulate the presentation the student manages to continue. Pronunciation is clearly intelligible.	The student is fully capable of describing all the parts of a cultural landmark, developing the ideas and providing plenty of details.
3	The student elaborates a linear presentation, with ideas in the form of simple statements linked through simple connectors. The presentation might sound disconnected.	The student shows a reasonable control of grammatical structures when describing a cultural landmark. Mistakes are rare.	The student delivers the presentation fluently and comprehensively, although pauses are still present, the pronunciation is intelligible.	The student is able to describe most of the parts of a cultural landmark, and is able to give some detailed explanations.
2	The student has a limited discourse, composed of groups of words and simple connectors, which renders little coherence to the presentation.	The student only uses properly some structures related to describing a cultural landmark, and mistakes are frequent.	The student manages to convey the information with brief statements, pauses are frequent. The pronunciation is generally clear.	The student is able to describe some of the parts of a cultural landmark, anddoes so providing some few examples.
1	The student delivers a very limited discourse, composed of isolated statements, and during the presentation almost no use of connectors is made.	The student shows an insufficient control of pertinent verb tenses. There are numerous mistakes.	The student uses very isolated expressions, there are a lot of pauses to look for words, and overall it is hard for the listener to understand the presentation.	The student has great limitations when describing the parts of a cultural landmark, and does so with almost no depth.

RUBRIC FOR LANDMARK WRITING (for teacher and students)

My own elaboration

Score	COHERENCE	ACCURACY	CONTENT
4	The student produces a well-structured text. It demonstrates a fairly complete use of organizational structures. The student uses the punctuation rules correctly.	The student shows good control of grammatical elements, both general and specific to the task. There is abundant use of lexicon. Some mistakes in longer sentences can be made, though they do not prevent comprehension.	The student writes providing great details, even when describing an abstract concept. It includes all the thematic areas, and there are examples and the text is precise and appropriate to the intended reader, genre and context.
3	The student writes a cohesive text, made up of a sequence of simple elements. It uses connectors, although the text may present some limitations between its parts. The student uses the basic rules of punctuation correctly.	The student shows a reasonable control of simple linguistic elements and structures, particularly past tenses and on the topic of the writing, but still makes some grammatical mistakes.	The student is able to make a comprehensible description, although there are circumlocutions and limitations. Most relevant areas are covered. Some examples are given and the text is somehow adequate for its genre and context.
2	The student writes a basic text, with short sentences linked by limited resources, and there may be a lack of organization in the text. There are punctuation mistakes.	The student shows a basic knowledge of simple linguistic elements and verb tenses in particular. Although there are frequent grammar mistakes, as well as lexicon inaccuracies, these do not prevent understanding.	The student is able to make a simple description that deals with a few thematically relevant areas. Although the text tries to take into account some particular features of the genre of the text, or its intended audience, it is not achieved.
1	The student writes a series of simple sentences or groups of words, the connectors used are very basic and the text is rather disorganized.	The student uses very basic and simple grammatical structures, and does not use those pertinent to the topic. There are lots of mistakes in grammar and basic orthography, which makes the text difficult to understand.	The student does not include in the description barely any relevant information, and when included is not adequate to the intended audience.

Appendix 5: Lesson plans

	LESSON 1: INTRODUCTION TO THE UNIT [INTRODUCTION TO TOPIC AND TASK]					
Teaching aims: - To introduce students to the topic and task of the unit - To raise students' interest on the exchange - To discover students' previous knowledge on cultural visits - To make students establish some general categories - To encourage students to start making connections with their city						
STAGE	ACTIVITY	DESCRIPTION	INTERA CTION	SKILLS	MATERIALS AND RESOURCES	TIME
INTRO	Entry level event.	• Students read an acceptance email • Pairs exchange findings • Classroom info competition	T-Ss Ss-Ss	R/S	Acceptance email https://docs.google.com/drawings/d/1e8E7waZ1jE7exy_B2oO48Fh 5RRan8AsSPuOsTI61izY/edit?usp=sharing Information search worksheet https://docs.google.com/drawings/d/1pnSm-- G9HdzmqKpWJLM4T1oSSG2AKTgef_q1G4qzc0U/edit?usp=sharing Google slides	5
INTRO	Are you ready?	• Students complete a thinking chart	S	W	Compass points https://drive.google.com/file/d/1vCCxUWWcNmkjOw6wMMwW- kGWjq8fw0S5/view?usp=sharing	5
INTRO	Two familiar pictures	• Students get different cards and find out each other's info • Students discuss both pictures and find similarities	Ss-Ss	S	Picture cards "Aragoneses por el mundo" y "Planeta Calleja" https://docs.google.com/drawings/d/1up6bP- vubT5n42vnCHwdfjstNnv-Wx8Mqt8mwRvKp6Q/edit?usp=sharing	5
INTRO	Talking chips + categories	• Groups discuss important features of a cultural visit • Groups write general categories • Groups fill out categories using the samples provided	Ss-Ss	S/W	Talking chips and categories worksheet https://docs.google.com/drawings/d/1YAGtAzwPgTT- P0Wk0Jefcc2Sqkq18YbyuCKSEvkwz2U/edit?usp=sharing	10
PRE-TASK	Pre-listening	• Students complete three activities before doing the listening • They set the context, activate knowledge and predict content	Ss-Ss	S/W/R	Prep for listening https://docs.google.com/drawings/d/10euDHvutg0NSnhR6_ILLu132QEb fOrWim_J6l3FoaOQ/edit?usp=sharing https://docs.google.com/drawings/d/1YR7OAX- I3Q3MUDFYEE1N63VCO9G2pkTgOfbUg3Uj-xo/edit?usp=sharing https://docs.google.com/drawings/d/1-Ldmu_P9- JGZI3S7YUE8H9gWtg8H2kUYXGFW1wABKvU/edit?usp=sharing	10

TASK	Peter talks!	• Students watch video of incoming American student • Students complete a comprehension activity • Students find Zaragoza equivalents	S Ss-Ss	L/W	Peter video https://drive.google.com/file/d/1tXciC_VjwmEGujTaRIQaftgMhVhA2fch/view?usp=sharing Comprehension activityworksheet https://drive.google.com/file/d/1_yiRkbZcLEubwrnXMxvH9lNeGcZ5g5Iz/view?usp=sharing	10
POST-TASK	Chalk-talk	• Groups share equivalents in categories given by teacher	Ss-Ss	W	Chalk talk sheet https://docs.google.com/drawings/d/194fdK5sxpZSyAjsAlZpeKyW4HmhjmFyNOoAsttrd83Q/edit?usp=sharing	5
POST-TASK	Exit ticket	• Students complete an exit ticket	S	W	Exit ticket 1 https://docs.google.com/forms/d/e/1FAIpQLScr_gQiGlHQOlXY4I94AhzzEe5EIGDaynaodkdr2Au8EOPXpQ/viewform?usp=pp_url	5
SELF-ACCESS MATERIALS	Transcript	• Students read the transcript of the video	S	R	Transcript https://drive.google.com/file/d/1ukSI_p6NIXL_ixn6TMFQyBvn31jadGns/view?usp=sharing	n/a

	LESSON 2: CREATION OF AN ITINERARY AROUND ZARAGOZA [FOCUS ON STRUCTURE]

Teaching aims:
- To draw students' attention to the characteristics of an itinerary.
- To show students the sort of content that a text about a traveling experience includes.
- To make students think of what an itinerary of Zaragoza could be like.
- To introduce the cultural landmarks in Zaragoza and distribute them among students.

STAGE	ACTIVITY	DESCRIPTION	INTERACTION	SKILLS	MATERIALS AND RESOURCES	TIME
PRE-TASK	Roll the dice	• Groups discuss characteristics of an itinerary • Each member rolls the dice and gives an answer • The dice sets number of answers required	Ss-Ss	S	Worksheet roll the dice https://docs.google.com/drawings/d/1vH6WYon7q7h3Pxs6qkb36ogkJQKzB2bgpMKSREJQCIA/edit?usp=sharing	10
PRE-TASK	Travel reviews	• Students read short tourist reviews • Students explain them to each other • Groups decide which further material corresponds to each review	Ss-Ss	R/L/S	~~Traveling reviews~~ https://docs.google.com/drawings/d/1rJD9w3YDsWqjEFDZ4SN4I27VKtcDkg6MaI7ao8CWIj0/edit?usp=sharing Further materials on the reviews https://docs.google.com/drawings/d/1m-qdyQn23V3WPc-93JBZec8P8t eIkeLxmNrMsuNW8/edit?usp=sharing	10
PRE-TASK	Draw it	• Students draw itinerary • Each member decides a stop using a turning wheel	Ss-Ss	S	Zaragoza map https://drive.google.com/file/d/13xjgwynnrdoUDjozaJVo6nRWp2w0JXYE/view?usp=sharing Turning wheel	10
TASK	Vote it presentation	• Groups present their routes, most voted is the starting-off sample • Teacher landmarks are introduced and allocated to students	Ss-Ss	S	Landmarks of Zaragoza https://drive.google.com/file/d/12k63BH9R9VlHacopFhe6_9hXGRavneDE/view?usp=sharing	20
POST-TASK	Exit ticket	• Students complete an exit ticket	S	W	Exit ticket 2 https://docs.google.com/forms/d/e/1FAIpQLSc10ZYAz93KG-nmVFPQ0AkVrbXIR6YF8ebe1yl2flBZEa2Mww/viewform?usp=pp_url	5

<table>
<tr><td colspan="6">LESSON 3: PREPARATION OF INFORMATION ON CULTURAL LANDMARKS [FOCUS ON LEXIS]

Teaching aims:
- To make students think of whether the itinerary created is appropriate and has all its parts.
- To make students start thinking of related vocabulary.
- To provide students with a sample of a cultural brochure and its content parts.
- To make students establish content categories for their landmarks.</td></tr>
<tr><th>STAGE</th><th>ACTIVITY</th><th>DESCRIPTION</th><th>INTER ACTIO N</th><th>SKILLS</th><th>MATERIALS AND RESOURCES</th><th>TIME</th></tr>
<tr>
<td>PRE-TASK</td>
<td>Zaragoza women itinerary</td>
<td>• Teacher provides a sample
• Students check that their itinerary has the desired parts
• Students complete a checklist</td>
<td>Ss-Ss</td>
<td>R</td>
<td>Paseos por la Zaragoza de las mujeres
https://drive.google.com/file/d/1tN0LkjADTwqbQ2tCZ7Z_gPHVIX8_kXE9/view?usp=sharing
Itinerary checklist
https://docs.google.com/document/d/1qNzTCUDITrsJdQoNZs5B72Mz76Vm5PkeJaOe7sc0fh8/edit?usp=sharing</td>
<td>10</td>
</tr>
<tr>
<td>PRE-TASK</td>
<td>Word-cloud covers</td>
<td>• Students watch two cultural brochures and create a wordcloud
• Teacher projects wordcloud and students spot unknown words</td>
<td>Ss-Ss</td>
<td>W/S</td>
<td>Cultural brochures covers
https://docs.google.com/drawings/d/1HOptkp8RVIPI1CTA3sXAA68i_pL9pOxO5jpisvyctAk/edit?usp=sharing
Teacher word-cloud
https://drive.google.com/file/d/1mzjPK3ievRctgDDEwrtsqHAZET6EKw3Y/view?usp=sharing</td>
<td>5</td>
</tr>
<tr>
<td>PRE-TASK</td>
<td>+1 Activity</td>
<td>• Groups answer questions on the brochures
• Groups go through different questions and add answers</td>
<td>Ss-Ss</td>
<td>W</td>
<td>+1 Activity drawings
https://docs.google.com/drawings/d/1Y_PVv1CJ3aDz--rs4xGrh7kog3_x9o4ngHouTsx72I0/edit?usp=sharing</td>
<td>10</td>
</tr>
<tr>
<td>TASK</td>
<td>A museum in English</td>
<td>• Students read a sample brochure and identify content areas
• Pairs are given different cultural brochures, read them and contrast areas with each other
.</td>
<td>S
Ss-Ss</td>
<td>R/S</td>
<td>Sample for reading
https://docs.google.com/document/d/1lnPW19UwqzKBHjN3GmATijr19LIxflSNAB1Ba99GmJI/edit?usp=sharing
Short samples for pair discussion</td>
<td>20</td>
</tr>
</table>

					https://docs.google.com/drawings/d/1Wgk7Gj xmqXZ-Vtp5XWZ6gXjLl3K- te38Vgd_iUxYB3g/edit?usp=sharing	
POST-TASK	Wrap up blackboard	• Students write on the blackboard the categories identified • Teacher revises them and adds categories	S	W	Wrap up blackboard https://docs.google.com/document/d/1hSpja9 Q5-VqnMlfO7cYqgD- 05hI8F1tOSneBqLoTQkU/edit?usp=sharing	10
POST-TASK	Exit ticket	• Students complete an exit ticket	S	W	Exit ticket 3 https://docs.google.com/forms/d/e/1FAIpQLS fClJuqtOxLW-yohdFrRDM6N- _vQrTC0l5ssmLlpTv7XIYDgg/viewform?usp=pp _ur	1

LESSON 4: WRITING THE CULTURAL LANDMARK [FOCUS ON FORM]

Teaching aims:
- To draw students' attention to the task ahead
- To prepare students for the writing
- To make students write their landmark descriptions
- To prompt students to reflect on the tenses used
- To make students practice using those tenses
- To prepare students to submit their final version of their landmarks

STAGE	ACTIVITY	DESCRIPTION	INTERACTION	SKILLS	MATERIALS AND RESOURCES	TIME
PRE-TASK	Introduction to task	• The teacher pairs students up and explains the task ahead.	T-Ss	L	Introduction to task https://drive.google.com/file/d/1qJPpwijmJtufRyQIOxM-d94eNZ2U9siA/view?usp=sharing	1
TASK CYCLE - *TASK* [Preparation for writing]	Tips and tricks	• Each pair member is given 2 tips for writing • They have to decide which ones they should follow • Useful tips are written on the top of the writing document	Ss-Ss	R/S	Tips https://drive.google.com/file/d/1X7xTyX3Z9sPYXsDDFshEeN0ycW0SC30C/view?usp=sharing	5
TASK CYCLE – *TASK* [Preparation for writing]	Odd-one out	• Pairs decide which are the odd words • Pairs write the right words at the top of the document	Ss-Ss	R/S	Odd one out https://drive.google.com/file/d/1S4eIvln2bPjbTpL4JmOLcVo0tSweHmm2/view?usp=sharing	5
TASK CYCLE – *TASK* [Preparation for writing]	Positive and negative adjectives	• Pairs place adjectives in two different columns • Each member writes a sample sentence, and shares them.	Ss-Ss	R/W	Positive and negative adjectives https://drive.google.com/file/d/1XatOxtGnuy1Pa6CFTxFV3lFsJjvGwgAc/view?usp=sharing	5

TASK CYCLE – *TASK* [Writing]	First draft	• In groups, each pair creates a semantic field (3-4 words) • The two pairs of the group share their respective words • The four students create a short list of connectors • Each student individually writes a landmark composition • They search for information on the internet.	Ss-Ss	S/W	Prep for draft https://docs.google.com/drawings/d/1fY2bp6cY3GMzG_yDb3CdjFrqa8hj4YFt8XDyYgvzvTI/edit?usp=sharing Sheet for landmark writing https://docs.google.com/document/d/18cUHlGOhjWgU33tPlbvS7R_6ue93uQZ_wd02rW9KQgk/edit?usp=sharing	20
TASK CYCLE - *TASK* [Revision]	Peer-review	• Writings are swapped between group members. • Members look at vocabulary, connectors and give ideas • Authors get their writings back and make amendments.	Ss-Ss	R/S	Peer review https://docs.google.com/drawings/d/15jRk6C_Q-DDUSzofqNzEwbV7BKw8JtFvSrhoFrMe4AQ/edit?usp=sharing	5
TASK CYCLE - *PLANNING AND REPORT* [Revision]	Share your knowledge	• Group members discuss what to report to the class. • They may report on useful tips on structure, content, lexis. • A spokesman shares conclusions with the class	Ss-Ss	S/W	Share your knowledge https://docs.google.com/drawings/d/1JwfoKWwH9dtndOxpEd8bVd_JEUgthy6kFrPn8AxkNf4/edit?usp=sharing	5
LANGUAGE FOCUS - *ANALYSIS*	Cultural landmark: Input enhancement	• Students read a text describing a cultural landmark • Students identify main uses of tenses and fill out chart	S Ss-Ss	R/W	Textual enhancement https://drive.google.com/file/d/1CV-35aXIH1NTqSrROeJnBV0OpEE-GNyN/view?usp=sharing	5
LANGUAGE FOCUS - *PRACTICE*	Writing short additions	• Students write short additions	Ss-Ss	W	Blank space https://drive.google.com/file/d/1hMuY6KC_sa36z-hj4yBlPvAZoqoslQUS/view?usp=sharing	5
HOMEWORK	Reading comprehension activity	• Students complete comprehension questions	S	R	Reading worksheet https://drive.google.com/file/d/1j3hk8C1hSEdfvcXHu-WVMMg3T6kQTfB7/view?usp=sharing	n/a
HOMEWORK	Self-evaluation checklist	• Students complete a self-evaluation checklist	S	W	Self-evaluation checklist https://docs.google.com/document/d/18cUHlGOhjWgU33tPlbvS7R_6ue93uQZ_wd02rW9KQgk/edit?usp=sharing	n/a

HOMEWORK	Exit ticket	• Students complete an exit ticket	S	W	Exit ticket 3 https://docs.google.com/forms/d/e/1FAIpQLSfClJuqtOxLW-yohdFrRDM6N-_vQrTC0l5ssmLlpTv7XIYDgg/viewform?usp=pp_ur	n/a
SELF-ACCESS MATERIALS	Tenses support	• Teacher gives extra material on verb tenses	S	L	Tenses support https://drive.google.com/file/d/1jAZ69xXBEiP4nk5OdLx2l8yYbBTIpHd0/view?usp=sharing	n/a
ASSIGNEMENT	Final submission	• At home, students submit final writing taking into account peer-feedback and the language focus stage • Teacher reviews it and sends it back.	S	W	Sheet for landmark writing https://docs.google.com/document/d/18cUHlGOhjWgU33tPlbvS7R_6ue93uQZ_wd02rW9KQgk/edit?usp=sharing	n/a

LESSON 5: COMPLETION OF FREE-TOUR INFO AND PREPARATION FOR UNFORESEEN EVENTS DURING THE VISIT.						
Teaching aims:						
- To make students think of any last potential improvements						
- To introduce students to mediation scenarios						
- To make students interact in these unknown scenarios						
- To make students think of their performance and provide them with extra resources						
STAGE	ACTIVITY	DESCRIPTION	INTERACTION	SKILLS	MATERIALS AND RESOURCES	TIME
POST-TASK (L3)	Zaragoza is listening	• Students watch and answer some comprehension questions	S	L	Youtube video https://www.youtube.com/watch?app=desktop&v=tAMSDJgVgO0&ab_channel=ParentingtoGo&ucbcb	10
POST-TASK (L3)	Pair discussion	• Students discuss questions and fill out improvement chart. In pairs, they discuss some follow up questions.	Ss-Ss	S/W	Zaragoza listening comprehension (same link) https://drive.google.com/file/d/1lG_udQQNcFjmx_KaPA_9ikgSMHUPNRu_/view?usp=sharing	5
PRE-TASK	Introduction to *What if...?* circuit	• Students give responses to prompt sentence. • Class is arranged in stations, and pairs go around each scenario • They fill in self-evaluation checklist at the end of circuit	T-S	R/S	Introduction to What if https://docs.google.com/drawings/d/19Hddim3N_T-8afdyIbquT13ZEkBOLEoQZvgVJ7-rQQ/edit?usp=sharing Cards for each scenario (links below)	5

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TASK	What if….? A)	• Pairs take roles depending on the situation and swap.	Ss-Ss	R/S	What if …? A) https://docs.google.com/drawings/d/1bTbT6cVuqiJ6LYTJcoqL7Of3yu1eS0XHzPWW3jl7oKU/edit?usp=sharing What if …? A2) https://docs.google.com/drawings/d/18NkoKDlnGbccT4kyLqWrPhLCQNar_gUDa_-ZQmBNMxs/edit?usp=sharing	30
TASK	What if….? B)	• Pairs take roles depending on the situation and swap.	Ss-Ss	R/S	What if…? B) https://docs.google.com/drawings/d/1Tu88alxTrAZK_rtIWE9kZYc0lN4iGilbyTRkXe8cN4M/edit?usp=sharing What if …? B2) https://docs.google.com/drawings/d/1RUgDtoGtNhq7d_qTEKYSUh-nEaFDXhoWy1QLIvmCPnE/edit?usp=sharing	30
TASK	What if.......? C)	• Pairs take roles depending on the situation and swap.	Ss-Ss	R/S	What if …? C) https://docs.google.com/drawings/d/1It66EX3-mfs1qKa-IQ7M_cyj-eC46LRpcc33U2q5FxM/edit?usp=sharin g What if …? C2) https://docs.google.com/drawings/d/1_rTb8y_ABVGwOO8LrF0KptnYG8HrnX6Fo6JAIcZlbfs/edit?usp=sharing	30
TASK	What if ….? D)	• Pairs take roles depending on the situation and swap.	Ss-Ss	R/S	What if…? D) https://docs.google.com/drawings/d/1uB2soK_A-YuwHupE8BgCwNFfkLUjon0Jbdg28n-uC6Y/edit?usp=sharing	30

TASK	What if ....? E)	• Pairs take roles depending on the situation and swap.	Ss-Ss	R/S	What if .... ? E) https://docs.google.com/drawings/d/1 xJKI-OyybIxg4Zjj6S1yWSL2sZVs6qDk9ctFx3y tx40/edit?usp=sharing	30
TASK	What if ....? F)	• Pairs take roles depending on the situation and swap.	Ss-Ss	R/W	What if ...? F) https://docs.google.com/drawings/d/1 C24XF9vOHYZl1k-SU8f4dbLCGXJ8zjaiTBtVqm1-l9c/edit?usp=sharing	30
POST-TASK	Activity closing	• Students fill out a life-skills reflection sheet	S	W	Life-skills reflection sheet https://docs.google.com/drawings/d/1 3xW37ERlhWpL4kutowegphxNpfu64yX T9B3De3MSZXA/edit?usp=sharing	5
SELF-ACESS MATERIALS	Listening support	• Students redo the comprehension activity on Edpuzzle	S	L	Edpuzzle https://edpuzzle.com/media/61601e5 691b84441549bb353	n/a
SELF-ACCESS MATERIALS	Mediation support	• Students access to resources to cope with these scenarios.	S	R	Language support What if ...? https://docs.google.com/presentation/ d/1kzWsaaUIHNS4T26guYRyuiR7OsaxN RMBxpnxmZ3631U/edit?usp=sharing	n/a

LESSON 6: PRACTICE FOR FINAL TASK

Teaching aims:

- To make students work on strategies to mediate

- To make students collectively practice the situations seen in the previous lessons

- To make students practice their cultural landmark presentations

- To prompt students to individually solve a mediation situation

- To make students think of how ready they are for the next day

STAGE	ACTIVITY	DESCRIPTION	INTERACTION	SKILLS	MATERIALS AND RESOURCES	TIME
PRE-TASK	Mediation strategies – Advance planning	• A document is uploaded to Google drive • Groups brainstorm vocabulary for each scenario • They create a vocabulary pool for each scenario	Ss-Ss	S/W	Glossary https://docs.google.com/drawings/d/1-3melEIpz9-JpCY77XZtDwv1xaaZ74dMvjWlWSjWkVo/edit?usp=sharing	5
PRE-TASK	Mediation strategies – Islas de fiabilidad	• Students are introduced to expressions to gain time • Students read sentences and spot conversation fillers • Students write add-ons	Ss-Ss	R/W	Gain time https://docs.google.com/drawings/d/17-dE62YQukH2OoOX0SrlcmJPLdjBLtRKmcqz5mtftJw/edit?usp=sharing	5
PRE-TASK	Mediation strategies – Definitions	• A student gets a Spanish word and draws it • The rest make guesses and define it	Ss-Ss	S/W	Definitions https://docs.google.com/drawings/d/1QdLoitxqpmJvUQOJG-M6hoQfOEC2nvhCzro-bG-Toz4/edit?usp=sharing	5
PRE-TASK	Mediation strategies – Simplification	• Students individually highlight key info • Students compare with each other • Students summarize the info into a Tweet	S/Ss-Ss	R/W	Simplify https://docs.google.com/drawings/d/1esCTxrnyOnbi40wzrZ_32m7AeIYXCbXv5s8lGBTi9yc/edit?usp=sharing	5
TASK	Boardgame explanation	• Students read the game instructions	T-S	L/R	Board game instructions https://drive.google.com/file/d/1yog2AwgKPA7KSdONENT0Ey9oJuLRTI5Z/view?usp=sharing	5
TASK	Boardgame intra-teams	• Each group plays a mock round	Ss-Ss	S	Zaragoza boardgame https://docs.google.com/drawings/d/157yiOgeuzaAbEJt5_CRZQooSZtZgFnKIjtz5tlh0eeg/edit?usp=sharing	10

TASK	Boardgame competition	• Groups play against each other in a class competition.Each group plays as if the whole group were one player		S	Zaragoza boardgame https://docs.google.com/drawings/d/157yiOgeuz aAbEJt5_CRZQooSZtZgFnKIjtz5tlh0eeg/edit?usp=s haring	15
POST-TASK	KWL chart	• Students fill out a KWL chart to see how they feel about next day	S	W	KWL chart https://drive.google.com/file/d/1g7ks7BM41jvOG ViZzhjKg0UHCUp7GMww/view?usp=sharing	5
ASSIGNMENT	Fripgrid	• At home, students record themselves acting out a mediation scenario and upload it	S	S	Fripgrid link to class https://flipgrid.com/ad701588 Act it out guidelines https://docs.google.com/drawings/d/1XDt9jglTr1RtDPz il6gV0Cc7EpEBH_1_Q8jDE0htzB0/edit?usp=sharing	n/a

LESSON 7: FINAL TASK - FREE TOUR						
STAGE	ACTIVITY	DESCRIPTION	INTERA CTION	SKILLS	MATERIALS AND RESOURCES	TIME
FINAL TASK	Free-tour with American students	• Students take their visitors through the itinerary explaining the pertinent information for every stop	Ss-Ss T-S	S/L	Students itinerary Cultural info on individual landmark	One evening
POST-TASK	Exit ticket	• Students complete an exit ticket	S	W	Final exit ticket https://docs.google.com/forms/d/e/1FAIpQLSd QCa_zqRQOcooF7_IRlUcleBobOXW2s0cgucCVF- haU9_NdQ/viewform	5

LESSON 1 MATERIALS

Acceptance email - My own elaboration

Information search sheet - My own elaboration

Compass points – Taken and adapted from subject "Recursos didácticos para la enseñanza de materias en lengua extranjera"

Link:
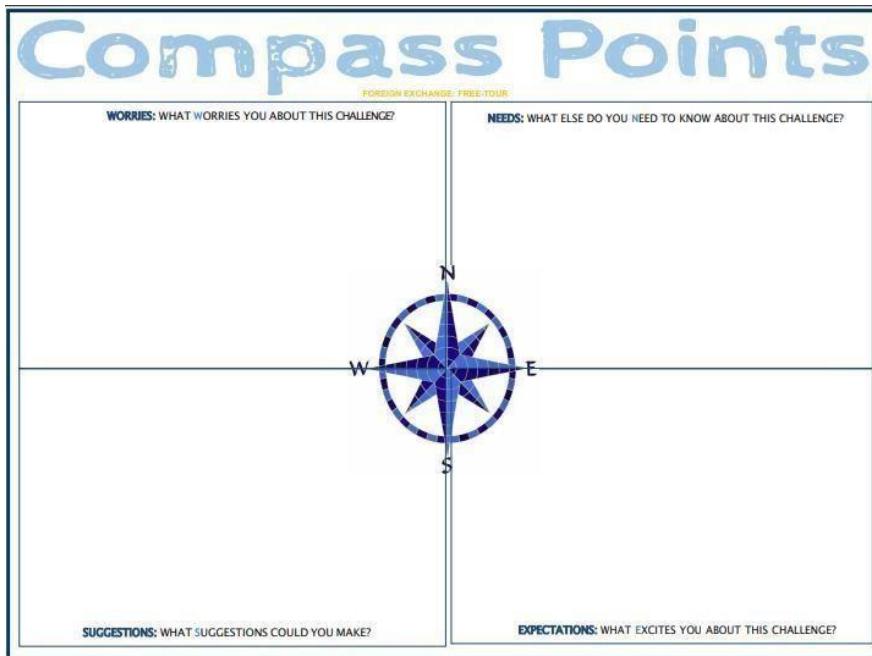
Two familiar pictures - My own elaboration
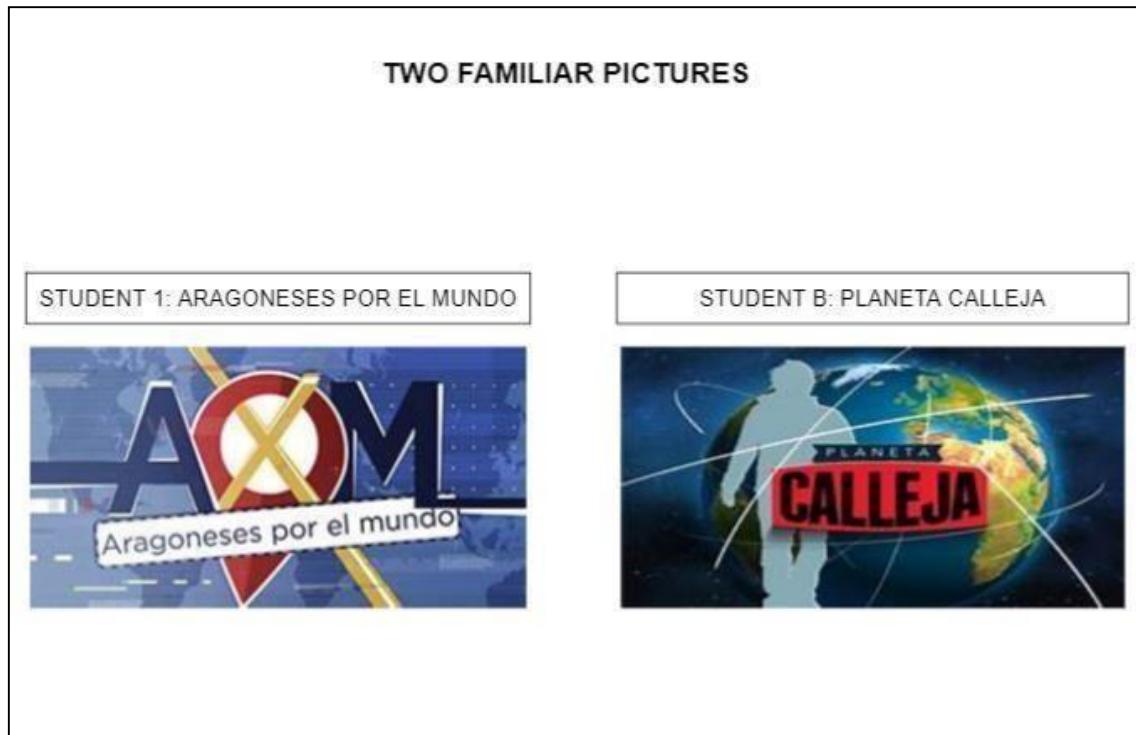
Talking chips – My own elaboration

Prep for listening – My own elaboration

Setting the context

Activating knowledge

ACTIVATING KNOWLEDGE

What do you already know?

Prompt: What do you know about the US? In pairs, give short answers to the following questions.

- Can you name anyone from the US?
- What do you know about sports in the US?
- Who do you know about school life in the US?
- What do you know about US culture? (music, arts, films etc)

Prompt: What images come to your mind when talking about the US?

1. Go to Google and find an picture you associate with the US.
2. Share it with your pair.
3. Exchange opinions and reasons for your choice.

Predicting content

PREDICTING CONTENT

The New York Times
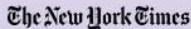
What will it be about?

NBC NEWS

Prompt: The extracts below are transcriptions from some real US media outlets. Read the extracts and choose the ones that may relate to the listening.
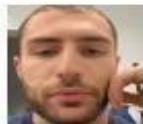
1. "Almost 20 million Americans facing severe weather warnings after more than a dozen reports of tornadoes".

2. "Down there you can see Maine Street, where a lot of businesses are".

3. "Tonight, a major step forward for a breakthrough Covid treatment".

4. "Look, it is as simple as this; childcare is unaffordable for many US families".

5. "We have got this thing going on right now, probably at a scale never seen before, and that is the world of advertising just trying to make humans constantly feel like they need to buy new products".

6. "Right here, we got a bridge overlooking the river and over there it's the old factory".

Peter talks – Video recorded by author and edited by me.

Link to video https://drive.google.com/file/d/1tXciC_VjwmEGujTaRIQaftgMhVhA2fch/view?usp=sharing

Comprehension activity worksheet – My own elaboration

INTRODUCTION TO THE VIDEO	• What is he going to show you?
	1. _____ 2. _____
	• Which city parts does he see from his bedroom?
	1. _____ 2. _____
AT THE GROCERY STORE	• He needs to buy bananas to make a:
	a) banana cake b) banana bread c) banana ice-cream
	• Who is making it? _____
AT THE PARK	• Complete the sentence: *"Over there, is the old factory that's* _____."
	• According to Peter, the park is a nice area because:
	1. _____
	2. _____
AT THE CAMPUS	• He mentions the "dorms" as the place where students:
	a) take their classes b) play rugby c) live
	• What part of the campus is defined as an "iconic symbol"?
GOODBYE!	• Finally, where is Peter at? _____
	• Students come to this place to _____

Chalk talk – My own elaboration

Exit ticket 1 – My own elaboration

TRANSCRIPT OF *PETER* TALKS!

Hi everyone, my name is Peter and I want to show you my campus and Waterville, where I live.

This right here is the view from my room, from my bedroom, down there you can see Maine Street, where a lot of businesses are. There is a giant parking lot, and I am about to go to the grocery store.

Right now I am at the grocery store, I got to pick up something to … I need to actually get bananas right now. So, up here we have the bananas. I could get underripe bananas, but I really need to get overripe bananas for the banana bread that my roommate wants to make. So we need these right here.

Now that I got my bananas, I am going to my car, and I am going to drive to my campus. This is the building that I live in, my apartment is over there, on the right side, and I will go to my car.

Right here, we got a bridge overlooking the river, and then over there it's the old factory that is no longer in use for Waterville, but around here it's a really nice area to walk around and enjoy nature and enjoy this view of the river.

So now we are arriving at my college's campus, Colby College. This is the road that goes into campus, there is some buildings over there, and down there we have the rugby field where I play my rugby games.

Right here, we have some of the dorms where students live. Over there, it's Foss and Woodman, and there is Marylow dorm and then up there you have Danna dining hall, which is where I like to get a lot of my meals on campus.

So right here, we have Miller Lawn and up there is the famous Miller library, which is an iconic symbol of Colby College. On a nice day, you will see people out here playing sports, throwing Frisbees. I played a nice game of flag football right here on this part of the lawn this past weekend.

So, finally I arrived where I needed to go. I am at work now in the office of off-campus study where students come to plan out their study abroads. I hope you enjoyed this tour of Waterville and Colby College. Have a nice day.

LESSON 2 MATERIALS

Roll the dice worksheet – My own elaboration

ROLL THE DICE!

What is it?
Who makes it?
What for?
Any advantage in using it when traveling?
Any disadvantage?
What makes an itinerary a memorable experience?

Prize to be used during Draw it.

Travel reviews – My own elaboration.

TRAVELING REVIEW 1

Sun-lovers are attracted to this city in great numbers. However, this city gets a bad reputation for crime and violence, with tourists ranking it the world's most unsafe city. This doesn't stop thousands of tourists to visit it every year. Well, maybe it is because it is where one of the main attractions in the world takes place: A Carnival like no other you have even seen.

TRAVELING REVIEW 2

Located between two different worlds, this city retains its beauty and remains as social as ever. Also, as the value of the country's currency has dropped, the city has become a considerably more affordable destination for travellers (though less so for locals). Still, it is a city that will leave you speechless, with mosques and street markets being among the top city places to visit among tourists. You do not want to miss it!

Tripadvisor

TRAVELING REVIEW 3

Residents of this major world capital value the city's free museums and walkability, while tourists praise its food diversity and security. However, with high renting prices and stressed politicians, locals complain that they work more hours in the office than any other city in their country. I hope this is something tourists do not do when they come to visit and go to the world's most famous house instead!

TRAVELING REVIEW 4

Despite earthquakes and tsunamis, this city has taken the number 1 spot for safety. Locals are incredibly polite and well-mannered. Moreover, this astonishing city has the most restaurants of any city worldwide and is home to some life-changing ramen. And if you spend most of your money on eating, don't worry. There are plenty of affordable hotels to book. Fingers crossed the Olympics will take place next year!

Further materials on the reviews – My own elaboration

FURTHER MATERIALS TO BE GIVEN TO EACH GROUP

Zaragoza map – Taken from Google Maps and edited
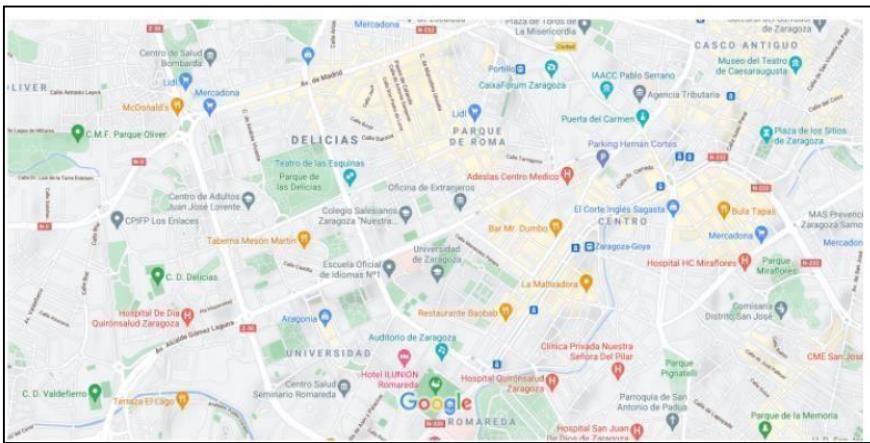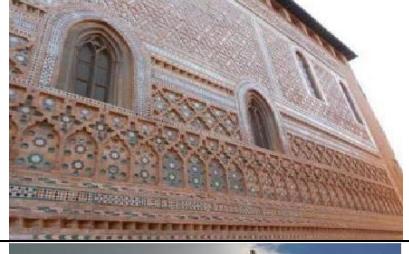
Turning wheel – Taken from https://tools-unite.com/tools/random-picker-wheel?names=Student%201,Student%202,Student%203,Student%204

Random picker wheel

Click on the wheel to spin it!

NAME OF LANDMARK	PICTURE	NAME OF STUDENT
PLAZA DE ESPAÑA		
TEATRO PRINCIPAL		
COSO		
CALLE ALFONSO		
PLAZA DE SAN FELIPE		
MUSEO PABLO GARGALLO		
MURALLAS ROMANAS		

MONUMENTO CESAR AUGUSTO		
MERCADO CENTRAL		
FUENTE DE LA HISPANIDAD		
SAN JUAN DE LOS PANETES		
PLAZA DE EL PILAR		
BASÍLICA DE EL PILAR		
PASAJE DEL CICLÓN		

LA LONJA		
EL CABALLITO DE LA LONJA		
PUENTE DE PIEDRA		
PUENTE DE HIERRO		
MURO DE LA PARROQUIETA DE LA SEO		
LA SEO		
FORO ROMANO		

PUERTO FLUVIAL		
ARCO DEL DEÁN		
CONVENTO DEL SANTO SEPULCRO		
CASA DE LAS CULTURAS		
TORRE DE LA MAGDALENA		

Exit ticket 2 – My own elaboration

Exit ticket Lesson 2

Please answer the following questions about today's class.

*Obligatorio

Name of student *

Tu respuesta

Whose itinerary template has been voted the most? *

Tu respuesta

Can you remember the cultural landmark that has been allocated to you? *

Tu respuesta

Please mention any other takeaway from today's class *

Tu respuesta

LESSON 3 MATERIALS

Paseos por la Zaragoza de las mujeres – Original material edited

POR EL CAMINO

1. Monumento a Fernando el Católico.
2. Libertad.
3. Sin título.
4. Niñas saltando.
5. La Maternidad.
6. Monumento a Isabel la Católica.
7. Alegoría a la agricultura.
8. A callejear que la calle es tuya
   y de nadie más.
9. A Isabel Zapata. Francisco Rallo Lahoz.
10. Glorieta de las Trece Rosas.
11. Monumento a la madre.
12. Monumento a Rubén Darío.
13. Monumento al Origen o Dama Ibérica
    o Dama de Zaragoza.
14. A la exposición hispano francesa.
    Y calles con nombre de mujeres.

Itinerary checklist – My own elaboration

Checklist for students' self-assessment of their itinerary	✔
The itinerary has a well-indicated starting point.	
The itinerary has the route that is to be taken colour-marked.	
The itinerary has every stop numbered.	
The itinerary has every stop named using a clear cultural reference.	
Overall, the itinerary resembles the women's itinerary shown in class.	

Covers of cultural brochures – My own elaboration

COVERS OF CULTURAL BROCHURES

Aljafería

MUSEO GOYA
COLECCIÓN IBERCAJA
MUSEO CAMÓN AZNAR

Teacher word cloud – My own elaboration

Mudejar art Masterpiece Fortified Decorations
Courtyard Portrait Painter Drawing
Palace Monument Structure
Floor Art exhibit Chamber
Collection Entrance Imposing
Engraving History Emblematic
Outstanding Architecture
Representative
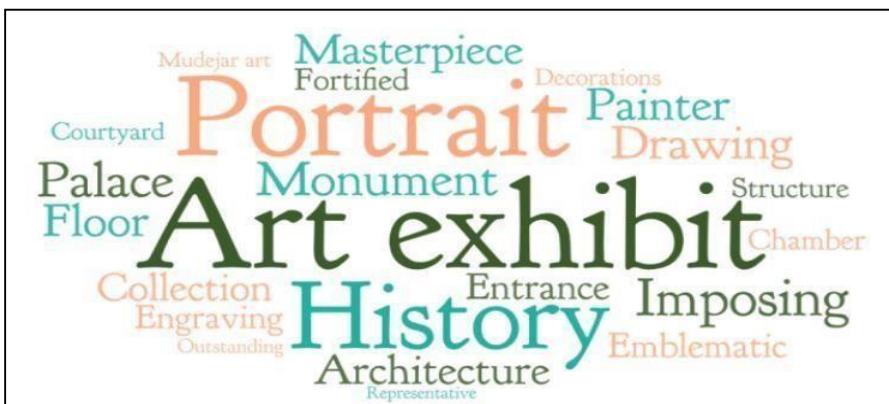
+1 Activity drawings – My own elaboration

A museum in English; *sample for reading* – Original material edited

A museum in English; samples for pair discussion – Original material edited

STUDENT 1

CAESARAUGUSTA ROUTE

The Public Baths Museum

The Roman baths were built in the centre of the city, between the forum and the theatre. They were operational from the first century BC to the early fourth century AD.

As well as a place for personal hygiene, the baths became the centre of Roman social and cultural life. Of the different rooms that this complex comprised (changing room, hot, warm and cold rooms, gymnasium), the only remains still preserved are several latrines that were demolished to build, on the site, a large, porticoed open-air swimming pool.

STUDENT 2

The Theatre Museum

Built in the first century, the theatre is *Caesaraugusta's* best-preserved monument.

Operational for more than two hundred years, it was a meeting point and a centre for entertainment and social life. It played an important role in transmitting the cultural, political and religious values of the Roman Empire.

In the stages of history to follow, the site that had been occupied by the theatre saw the growth of the Islamic city, the settlement of the Jewish population and the financial and social splendour of Renaissance Zaragoza.

Wrap-up black board – My own elaboration

TEACHER ADDS THESE CATEGORIES TO THE ONES GIVEN BY STUDENTS

LOCATION	ANCIENT HISTORY	CURRENT DAYS	INTERESTING FACTS

- Teacher tells students these will be key elements in the writing.
- Students are given a checklist that will be later used in the writing.

Exit ticket 3 – My own elaboration

Exit ticket Lesson 3

Please answer the following questions about today's class.

*Obligatorio

Name of student *

Tu respuesta

Could you remember any interesting word from the teacher wordcloud? *

Tu respuesta

Name one content category of a cultural brochure *

Tu respuesta

Enviar

LESSON 4 MATERIALS

Introduction to task – My own elaboration

LANDMARK WRITING

[Teacher talk]

Hello everyone, in today's lesson you will prepare your landmark writing. To help you do so, the lesson has been divided into parts:

First, you will work in pairs or small groups to warm up and share ideas.

Second, you will individually write a landmark composition. You will have time to review and make changes before it is final.

Lastly, we will focus on some language items related to the task.

Tips and tricks – My own elaboration

Tips & Tricks

Read these writing tips aloud and decide if it is a good idea to follow them or not. Then, swap sheets and change the useless tip so it becomes useful. Report changes back to your peer.

STUDENT 1

→ Name what the text is about in the title. ·

→Use slang vocabulary

STUDENT 2

→ Write isolated sentences, and don't use connectors.

→ Separate your writing into different paragraphs

Odd one out – My own elaboration

ODD ONE OUT

Look at these words. Some belong to the semantic field of culture and arts. In pairs, decide which words you **would not** use in a landmark writing.

Boots	Monument
Mattress	Location
Exhibition	Sunglasses
Charger	Wallet
Architecture	Heritage
Reconstructed	Schoolbag
Fridge	Ancient

Positive and negative adjectives – My own elaboration

POSITIVE AND NEGATIVE ADJECTIVES

In pairs, place the following adjectives in the table below. They are either positive or negative words.

Amazing	Impressive	Dangerous	Ruined	Breathtaking	Gorgeous	Damaged	Unpopular

Positive adjectives	Negative adjectives
- - - -	- - - -

Then, Student A) writes a sentence with a positive adjective and Student B) writes a sentence with a negative adjective. Share the sentences with each other.

Student A _____

Student B _____

Prep for draft – My own elaboration
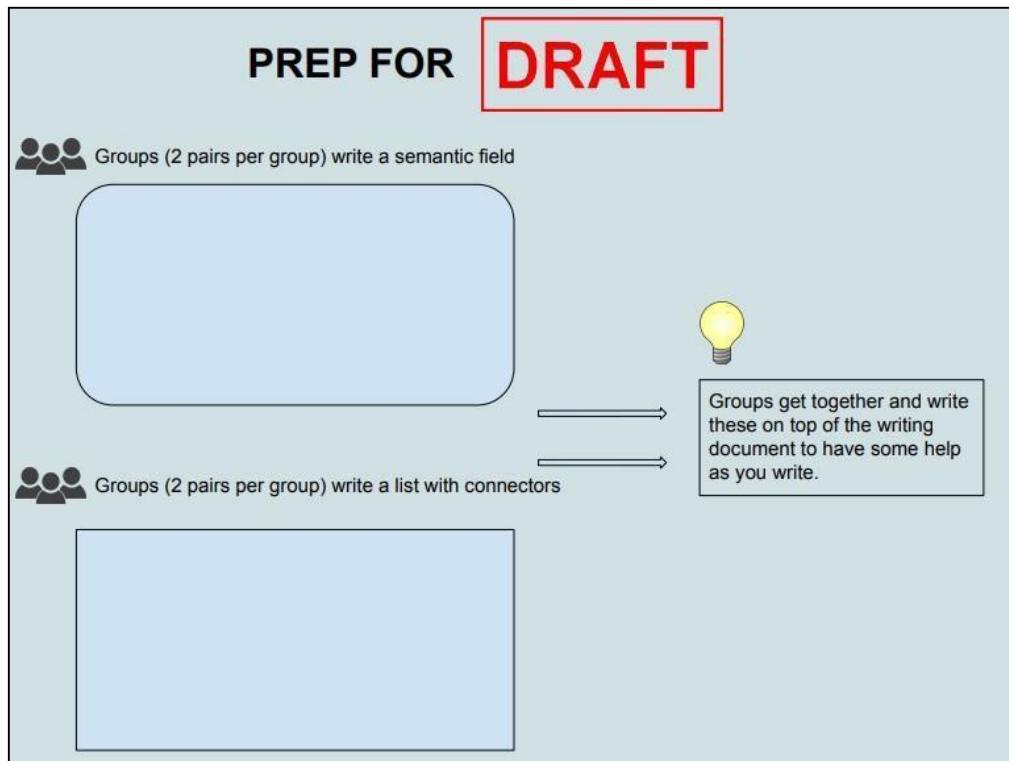
Sheet for landmark writing – My own elaboration

LANDMARK WRITING
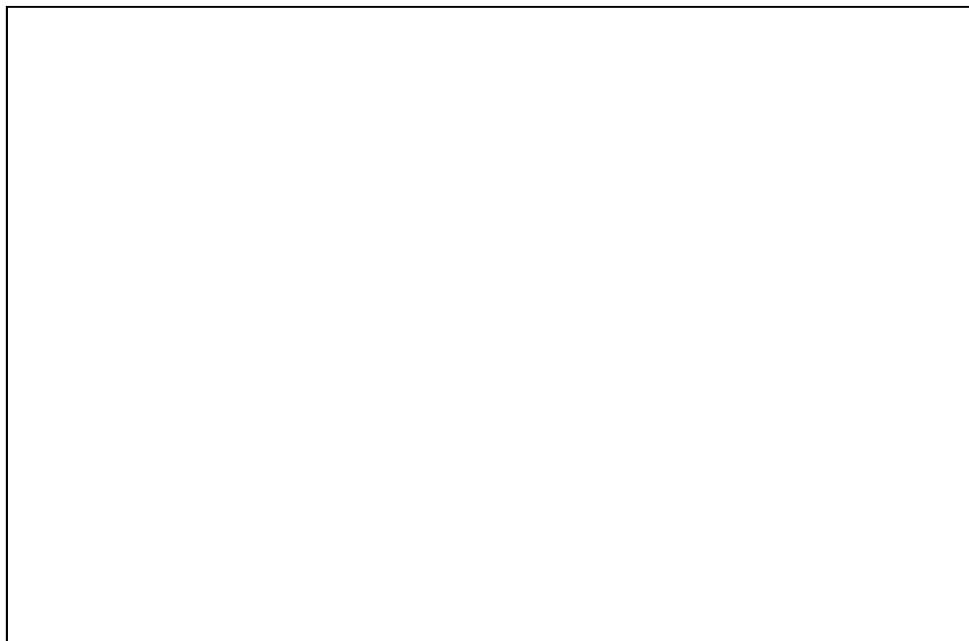
Peer review – My own elaboration

You are going to review your peers' writing. Read the document given and pay attention to the following elements; 1. Vocabulary 2. Connectors 3. Content.

Writing elements	✓	✗	Suggestions for improvement
Includes relevant vocabulary.			
Sentences are linked through connectors.			
The content is interesting. It includes ideas and facts that catch readers' attention.			

Now, get your writing back and improve your writing based on your peer's review.

Share your knowledge – My own elaboration

Share your knowledge

In your groups, discuss the following questions:

→ What are some key aspects to bear in mind when writing?
→ What language items do you think are important in this particular context?
→ How do you think you could improve at writing?
→ What are your worries about this kind of writing?

Choose a spokesperson and report your answers to the whole class.

Listen to other groups as they explain their their ideas and write down any relevant information.

THE GREAT WALL OF CHINA – (*GROUP 1*)

The Great Wall is one of the seven wonders of the world. It runs in sections over a very long distance across China. Also, the wall is referred to as 'Long Wall' as it is over 21,196 km/13,171 miles long. It was built with stones, bricks and tiles, earth as well as wooden material. The wall was completed in 1644, but it took more than 2,000 years to build.

There are more than 20,000 watchtowers along the wall as it was built to protect the country against invasions from nomads and enemies. Moreover, it made it easier to collect duty for goods that were transported along the Silk Road.

Today, the wall is the most popular tourist attraction in China with more than 10 million visitors per year. Contrary to popular belief, it is not possible to see the Great Wall from the moon!

LEANING TOWER OF PISA IN ITALY – (*GROUP 2*)

The Leaning Tower of Pisa is one of Italy's major tourist attractions. The bell tower of the Pisa Cathedral was built over almost two hundred years and was finished in 1399.

The original height of the tower was 60 meters/196ft, but as it progressively leans, the lowest side is now less than 56 meters/184ft. The construction already caused many problems as the soil was soft, sandy and unstable. Already during construction, the builders tried to balance the leaning side with more columns on the other side, but the tower still leaned - like many other buildings in the area.

In 2000, the tower was strengthened by putting stronger soil underneath the tower. These days, you can walk up the 251 stairs to the viewing platform at the top of the tower which is quite an amazing experience. And of course visitors always take a picture from the lawns next to the tower to 'hold' the tower.

STATUE OF LIBERTY IN THE USA – (*GROUP 3*)

The Statue of Liberty is 92 meters/ 305 ft high and is made of an iron structure with copper skin.Lady Liberty, as the statue often is referred to, was designed by Frederic Auguste Bartholdi and the massive iron skeleton of the lady was designed by Alexandre Gustave Eiffel who also designed the Eiffel Tower.

The statue was built and completed in France in 1884. The monument was then disassembled into 350 pieces and packed into 214 crates and shipped to New York. The Statue of Liberty was a gift of the people of France to the American people on the American Centennial in 1886. The torch's flame is covered with 24k gold and the crown has seven rays for the seven continents.

The monument stands on Liberty Island in the Hudson River facing New York City. You can climb up the 154 steps from the pedestal to the head of the statue where you can see the fantastic views over the 'Big Apple', as the whole world usually refers to this lovely city.

TAJ MAHAL IN INDIA – (*GROUP 4*)

The Taj Mahal, which means 'crown of palaces' in the Persian language, stands on the riverbanks of the Yamuna River in Agra in northern India. In 1632 the emperor, Shah Jahan instructed to build a tomb for his favourite wife, Mumtaz Mahal. The Taj Mahal houses the tomb of the wife as well as a mosque and a guesthouse.

The Taj Mahal was built with white marble and the finest materials sourced from all over Asia. It is decorated with precious and semi-precious stones and lines from the Quran are depicted on many walls. The main dome of the Taj Mahal is 35 metres/ 115ft. height and the mosque towers are each 40 m/ 130ft. tall.

It is said that more than 20,000 workers built the monument and over 1,000 elephants helped with the transport of the heavy material during the construction. The mausoleum attracts more than 8 million visitors every year.

MACHU PICHU IN PERU – (*GROUP 5*)

Machu Picchu which means 'Old Mountain' in the local Quechua language is a famous site in Peru. It is also referred to as 'The Lost City of the Incas'. The ruins of the Lost City are located in the mountains, at more than 2,400 metres/8,000 feet above sea level. Moreover, this ruin site has more than 200 different buildings and structures. The ruins were discovered by the European conquistadors and were only known in 1911 when an American archaeologist was led to the site by locals.

While some people believe that Machu Picchu was built as a sacred site, others think it once was the summer retreat of an Inca emperor. It was built during the 14th century and probably more than 1,000 people lived there. As the site sits on a mountain ridge, over 600 terraces and a drainage system were built around the city.

The city is a magical sight and a great example of Inca engineering, as the structures and buildings of the city were built without using wheels! You can find more info on Machu Picchu here.

Tenses chart – My own elaboration

TENSES CHART			
PAST SIMPLE		PRESENT SIMPLE	
Active voice	Passive voice	Active voice	Passive voice

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Today, the wall is the most popular tourist attraction in China with more than 10 million visitors per year. Contrary to popular belief, it is not possible to see the Great Wall from the moon!

COMPREHENSION QUESTIONS

1. Besides the "The Great Wall", how else can this landmark be named?

2. Which one of the following materials is not a related to rocks?

> a) Bricks b) Stones c) Wooden material d) Tile

3. What was the main purpose of the "The Great Wall"?

4. According to the text, which is the other advantage it had?

5. What is a false assumption about "The Great Wall?"?

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In 2000, the tower was strengthened by putting stronger soil underneath the tower. These days, you can walk up the 251 stairs to the viewing platform at the top of the tower which is quite an amazing experience. And of course visitors always take a picture from the lawns next to the tower to 'hold' the tower.

COMPREHENSION QUESTIONS

1. How long did it take to build the bell tower of the Pisa Cathedral?

2. The height of the tower's two sides is different. Why?

3. What was a problem the builders of the Cathedral encountered?

4. Choose the answer that fits with the sentence: "In 2000 …":

      a) the tower of the Cathedral fell down

      b) the tower of the Cathedral was improved

      c) the Cathedral was equipped with a viewing platform

5. What is one thing that tourists always do?

STATUE OF LIBERTY IN THE USA – (*GROUP 3*)

The Statue of Liberty is 92 meters/ 305 ft high and is made of an iron structure with copper skin. "Lady Liberty", as the statue often is referred to, was designed by Frederic Auguste Bartholdi and the massive iron skeleton of the lady was designed by Alexandre Gustave Eiffel who also designed the Eiffel Tower.

The statue was built and completed in France in 1884. The monument was then disassembled into 350 pieces and packed into 214 crates and shipped to New York. The Statue of Liberty was a gift of the people of France to the American people on the American Centennial in 1886. The torch's flame is covered with 24k gold and the crown has seven rays for the seven continents.

The monument stands on Liberty Island in the Hudson River facing New York City. You can climb up the 154 steps from the pedestal to the head of the statue where you can see the fantastic views over the 'Big Apple', as the whole world usually refers to this lovely city.

COMPREHENSION QUESTIONS

1. What is the connection between the Statue of Liberty and the Eiffel Tower?

2. Why did the people of France gave the Statue of Liberty to the Americans?

3. Choose the correct answer: "The torch's flame represents…"

      a) gold

      b) the seven continents

      c) seven rays

4. Where is the monument located?

5. How else is can New York City be named?

TAJ MAHAL IN INDIA – (*GROUP 4*)

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The Taj Mahal was built with white marble and the finest materials sourced from all over Asia. It is decorated with precious and semi- precious stones and lines from the Quran are depicted on many walls. The main dome of the Taj Mahal is 35 meters/ 115ft. height and the mosque towers are each 40 m/ 130ft. tall.

It is said that more than 20,000 workers built the monument and over 1,000 elephants helped with the transport of the heavy material during the construction. The mausoleum attracts more than 8 million visitors every year.

COMPREHENSION QUESTIONS

1. Where is this landmark located?

2. Why was the Taj Mahal built?

3. Where did the materials used in the construction of this landmark come from?

4. What are some of the decorations that can be found in the Taj Mahal?

5. Why are elephants mentioned in the text?

MACHU PICHU IN PERU – (*GROUP* 5)

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While some people believe that Machu Picchu was built as a sacred site, others think it once was the summer retreat of an Inca emperor. It was built during the 14th century and probably more than 1,000 people lived there. As the site sits on a mountain ridge, over 600 terraces and a drainage system were built around the city.

The city is a magical sight and a great example of Inca engineering, as the structures and buildings of the city were built without using wheels! You can find more info on Machu Picchu here.

COMPREHENSION QUESTIONS

1. How else can this landmark be named?

2. How many buildings can be found on the ruins?

3. Why was the site built? Give the two possible alternatives.

4. How many people lived in the ruins?

5. What is an incredible engineering fact related with the building of the site?

ANSWERS FOR TEACHER

My own elaboration

THE GREAT WALL OF CHINA: ANSWERS

1. "Long Wall"

2. C)

3. To protect the country against invasions

4. It was easy to collect duty for goods

5. It cannot be seen from the moon

LEANING TOWER OF PISA IN ITALY: ANSWERS

1. Almost two hundred years

2. Because the tower leans

3. The soil was soft and unstable

4. B)

5. They take a picture holding the tower

STATUE OF LIBERTY IN THE USA: ANSWERS

1. The lady's skeleton was designed by Alexandre Eiffel, designer of Eiffel Tower.

2. It was a gift on the 1886 Centennial

3. B)

4. On Liberty Island in the Hudson river

5. The big Apple.

TAJ MAHAL IN INDIA: ANSWERS

1. In northern India

2. To build a tomb for the emperor favorite's wife

3. From all over Asia

4. Precious stones and lines from the Quran

5. Because they transported the heavy materials needed to construct it

MACHU PICHU IN PERU: ANSWERS

1. The lost city of the Incas

2. 200 buildings and structures

3. It was built as a sacred site/ it was a summer retreat

4. 1000 people

5. The city was built without using wheels

BLANK SPACE

In groups, search on the internet and write short additions to the extracts on the boxes provided.

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Checklist. – My own elaboration

Checklist for students' self-assessment of writing	✓
My writing includes a section on location.	
My writing includes a section on ancient history.	
My writing includes a section on current days and present state of the landmark.	
My writing includes a section on remarkable and interesting facts.	
My writing includes different verb tenses, especially the ones previously highlighted in the texts.	
My writing includes some vocabulary related to art, culture or history.	

Exit ticket 3 – My own elaboration

Tenses support – My own elaboration, video taken from https://www.youtube.com/watch?v=fDnXWxXZekw

LESSON 5 MATERIALS

Zaragoza is listening – Original video from

Listening comprehension – My own elaboration

LISTENING ACTIVITY: TOP 10 THINGS TO DO IN ZARAGOZA, SPAIN	
https://www.youtube.com/watch?app=desktop&v=tAMSDJgVgO0&ab_channel=ParentingtoGo&ucbcb	
BASÍLICA DEL PILAR	1. The paintings that can be found in the Basilica are from: _____
CATEDRAL DEL SALVADOR	2. The speaker describes the music from inside the Cathedral as: a) relaxing b) heavenly c) appealing
PARQUE DE ATRACCIONES	3. There are at least two positive aspects mentioned by the speaker, which ones? ● ●
EXPO 2008	4. During the Expo 2008, how many people visited it? _____ 5. The speaker says that the water tower is always open to the public a) True b) False
BAR DE TAPAS	6. According to the tourist, at what time of the day are tapas just perfect? a) In the afternoon b) Just before lunch c) Midnight
CERVEZA ARTESANA	7. Why does the speaker say craft beer can be a good choice in Zaragoza? _____

Introduction to What if … circuit – My own elaboration

What if … circuit – My own elaboration

What if the American students asked what it says in here?

STUDENT 1:
PLAYS THE ROLE OF AMERICAN STUDENT

EL PASEO DE LAS DAMAS

Los franceses ajardinaron esta zona y se le dio el nombre de paseo de las Damas por frecuentarla las mujeres de los oficiales franceses.

Un nombre que no ha cambiado hasta la actualidad.

?

STUDENT 2:
PLAYS THE ROLE OF SPANISH STUDENT

Thank you! Now I understand!

How would you explain this phrase to a foreigner? Besides its common meaning, bear in mind the specific context of Zaragoza.
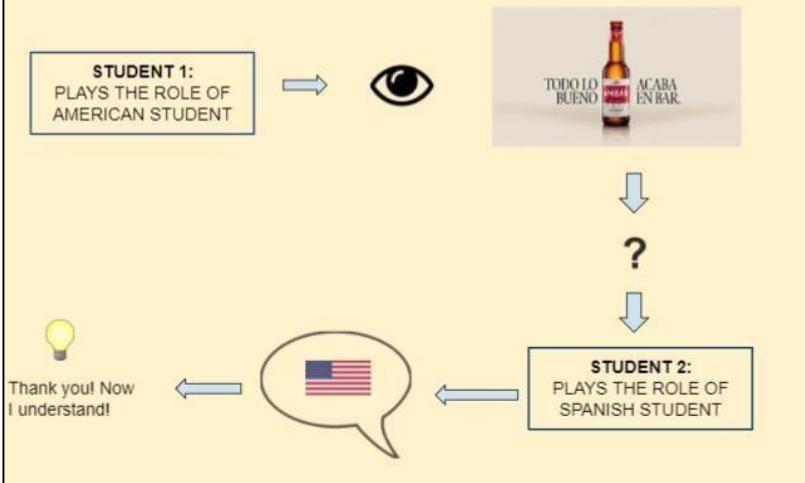
STUDENT 1:
PLAYS THE ROLE OF AMERICAN STUDENT

"Más vale maña que fuerza"

?

STUDENT 2:
PLAYS THE ROLE OF SPANISH STUDENT

Thank you! Now I understand!
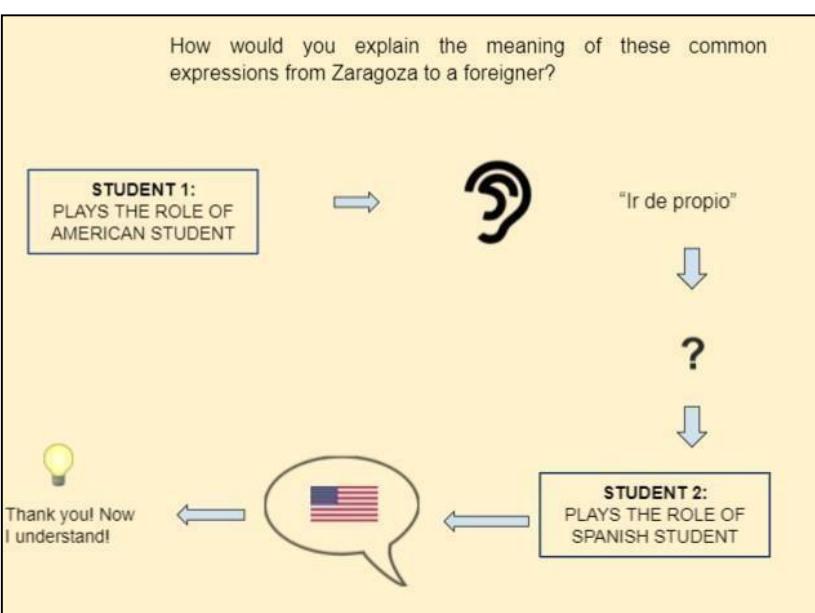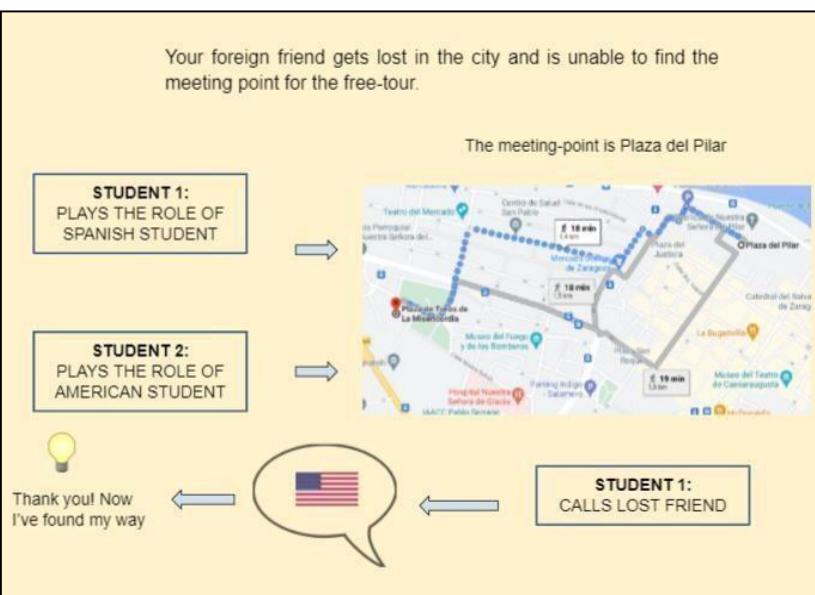
Your foreign friend is vegetarian and has seafood allergy. Read the menu and explain it to your friend so she can have a pleasant lunch.

STUDENT 1:
PLAYS THE ROLE OF AMERICAN STUDENT

STUDENT 2:
PLAYS THE ROLE OF SPANISH STUDENT

Thank you! Now I understand!

menú fin de semana **17€**
Solo Mediodía

PRIMEROS
Ensalada con tomate, orégano, caballa y olivas.
Huevos rotos con jamón y setas.
Arroz a la marinera.
Farfale con pesto y verduras.

SEGUNDOS
Solomillo al pepe con rigatoni.
Ternasco con patatas.
Merluza a la plancha con guarnición de piquillos.
Pizza Gourmet a elegir.

POSTRE
Mousse de limón.
Tarta de la abuela.
Helado de Sandía.
Mini Ron con limonada ó Mini Gin Tonic.

BODEGA
Primera consumición incluida

D'ARTE
PASTA & PIZZA
876 031 739
648 262 433
Calle Santa Teresa de Jesús, 24
ZARAGOZA

Read this extract from a Spanish newspaper and respond to the worried American parents summarizing the info of the article.

Worried parents send article. It's in Spanish, they do not understand it. ?

SPANISH STUDENT 1:

SPANISH STUDENT 2:

Students read it and help them understand it

EL PAÍS

El fenómeno del *botellón* -consumo de alcohol en plazas y calles, generalmente en grupos formados por adolescentes- constituye una variante de ocio juvenil, de moda en muchas ciudades españolas, vinculada a la bebida. Globalmente, las cifras sobre el consumo de alcohol en España, y en especial entre los jóvenes, siguen siendo hoy tan alarmantes como hace 10 o 15 años: unos 300.000 españoles se emborrachan habitualmente, sobre todo jóvenes menores de 29 años y, especialmente, los fines de semana.

Write a short response:
_____
_____
_____
_____
_____
_____
_____
_____
_____

Life skills reflection sheet – My own elaboration

For each station, mark with an [x] the box which better represents your performance in these tasks.

	Really bad 😢	Weak 🙁	Good 🙂	Quite good! 😁	Excellent 😎
Station A					
Station B					
Station C					
Station D					
Station E					
Station F					

Self-access materials; Listening support – My own elaboration
Link to Edpuzzle: https://edpuzzle.com/media/61601e5691b84441549bb353

edpuzzle

Top 10 Things To Do In Zaragoza, Spain
RAUL CASTEL BAILA

What if ... A)?

STUDENT 1: Excuse me, what does it say in here?

STUDENT 2:

I do not know how to translate it but it basically says that…

I do not know how to say it word by word but …

What if ... B)?

STUDENT 1: Excuse me, what does it say in here?

STUDENT 2:

It's quite difficult to explain, but …

The meaning behind this phrase is that ....

This word is used to ...

What if ... C)?

STUDENT 1: Excuse me, I have heard some people here saying this, what does it mean?

STUDENT 2:

This phrase is used when …

So, for example, imagine that you ...

112
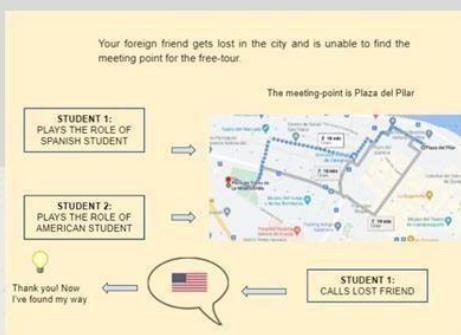
What if ... D)?

STUDENT 1:

Hello Alice, it's Pablo. Where are you?

You should take [name street], then go to [name place] and turn right/left.

We are at a place called ...

STUDENT 2:

Hello Pablo, I am lost. Could you help me?

I see [name street]. I am at...

What if ...E)?

STUDENT 1:
Hey, I want to let you know I cannot eat certain food, could you please explain the menu for me?

STUDENT 2:

I do not know the name for this, but it is similar to…

This one is like ...

You could/cannot have …

What if ...F)?

STUDENT 1 and 2:

Dear parents,

The article explains that …
The main idea of the text is that …

Also, it says that...

Kind regards,
Pablo y Juan

LESSON 6 MATERIALS

Mediation strategies; Glossary – My own elaboration
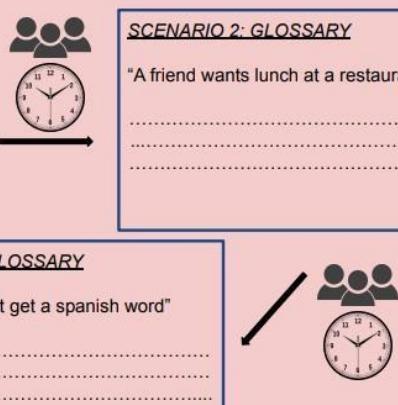
Mediation strategies; Gain time – My own elaboration

Mediation strategies; Definitions – My own elaboration

Mediation strategies; Simplify – My own elaboration

Board game explanation – My own elaboration

ZARAGOZA BOARD-GAME – INSTRUCTIONS

CULTURAL LANDMARK	Explain the main characteristics of the cultural landmark and continue playing
RIVER	If you fall on the first river, you move to the second. If you fall in the second you go back to the first river.
LIFE SKILLS	Find a partner, shuffle the situations in *What if* and carry out the scenario to continue playing.
TRAM	You advance 4 squares at once.
QUESTION MARK	You get a question related to the city of Zaragoza.
DICE	You roll the dice again.
SKULL	You go to the start box.
JAIL FLAG	You stay in jail one turn and the opposite team rolls the dice twice.
MONOPOLY BOX	You take a break.

Zaragoza board game – My own elaboration
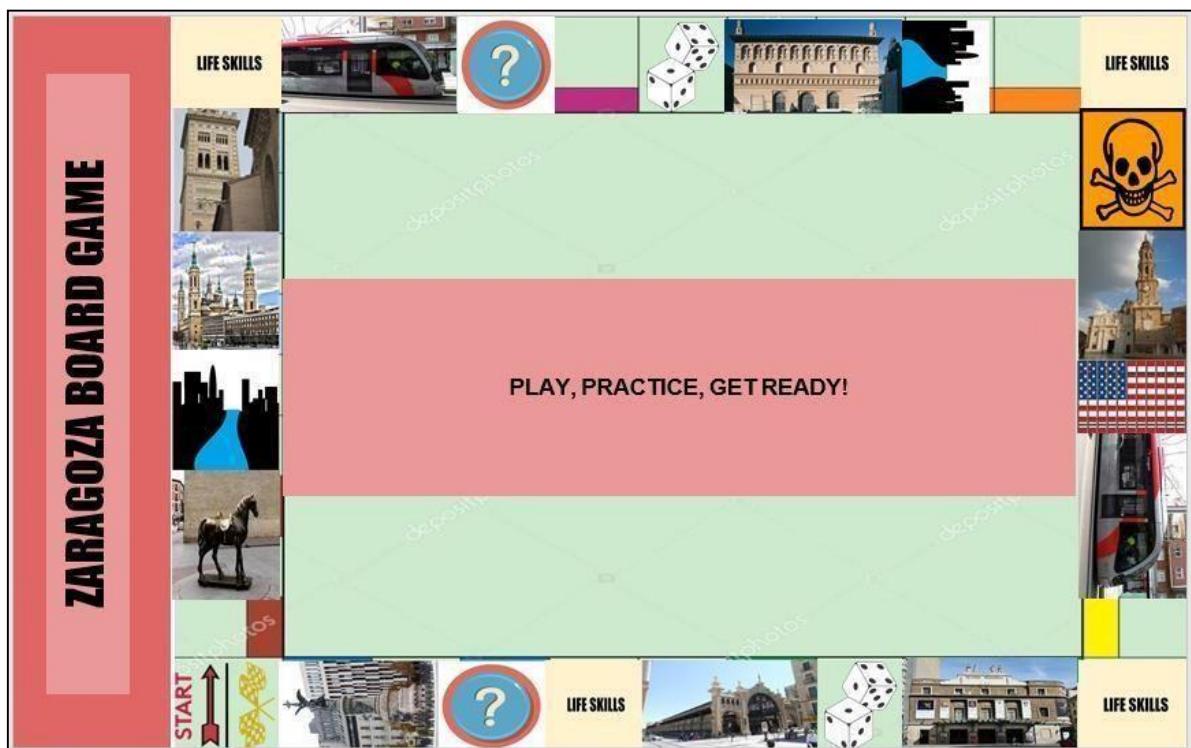
KWL chart – My own elaboration

KWL Chart

Zaragoza free-tour

In the first column, write what you already knew about Zaragoza's culture. In the second column, write what you still want to know. In the third column, write what you have learned in the third column thanks to cultural visit and exchange.

What I Knew	What I Want to Know	What I Learned

Act it out guidelines – My own elaboration

Act it out

1 Make a video of you dealing with a mediation scenario like the ones practiced in class. For this assignment, you have two options, choose A or B:

A) Act out a scenario out of the ones we have seen in class. For that, go to *What if… circuit* and record yourself solving one situation.

B) Act out a scenario that you are interested in. It can be about anything, but make sure it involves mediation . You may look at the situations given in *What if… B/B2/C/C2* for inspiration and change them.

2 Before recording the video, you may follow these steps:

1. Check the materials on Language Support, and read the Powerpoint presentation.

2. Revise the vocabulary on the Mediation Strategies worksheets.

3 Go to https://flipgrid.com/ad701588 and record your video. 🔵 Flipgrid

💡 You can do this assignment individually or in pairs

LESSON 7 MATERIALS

Exit Ticket – My own elaboration

Exit ticket Lesson 7

Please answer the following questions about today's class.

528801@unizar.es (no compartidos) Cambiar de cuenta

*Obligatorio

Name of student *

Tu respuesta

Name at least two strongpoints of the presentation you have done *

Tu respuesta

How could you think it could be improved? *

Tu respuesta

What was something that you enjoyed about having interational students around?

Tu respuesta

And something you did not particularly like?

Tu respuesta

Please write any other takeways from this experience

Tu respuesta

Enviar   Borrar formulario

FLESCH GRADE LEVEL READABILITY FORMULA

Link to tool:
https://readabilityformulas.com/free-readability-formula-tests.php

Link to interpretation of data:
https://readabilityformulas.com/flesch-reading-ease-readability-formula.php

Ricardo Duerto Riva, Jefe del Departamento de Español lengua extranjera de la Escuela Oficial de Idiomas nº1 de Zaragoza, certifica por la presente que Raúl Castel Baila, en calidad de alumno del *Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas* (Unizar), contactó con este Departamento mediante correo electrónico el pasado mes de mayo para recabar información sobre el papel de la tarea de Mediación en el contexto de las Pruebas de Certificación de las EEOOII de Aragón.

Raúl Castel fue atendido en su solicitud, como suele ser práctica habitual en este Departamento, que viene colaborando esporádicamente con el alumnado del mencionado Máster Universitario, y que mantiene un espíritu abierto hacia colaboraciones en prácticas e investigaciones docentes. Tras un intercambio de correos, y con el fin de obtener más detalles sobre el desempeño de nuestra labor, se acordó una posterior entrevista el pasado jueves 13 de mayo.

El objeto de dicha entrevista fue transmitir nuestra experiencia departamental como administradores de las nuevas tareas de Mediación oral y escrita implantadas en las Pruebas Unificadas de Certificación desde el curso 2019/20 (del nivel B1 al C2) y aportar nuestro plan de acción en el aula en lo concerniente a dicha tarea. Se compartieron tanto las especificaciones de redacción como los criterios de evaluación asociados a dichas tareas de Mediación y se detalló la labor profesional ejercida por el abajo firmante como miembro de la comisión de redacción de Pruebas Unificadas de Certificación desde el curso 2006/07 y, más recientemente, en calidad de redactor de material de pruebas orales de mediación, producción y coproducción en el curso 2019/20.

En Zaragoza, a 27 de junio de 2021,
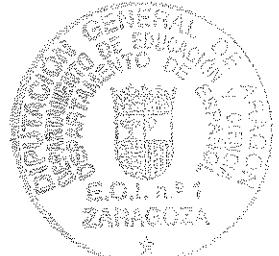
Fdo.: Ricardo Duerto
Jefe del Departamento de Español lengua extranjera