

## Appendix I

# Project-based learning approach with ESO students

Is it attainable to implement PBL in secondary education?

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## INTRODUCTION

Throughout the following pages of this essay, we are going to focus on the matter of project-based learning (henceforth PBL), implemented in the classroom. To this respect, we are going to define what the notion of project-based learning is, the problems both teachers and students would face when trying to implement it, and the practical way in which it can be put into practice within the classroom environment.

So, first of all, what does the project-based learning approach imply? It involves autonomous learning presented through a wide variety of techniques which, in the long run, ought to attempt diversification from the regular methods of learning. That is, it relies on a different interpretation of student's work apart from the *learn-by-heart* methodology, providing the necessary strategies to motivate the students.

These characteristics can be connected to competence-based approaches which, as stated by Villa et al. (2008: 34), "build on a teaching-learning system that steadily develops student's autonomy and ability to learn how to learn". And this is what PBL intends to do, by helping develop the students' key competences, such as the digital competence, the sense of initiative and the learning to learn competence. Ultimately, all of this tries to promote a learner-centred curriculum, as defined by Nunan (1985 in Finney 2002).

But one of the problems with the notion of the PBL approach is its ambiguity. Since there is plenty of room for all sorts of practical sequences when trying to use it, this PBL label may be used sometimes as a disguise for tutorial practices that may not actually refer to autonomous learning. Kumaravadivelu (1993: 13) already mentioned this circumstance, though in relation to Communicative Language Teaching: "even teachers who are committed (...) can fail to create opportunities for genuine interaction in their classroom", and PBL is not only about interaction, but also deals with motivation. For example, if a group of students is told to compose a paper on a subject they are given beforehand, such topic may not have any personal relation to the students in particular, and it is important to connect the students' interests and the subject matter, so as to promote the learners' motivation. And, as Tidwell-Howell (2010: 9) says, "one of the most effective ways to motivate students is to give them knowledge and choice".

Also, even though some teachers may give the learners independence to choose their own focus, they may make them rely too much on encyclopaedic knowledge, provoking the process of investigation to be based on mere repetition of knowledge, invalidating the whole idea of PBL methodology, for repetition is incompatible with true learning. This refers to yet another problematic in the PBL approach, which is that teachers have to be taught how to use PBL techniques, giving them tools to distinguish old methods with a new appearance from actual new methods of education.

But, although project-based perspectives have to have a curriculum-based foundation, they also have to be developed relying on empiric methodologies, which consist of using real materials, by means of cooperative learning strategies and aiming at goals which are beyond the classroom environment. This is why PBL improves the learners' critical thinking, for it helps them question all assumptions, recognize when it is necessary to question, and evaluate and analyze in a rational manner (Doherty, Hansen & Kaya, 2005), through the use of such aforementioned methodologies.

This relates to the constructivist views on knowledge as well, for two reasons. On the one hand because, much like the key competences that the PBL helps develop, critical thinking skills provide the learners' with a reference knowledge base for future challenges, enabling a cyclical learning process; and, on the other hand, constructivist learning is promoted by authentic activities, that challenge learners with meaningful thinking, requiring from them to negotiate meanings and reflect on their performance (Clarkson & Brook, 2004).

Furthermore, and in relation to the foreign language acquisition, when being exposed to this methodology students develop several skills related to the communicative competence which, as stated in the Aragonese Curriculum, is understood as the speaker's intuitive command to appropriately use and interpret a language in relation to a social, interactional context. Thus, the learners find themselves in the position of elaborating their own discourse, meaning that they have to take their own decisions and engage in actual useful debate with their peers. Therefore, this PBL enables self-reflection and helps building empathic skills in the individuals, for not only the personal opinions and objectives are taken into consideration, adding the presence of a public environment: students organically learn how to implement teamwork

techniques with the perspective of a subsequent presentation which may carry criticism and praise.

With this general notion of what PBL is, our main goal is to determine if it can be implemented in the environment of secondary education, that is, if the project-based learning is a feasible objective in the ESO curriculum. To do so, we will first consider the origins of the project-based learning approach, then its objectives and finally, through a practical approach, we will review the actual methodological processes, which also carry several strengths as well as weaknesses with them, multiple aspects of the same issue which, in the end, influence the implementation of this learning path in the real environment of the classroom.

# PROJECT-BASED LEARNING

PBL is a learner-centred method based on topics which preferably arise from students' interests, consisting of interactive activities to be developed and conclusions to be drawn by the learners at the end of the project. The outcome of such tasks will be a tangible product: a written document, an audio or a video, an artwork, a newspaper, a dramatic performance, etc. The main idea is to develop the way each student gets involved in the project by working on competences from different fields. According to Zabala (2006), Project-Based Learning:

- Allows collective activities with a real purpose in a spontaneous environment.
- Binds school activity and real life.
- Turns school work into something genuinely educative since the projects are elaborated by the students themselves.
- Favours the conception of reality as a problematic fact, with degrees of difficulty.
- Favours participative, active and cooperative learning.

To understand PBL, the monitor/teacher has to understand that, even though school programs are organised in subjects, areas of formative fields with didactic purposes, such division is not clearly defined in our daily life. Instead, different kinds of knowledge interact among themselves or split up according to our needs. This is why the project topic choice in PBL has to consider the students' context.

In such choice, there are two modalities to consider, depending on the time teachers have in each stage and their possibilities to identify progress. Teachers are expected to understand that the time spent on each stage is a way to approach the development of the project, that is, to accept that there might be groups that need more than one session to define the topic, for instance. During that time, students will be also developing their skills, by sharing ideas, debating possibilities and so on.

According to Zabala (2006), these are the modalities when choosing a topic in Project-Based Learning:

- Modality 1: Participants choose the topic out of their interests. The teacher/monitor asks questions to find out what the students are interested in.

Appealing topics are usually those which are related to students' context and daily life.

- **Modality 2:** The teacher asks questions in order to lead the students to explore certain topics which he/she has planned to work on, as he/she thinks they may appeal to the learners.

### ***Designing and developing a project***

Even though the process of the project is not linear, we have divided it into different stages, as suggested by Pozuelos (2007: 36-41), to make PBL design more comprehensible. But it is convenient to remember the recurrent backwards/forwards movements when working on a project.

**1. Thematic selection:** PBL usually starts with the discussion of different topics interesting to the students, and some activities aimed to present and elaborate a global vision of the topic. The topics are usually related to broad matters: climate change, relations among different cultures, pollution, health, etc. Later on, there has to be a justification of the importance of one topic over the rest. Afterwards, there is an evaluation of the students' characteristics, on how interested they are in the topic and on the relationship between such topic and the contents, key competences and objectives to be met when developing the project in this context of Content and Language Integrated Learning immersion (or CLIL).

As Zabala (2006) states, PBL focuses on the achievement of realistic objectives, and on the language that is needed to achieve those objectives, giving plenty of opportunities for communication in authentic contexts and giving the learners freedom to use linguistic resources, finally allowing them to reflect on what they learnt or need to learn. Key competences are stimulated no matter what the topic is, as long as the process triggered by teacher is carried out allowing interactive communication, so that the communicative learning objectives are met.

**2. Content analysis:** as Pozuelos (2007) explains, taking the chosen topic as a point of reference, a conceptual outline has to be designed always with the participation and guide of the teacher. This outline will include curricular contents as well as contents related to crosscurricular and attitudinal competences. The result will be a large graph which will undergo different changes and which will evolve until a definitive

version is created. By means of this tool, a revision of related contents will be carried out, allowing the teacher to guide a brainstorming session where points from different scientific and cultural fields can be considered. Finally, a project dossier is prepared with diverse scientific documents, research articles, graphs, charts, maps, etc., so as to gather and share the relevant information that has been collected. And in a simpler and more visual fashion, the object of study can be developed in an artwork created by the students throughout the process.

**3. Didactic analysis:** at this point, Pozuelos (2007) points out that the way in which the experience can be presented has to be studied. The purpose is to make PBL attractive to the students, according to their needs and interests. The teacher has to adapt the topics to the curricular contents and competences according to the age and level of the learners. Once this data has been collected, a didactic diagram is elaborated, linked to the pedagogy to be promoted through the development of the project.

**4. Didactic design:** after all the previous analyses and revisions, there will be a concretion of the object of study in a precise and appealing way for those involved in the project. Furthermore, to give an operative shape to the topic, a chain of questions is elaborated, which will help systematise the information and the preparation of answers according to the activities and experiences previously considered. These questions will have to come from the student's ideas, to allow the treatment of cultural contents and knowledge, really connecting with the students' experiences. In short, as Merchán & García (1994: 188) put it, this is about "starting from questions or problems which can be assumed by the student as his/her own". After the elaboration of the questions and the didactic outline, the teacher should be able to link the topic to the *contents and competences*, elaborating particular objectives within the project in order to meet the learning, general objectives; such project objectives would be a guide to the experience rather than precise goals to achieve. Moreover, as Pozuelos (2007) states, an *itinerary of activities* is required to put the project into practice. A project's efficiency and educative value depends largely on the use of a variety of materials, as well as in the proper selection and orientation of activities and tasks, together with a coherent and flexible planning of those activities.



Furthermore, it is important to foresee on the one hand that some areas will have to be explained properly by the teachers due to their complexity. On the other hand, we have to reflect thoroughly about the materials and resources which will be used. Likewise, the way of organising students in the class can complete and even determine the continuity of the process. It is convenient to promote activities with a variety of organisational ways (team, individual, pairs, collective, etc.) so that the communicative approach explores different aspects and levels of interaction while being cooperative and collaborative, relying on positive interdependence and fostering interpersonal skills as well as individual accountability.

**5. Evaluation:** Pozuelos (2007) concludes that it is important to distance evaluation in PBL from the traditional patterns. Rather than written tests based on memory, evaluation is now seen as a mechanism with a formative intention, expected to ease the students' learning, assessing their progress depending on their performance throughout the entire project, using portfolios and rubrics<sup>1</sup> for evaluation, being language considered as a whole following Whole Language Education theories. The skills to be evaluated are therefore considered as integrated in a context of real-life tasks and themes.

Thus, the project begins with an initial evaluation and ends up with the exhibition of the portfolio. As explained by Zabala (2006), the use of resources such as online presentations facilitates comprehension, while it allows the development of better communicative skills and competences in general. The teacher also assesses the students' capacity to connect contents and knowledge, showing that what has been learnt can be extended to other realities, topic and themes integrated as a whole. In addition, since the reconstruction of the process favours the internalisation of the used strategies, it is convenient to encourage the students reflect on the stages followed throughout the project, being self-evaluation and attention to learning strategies key to Learner-Centred Instruction as they are, as well as to the key competences in the Aragonese Curriculum.

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<sup>1</sup> See Appendix III. Evaluation Rubrics.

## PRACTICAL APPROACH

The objective of our project is to allow Spanish students of 4<sup>th</sup> year of Secondary Education (ESO), studying in Zaragoza, to approach a series of cultural features of the English-speaking countries. It is important to mention that the National Curriculum included in *Ley Orgánica 2/2006* or *Ley Orgánica de Educación* (henceforth, LOE), states that learning a foreign language has a significant impact on the overall formation of the individuals, while it also contributes to the development of language and communication skills. It completes the students' communicative possibilities, while improving their understanding and comprehension of other cultures. According to LOE, foreign languages are key in the construction of the European identity, aside from allowing personal participation in the environment of international relations, enabling situations of equity regarding foreigners.

Our project considers such legal perspective, since it seeks something beyond the purely linguistic area, also taking into account what the Aragonese Curriculum states in relation to the English class: methodology should be a global approach in contents and learning-teaching process, used to develop the students' linguistic subcompetences: *morphosyntactic, pragmatic, procedural and intercultural*. Furthermore, we have considered the Common European Framework of Reference (CEFR) as well, for it focuses language acquisition in its actual use, meaning that, to develop the communicative competence, the student has to carry out a series of tasks of real communication. Said competence is to be implemented in our project with activities related to comprehension, expression and interaction, either in oral or written productions.

Nowadays, immersed in the era of globalisation as we are, with cultures coexisting in the same area, traditional cultural barriers are not as thick as they used to be (McGrew, 2007: 21). This means that not only the cultural pot makes English sociolinguistic territory less differentiated, but also that, as the process progresses, it becomes more necessary to use new methodologies in SLA, incorporating culture and context. This was not evident in the first foreign-language teaching conceptions, when traditional and structuralist methods saw culture as something secondary. In the 18<sup>th</sup>

and 19<sup>th</sup> century, the real goal was not communication, but translation and memorisation of vocabulary and grammar. This Grammar-Translation method was later opposed by the Direct Method, based on the transmission of a language through action (Richards & Rodgers, 2001: 4-13). But, even though both methods were different from each other, they decontextualized speech, obstructing any approach to culture or providing the students with cultural stereotypes.

However, the current views in SLA are changing didactics, intertwining communicative competence and culture, and our activities aspire to such new approaches too. To do so, we have consider not only the communicative competence, but also the other seven key competences included in the LOE, among which there is the *Cultural and artistic competence*. This legal provision is completed by the Aragonese Curriculum, which includes, among the aforementioned four subcompetences, the *Intercultural Competence*, as well a set of evaluation criteria for 4<sup>th</sup> of ESO, aimed at the knowledge of the L2 and its culture.

Thus, to achieve an authentic communicative competence, students will have to learn to recognise the sociocultural realities beneath the language, which is why oral/written production must be inserted in a context that allows the identification of several aspects, such as the relation between the interlocutors, the communicative purposes, the formality or informality, the use of registers, etc. Authors like Crawford-Lange & Lange (1984) and Kramsch (1993), defend a language-integrated cultural approach, considering culture as a combination of evolving phenomena.

Our activities seek to generate curiosity among the students and complement the regular English lessons. Annually developed, this project will take place weekly and on Fridays, when students accumulate the tiredness of the week and appreciate better a variation in the normal diagram. Because, as Kumararavadivelu (2006) says, it is important to understand what happens in the class and around its members. Finally, since ICTs are both a LOE competence (*Information processing and digital competence*) and a criterion in the Aragonese Curriculum, as well as a powerful way to ease the intercultural approach, they are going to be omnipresent in our project.

Speaking of the project-based syllabus itself, it is to be split into three different segments. Such division comes from the Spanish Educative System structure, in which

each course year is divided into three-month periods. Consequently, a three-project division would fit what the students experiment on a yearly basis. Besides, the fact that the countries considered as more relatable to the English-speaking culture are three – United Kingdom, United States and Australia- creates a clearer architecture as a three-part program. This could seem outdated, even more considering today’s globalisation, but the UK/US/AUS division would serve a pragmatic purpose in terms of syllabus. Culture cannot be exclusively linked to a particular country anymore, everything permeates and, as Kumaravadivelu (2012: 11) says, “people now have a greater chance of knowing about others’ cultural way of life—the good, the bad, and the ugly”; however, we think that this divided model will be helpful to the learners.

Having learners in mind, as the project will have the added value of being a lesson out of the ordinary, students could find a motivation in it. That is why the first lesson would be devoted to introducing the subject for the term, providing notions related to the country to be studied and splitting the learners into groups. Furthermore, the teacher will offer research topics, considered curricular as well as interesting for the students, being the learners in charge of selecting the topic they like the most. This would be the foundations to a process culminated in a final presentation, in which the students would expose their findings on the subject.

The development of the project would be based in sessions, including: a webquest session to add useful information for every group’s topic<sup>2</sup>; a session in which actual TV programs of the given country would be explored to reinterpret news, TV series, advertisements and other topic-related contents with the goal of engaging in role-play activities in another session; a webquest with a seasonal focus –Christmas, Easter, summer-, to explore the topics in a contextualised time; debates on findings, quizzes and pen pal activities would be proposed too, so as to add external information to the project. All of this would be reflected in a final 10-minute presentation.

Also, to achieve communicative, cultural and ICTs competences among others, we have considered several tools, many of them being online resources, such as webquests. Nowadays, ICTs have changed our lives and are being implemented in

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<sup>2</sup> See Appendix I. Webquest: English Speaking Countries

education as a useful tool for both teachers and learners. Yubero (2001: 1) states that ICTs are very useful in fields such as foreign languages learning and, since they consist of images, sounds and textual information, Berasain (1996 in Yubero 2010) points that using multimedia formats will favor the students' autonomy by increasing their motivation and improving their comprehension and production. Thus, the use of the Internet and authentic materials is a very important source of motivation, since today's students are digital natives.

Another reason for the use of ICTs in the PBL approach is that some of the activities, such as the webquests, try to elicit higher order thinking, so that they are not used just to gather information but to treat information creatively, critically, as students engage in analysis, synthesis, argumentation, decision and problem solving activities (Dodge, 2001). Furthermore, Baelo (2010: 47) states that LanguageQuests, "the SLA adaptation of webquests", which are focused not just on meaning but also on form and on correct use, are very interesting in the L2 class since they combine tasks and the use of language to complete that task. These tasks also promote cooperative work and cross-curricularity, but above all, they motivate students to use the L2 through the use of authentic materials, being a good tool for students to learn about the L2 culture, which is one of the aims of our project.

To propose some of the webquests that would take place in the course project, we have found several websites that host them. Such webquests present a series of steps common to all of them, which might help the students build a sense of organisation as an important part of the learning process:

**<http://zunal.com/webquest.php?w=99102>**

As it can be seen when accessed, it is hosted in a website called 'zunal.com', which also lets both students and teachers create their own tasks, stating the topic, the steps to be followed and even the evaluation method to be considered.

Another resource to be considered is the one present via:

**<http://edition.cnn.com/studentnews/>**

This is an important resource when promoting the research of actual TV programming of the target country. It would be useful as a source of news of all kind, fragmented into 10-minute videos, an amount of time that helps the students focus; being also transcribed materials, which will make the students be aware of the vocabulary and the structures which are commonly used in news register.

Furthermore, and as it has been said before, students would be encouraged to take quizzes, which will promote competitiveness among them while increasing their knowledge on a particular country. To this respect, the following website may be interesting:

**<http://www.quiz.co.uk/>**

It hosts a wide variety of those quizzes, focused in many subjects, being also a helpful tool when trying to focus the students' perspective on, for instance, one particular season –Christmas or St. Patrick's Day, for example.

Also, there are several websites that provide general knowledge on a particular culture without focusing too much on dense subjects, but instead emphasising educational entertainment. For example, on the culture of New Zealand:

**[http://ntic.educacion.es/w3/eos/MaterialesEducativos/mem2011/upside\\_down/](http://ntic.educacion.es/w3/eos/MaterialesEducativos/mem2011/upside_down/)**

Finally, the teacher would suggest the use of online resources for technical purposes, free tools which might be useful when creating essays, presentations, diagrams, and so on, while sharing the information:

**<https://evernote.com/intl/es/>**

**<https://prezi.com/>**

These two are examples of such free tools: the first one is an online text processor which enables information sharing, while it is helpful when creating working plans, notes, papers and so on; the second one is a tool for online presentations, very visual and flexible, and quite useful since presentations can be accessed online by the rest of the groups.

## CONCLUSION

To conclude, we have to consider the primary objective of this paper: is the project-based learning process an attainable reality in secondary education? It has to be admitted that, even though we defined what the PBL approach was, and although we developed a methodology, the main aim behind every page was to find an answer to that question. Can we organise a foreign language subject course plan including a project-based perspective in a 4<sup>th</sup> of ESO context?

Thanks to our research throughout websites, interviews with teachers and so on, there might be some hints that point in a positive direction. Project-based learning can become a feasible target, being implemented in a classroom and eventually resulting in the ideal outcomes stated through this essay. Experienced teachers, for instance, declare on their personal websites using it for two decades but, upon closer scrutiny, their methods may present some inconsistencies that represent false indicators of project-based approaches: using old methodologies with a new face, too much dependence on repetition exercises, or having a linguistic aim as main goal. However, students actually learn, since they find this approach interesting in some way.

Nevertheless, to follow a project-based learning process requires two main resources that most teachers complain about lacking: time and the students' motivation. Regarding time, syllabuses cannot exclusively focus on an approach that drains time out of the schedules, and this situation will be even more complicated in the context of the new LOMCE which, due to its high curricular specificity, will force the students' to be constantly choosing educational paths, rather than being focused on learning.

And, of course, students' motivation is the ultimate paradox in the educative system. To that respect, a PBL approach is an optimal perspective, as it represents a process syllabus and tries to motivate the learners by giving them prominence in the classroom. In fact, Finney said that "the purpose of education from the point of view of the process model is to enable the individual to progress towards self-fulfilment" (2002: 73), which equates with PBL's perspective. And the role played by the projects in

motivation can also be observed if we consider PBL under Kumaravadivelu's label of *postmethod perspective*, specifically in terms of operating principles: particularity, practicality and possibility. Such principles, says Kumaravadivelu, imply a set of macrostrategies (among which learner autonomy is present, among other important PBL features) from which to develop microstrategies to "maximise learning potential in the classroom" (Kumaravadivelu, 2006: 69).

But even though project-based learning tries to bring intrinsic motivation (Deci, Kasser & Ryan, 1997 in González 2005) back into the classroom, the students' amotivation is the reason why learners do not get involved in the proper development of a PBL approach. Therefore, an unsolvable conundrum takes place, turning the application of such method into a highly difficult task.

Therefore, given the fact that there are both positive and negative indicators in relation to the use of PBL in ESO, we consider that the answer to such issue lies in the middle point. While certain kinds of approaches seem to produce measurable and successfully accurate results, it is also true that there are other material obstacles when trying to implement PBL. Thus, the real performing of PBL approaches could be described by the constant tension between its actual possibilities and the hindrances that appear naturally.

In short, PBL is a feasible possibility, but with conditions. But, under which circumstances do PBL perspectives fructify within the classroom? To develop the learners' competences some aspects have to be present, such as the use of ICTs, but that is not always possible. Also, some degree of independence in the students' decisions is necessary too, but how much independence could they be given without jeopardising the fulfilment of the course plan? Therefore, the hardest part in PBL implementation is the balance, that is, respecting the equity between curricular freedom and academic performance. Or, in Finney's words, although "there is an increasing acceptance of its underlying philosophy (...) it is less attractive than the objectives model [in relation to] government trends in the West towards vocational training to meet employment needs" (Finney, 2002: 73).



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# APPENDICES

# Appendix I. WEBQUEST: English Speaking Countries

## 1. Introduction

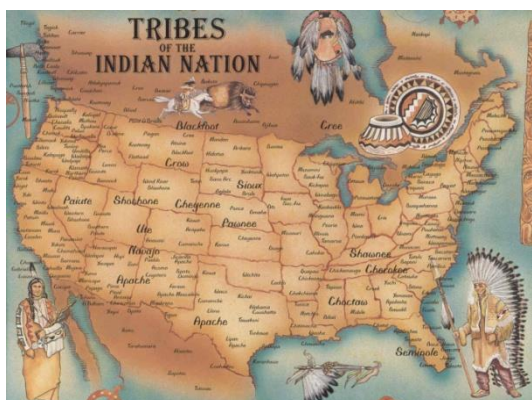
We are going to get to know some English Speaking countries by means of this webquest.

Have you ever been to an English speaking country?

Do you know the customs, feasts and celebrations of these countries?

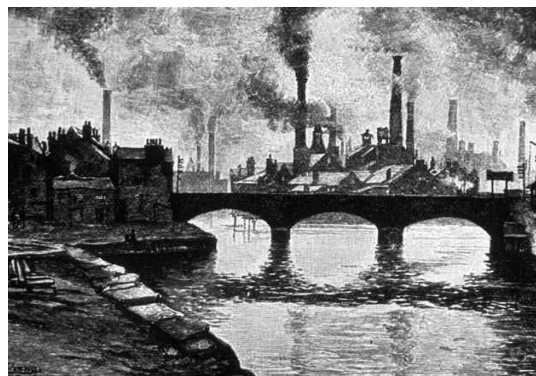
Do you know anything about the history of some English speaking countries? Do you know how they became what they are today?

Let's travel around the world in order to get to know some of those countries!



## 2. Tasks

1. First of all, you will organise yourselves in pairs or groups of three people.
2. Afterwards, you will search information about different English speaking countries which may be useful for your future presentations.
3. You will organise the materials you have and create a report (in a Word file) with the information you have gathered.



### 3. Process

To reach your final goal your group will have to go through different steps to accomplish the global task.

1. You will have to look for some English speaking countries in different websites.
2. Each group will choose an English speaking country and will search information about its history.
3. Groups will search some famous locations and monuments in the countries they have selected.
4. Groups will search information about the customs and celebrations of the country they have selected.
5. Each group will briefly explain the information they have collected in front of the class.



### 4. Resources

Useful websites for your research:

- Data about England
- Data about the United States
- Typical food in the United Kingdom
- Typical dishes in the USA
- What to see in North America
- Maps
- Information about Australia and New Zealand



## 5. Evaluation<sup>i</sup>

The following steps will be evaluated:

1. That the student is able to surf on the Internet on his/her own as well as to collect information on a topic and differentiate the relevant pieces from the not-so-important pieces of information.
2. Cooperative learning/work in class.
3. That the student is able to locate in a world map some English speaking countries.
4. That the student is able to comment on some characteristics of, at least, one English speaking country.
5. That the students are able to get to know different countries where English is spoken: their culture, their history, etc.



---

<sup>i</sup> These steps correspond to some of the curricular evaluation criteria present in the Aragonese Curriculum. Each step might correspond to more than one criterion, but these are their main correspondences:

1. **Criterion 7.** *Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos, enviar y recibir mensajes de correo electrónico y establecer relaciones personales orales y escritas, mostrando interés por su uso.*
2. **Criterion 6.** *Participar en conversaciones utilizando estrategias adecuadas para iniciar, mantener y terminar la comunicación, produciendo un discurso comprensible y adaptado a las características de la situación y a la intención comunicativa.*
3. **Criterion 8.** *Mostrar interés por conocer la lengua extranjera y su cultura, aceptándolas y valorándolas como parte de su realidad personal y educativa, y establecer comparaciones entre distintos aspectos de la cultura extranjera y de la propia, apreciando cómo se traducen en la comunicación para aplicar ese conocimiento en la interacción con hablantes de la lengua extranjera.*
4. **Criterion 3.** *Comprender la información general y específica de diversos textos escritos y de extensión variada, identificando datos, opiniones, argumentos, informaciones implícitas e intención comunicativa del autor.*
5. **Criterion 8.**



## Appendix II. READING<sup>ii</sup>

### A Short History of *The Coca-Cola Company*

The Coca-Cola *company/fabric/day* started 110 years ago as a small, insignificant one man business. Since then, it has into one of the largest companies in the world. The first chairman of the company *is/has been/was* Dr. John Pemberton and the current chairman is Roberto Goizueta. The demand for this product this company *has made/have made/ has make* into a 50 billion dollar business.

Coca-Cola *was invent/were invented/was invented* by Dr. John Pemberton, an Atlanta (Georgia) *pharmacist/pharmacy/pharmacer*. He invented the formula in a three legged brass kettle in his *back/backyard/back yard* on May 8, 1886 by mixing lime, cinnamon, coca leaves, and the seeds of a Brazilian shrub. Coca-Cola, as he *calls/called/has been called* the beverage, made its debut in Atlanta's largest pharmacy, Jacob's Pharmacy, as a five cent non-carbonated drink. Later on, the carbonated water was added to the syrup to make the beverage that we know *today/tomorrow/yesterday*.



Coca-Cola was originally *uses/used/being used* as a nerve and brain tonic and a medical elixir. Dr. John Pemberton sold a portion of the Coca-Cola company to Asa Candler. He was forced to sell *why/that's why/because* he was in a state of poor health and was in debt. He had paid \$76.96 for advertising, but he only made

\$50.00 in profits.

In time, Candler acquired the whole company for \$2,300 (Coca-Cola Multiple Pages). Candler *has been achieved/achieved/had achieved* a lot during his time as owner of the company. On January 31, 1893, the famous Coca-Cola formula was patented. He *also/already/still* opened the first syrup manufacturing plant in 1884.

Candler saw no reason for putting Coca-Cola into bottles. But two businessmen thought this would be a good idea, and they were right! Because, after getting permission from Candler, before long they became millionaires.

As of 1903 coca leaves were no longer used in Coca-Cola. The exact ingredients used and their quantities are not know – the company keeps it secret. Moreover, Coca-Cola became so popular with the World War I soldiers in Europe to the point that the Army asked the company to start ten factories in this continent in 1919.



Candler aggressively advertised Coca-Cola in newspapers and on billboards. Currently Coca-Cola is advertised on over five hundred TV channels around the world. In 1931, he *has introduced/introduced/had introduced* the Coke Santa as a Christmas promotion



and it caught on. In 1941, when the USA entered World War II, American soldiers began to travel all over the world. The President of the Coca Cola Company promised to send their favourite drink wherever they went. Five billion bottles of Coke were sent around the world to the soldiers. And that's why, since the War, Coke has been famous everywhere.

*The better/the best/the good* known trademark in the world is sold in about one hundred and forty countries to 5.8 billion people in eighty different languages. This is why Coca-Cola is the *largest/the larger/larger* soft drink company in the world. Coca-Cola is worth more than 58 billion dollars on the stock market (Coca-Cola, The Coca-Cola Company 232). For *more/less/more than* 65 years, Coca-Cola has been a sponsor of the Olympics. Another large accomplishment that the Coca-Cola has, is being the first company to make and use recycled plastic bottles.

1. Choose the best option (text).
2. Match the columns according to the meaning of each word.
  - a. recycled
  - b. billboard
  - c. trademark
  - d. chairman
  - e. brass
  - f. kettle
  - g. debt
  - h. advertised
  - i. stock market
  - j. to sponsor
  - k. accomplishment



- a covered metal or plastic container used for boiling water
- a place where parts of the ownership of companies are bought and sold
- something, especially money, which is owed to someone else
- a person in charge of a meeting or organization
- to make something known generally or in public, especially in order to sell it

to support a person or activity by giving money, encouragement or other help

a large board on which advertisements are shown, especially at the side of a road

a bright yellow metal made from copper and zinc

something that is successful, or that is achieved after a lot of work or effort

having been used before and then processed so that it can form a new product

a name or a symbol which is put on a product to show that it is made by a particular producer

### 3. Write T (True) or F (False)

1. John Pemberton was a druggist.
2. Pemberton sold his recipe to the Coca-Cola Company.
3. We know the ingredients used in Coca-Cola nowadays.
4. World War II made Coca-Cola popular all over the world.
5. The first bottling plants are opened in Europe during the World War I.
6. Coca-Cola lost more than 58 billion dollars on the stock market.



### 4. Answer the following questions.

1. What did Pemberton mix to make 'a Coca-Cola medicine'?
2. When was Coca-Cola invented?
3. Was carbonated water added at the very beginning of the process?
4. Who put Coca-Cola into bottles?
5. When did Coca-Cola begin to become popular around the world?

---

<sup>ii</sup> Even though a reading activity could be seen as a rather traditional one, considering the PBL context we are dealing with, it is nonetheless the sort of exercise that has to be implemented within the PBL frame as well, mainly due to the fact that it provides the students with some of the necessary tools for their projects, such as writing skills, outlining notions and grammar basis, apart from the additional information encoded within. Such tools would appear in their oral presentations, as well as in their research papers, by the end of every project.

## Appendix III. EVALUATION RUBRICS<sup>iii</sup>

### PARTICIPACION AND GROUP WORK

	CRITERIA				POINTS
	4	3	2	1	
<b>Level of engagement in class</b>	Student contributes to class offering ideas and asking questions more than once per class	Student contributes to class offering ideas and asking questions once per class	Student rarely contributes to class offering ideas and asking questions	Student never contributes to class offering ideas and asking questions	
<b>Listening, questioning and discussing</b>	Respectfully listens, discusses and asks questions and helps direct the group in solving problems	Respectfully listens, discusses and asks questions	Has trouble listening with respect, and takes over discussions without letting other people have a turn	Does not listen respectfully, argues with teammates, and does not consider other ideas, blocks group from reaching achievements	
<b>Behaviour</b>	Student almost never displays disruptive behavior during class discussions and group activities	Student rarely displays disruptive behavior during class discussions and group activities	Student occasionally displays disruptive behavior during class discussions and group activities	Student almost always displays disruptive behavior during class discussions and group activities	
<b>Preparation</b>	Student is almost always prepared with assignments and required class materials	Student is usually prepared with assignments and required class materials	Student is rarely prepared with assignments and required class materials	Student is almost never prepared with assignments and required class materials	
<b>Problem-solving</b>	Actively seeks and suggests solutions to problems	Improves on solutions suggested by other group members	Does not offer solutions, but is willing to try solutions suggested by other group members	Does not try to solve problems or help others solve problems	
<b>Group/partner teamwork</b>	Works to complete all goals, has a positive attitude about the tasks and work of others. All team members contribute equally	Usually helps to complete goals. Usually has a positive attitude about the tasks and work of others. Assisted team members in the finished project	Occasionally helps to complete goals, makes fun of the tasks and work of others. Finished individual task but did not assist team members	Does not help complete goals, makes fun of the work of others and has a negative attitude. Contributed little to group effort	
				<b>TOTAL</b>	

## ORAL PRESENTATION

CRITERIA					POINTS
	4	3	2	1	
<b>Body language</b>	Movements seemed fluid and helped the audience visualise	Made movements or gestures that enhanced articulation	Very little movement or descriptive gestures	No movement or descriptive gestures	
<b>Eye contact</b>	Holds attention of entire audience with the use of direct eye contact	Consistent use of direct eye contact with audience	Displayed minimal eye contact with audience	No eye contact with audience	
<b>Introduction and closure</b>	Student delivers open and closing remarks that capture attention of the audience and set the mood	Student displays clear introductory or closing remarks	Student clearly uses either an introductory or closing remark, but not both	Student does not display clear introductory or closing remarks	
<b>Pacing</b>	Good use of drama and student meets apportioned time interval	Delivery is patterned, but does not meet apportioned time interval	Delivery is in bursts and does not meet apportioned time interval	Delivery is either too quick or too slow to meet apportioned time interval	
<b>Poise</b>	Student displays relaxed, self-confident nature about self, with no mistakes	Makes minor mistakes, but quickly recovers from them; displays little or no tension	Displays mild tension; has trouble recovering from mistakes	Tension and nervousness is obvious; has trouble recovering from mistakes	
<b>Voice</b>	Use of fluid speech and inflection maintains the interest of the audience	Satisfactory use of inflection, but does not consistently use fluid speech	Displays some level of inflection throughout delivery	Consistently uses a monotone voice	
<b>TOTAL</b>					

## PAPERS AND RESEARCH

	CRITERIA				POINTS
	4	3	2	1	
<b>Information gathering</b>	Information is gathered from multiple electronic and non-electronic sources and cited properly	Information is gathered from multiple electronic and non-electronic sources	Information is gathered from limited electronic and non-electronic sources	Information is gathered from electronic or non-electronic sources only	
<b>Summary paragraph</b>	Well organised, demonstrates logical sequencing and sentence structure	Well organised, but demonstrates illogical sequencing OR sentence structure	Well organised, but demonstrates illogical sequencing AND sentence structure	Weakly organised	
<b>Grammar and spelling</b>	There are no errors	There are a few errors	There are some errors	There are several errors	
				<b>TOTAL</b>	

---

<sup>iii</sup> All of these rubrics have been based on the material found at:

<http://www.cbd.int/ibd/2008/Resources/teachers/appendix3.shtml>

These rubrics have been adapted to evaluate the materials, skills and competences present throughout the development of the students' projects. Their purpose is to let the students participate in the assessment to increase their interest in the subject, by means of making them aware of the features to be considered when evaluating the learning process.

## Appendix II

# LEARNING UNIT

## *Shopaholic*

---

Alexandra Laserrada Martínez

Renzo Rojas Rubio

68564 DISEÑO, ORGANIZACIÓN Y DESARROLLO DE ACTIVIDADES PARA EL APRENDIZAJE DE  
INGLÉS

Máster Universitario en Profesorado E.S.O., Bachillerato, F.P. y Enseñanzas de Idiomas, Artísticas  
y Deportivas (Especialidad Inglés)



**Facultad de Educación**  
**Universidad Zaragoza**

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# INTRODUCTION

## JUSTIFICATION

The learning unit to be developed throughout the following pages will be focused on a task-based learning dynamics. This means that, through the lessons that the present unit comprehends, tasks and exercises will work as an input so that the students can eventually produce a final task, which will draw elements from each lesson prior to it. Each unit is devised in such a way that its composing tasks along with its homework serves the purpose of providing the necessary tools to that end.

One of the main aims of the unit is to fulfill the objectives that its lessons aim to develop. Such objectives are presented later on the learning unit development, and they emerge from the competence-based framework, which can be divided into smaller, more specific sets of skills related to the students' (henceforth SS) command of a language. This aim is closely intertwined with the notion of the subject, which deals with learning English as a second language. Furthermore, and due to the intrinsic notions of task-based learning dynamics, another important aim of this Unit is to implement collaborative learning techniques within the classroom. The SS will be organized in such a manner that their final tasks will be developed integrating the notion of cooperation. However this organizational aspect will be dealt with in later pages, so suffice it to say that our Learning Unit is intended to be a task-based, cooperative, communicative one.

Besides, and given the topic around which the learning unit revolves, it is equally important to mention that guiding the SS towards acquiring self-reflective strategies is also another aim of the Unit. Given that the current social paradigm is based on understanding people not just as citizens but also as possible customers, it is important to make the students aware of what their role as individuals they are about to play in today's consumer society. And it becomes particularly necessary and meaningful if we take into consideration that, being digital natives as they are, they are constantly exposed to consumer media as they use state-of-the-art devices and tools. Consequently, we considered that the topic of *Shopping, Commercials and Consumerism* needs to be also addressed from a technological perspective, which is why *ICTs* are also a subsidiary aim, and have an important role to play in the development of the unit as well as in the creation of the SS groups' final tasks.

Therefore, the main topic and the subsidiary one merge into this *Shopaholic* Learning Unit, so as to raise the SS' awareness on their features as potential customers, and the skills they have to train both

in the command of ICTs and in decision-making processes, to develop the ability to behave in a responsible way within the consumer context. This is closely related to the notion of *Learning to Learn* competence, as well as with the *Social and Civic* competence, both present within the document 'Key Competences for a Lifelong Learning – A European Framework', annex to *Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning*, published in the Official Journal of the European Union on 30 December 2006/L394, in which the Common European Framework of Reference (henceforth, CEFR) appears.

Such competences refer to, first, the ability to be responsible for one's own learning. In the ever-changing context we currently live in, we cannot be sure of which skills will students need in the years to come, either to find a job (which may not exist yet) or to make the most out of the new technologies to come in the future. The second competence refers to the SS' ability to behave in a social context, that is, by following social rules and conventions, so as to interact in an appropriate way with their environment. However, this can be reflected through many specific matters, among which being a customer who is able to make decisions based on supporting facts and information plays an important role.

This approach to the learners' needs by means of the topic, and the way in which the lessons are structured, influences the fact that this Learning Unit intends to be as communicative as possible. Our idea of effective EFL learning is based on the notion that a lesson is effective as long as its objectives are accomplished and, in order to make this happen, such objectives need to motivate the students and engage them in the second language acquisition (SLA) process inadvertently. Many authors have connected students' interest, their motivation and effective SLA (Schiefele, 1991; Kumaravadivelu, 1994; Chen, 2014) and, as we see it, the way to create expectations in the students, along with their interest, is by means of purposefulness and communication. And, so as to integrate such characteristics in our Learning Unit, we have paid attention to Ur's (1996: 120) idea of successful SLA lessons: learners speak a lot, participation is even, language is of an acceptable level and motivation is high.

## CONTEXTUALIZATION

### *SCHOOL SETTING*

The present course plan is developed in the context of the Colegio Corazonistas – La Mina, located in downtown Zaragoza, in the Distrito Centro, an important commercial and financial sector in the city which presents high living standards in general, reflected in the features of its services and facilities. In terms of student diversity, it needs to be pointed out that, given the economic features of the area, the SS' profile is rather homogeneous, all of them presenting similar backgrounds in terms of social and educational context. This is an important aspect to be considered when setting the SS' context and assumptions, something to be done later on.

The school was established by a religious congregation and remains under its management until today, which is why its standards in terms of education and morals are so highly influenced by the so called *Carisma Corazonista*. Given such religious characteristics, the main document to follow when creating a Learning Unit is the *Proyecto Educativo Institucional*, or PEI, main source of information regarding internal regulations related to administrative, convivial and educational matters. It serves the purpose that the *Proyecto Educativo de Centro*, or PEC, does in most of the schools, though it is elaborated by the ruling religious congregation.

The institution offers a state-funded educational model between pre-school and compulsory education periods, being the pre-school period subject under the new bilingual initiatives in both English and French. Baccalaureate period is offered in a private model, having the regular options of scientific, technological and humanistic branches available for the SS. As of today, the number of enrolled SS is 2150.

Considering the matter of SLA, as well as the learners this Learning Unit is aiming at, it has to be said that the PEI document does not include any provisions for CLIL in ESO. However, this circumstance is intended to change in the future, which is why it does include some provisions to implement linguistic immersion in pre-school as it has been said a few paragraphs before.

## **TARGET STUDENTS**

The SS this learning unit focuses on are those of 4<sup>th</sup> year of ESO, whose age is comprehended between 15 and 16 years old. The main reasons for the choice of this grade to plan our learning unit is that, on the one hand, they are the ones with more English lessons per week (4 in opposition to the 3 of the rest of the grades) in the whole school and, on the other hand, it has been the group with which we have been more in contact during our school placement. With them, we had the chance to implement some of the activities of this learning unit, which already allowed us to reflect on their effectiveness and plan the rest of the unit bearing in mind their strengths and weaknesses.

The interests of the targeted students of this school are those of most of the teenagers their age: friends, relationships, ICTs, shopping, travelling (something they do quite often due to the accommodate standard of living of most of their families) and sports, being this last matter something of great importance in the school. The choice of this Unit's topic is based on the observation of such interests.

Within the 4<sup>th</sup> ESO group there are no students with special needs, and there is no significant differences among the level of the students. Their academic level is quite homogeneous, but it has to be mentioned that there are a few students that, either because English is not attractive enough for them, or because they perform better in other subjects, either need a little more time to carry out the activities promoted in the classroom or need further explanations on certain topics. This is an aspect to be considered by the teacher as well, so as to identify such SS and reinforce their performance in any way suited to the situation.

In order to overcome the difficulties these students might have, we have decided to build this Learning Unit implementing Whole Brain Teaching (such as Teach-Ok) and collaborative learning strategies as well, so as to maximize the SS' learning opportunities and in order to improve our teaching effectiveness.

Regarding the SS' previous knowledge of the subject, learners have (or, at least, they should have) the knowledge the curriculum states for their grade, with the contents present on their course book, the main tool used in the school. Since failing is not a common matter in this set of SS, as far we were told and we observed, our assumption is that they possess such knowledge. However, we will carry out an initial evaluation task to detect at which point they are in their command of the instruction language, as a source of information for us. This will be further explained later on.

## ORGANIZATION OF LEARNING UNIT

The present learning unit is organized into 8 consecutive lessons of 55/60 minutes each. Its title, *Shopaholic*, refers to the topic that, as it was stated before, structures the whole unit: shopping. This is a topic that, on the one hand, intends to motivate the SS to engage in the SLA processes, since it is something they experience on a daily basis, in every possible way (going to shopping malls, watching commercials, reading advertisements, buying clothes, and so on). Therefore we consider that it covers the SS' range of interests, as well as allows them to see the actual purpose of learning the instruction language.

This Learning Unit is intended to be implemented towards the end of the first segment (or first trimester) of the school year, essentially for two main reasons. First, for a pragmatic reason: the main grammar subject to be integrated through the Learning Unit –reported speech- is usually taught during such period according to the school's EFL syllabi; since we are trying to keep it as realistic as possible, the institution's decisions in relation to academic management and scheduling are something to be considered. However, there is also another reason for such timing: Christmas. In general terms, and particularly to the SS of a religious school, Christmas time is a period of the year in which consumerism is constantly present. Advertising campaigns would be at its peak by the time this Learning Unit is implemented, providing further contextualization for the SS to engage and build a notion of purpose.

Speaking in terms of the subject matters taught prior to this Learning Unit, modal verbs are the previous grammar point to have been taught, and passive/causative sentences would be the following unit's. This is a necessary framework due to the fact that modal verbs are needed for the present Learning Unit (particularly in Lesson 3 and the final task) in order to give advice to either a fictitious customer or the audience. The presence in the unit following this one of passive/causative sentences is rather a scheduling matter, since that is the way the syllabus in the school is structured.

The lessons are developed using a criteria that, as we see it, provides the SS with enough input so as to create relevant output towards the end of the Unit, while also being useful to the teacher in terms of assessing and classroom management. The first lesson, for instance, is a speaking lesson in which the SS have to complete a series of tasks which will have a double purpose: on the one hand, it introduces the SS to the Learning Unit's topic by engaging them into communicative situations in which they challenge their own linguistic limits; on the other hand, it gives the teacher the chance to assess the SS' instruction

language command so as to determine their level of skill and, consequently, it gives the teacher the necessary information to organize the SS groups appropriately.

The second lesson will be devoted to grammar, although not in a traditional way but in a rather inductive manner. This will allow the students to use the intended linguistic structures for the lessons to come. Afterwards, a listening lesson will be conducted, even though it is supposed to come before speaking (Brown, 2001), since it will challenge the SS receptive skills. In such fashion, lesson 4 will deal with reading, only to be followed by yet another production-focused lesson, this time intended to make the SS practice and stretch their limits on writing. The sixth lesson will deal with pronunciation, being again related to language production, so as to not forget about the importance of also practicing other parallel skills related to the instruction language. The last two lessons will be devoted to the exposition of the SS' final tasks, and their assessment by both the teacher and their classmates. Therefore, to sum up:

<b>Lesson 1</b>	Speaking (Initial assessment)	Productive + Receptive skills
<b>Lesson 2</b>	Grammar (Inductive practice)	Receptive + Productive skills
<b>Lesson 3</b>	Listening	Receptive skills
<b>Lesson 4</b>	Reading	Receptive skills
<b>Lesson 5</b>	Writing	Productive skills
<b>Lesson 6</b>	Pronunciation	Receptive + Productive skills
<b>Lessons 7/8</b>	Oral Expositions	Productive + Receptive skills

*Figure 1*

Through the use of such lesson organization, our goal is to provide the SS with the necessary input before they need it, but in such a way that the learners can see the purpose of such input: to generate better output every time they have to and to build their final tasks in a gradual manner. And such purpose is also intended to appear besides a balance in terms of overall development of productive and receptive skills, as it can be seen in *figure 1*.

# LEARNING UNIT OF WORK

## CONTRIBUTION TO THE KEY COMPETENCES

The legal provisions used as a basis for the present learning unit had been diverse. First, the already stated CEFR document has been taken into consideration, due to the fact that it states that the main teaching objective to be reached within the classroom is not encyclopedic knowledge, but rather the notion of key competences. Such competences refer to the skills that will enable the SS to take an active role in the future society they will live in. Among such competences, those related to continuous self-teaching/learning and social interaction are the ones more closely related to a collaborative teaching-learning (as it has been stated before).

This is due to the fact that collaboration helps build not only students' self-sufficiency on its own, but also a sense of interdependence with their peers. Consequently, interactional skills are learnt to be used as a way to keep on learning after school as well as a method to, while helping others achieve their goals, achieve ones' own goals. Or, as Olsen and Kagan (1992) put it, such skills serve the purpose of being accountable for individual and common learning.

Also, the National Curriculum, as stated by the *Ley Orgánica 2/2006 or Ley Orgánica de Educación* (or LOE curriculum) has been considered. This is due to the presence of key competences in its pages as well, according to which we have designed this Learning Unit. As we see it, our Learning Unit contributes to the key competences in the following way:

***Competencia en comunicación lingüística - Competence in linguistic communication.*** By fulfilling and giving new comprehensive and expressive aspects to the communicative skills, by means of authentic materials, as well as by providing genuine purpose and communication gaps. Foreign language input in this competence is primary when trying to acquire listening, talking, conversational and written skills.

***Competencia en el conocimiento y la interacción con el mundo físico - Competence in the knowledge and the interaction with the physical world.*** By guiding the SS to the use of logical criteria, providing the learner with tools to interpret information and make decisions based on their own initiative, in an ever changing context.

***Tratamiento de la información y competencia digital - Information processing and digital competence.*** By enabling the SS to access directly to the sources which are to be found in the reference language, and

to communicate via digital platforms. Therefore, it creates real communicative contexts as well, though in a digital platform.

***Competencia social y ciudadana - Social and civic competence.*** By making the students be aware of the current consumer society and the role they play in it, mainly as customers. Besides, collaborative work influences such competence too, for it helps develop skills to build dialogical interactions, to negotiate meanings, to take decisions based in the partner's ideas, and so on.

***Competencia cultural y artística - Cultural and artistic competence.*** By enabling the freedom of expression within the classroom, by means of individual o collaborative essays and activities.

***Competencia para aprender a aprender - Learning to learn competence.*** By completing the SS' skills to interpret or represent reality, consequently making their knowledge grow. This competence will become highly present in the classroom since the teacher will include self-assessment activities, raisin the SS' awareness on their performance on a daily basis.

***Autonomía e iniciativa personal – Personal initiative and autonomy.*** By promoting cooperative learning and the management of personal resources, as well as social skills such as collaboration and negotiation. This enforces several methods to develop the student's own initiative and decision-making.



## OBJECTIVES

Every lesson within this Learning Unit has its own learning objectives, so as to allow the teacher to better implement its contents. This way, by the end of each session, the teacher will be able to measure the effectiveness of both his/her performance and the materials, based on the achievability of the aforementioned objectives and the usefulness of cooperative learning dynamics. However, those goals aim to guide the SS towards reaching higher, more general objectives related to their skills. Therefore, at the end of this Learning Unit, SS will be able to:

1. Understand different kinds of texts, either in oral or in written form, in a comprehensive and autonomous way, to access a variety of informational sources, in order to gather information so as to build an opinion or give an advice.
2. Effectively communicate in oral and written registers in communicative situations related to shopping, buying, complaining, reviewing and advising.
3. Transfer the communicative strategies acquired in the mother tongue to the foreign language or to the learning process of other languages, with the purpose of carrying out interactive tasks in communicative situations.
4. Reflect on how the language operates, as an element which eases the learning process doing tasks and as an instrument for the development of autonomy.
5. Use learning strategies and digital resources with the purpose of searching for information needed to complete the promoted tasks, as well as to solve learning situations autonomously.
6. Reflect on their own learning processes and on the role that collaborative learning plays in it, so as to reach a conclusion concerning its effectiveness.
7. Use the cultural knowledge transferred by the foreign language, appreciating the language itself and the relations established with foreign speakers, in order to achieve a better cultural understanding.
8. Understand the wide range of needs fulfilled by the English language: as a means of communication with people belonging to other cultures, as a procurer of social and interpersonal relationships, and as a practical tool to make decisions, acquire information and give advice, for instance.

## CONTENTS

The contents implemented in the lessons present in this Learning Unit are based on the general dispositions stated by the Aragonese Curriculum, *Orden de 9 de mayo de 2007*, in which the Contents of the ESO period are divided into four different sections, as follows:

Listening, speaking and conversation	Reading and writing
Language Awareness and reflection on learning	Socio-cultural aspects and intercultural awareness

### ***Section 1. Listening, speaking and conversation***

- Comprehension of general and specific meaning in expository narrations on shopping and related topics.
- Comprehension of interpersonal communication in a transactional and interactional context.
- Strategies for oral messages: situational knowledge, keyword identification, attitude and intention.
- Oral production of reviews, reports and advice about shopping-related content.
- Shopping-related vocabulary to relate to produce descriptions and make decisions.

### ***Section 2. Reading and writing***

- Identifying the contents of written texts in websites and digital resources.
- Identification of the intention of the writer in a review or an advertisement.
- Reading strategies: skimming and scanning.
- Autonomous reading of texts according to the SS' interests in a shopping-related context.
- Use of different sources (paper/multimedia) to get information for individual and group activities.
- Text composition strategies: cohesive devices, ideas supporting decision-making processes.
- Final tasks composed using different tools: paper, digital or multimedia.

### ***Section 3. Language awareness and reflection on learning***

- Shopping-related vocabulary (related to customers, sellers, items, platforms and others).
- Use of reported speech to refer to other people's ideas and to provide a logical basis.
- Formulas to express preference or make comparisons.
- Strategies to reach common agreements on items and reviews.
- *Wh-* and *Yes/No* questions intonation patterns.
- Organization of personal work as a strategy to progress in learning.
- Confidence and initiative to express in oral and in written forms.
- Acceptance of error as part of the learning process; positive attitude to overcome it.

#### ***Section 4. Socio-cultural aspects and intercultural awareness***

- Knowledge of cultural elements of the foreign language speaking countries in terms of customer preferences, opinions and advertising techniques.
- Use of registers, varieties, formulas and styles according to the shopping-related situation, such as reviewing, advising, reporting information, persuading and dissuading.
- Advertisement techniques to understand the role of individuals as customers and sellers in the current socio-cultural context.

## METHODOLOGY

Methodology is the main tool to be used to properly develop any kind of guideline, such as this Learning Unit, which is why it has to be consistent with the proposed objectives, which can be condensed in the development of the communicative competence and the development of the intra-/interpersonal competences that allow the SS to become autonomous individuals. Consequently, methodology should be designed focusing both on the creation of contents and in the learning process.

From the experience we gathered throughout our placement period, it seems relevant to say that, to the SS, learning a new language is a difficult challenge in general terms, for many different reasons. First, because of the fact that a new language implies blending the SS' previous knowledge in a culture which is completely different from their own. Thus, one of the goals of this Learning Unit is to ease such blending, such learning process, offering the SS the chance to integrate the topic that is being promoted through the use of real materials. This is why such materials come from English-speaking sources, so as to present to the SS the same linguistic exponents that native speakers are exposed to.

Another aspect in our methodology is related to the SS' natural tendency towards certain exponents of the English language. In other words, their interests are another aspect to consider when trying to ease the SLA process. SS may be more interested in learning real-life English than in learning grammar, which is why we will try to offer them a wide variety of activities, so as to develop their motivation and their strengths, focusing on the topic and on tasks that may result meaningful to them.

One more important aspect bore in mind when developing this Unit was the actual teacher-fronted methodologies that are widely spread through the syllabi of almost every school. Traditional methodologies are usually a source of discomfort to the SS (Kumaravadivelu, 1994), thus, so as to revert such situation our methodology will be mainly focused towards collaborative work. Therefore, the SS will have a more proactive role, moving from a teacher-fronted environment towards a learner-centered one, in which learner-learner interaction (and consequent learner-learner teaching) will eventually promote motivation and engagement. Because, as Tidwell-Howell (2010: 9) says, "one of the most effective ways to motivate students is to give them knowledge and choice".

Furthermore, these SS are experiencing a significant shift between what they were used to do in previous years and what they are expected to do in this final stage of ESO. Considering that, the teacher will use two important tools in this Learning Unit:

- An initial speaking activity, so as to assess the SS' previous knowledge base. This has already been stated, in the *Target Learners* section.
- Self-assessment rubrics, conducted by the SS on a daily basis, so as to help them track and improve their performance.

While the second tool will be more of a way to enable the students to follow their own evolution and, thus, behave accordingly, the first one will be vital for the proper development of the Learning Unit. This is due to the fact that the lessons require the SS to work in group most of the times, in the same group configuration from the beginning until the end of the Unit. So as to design balanced teams, the teacher will use that first lesson to pinpoint the main difficulties SS may have in terms of language command and, after monitoring the SS performance, will organize them in groups trying to balance their level of skills. The main aim is to create 6 different groups (out of 24 SS) which are similar to each other in terms of overall abilities. The SS will be told that such groups are fixed until the end of the Unit, and will be assigned a number (or a name, if SS feel more comfortable with it). This way they will assemble in a more efficient way any time the lessons' organization requires it.

In short, this Learning Unit is an attempt to integrate the acquisition of language skills within a communicative context, promoting meaningful, task-based lessons in an environment of motivated SS. However, the most important aspect of this Unit's methodology is the presence of cooperative learning throughout the lessons. To do so, we developed it bearing in mind that, in each task of every lesson, Kagan's principles for cooperative learning had to be present:

- Positive interdependence
- Individual accountability
- Equal participation
- Simultaneous interaction

## EVALUATION OF THE TEACHING AND LEARNING PROCESS

The teaching process will be evaluated via self-assessment. In our current society, the teacher's role has to integrate constant reflection on its own teaching process, in order to better guide the SS towards the acquisition of competences. Given the way in which this Learning Unit is developed and structured, the most advisable way to conduct such self-assessment is by means of a diary. In such diary, aspects regarding the development of the lessons, their effectiveness in terms of classroom resources (time and space consuming tasks) and management (SS' performance and achievability of the lesson's goals) and the teacher's own performance will be described, in order to alter the course of the following lessons or even Units, if needed.

The learning process will be assessed in this way too, at least partially. This is due to the fact that, given that a large amount of the tasks to be carried out throughout the Learning Unit are supposed to be conducted in groups, mostly peer-teaching situations will take place. Thus, given that the teacher will play a supporting role in the SLA process, his/her main concern most of the time will be monitoring the SS' performance, either in terms of collaboration or in terms of individual accountability. This is why a diary will be useful too, so as to properly analyze the SS real development through the Learning Unit.

Peer assessment will be encouraged as well, both by the end of the Learning Unit and within the lessons' tasks, which will promote constant feedback among the members of each group of work. Such situation will be encouraged by integrating communicative situations within many exercises, which will engage the SS into monitoring their own production and their partners', consequently improving SS' self-reflection.

## EVALUATION CRITERIA AND ASSESSMENT TOOLS

The evaluation criteria to be used is directly related to the learning objectives from each unit and to the contents stated in the previous section. This fact, which seems a rather obvious statement, means that every lesson is its own assessment tool itself because, given that this is a Learning Unit with a task-based focus, to achieve the goals promoted in every lesson reflects the actual level of achievement of the SS. Furthermore, the contents from the lessons aim at the creation of a final task, which will reflect the SS real acquisition of competences related to the Unit's contents.

Therefore, and besides the aforementioned diary, the assessment tools designed for this Learning Unit are adjusted to such criteria and, since the aim is to evaluate certain SS' skills, rubrics seemed the

most appropriate option. The main reason behind this decision was that we consider that traditional exams do not really reflect the SS' actual performance and acquisition of a language, in the very same way that a driving theory test does not reflect a student's driving skills. Traditional tests serve a purpose, but we think that they make no sense in here because of the cooperative features of this Unit.

Thus, throughout the Unit, SS self-assessment rubrics appear at the end of some lessons. Furthermore, one-minute papers are used too, in the fashion of such rubrics as well. Perhaps the most relevant rubric is used in the last two lessons, when the oral expositions are presented by the groups to the rest of the class, because they intend to reflect the SS' acquisition of the Unit's contents. Such rubrics are to be used both by the teacher (who will assess the students this way too, complementing the diary) and the SS, again conducting peer assessment techniques.

To sum up: the SS will be assessed on a daily basis, both by means of a teacher diary and by themselves and, by the end of the unit, final task rubrics will be followed to assess and provide feedback by both SS and the teacher. This reflects our views on the SLA process: if we see SS achieve the promoted learning outcomes, if SS prove themselves ready to face real communicative situations and if SS can use language as transaction, performance and interaction, then no traditional assessment is needed.

# LESSON PLANS



## LESSON 1

**Unit of work:** Shopaholic

**Grade:** 4<sup>th</sup> ESO

**Title of the lesson:** Gone Shopping

**Number of students:** 24

### LEARNING OBJECTIVES:

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

- Identify and use the vocabulary and expressions needed in the context of the lesson and the unit.
- Compare several aspects related to the topic and the main task of the lesson (such as prices, quality, the relevance of making some choices among others etc.)
- Accurately and fluently engage in conversational transactions (language as a transaction).
- Discriminate the different registers needed depending on the situation.
- State their opinion in a structured and reasoned manner.

### MATERIALS:

- Video resource
- Initial questions worksheets
- Useful expressions worksheets
- Cue cards: seller/customer
- Toy money
- One-minute paper worksheets
- Homework worksheet

### ACTIVITIES:

#### **Stage I. Pre-task (20')**

a) As a warm-up, set the mood and play the video (Appendix 1) to show the SS an example of a shopping transaction.

b) Then, ask the SS questions regarding fashion in their daily life to activate SS previous schemata. (Appendix 2)

(Teacher Talk) *Yesterday I got myself a new pair of sneakers, when was the last time you went shopping?*

Elicit the SS into providing the vocabulary needed for the role-play and write it on the blackboard.

c) Hand the SS the worksheet in Appendix 3 which contains useful expressions and provides the necessary input for the task.

### **Stage II. While-task (25')**

a) Set a situation for the role-play to come by recreating one of the three given contexts in Appendix 4.

b) After establishing the situation, randomly assign roles to the SS (either customers or sellers), and hand them their correspondent cue cards, along with the *toy money* (Appendix 5). Instruct the customers to search the items they need for their cue cards among every seller classmate; instruct the sellers on how to manage their inventory and to be actively looking for buyers, instead of just sitting. Make sure the SS know the objectives of the task and have them carry it out. Monitor the process and the use of L1 and L2

### **Stage III. Post-task and follow-up (5')**

a) Upon finishing the task, the SS will engage in pairs on a teach-okay dynamic, so as to check their understanding on the activities that have been promoted during the lesson. Furthermore, this will give the SS opportunity to peer assess their partners.

b) Hand out the one-minute paper from Appendix 6 to the SS, so as to let them express what they think they have learned through the lesson, what they think they can improve and so on.

c) Tell the students that the final lesson of the unit will deal with an oral presentation they will have to make in groups, and that you have formed such groups randomly. Tell the SS that those groupings will remain the same over the lessons, so that every time they have to work together they will know who to work with. Explain the purpose and the form of the final presentation, as seen in lesson plans 7 and 8.

### **ASSESSMENT AND FEEDBACK**

The teacher will work as a monitor, taking notes throughout the course of the lesson on the mistakes that are taking place, in every step of the task. Use the information gathered from this monitoring process to form the groups in the post-task segment, joining those students with lower levels to those with higher skills.

In the case of the pre-task segment, error will be treated immediately nonetheless, since it is important for the proper development of the task that the students have an appropriate vocabulary.

Talking about the task itself, verification will occur afterwards, thus making student motivation more of an intrinsic value than an extrinsic one, for the aim is to have the students work collaboratively to fulfil their purposes. As it has been said before, error correction will happen in the post-task stage as well.

#### **HOMEWORK**

A homework activity will be proposed to the students, so as to do some extensive research on the topic and keep working on it, thereby acquiring a deeper comprehension on the developed structures and skills. Such activity appears in Appendix 7.

## LESSON 2

**Unit of work:** Shopaholic

**Grade:** 4<sup>th</sup> ESO

**Title of the lesson:** Westfield what?

**Number of students:** 24

### **LEARNING OBJECTIVES:**

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

- Understand oral messages about features and services provided by a shopping center.
- Use strategies and resources to communicate their opinions to the rest of the students.
- Identify specific data, vocabulary and ideas from an informative speech, in a formal register.
- Compose diagrams, mind maps and other tools to explain ideas in a clear and concise manner.
- Reflect on their own written productions and their use of language in reports, as well as its features.
- Use cooperative work and planning to achieve common goals and apply collaborative work techniques.

### **MATERIALS:**

- Worksheet
- Stationery items
- Self-assessment worksheet

### **ACTIVITIES:**

#### **Stage I. Pre-task**

a) Set the mood of the classroom by reminding the SS the topic of the unit and how did the first lesson help so as to engage them in such subject matter.

*(TT) Remember the last lesson? Well, back then you had to buy stuff from your partners, but usually you will buy that items in a shopping mall, like the one we are going to be dealing with today.*

Tell them that you are going to play a video (Appendix 8) about a shopping mall and, in the end, the SS are going to have to review it, so as to give an opinion about it by means of the information present in the video. To activate the SS schemata on the questions they are going to be asked in the first exercise, ask them whether they usually visit shopping malls, if they like them or not, what sort of activities do shopping malls offer and how do they get to them if they are too far. Use as many

topics as necessary to try and make the students raise such subjects by themselves, if possible. Then, play the video.

b) Organize the SS in groups of four and hand them the worksheets (Appendix 9). Each worksheet contains four questions regarding the content of the video; instruct the SS to distribute the task into the four members of the group, being each one responsible for one question. This is to promote peer teaching and cooperation in the exercise. Elicit the SS into answering the questions present in the worksheet using the suggested structure.

*(TT) Can you see the example there, can't you? For instance, if she says: "Westfield is very accessible by underground", you can say something like 'she said that Westfield is quite accessible by tube', ok?*

Play the video again. Have the SS follow the worksheet instructions and compose the report they are asked. After that, the SS groups will have to expose their reports to the rest of the groups.

### **Stage II. While-task**

a) In groups, have the SS analyze the sentences in the exercise paying attention to their main differences with the narrator's actual speech from the video. Elicit the SS into noticing such differences:

*(TT) If you tell now somebody a story someone else told you last weekend, the first thing you will change is the time adverbs, right? Do see that in your reports? What else can you see on them?*

b) Agree to some main elements that can be analyzed from the sentences, and have the SS groups create a poster on the main differences regarding such features (adverbs, pronouns, etc.)

c) When they are done, give the SS a brief explanation on what reported speech is and the uses it may have. Use some of the SS' posters and the answers from the worksheet to do so. Such explanation can be given by eliciting a student-given explanation on the use of reported speech, thereby teaching grammar inductively.

*(TT) In reported speech many changes have to be made to be coherent. Changes like verb tenses, which may not appear here but refer to expressing past forms in a correct way. This is called backshift, and we will return to it when necessary.*

### **Stage III. Post-task and follow-up**

- a) Make the posters rotate among the groups. To do so, number the groups from 1 to 6 and (if they are not numbered or named yet) have each group give their poster to the next one (group 6 gives it to group 1). The aim is to assess the posters according to their own conclusions, taking notes on what they think it is missing, what they think it is wrong and so on.
- b) Return the posters to their respective groups and have them add the conclusions and opinions reached from assessing the other groups' posters to their own ones.

As a follow-up, have the posters hanged around the class, and tell the SS that they may be of use during the rest of the Unit, since reported speech is one of the tools they will have to use.

Finally, hand the students a self-assessment worksheet so as to conduct self-evaluation (Appendix 10)

### **ASSESSMENT AND FEEDBACK**

Since the whole lesson intention is to make the SS engage in meaningful, purposeful conversation among themselves, your role is to monitor the SS' production. Therefore, your main assessment will be focused on the use of L1 and L2 made by the learners, as well as the presence of Kagan's Principles of Cooperative Learning. Likewise, your main aim would be to promote peer teaching and peer assessment (within and among the groups), in an effort to introduce this lesson's grammar topic inductively. Consequently, it is recommended to pay attention to fluency rather than to accuracy.

Encourage the SS to assess their classmates' posters by using the same techniques they reached to create their own. Explain to them that, this way, they will also be evaluating their own productions and the techniques they have followed as a group to complete their task.

### **HOMEWORK**

Ask the students to submit a report concerning the last time they visited a shopping center. They can report on subjects similar to those they had to pay attention to in exercise one. Encourage the SS to explain as many events as they like, but have them tell at least 4 different aspects of such day trip.

## LESSON 3

**Unit of work:** Shopaholic

**Grade:** 4<sup>th</sup> ESO

**Title of the lesson:** Your buying rights

**Number of students:** 24

### LEARNING OBJECTIVES:

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

- Identify and use the vocabulary and expressions needed in the context of the lesson and the unit.
- Understand oral messages about material needs and opinions.
- Identify key words relying on the context and the speaker's attitude and intention.
- Identify specific vocabulary and ideas out of a conversation/exposition so as to answer and justify questions.
- Write an informal text taking the topic's context into consideration, using cohesive devices.
- Build a coherent discourse in order to give advice.

### MATERIALS:

- Video resource
- Audio resource
- Worksheets
- Self-assessment worksheet

### ACTIVITIES:

#### **Stage I. Pre-task (15')**

a) To begin the lesson, tell the SS about a situation in which you had a bad experience after making an online purchase, and make them aware that there are rights for every customer.

*(TT) I once bought a t-shirt online and, after more than a month, it didn't arrive. I had to contact customer service and had them refund me my payment.*

Then, explain the SS that the video you are about to play will inform them about how safe you are when you make an online purchase. Play the video (appendix 11).

b) Ask the students whether they experienced something similar. Hand the SS the worksheet in Appendix 12, and instruct them to answer the questions after the video is played again. Play the video; organize the students in groups so as to help each other complete their answers to the

worksheet and correct the questions aloud, providing immediate feedback while enabling peer feedback.

### **Stage II. While-task (20')**

a) Organize the SS into their assigned work groups. Elicit them into remembering a situation in which they have witnessed somebody complaining to customer service about a product/service.

*(TT) When I was a kid, my father usually complained whenever the service he received wasn't according to his expectations. It might look exaggerated, but it worked, every time. What about you?*

The objective is to promote SS' communication and information-sharing dynamics.

b) Instruct the SS to pay attention to the recording you are about to play (Appendix 13) so that they can conduct the task present in their worksheets (Appendix 14). Then, the students will have to work on the worksheets in groups, discussing their answers to the exercises and reaching a conclusion they will have to explain to the rest of the class. The SS have examples on how to phrase their conclusions in the worksheet, using reported sentences. Monitor the process and reflect on the use of L1 and L2.

### **Stage III. Post-task and follow-up (15')**

Instruct the groups of SS to write, according to the information they gathered from the video and considering the data in the recording, a letter advising the customer from the recording, as if they were another section of Verizon's Customer Service. Such advice can refer to customer rights, give solutions to the customer's problems, rejection of the customer's demands, etc. Remind them of this, since it is intended to be a communicative exercise.

Hand the SS the self-assessment worksheet (appendix 15) so that they can evaluate their own role in the just finished lesson.

## **ASSESSMENT AND FEEDBACK**

During the pre-task, promote the SS' participation by means of direct interaction with the classroom, paying more attention to fluency than to accuracy, since the main objective to which that segment of the lesson aims is the participation of the SS. Therefore, your policy on error correction should be more focused in getting the students to communicate their opinions and experiences, rather than in correct grammar itself. This applies to section *Pre-Task B*, and the most appropriate way to check



the exercise is by means of student participation, that is, have the SS decide among themselves which answers are right – thus, the teacher has a less prominent role.

Throughout the development of the while-task and the post-task stages, your role will be that of a monitor. Keep track of the SS use of reported speech structures, as well as their use of the mother tongue and the instruction language; fluency above accuracy is intended toward the end of the lesson, in the communicative stage/post-task.

### **HOMEWORK**

The students will be asked to call a customer service of their choosing from home, ask for any kind of information related to it and, afterwards, create a report and submit it in the next lesson. Such report is intended to have around 10 lines and contain 4-5 pieces of specific information.

## LESSON 4

**Unit of work:** Shopaholic

**Grade:** 4<sup>th</sup> ESO

**Title of the lesson:** Feedback matters

**Number of students:** 24

### **LEARNING OBJECTIVES:**

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

- Identify and use the vocabulary and expressions needed in the context of the lesson and the unit.
- Identify key words relying on the context and the speaker's intention.
- Understand presentations broadcasted by the audiovisual media.
- Read in a comprehensive way digital texts and resources, suitable for their level.
- Identify specific ideas out of the comprehensive reading of a text, so as to provide an opinion.
- Use suitable reading strategies such as skimming and scanning.
- Use in an autonomous way the ICTs to search for information.
- Put into practice useful strategies to summarize ideas and contents, appealing to an audience.

### **MATERIALS:**

- IT classroom
- Video resource
- Worksheets
- *Console tickets*
- Stationery materials (for posters)
- Self-assessment worksheet

### **ACTIVITIES:**

#### **Stage I. Pre-task (20')**

a) In the IT classroom, organize the SS into their groups. Remind the topic of the unit and make them aware that today's lesson will deal with online purchases. It might be a good idea to tell the SS about how much you use online shopping:

*(TT) Remember last day I told you about a T-shirt I bought online? In the end I had to buy it through a different website. I had to ask some friends for advice. There are lots of sites to buy online...*

b) Play the video (Appendix 16). After it, ask the SS what is it about, and if they know the service (Amazon Prime). Elicit the SS into talking about the Amazon website. Have them express their opinions on it.

c) Give the SS the handout in Appendix 17 and make them look for information regarding Amazon's website display.

*(TT) How are items displayed onscreen? / In which categories is the site divided? / How does the review system work? How is it organized?*

Elicit the SS into the websites' reviews, present in the worksheet, and tell them they are going to work on Amazon customer's feedback, so that they will have to infer how the website works. The aim is to provide them with enough information to conduct the task.

### **Stage II. While-task (25')**

a) Talk the SS into the situation of buying a videogame console:

*(TT) I want to buy a console, but I still am not sure which one. And also, given my record with online buying sites, I really need to think first before paying anything. So I need to know which console is best according to real buyers, and also I want to find out what they think of Amazon.*

b) Assign one console to each group randomly, using the tickets in Appendix 18. Instruct the SS to, using the information they scanned from the handout in the pre-task, search through Amazon so as to find the console they have been assigned, and look for the reviews. Since there are 6 groups and only 3 different consoles, there will be two groups assigned to each console. Therefore, so as to provide differentiation, from each pair of groups one will have to find positive reviews, while the other one finds negative reviews.

c) Give the SS the handout in Appendix 19, and instruct them to use it to look on Amazon for the kind of information required, in such a manner that in the end they can phrase the gathered information as follows:

*"In September 2014, Roach\_Mass said that he had never bought anything like this..."*

So as to make the SS use reported sentences.

### **Stage III. Post-task and follow-up (15')**

a) The groups assigned to each console join in pairs, so as to contrast the *pros* and *cons* they have found in the course of the task about the same console.

b) Instruct them to share their information and create a poster in which a mind map (or similar) shows their findings (Appendix 20).

As a follow-up, have the SS explain their groups' findings and posters to the rest of their classmates. Also, hand the students their self-assessment worksheet (Appendix 21)

### **ASSESSMENT AND FEEDBACK**

The first aspect to assess in this lesson is the SS' command in using the ICTs. Consider each question SS may ask you and instruct them to find the answer by means of the use of ICTs, if applicable.

During the pre-task, activate the SS' previous schemata, communication and participation is crucial for their engagement. Focus on fluency over accuracy in their expressions, relieving the affective filter. In *Pre-task C*, make the SS express the information they gather from the provided pictures, which is why your feedback should be encouraging their participation by means of assertiveness.

In the *while-task* segment, focus on accuracy as much as on fluency. Pay attention to the SS' understanding of the situation and the information they gather, but since you cannot be certain of the accuracy of such data, check the SS' accuracy on meeting the exercises' requirements –mainly in terms of using reported speech to support their findings. Monitor the SS use of the instruction language and encourage equal participation among every member of each group.

In the post-task, be assertive with the SS' when providing feedback on their final products, the posters. Bear in mind that such posters have to reflect clear, concise data and have to support such data with evidence (reviewers' comments). Presentation and tidiness are aspects to consider as well. The final self-assessment worksheet will help the SS review their performance as well, and you can also monitor that.

### **HOMEWORK**

The SS' groups will be asked to reach an agreement and find a particular item they would like to buy, or have bought, and elaborate a file about it, containing any relevant information that they might find about it. Such relevance has to be seen from a customer's point of view, that is: price, availability, quality/price ratio, and so on. The item must be available to buy online and the site to do so has to be clearly specified.

## LESSON 5

**Unit of work:** Shopaholic

**Grade:** 4<sup>th</sup> ESO

**Title of the lesson:** Customer service

**Number of students:** 24

### **LEARNING OBJECTIVES:**

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

- Identify and use the vocabulary and expressions needed in the context of the lesson and the unit.
- Identify the structure of a complaint letter, both in terms of form and content.
- Write a complaint letter in an autonomous way, using appropriate register and structure.
- Use different elements to provide cohesion and coherence to a written letter.
- Understand oral messages about material needs and complaints.
- Participate in role-plays with classmates in such a way that communication is assured.

### **MATERIALS:**

- Handout
- Self-assessment worksheet

### **ACTIVITIES:**

#### **Stage I. Pre-task (20')**

a) Set the mood of the SS by reminding them the previous lesson, in a way that it is linked to the present one:

*(TT) Sometimes, it doesn't matter how careful you are, because sometimes what you buy isn't what you expected, or isn't as described on the website where you purchased it. And you have to complain.*

b) Tell the SS that the present lesson deals with writing a complaint letter, and that is what they are going to do by the end of the hour.

c) Give the students the handout in Appendix 22. To make the SS generate structures, have them do the first exercise. After that, ask some SS for their answers and provide immediate feedback.

d) Organize the SS in groups of 4 to analyze the sample letter in exercise 2. Provide feedback after they have finished it and let them know that they will need the structures they had just analyzed for the composition of their complaints.

### **Stage II. While-task (30')**

a) Instruct the SS to, individually, do exercise 3 in the handout, completing it using ideas from the previous lesson as well as those they generated in exercise 1 in this lesson, in order to encourage controlled practice. SS can also think of new ideas to generate contents. Make them aware that such contents will be used for the upcoming task and this exercise is intended to help them organize the ideas, in the same way they should do to compose a real-life letter. That is, raise their awareness on the purposefulness of the task.

b) Instruct them to follow the structures extracted from handout's exercise 2 so as to conduct the final task of composing a brief complaint letter (communicative practice).

### **Stage III. Post-task and follow-up (10')**

Organized in groups again, the SS now have to read their own complaint letters to their group partners, who then have to offer solutions to such problems/complaints, explained as if they were customer service staff.

By the end of the lesson, hand the SS the self-assessment rubric in Appendix 23 so that they can evaluate their own performance during the lesson and its promoted activities.

### **ASSESSMENT AND FEEDBACK**

It is important to make the SS' aware of the final objective of the lesson, writing a complaint letter. Therefore, it is important to make the SS activate their previous schemata by means of teacher-student interaction (in *Pre-task A & B*), consequently providing assertiveness so as to promote learner participation. Have them express their opinions and inferences on the subject matter, thereby paying attention to fluency over accuracy and reminding the SS to use the instruction language.

In *Pre-task C*, given that the worksheet's first exercise tries to tap into the SS' creativity, there are no wrong answers. Therefore, focus on providing feedback in relation to their accuracy. Encourage immediate peer assessment (*what do your classmates think about that? / what are your views on that?*) so as to maintain SS' attention and focus. In *pre-task D*, reach a consensus in relation to the most useful structure a complaint letter can have. This way, SS groups have to teach each other and

negotiate their conclusions, thereby turning you as teacher into a monitor. Focus on accuracy, provide assertive assessment.

Assess the SS' lesson's final product –the complaint letter- after they hand them to you, using the complaint letter structure agreed in *pre-task D*. Return the assessed letters in the following lesson, devoting some minutes to questions and further explanations on such assessment. Monitor the SS' performance in the *post-task* segment, paying attention to their accuracy and fluency alike.

### **HOMEWORK**

Ask the SS to, using the files of the items they chose in the homework assigned in the last lesson, search for positive and negative reviews on them, classify such reviews according to their content, and look for customer complaints on such items on internet review/buying sites.

Using such reviews, they will have to find out ways to improve the product in any way they consider sales will raise. Encourage the SS to include any possible improvement they might come across or want for themselves.

## LESSON 6

**Unit of work:** Shopaholic

**Grade:** 4<sup>th</sup> ESO

**Title of the lesson:** Product placement

**Number of students:** 24

### LEARNING OBJECTIVES:

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

- Identify and use the vocabulary and expressions needed in the context of the lesson and the unit.
- Understand the role that intonation plays within the English discourse.
- Understand the function or intention of an utterance depending on its intonation pattern.
- Accurately produce rising and falling intonation patterns depending on what it is to be expressed.
- Fluently and accurately use the different intonation patterns explained in a communicative context.
- Present information in an appropriate sequence.

### MATERIALS:

- Video resources
- Worksheets
- Student self-assessment rubric
- Teacher checklist for self-assessment

### ACTIVITIES:

#### **Listening and discrimination (15')**

a) As a warm-up, remind the SS the topic of the unit, introducing the function of advertisements in consumer society:

*(TT) Do you know how many commercials you are exposed to every day? They influence you as customers more than you would say.*

Then, tell the SS that a spot will be played and it has something particular about it (which is that it is all about questions). Play the spot 1, in Appendix 24; ask the SS whether they noticed anything, elicit answers towards the sub-topic of 'questions'.

b) **Activity 1.** Before playing the second video (spot 2, Appendix 24), instruct the SS to raise their hands whenever they hear a question in it. Play the video, ask the students to perform as instructed and provide immediate feedback.



c) **Activity 2.** Hand out the worksheet in Appendix 25. The students will have to classify the questions in the second commercial in terms of the voice tone toward the end of the questions. Correct the exercise out loud and provide feedback immediately.

**Description and analysis (10')**

a) Explain the importance of intonation in English in opposition to syllable-paced languages like Spanish.

b) Using the corrected exercise from *pre-task B*, explain that the questions in the chart can be divided into *Yes/No* and *Wh-Questions*, and have their own particular intonation. Be clear about the intonation patterns and repeat as needed.

**Controlled practice (15')**

a) **Activity 3.** Organized in pairs, the students are given the handouts from Appendix 26, which have slogans in form of questions; student A reads his/her slogans to student B, who has to classify them according to their intonation. Then, B does it with A. Peer feedback is promoted since both students have the keys to their own slogans.

b) **Activity 4.** Still in pairs, the students are given handouts from Appendix 27, which are two halves of the same dialogue, with blank spaces. Each student has to complete the exercise to fill in his/her own dialogue and then recreate it with the partner, so as to see if it makes sense.

**Guided practice (15')**

**Activity 5.** The pairs are given a set of five different pictures (Appendix 28), each one portraying one different kind of store. They are faced down on the table, so that when A picks one, B does not see it, and vice versa. The students ask each other questions to find out what their partner's depicted image is. When a student guesses it, s/he keeps it. The aim is to end up with as many images as possible.

**Communicative practice (10')**

**Activity 6.** In pairs, the students have to think of possible slogans in form of questions for the stores depicted in the images of the previous activity. As a follow-up to this practice, you can ask for volunteers to tell the rest of the class about their slogans, why have they chosen it and how did they come up with them; the rest of the class can provide feedback and give their opinions on them.

To finish the lesson, hand the SS the self-assessment checklist (Appendix 29) so that they can assess their own performance during the lesson.

### **ASSESSMENT AND FEEDBACK**

In *Listening and discrimination A*, assess the SS' participation considering that there are no wrong answers since they are asked to provide their own opinions aloud. Therefore, focus on their accuracy and the appropriateness of their use of the instruction language. In *Listening and discrimination B*, assess the exercise by means of having the whole group state their answers by means of raising their hands –or not-, and provide immediate feedback on them. In *Listening and discrimination C*, use the whole class' participation to assess the exercise. Treat errors assertively, encouraging the SS to peer teach each other (learner-learner participation) whenever anyone of them is wrong.

In the *Controlled practice* segment, assessment tools are provided to the students, so as to conduct peer-assessment in pairs. Consequently, your role will be focused on monitoring the SS' performance, focusing on accuracy and fluency alike. Therefore, an anticipated difficulty will be that the SS may find instructions confusing or difficult to follow. Make sure to check if the SS have understood what they are being asked to do.

There is also a student rubric for self-assessment, which SS can use so as to check their own performance after the lesson, and which they can optionally use as a basis to comment on the development of such lesson, according to their previous knowledge and level of skill.

Besides, you can fill a teacher checklist for self-assessment (appendix 30), so as to measure your own performance.

### **HOMEWORK**

Ask the groups of SS to use the data gathered on their chosen items from the previous lessons' homework, and have them think a variety of slogans for the improvements they have made, as well as a sales pitch for a future audience. Tell them again the purpose the oral expositions are aiming at (to have them sell their new, improved product to the rest of their classmates) and remind them to create a sales script in which every student participates, as well as to get ready any extra presentation tool they may want.

LESSONS 7 & 8

**Unit of work:** Shopaholic

**Grade:** 4<sup>th</sup> ESO

**Title of the lesson:** Commercial expositions.

**Number of students:** 24

**LEARNING OBJECTIVES:**

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

- Understand and produce oral messages about material needs and opinions.
- Identify key words relying on the online shopping context and the speakers' attitude and intentions.
- Use strategies and resources suitable for communicative situations, in order to persuade an audience (appropriate format and sequencing, maintain audience engagement, correct pronunciation and grammar, openings and closings)
- Put into practice strategies for the composition of oral presentations maintaining neatness, order and clarity.
- Monitor their own oral productions according to the situation and the context (a persuading presentation).
- Use cooperative work to develop and present a final task by means of planning and organizational techniques.
- Use language as a performance tool.

**MATERIALS:**

- Rubric handouts
- SS' materials

**ACTIVITIES:**

The groups will have to prepare an oral exposition for the last lesson 7-10 minutes throughout the course of the previous lessons, as a homework task. Such presentation will deal about a product, any product of their choice that they can find and buy online. The groups will have to prepare an oral exposition containing several data on that product:

- What is it
- Where to buy it
- How much does it cost

- Positive reviews on the product (supported by comments)
- Negative reviews on the product (supported by comments)

The objective is to make the groups give a presentation to the rest of the SS as if their classmates were a set of customers to whom they have to sell such product. To do that, they have to include in their expositions:

- Solutions to the problems stated in the negative reviews
- A (new) slogan to the product the group is talking about

Apart from that, they can optionally use other strategies they may come up with to promote the product: discounts, alternative websites where to buy it, other payment methods, other kinds of advertisement strategies, etc. Any optional tool (such as a PPT/Prezi presentation, selling brochures containing the exposition's information, music, audio recording, real commercials, audiovisual resources, seller-customer roleplaying, etc.) and strategies –like those mentioned before- will be taken into consideration as a way to improve the group's final grade.

Encourage the *customer* SS to ask the aspects that may remain unanswered by the presentation or that are not clear enough, as well as other questions they may come up with by the end of the exposition. Promote debate and elicit the SS into expressing their opinions:

*(TT) I think it was a good presentation, but I still don't know if I would buy your product. What about your classmates? Would they buy it?*

#### **ASSESSMENT AND FEEDBACK**

Assess the oral expositions using the rubric present in Appendix 31. Promote peer assessment by having the SS express their opinions, encouraging the presenting groups to defend their product and the way they tried to sell it. Monitor fluency and accuracy alike. Pay attention to the use of ICTs and the subskills that should be included in the use of speaking as a performance. Hand the assessment rubric present to the *Customer* SS as well, to promote peer assessment.

## CONCLUSIONS

Designing a Learning Unit is a rather complex process, mostly in relation to the predicament of making ideal and real contexts meet. It is not easy to design activities that have to occur in a communicative context to be useful, if in the real world such context is unthinkable, to say the least. In today's framework, it is very easy –and advisable- for a teacher to just follow the provided textbook: easy, for it contains exercises and outcomes, being sometimes complemented by a script; advisable, for the syllabi nowadays leave no room for error, and new techniques within the classroom environment may not only mean losing SS' and teachers' time, but also risking SS' chances to pass, according to official criteria.

Consequently, classroom contexts show an everlasting teacher-centered methodology, and it only cares about the teacher's comfort, instead of focusing on the multiplicity of SS' needs emerging from their features. And even though CLT is anything but new, there is a rather hostile attitude towards more communicative approaches, not to mention cooperative work techniques. Mainly due to some anachronistic views on the cause-effect relationship between *discipline* and *learning*: learning is seen as a product of strict discipline, a group of SS, sitting in silence, attempting to assimilate data.

Thus, even though this Learning Unit has been designed using our placement period actual context, there is also a component of idealization when facing the possible implementation of the lessons presented here. That is what we meant by *the predicament of making the ideal and the real contexts meet*. To design a Learning Unit trying to follow a communicative approach, using product-based processes, including collaborative work, and differentiating tasks as much as possible to adapt them to the variety of levels present within the classroom has been a challenge, since those characteristics are the ones that, unfortunately, we neither experienced as high school students nor witnessed during our placement period.

Nevertheless, we were able to implement two out of the eight sessions presented in this Learning Unit, which ended up being successful activities after all, not only under our perspective, but also under both our mentor' and our SS' opinions. It was greatly satisfying to witness the learners be actually excited about carrying out the promoted exercises, in opposition to the passive attitude they displayed every time we witnessed a traditional, regular lesson. And that was the main reason for us to develop this Learning Unit the way we have. Because we observed actual effectiveness within the classroom when taking the SS into consideration, when making the whole lesson about them. And, as far as we see it, that makes this Learning Unit an appropriate one, because it makes it all about cooperation, all about the learners.

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# APPENDIXES

## Appendix 1

Video resource for Lesson 1.



*The IT Crowd Shorts – Moss buying Womens Slacks*

To be found at: <https://www.youtube.com/watch?v=T9W1ygShdTY>



## Appendix 2

### Warm-up activity. Initial Questions.

*When was the last time you went shopping? How often do you buy clothes?*

*At the store, who does the talking, you or your parents?*

*Do you know what a charity shop is? If not, what would you say it is?*

*If you have to choose between a pair of sneakers of an expensive brand and a pair of sneakers and a shirt, both of regular brands, for the same amount of money, what would you choose?*

*Take a look at your clothes: how many expensive, recognizable trademark clothes are you wearing?*

## Appendix 3

### Warm-up activity. Useful expressions.

*Could I try this on?*

*Could I try these shoes on?*

*Do you want to try it on?*

*What size are you?*

*What size do you take?*

*Where's the fitting room?*

*I take a size ...*

*Do you have this in a size ...?*

*Have you got this in a smaller size?*

*Is that a good fit?*

*It's just right*

*It suits you They suit you*

*How do they feel?*

*Is this the only color you've got?*

*I'll take it*



Full content to be found at: [http://www.speakenglish.co.uk/phrases/shopping\\_for\\_clothes](http://www.speakenglish.co.uk/phrases/shopping_for_clothes)

## Appendix 4

Contexts to the role-play activity

### THE WEDDING

*[You have fallen asleep after lunch, but you suddenly wake up when the phone rings. It's a friend of yours you haven't heard of in a long time. You wonder what happened so that he is calling]*

**A:** Hello?

**B:** Hi! It's me!

**A:** What's going on?

**B:** Oh, not much, I was thinking about David's gift list and wondered which present...

**A:** Hold on, gif list? I'm not sure I follow you.

**B:** David's wedding's gift list. The ceremony takes place next Saturday and I still don't know what to buy them as present. Perhaps the towel set, or the coffee machine...

**A:** Wha—That wedding is finally happening? But how am I supposed to attend to that? Is etiquette clothing required?

**B:** Of course! Did you forget about it?

**A:** Yes I did! I need a suit/dress, I can't just wear pants.

**B:** And a pair of fancy shoes, don't forget about those.

**A:** Yeah, it's either that or a pair of sneakers. And a bow tie/pamela hat, or an accessory.

**B:** And the present. It think I'll go for the tea set. So, don't buy the tea set.

**A:** Ugh, why do people still get married?!

## THE COSTUME PARTY

*[While you are having lunch with a friend in a cafeteria, you receive a message of a friend inviting you to a costume party. Tomorrow.]*

**A:** Ugh, damn it.

**B:** What is it?

**A:** I've been invited to a costume party.

**B:** So what? What's the problem?

**A:** The party is tomorrow, and I have no costume at all.

**B:** Then don't go.

**A:** But I have to, I've rejected too many invitations from this guy, and I think I have to. It's an old friend and I haven't seen in a while.

**B:** Then go.

**A:** Meh, perhaps I'll just dress up like a clown. I'll need some face paint to make-up a little bit, and a clown wig for the hair. A weird jacket a big pants would do, but I'll try and find a clown costume), so as not to look cheap. Should I buy a fake nose for the face too? You know, as a prop?

**B:** I don't know, I guess?

**A:** You're not being very helpful, you know?

## THE HIKING TRIP

*[Walking on the street, someone approaches you and pats your back, you turn around and see your friend]*

**A:** Hey! Long time no see! What's up!

**B:** Hi there, what's up?

**A:** Not much, just bought some stuff I needed for the trip next weekend. Do you have your stuff ready?

**B:** Wait, what trip? What stuff are you talking about?

**A:** Don't you remember?! The one we were invited to two weeks ago?!

**B:** Ooh, I totally forgot!

**A:** Then you need to hurry and get a nice pair of sneakers, the weather forecast says it's going to be rainy on Saturday morning.

**B:** Saturday morning? So soon?! Definitely, I'm going to need some sportswear in general, not only that. Like a tracksuit, I can't bring any regular clothes, I guess.

**A:** And make sure you get a warm pair of winter gloves too, or those hands will suffer: it's a pretty rough landscape we'll be hiking through.

**B:** And a raincoat as well, or I'll end up soaked if that forecast is right.

**A:** Yeah, that too. But I'll rather bring an axe than an umbrella or anything, in case a bear appears you know? Survival stuff—

**B:** --What?

**A:** Just kidding. But I'll get a flare gun anyways, you never know.

## APPENDIX 5

### ROLE-PLAY MATERIALS. CUSTOMER/SELLER CUE CARDS AND MONEY

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#### The hiking trip

*OMG! You forgot you were invited to a hiking trip this weekend! And you literally have no outfit for the plan! Let's see first what you need: a pair of sneakers, winter gloves, a tracksuit and a raincoat. And perhaps a flare gun, but first things first: sportswear. And it's almost closing time. Oh, great.*

<b>What do you need?</b>	<b>Did you buy it?</b>	<b>Where did you buy it?</b>	<b>How much did it cost?</b>
A tracksuit			
A pair of sneakers			
A pair of winter gloves			
A raincoat			

## The wedding

*Yep, that wedding is finally happening. So now you have a situation, and no clothes to wear in such event. Let's think of what you need to buy, then: a suit/dress, a pair of fancy shoes and a bow tie/pamela hat. And, of course, a present from the list the happy couple gave to the guests. What will it be, the towel set or the coffee machine?*

<b>What do you need?</b>	<b>Did you buy it?</b>	<b>Where did you buy it?</b>	<b>How much did it cost?</b>
A suit/dress			
A pair of fancy shoes			
A bow tie/pamela hat			
A towel set/coffe machine			

## The costume party

*Well, this is inconvenient. All of a sudden, a costume party. And not one you really want to go to so... Anyway, you got to do what you got to do. So, instead of thinking of any excuses not to attend to your friend's party, let's better think of what you need to buy for a simple, clown costume: some face paint, a fake nose, a clown wig and, of course, a clown costume. Let's see if it doesn't cost you too much.*

<b>What do you need?</b>	<b>Did you buy it?</b>	<b>Where did you buy it?</b>	<b>How much did it cost?</b>
A jar of face paint			
A fake nose			
A clown wig			
A clown costume			



**Shop –** Here and Gone Stores. *“Best prices in this neighbourhood. Probably.”*

**1300 Pennsylvania Avenue, Washington, Washington DC**

**Inventory-** Suit/Dress (50\$)  
Sneakers (50\$) (75\$)  
Clown wig (50\$)  
Fancy shoes (25\$) (50\$)  
Raincoat (25\$) (50\$)  
Face paint (25\$)

<b>What did you sell?</b>	<b>For how much?</b>

**Shop -**                    **Good Stuff Co. *"We sell what you need! You need what we sell!"***

**221B Baker Street, Marylebone district, London**

**Inventory -**

Bow tie/Pamela hat	(25\$) (50\$)
Tracksuit	(25\$)
Clown costume	(50\$) (75\$)
Towel set/Coffee machine	(50\$)
Winter gloves	(50\$)
Fake nose	(25\$) (50\$)

<b>What did you sell?</b>	<b>For how much?</b>

**Shop - Auction House Brothers. "Are you really buying that?"**

**10 Downing Street, London**

**Inventory-** Suit/Dress (50\$) (75\$)  
Sneakers (50\$)  
Clown wig (50\$) (75\$)  
Bow tie/Pamela hat (25\$)  
Tracksuit (25\$) (50\$)  
Clown costume (50\$)

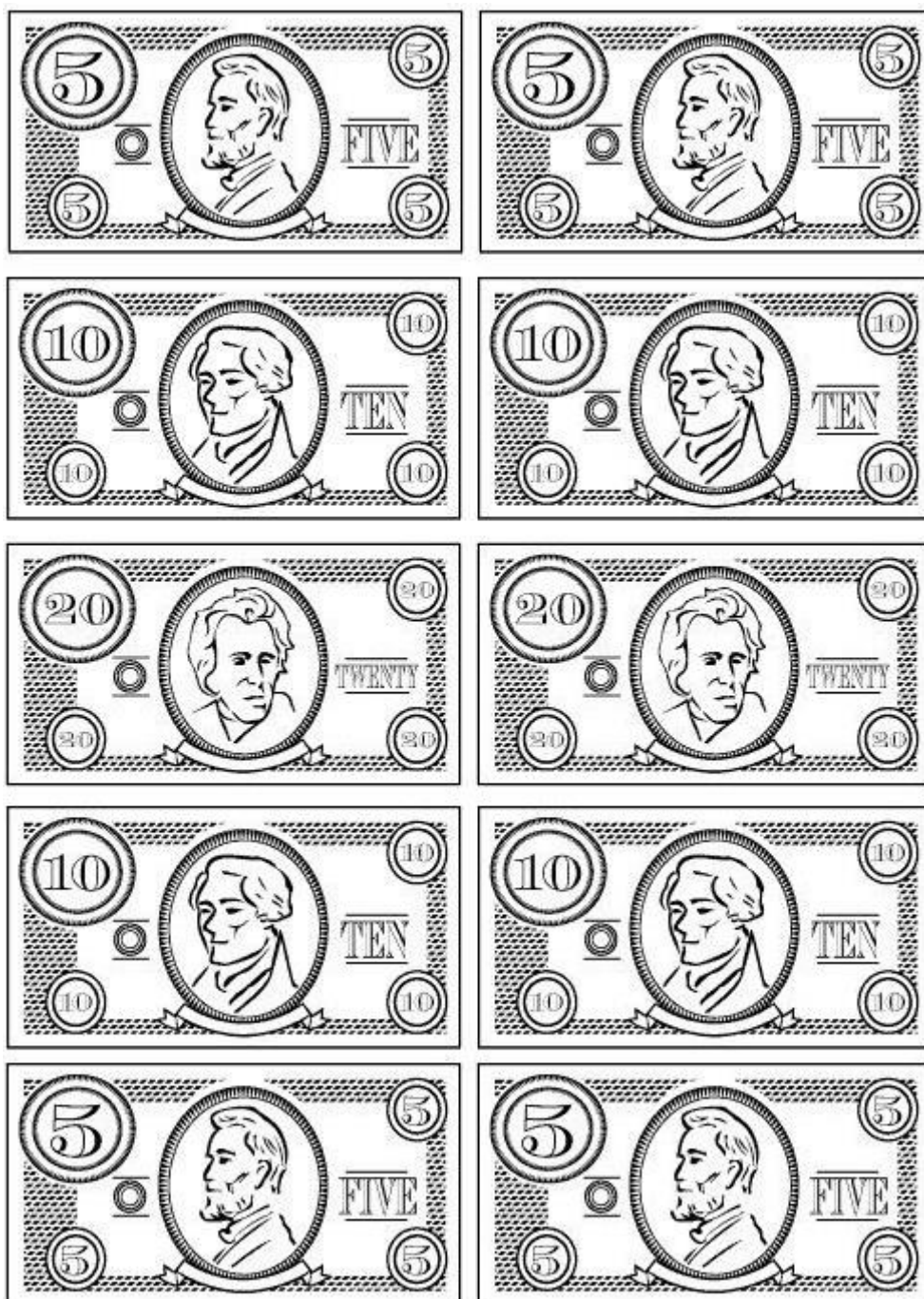
<b>What did you sell?</b>	<b>For how much?</b>

**Shop - Not-so-Great Bazaar. "An OK-place to lose your money".**

**350, 5<sup>th</sup> Avenue, New York**

**Inventory-** Fancy shoes (25\$)  
Raincoat (25\$)  
Face paint (25\$) (50\$)  
Towel set/Coffee machine (50\$) (75\$)  
Winter gloves (50\$) (75\$)  
Fake nose (25\$)

<b>What did you sell?</b>	<b>For how much?</b>



## Appendix 6

### Post-task. One-minute paper.

*What have you learned in today's lesson?*

*What is your impression on today's tasks?*

*Were they more motivating than usual?*

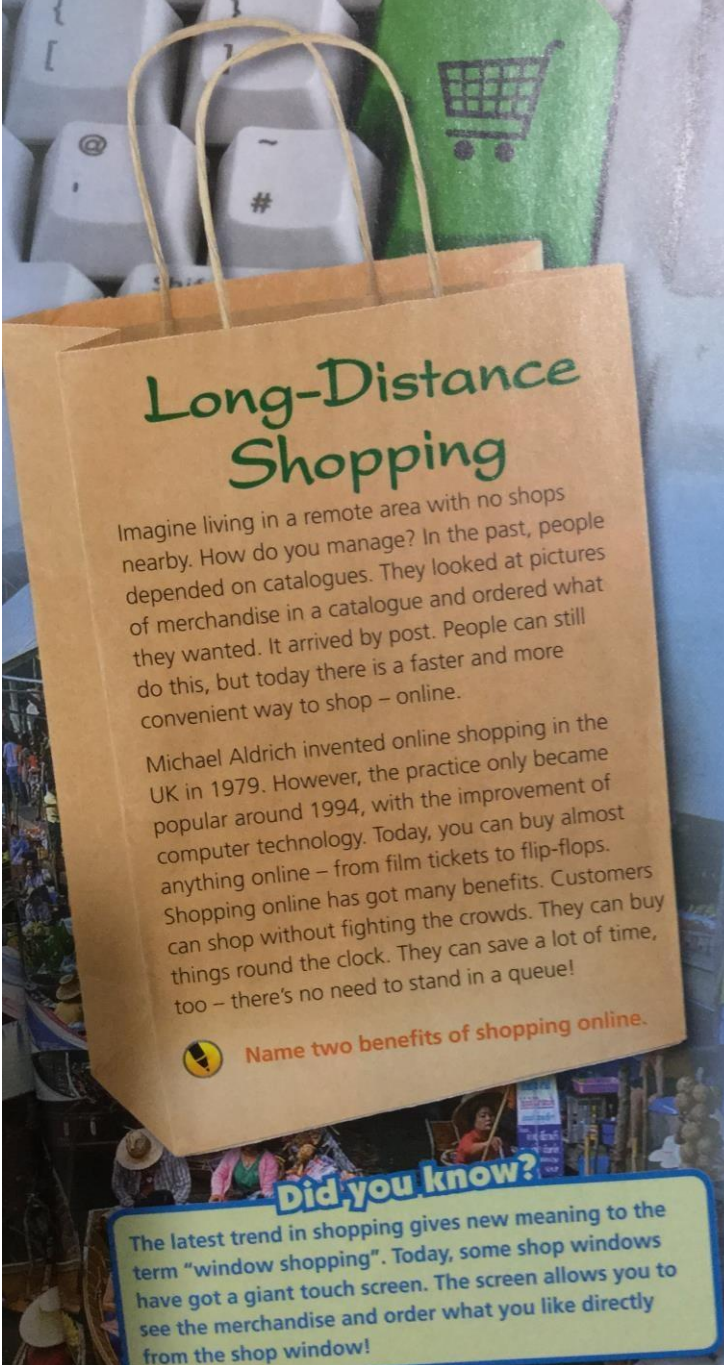
*Was the task difficult to accomplish?*

*Write down some suggestions for future lessons*

## Appendix 7

### Homework


Read the following text about online shopping and write a brief composition (60-80 words) about such topic. What do you think of it? Have you ever used it?



**Long-Distance Shopping**

Imagine living in a remote area with no shops nearby. How do you manage? In the past, people depended on catalogues. They looked at pictures of merchandise in a catalogue and ordered what they wanted. It arrived by post. People can still do this, but today there is a faster and more convenient way to shop – online.

Michael Aldrich invented online shopping in the UK in 1979. However, the practice only became popular around 1994, with the improvement of computer technology. Today, you can buy almost anything online – from film tickets to flip-flops. Shopping online has got many benefits. Customers can shop without fighting the crowds. They can buy things round the clock. They can save a lot of time, too – there's no need to stand in a queue!

 **Name two benefits of shopping online.**

**Did you know?**  
The latest trend in shopping gives new meaning to the term "window shopping". Today, some shop windows have got a giant touch screen. The screen allows you to see the merchandise and order what you like directly from the shop window!

## Appendix 8

Video resource for Lesson 2.



*Westfield shopping centre, London.*

To be found at: <https://www.youtube.com/watch?v=IUIDzwaBYk4>



## Appendix 9

Handout to be given to the students after the video has been played once.

### ***Westfield London -- First impressions***

Pay close attention to the video you are about to watch again. By now, you know it talks about a shopping center called *Westfield London*, but what else do you know about it? Each member of the group has to pay attention to what the narrator is saying about the mall, according to its different characteristics. So, in order to be as effective as possible, split each of the topics to pay attention to and write down what is being said. For instance:

*She stated that Westfield London mall is a place suited for everyone. She also said that there are parking valets, as well as concierges to help the customers.*

---

**What did she say about...**

**...the architecture of the building?**

**...the location of the shopping center?**

**...the ways you can get there?**

**...the stores and restaurants of the mall?**

Now that you have the answers to this, share them with your group partners and compose a review on them. Don't forget to use the statements of the narrator to support your report, and also state your opinion about the mall in the end. Use around 9-10 lines.

## Appendix 10

Lesson 2. Student self-assessment worksheet.

	Yes	No	Partially
I have understood everything the narrator said in the video			
I have completed the part of the task I was assigned in the listening exercise			
I have participated (by myself or through my group of work) in the description of the features of reported speech			
I understand what is reported speech and how to use it			
I have shared the workload with my partners in the group			
We have completed the poster task on time and accurately to our understanding			
We have assessed other groups' poster and added new information to it and/or our poster			
I think working within a group helps me and my partners to learn			

## Appendix 11

Video resource for Lesson 3.



*Buying online – know your consumer rights.*

To be found at: <https://www.youtube.com/watch?v=DVzuEsg6Ril>

## Appendix 12

Post-video worksheet.

### ***Your consumer rights, do you know them?***

Watch and listen to the video again. By now you already know what it is about, but did you get all the facts that are presented in it? Pay attention, there are many aspects to cover. Answer the questions below will help you with all that information, which you will need for the tasks later in the lesson. Don't forget to justify your answers, based on what the narrator says, like this:

***Is buying online as sure as buying from a physical store?***

*The narrator said that buying online is safer than buying from a physical store, because of the distance selling regulations.*

---

**What are the distance selling regulations?**

**What happens can you ask for if you don't get your order in time?**

**The video says you can't cancel your order, even if you want to, right?**

**What did the narrator said about what the trader has to provide?**

**The narrator said that these regulations don't always apply but, why?**

**What does the narrator recommend to do before buying anything online?**

**You can always find information somewhere else, can't you?**

Now, gather in your respective groups and share the information you have.

## Appendix 13

Recording script. Customer call, *Brian and Verizon Jerry*.

### ***Brian and Jerry, Customer Call – Script [Not to be handed to the students]***

Jerry: Good afternoon, my name is Jerry and you have reached Verizon, what can I help you with?

Brian: Eeh-- Hi Jerry, my name is Brian, and I'd like to make a complaint on your services

J: Of course sir, sorry to hear that, what seems to be the problem?

B: Well, I-- eh--, it's been a more than a month since I bought a new cell phone in your website and-- and I was told that it should arrive in less than a week, so...

J: Ok, sir. Brian, may I call you Brian?

B: Umm, I guess

J: Ok, Brian. First things first, can you give me your phone number and your surname so I can find you in our database?

B: My number is 737-525-2293, and the surname is Mills.

J: Ok, Brian, just a second. Mmm-- ok, I found you. Please, tell me your problem again?

B: I bought a phone over your website, more than a month ago, and it hasn't arrived yet.

J: But Brian, I don't have any orders placed at your name here. Are you sure you made the purchase?

B: Yeah, I did it online.

J: Over our website?

B: Yes.

J: What phone did you purchase?

B: An iPhone 6, it was on sale.

J: On sale? You mean with a voice plan, or a data plan, or similar?

B: Nope, just the cell, no plans attached.

J: I see. And how did you make the payment?

B: I-- I want to complain about that too

J: About the payment?

B: Yeah, I wanted to pay via PayPal and your employee said that couldn't be possible.

J: What employee? I thought you said it was an online purchase, Brian.

B: I-- I found the offer in the website, but it said I had to call to a number and make the purchase over the phone.

J: And how were you told to pay?

B: I paid it through a bank transfer. And after that, I had to call again to confirm the payment. I didn't like that either. And your employee, he was very rude too. I'd like to complain about that too.

J: Of course Brian. And after the transfer, did you get a payment confirmation?

B: A what?

J: Anything to prove you have made the purchase. A tracking number of your order, for instance.

B: Umm, I don't-- I don't think so, no. No, I did not.

J: Just what I imagined. Brian, I'm sorry to say this Brian, but I'm sure you got scammed.

B: What?! What do you mean scammed?! I-- I--

J: --At Verizon, we don't make that sort of transactions. So as to ensure your customer rights and a proper service, online purchases can only be done online, always through secure payment methods and every customer call is recorded and stored, for your own protection.

B: Well then find that call I made!

J: I'm sorry, Brian, I tried to but it is not on our database. Let me connect this call to our Customer Rights section, where you will be given further information, ok?

B: Ok, ok, thank you.

J: Thank you for calling. Hold on-- .

## Appendix 14

Post-recording worksheet.

### ***Customer call – A Verizon Complaint***

For the next exercise, you have to act as the staff from Verizon's Customer Rights Section. Gather the information you have on online customer rights and on Brian's case. After you have collected the data, brainstorm possible solutions to Brian's problem, so as to give him advice when the call is connected to your section. Support your advice with the problem's evidence, for example:

*Brian said he didn't receive any payment confirmation. For future occasions, he should reach customer service before making any transactions without confirmation.*

---

**What was Brian first complaining about?**

**How long has he been waiting for until he finally tried to complain?**

**What other aspects did he complain about?**

**What should have Brian done before buying anything online?**

**What are Brian rights if he buys something online? Do they apply in this situation? Why (or why not)?**

**How did Brian make the purchase? And the payment?**

Think of other aspects of the conversation that may be relevant to the problem, too.

## Appendix 15

Lesson 3. Student self-assessment worksheet.

	Yes	No	Partially
I actively participated in the lesson, adding information and asking questions whenever the situation seemed appropriate			
I understood what the narrator stated in the video about online customer rights, and I was able to answer the questions about it too.			
I completed the promoted tasks with the help of my group partners			
I understood the situation and the conversation between the interlocutors in the complaint call record			
I understood what the customer needs and complaints in the discourse of the conversation in the complaint call record			
I used English every time I had to speak, and if I didn't know how to say what I wanted, I used English to try to explain it			
We were able to reach a conclusion to advice and help the customer from the complaint call record, using the ideas from the video as well			
I think working within a group helps me and my partners learn			



## Appendix 16

Video resource for Lesson 4.




*Amazon – More to Prime (Commercial)*

To be found at: <https://www.youtube.com/watch?v=BeLUBz1-lns>

# Appendix 17

Amazon website captions.


Your Amazon.co.uk

Today's Deals
Gift Cards
Sell
Help


Prime Instant Video
Start your 30-day free trial

Shop by Department
Search
All
drone with hd cameras

Sign in
Your Account
Try Prime
Basket
Wish List

Toys & Games
Advanced Search
Age Ranges
Characters
Brands
Best Sellers
New Releases
Special Offers
Baby
Amazon Family
Outdoor Toys
Sell Your Stuff

Back to search results for "drones with hd cameras"



## X4 Quadcopter with Camera (Assorted Colors)

by X4 Quadcopter

★★★★☆ 218 customer reviews | 62 answered questions

RRP: £59.99  
Price: £35.31 & **FREE Delivery** in the UK. Details

You Save: £24.68 (41%)


**In stock.**


Dispatched from and sold by Amazon. Gift-wrap available.


**Want it Monday, 18 May?** Order it within 19 hrs 48 mins and choose **One-Day Delivery** at checkout. Details


28 new from £33.46 2 used from £32.13

Colour Name: **Assorted Colours**


 £35.80

 £35.31

 £37.55

 £40.89

- Latest 6-axis flight control system with adjustable gyro sensitivity, 4-ways flip(left,right,forward,backward)
- Frequency: 2.4GHz 4 Channel
- Motor (x4): Coreless Motor
- Camera: 0.3 MP, Video recording module included, memory card:Micro SDHC(excluded)
- Lightweight airframe with nice durability
- Procedure to be followed is available on this link:  
<https://www.dropbox.com/s/4s4k1w5jo12hvyrr/doc03028320140529143056.pdf>



**Fly Responsibly**  
Learn how to fly your vehicle responsibly [Learn more](#)

Share
Facebook
Twitter
Pinterest

Yes, I want **FREE One-Day Delivery** with a free trial of Amazon Prime

Quantity:

**Add to Basket**

Turn on 1-Click ordering

**Add to Wish List**

**Other Sellers on Amazon**

<p>£33.46</p> <p>+ FREE UK delivery</p> <p>Sold by: <b>KINGSFAITH</b></p>	<p><b>Add to Basket</b></p>
<p>£32.10</p> <p>+ FREE UK delivery</p> <p>Sold by: <b>Megazon Ltd</b></p>	<p><b>Add to Basket</b></p>
<p>£33.55</p> <p>+ FREE UK delivery</p> <p>Sold by: <b>Goofic</b></p>	<p><b>Add to Basket</b></p>

30 used & new from £32.13

**Have one to sell?** [Sell on Amazon](#)

amazon.co.uk [Your Amazon.co.uk](#) [Today's Deals](#) [Gift Cards](#) [Sell](#) [Help](#)

Shop by Department  Search [Toys & Games](#)

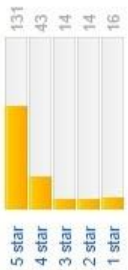
[Toys & Games](#) [Advanced Search](#) [Age Ranges](#) [Characters](#) [Brands](#) [Best Sellers](#) [New Releases](#) [Special Offers](#) [Baby](#) [Amazon Family](#) [Outdoor Toys](#) [Sell Your Stuff](#)

[X4 Quadcopter with Camera \(Assorted Colors\)](#) > [Customer Reviews](#)

## Customer Reviews

★★★★☆ 218

4.2 out of 5 stars



5 star	131
4 star	43
3 star	14
2 star	14
1 star	16

Colour Name: Assorted Colours | [Change](#)  
 Price: £35.31 + Free shipping with Amazon Prime

[Rate this item](#)  [Write a review](#)

---

**Most helpful positive review**  
 See all 174 positive reviews >

105 of 109 people found the following review helpful  
 ★★★★★ **Excellent for serious beginners wanting to get into RC Quadcopters.**  
 By Roach on 10 September 2014

I rarely write reviews but with this I just had to.....If your reading this review, then your probably keen to get into RC Quadcopters and depending on what you experience, eventually look to progress onto bigger and more expensive professional quadcopters or give up completely. However your are presently at a loss as to where to start? Well trust me, with this X4 from Hubson you simply cannot go wrong.

Price/ Value = excellent.  
 Build quality = excellent.  
 Spares availability & value = excellent  
[Read more](#)

---

**Most helpful critical review**  
 See all 44 critical reviews >

5 of 5 people found the following review helpful  
 ★★★★★ **Great fun but breaks easily**  
 By Edith Perrin on 28 May 2014

My 14 years old son saved to buy this and he loves it. It is great fun but the wires break very easily. We are lucky that we have a local chap that can fix this for about £6 a time. But we are on repair number 3. The first break I think was my son's fault but the other two times were simply the wire coming out.

I would not recommend for a child younger than 12 years.

---

**Sort by:** [Most helpful](#) [All reviewers](#) [All stars](#) [All formats](#)  [Search](#)

105 of 109 people found the following review helpful  
 ★★★★★ **Excellent for serious beginners wanting to get into RC Quadcopters.**

## Appendix 18

*Console tickets.*

To be handed to the students so that they know which product to look for and which type of review.



## Appendix 19

Worksheet to be handed to the groups

### ***Reviewing Amazon***

Your group has been assigned to researching customer happiness in relation to a particular product. With your task in mind (either a Bad or a Positive review of one of the three consoles), find the product at [amazon.co.uk](http://amazon.co.uk) and read 6-8 reviews, filling the chart below with the necessary data. After you've done that, use such information to create a report to give to the rest of the teams, so as to check which product is more popular and has better sale records. Use the information to support your findings, for example:

*Two months ago, in April 2015, user Steve\_McQueen said that the shipping was not expensive, but it was a little slower than the previous time he bought something.*

In short, report what others have said so as to create your team report.

---

#### ***About the item***

Item you are reporting	
How popular is it? (Positive vs Negative reviews)	
What kind of reviews are you looking for? (Positive or negative)	

#### ***Review #1***

Who reviewed it? (Username)	
When did s/he review it?	
What did s/he said?	
Sum up the review	

**Review #2**

Who reviewed it? (Username)	
When did s/he review it?	
What did s/he said?	
Sum up the review	

**Review #3**

Who reviewed it? (Username)	
When did s/he review it?	
What did s/he said?	
Sum up the review	

**Review #4**

Who reviewed it? (Username)	
When did s/he review it?	
What did s/he said?	
Sum up the review	

**Review #5**

Who reviewed it? (Username)	
When did s/he review it?	
What did s/he said?	
Sum up the review	

**Review #6**

Who reviewed it? (Username)	
When did s/he review it?	
What did s/he said?	
Sum up the review	

**Review #7**

Who reviewed it? (Username)	
When did s/he review it?	
What did s/he said?	
Sum up the review	

**Review #8**

Who reviewed it? (Username)	
When did s/he review it?	
What did s/he said?	
Sum up the review	

## Appendix 20

Post-task report. To be handed to pairs of groups.

### ***After the review - A global report***

Find the other group that had to report on the same console as yours, but using opposite reviews, and share your findings. Use the summary reports you have created to classify the positive and negative reviews according to what they refer to (either to the product or the website, for instance) and reach an agreement between both groups to give an overall opinion on the product.

To make it easier, create a poster to clearly differentiate what you will talk about. In the end you will have to report to the rest of the groups, so don't forget to choose a spokesperson and support your conclusions with your reviews!

Here are some ideas for your poster:

- Positive and negative aspects of the product
  - The reviews that support your opinions
  - Positive and negative aspects of the website
-



## Appendix 21

Lesson 4. Student self-assessment worksheet.

	Yes	No	Partially
I have been able to identify the way in which Amazon.co.uk is organized, which helped me with the tasks promoted during the lesson			
I have been able to understand everything that was said in the commercial played by the teacher			
I have shared the workload with my partners in the group, looking for reviews and relevant information online			
I have used reported speech together with my group partners to report the contents of the reviews we have searched			
We have been able to reach an agreement with the other group with our same console, so as to sum up our main findings			
We have completed the poster task on time and accurately			
We have explained our final product (poster) to the rest of the class, and received feedback, as well as provided it when the situation required it			
I think working within a group helps me and my partners to learn			

## Appendix 22

### *A Complaint Letter*

Buying something online is always a risk. Either your purchase is broken, or incomplete, or it doesn't even arrive at destination! That is why it is so important to complain and make use of your rights as customer. The aim of the following exercises is to give you the skills to write a complaint letter (or a complaint e-mail), so as to make use of it whenever you don't get what you buy.

**Exercise 1.** When trying to get any kind of compensation for what you have lost (or even not received), it is important to be clear about the inconveniences you are being through. Issues like a wrong billing address, malfunctioning of the product or overpayments are common problems when buying online. Write down five other problems that you can imagine happening when making an online purchase.

---

---

---

---

---

**Exercise 2.** The following text is an email written by a customer who has been having troubles with an order. To compose his complaint letter, he makes use of a very clear structure, so as to clearly state the main issue he is facing. Read the e-mail and:

- Identify the structure of the e-mail and state it in the box on the right.
- Identify the information that is provided and classify it in the box below the text.

## STRUCTURE

**To whom it may correspond at Amazon.com:**

**On** February 17<sup>th</sup>, 2015, I ordered a drone device with camera via your website. I paid at the very same moment of the transaction, by means of the PayPal service and **you e-mailed me the confirmation of my purchase**. So far, so good.

**Unfortunately, your online service has not performed well, to say the least. I still have not received such drone, and not only was that purchase made three months ago**, but your customer service reiteratively refused to return my payment as well. **I am disappointed because I was billed for a product I have not received and I am no longer expecting.**

**To resolve the problem, I would appreciate either my money to be refunded or my purchase to be sent as soon as possible. Attached to this email are copies of my** PayPal payment receipt, as well as a copy of your confirmation email. If you require any other documents, please let me know.

**I look forward to your reply and a resolution to my problem and will wait until next Monday** before seeking help from a consumer protection agency. **Please contact me at this address or by phone at [XXX-XXX-XXX].**

Sincerely,

**John Doe**

## INFORMATION CHART

### Exercise 3

<i>What are you complaining about?</i> (A teddy bear you bought, for example)	
<i>When/where/how did you buy it?</i> (If it is a website, specify which)	
<i>What do your complaints deal with?</i> (You didn't receive your teddy bear, for example)	
<i>What bothers you the most of this situation?</i> (You were told your teddy bear will arrive ASAP)	
<i>What have you done to solve the situation?</i> (You tried to contact them a thousand times, for instance)	
<i>What would be a solution for you?</i> (You want your teddy bear to be sent ASAP, for example)	
<i>Is there anything you would like to add?</i> (Reasons why this has bothered you. Like it was your cousin's birthday and the teddy bear was a present)	

### Exercise 4

Now, it's time to get creative! Remember the five things you wrote could go wrong in a purchase in Exercise 1? Go over them and pick as many as you think would be useful for writing a complaint letter. Use them, together with the answers to questions in Exercise 3, and together with the structure and analysis from Exercise 2, so as to compose a complaint letter to that awful company you bought your teddy bear. Use between 10-12 lines, and don't forget to be polite!

### Checklist

Read Mr. Doe's email and identify the main information. Be sure you understand the message conveyed, as well as the register.	
Gather your info. Scan the previous exercises you have done, and gather the personal information you used as a base for the email, developing the facts and adding new ones whenever possible.	
Organise the info. Analyse your personal information and organise it according to its relevance towards the final email you want to write, establishing priorities.	
Structure the email. Find the way to structure your information in clear chunks, so that the facts are relevant to each other.	
Draft the email. Elaborate a draft of your email as a point of departure.	
Pay attention to connectors. Using connectors and discourse markers are cohesive devices that integrate the content of the message.	
Use genre conventions and an appropriate register for the composition, according to Mr. Doe's.	
Mind the grammar and the lexis.	
Mind the punctuation marks to create rhythm reading patterns.	
Is the overall meaning of the message understood?	

## Appendix 23

Lesson 5. Student self-assessment worksheet.

	Yes	No	Partially
I have been able to write five different problems that can arise when making an online purchase			
I read and understood the complaint letter easily, since I understood the vocabulary and the expressions.			
I was able to find John Doe's reasons for his complaint, suggested solutions and other useful information, successfully filling the chart and checking it afterwards with the class			
I filled the chart in exercise 3 completely, and it helped me compose a final complaint letter using my own ideas about an imaginary purchase			
I have used the checklist provided with the handout so as to mind some important aspects relative to the email/letter writing			
I have composed a full-written email/letter, paying attention to the structure agreed together with the rest of the class and using relevant information			
I have understood my group partners' emails/letters, together with their complaints, and provided them with feedback about it			
I think working within a group helps me and my partners learn			

## APPENDIX 24

### TV SPOTS

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#### Spot 1

<https://www.youtube.com/watch?v=GKIRczPBYw8>



#### Spot 2

<http://www.ispot.tv/ad/7zEe/mcdonalds-our-food-your-questions>





## APPENDIX 25

### TV SPOTS QUESTIONS WORKSHEET

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Pay attention to the voice of the speakers by the end of the questions. Do they go up or down?

<u><i>McDonald's TV Spot, 'Our Food. Your Questions.'</i></u>		
<i>Does McDonald's even sell real food?</i>		
<i>What part of a chicken is a chicken nugget?</i>		
<i>What is really in your beef?</i>		
<i>What's in your hamburger?</i>		
<i>Is the beef a hundred percent?</i>		
<i>Why are the fries so good?</i>		
<i>What do you guys put them in?</i>		
<i>Would you feed McDonalds to your own family?</i>		



## APPENDIX 26

### WORKSHEETS ACTIVITY 3

#### Set A

Read the following slogans to your partner. Then listen to your partner's and classify them according to the intonation pattern. Pay attention to the key provided by each slogan's side.



Rising intonation



Rising intonation



Falling intonation

<i>Rising intonation</i>	<i>Falling intonation</i>

**Set B**

Read the following slogans to your partner. Then listen to your partner's and classify them according to the intonation pattern. Pay attention to the key provided by each slogan's side.

Falling intonation



Rising intonation



Falling intonation



<i>Rising intonation</i>	<i>Falling intonation</i>

## APPENDIX 27

### DIALOGUE WORKSHEET FOR ACTIVITY 4

#### Set A – Shop Assistant

*This is one half of a dialogue involving a shop assistant, working in a shoe store, and a customer, looking for a pair of sneakers. Fill in the 'Shop Assistant' gaps with the sentences below. Then, recreate the dialogue with your partner, the 'Customer', so that it makes sense.*

Shop assistant: Good morning, welcome. \_\_\_\_\_

Customer: \_\_\_\_\_

SA: Of course, we have this ones. \_\_\_\_\_

C: \_\_\_\_\_

SA: 50 dollars.

C: \_\_\_\_\_

SA: Of course! These are in sale! They cost just 35 dollars. \_\_\_\_\_

C: \_\_\_\_\_

SA: Absolutely. \_\_\_\_\_

C: \_\_\_\_\_

SA: Perfect, here you have them.

C: \_\_\_\_\_

SA: It's over there.

C: \_\_\_\_\_

SA: 35 dollars then. \_\_\_\_\_



<i>What size do you use?</i>	<i>Will that be cash?</i>
<i>Do you like them?</i>	<i>May I help you?</i>
<i>Is white ok?</i>	

## Set B – Customer

*This is one half of a dialogue involving a shop assistant, working in a shoe store, and a customer, looking for a pair of sneakers. Fill in the ‘Customer’ gaps with the sentences below. Then, recreate the dialogue with your partner, the ‘Shop Assistant’, so that it makes sense.*

Customer: Yes, I need a pair of sneakers.

Shop assistant: \_\_\_\_\_

C: Sure. \_\_\_\_\_

SA: \_\_\_\_\_

C: I’m afraid they are a little bit expensive for me. \_\_\_\_\_

SA: \_\_\_\_\_

C: That’s perfect! \_\_\_\_\_

SA: \_\_\_\_\_

C: I wear a 37.

SA: \_\_\_\_\_

C: They look perfect. \_\_\_\_\_

SA: \_\_\_\_\_

C: I like them a lot, I will take them. \_\_\_\_\_

SA: \_\_\_\_\_

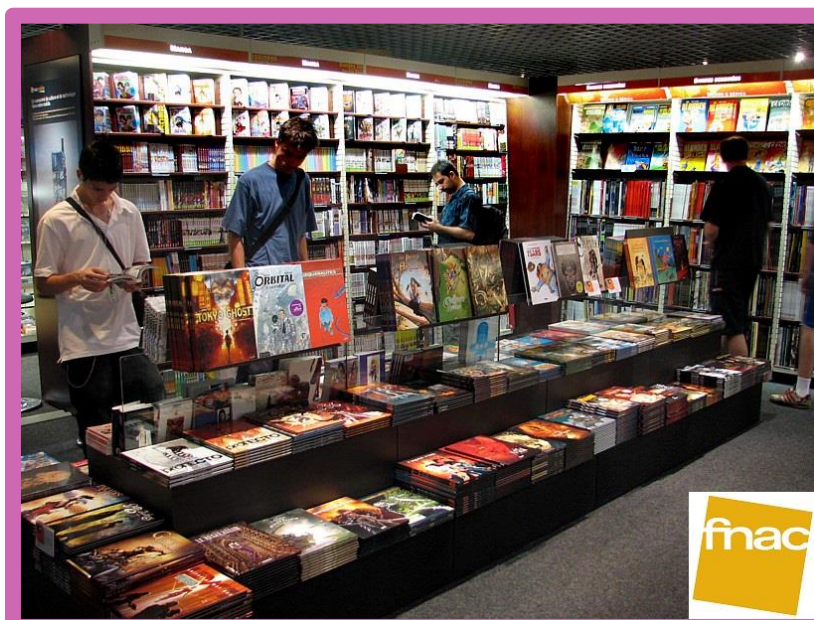


<i>What’s the price tag?</i>	<i>Where is the fitting room?</i>
<i>Do you have any cheaper ones?</i>	<i>How much is it?</i>
<i>Can I try them on?</i>	

## APPENDIX 28

### STORE IMAGES FOR ACTIVITY 5 AND ACTIVITY 6

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## Appendix 29

Lesson 6. Self-assessment worksheet.

	YES	NO	PARTIALLY
I can identify rising and falling intonation in <i>wh</i> - and yes/no questions.			
I can accurately use rising and falling intonation.			
I am able to correct my partner when s/he do not accurately produce rising/falling intonation according to the context.			
I participated in every activity successfully completing them in time.			
I carried out the role play activity successfully, being able to ask for/provide the items present in the context making an appropriate use of questions and their correspondent intonation while communicating with my partners.			
I think working within a group helps me and my partners learn			

## Appendix 30

Teacher checklist for self-assessment.

	1	2	3	4
				
I explained the different intonation patterns related to <i>wh</i> - questions and yes/no questions in a clear and concise manner.				
I created an adequate classroom environment for the learning-teaching process.				
The students were motivated enough to engage themselves in the promoted activities.				
I provided the students with sufficient opportunities to practice the targeted intonation patterns and to self-assess.				
I provided the students with sufficient opportunities for peer-assessment.				
I was able to adjust the contents, explanations and language to the level of the students.				
I provided the students with the opportunities to be creative, to be original and to conduct meaningful communication.				
At the end of the lesson, the students have improved their skills in this particular issue.				
I created materials that are attractive enough for students this age.				
My overall impression with the development and the result of the present lesson is:				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Appendix 31. Assessment rubric for oral expositions

Criteria	Poor (1)	Average (2)	Great (3)	Mark
<b>Introduction</b>	The SS did not introduce the item.	SS stated the purpose of their presentation	Item introduced clearly and in an interesting way.	
<b>Development</b>	The item was shown. No specific information was given.	The item was shown and its previous disadvantages/negative aspects were reviewed. Improvements were made.	The item was shown and both positive and negative aspects were reviewed. Several improvements were made. Customer reviews were shown as support.	
<b>Performance</b>	Some eye contact was made. Little or no techniques to engage the audience. Unequal participation of the members.	SS interested the audience in the item to be sold. SS made eye contact and seemed comfortable on stage. Every partner participated the same.	SS interested the audience in the item to be sold. SS interacted with the audience directly, being comfortable and dynamic. Equal participation of the members. Visual aids and props, humor, facts, etc.	
<b>Speech</b>	SS occasionally spoke clearly and at a good pace	SS usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	SS spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.	
<b>Visual aids</b>	No visual aids were used, or were occasionally used and related to the spoken message.	Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.	Visual aids were carefully prepared and supported the presentation effectively. They clarified the message and added interest to the presentation.	
<b>Conclusion</b>	No slogan was used to close the pitch.	The presentation was summed up clearly. A slogan was used.	The presentation was summed up clearly and effectively, emphasizing the key points. A catchy slogan was used and immediate feedback from the audience was requested	
<b>Answering audience question</b>	Not all questions could be answered. Questions answered with difficulty, and little knowledge of the item was demonstrated.	Most questions answered. Answers showed good knowledge and understanding of the item. Language was mainly correct.	Questions answered with little difficulty. Very good knowledge of the item was demonstrated. Language was correct and fluent.	
				Total
				/21

