Trabajo Fin de Grado

Magisterio en Educación Primaria

Developing students' oral communication skills in the Primary EFL classroom: A Project-based proposal

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CURSO 2017-2018

Junio 2018

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ABSTRACT

Over the last years, there has been a growing concern about the best approaches and methodologies to teach English for equipping students with the essential skills for effective communication, especially orally as well as with other key competences, such as lifelong learning. This dissertation shows the process carried out to plan and design a project for an English Foreign Language (EFL) Primary classroom whose main objective is to improve students' oral communication skills. The project has been developed relying on the approaches that have proved to be most effective for the teaching and learning of EFL, namely, Project Based Learning, Communicative Language Teaching, Task-Based Learning, and Cooperative Learning. The evaluation of the proposal shows how the use of active, participative and communicative methodologies which consider the learners agents of their own learning and provide them with the necessary scaffolding to build their own meanings, positively affects the development of students' oral communication skills. The work climate that is created through these methodologies also gives confidence to learners who feel more and more capable of expressing themselves in English. This project shows that these approaches are indeed to be followed in our 21st century Primary EFL classrooms.

Key words: Project Based Learning, Communicative Approach, Communicative Language Teaching, Cooperative Learning, Task-Based Learning, Oral Skills, Classroom Interaction.

1. INTRODUCTION, PURPOSE AND OBJECTIVES

Nowadays, the mastery of other languages besides the mother tongue is essential. Our globalized world requires people to be proficient in multiple languages to communicate effectively, and English is the third most spoken language in the world. It is the most demanded in the world of work since the countries that design and carry out this worldwide integration have it as their mother tongue or working language. English is now considered the universal language, also called the global or world language. It has turned into the most commonly taught foreign language at schools.

The use of traditional methods in the Primary EFL classroom such as the predominance of textbooks, lecture classes and a marked and excessive focus on forms and accuracy is proving ineffective. Students leave school without being able to communicate in the target language. This inefficiency is causing a growing concern for the best way to teach English at schools. Education professionals and authorities begin to advocate for more communicative methodologies and approaches following the principles of Communicative Approach (CA), Task-Based Learning (TBL), Cooperative Learning (CL) or Project Based Learning (PBL). It is believed that through active methodologies that place learners at the centre, they can be better prepared to develop their communicative competence in a foreign language and further skills and competences in the EFL classroom.

The main purpose of this dissertation is to design, partly implement and evaluate a project in the Primary Education classroom to foster, especially, students' oral communicative competence. The project designed, entitled *Our Science Fair: Diary of an inventor*, follows PBL principles, and it is based on CA, TBL, PBL and CL.

The proposal arises as a consequence of the observation during my internship of the lack of skills by the students to communicate orally in English. I was working with sixth grade students who were taught through traditional textbooks and lecture classes mainly focusing on grammar accuracy and where Spanish was used most of the time as the vehicular language. Several observations of students' lessons led me to realize that their lack of daily practice using the L2 orally made them feel unsafe when facing English, either in controlled or informal situations.

The specific objectives of this dissertation are:

1. To analyze the extent to which the proposal accomplishes the CA principles and, consequently, can be deemed to foster communicative competence.

2. To study the degree to which the designed activities satisfy the main principles of TBL so they could be considered tasks and promote authentic communication among the learners.

3. To evaluate the extent to with the designed project follows CL in the lesson and how it helps students' learning so that not only the communicative competence but also other key competences are developed.

4. To analyze the degree to which the designed PBL with its corresponding methodologies improves students' oral communication skills.

All in all, the dissertation seeks to present and critically evaluate a project designed and partially implemented in an EFL Primary classroom, highlighting its main strengths and weaknesses as well as further improvements.

2. THEORETICAL AND CURRICULAR FRAMEWORK

2.1 THEORETICAL FRAMEWORK

The theoretical framework in which the project has been created, includes CA, TBL, CL and PBL for supporting the development of students' oral competence within a rich environment in which lifelong learning is fostered.

2.1.1. Communicative Language Teaching and the development of oral skills

The Communicative Approach appeared as a result of numerous changes in British language teaching and applied linguistics. First, the appearance of functionalism and pragmatics triggered changes in linguistics, highlighting Chomsky, who claimed that language was creative and generative (Richards & Rodgers, 2001). Secondly, a new concept of competence appeared: Hymes' Communicative Competence (1972), which stressed the necessity of learners to be able to use the language to communicate with other speakers. Moreover, new educational needs emerged in Europe due to the growing interdependence between European countries, inducing to the necessity of teaching adults the languages of the European Common Market (Richards & Rodgers, 2001). These new needs provoked the incorporation by the Council of Europe of the well-known *Threshold level specifications* (Ek & Alexander, 1980) that described which functions and meanings a learner should express to communicate effectively in a European language. All these facts, along with the development of Second Language Acquisition (SLA) theories such as creative construction theories (e.g. Krashen, 1982), interactionist theories, cognitive theories and the role of individual variables, promoted the emergence of Communicative Language Teaching (Richards & Rodgers, 2001).

Over the years, and according to Howatt (1984), this approach has been developed from a more narrow perspective in which a focus on form was completely unnecessary, to a current approach in which students should occasionally focus their attention on the language form. Nowadays, the Communicative Approach is a generalized term used to describe teaching sequences which aim to improve learner's ability to communicate in the target language; its goal for learners is to attain communicative competence (Brown, 2001). In this current view, students need to engage in interaction and meaningful communication throughout activities that give them chances to negotiate meaning, expand their language resources, and know how to use the language in real contexts for

given purposes. As stated by Brown (2001), CA tries to equip the learners with tools for generating unrehearsed language performance which facilitates lifelong language learning. It can be seen in section 4.1 of the analysis that this promotion of student's, especially oral, communicative competence, is one of the main purposes of the innovative proposal.

Underlying CA, there are three basic Communicative Principles (Richards & Rodgers, 2001). The Communication Principle states that activities should involve real communication for promoting learning, for which sharing of information, negotiation of meaning and interaction are vital elements. The Task Principle claims that the target language must be used to achieve an outcome and for a purpose in order to promote learning (Johnson, 1982). Finally, the Meaningfulness Principle suggests that language should be significant for the students to support their learning. These three principles are essential conditions for effective learning to take place and, consequently, they have been taken into account and included in the project.

All in all, Communicative Language Teaching is a language teaching approach which emphasizes learning to communicate through exposure and interaction in the target language, in which grammar is linked to context and meaning (Nunan, 1991). Learners are seen as communicators and negotiators that contribute to the authentic classroom activities with their experiences and interests; and teachers are seen as organizers, facilitators of the classroom communication, needs analysts, counsellors, and group process managers (Richards & Rodgers, 2001). The approach tries to prepare students for real-life communication and to develop their oral productive skills.

Regarding the development of oral skills, it is difficult to agree on a definition of what oral proficiency is. Fisk (1969) reflects about it as "the ability to express one's thoughts, limited only by vocabulary and knowledge of structure" or as "the ability to imitate accurately the spoken sound of the second language and to respond with an appropriate dialogue line if one is asked a familiar question" (p.65). Bachman (1990) also investigates oral proficiency regarding the term of oral communicative competence. According to this author, it includes two main components: organizational competence (grammatical and textual competences), and pragmatic competence (illocutionary and sociolinguistic competences). However, there are other terms used to refer to oral skills.

Cummins (1980) differentiates between Basic Interpersonal Communication Skills (BICS), which apply to basic oral communication language; and Cognitive Academic Language Proficiency (CALP), which includes the academic language. These two terms are extremely important to understand that L2 students should be required to learn in the EFL classroom BICS and CALP for the development of their oral communicative competence.

Past research and literature have found some of the most effective strategies for developing oral language skills. Among those strategies are Explicit Teaching, Scaffolding, Providing Authentic Encounters, Planned and Spontaneous Presentations, and Role plays (Garbati & Mady, 2015). The instructional approach adopted by teachers impacts on the effectiveness and quality of the L2 learners context for learning (Gibbons, 2007), which is even more important when trying to enhance and develop students' oral communicative competence. It is on the development of this oral communicative competence and how best to promote it in the Primary EFL classroom that this dissertation focuses on. As a result, the above strategies have been consciously considered in the proposal.

2.1.2. Task-Based Learning

TBL is an approach that was first developed by N. Prabhu (1987) and which focuses on presenting students meaningful tasks where authentic language must be used for their completion (Willis & Willis, 2015**)**. The task is the main element of this approach for what is essential to understand what this concept refers to. There are several definitions but the most complete and clear is the one stated by Sekhan (1998) cited by Willis and Willis (2015:12):

> A task is an activity in which:
> - Meaning is primary
> - Learners are not given others people's meanings to regurgitate
> - There is some short of relationship to comparable real world activities
> - Task completion has some sort of priority
> - The assessment of the task is in terms of outcome.

Regarding this definition and according to Willis and Willis (2015), there are six questions that could serve to determine how task-like an activity is. These questions will be used in the further analysis of the proposal (section 4.1):

1) Does the activity engage learners' interest?
2) Is there a primary focus on meaning?
3) Is there an outcome?
4) Is success judged in terms of outcome?
5) Is completion a priority?
6) Does the activity relate to real world activities? (Willis & Willis, 2015, p.13).

The last question points out three different levels of real-world tasks (Willis & Willis, 2015). The first level is meaning, which refers to the extent to which students produce meaning that will be useful in the real world. The discourse level accounts for how learners' discourse acts reflect the real world. The level of activity is related to how the language that students use in the activity reproduces the language used outside the classroom. These questions will structure the evaluation of the extent to which my proposal of PBL matches TBL learning (see Appendix 2a and section 4.1 of the analysis).

Regarding TBL history, this approach would include a three-way distinction depending on what comes first: meaning or form (Willis & Willis, 2015). The first approach considers the necessity of starting with a focus on meaning which is concerned with communication. The second one relates to language where focus is on communication but it includes thinking about how to express best what the learners want to say. Finally, the third view recognizes the necessity to direct learners' attention to lexical and/or grammatical forms isolated and specified for studying. This last view is well-known as focus on form (Willis & Willis, 2015), labelled as "focus on formS" by Long (1988). The meaning-focused approach (Willis & Willis, 2015), which involves first a focus on meaning making use of the language before a focus on form, is the one taken in the proposal (section 4.1). Learners focus firstly and primarily on meaning, with activities that expose them to enriched input, including the use of useful and natural language.

Finally, although there is not a definite model for Task-Based instruction, all models have in common (with minimal differences) the same three stage structure: pre-task, task cycle and language focus or post-task. According to Willis (1996), the pre-task stage includes the introduction of the topic and task. The task cycle refers to the

completion of the task itself, the students' planning time and the students' report of the task to the rest of the class. Third, the language focus encompasses an analysis and practice of the target forms. In the proposed project, a similar structure has been followed.

2.1.3. Cooperative Learning

In the 1980's Cooperative Learning emerged and since then, there have been different approaches that have fallen from favour from one reason or another (Kagan & Kagan, 20009). Every approach has tried to define what cooperative learning is. As an example, Johnson, Johnson and Holubec (1993) explain that Cooperative Learning consists on "the instructional use of small groups so that students work together to maximize their own and each other's learning" (p. 9).

Johnson and Johnson's approach, Learning Together, is a principle-based approach focused on teaching fundamental principles to cooperative learning so that teachers create cooperative learning lessons in any subject area and any grade level (Johnson et al., 1993). Its five main principles are: Positive Interdependence, Face-to-Face Interaction, Individual Accountability, Interpersonal Skills and Group Processing (Johnson, Johnson & Stanne, 2000). Some aspects of this approach have been considered in the project design, as will be shown in section 4.2.

Johnson and Johnson were not the only ones who tried to define CL. At early stages, Kagan and Kagan (1994) defined Cooperative Learning as a teaching arrangement referred to small, heterogeneous groups of students working together to achieve a common goal where learners encourage and support each other, assume responsibility for their own and each other's learning, employ social skills, and evaluate the group's progress. Kagan's definition has been refined over the years, allowing for a more complete vision of what Cooperative Learning is nowadays. Most of the project Cooperative Learning methodology has been developed following Kagan's approach (2009) mainly focusing on cooperative structures, teams, social skills and PIES basic principles.

Kagan cooperative structures make a difference with respect to other cooperative models. According to Kagan and Kagan (2009); "a structure is the way the teacher

organizes the interaction in the classroom at any moment" (p.5.02). These structures increase students' opportunities to orally interact with each other and the academic content (Kagan & Kagan, 2009). As a result, they have been consciously used in the project to enrich students' oral interaction and to implement the basic cooperative principles. Moreover, cooperative structures respond to the need of students who are strong in different intelligences and ensure that the needs of more learners are met (Kagan & Kagan, 2009).

PIES principles were developed by Kagan and Kagan (2009) to foster students' cooperation, responsibility, participation, academic achievement and engagement in the learning process. They distinguish CL from other forms of learning and have, therefore, been included in the proposal. These principles are: Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction. The first two of Kagan's principles and the last one are very similar to the principles of Positive Interdependence, Individual Accountability and Face-to-Face Interaction proposed by Johnson et al. (2000). The principle of Equal Participation makes the difference between both models.

Positive Interdependence refers to the link between each student's work and achievement of goals. Kagan and Kagan (2009) explain that this principle links the success of one student to the success of the other so that it is impossible to achieve a goal or be successful without the help of the peers. Individual Accountability refers to the fact that, although students work together as a team to create and to learn, ultimately every student is responsible for their own public performance (Kagan & Kagan, 2009). The principle of Equal participation states that participation is not voluntary and everyone has to participate equally. It implies that it is necessary to structure every lesson for equal participation for which turn taking, time allocation, think time, rules, individual accountability and role assignment are six possible approaches to equalize participation (Kagan & Kagan, 2009). Simultaneous Interaction refers to the number of students in the classroom that are interacting at the same time, which maximizes active engagement (Kagan & Kagan, 2009). According to Kagan and Kagan (2009), there are three different ways of creating Simultaneous Interaction: by teams and pairs, Simultaneous Response Modes and Sharing, and using Kagan structures.

Teams are another essential key to success. It is important to distinguish between teams and group work, and what makes the difference between both is the assignment of roles and access to resources that takes place in teamwork (Kagan & Kagan, 2009). There are four different types of cooperative learning teams: homogenous, heterogeneous, random and student-selected; but the most suitable for a long-term use is heterogeneous team, as it includes diversity in achievement levels, ethnicity, gender and linguistics. "To a degree, the greater the team heterogeneity, the greater the learning potential" (Kagan & Kagan, 2009, p.5.04). Heterogeneous teamwork has been used in the proposal because it equips students with the necessary life skills to succeed outside the classroom.

Students require a variety of social skills to be successful in life. Some of those skills are active listening, appreciating others, asking for help, cooperation or responsibility, skills that have been carefully integrated in the designed project. Most of the social skills are naturally acquired in the process of working together through CL, but there are five strategies (see section 4.2), which can be used to help nurture the development of social skills: structures and structuring, roles and gambits, modelling, reinforcement, and reflection and planning (Kagan & Kagan, 2009).

The success of Cooperative Learning has been demonstrated as a method of instruction regarding student learning, social skills and achievement across every educational level, and it usually results in positive student outcomes in all domains (Johnson & Johnson, 1999). For this reason, all aspects of Cooperative Learning mentioned above have been taken into account in the design and plan of the proposal because they are vital to ensure students' success.

2.1.4. Project Based Learning

The roots of Project Based Learning lie in the long-standing tradition of "doing projects" in American Education. However, what we know nowadays as PBL, as Markham, Larmer and Ravitz (2003) explain, is the result of two important developments. The first one refers to the revolution in learning theory thanks to research in neuroscience and psychology that has shown how to effectively scaffold content and activities to extend the skills and capabilities of students. Secondly, the changes of the 21st century world have shown the necessity of children to acquire both skills and

knowledge to succeed and to learn civic responsibility mastering their new roles as global citizens, which as teachers we need to foster in our classes. As Markham et al. (2003) claim, the need for education to adapt to a changing world is the primary reason why PBL is increasingly popular.

Although there is no single accepted definition of PBL, the Buck Institute for Education (BIE) defines standards-focused PBL as "a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks" (Markham et al., 2003, p.4). This definition highlights that not only skills but also knowledge is required from the students in PBL. As such, the proposal to be presented follows what Ball (2016) calls Content Enhanced Language Teaching (CELT), since the language plays a supporting role within the content-language relation; students, therefore, learn not only skills and language but also relevant knowledge and ideas, following a cross-curricular approach. Language is assessed as a tool of expression, because it is the means of communicating in the classroom. Ball (2016) claims that the idea suits Swain's output hypothesis (1985) and puts learners in more realistic language use situations.

In addition, there are other elements that could help to develop a better understanding of PBL. BIE (2015) has created a comprehensive, research-based model of PBL known as *Gold Standard PBL*. This model includes as its main parts: Students Learning Goals, and Essential Project Design Elements.

Students Learning Goals appear at the centre of PBL design and, according to BIE (2015), it includes the following elements. The first element is Key Knowledge and Understanding fundamental to school subject areas. It refers to the necessity of students to learn how to apply knowledge to the real world. Secondly, Success Skills, also known as 21st Century Skills (BIE, 2015) can only be taught through the acquisition of content knowledge and understanding. The main ones include critical thinking or problem solving, collaboration and self-management (BIE, 2015).

Essential Project Design Elements shape the second part of *Gold Standard PBL* and it includes seven necessary elements (see Figure 1) that maximize students' learning and engagement (BIE, 2015). The starting element is a Challenging Problem or Question that should challenge the learners. "An engaging problem or question makes learning

more meaningful for students [...] because they have a real need to know something, so they can use this knowledge to solve a problem or answer a question that matters to them" (BIE, 2015, p. 2). Sustained Inquiry refers to the process of seeking information and investigating. It is an active, in-depth process that takes time and it does not end until a satisfactory solution or answer is developed. It can include different information sources from books or websites to real-world field-based interviews with experts. Third, Authenticity, which reflects how real-world the learning of the task is, consists of having an authentic context, using real-world processes, tasks and tools and quality standards, having a real impact on others and having a personal authenticity (students' concerns, interests, issues in their lives). Students' Voice and Choice is another vital element of *Gold Standard PBL*. It is necessary to create a sense of ownership in students, which involves questions generated by them, resources they find to answer those questions, the tasks and the roles they take, and the products they create. Fifth, we can find Reflection, which includes reflecting on what they are learning, how they are learning and why they are learning. It can happen informally or as an explicit part of project journals. It should combine both, content knowledge and skills reflection and also, a reflection of the project itself. In penultimate place is Critique and Revision through peer feedback and self-assessment with rubrics, models and formal feedback/critique protocols that promote formative evaluation. Finally, students need to create a Public Product, something tangible or a solution to a problem or answer to a driving question. It is important to present the product to someone beyond the classroom because it raises student efforts (make what students learn tangible). As will be seen section 4.3 of the analysis, all these essential elements were considered when designing and creating the project on which this dissertation is based.

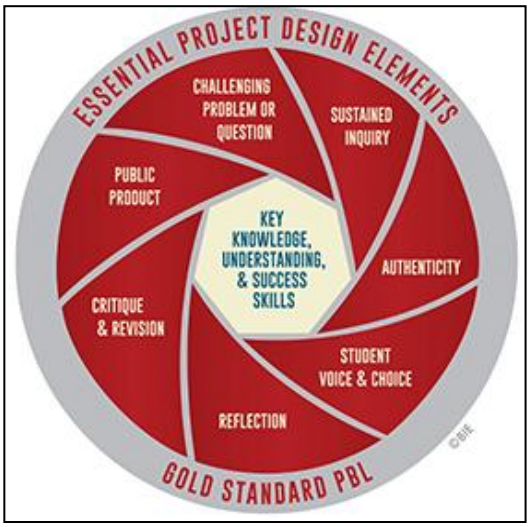


Figure 1. Essential Project Design Elements (BIE, 2015).

The process of designing and implementing PBL can be fairly complex. There are diverse approaches that provide different steps or stages. The stages covered in the designed project are those proposed by Vicky Gil in the course Planning Effective Teaching, which she takes from Lane Clark (2009) and BIE (www.bie.org) as they take into account the essential elements for SLA. It includes seven learning steps within PBL: Activation, Discovery, Deepening, Planning, Creation, Publishing, and Assessment and Reflection (Figure 2).

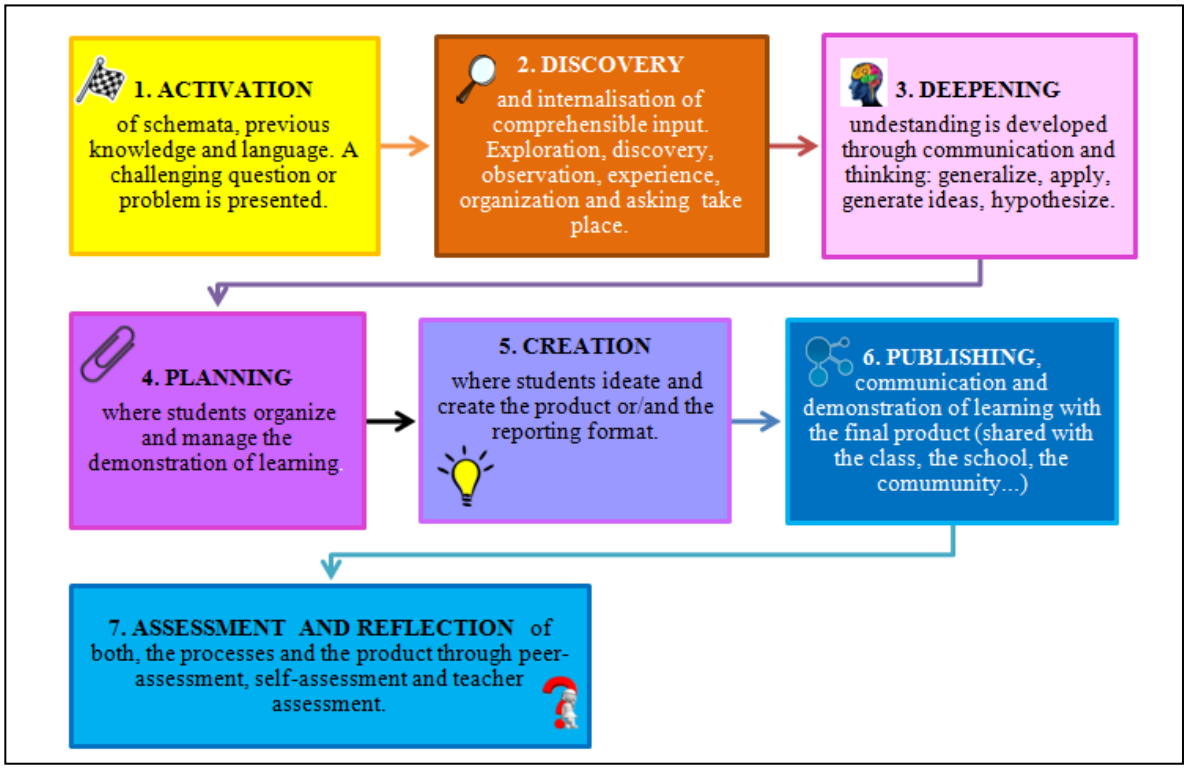


Figure 2. Stages of PBL (Adapted from Lane Clark, 2009).

In the first stage, students' schemata, previous knowledge and language are activated. It is the step in which a challenging question or problem is presented and students receive the specific criteria to know what they are expected to achieve at the end.

The Discovery stage is the second learning step and it includes the process of discovery and internalization of comprehensible input students go through. During this step, the learners explore, discover, observe, experience, ask and organize. They process the input through negotiation of meaning. New content is also presented.

Third comes the Deepening stage, in which students develop a deep understanding through communication and thinking. Learners generalize, apply, generate ideas and hypothesize. Teachers within this step should guide students in their learning and give them opportunities to communicate.

During the Planning stage, students have to organize and manage the demonstration of their learning. They have to plan the final product. It is also possible that learners give and receive feedback on their peers' plan in this stage.

Next is the Creation stage. In this learning step, students ideate and create their product or/and their reporting format. The following one is the Publishing stage where students publish, communicate and demonstrate their learning with their final product. It should be a public product.

Finally, the Assessment and Reflection stage closes the PBL learning steps. In this stage, it is important to assess both, the processes and the product through peer, self and teacher assessment. To do that, it is necessary to design and use tools for process and project assessment as well as tools for the evaluation of teaching processes, and project design and implementation.

Another important source that provides a framework for designing effective projects and that is used in section 4.3 of the analysis to evaluate the project (see Appendix 2b), is derived from Adria Steinberg's synthesis in her book *Real Learning, Real Work* (1998) and it is labelled as The Six A's (Markham et al., 2003). The first A is Authenticity and it measures project connections with the real world, meaningful project question or problem and kind of audience (external audience is the most real-world like). The second one is Academic Rigor and it analyzes how well-defined and derived from the curriculum the driving question is, breadth and depth development of specific knowledge of central concepts and the students' development of habits of mind. Third, Applied Learning refers to the application of the new problem in realistic and complex problems, the use of high-performance work organization skills and of self-management skills to improve the team's performance. Active Exploration corresponds to the fourth A and it consists of evaluating the research process students go through: if students do field-based activities and how they gather information. The following criterion is Adult Connections, which determines the extent to which students have opportunities to contact

and work with expert adults from outside the school. The last "A" corresponds to Assessment Practices, which refers to the richness and variety of assessment tools and methods and how they are aligned with the planned outcomes. These Six A's criteria should be included in the designed project to ensure its effectiveness.

All the mentioned approaches and teaching methods (CA, TBL, PBL and CL) present connections that make their joint implementation highly effective for Foreign Language Learning (FLL) and shift the attention of the teaching-learning processes from language form to language function (Savignon, 1997). These approaches share two main components: learners' responsibility to manage their own learning, and teachers' role as facilitators to help students develop their learning to learn skills instead of being the source of knowledge.

2.2. CURRICULAR FRAMEWORK

The project *Our Science Fair: Diary of an inventor* has been designed for its implementation in a 6th grade Primary class. Consequently, the aims, general objectives and key competences are collected and based on the Aragonese curriculum for 6th grade English Primary Education (Boletín Oficial de Aragón, Orden de 14 de junio de 2014).

2.2.1. Aims, general objectives and learning outcomes (LOMCE)

Aims

The general aims have been directly chosen from the Aragonese curriculum *objetivos* (Boletín Oficial de Aragón, Orden de 14 de junio de 2014) looking at the main actions that are covered throughout the project and that students will develop. The project implementation should contribute to the students' achievement of the goals that are collected in Appendix 1a.

General objectives and learning outcomes

The starting point for selecting the standards and creating the learning outcomes has been the Aragonese curriculum (Boletín Oficial de Aragón, Orden de 14 de junio de 2014). It is one of the main issues PBL demands as we have seen with the six A's criteria (section 2.1.4.). The first A is Accountability, which requires the inclusion of clear standards in the early stages of the design. The process of identifying standards should be the first step in the project design (Markham et al., 2003) to identify the key standards that may be best met through the project.

Once key standards are selected, it is necessary to create the specific learning outcomes of the project based on them. As can be seen in Appendix 1b, each general objective from the Aragonese curriculum is related to the specific learning outcome of the project as well as the key competences that are expected to be developed within that general objective. Moreover, the learning outcomes are divided into three categories: learning or communication skills (academic –language- outcomes), metacognition skills, and habits of mind. The fact of including further outcomes besides language learning and communication ones is a powerful aspect of PBL because it helps to incorporate more than academic outcomes; it is also possible to build students' capacity for skilful work

(Markham et al., 2003). This division is similar to that made by Markham et al. (2003) that distinguish between academic outcomes, skills and habits of mind. This last category of outcomes, habits of minds, are defined as "deeper qualities of learning and thinking that are vital to lifelong learning, success in the work world, and personal satisfaction" (Markham et al., 2003, p.18). The learning outcomes proposed for the project contain both: Low Order Thinking Skills (organize or select) and High Order Thinking Skills (hypothesize or reflect). Students are offered opportunities that lead them to develop a range of skills that foster first Lower Order Thinking Skills to then move gradually to high ones, thus helping learners to develop the competence of learning to learn which will equip students for their lifelong learning.

Moreover, not only key competences and learning outcomes are aligned with curriculum standards, assessment practices should also be linked to the selected standards. The final product at the end of the project should allow students to demonstrate what they have learned and be related to the key standards and learning outcomes (Markham et al., 2003). The table in Appendix 1c shows how each specific learning outcome is assessed and included in one or more of the components of the products for the project. The products are also different from one another; there are, for example, an exhibition, a description paper, a role play or a learning journal. This has been planned following Markham et al. (2003, p.46) "[p]lanning effective assessments requires that you work backwards to align the products or performances for the project with the outcomes".

2.2.2. Key competences (LOMCE)

The designed project includes in its processes, outcomes and assessment some of the most important key competences of our national curriculum that students are expected to develop. The key competences are defined by the national curriculum (Orden ECD/65/2015, de 21 de enero) as the competences that everyone needs to develop for their fulfilment and personal development, as well as for active citizenship, social inclusion and employment. As will be shown in the Analysis section, throughout the project, students develop their *Competencia en Comunicación Lingüística (CCL)*, *Competencia Digital (CD*), *Competencia para Aprender a Aprender (CPAA*),

Competencias Sociales y Cívicas (CSC) and *Sentido de la Iniciativa y espíritu emprendedor* (*SIE*).

CCL and *CD* are developed and assessed through the communication skills outcomes. *CCL* is the result of a communicative action during certain social practices, in which the individual acts with other interlocutors and through texts in multiple modalities, formats and media. *Competencia Digital (CD)* implies a creative, critical and safe use of the ICTs.

Secondly, *CPAA and CSC* are integrated in the learning outcomes labelled as metacognition skills. *CPAA* is vital for the development of lifelong learning that takes place in different formal, non-formal and informal contexts. It is characterized by the acquisition of the ability to initiate, organize and persist in the learning process (Orden ECD/65/2015, de 21 de enero). It demands knowing how to motivate oneself to learn and how to control one's own learning processes to adjust the processes to the times and demands of tasks and activities that lead to learning. *CSC* imply the ability and capacity to use society knowledge and attitudes to interpret social phenomena and problems in increasingly diversified contexts; to elaborate answers, make decisions and resolve conflicts, and to interact with other people and groups according to rules based on mutual respect and democratic convictions (Orden ECD/65/2015, de 21 de enero).

Finally, *SIE* involves the capacity to transform ideas into actions. This means that learners must acquire awareness of a situation to intervene, resolve, know how to choose, plan and manage the necessary knowledge, skills and attitudes in order to achieve the intended goals (Orden ECD/65/2015, de 21 de enero). This key competence is assessed through the evaluation of students' habits of mind development.

3. METHODOLOGY AND JUSTIFICATION

3. 1. CONTEXT AND PARTICIPANTS

The project has been planned for its development with 6th grade students of a state Primary school in our area. The year was partially selected because it was the one in which my internship took place so that I would have the opportunity to meet the students and implement some of the project lessons. The implementation would allow me to evaluate whether the project lessons would fulfil its main purpose of developing students' oral communication skills to improve their English oral competence. As has been pointed out in section 2.2, the aims, standards and learning outcomes included are extracted and designed from the Aragonese curriculum (Boletín Oficial de Aragón, Orden de 14 de junio de 2014).

The project plan includes ten lessons that start with its corresponding driving questions, and end with a reflection and assessment process. Each lesson should be implemented one day a week in one-hour class (lesson 7 includes two sessions; see Appendix 3a) so that the project lasts eleven weeks (Figure 3). The lessons go through the seven stages of PBL (see section 2.1.4) developing successively the different learning steps within Project Based Learning. Every lesson is focused on the development of concrete skills (Figure 3) where productive skills (speaking and writing) stand out from receptive skills (listening and reading), that are developed in the early project stages. The productive skills, and above all, speaking skills, appear throughout the different project stages since the main objective of the proposal is to improve students' oral communicative competence. These skills are practised especially during the Creation and Publishing stages since they are the ones in which students must show what they have learned and the improvement of their oral communication skills.

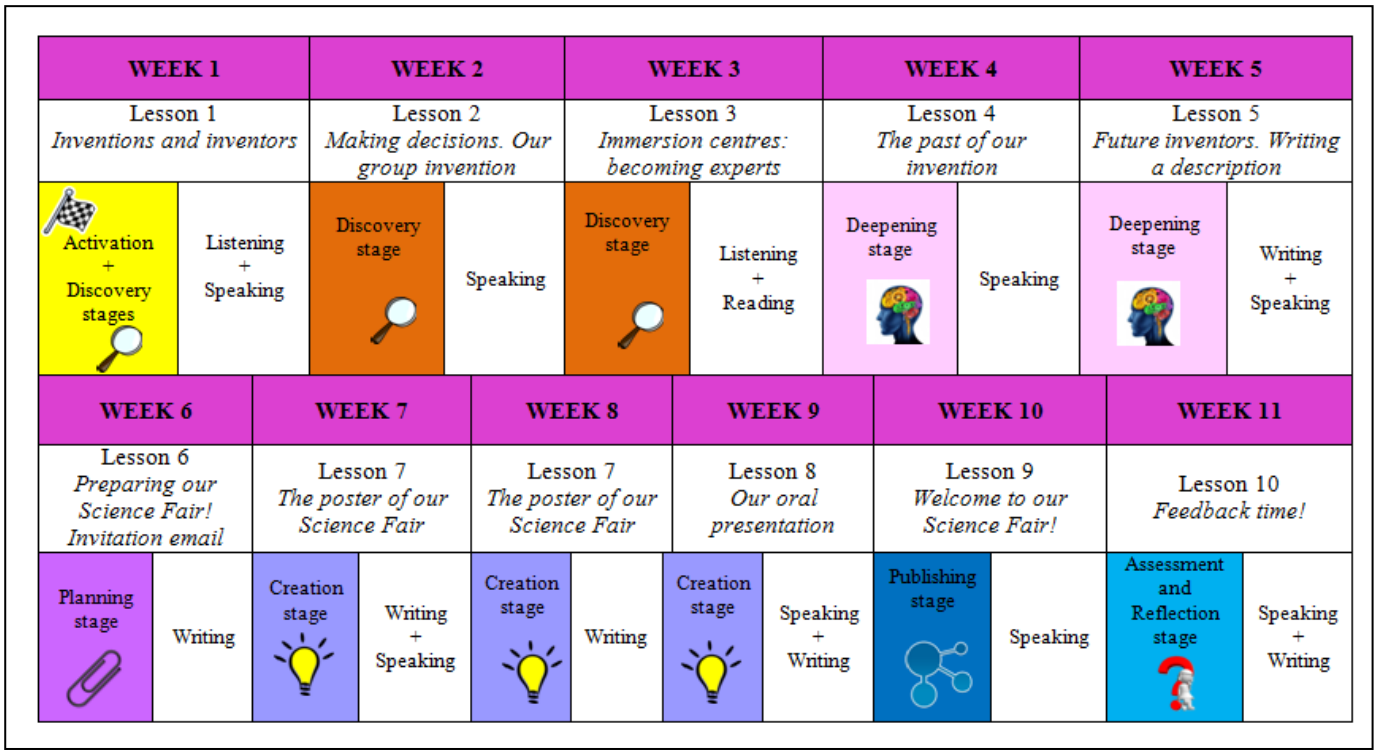


Figure 3. Weekly planning of project lessons.

The Childhood and Primary Education state school, where a number of the project lessons were implemented, develops a CILE 1 bilingual programme in which English literacy and arts and crafts are taught in English. Most students attending this school belong to a medium-high social class, with a favorable economic environment.

The lessons were implemented in the two classes of sixth grade which present very heterogeneous students with different needs and learning profiles. In both classes, there are students with a high level of English proficiency who attend English language academies outside the school, as well as a small group of students who require curricular adaptation. Both classes present significant deficiencies in the students' oral competence due to the use of Spanish in the English sessions by the teacher and the students. As indicated in the introduction of this dissertation, during my school placement, I could observe that students were not pushed to use English to express themselves, and therefore, following Swain (2005), the best conditions for them to be communicatively competent were not being offered to students. English is seen as the "end" rather than the means to learn, which encourages learners to tend to use and value the target language only in controlled situations (Nunan, 1991). Students' lack of confidence and ability to orally communicate in English led to the creation of this project, which includes the main

effective approaches regarding SLA with the aim of improving students' oral competence, as will be analyzed in section 4.

3.2. TOOLS AND PROCEDURE

Students' oral difficulties made me reflect about the lack of the necessary strategies, tools or confidence students had to face situations of English oral interaction. This fact, together with the theories and methodologies studied and analyzed throughout the year, led me to consider the need to propose a project that would improve the communicative competence of the students, especially their oral production. To do that effectively, I first reviewed the literature on CLT, TBL, CL and PBL as they are the main approaches and methods for effective Foreign Language Learning; and I closely looked at the curriculum objectives, standards and key competences (Boletín Oficial de Aragón, Orden de 14 de junio de 2014).

Once the revision of the literature and the curriculum finished, the proposal was designed and planned, including all the key principles and aspects highlighted by the different approaches mentioned above. The context of the school as well as students' individual needs were considered within the designing process. As a result, the ten lessons (Appendix 3a) as well as the different materials for each session were created for its implementation (http://bit.ly/2LxosVyProjectLessons). However, not all the lessons have been implemented in class. Regarding Figure 3, lessons 1, 2 and 3 have been completely carried out whereas lessons 5, 7, 8 and 9 have been executed with substantial changes. In addition, lessons 4, 6 and 10 could not been implemented.

Finally, a critical evaluation of the design and implementation of the proposal is carried out trying to draw some conclusions and implications from such evaluation. The evaluation has been accomplished through the creation and use of different tools (see Appendix 2). First, a tool to identify the extent to which the main activity of each lesson is in line with CLT and TBL principles was developed (Appendix 2a). This tool includes the questions proposed by Willis and Willis (2015) to evaluate how task-like an activity is together with some added questions to take into account the three Communicative Principles highlighted by CA (section 2.1.1). The assessment of how effective the design

and plan of the project was, has been made with the Six A's criteria rubric (Appendix 2b). To the same extent, another rubric taken from BIE (2017) was used to evaluate the extent to which the Essential Project Design Elements of *Gold Standard PBL* have been followed with its subsequent analysis (Appendix 2b). Cooperative learning, on which the proposal further draws, was analyzed according to the main features that include PIES principles, use of cooperative structures and roles following the theoretical tenets discussed in section 2.1.3 (Kagan & Kagan, 2009).

4. ANALYSIS OF THE PROPOSAL

4.1. COMMUNICATIVE AND TASK-LIKE ACTIVITIES

As indicated in sections 2.1.1 and 2.1.2., activities in the EFL classroom need a purpose, a context and a real-life sense to be considered communicative and meaningful for the students and to contribute to developing their communicative competence. Therefore, the analysis, as can be seen in Table 1, considers to what extent the proposed activities fulfil the Communicative Principles; to do so, Willis and Willis' (2015) questions to evaluate how task-like an activity is, are used (see Appendix 2a for a complete review).

LESSONS	ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES							
	1. Does the activity engage learners' interest?	2. Is there a primary focus on meaning? Is interaction promoting? Is there an information gap?	3. Is there an outcome?	4. Is success judged in terms of outcome?	5. Is completion a priority?	6. Does the activity relate to real world at level of...		
						MEANING?	DISCOURSE?	ACTIVITY?
LESSON 1								
LESSON 2								
LESSON 3								
LESSON 4								
LESSON 5								
LESSON 6								
LESSON 7								
LESSON 8 & 9								
LESSON 10								

Table 1. Analysis of task-like and communicative activities. (Adapted from Willis & Willis, 2015).

Regarding learners' engagement (first question of Table 1) all the activities foster students' interests. First, the topic, "inventions", is closed to learners' likes of this age range. It is personalized and based on students' choices, voices and experiences, as they decide the invention for research in the second lesson through a team discussion (Figure 4). The activities include collaboration with their teammates and other teams with discussions and cooperative structures, which foster engagement and makes students feel

accountable and valued by others. The sense of accountability is also developed through team roles because it gives every student a specific task to fulfil within the team.

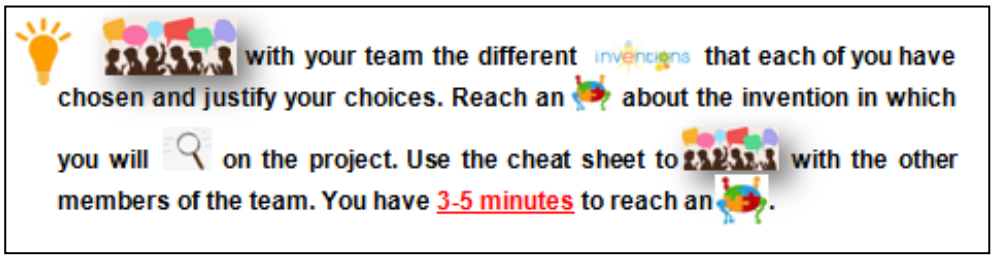


Figure 4. Example of team discussion in lesson 2: students' choices of the invention for research.

As show in Table 1, there is a focus on meaning in most of the lessons (some focus on form can be found in lesson 4, as will be discussed below) and students' exchange of information and interaction are being constantly promoted. For example, students need to share information and negotiate meanings in Lesson 1 when they have to rank the inventions from the most to the least useful, reaching an agreement after the team discussion (see Appendix 3a lesson 1). Given the expected difficulties of the students to communicate orally with others, cheat sheets with specific functions of language needed in the different processes of negotiation have been created. For instance, in lessons 1 and 2 when students are offered scaffolding based on expressing opinion, agreement, etc (Figure 5). Regarding the activity proposed in lesson 4 (Table 1) during the correction of the KWL questions about the past and the future of the invention, learners first focus on the questions form and then, they should switch to focus on meaning when constructing the answers of the questions. According to Willis and Willis (2015), there is a place for focusing on form within Task-Based Learning but it should be subordinated to meaning and come after task completion, whereas in this example the cycle takes place in reverse order.

GIVING YOUR OPINION 	• I think/ believe.... • In my opinion, the best invention is... • My opinion is that.... • If you ask me.... • In my opinion, I consider that...
AGREEING WITH OTHER OPINIONS 	• I agree with you completely. • That's true. • I couldn't agree more. • That's a good point. • You're absolutely right. • Definitely/ absolutely/ exactly.
DISAGREEING WITH OTHER OPINIONS 	• I disagree with you completely (because...) • I have to disagree. • I'm not sure about that. • I don't think so. • Absolutely not. • I think the opposite. • I understand you but...
ASKING FOR CLARIFICATION. 	• Could you please repeat that? • What do you mean? • What did you mean when you said...?
ASKING FOR OTHER OPINIONS 	• What do you think about? • What's your opinion about...?

Figure 5. Useful expressions for discussion cheat sheet (lesson 1).

Interaction and collaboration are other important aspects to ensure that activities foster communication (Table 1). They are fostered through cooperative structures such as *RoundRobin* or *Talking Chips* where students negotiate meanings and self-regulate their learning. As Kagan and Kagan (2009) state "many cooperative learning structures [...] are designed to maximize oral communication development and ensure each student has the opportunity to talk and listen" (p.3.06). Collaboration among the learners is also fostered with the existence of information gaps between what learners know before the activity and what they need to know at the end. As Donato (1994) claims, collaborative task can scaffold support among learners and benefit all learners in the team. For example, in lesson 1, students need to decide in their teams the title which fits best the *Powtoon* video they have watched (Figure 6). To reach the agreement, the learners begin a team discussion where they negotiate and share meanings covering the information gaps between what each of them think individually and their opinion as a team (see Appendix 3a lesson 1). According to Garbati and Mady (2015, p. 1765), "[p]roviding opportunities for students to work together to complete joint production activities can offer occasions when students produce higher quality speech that they would have preparing on their own".

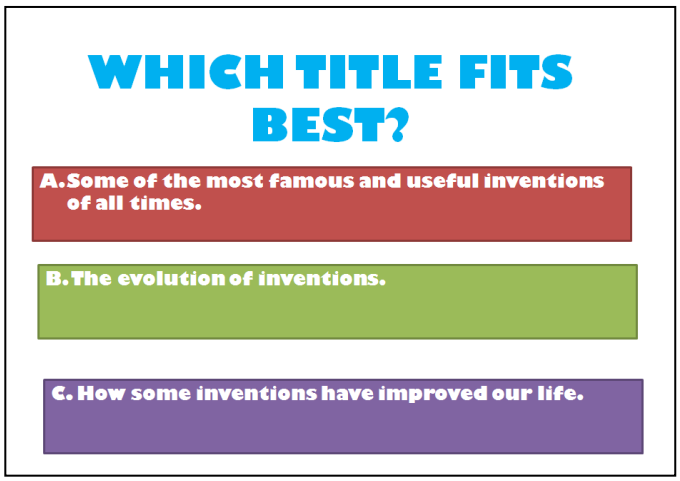


Figure 6. Possible titles to chose from during the team discussion to decide the one that fits best which the *Powtoon* video (lesson 1).

The third question in Table 1 is related to the outcome of the activities. As Willis and Wills (2015) state, each activity needs to have a clear and tangible outcome to be considered a task. Analyzing each project activity (see Appendix 2a), students show their understanding and learning through different communicative outcomes, specially oral outcomes, such as the decision of each team's invention for research (lesson 2 in the Discovery stage), the performance of the interview role play (lesson 4 in the Deepening stage) or each team's oral presentations (lesson 9 in the Publishing stage). All these outcomes show the process students have gone through the project and are part of the multiple and culminating products used to assess students' communicative and oral competence improvement. Completion and the production of an outcome should increase students' confidence in their ability to complete the task and make them less likely to give a minimal response (Willis & Willis, 2015). This was one of the ultimate aims when designing this proposal.

Evaluating how communicative and task-like the project activities are includes analyzing if their success is judged in terms of outcome. As can be seen in Table 1, this is so for all lessons planned. The outcomes of each activity are shared not only with the rest of the classmates, as it happens with the decision of the team's inventions (lesson 2 in the Discovery stage) or the performance of interview role play (lesson 4 in the Deepening stage) but also with people outside the school such as the email invitation (lesson 6 in the Planning stage) or the oral presentations (lesson 9 in the Publishing stage). These processes of sharing enhance the importance of the outcome and "accountability is

strengthened by public performance" (Kagan & Kagan, 2009, p. 12.09). In order for students to be successful in their output, specific guidelines are provided and tools created (see students' materials for each project lesson in http://bit.ly/2LxosVyProjectLessons) to not only assess students' process and results but also to guide students towards this outcome. However, lessons 4 and 8 include as part of the assessment process a focus on accuracy as it is reflected in the teacher's and peers' rubrics (Figure 7), which may distort students' focus on the outcome itself.

RUBRIC FOR TEAM'S ROLE PLAY ASSESSMENT

TEAM THAT ASSESSES: _____.

ASSESSED TEAM: _____.

CRITERIA	1	2	3
CONTENT: Do the answers respond to the questions so that the whole interview makes sense?			
VOLUME: Do they speak loud enough, clearly and vocalize?			
EMPHASIS: Do their voices sound textured and interesting or monotone?			
EYE-CONTACT AND GESTURES: Do they make eye-contact with the audience and group members (3) or do they look at the floor/sheet (1)?			
GRAMMAR: Do they use the past simple to ask and answer the questions?			
	TOTAL SCORE:		/15

Figure 7. Example of a rubric for team's role play assessment (lesson 4).

Fifth, completion is a priority in every lesson (Table 1). After a revision initial time in which learners review the activities and the project stages (Figure 8) they have been working on in the previous session, the teacher explains then the main aims and task to complete during the session. These "step by step" stages makes it possible for learners to plan the tasks, the language and the actions they need to be ready to create the products of the final event. They are given enough time to complete the activities and, through models, examples and task cards, students develop autonomy in the different project stages working at their own rhythm. As Kagan and Kagan (2009) state "the greater sense of agency we give out students, the more they have a sense of autonomy and personal power, and the more motivated they are" (p.16.13).

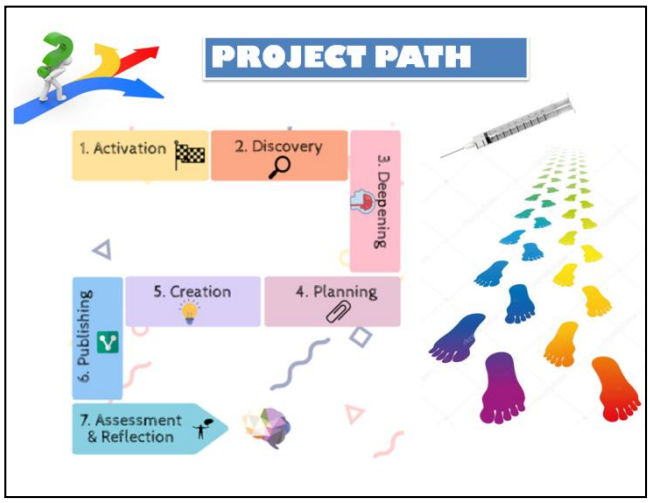


Figure 8. Slide of the project stages shown at the beginning of each lesson.

Finally, the last column of Table 1 refers to the extent to which each lesson activity is related to the real world. As stated in section 2.1.2, there are three different levels: level of meaning, discourse and activity.

All activities proposed are related to the real world at meaning level (Appendix 2a). The main topic of the activities and the project, "inventions", is not of general interest. However, it is linked to another curricular subject, science. Students learn relevant knowledge of this area due to the use of the mentioned before as CELT, an approach where language plays a supporting role and students learn not only skills and language but also knowledge within this cross-curricular relation (Ball, 2016). Moreover, there are other subtopics that are closely related to everyday life such as the vocabulary used to describe the appearance and features of objects in lesson 5 (Figure 9) or useful expressions to talk about time, dates or places (see Appendix 3a lesson 6: the invitation email). Students have the opportunity to express their opinions, discuss, negotiate, convince the others, ask and answer questions stretching their language resources to express new meanings. For example, during lesson 9 oral presentations, the learners have to stretch those resources to communicate formally with their audience. As Willis and Willis (2015) explain, the performance of an oral presentation for an outsider of higher status pushes learners to plan thoroughly and use their best English stretching their language resources to meet the communicative need.

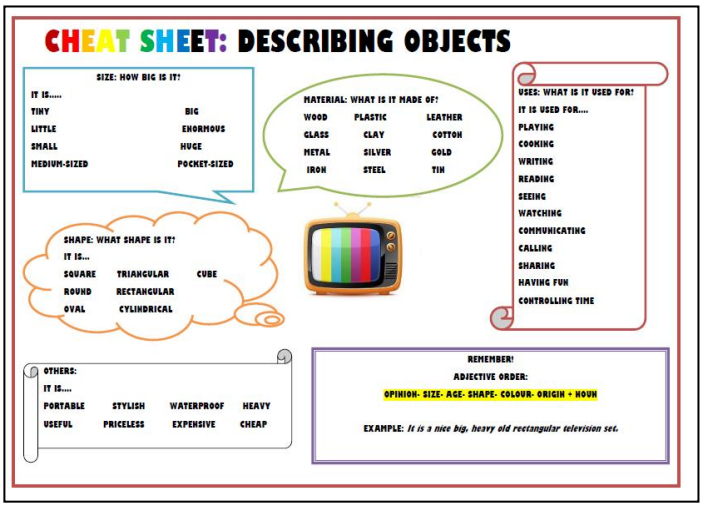


Figure 9. Example of cheat sheet: describing objects (lesson 5).

At discourse level, learners need to make use of functional language in the activities reflecting what they should do in the real world. In the project, the learners use the language to carry out diverse types of discourse acts such as an interview, an invitation, different discussions, an oral presentation or a written description (see Appendix 3a and http://bit.ly/2LxosVyProjectLessons). During these performances, students share and negotiate meanings, explain facts, express their opinions and respect other's opinions, and talk in turns (*RoundRobin* structure), agree, disagree, ask for other's opinions, and construct arguments to support their views. All of these discourse acts reflect the way language is used in everyday life.

The level of activity is the most complex one to fulfil. As it can be seen in Table 1 (see Appendix 2a), not all the activities of the proposal achieve this level. Nevertheless, Willis and Willis (2015) explain that not all tasks meet real-world criteria satisfactorily. In fact, an activity should relate to the real world at least on levels 1 and 2 to be useful and motivating. Lessons 1 and 4 do not achieve real-world criteria at the level of activity because the topics of both communicative activities are not realistic in everyday life (Appendix 3a lesson 1 and 4). The topic discussion and the role play would never take place in the real world. However, the rest of the activities that include informal team discussions and the final formal oral presentation (Figure 10) refer to real-life situations outside the class. The first ones, informal discussions, promote the development of BICS, and the oral presentation fosters CALP. The creation of the invitation email or the posters also reflects very directly the way language is used outside the classroom. Moreover, in lesson 3 for example, where students need to synthesize and organize the information

they read and listen to about their invention could quite easily occur in the real world (http://bit.ly/2Jpt9AdLesson3). This activity helps also in the development of students' Digital competence. Every day, we receive huge amounts of information from different sources that we have to organize and synthesize to accommodate it in our memory and easily remember that information to make the best use of it. These tasks that achieve activity level are important because they contribute to their learning beyond the development of their communicative competence. They promote students' thinking and the development of 21st century success skills (Markham et al., 2003).

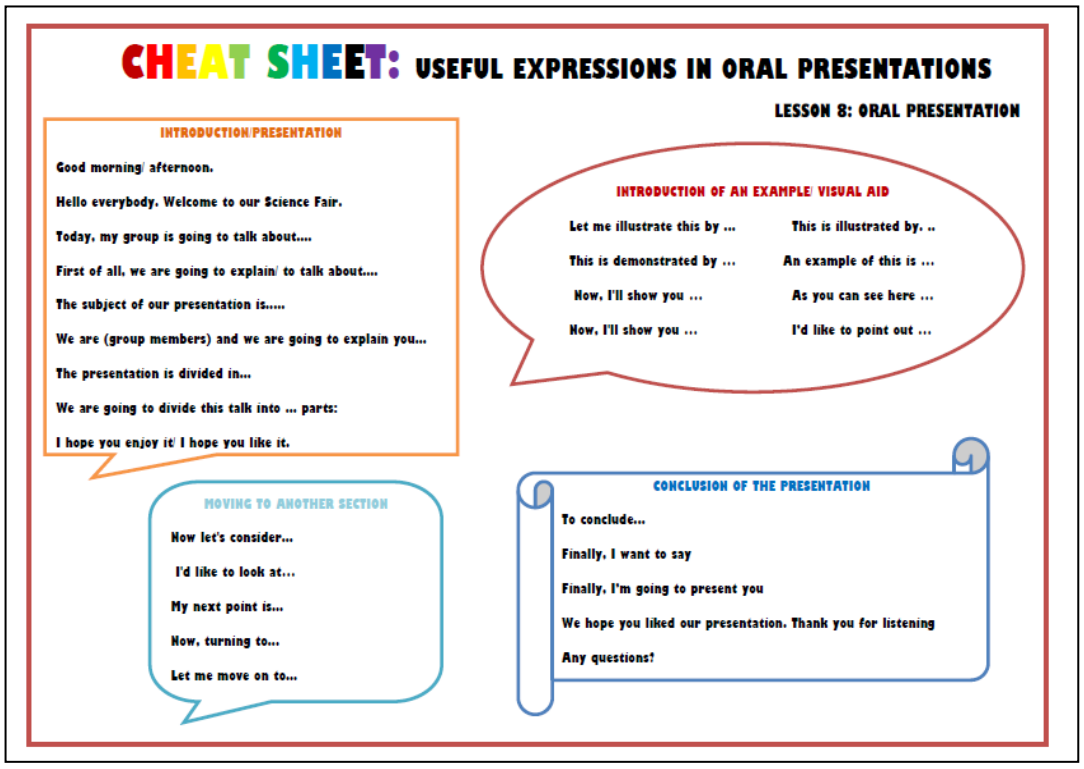


Figure 10. Example of a cheat sheet with useful expressions in oral presentations (lesson 8).

4.2. COOPERATIVE LEARNING

There are several keys that need to be included to ensure and effective use of Cooperative Learning in the classroom. As discussed in section 2.1.3., according to Kagan and Kagan (2009), it should include the use of cooperative structures, the development of the PIES principles, the creation of teams and roles and the intrinsic teaching and learning of social skills.

Four cooperative structures have been included in the project, highlighting the continuous use that is made of *RoundRobin*. Every structure has a "curriculum embedded" so that students practise different skills as they are focused on mastering the academic curriculum. For example, *Talking Chips* (Figure 11) are used to develop students' social and communication skills as well as teambuilding and it help learners to process the team information (Kagan & Kagan, 2009). Students need their teammates to talk to be able to continue participating. "Talking chips promotes task interdependence with a rule for regulating communication: No student may speak twice before every teammate has spoken" (Kagan & Kagan, 2009, p.12.08). This structure highlights the verbal linguistic intelligence of the learners as they express their thoughts and opinions orally to their teammates, respecting talking turns. Other examples are the *Flashcard Game* used in lesson 10 (Appendix 3a lesson 10) through which students need to play in pairs a flashcard game guessing the answers of different questions related to the project, develops social skills and knowledge building; and *Carrousel Feedback* (Figure 12), which adds to the previous two the development of thinking skills.

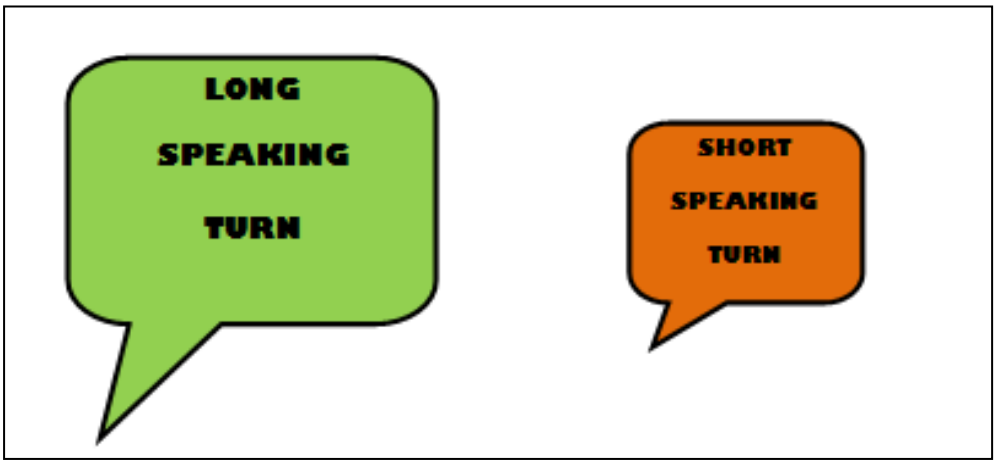


Figure 11. Students' *Talking Chips* (Adapted from Kagan & Kagan, 2009).

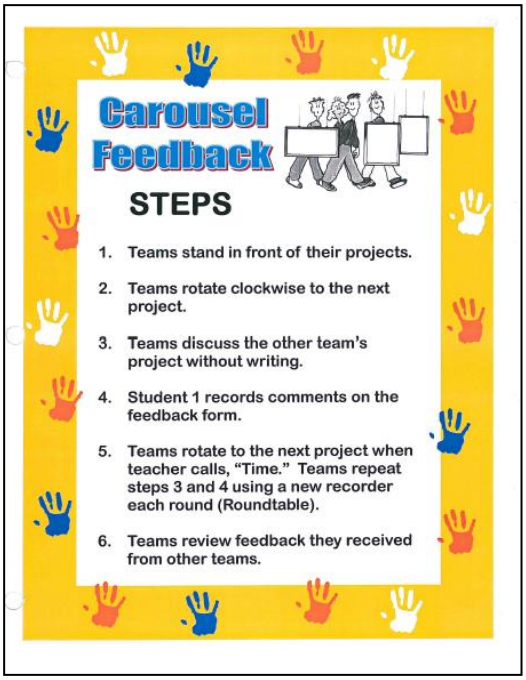


Figure 12. Kagan's Carousel Feedback (Kagan & Kagan, 2009).

RoundRobin (Figure 13), which is used throughout the entire project, is extremely useful in the development of teambuilding, social skills (such as turn taking), communication skills (communication builders and regulators), knowledge building, processing information, thinking skills and presenting information in as much as it forces all members to contribute and participate. It is one of the most powerful cooperative structures for the students' development of 21st century skills as well as social and civic competences. As can be seen with the examples above and as Kagan and Kagan (2009) state, different structures meet the needs of different learning styles and students acquire social skills while they cooperatively interact with their teammates and classmates to master academic content. All in all, cooperative structures foster differentiation in its most valuable approach: to teach all students in many ways (Kagan & Kagan, 2009).

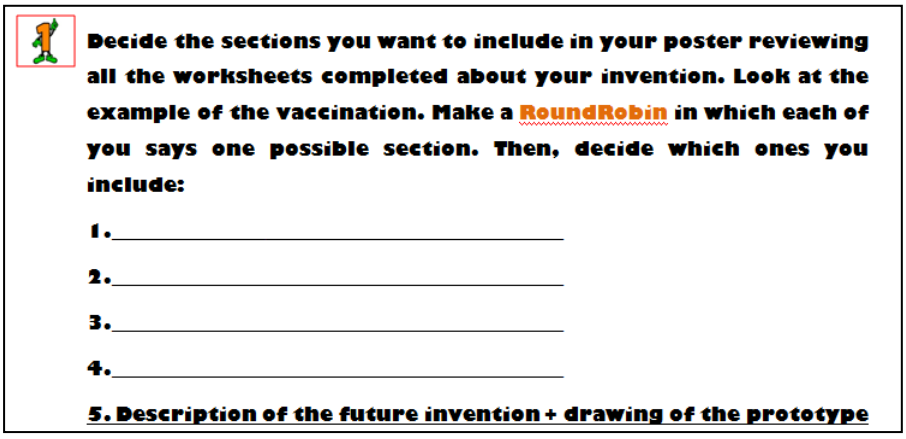


Figure 13. Example of an activity that includes the implementation of *RoundRobi*n (lesson 7).

Regarding PIES principles, the first one, as mentioned in section 2.1.3, is Positive Interdependence. In the proposal, Positive Interdependence is promoted in many different ways. First, students share the same goals as they create team products such as the poster or the interview role play. Secondly, team rewards (Figure 14) motivate and set a positive tone within the team (Kagan & Kagan, 2009). In the project, at the end of each lesson, students can receive positive team rewards if they have worked efficiently. In addition, the use of cooperative structures creates positive interdependence by establishing shared goals and the need to pool knowledge or skills (Kagan & Kagan, 2009).

Figure 14. Team rewards.

The second principle is Individual Accountability. In the proposal, students are made accountable for participating in three different ways. First, breaking the project into mini-topics, as it happens with the oral presentation (lesson 8 and 9), where each team member is responsible for one section. Then, using turn taking structures such as *RoundRobin* or *Talking Chips* structures that create Individual Accountability on an ongoing basis as a part of everyday instruction (Kagan & Kagan, 2009). Third, having teammates evaluating each other's contributions, this is made through the use of bull's eye assessment (Figure 15). Developing Individual Accountability for performance and achievement is done with the learning journal and students' grading on their individual portion of the project and in their individual performance of the oral presentation (http://bit.ly/2MbsOmjProjectAssessment). As can be seen in the assessment rubrics and cooperative structures, the learners use teamwork as the process by which learning is enhanced, but the unit of learning considered in the assessment is the work made by

every individual, not the team. This principle is extremely valuable for the aims of the proposal to increase individual participation, aid in equalizing participation, and eliminate the problems of the "freeloader" and the "workhorse" (Kagan & Kagan, 2009).

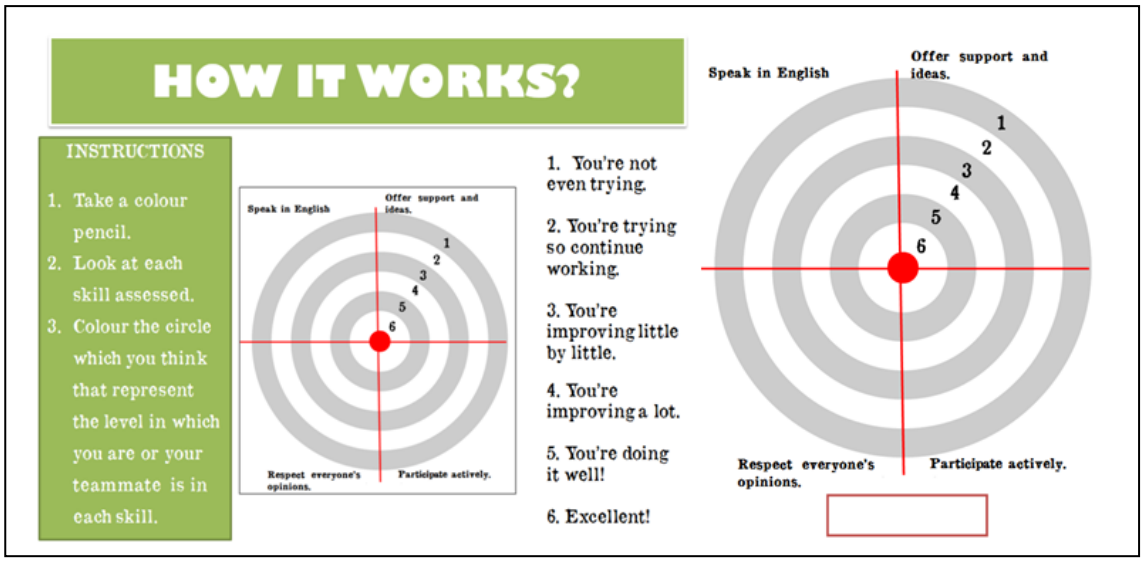


Figure 15. Bull's eye assessment (lesson 4 and 10).

The third essential cooperative principle is Equal Participation. In the proposal, this principle is fulfilled with different approaches. By means of the use of *RoundRobin* and *Talking Chips*, which develop turn taking strategies, and think time, which in the project consists in asking the learner to complete a task first individually and then, in their teams. Think time makes students' participation more equal as it happens in lesson 2, when students have to think first individually about an invention for research and then, they share their ideas with the team to choose one (Figure 16). Research demonstrates that providing students with think time leads to respect individual differences, encourage equal participation and promote a host of other benefits (Kagan & Kagan, 2009). Cooperative teams rules are another approach to equal participation. Roles assignments are also used to foster students' equal participation. In the project, there are 5/6 different roles and each student has a role which changes every lesson. Every student taking a different role must fulfil a different task so that all roles are necessary for task completion.

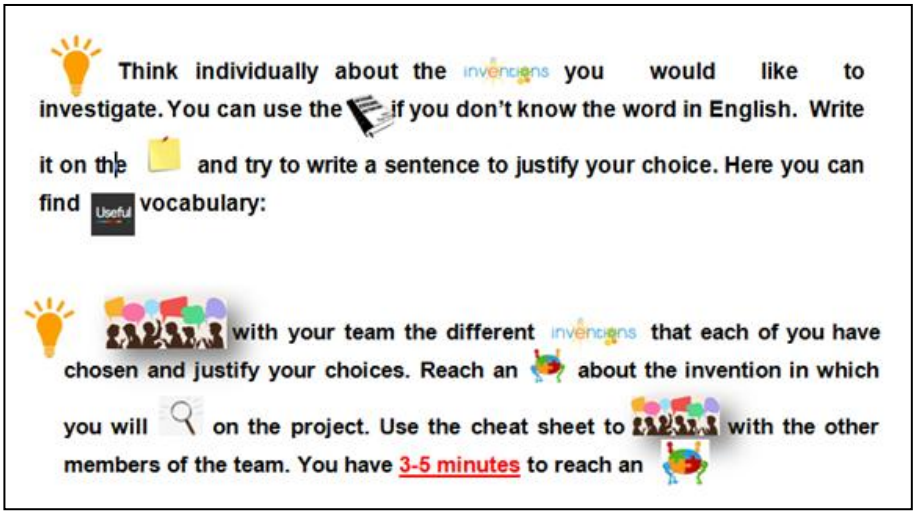


Figure 16. Promotion of students' think time in lesson 2.

The fourth and last principle is Simultaneous Interaction, which promotes students' frequent participation. It focuses on exactly what percent of the class is overtly active at any moment. In the project, there is little space to sequential interaction (IRF pattern of classroom interaction) because it dismisses continuous communication among students. Simultaneous Interaction is developed through teams and pairs and with Kagan structures. Students spend most of the time working in teams (Appendix 3a); and when we have teams, we can do simultaneous learning because interaction is occurring simultaneously in each team (Kagan & Kagan, 2009). In lesson 4, for example, students need to work in their teams to create the interview role play and, at the end of the lesson, five different role plays have been produced at the same time (http://bit.ly/2Mb7kWWLesson4). However, pair work is only used once in lesson 10 during the *Flashcard Game* (see Appendix 3a lesson 10*)*. During teamwork, around 25 percent of students are communicating at the same time while in pair work, 50 percent of the class is engaged in interaction (Kagan & Kagan, 2009).

Teams are another vital cooperative key to success in the proposal because they are essential for social learning, language use and cognitive development (Kagan & Kagan, 2009). In the project, teams are not made up of four members and it can be considered a weakness of the proposal because, as Kagan and Kagan (2009) explain, as we add students to teams beyond four, fewer and fewer students are engaged at any one moment, and the classroom becomes less efficient. Teams are formed by five students (and a team of six) since these teams had already been trained in the classroom and the teacher wanted to maintain them. The teams had been carefully formed by the teacher at

the beginning of the 2nd term and they are heterogeneous in terms of gender (boys and girls) and achievement levels (high, middle and low achievers). The heterogeneous ability level teams are extremely positive for the learners as they increase learning potential, equalize educational opportunities, resources and expectations, and promote the development of higher-thinking skills (Kagan & Kagan, 2009).

What really allows us to talk about teams in the project instead of group work is the presence of roles and resources access. As pointed out above, each student has a different role in every lesson. Figure 17 shows the different roles with its corresponding task and gambits. The presence of roles and gambits allow the learners to develop social skills, especially in student oral interactions that are little structured, a way of providing scaffolding to attend to learners with greater difficulties to communicate orally in English. For example, the role of the leader with its corresponding gambits helps students to develop staying on task skills. Moreover, monitor or recorder roles are related to resources access as the monitor is the person that collects and keeps the materials and the recorder is the one who collect the team ideas in the worksheets. The use of cooperative teams promotes strong bonds among students, facilitates interaction and improves learning together competence. Students develop social and life skills that can be transferred to many social situations through life (Kagan & Kagan, 2009).

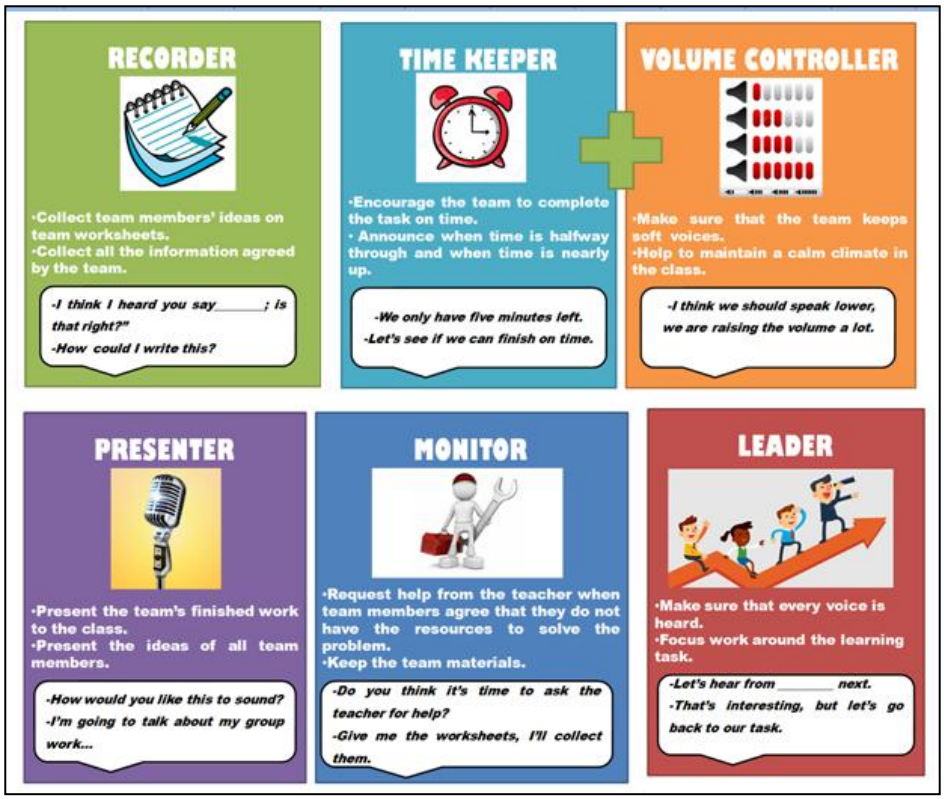


Figure 17. Team roles and gambits of the proposal.

4.3. PROJECT BASED LEARNING

In this section, a revision will be made of the PBL principles that have been followed in the proposal. The tools used to analyze whether or not the Essential Project Design Elements of *Gold Standard PBL* and the Six A's criteria are included in the analysis (see Appendix 2b).

The first vital element that PBL needs to include is Key Knowledge, Understanding & Success Skills, also labelled as Applied Learning in the Six A's criteria rubric. These three elements were designed at the starting point of the proposal looking at the Aragonese curriculum for 6th grade English Primary Education (Boletín Oficial de Aragón, Orden de 14 de junio de 2014) and outcomes were designed based on those standards, as it is shown in Appendix 1b. These learning outcomes include language outcomes that are directly related to specific English content such as the formation of simple past questions or the writing of an object description using adjectives of appearance (lesson 5 in the Deepening stage). Students apply this new knowledge in their teams using high-performance work organization skills. They incorporate metacognition skills and habits of mind which help students to develop 21st century success skills such as critical thinking, collaboration or self-management skills. For example, critical thinking is targeted with the KWL chart (Figure 18) where students have to wonder questions about the past and the future of their inventions and, later on, when they have to answer those questions creatively. Self-management and sense of initiative and entrepreneurship are developed during the summarizing and synthesizing process in the immersion centres of lesson 3 and teamwork.

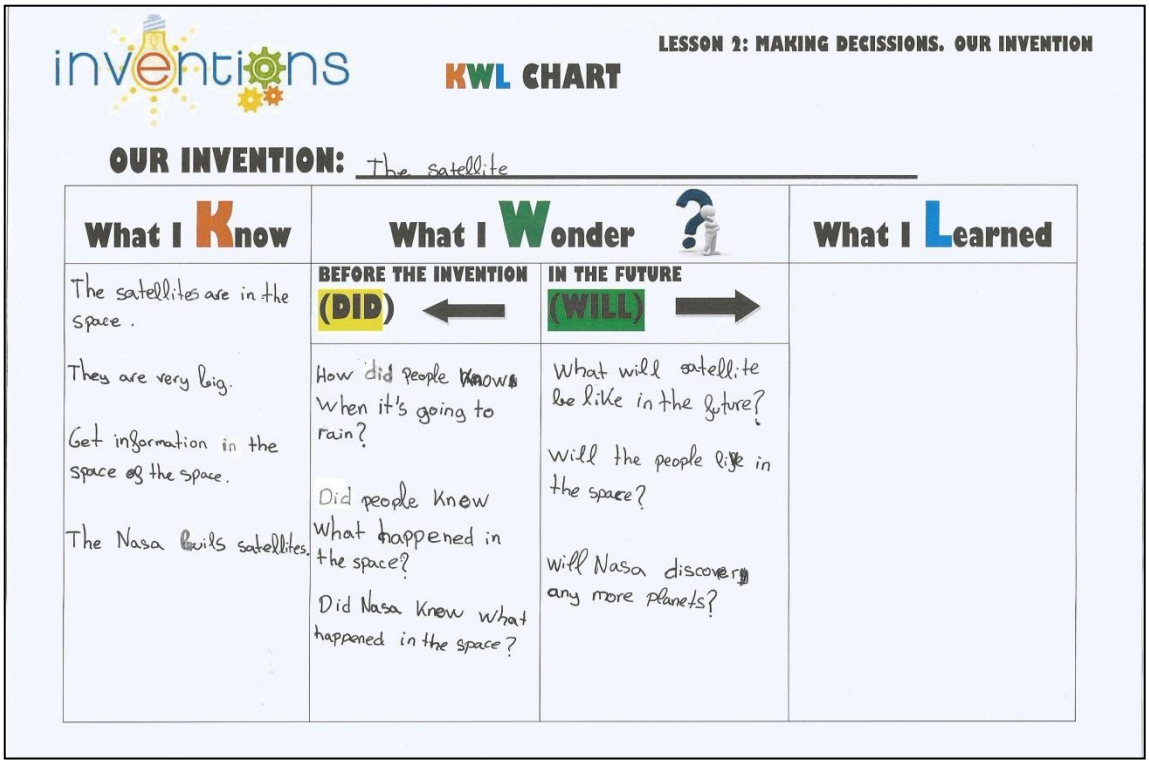


Figure 18. Example of KWL chart completed with students' questions (lesson 2).

Secondly, effective PBL demands a challenging driving question of academic rigor, which inspires and motivates students, allows for diverse and personalized answers and is aligned with the curriculum and the proposed outcomes. The proposal includes two driving questions which guide students in their learning path through the project. Those questions, which refer to the inventions for research, are: *"How did they improve people's life in the past? How can they evolve to make our life easier in the future?"* Both questions are open-ended because every team investigates a different invention and makes their own interpretations and conclusion of what they discover. Moreover, the answer of the second driving question requires each team to create a personalized description of their invention in the future. It is a creative task in which students use their research but also their likes and interests to create the final description, which ensures that every improved invention is different from each other. Finally, the learners need to gain the different knowledge and skills proposed in the outcomes to answer the questions. Both questions are answered through the creation of the multiple and culminating products of the project, which are assessed according to the learning outcomes (see Appendix 1c). Driving questions need to fulfil these requirements as they are essential to

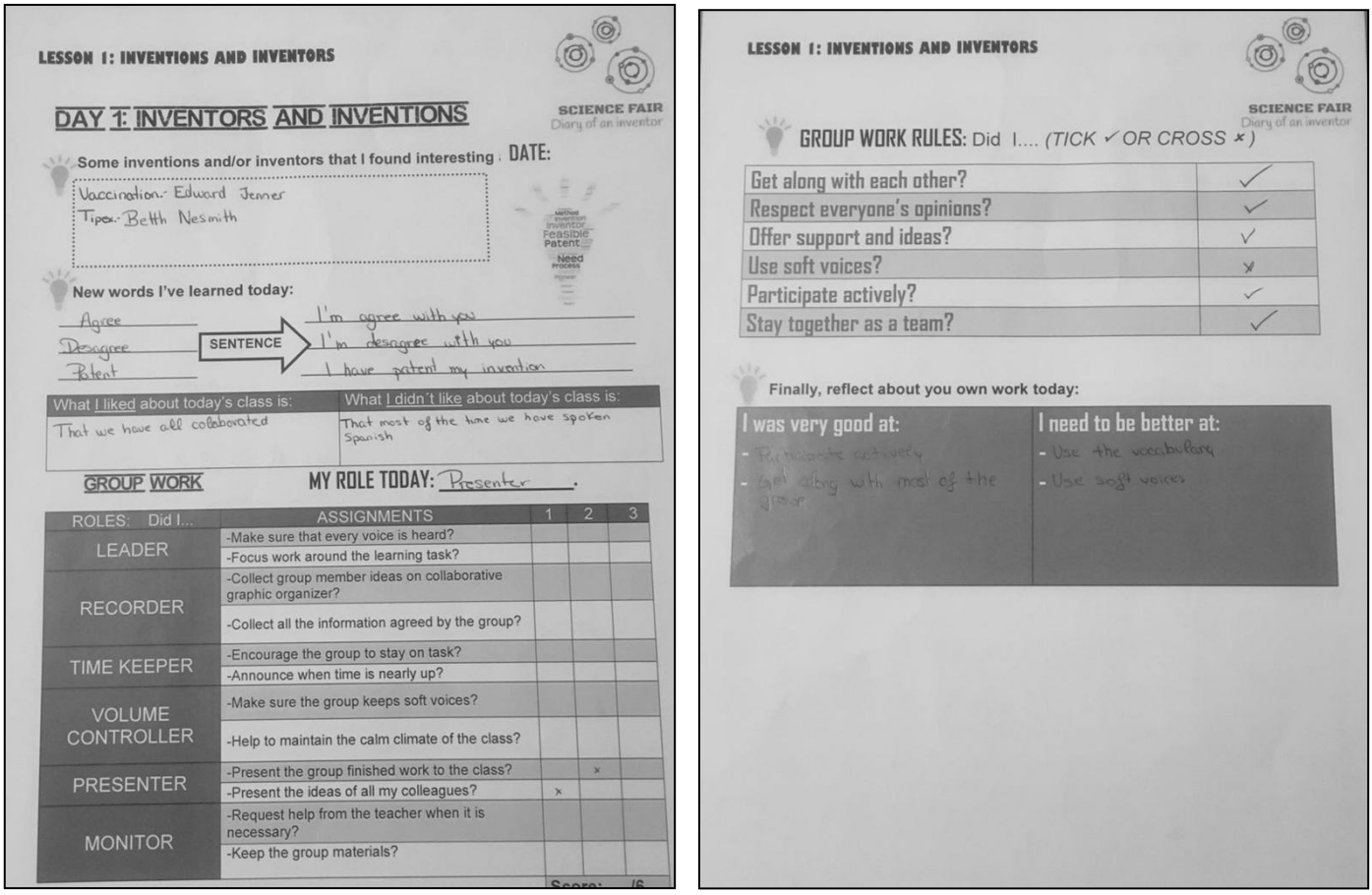
make a project intriguing, complex and problematic; and they promote interest and direct students toward the project's goals and objectives (Markham et al, 2003).

Sustained inquiry (Active Exploration in the Six A's criteria) is the third vital element of *Gold Standard PBL*. The most obvious way through which inquiry is maintained is with the use of the KWL chart. In lesson 2 (Figure 18), a KWL chart is used to check what students know about their inventions and to make them raise questions about the invention in the past and future. These questions are investigated during the successive lessons, especially during lesson 3, 4 and 5. In the following sessions, the learners design their products, which show the inquiry process they have gone through: the interview role play, which shows students' creative answers to the questions about the past (lesson 4 in the Deepening stage); and the poster (lesson 7 in the Creation stage) and oral presentation (lesson 8 in the Creation stage and lesson 9 in the Publishing stage), where they explain their improved invention in the future. As can be seen through the lessons (Appendix 3a and http://bit.ly/2LxosVyProjectLessons), the learners pose questions, gather data, and develop and evaluate solutions by themselves with the aid of models, cheat sheets and task cards which guide them in the process. With this questioning, the learning theory of Elkjaer (2009), who considers inquiry during the practice as an essential requirement for learning and educating for critical thinking, is supported.

Regarding Authenticity and Students' Voice and Choice, the project has some authentic features and includes mostly real-world tasks at the three levels of reality, as it has been analyzed in section 4.1. Students have opportunities to express voice and choice on important matters: they decide which invention to research (see Figure 19), which questions they want to answer during the research and how to divide and organize the final products of their project. They take significant responsibility and work independently with guidance of models, task cards and teacher's support and monitor.

Figure 19. Example of team card of invention choice filled in by students (lesson 2).

The sixth and seventh essential elements of PBL include Reflection and Critique and Revision (known as Assessment Practices in the Six A's criteria rubric). Reflection is thoughtful and comprehensive during the project thanks to the use of a learning journal (Figure 20) where the learners reflect about the learned content and the learning process they have gone through. BIE (2015) claims that reflecting on the content knowledge and understanding helps students to solidify what they have learned and to think about how it might apply elsewhere, beyond the project. After its culmination, lesson 10, which is focused on giving and receiving feedback, helps students to reflect about the quality of their products, the process they have gone through, and the project itself. The learners give and receive formative feedback from the teacher and their peers with the use of diverse tools such as a teacher marking code (see Figure 21), peers assessment rubrics and checklists and self-assessment rubrics (http://bit.ly/2MbsOmjProjectAssessment), and cooperative structures such as *Carousel Feedback.* Feedback is important because it helps students to improve their project and presentations, to learn what other teams and the teacher think about and what they have learned from their project or presentation. It encourages students to discover what they did well and what they could have improved (Kagan & Kagan, 2009).



LESSON 1: INVENTIONS AND INVENTORS

SCIENCE FAIR
Diary of an inventor

DAY 1: INVENTORS AND INVENTIONS

Some inventions and/or inventors that I found interesting: DATE:

Vaccination: Edward Jenner
Tipex: Beth Nesmith

New words I've learned today:

Agree — I'm agree with you
Desagree — I'm desagree with you
Patent — I have patent my invention

SENTENCE

What I liked about today's class is:	What I didn't like about today's class is:
That we have all colaborated	That most of the time we have spoken Spanish

GROUP WORK

MY ROLE TODAY: Presenter

ROLES: Did I...	ASSIGNMENTS	1	2	3
LEADER	-Make sure that every voice is heard?			
	-Focus work around the learning task?			
RECORDER	-Collect group member ideas on collaborative graphic organizer?			
	-Collect all the information agreed by the group?			
TIME KEEPER	-Encourage the group to stay on task?			
	-Announce when time is nearly up?			
VOLUME CONTROLLER	-Make sure the group keeps soft voices?			
	-Help to maintain the calm climate of the class?			
PRESENTER	-Present the group finished work to the class?		x	
	-Present the ideas of all my colleagues?	x		
MONITOR	-Request help from the teacher when it is necessary?			
	-Keep the group materials?			

Score: /6

LESSON 1: INVENTIONS AND INVENTORS

SCIENCE FAIR
Diary of an inventor

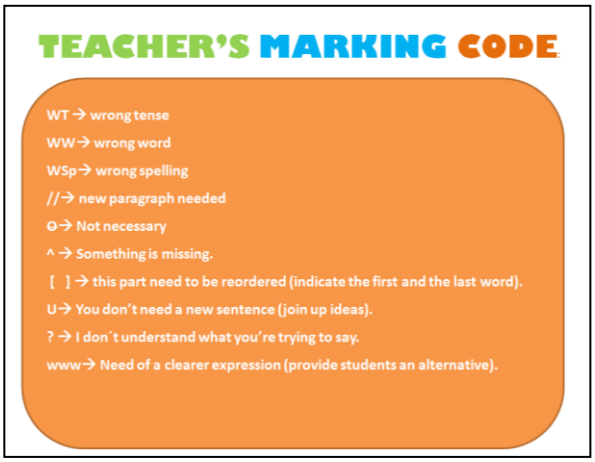
GROUP WORK RULES: Did I.... (TICK ✓ OR CROSS ✗)

Get along with each other?	✓
Respect everyone's opinions?	✓
Offer support and ideas?	✓
Use soft voices?	✗
Participate actively?	✓
Stay together as a team?	✓

Finally, reflect about you own work today:

I was very good at:	I need to be better at:
- Participate actively - Get along with most of the group	- Use the vocabulary - Use soft voices

Figure 20. Example of a learning journal filled in by one of the students.



TEACHER'S MARKING CODE

WT → wrong tense
WW → wrong word
WSp → wrong spelling
// → new paragraph needed
⊖ → Not necessary
^ → Something is missing.
[ ] → this part need to be reordered (indicate the first and the last word).
U → You don't need a new sentence (join up ideas).
? → I don´t understand what you're trying to say.
www → Need of a clearer expression (provide students an alternative).

Figure 21. Teacher's marking code.

The last element that should be promoted in effective PBL is the presentation of a public product at the end of the project. The Science Fair event, where the lecturer form Universidad de Zaragoza came to the school, gave students the opportunity to present their work, through an oral presentation and exhibition of their posters (see Figure 22), to people beyond the classroom. Public products enhance students' engagement and motivation in the project and encourage learners to stretch their language resources (Markham et al., 2003).

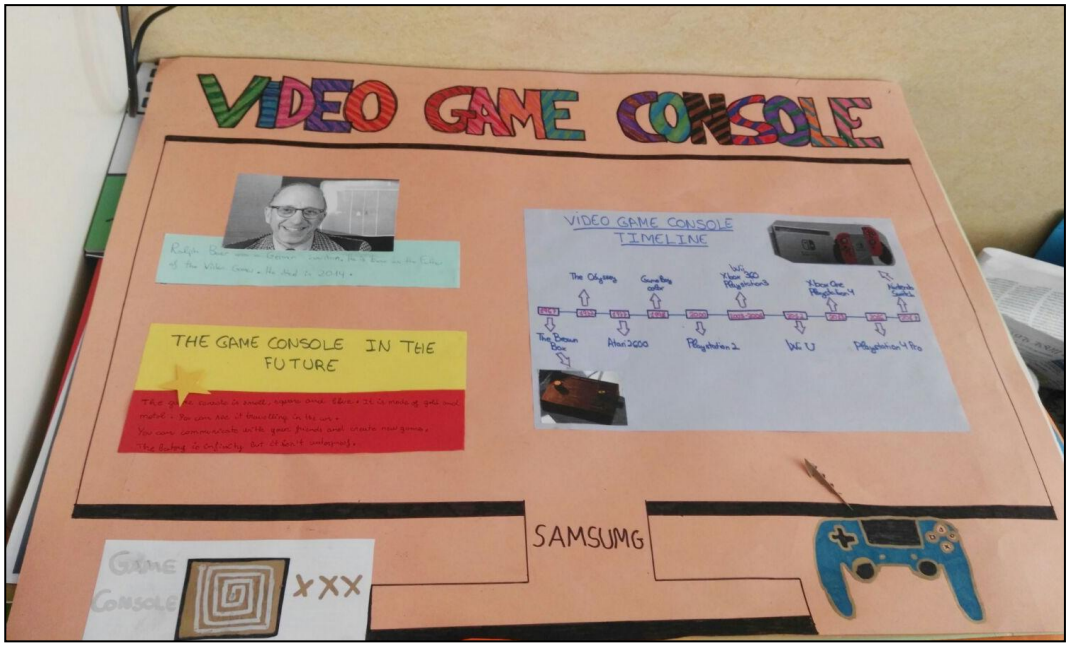
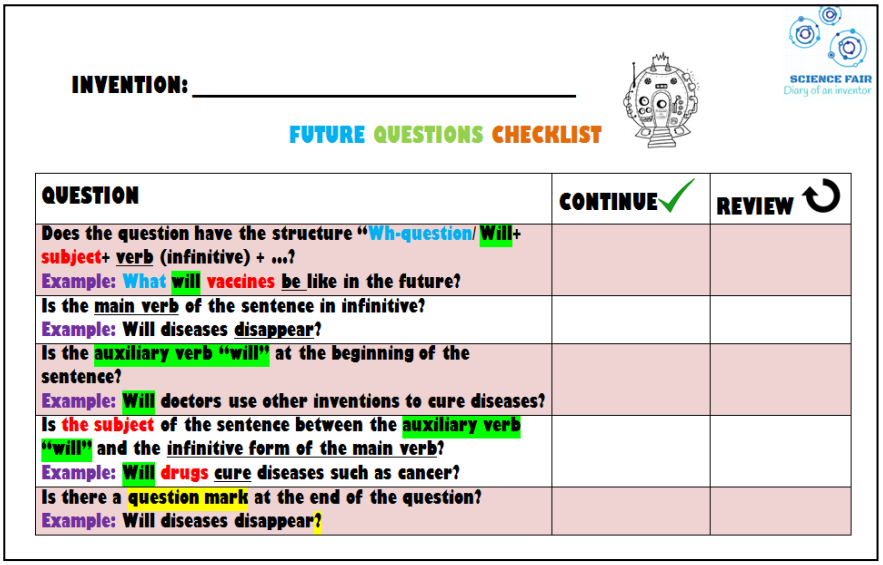


Figure 22. Example of a project culminating product: Poster about the video game console.

4.4. ASSESSMENT

The assessment includes both, formative and summative assessment. The formative assessment includes multiple products in which models, teacher's marking codes, rubrics and checklists (as the example in Figure 23) for self and peer- assessment are used to help students refine and improve their final work. Summative assessment involves the poster and the oral presentation as culminating products that represent a blend of content knowledge and skills giving students the opportunity to demonstrate their learning.



INVENTION: _____

SCIENCE FAIR
Diary of an inventor

FUTURE QUESTIONS CHECKLIST

QUESTION	CONTINUE ✓	REVIEW ↻
Does the question have the structure "Wh-question/ Will+ subject+ verb (infinitive) + ...? Example: What will vaccines be like in the future?		
Is the main verb of the sentence in infinitive? Example: Will diseases disappear?		
Is the auxiliary verb "will" at the beginning of the sentence? Example: Will doctors use other inventions to cure diseases?		
Is the subject of the sentence between the auxiliary verb "will" and the infinitive form of the main verb? Example: Will drugs cure diseases such as cancer?		
Is there a question mark at the end of the question? Example: Will diseases disappear?		

Figure 23. Example of self-assessment rubric (lesson 5).

Following this combination of formative and summative assessment, students' performance during the project includes these four aspects: individual daily work (20%), peer collaboration and teamwork (20%), project multiple products (30%), and project final products (30%). Their performance is assessed through a variety of products or traits and multi-dimensional cooperative assessment tools: video recording, charts, debates, interviews, learning journals, presentations and papers or reports. Each tool includes specific criteria, aligned with the learning outcomes established based on the curriculum standards. All these relationships can be observed in the project assessment plan table in Appendix 1c.

As Markham et al. (2003) state, a balance assessment plan has been designed including a variety of assessment techniques closely tied to the outcomes as well as different methods (assessment tools) that are used to gather the evidence of each student performance, interpret it, and make judgments. Each aspect and task are developed in rubrics that show the percentages and the indicators of student performance to measure with objectivity the level and marks of the learners during the different project products and processes (see http://bit.ly/2MbsOmjProjectAssessment and Figure 24). According to Markham et al. (2003), to consider a rubric effective, it should fulfil five main characteristics. The rubric should be based on an analysis of student work, it must target the central features of the performance, it might provide useful and apt discrimination to enable fine judgments, it must use descriptors to enable students to verify their score,

self-assess and self-correct and, finally, these indicators should be reliable by giving examples of what to look for in recognizing each level of performance. The rubrics designed fulfil this requirement. Figure 24 is an example.

TEACHER ASSESSMENT RUBRIC: DESCRIPTION OF THE IMPROVED INVENTION

CRITERIA	INDICATORS OF STUDENT PRFORMANCE			
	4 (ADVANCED)	3 (PROFICENT)	2 (BASIC)	1 (BELLOW BASIC)
Content (30%): -Topic -Details	The improved invention is clearly explained including all the detailed information needed: physical appearance and features.	The improved invention is well described. It included quite general information about it: physical appearance and features.	The improved invention is briefly described including some general information about it (physical appearance and features) but some details are missing (such as the size, the shape, it weaknesses...)	The improved invention is poorly described. Most of the details are missing. It does not describe its physical appearance or/and its features.
Organization (25 %): -Coherence -Paragraph division	The paragraphs are correctly divided including title, physical appearance and features. The ideas are developed in a logical way (one idea after another). The student uses all the conventions when writing a description.	The description is divided into paragraphs: title, physical appearance and features but some ideas of the 2nd and 3rd paragraph are mixed. Most of the ideas are explained in a logical way (one idea after another).	The description is divided in some paragraphs but there is no title. Some ideas are mixed and it is quite difficult to understand the text.	The description is not divided into paragraphs. All the information is condensed in one long paragraph. The ideas are mixed, so you cannot really understand the text.
Vocabulary (15%):	The student chooses the appropriate words/word forms to talk about the physical appearance and features of the invention.	The student makes few misuse of words or/and word forms but it does not change the meaning.	The student makes some quite important mistakes selecting the appropriate words to talk about the detailed information that affects the meaning.	The student does not use the appropriate words/word forms to describe the invention most of the time. The meaning is not clear.
Grammar (20%): -Verb tenses -Elements of the sentences	The student correctly uses the present simple to describe the improved invention. The sentences are constructed grammatically correct.	The student correctly uses the present simple to describe the invention but there are some grammatical inaccuracies in sentence construction although it does not affect the meaning. . (E.g.: in some complex sentences, the word order could be wrong).	The student makes some mistakes using the present simple. There are also grammatical inaccuracies in the word order or some elements of the sentences are sometimes missing.	The student does not use the present simple to describe the invention or he/she forms it incorrectly. Most of the time, the sentences are grammatically incorrect. (E.g.: the word order is not correct, there are some elements missing such as the subject of the sentence)
Mechanics (10%): -Spelling -Punctuation -Capitalization	The student uses correct spelling, punctuation and capitalization.	The student has occasional errors of spelling, punctuation and capitalization. (E.g: some capital letters are missing or/and few words has an incorrect spelling).	The student has several errors on spelling, punctuation and capitalization (E.g: some common words are written incorrectly and some essential capitalizations are missing).	The description is full of errors of spelling, punctuation and capitalization.

Figure 24. Example of teacher rubric for the assessment of the improved invention description.

4.5. EVALUATION OF THE IMPLEMENTATION

It has been explained at the beginning that the proposal of this dissertation emerged as a consequence of the observation that students did not seem to develop their oral communicative competence. This evaluation of the implementation includes the first three lessons of the project as they were the ones that were implemented as planned. In Appendix 3b, reflections on the three implemented lessons can be found. These reflections guide the following evaluation.

First of all, the careful organization of the project through the use of Task-Based Learning and project stages was extremely important. Each lesson follows clear structures that help students to build and to scaffold their learning. The models, cheat sheets with useful language and expressions, were successful resources that students used during the task completion to support their lack of interaction and oral communication skills (see Appendix 3b). These tools foster the development of students' autonomy, one of the main aspects of learned-centred teaching. Moreover, students were engaged and

willing to work in team during the implementation, as they explain in their learning journals (see Figure 25). Learners' engagement and positive attitude towards the implemented methodology helped in the development of the proposed interactive and communicative tasks.

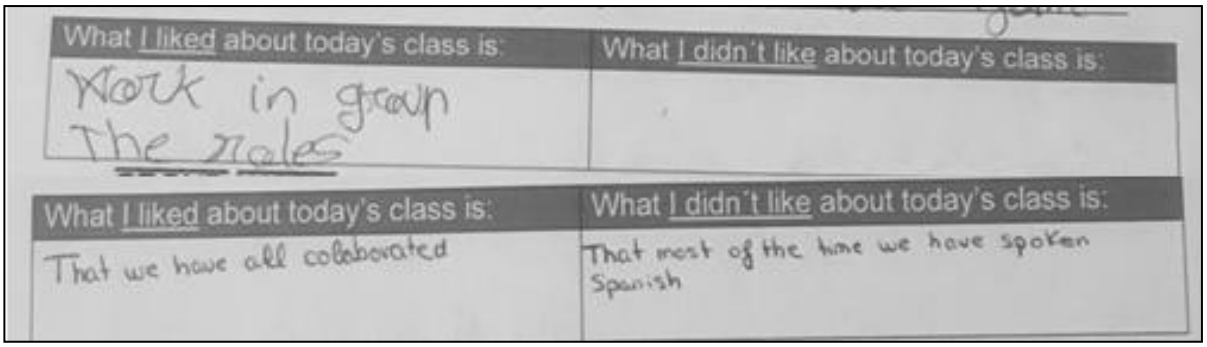


Figure 25. Examples of students' comments about the lesson implementations in their learning journal.

During the first lesson, learners started discussing in English and two teams were able to justify their choices speaking in the target language. In addition, during team interactions, learners used more English than they did in the previously observed lessons. As Gutiérrez (2005) explains, interactions give learners opportunities to demonstrate what they can do in the L2. However, they tended to change to Spanish sometimes (they were used to speaking in Spanish during the English class). Roles and cooperative structures were useful to help equalize students' active participation. Nonetheless, they needed to continue practising and using these structures to get used to them.

In the second lesson, there was a greater use of spoken English in the teams with the support of cheat sheets and their own written arguments about the invention for research (see Figure 26). Moreover, during the discussion task, students used some of the expressions practised in the first lesson, which shows that they remembered them thanks to its use in a real and meaningful context and for a specific purpose: to rank the inventions. Students performed profound reflections within their teammates in which they used Spanish to make themselves understood, which is a good strategy that shows the learners' engagement (Moon, 2000). Students respected the team roles and accomplished them which was also possible thanks to the several reminders they received.

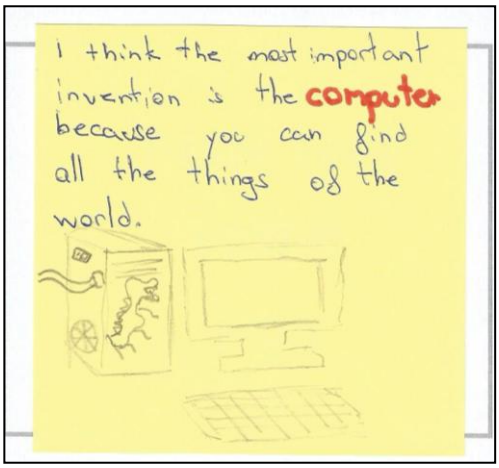


Figure 26. Example of a student's argument when selecting the invention for research (lesson 2).

Finally, in the third lesson implementation, the learners spoke in English during most of their informal interactions. They felt safe within their teams thanks to the teambuilding strategies and their peers' support (see Appendix 3b 3rd lesson reflection). As a result, they successfully completed the charts with the information of their inventions (Figure 27). It was the first time that two teams were awarded with the English expert reward because they spent the majority of the time speaking in English. It is important to highlight that these two teams have team members that are more skilful and they encouraged the rest of the members to speak in English. The high-achiever supported the low-achiever during the team interactions.

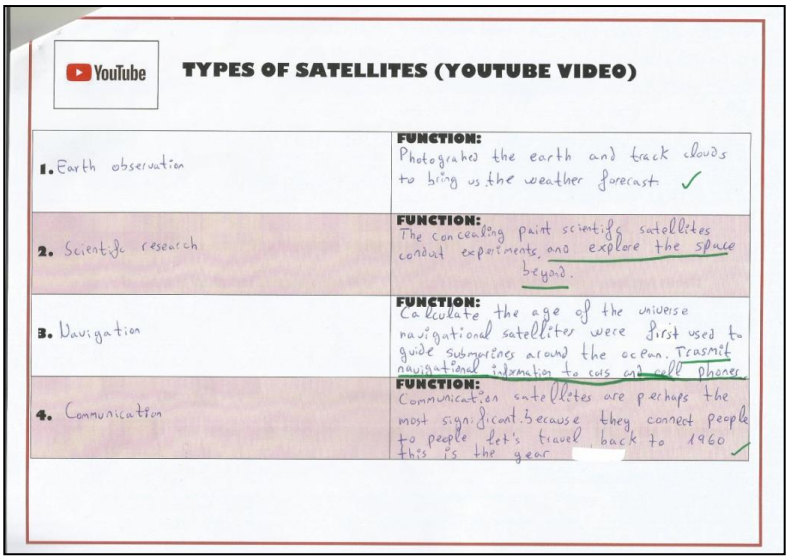


Figure 27. Students' satellite organizer chart completed (lesson 3).

4.6. SUGGESTIONS FOR IMPROVEMENT

The analysis of the proposal and evaluation of the three first lessons implemented lead me to reflect about ways through which the project could be improved to avoid its likely weaknesses.

As a starting point, students' voices and choices can be increased during the proposal, as their participation is simplified to what they create in the project. Learners could have participated in the goals' and criteria's design as well as during the planning stage. It will give them a sense of belonging and help in the development of a further understanding of the learning purposes within the proposal. Although they chose the invention for research and how to create the culminating products, learners did not decide which products to create or what criteria to use in the assessment process. If students are used to PBL, they could be more actively involved in the project decisions.

Related with the paragraph above, although the project is shared with an audience beyond the school, which is one of the most important keys for successful PBL, the outsiders are reduced. Field visits or experts interviews could contribute to creating more connections with the real world and to include the community. As Markham et al. (2003) claim, giving students authentic work to do outside the school and in collaboration with experts is one of the most powerful motivational strategies. Including one lesson in which students' interview people who lived before or after some inventions development could create more authentic relations.

Regarding teams, it could be better to create heterogeneous teams of four because of its multiple advantages. Kagan and Kagan (2009) explain that teams of four allow for pair work, which maximizes simultaneous interaction. It also avoids odd one out, optimizes cognitive and linguistic mismatch because lines of communication are doubled. Variety is also increased because it fosters flexible arrangement, which enhances engagement. However, the project implementation was adjusted to the classroom needs for which students work in larger teams. All in all, team of fours will have multiplied the opportunities for speaking practice and interaction among learners.

Finally, another important improvement that could be made is the use of a more wide variety of cooperative structures. In the proposal, four cooperative structures are

used and only one of them is related to peers work, the *Flashcard Game*, which increases simultaneous interaction. More diverse structures could be included if students were already familiar with cooperative learning, such as *RallyCoach, Mix Pair Share, or Stan-up Hand-up Pair-up*. The inclusion of these cooperative structures is related with the fact that many of them include the development of social skills through their steps. If teachers use different structures regularly, students can practise a great range of social skills in a natural context (Kagan & Kagan, 2009). However, at this stage only a few of them could be implemented as students were not used to them.

5. CONCLUSIONS AND IMPLICATIONS

The lack of students' oral skills and communicative competence in English was the main reason why this proposal based on CLT, TBL, CL and PBL was planned, designed and partially implemented. The analysis has shown that the proposal has potential to foster students' development, especially, of their oral skills and that it helps in the development of other key competences in the Primary EFL classroom, including the learning to learn competence. The project shows that a learner-centred learning process, in which students are pulled through the curriculum standards by well-planned driving questions and sustained inquiry, engages students and fosters their need for knowing the materials developing their communication skills and key competences.

There is a thorough organization of the project with task-based lessons and project stages through which the teacher plays the role of facilitator. This exhaustive organization scaffolds the learners' learning process and encourages the development of their L2 oral skills. In addition, tasks involve students' experiences and interest and are real-world like; meaning is primary and tangible outcomes are a priority. These factors of the designed tasks foster the use of authentic language by the students with communicative purposes and meet the three basic Communicative Principles, which are essential conditions for effective EFL learning.

Interaction and negotiation of meaning through the use of cooperative structures (Kagan & Kagan, 2009), in which the learners work in teams and accomplish their roles, also encourage the fulfilment of the basic Cooperative Principles. If these principles are involved, the learners cooperate, take responsibility for their learning, participate equally and often, become actively engaged in the learning process and accelerate their rate of academic achievement (Kagan & Kagan, 2009). Moreover, the inclusion of formative assessment with multiple products makes it possible for the teacher to correct problems, adjust input, help students achieve the specific learning outcomes and identify gaps, evaluating the entire learning process.

Students' reflection throughout the project with the help of their learning journals or bull's eye assessment help them to process the knowledge, skills and habits of mind they are developing. To the same extent, cheat sheets, task cards, models and examples promote students' autonomy and their learning to learn competence. In addition, the

culminating exhibitions, where teams present their products to an external expert audience, encourage the learners to stretch their language resources raising the stakes for them and eliciting a better performance.

All in all, the proposal includes some of the methodologies and approaches that have been recently considered vital in the EFL classrooms to support learners and ensure their effective and lifelong learning. Some implications can be drawn from the analysis for my future Teaching practice.

The Communicative Approach and Task-Based Learning give learners the opportunity to use their language and L2 knowledge and skills in the classroom with authenticity and liberty. The classroom climate within these approaches gives students confidence making them feel safe and able to communicate because it rewards students' interactions and goal attainments and does not penalize accuracy failure. This is the atmosphere we should try to build up in our classrooms.

Cooperative Learning, which is fostered in the proposal, encourages self-determination and autonomy as learners are active creators of their own projects constructing meaning and understanding. Cooperative teams promote social learning, language use and cognitive development, some of the most vital aspects students need to extend through education such as the 21st century skills and the key competences.

Project Based Learning has transformed the way learning was understood for a long time. Learners have choices and responsibility during the development of practical activities and in an environment of real-world authenticity that promotes their cognitive development. The approach includes a co-creative process that involves inquiry, dialogue and skill building and it engages students in deep and long-lasting learning. If we want to have active and skilful lifelong learners, PBL needs to be part of our teaching practices also in the Primary EFL classroom.

Finally, the combination of all these methodologies and approaches which consider learners as social beings and agents of their own learning facilitates the creation of an interactive and communicative context that responds to the principles established by these methodologies. This learning context contributes to the development of the students' speaking skills and the improvement of their oral productions and, overall, communicative competence. I am now ready to plan and design as well as evaluate other

projects in my future career, so that my students will feel the necessity to interact, inquire and express themselves in a authentic context that will enrich their own life experiences. As Kagan and Kagan (2009, p.17.25) claim, "each approach charts a different route, but we're all sailing to the same destination: a better education, a better tomorrow".

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APPENDIX

APPENDIX 1. PROJECT AIMS, OBJECTIVES, LEARNING OUTCOMES AND COMPETENCES

Appendix 1a. Project aims

ObjIN.1. Comprender expresiones y vocabulario frecuente relativo a situaciones cercanas que conciernen a él mismo, a la familia, a su entorno habitual,…

ObjIN.3. Obtener información previsible en documentos corrientes como artículos publicitarios, folletos, menús y horarios.

ObjIN.5. Tomar parte de una conversación comunicando tareas simples y habituales.

ObjIN.6. Pedir y dar información simple sobre temas y actividades familiares.

ObjIN.9. Hablar de acontecimientos conocidos ocurridos en el pasado y anticipar acciones futuras que pueda llevar a cabo en su entorno habitual.

ObjIN.10. Escribir notas y mensajes sencillos y cortos: email, postal, invitación, felicitación,…

ObjIN.13. Utilizar estructuras sintácticas sencillas de forma correcta en expresiones cortas, con el fin de comunicar informaciones relacionadas a situaciones conocidas en su vida cotidiana.

ObjIN.18. Valorar la lengua extranjera como respuesta enriquecedora a la experiencia que supone enfrentarse a ámbitos de lengua y cultura diferentes impulsando el desarrollo favorable de la personalidad del alumno.

(Extracted from Boletín Oficial de Aragón, Orden de 14 de junio de 2014).

Appendix 1b. Project objectives, learning outcomes and key competences.

GENERAL OBJECTIVES from the Aragonese curriculum (Boletín Oficial de Aragón, Orden de 14 de junio de 2014)	KEY COMPETENCES (Boletín Oficial de Aragón, Orden de 14 de junio de 2014)	LEARNING OUTCOMES: LANGUAGE/ COMMUNICATION OUTCOMES
Est.ING.2.3.3. Participa en conversaciones cara a cara o por medios técnicos (teléfono, Skype) en las que se establece contacto social (dar las gracias, saludar, despedirse, dirigirse a alguien, pedir disculpas, presentarse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal y sobre asuntos cotidianos, se expresan sentimientos, se ofrece algo a alguien, se pide prestado algo, se queda con amigos o se dan instrucciones (p. e. cómo se llega a un sitio con ayuda de un plano) utilizando convenciones sociales adecuadas al contexto	CSC CIEE	Students will be able to carry out discussions when working in teams to reach agreements about the project invention using appropriate expressions to show agreement, disagreement, give their opinions, ask for other opinions or ask for clarification.
Est.ING.2.4.1. Hace presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo, su familia y su clase; indicar sus aficiones e intereses y las principales actividades de su día a día; describir brevemente y de manera sencilla su habitación, su menú preferido, el aspecto exterior de una persona, o un objeto; presentar un tema que le interese (su grupo de música preferido); decir lo que le gusta y no le gusta y dar su opinión usando estructuras sencillas) cumpliendo una clara función comunicativa.	CCL CAA	Students will be able to develop their speaking skills when conducting an oral presentation demonstrating that they master their invention, using adequate nonverbal (eye contact, body language..) and verbal skills (intonation, fluency) with coherence and cohesion.
Est. ING. 4.5.2. Escribe correspondencia personal breve y simple (mensajes, notas, postales, correos, chats o SMS), en la que da las gracias, felicita a alguien, hace una invitación, da instrucciones, da su opinión, o habla de sí mismo y de su entorno inmediato (familia, amigos, aficiones, actividades cotidianas, objetos, lugares), hace y contesta preguntas relativas a estos temas y demuestra que maneja estructuras sintácticas básicas.	CCL	Students will be able to summarize the main information of their invention research project in a written poster: •Using the past simple to talk about the origins of the invention and its inventor. •Using the present simple to present general facts, uses or characteristics of their researched invention. •Describing their improved invention making use of present simple and adjectives to illustrate its appearance and main characteristics.
Est. ING. 4.6.2. Escribe correspondencia personal breve y simple (mensajes, notas, postales, correos, chats o SMS), en la que da las gracias, felicita a alguien, hace una invitación, da instrucciones, da su opinión o habla de sí mismo y de su entorno inmediato (familia, amigos, aficiones, actividades cotidianas, objetos, lugares), hace y contesta preguntas relativas a estos temas usando un vocabulario sencillo dentro de unos campos léxicos definidos por los contenidos.		
Est. ING. 4.5.2. Escribe correspondencia personal breve y simple (mensajes, notas, postales, correos, chats o SMS), en la que da las gracias, felicita a alguien, hace una invitación, da instrucciones, da su opinión, o habla de sí mismo y de su entorno inmediato (familia, amigos, aficiones, actividades cotidianas, objetos, lugares), hace y contesta preguntas relativas a estos temas y demuestra que maneja estructuras sintácticas básicas.	CCL	Students will be able to write a short description of their improved invention using present simple sentences and nouns and adjectives to describe its physical appearance and its features dividing the description into coherent paragraphs.
Est. ING. 4.6.2. Escribe correspondencia personal breve y simple (mensajes, notas, postales, correos,		

chats o SMS), en la que da las gracias, felicita a alguien, hace una invitación, da instrucciones, da su opinión o habla de sí mismo y de su entorno inmediato (familia, amigos, aficiones, actividades cotidianas, objetos, lugares), hace y contesta preguntas relativas a estos temas usando un vocabulario sencillo dentro de unos campos léxicos definidos por los contenidos.		
Est.ING.2.3.4. Participa en una entrevista, p. ej.: médica nombrando partes del cuerpo para indicar lo que le duele, demostrando que conoce aspectos socioculturales y sociolingüísticos y que los intenta aplicar en el intercambio oral	CSC CIEE	Students will be able to develop their interacting skills when carrying out an interview role play about the past of their inventions asking and answering past simple questions with an adequate pronunciation.
GENERAL OBJECTIVES from the Aragonese curriculum (Boletín Oficial de Aragón, Orden de 14 de junio de 2014)	**KEY COMPETENCES (Boletín Oficial de Aragón, Orden de 14 de junio de 2014)**	**LEARNING OUTCOMES: METACOGNITION SKILLS**
Est. ING.1.1.6. Comprende las ideas principales de presentaciones sencillas y bien estructuradas sobre temas familiares o de su interés (por ejemplo, música, deporte, etc.), siempre y cuando cuente con imágenes e ilustraciones y se hable de manera lenta y clara para hacer alguna aproximación al significado del texto.	CCL CD	Students will be able to organize, synthesize and classify information about their invention from written an oral input (videos and readings).
Est.ING.3.6.2. Comprende información esencial y localiza información específica en material informativo sencillo como menús, horarios, catálogos, listas de precios, anuncios, guías telefónicas, publicidad, folletos turísticos, programas culturales o de eventos, etc, utilizando el conocimiento de un conjunto de palabras dentro de un campo semántico o una actividad específica.	CCL CAA	
Est. ING. 4.2.2. Escribe correspondencia personal breve y simple (mensajes, notas, postales, correos, chats o SMS), en la que da las gracias, felicita a alguien, hace una invitación, da instrucciones, o habla de sí mismo y de su entorno inmediato (familia, amigos, aficiones, actividades cotidianas, objetos, lugares), hace y contesta preguntas relativas a estos temas, haciendo uso de alguna estrategia básica de producción de textos (planificación y ejecución).	CAA CCL	Students will be able to plan an oral presentation following specific guidelines provided by the teacher.
Est.ING.2.4.2. Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio) cumpliendo una clara función comunicativa.	CCL	Students will be able to work effectively in a team and be more disposed to cooperate with peers, developing their interpersonal and social skills.

Est. ING.4.6.1. Completa un breve formulario o una ficha con sus datos personales (por ejemplo, para registrarse en las redes sociales seguras, para abrir una cuenta de correo electrónico, etc.) usando un vocabulario sencillo dentro de unos campos léxicos definidos por los contenidos.	CCL	Students will be able to self-assess peer-asses and self-evaluate their learning path through the project completing checklists, rubrics and a learning journal, developing their learning to learn competence.
Est.ING.2.3.3. Participa en conversaciones cara a cara o por medios técnicos (teléfono, Skype) en las que se establece contacto social (dar las gracias, saludar, despedirse, dirigirse a alguien, pedir disculpas, presentarse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal y sobre asuntos cotidianos, se expresan sentimientos, se ofrece algo a alguien, se pide prestado algo, se queda con amigos o se dan instrucciones (p. e. cómo se llega a un sitio con ayuda de un plano) utilizando convenciones sociales adecuadas al contexto.	CSC CIEE	Students will be able to use decision-making strategies to reach agreements in their teams during the project development.

GENERAL OBJECTIVES from the Aragonese curriculum (Boletín Oficial de Aragón, Orden de 14 de junio de 2014)	**KEY COMPETENCES (Boletín Oficial de Aragón, Orden de 14 de junio de 2014)**	**LEARNING OUTCOMES: HABITS OF MIND**
Est. ING.1.2.5. Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar; apoyándose en la interpretación de elementos lingüísticos y paralingüísticos. CCA Y CCL	CAA CCL	Students will be able to listen to others with understanding and empathy during team discussions.
Est. ING. 4.2.2. Escribe correspondencia personal breve y simple (mensajes, notas, postales, correos, chats o SMS), en la que da las gracias, felicita a alguien, hace una invitación, da instrucciones, o habla de sí mismo y de su entorno inmediato (familia, amigos, aficiones, actividades cotidianas, objetos, lugares), hace y contesta preguntas relativas a estos temas, haciendo uso de alguna estrategia básica de producción de textos (planificación y ejecución).	CAA CCL	Students will be able to innovate about their own invention planning an original and improved version of their inventions.
Est.ING.2.4.3. Participa en conversaciones cara a cara o por medios técnicos (teléfono, Skype) en las que se establece contacto social (dar las gracias, saludar, despedirse, dirigirse a alguien, pedir disculpas, presentarse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal y sobre asuntos cotidianos, se expresan sentimientos, se ofrece algo a alguien, se pide prestado algo, se queda con amigos o se dan instrucciones (p. ej.: cómo se llega a un sitio con ayuda de un plano) para cumplir una función comunicativa concreta.	CCL	Students will be able to think interdependently in their teams questioning and posing problems to make critical decisions about their invention project.

Appendix 1c. Project assessment and learning outcomes

PROJECT ASSESSMENT	PRODUCTS/ TRAITS	ASSESSMENT TOOLS	LEARNING OUTCOMES
INDIVIDUAL DAILY WORK (20%)	1. Personal Notebook of self-reflection: "Diary of an inventor" (50%) 2. Individual worksheets (20%) 3. Student's attitude and effort in whole team activities (30%)	**-Teacher rubric for assessment of students' individual daily work** -Observation of students' attitude recorded in the teacher's diary	-Students will be able to plan an oral presentation following specific guidelines provided by the teacher. -Students will be able to listen to others with understanding and empathy during team discussions. -Students will be able to work effectively in a team and be more disposed to cooperate with peers, developing their interpersonal and social skills. -Students will be able to self-assess peer-asses and self-evaluate their learning path through the project completing checklists, rubrics and a learning journal, developing their learning to learn competence.
PEER COLLABORATION AND TEAMWORK (20%)	1. Student's completion of team roles and respect to others (25%) 2. Student's facilitation and support (25%) 3. Student's contributions and work ethic: team worksheets (30%) 4. Team discussion (10%) 5. Peer bull's eye assessment (10%)	**-Teacher rubric for assessment of peer collaboration and teamwork** -Observation sheets of team discussion	-Students will be able to think interdependently in their teams questioning and posing problems to make critical decisions about their invention project. -Students will be able to carry out discussions when working in teams to reach agreements about the project invention using appropriate expressions to show agreement, disagreement, give their opinions, ask for other opinions or ask for clarification. -Students will be able to plan an oral presentation following specific guidelines provided by the teacher. -Students will be able to use decision-making strategies to reach agreements in their teams during the project development.
PROJECT MULTIPLE PRODUCTS (PROCESS) (30%)	1. Interview role play (50%) 2. Description of the improved invention (50%)	**-Teacher rubric for assessment of team interview role play** -Rubric for team's role play assessment **-Teacher rubric for assessment of the description of the improved invention**.	-Students will be able to innovate about their own invention planning an original and improved version of their inventions. -Students will be able to write a short description of their improved invention using present simple sentences and nouns and adjectives to describe its physical appearance and its features dividing the description into coherent paragraphs. -Students will be able to develop their interacting skills when carrying out an interview role play about the past of their inventions asking and answering past simple questions with an adequate pronunciation.

PROJECT FINAL PRODUCTS (30%)	1. Poster of the invention (50%) 2. Oral presentation (50%)	**-Teacher rubric for assessment of the poster.** Teacher rubric for the assessment of the individual oral presentations. **-Peer assessment of the team oral presentation.**	-Students will be able to develop their speaking skills when conducting an oral presentation demonstrating that they master their invention, using adequate nonverbal (eye contact, body language..) and verbal skills (intonation, fluency) with coherence and cohesion. -Students will be able to summarize the main information of their invention research project in a written poster: •Using the past simple to talk about the origins of the invention and its inventor. •Using the present simple to present general facts, uses or characteristics of their researched invention. •Describing their improved invention making use of present simple and adjectives to illustrate its appearance and main characteristics.

APPENDIX 2. TOOLS FOR ANALYSIS

Appendix 2a. TBL analysis

LESSONS	ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES							
	1. Does the activity engage learners' interest?	2. Is there a primary focus on meaning? Is interaction promoting? Is there an information gap?	3. Is there an outcome?	4. Is success judged in terms of outcome?	5. Is completion a priority?	6. Does the activity relate to real world at level of…		
						MEANING?	DISCOURSE?	ACTIVITY?
LESSON 1								
LESSON 2								
LESSON 3								
LESSON 4								
LESSON 5								
LESSON 6								
LESSON 7								
LESSON 8 & 9								
LESSON 10								

LESSON 1 "INVENTIONS AND INVENTORS"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITY OF THE TASK STAGE:** ***Which title fits best?***
1. Does the activity engage learners' interest?	The **topic** is probably intrinsically engaging for many learners. The activity is meaningful for students because it is connected with a **previous experience**: the viewing of the Powtoon video which includes the audiovisual world, which students love it. All of them have watched the video and they have their own opinion about it. Moreover, it is a **collaborative activity**, which also fosters engagement as students work together with their teammates to take the decision. The learners feel accountable and capable of doing the activity that is just beyond their current level of competence. The task seeks to secure engagement from all learners.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	The students' focus during the activity is on the **exchanging of opinions and supporting arguments** about the title which best describes the content of the video so interaction is clearly promoted. Vocabulary has been introduced during the pre-task stage but there is not control over the language students produce and there is not a preceding introduction of language study. There is an **information gap** as students need to **share information** to know what their teammates think and decide what the right title is.
3. Is there an outcome?	The purpose of the discussion is that each team decides one of the three possible titles for the video so the activity is precisely focused on the provision of an outcome: the title which fits best.
4. Is success judged in terms of outcome?	During students' discussion, teacher's role is to facilitate and monitor the students without correcting them waiting for the teams' decisions. Moreover, at the end of the activity, each team has the opportunity to shares their decision with the rest of the class, which shows that the teacher values students' opinions and that enhances the importance of outcome.
5. Is completion a priority?	The most important point of the activity is that students interact and **reach an agreement** in the team. There are given enough time and when they decide on a title, the activity ends.
6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?**	a. At level of meaning, although the topic of the discussion is not of general interest, students have the opportunity to engage in an activity in which they express their own opinion about what option fits best. It is probable that students stretch their language resources to express new meanings when agreeing with other or disagreeing, commenting about other opinions and so on. b. During the activity, the learners practise a very common discourse act in everyday life: **expressing opinions, agreeing, disagreeing, explaining, and**

c. level of activity?	**asking for other's opinions.** c. It is very probable that students in the future engage in a discussion where they would need to use expressions of agreement, disagreement, asking for clarification etcetera as they do in this one. However, the topic might be different as it is not a realistic topic in everyday life. In the real world, they could have to choose between different options looking at the one that best fits their needs.
LESSON 2 "MAKING DECISIONS. OUR TEAM INVENTION"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITY OF THE TASK STAGE:** ***Team discussion. Our team invention for research!***
1. Does the activity engage learners' interest?	The **topic is** engaging for many learners as they have **personalized** it to their own views and opinions. It is meaningful because it is **based on students' likes;** the assigned activity is personally relevant for every student and it has a value for the future project research. Moreover, students control their own interactions and it includes **cooperative learning** as they are working with others to reach an agreement. The activity fosters students' interest and engagement.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	The students are focused on expressing their opinions and convince others to investigate their invention or just another one proposed by other teammate that they find more interesting so they are required to **interact with each other** to know their teammates ideas and decide on which invention to focus on. Although students receive a cheat sheet with useful expressions they can use, there is not a control over the language students produce, it is not mandatory to use these expressions. The cheat sheet has a supporting aim.
3. Is there an outcome?	The outcome of the activity is the **agreement** each team should reach to decide the invention there are going to investigate. The purpose of the team discussion is precisely to provide an outcome: an invention for each team to start investigating.
4. Is success judged in terms of outcome?	During students' discussion, teacher facilitates and monitors the students' interactions without correcting them. Moreover, at the end of the activity, the presenter of each team expresses their decision on which invention to focus on to **share it with everybody in the class**, which enhances the importance of outcome.
5. Is completion a priority?	The key of success in the activity is that **students interact and express opinions** for which they have two supporting resources: the talking chips and the cheat sheet with useful expressions for discussion. The most important point of the activity is that students, making use of these resources, reach an agreement in the team. The activity cannot finish until each team has their invention on which to base their research.

6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?** **c. level of activity?**	a. The vocabulary related to the topic, "inventions" might be useful in some occasions in the real world as learners are expressing why different inventions are good and important in our daily life. They stretch their language resources to produce new meanings to convince the others and support their views. b. During the activity, the learners practise a very common discourse act in everyday life, a discussion. During it, students **express opinions and support them, agree, disagree, explain and ask for others' opinions**. These discourse acts are extremely common in real world such as at work places. c. It is very probable that students in the future engage in a discussion similar to it, making use of similar strategies of respecting talking turns or hearing and respecting everyone's opinions. The engagement in a team discussion could easily occur in their future lives. However, the topic could be slightly different but the main idea would be similar. For example, they might have to convince their work mates about their product or choose the best idea among different ones.
LESSON 3 "IMMERSION CENTRES: BECOMING EXPERTS"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITY OF THE TASK STAGE:** ***Immersion centres***
1. Does the activity engage learners' interest?	The activity is personalized because the topic of the activity is the invention each team has chosen to investigate. It is also meaningful for them (based on students' previous decisions). Students like to investigate and discover facts about artifacts and the activity is mainly based on that. Furthermore, they are going to use YouTube, which may interest and motivate most of them. Another important fact is that **students work cooperatively** and with some autonomy, which nurtures the students' sense of control over their behaviors and goals. Taking into account these issues, the activity foster their interest and engage the learners.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	The most important focus of this activity is on the understanding of the input learners are receiving through YouTube and the readings as it is the basis for completing the activity -**visible learning and thinking**-. The students' focus is on their understanding of the information they receive in order to complete the organizing sheets with this information about their invention. Students are focused on the meaning of the input received. Students are also given the **opportunity to regulate their learning** because they can decide what and how much to read/watch. They need to interact to share what they understand and organize the information in charts. There is an information gap between students' previous knowledge about their invention and the information they

	receive about it with the video and reading.
3. Is there an outcome?	The purpose of the activity is that all teams complete cooperatively the worksheets organizing the information they have read and listened to showing **understanding of new ideas/content**. The outcome of the activity is the completion of the charts with the input they have received, both by YouTube videos and by the readings.
4. Is success judged in terms of outcome?	During the immersion centres, teacher's role is to facilitate and monitor the students guiding them through the process of understanding and organizing the information they receive. As students complete each worksheet, they are given the answers to check and the activity ends when the teams have completed and checked the content of all the worksheets. Moreover, each team shares with the rest of the teams their most important findings in the immersion centres, which enhance the importance of outcome because students' voices are valued by the class and the teacher.
5. Is completion a priority?	Students are given enough time, support and resources to select and organize in the worksheets the most important information they have listened to and read through team cooperation. **Each team can work at their own rhythm** following the steps of the task card.
6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?** **c. level of activity?**	a. At level of meaning, students produce meanings that must be useful in the real world. They receive input from different sources and they cooperate within their teams **taking decisions to organize and synthesize** that information in charts. b. At discourse level, the learners participate in a **process of synthesis and organization of information**. This process includes the necessity of carrying out discourse acts where students take decisions about the information that is essential, ways of summarizing and classifying this information, which are common discourse acts in the real world. c. This kind of activity could quite easily occur in the real world, at students' future workplace or university. Every day, we receive huge amounts of information from different sources that we have to organize and synthesize to accommodate it in our memory and remember it easily. During this activity, students are carrying out the same exercise.
LESSON 4 "THE PAST OF OUR INVENTIONS"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITY OF THE TASK STAGE:** ***An interview to the predecessors of our inventions***

1. Does the activity engage learners' interest?	The interview is extremely **personalized to each team**: the teams have created the questions (in a previous session) and now, they cooperatively decide the answers, the context, the interviewers and interviewees of it. Students have **autonomy** because everything in the interview role play is created by them so learners can **adjust it to their likes and interests**. The activity is meaningful and interesting as it is based on their **previous experiences** in the project.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	Although during the activity there is a point in which students revise the accuracy of the KWL questions, these questions have been created beforehand in another activity. Nonetheless, during the process of creating the context and roles as well as when students generate ideas about possible answers, students' focus is on creating coherent meanings according to the questions and the invention they chose. Students have a model they can follow or use to support their creation process but there is not a control over the language they produce.
3. Is there an outcome?	The purpose of the discussion is that each team cerate and act out their own interview role play where they ask and answers questions about the life before their invention. The outcome is the performance of the role play they have been creating.
4. Is success judged in terms of outcome?	Teacher facilitates and monitors students while they prepare their role play giving clear instructions of what they have to do and provides models to follow. At the end of the activity, each team should have prepared their interview role play with its corresponding context, roles, questions and answers. Students perform their role play to the rest of the teams and the teacher, which enhances the importance of outcome because it is shared. However it is true that students' performance is also assessed in terms of students' accuracy (the rubric of assessment includes criteria related to students' use of grammar) but the primary focus is on completion and meaning.
5. Is completion a priority?	The success of the activity depends on the students' ability to create their own role play. As it is a complex task, students have reasonable time and support to create the interview step by step with modes to follow and examples of what they are expected to do.
6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?** **c. level of activity?**	a. Students have the opportunity to produce the meanings of an interview role play including the context, participants and so on. During the activity, students ask and answer questions for which they need in some occasions to stretch their language resources to answer more complex questions. b. The discourse acts generated with this activity are extremely real-world-like because students engage in an interview asking and answering questions in a coherent way. The learners practise a common discourse act: an interview where they construct meanings in a shared context. c. Interviews are very common in real world life so it is very probable that students in the future engage in one for which this activity give students practice asking and answer questions with real-time interaction and negotiation of meaning. However, the topic of the interview role play is not realistic as it would never take place in the real world.

LESSON 5 "FUTURE INVENTORS. WRITING A DESCRIPTION"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITY OF THE TASK STAGE:** ***Description of our team invention in the future***
1. Does the activity engage learners' interest?	In this activity, students become inventors; they create a new version of their invention in the future. The topic is probably intrinsically engaging for many learners as children love to create their own artifacts and they are very creative and imaginative. It is meaningful because it is **based on students' personal likes and experiences**. It also **promotes cooperation** because they create it within their teams. The task seeks to secure engagement from all learners who have **autonomy to personalize each invention description according to their likes and interests**.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	The students' focus during the activity is on describing their improved invention. In the previous tasks, some vocabulary has been introduced in order to facilitate learners' creation of meanings about the appearance and features of the product. The use of **RoundRobin Kagan structure promotes interaction and sharing of ideas**. Students need to interact to know each others' individual opinions and create a collaborative description.
3. Is there an outcome?	The outcome of the activity is the creation of the description itself which allow readers to imagine the improved invention as they read it.
4. Is success judged in terms of outcome?	As students complete the activity, teacher goes around and monitors them encouraging and supporting students' interactions and creation of meaning. Accuracy will be revised in the next activity and stage of the lesson. Students share their description with the rest of the class during the Science Fair event which enhances the importance of the outcome.
5. Is completion a priority?	Students are encouraged to write their invention description and they receive support from the teacher and through cheat sheets and models to complete the task successfully. Learners have reasonable time and resources to cooperate and create their own description step by step.

6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?** **c. level of activity?**	a. At level of meaning, students produce meanings that will be useful in the real world as they are describing appearance and features of objects. This vocabulary is related to everyday life. b. Learners practice at discourse level, first orally, to reach agreement about the information they want to include: they agree, disagree, and express their opinion. Then, orally and in written form, they practise common discourse acts to describe things around us: appearance and features of things we use every day. c. Descriptions of things are very common activities in everyday life so it is very probable that students in the future will engage in a similar situation in which they describe something. They use the language in a way that is common outside the classroom.
LESSON 6 "PREPARING OUR SCIENCE FAIR! INVITATION EMAIL"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITY OF THE TASK STAGE:** ***Collaborative writing: invitation email***
1. Does the activity engage learners' interest?	Students have the opportunity to write an invitation email to the Science Fair event for the guests. It is a personalized and meaningful writing where both, the people and the email they write are real. Moreover, it is a **collaborative writing which is another powerful facilitator of learners' engagement** because they create connections with their teammates. Each student has their own role within the team. The activity seek to secure engagement from all learners because they find what they are doing meaningful (it is based on students' experiences and likes) and interesting.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	Before the activity, there is not any preceding language study for which is almost certain that the focus will be on meaning. Moreover, students' focus during the composing process is on **negotiating meanings** and deciding what they want to say and which language (vocabulary) must be used to say it. As the collaborative writing is composed, the information gap is fulfilled. **Meaning is created through interaction and collaboration among students**.
3. Is there an outcome?	The purpose of the activity is the final invitation email which will be sent to the guests. The email itself is the outcome because it shows the process students have gone through during the activity.
4. Is success judged in terms of outcome?	The teacher's focus during the activity is on supporting and facilitating the writing process of the email. Once the email is finished, accuracy will be revised. Moreover, the outcome, the email, is sent and shared with the guests which enhances the importance of outcome.

5. Is completion a priority?	It is a collaborative activity in which students and the teacher construct together the meanings they want to express. Learners have reasonable time to complete it. The creation process follow different stages, starting with the generation of ideas, following with the focusing, organizing and composing process, and ending with a revision of the writing that makes students redraft and recompose.
6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?** **c. level of activity?**	a. Students produce meanings that will be useful in the real world as they negotiate what they want to tell their guests in the email about the event. They use **everyday vocabulary related to time, date, and places**; topics that are of general interest. b. At discourse level, students are immersed in a process of negotiation of meaning where through interaction they share and create the meanings they want to express in the email. The email is a common discourse act which perfectly **reflects language uses we make in the real world**. c. In this communicative activity, learners are engaged with vocabulary and meanings used in emails as well as invitations. The topic and the creation process itself reflect the way language is used outside the classroom when communicating with others either orally or in written form.
LESSON 7 "THE POSTER OF OUR SCIENCE FAIR"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITY OF THE TASK STAGE:** ***Creating our poster***
1. Does the activity engage learners' interest?	The activity is **personalized to each team invention and to the team's interests** so it is meaningful for the students as they decide which information they want to include and how they want to organize it. It **fosters autonomy and collaboration** between them. The topic and the activity itself are intrinsically motivating for the learners.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	Before the activity, there is not any language study. Students go through the different materials and worksheets they have completed during the project to decide which meanings they want t to include in the poster. Moreover, the use of structures such as **RoundRobin promotes interaction and negotiation of meaning** between team members. There is an information gap between each student's knowledge of the topic and the information they want to include in the poster.
3. Is there an outcome?	The purpose of the activity is to create the poster of each invention which will be exhibited during the Science Fair. The poster itself is the outcome of the activity reflecting the process students have gone through during the activity and the whole project.
4. Is success judged in terms of outcome?	The teacher's focus during the activity is on supporting and facilitating the creation process of the poster helping students to decide which sections they must include and what to include in each section. The first indicator of success is the completion of the poster and the worksheets completed by the teams

	give us that information. Once students have decided and drafted the poster, accuracy will be revised to create the final version of it. Moreover, at the end of the project, students share the poster with the rest of the class and the guests of the Science Fair, which enhances the importance of the outcome.
5. Is completion a priority?	Students have one entire session to create the poster with the information they want to share and they have a model to follow with useful vocabulary. During the activity, enough time, resources and encouragement are provided by the teacher to ensure students' completion of the poster.
6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?** **c. level of activity?**	a. At level of meaning, students create meanings that will be useful in the real world because the poster reflect a research process where students explain what they have learned about a topic to inform others about it. b. At discourse level, during the poster creation process, students are immersed in interactions and discussions within their teams where they show agreement, disagreement, express their opinions, negotiate meanings etc, which are discourse acts that reflect real world interactions. Finally, the poster is the summary of all the research process which synthesizes the knowledge and skills acquired. c. In this communicative activity, learners develop a final product to show the research process they have gone through. **The topic and the process itself reflect the way language is used outside the classroom**. The poster is really similar to reports and summaries that are done after an investigation in the real world.
LESSON 8 "OUR ORAL PRESENTATION" AND LESSON 9 "WELCOME TO OUR SCIENCE FAIR!"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITIES OF THE TASK STAGE:** ***Creation and performance of the oral presentations***
1. Does the activity engage learners' interest?	The activity is personalized to each team invention and interests. Students decide which information of the one researched in the project they want to include and share. It is meaningful as **it reflects all the previous experiences students have gone through during the project** and they have autonomy to decide what sections develop and how they organize the presentation. The topic and the activity itself are intrinsically motivating for the learners: it is the way they have to demonstrate and share their learning.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	Before the activity, there is not any language study. Students go through the different materials and worksheets they have completed during the project to decide which content they want to share with the visitors of the fair. In addition, during the public presentation in lesson 9, **students are focused on presenting and explaining relevant information to the listeners**, trying to make themselves understood. The focus is clearly on transmitting the learned information to the guests and the rest of their classmates. There is an information gap between what its team know about their invention and what the rest

	of the classmates know about it.
3. Is there an outcome?	The purposes of the activities in both lessons are to create and perform an oral presentation for the guests of the Science Fair where students explain its main discoveries and research about their invention. The oral presentation itself is the outcome of the activity.
4. Is success judged in terms of outcome?	The teacher focuses on supporting and facilitating the creation of the oral presentation helping students to decide which information must be included and which strategies can be used during the presentation. The first indicator of success is the completion of the worksheets about the oral presentation and students' public performance. The students' performance will be evaluated by the teacher and classmates focusing especially on the content of the presentation and the discourse act carried out by each student. However, accuracy is also assessed although to a lesser extent.
5. Is completion a priority?	Students have one session to create the presentation and another one to perform it. During lesson 8, they have a model to follow with useful vocabulary and expressions for doing oral presentations. Enough time, resources and encouragement are provided by the teacher to ensure students' completion of the activity. In lesson 9, students' are at the centre of the lesson as it is devoted to perform students' oral presentations.
6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?** **c. level of activity?**	a. At level of meaning, students engage in producing useful meanings in the real world. They transmit information about their project research. They express their opinions, their learning and responding to other's questions using the language acquired throughout the project. During the performance, learners stretch their language resources to communicate more formally. b. Students carry out a common discourse act in everyday life, especially in work places, a presentation. When students perform their oral presentation, they **share meanings, negotiate meanings and explain facts and information to the listeners, which reflect the real world**. c. The oral presentation is a common activity students could quite easily perform outside the classroom. However, the topic might be different. This activity reflects the language (verbal and nonverbal skills) used outside the classroom, especially in formal situations.

LESSON 10 "FEEDBACK TIME!"	
ANALYSIS OF TASK-LIKE AND COMMUNICATIVE ACTIVITIES	**MAIN ACTIVITY OF THE TASK STAGE:** ***Carousel feedback***
1. Does the activity engage learners' interest?	Each student has a chance to express what he/she thinks and feel about the other projects. The activity is personalized and meaningful because it is directly **linked with students' thoughts and experiences**. It includes **collaboration among teams and teammates** which also enhances engagement. The topic and the activity itself are motivating for the learners: it is the way they have to take part in the reflection process of the project and express their opinions.
2. Is there a primary focus on meaning? **-Is interaction promoting?** **-Is there an information gap?**	During the Carousel feedback, students use the ***RoundRobin*** **structure to take turns expressing their opinions** about their classmates' works. The focus is clearly on expressing their opinions about the other teams' works: what they liked and what could be improved. There is an information gap between each student's opinion about the other teams work and teams' own opinion of their work.
3. Is there an outcome?	The purpose of the activities is to give and receive feedback on the project products from the rest of the classmates. To do that, students must summarize their opinions in a short writing completing the other team's carousel feedback forms (worksheets). These completed worksheets are the outcome of the activity.
4. Is success judged in terms of outcome?	During the activity, the teacher monitors and facilitates students' interaction clarifying expressions students can use to give their opinions and synthesize their thoughts. Moreover, the class shares with a class discussion their opinions about the activity and the feedback received by their mates. This sharing process enhances the importance of the outcome.
5. Is completion a priority?	Students have enough time and resources to complete the activity. Moreover, the teacher goes around the teams encouraging and monitoring them to complete the task and to give formative feedback to their classmates.
6. Does the activity relate to real world at…. **a. level of meaning?** **b. discourse level?**	a. Students produce useful meanings in the real world as they give their personal opinions and discussing others' works. Most of the students will be familiar with the language used as they have been doing discussions during the whole project so they know common expressions of discussion. However, some students stretch their language resources to express new meanings when talking about what they like about of other teams' projects. b. Learners carry out a common discourse act in everyday life, an informal discussion where learners respect each other's opinions and speaking turns

c. level of activity?	thanks to the use of a *RoundRobin* structure. During the discussion, they **express opinions and constructing arguments to support those opinions. They agree, disagree, explain** and so on; language functions that reflect the real world. c. Regarding the activity, students perform an informal discussion, a communicative activity which could quite easily occur in the real world. It is quite possible that they might, on some future occasion, participate in a discussion on this very topic, in which they would have to express their opinions about the work of others.

Appendix 2b. PBL analysis: Six A's rubric and Essential Project Design Elements rubric

1. SIX A'S CRITERIA RUBRIC adapted from materials provided by Napa New Technology High School (Napa, California).

CATEGORY	UNSATISFACTORY	BASIC	EXEMPLARY
AUTHENTICITY	-The project has little or no connection with the outside world. -The problem or question has little or no meaning to students. -There is no audience for the student work.	-The project simulates "real world" activities. -The problem or question has meaning to students. -There is an appropriate audience for the student work.	-Adult in the "real world" are likely to tackle the problems or questions addressed by the project. -The problem or question has meaning to the students. -There is an external audience for the student work.
ACADEMIC RIGOR	-The driving question is not based on standards. -The project demands little specific knowledge of central concepts. -Students can complete the project without learning new content. -Project does not include habits of mind in outcomes.	-The driving question is based on standards. -The project demands specific knowledge of central concepts. -Students learn minimal content. -Project reinforces previously learned habits of mind.	-There is a well-defined and clear driving question that is derived from specific national, state, district or school content standards. -The project demands breadth and depth of specific knowledge of central concepts. -Students develop new habits of mind (e.g.: questioning and posing problems; precision of language and thought, persistence)
APPLIED LEARNING	-Students do not apply new knowledge to a problem. -Students are not required to develop collaborative or teamwork skills.	-Students apply new knowledge to a problem. -Students are required to work in teams. -Students use self-management skills to improve their performance.	-Students apply new knowledge to a realistic and complex problem. -Students use multiple high-performance work organization skills (e.g., working in teams; using technology appropriately; communicating ideas; collecting, organizing and analyzing information) -Students formally use self-management skills (e.g., developing a work plan, meeting deadlines, prioritizing pieces of work, identifying and allocating resources) to improve their team's performance.
ACTIVE EXPLORATION	-No research is required. -Students gather information from textbooks or other secondary sources. -Students use raw data provided by the teacher.	-Students conduct their own research. -Students gather information from a limited number of primary sources.	-Students do field-based activities (e.g., interviewing experts, surveying groups of people, exploring worksites). -Students gather information from a variety of primary sources and use a variety of methods (interviewing and observing, collecting data, model-building, using on-line services.

ADULT CONNECTIONS	-Students have no contact with adults outside the school.	-Students have limited contact with adults outside the school (e.g., guest speakers). -The teacher uses role-playing or other staff members to simulate "expert" contact.	-Students have multiple contacts with adults outside of school who have expertise and experience and who can ask questions, provide feedback, and offer advice. -Students have the opportunity too observe and work alongside adults in a worksite relevant to the project. -Adults outside of school provide students with a sense of the real-world standards for this type o work.
ASSESSMENT PRACTICES	-Students are not provided with explanation of the assessment at early stages of the assignment. -The only product is a culminating exhibition or presentation.	-Students are provided with a clear explanation of the assessment in the early stages of this assignment. -Students receive infrequent feedback on their works-in-progress from teachers, mentors and peers.	-Students help in establishing assessment criteria. -Students use a variety of structured self-assessments (journals, peer conferences, teacher or mentor conferences, rubrics). -Students receive frequent and timely feedback in their work-in-progress from teachers, mentors and peers. -The final product is a culminating exhibition or presentation in front of an informed audience. -The project employs multiple products. And all products are aligned with outcomes.

2. ESSENTIAL PROJECT DESIGN ELEMENTS RUBRIC. Buck Institute for Education (BIE, 2017) www.bie.org

Essential Project Design Elements	Lacks Features of Effective PBL: *The project has one or more of the following problems in each area:*	Needs Further Development: *The project includes some features of effective PBL but has some weaknesses:*	Includes Features of Effective PBL: *The project has the following strengths:*
Key Knowledge, Understanding & Success Skills	➢ Students learning goals are not clear and specific; the project is not focused in standards. ➢ The project does not explicitly target , assess of scaffold the development of success skills.	➢ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. ➢ Success skills are targeted but there may too many to be adequately taught and assessed.	➢ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. ➢ Important success skills are explicitly targeted to be taught and assessed, such as critical thinking/problem solving, collaboration, and self-management.
Challenging Problem or Question	➢ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. ➢ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: ¬it has a single or simple answer. ¬it is not engaging to students (it sounds too complex or "academic" like it came from a textbook or appeals only to a teacher).	➢ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. ➢ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). ➢ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.	➢ The project is focused on a central problem or question, at the appropriate level of challenge. ➢ The central problem or question is framed by a driving question for the project, which is: ¬open-ended; it will allow students to develop more than one reasonable answer. ¬understandable and inspiring to students. ¬aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	➢ The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. ➢ There is no process for students to generate questions to guide inquiry.	➢ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). ➢ Students generate questions, but while some might be addressed, they are not	➢ Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). ➢ Inquiry is driven by student-generated questions throughout the project.

		used to guide inquiry and do not affect the path of the project.	
Authenticity	➢ The project resembles traditional "schoolwork;" it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students' personal interests.	➢ The project has some authentic features, but they may be limited or feel contrived.	➢ The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students' personal concerns, interests, or identities.
Student Voice and Choice	➢ Students are not given opportunities to express voice and choice affecting the content or process of the project. ➢ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.	➢ Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research). ➢ Students work independently from the teacher to some extent, but they could do more on their own.	➢ Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks). ➢ Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.
Reflection	➢ Students and the teacher do not engage in reflection about what and how students learn or about the project's design and management.	➢ Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.	➢ Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's design and management.
Critique and Revision	➢ Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers. ➢ Students do not know how or are not required to use feedback to revise and improve their work.	➢ Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. ➢ Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.	➢ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. ➢ Students use feedback about their work to revise and improve it.
Public Product	➢ Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.	➢ Student work is made public only to classmates and the teacher. ➢ Students present products, but are not asked to explain how they worked and what they learned.	➢ Student work is made public by presenting or offering it to people beyond the classroom. ➢ Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.

APPENDIX 3. PROJECT LESSONS AND IMPLEMENTATION

Appendix 3a. Project lesson plans

LESSON 1: "INVENTIONS AND INVENTORS" (STAGE 1 AND 2: ACTIVATION AND DISCOVERY)

Stage 1→ Pre-listening activities:

1. A letter from the uni! [Whole group] (5 min)

AIMS
To introduce the project.
To engage students in the project.

a) Show students the letter from the university and ask someone in the class to read it. Ask students if they accept the challenge. Highlight the main aim of the project: to create a Science fair about inventions where they investigate and become experts in some of them.

- *Good morning everyone! I'm really excited today because look what I have here! (Showing the envelope of the letter). It's a letter from the uni for us! Does anyone want to read it? Okay, so as (name of the student) read, Pilar invites us to create our own Science Fair about inventions and she want to come to see our final event! Exciting, isn´t it? Dou you want to accept the challenge and become expert inventors? [...] Great!*

2. Project aim, steps and tasks [Whole group] (5 min)

AIMS
To clarify students' main tasks during the project.
To present the global aim and the most important steps of the project to the students.

a) Tell and show the students in which stage of the project you are (showing them the PPT slide of the different stages of the project). Project and explain the PPT which

contains general guidelines about the different steps of the project and the main aim of it which its correspondent driving questions.

- *Class! We've accepted the challenge so we have to start working hard! Today, we're going to start the project so now we're in the activation stage, the stage in which we are going to discover what is our project about and we're going to move into the discovery stage where we'll activate and learn some useful knowledge for our project to take place. The aim of this project is to investigate an invention to find out: how did the invention improve people's life in the past? And how can the invention evolve to make our future life easier? In order to be able to answer these questions, we'll need to do a lot of research, become experts of these inventions and collect all the information and products we create to present them in our Science Fair: Diary of an inventor, where you'll show all you work throughout the project.*

b) Organize the team roles for the session and remember the students how roles work. Give them their card roles to keep them during the session.

- *Class! [...] Class, class! [...] Starting with your team roles, the person sitting here (pointing at one team seat arrangement) is going to be today's leader, the next one on the right the recorder, next the monitor, next the time keeper (and volume controller if it is a team of 5), next the volume controller (if it is a team of 6), and the last one the presenter. The roles, as you know, change every week and we'll rotate clockwise, to the right. Here you have your role card to remember what you're expected to do and say. Keep them visible during the session.*

3. Vocabulary word cloud [Whole group] (7-8 min)

AIMS
To introduce the topic of the *Powtoon* video.
To introduce key vocabulary related to the topic and *Powtoon* video.
To activate children's previous schemas.

a) Project the word cloud and challenge students to try to predict which the topic of the video will be. Ask them about the words that appear on it and encourage them to describe the words they know or look for a synonym and let the rest of the classmates guess what word they are describing. Explain the most important words they don´t know.

- *Today, we're going to watch a really useful and interesting video for our project but first... Look at this word cloud and read the words that appear on it. Can you imagine which the topic of our video is going to be? (wait for SS to answer) Yeah, inventions! Does anyone know some of these words? Can you try to describe it or find a synonym? Talk in your teams and if you know a word, the presenter raises the hand and he shares it with the rest of the class. The rest of the class, try to guess which word he/she is talking about! [...] Good! And... Which other words are new for you? (example: a student asks about the word feasible) Okay, feasible is something that can be done, that it is possible to do. For example, our project is feasible as you've accepted it. A synonym of feasible could be possible.*

4. Which inventions may appear in the video? [Whole group] (5 min)

AIMS
To activate students' previous schemas.
To make students predict which inventions may appear on the video.
To promote students' interest to move into watching the video.

a) Ask students to predict which inventions may appear on the video. Write them down on the whiteboard.

- *So... What inventions do you know and think that can appear in the video? (If students say the name of the invention in Spanish translate it into English and rephrase). We'll check after watching it!*

Stage 2→ While-listening activities:

5. *Powtoon* video: Which title fits best? [Whole group] (5 min)

AIMS
To check students' predictions.
To check students' general comprehension of the video.

a) Ask students to listen and watch the video carefully to check their predictions. Show them three possible titles for the video and ask them to choose the one that fits best and why. Correct it orally.

- *Okay everyone! So now, we're going to watch the video. Stay tuned because then we'll check your predictions about the inventions that may appear on it, give a title*

to the video and list the different inventions that have appeared. Are you ready? (Students watch the video). Great video, isn't it? Now, let's check your predictions. Does (name of the invention) appear on the video? Thumbs up if it appears and thumbs down if not. [...] And now, regarding the video, which of these three titles fist best with it? Discuss it in your teams and the presenter of each team raises the hand to answer. Which teams thinks that title A, raise your hands. Why? [...] Now if you think that B and finally if you think that C. [...]The best title is the last one because the video present us different inventions but these inventions are not the most important ones and it also explains us how these inventions make our life easier. Great work, I like the way you listen to your teammates!

Stage 3→ Post-listening activities:

6. Cross-word puzzle: "The most famous inventions of all times" [Teamwork] (10 min)

AIMS
To check students' listening comprehension of detailed information.
To review some key vocabulary about inventions that has appeared in the video.

a) Explain and ask students to complete the crossword puzzle related to the inventions of the video cooperatively. Remember students team roles and ask the monitors to take the worksheets. Check the answers in whole group.

- *It's time to move to the next part of today's session. You've watched the video and now it's time to check how good your memory is! You have to work together as a team to solve the next cross-word puzzle about the inventions that have appeared in the video. You've to look at the definitions below and complete them with the right inventions. Remember your roles and accomplish them: the recorder is the one who should complete the written form of the cross-word puzzle; the leader should ensure that everyone participates on the task, the time keeper has to manage the time as you've 10 minutes to complete the task, the volume keeper has to maintain soft voices in the team, the monitor has to make sure that you understand the task or you need further explanation and, finally, the presenter should present the results to the rest of the class. Ready? (Students complete the activity). Time is over now! It's time*

to correct the cross-word puzzle. Presenter of this team, which is the invention number...? [...] Okay, good! / Try again! Any other team?

7. Ranking of the inventions [Teamwork] (15 min)

AIMS
To make students rank the different inventions according to specific criteria.
To engage students in a meaningful discussion.
To develop students' interaction skills by reaching an agreement.
To practise key vocabulary about inventions.

a) Ask students to rank cooperatively the previous inventions from the most useful to the least (according to their opinion). Highlight the importance of interacting in English. Give them a cheat sheet with useful expressions for the interaction to take place as well as talking chips. Explain how talking chips work. Ask monitors to collect all the materials.

- *Now, you have to work again in your team and rank the previous inventions from the one which is most useful for us in your opinion to the least, the one you think we can live without it. It's important that all of you reach an agreement about the ranking so you have to discuss with the members of your team. I'm going to give you a cheat sheet with some useful expressions because the interactions must be in English (project the cheat sheet and read/explain some of the expressions and their uses) I'm going to give to each of you two talking chips: one that you should use after a longer speaking time and other that you should use after a shorter speaking time. When you use one, put in on the middle of the table (make an example). All of you should have used both at the end of the discussion. Remember your roles in your team and rank the inventions. Go on!*

b) Once they have finished the ranking, ask students to justify their choices with a short sentence. Give them an example with another invention.

- *Now that you have your ranking, write a sentence for each invention to justify your choices. Remember that all of you should participate but the recorder is the one who has to complete the table. You can use the vocabulary of the cloud bubble (pointing at it) and you can also use some expressions of the clues that appear in the cross-*

word puzzle. For example, the car, I can rank it in the 2nd place and justify my choice saying that "thanks to the car, I can travel faster to distant places".

c) Ask the presenter of each team to share the inventions that the different teams have ranked on the first and last place with the whole class. Give them feedback and rephrase the sentences of justification if they are grammatically wrong.

- *Time is up! I want the presenter of the different teams to share their rankings with the rest of the class, right? Read your ranking and the sentences you have chosen to justify each choice. Which team wants to start? (students answers) Good! So, in your opinion, the telephone (example) is the most important invention because thanks to it, we can call and communicate with people from all over the world [...].*

Stage 4→ Follow-up activities:

8. Diary of an inventor: personal notebook of self-reflection about the learning process [Individual work] (homework)

AIMS
To make students reflect about their learning process.
To make students reflect about their cooperative work.
To develop students' learning to learn competence.

a) Project the diary of an inventor so that all students can see it. Explain that it functions as a learning journal were students are going to record their learning process through the project. Explain it step by step, its different sections (first, the part in which students have to reflect about the content they have learned in the session and then, the part in which they have to think about their work as a team, the completion of their role in the team and how they can improve it for next sessions). Ask students to complete it for the next session as homework.

9. Rewards time! [Whole group & Teamwork] (5 min)

AIMS
To reward students' teamwork.
To make students reflect about their behaviour and learning process during the session.

a) Open *Dojo* and project it on the whiteboard. Go quickly through the different teams asking them what of the four possible rewards they think they deserve. Give your opinion about them and give each team the rewards they deserve.

- *Okay so finally, let's check which rewards each team will win! Ready? First, this team, what rewards do you think that you deserve? [...] Okay, the soft voice reward is true, you win it but the on task reward I don´t agree with you; you need to collaborate more as a team! Maybe next time! [...] So, that's all for today session! See you next day and don´t forget to fill in your reflection notebook!*

**All materials are available at http://bit.ly/2t6hEaDLesson1*

SESSION 2: "MAKING DECISIONS. OUR TEAM INVENTION"

(STAGE 2: DISCOVERY)

Stage → Pre-speaking activities:

1. Reviewing the last project session and explaining today's session [Whole group] (5 min)

AIMS
To give students feedback on their performance in the last session.
To review the content of the last session.
To share the learning goals with the students.

a) Remember the last session asking some students to comment voluntarily on their reflection about it (what he/she has written on the reflection notebook). Make students reflect about their comments in their teams and give them feedback in the cooperative task performed without commenting on any particular student. Highlight the general strengths of the session and give some advice to improve for the next time.

- *Good morning everyone! We started an interesting project in the last session. Can anyone tell me what this project consists of? [...] Yeah, great. What did we do in the last session? Anyone?[...] Right, we discovered some inventions and worked together in our teams to rank them from the most useful one to the least according*

to our own opinion. Share in your teams some of your comments in the notebook of self-reflection. Each of you should have a turn to comment. The person who was the leader last session starts and you continue clockwise. Who wants to tell us voluntarily what you have commented in your teams? Anyone else? (After students' comments, give feedback on the main strengths and weaknesses of the session globally).

b) Tell the students in which stage of the project you are (showing them the PPT slide of the project stages) and explain the main objectives of today's session and what they are expected to do.

- *We are going to continue working on the project. Today, we continue on the discovery stage, where we are going to discover, ask and organise lot of interesting facts about our project. During today's session, I want you to decide in your teams the invention on which you are going to focus your research and what you want to know about it. Each team has to choose an invention and it can be some of the ones we discovered in the last session or another one you're interested in. At the end of the session, you'll need to reach an agreement about which your team invention for the project is going to be.*

c) Organize the team roles for the session and remind the students how roles work. Give them their role cards to keep them during the session.

- *Okay class! Starting with your team roles, remember that today we have to change our team roles and that we change them clockwise. Here you have your role cards to remember what you're expected to do. Keep them visible during the session.*

2. My favourite invention! [Individual work] (8 min)

AIMS
To prepare students for the team discussion.
To use some key vocabulary words and expressions to make their choice.
To engage students and create interest in the team discussion.

a) Ask students to think individually about an invention they would like to investigate. Explain that they have to justify their choice with a sentence because then, they are going to try to convince their team to focus their research on this invention. Give them an example on the whiteboard so that students have a model to follow. Explain

some of the vocabulary they can use to write their justification. Then, ask the monitors to take the worksheet and the post-it where students have to write it.

- *Okay so now, I want each of you to think about an invention you would like to investigate. If you don´t know the word in English, use the dictionary. Once you`ve thought about an invention, write it down and start thinking about a sentence to justify your choice. This sentence is very important because then, you're going to use it to try to convince your team to investigate that invention. For example, I choose the vaccine, right? So, I write it down and I think how to justify it. I can start my sentence with some expression such as I think, in my opinion, the best invention is... (Note them down on the whiteboard) and then justify its importance for all of us: "the vaccine protects us against diseases". Do you understand what you have to do? In the worksheet you can find some useful vocabulary to create your sentence. You can write more than one sentence if you want and have time. Write the invention and the sentences on the post-it.*

3. Classifying expressions for discussion [Teamwork] (5 min)

AIMS
To prepare students for the team discussion.
To review and organize specific expressions of interaction.

a) Ask the monitors to take the worksheets and ask students to match the different expressions of discussion which their correspondent topic. Give them an example.

- *During the last session, we used some expressions to discuss with our team. Did you remember them?[...] I want you now to match the different expressions below which the action we make when we use them during discussion. For example, if the expression is "I agree with you", you'll put it in "Agreeing with other opinions".*

b) Correct the table in whole group just to make sure that everyone has understood it. Ask them about other expressions they can remember and add them to the table.

- *Right, let's correct the table together. Expressions to give your opinion. Who can tell me some? [...] Right!, in my opinion is one of them. And expressions to show disagreement? [...] . Can anyone tell me some examples of disagreement?[...] Very good! Does anyone know more expressions we can add to the table?*

Stage 2→ Speaking activities:

4. Team discussion: Our team invention for research! [Teamwork] (7 min)

AIMS
To engage students in a meaningful discussion about the team invention for research.
To make students reach an agreement interacting with each other.
To develop speaking and interaction skills.
To effectively use expressions for team discussion.
To decide the invention of each team for research and work during the project.
To make students aware of speaking turns and respect of them.
To develop students' speaking, interactional and interpersonal skills.

a) Project the PPT about team discussion and explain it to the students. Ask them to read the rules and comment on them. Highlight their roles and the importance of keeping speaking turns and interact with each other. Give team the cheat sheet with expressions for discussion.

- *Class! (Students answer yes!) Class, Class! [...]Look at the screen. As you know, the aim of today's session is to decide the invention on which each team is going to focus the project. This invention will be the one about you'll do some research, propose improvements and so on. To reach an agreement, I want you to do a team discussion. When doing team discussions, there are some rules you must follow [...] It's also extremely important to maintain your team roles during the discussion, so remember them (read them) and of course, if you remember, in the last session we did another discussion during the ranking activity and I gave you a cheat sheet with some useful expressions so, today, we'll use a similar one. You have between 3-5 minutes to reach an agreement so start discussing and ask me if you have any doubts!*

b) Project a time watch. Go around the different teams and monitor them if necessary. Try to take some notes of their interactions during the discussion (record them if possible) in the observation sheet to have some evidence of each team's performance.

c) Once time is over, stop the watch and ask if all teams have reached an agreement. If not, give them 1-2 minutes more. Ask the recorders to complete the invention card

and the presenters to read it to the rest of the class. Note them down on the whiteboard as students tell them. Praise students for their efforts during the discussion.

- *Time is over now! Have all the teams reached an agreement? Okay, I give you one more minute! The teams that have finished can start completing the invention card. Finish now! Presenters, where are you ?[...] I want you to read your invention card to the rest of the class [...]. Very good everyone! I'm really happy because you interacted with each other in English and you reached an agreement! Well done!*

Stage 3→ Post-speaking activities:

5. KWL chart [Teamwork] (15 min)

AIMS
To make students reflect about their team invention.
To recognize students' interests and ideas.
To activate students' previous knowledge about their invention.
To review the formation of questions when establishing their wonderings.

a) Explain students what and how the KWL chart works to complete it. Explain its three different parts globally giving detailed information of the first part (what I know). Give examples of what they are expected to complete in this 1st column on the whiteboard and give them the chart and the task card with its own cheat sheet. Ask them to fill in it quickly with the information they know about their invention.

- *Class [...] Class, class! [...] Now, we're going to use this KWL chart that is going to help us to organize our ideas about the invention. So first, I want you to fill in the first column of the chart, which is labelled "What I know". Here, you have to write what you already know about your invention. For example, if your invention is the vaccine, I know that Edward Jenner developed it in 1796 so I write it there. Remember that the recorder is the one who has to write the information on the chart. Complete it quickly!*

b) Explain the second frame of the chart (What I wonder) and how it is divided into 2 sections: the past, the life before the invention; and the future of the invention. Give the students a model of the wonder chart with the example of the vaccination. Read the example with them and ask them to look at how questions are formed. Give

them 5 minutes to complete each part cooperatively. Highlight the use of the model as a guide as well as the cheat sheet.

- *In this second frame, you have to write the issues you want to discover about your invention during the project so you have to ask questions you'll be able to answer at the end. As you can see, this frame is divided into two columns: one about the past, the life before the invention; and other about the future. In the column about the past, you have to ask questions related to the time before your invention was created. In the column about the future, you should think about possible improvements of the invention. Look at this model about the vaccination. Read it. Okay, so, these are possible questions you may ask yourselves. Look at how these questions are created and try to complete the chart. You have 5 minutes for the one about the life before the invention and other 5 minutes for the future.*

c) Once finished, ask students to read some examples of their questions. If the questions are incorrect, ask other students to try to rephrase them. Use this shared time to review how past questions and how future questions with will are formed. Use the blackboard to support the explanation.

- *Okay! Can the presenters read some of their questions? First, about the past [...]. Okay, you're right but there's something wrong in the question. Does anyone know what is wrong? [...] Yes, you should use the past simple! Does anyone know how questions are formed to talk about the past? [...] Yes, you use did instead of do, right. Now, the questions about the future... Can you (name of the presenter of a team) read one, please? Oh, I like it very much! Remember that when we talk about the future, we use will! Your questions should include will at the beginning, then the subject and finally the verb right? For example, Will you be a teacher? Okay, I'm glad to see how much you've worked to create your sentences! Remember them because we'll use them to investigate the inventions. Exciting, isn´t it?*

d) Explain students that the last column (what I learned) will be completed later in another session.

Stage 4→ Follow-up activities:

6. Diary of an inventor: personal notebook of self-reflection about the learning process [Whole group] (homework)

AIMS
To make students reflect about their learning process.
To make students reflect about their cooperative work.
To develop students' learning to learn competence.

a) Project the diary of an inventor so that all students can see it. Explain the parts that are new (the ones that are different from the previous session, the team discussion checklist and "what I can remember about will") and remember quickly of the rest of the parts the notebook has to self-reflect. Ask students to complete it for the next session as homework.

7. Rewards time! [Whole group & Teamwork] (5 min)

AIMS
To reward students' teamwork.
To make students reflect about their behaviour and learning process during the session.

a) Open *Dojo* and project it on the whiteboard. Go quickly through the different teams asking them what of the 4 possible rewards they think they deserve for today's session. Give your opinion about them and give each team the rewards that you think they deserve.

- *Okay so finally, let's check which rewards each team will win! Ready? First, this team. What rewards do you think that you deserve? [...] Okay, the soft voice reward is true, you win it! But the on task reward... I don´t agree with you; you need to collaborate more as a team! Maybe next time! [...] So, that's all for today session! See you next day and don´t forget to fill in your reflection notebook!*

**All materials are available at http://bit.ly/2HZH0MfLesson2*

SESSION 3: "IMMERSION CENTRES: BECOMING EXPERTS"

(STAGE 2: DISCOVERY)

Stage 1 → Pre-task stage:

1. Reviewing the last project session and explaining today's session [Whole group] (5 min)

AIMS
To give students feedback on their performance in the last session.
To review the content of the last session.
To share the learning goals with the students.

a) Ask students to share in their teams the reflections they have done in their notebooks about the last session. Ask them to share it with the rests of the class and give them feedback in the cooperative task performed without commenting on any particular student. Highlight the general strengths of the session and give some advice to improve for the next time.

- *Good morning everyone! We are working on an interesting project so I want you to share in your teams the reflections that you have done in your notebooks about what you like, what you can improve about the last session. [...] Time is over class! Can anyone tell me what is everything going? What did we do in the last session? [...] Yes, great. We decide the invention that every team is going to investigate. Who wants to share what did you talk about in your teams? [...] Anyone else? (After students' comments, give feedback on the main strengths and weaknesses of the session globally and comment briefly on the general ongoing of the project).*

b) Project the slide with the different stages of the project and comment about the activities that you have done in each stage. Ask them where do they think you are now. Explain the main objectives of today's session and what they are expected to do.

- *We are going to continue working on the project. Look at the slide; we've been working in different activities starting at the activation stage such as... Where are we now? [...] Yes, we continue in the discovery stage where we are going to discover and organise lot of interesting facts about the different inventions. We're going to focus today's session on discovering the origin and evolution of our inventions. You have to work in your cooperative teams to find out these facts. I hope that at the end of the session, you'll become a kind of experts in your team invention.*

c) Organize the team roles for the session and remind the students how roles work. Give them their role cards to keep them during the session.

- *Starting with your team roles, remember that today we have to change team roles and that we change them clockwise. Here you have your role card to remember what you're expected to do. Keep them visible during the session.*

Stage 2 → Task stage:

2. Immersion centres [Teamwork] (30 min)

AIMS
To investigate and show understanding about the origin and evolution of the different inventions.
To make students organise the information about the invention.
To develop listening skills (listening for specific information and listening for global understanding) when the learners watch the video and complete the charts about it.
To develop reading skills (skimming, scanning, guessing the meaning from context) when reading and completing the charts about their invention.
To develop interaction skills (team-working, negotiation, decision-making...) as students complete the task collaboratively.

a) Explain students how immersion centres work, what they are expected to do on them and briefly remember their roles. Ask the monitor to collect the materials.

- *Today, we're going to do something labelled as "Immersion centres". This label is used to talk about a group of people which are working with specific information about something to become experts on the topic. Every team is going to have a reading and a video about your own invention. You'll have to watch the video and read the text and complete different charts with some specific information that appears on them. I'm going to give you all the resources needed. I'm going to give you a task card that explains briefly each part you'll have to complete. When you*

complete one of the charts, the monitor of the teams has to come to me and I'll give you the completed chart to check your answers. If you change something with the help of the cheat sheet, use a different colour. Please, read the task card and follow the steps to complete the task successfully and remember that if you have any questions during the task, the monitor can ask me for help. I'm going to be here with you. Remember to keep soft voices and accomplish your team roles.

b) Once finished, ask the presenter of each team to share some of the facts that they found more interesting about their invention. Ask the monitors to give you the work sheets.

- *Class! [...] Class, class! [...] We have to finish now!. I want each team to share some facts you've found interesting about your invention. Does any presenter want to tell us what you have discovered? [...] Great! I'm impressed with your work during today session but I would like you to use more English right? Remember that we're on an English class! I need now that the monitors give me the work sheets.*

Stage 3→Post-task stage:

3. Diary of an inventor: personal notebook of self-reflection about the learning process [Whole group] (5-10 min)

AIMS
To make students reflect about their learning process.
To make students reflect about their cooperative work.
To develop students' learning to learn competence.

a) Project the diary of an inventor. Explain the part that is new (the one that is different from the previous session, "some interesting issues about their invention) and remember quickly the rest of the parts the notebook has to self-reflect. Ask students to complete it for the next session as homework or start in class if they have time.

4. Rewards time! [Whole group & Teamwork] (5 min)

AIMS
To reward students' teamwork.
To make students reflect about their behaviour and learning process during the session.

a) Open *Dojo* and project it on the whiteboard. Go quickly through the different teams asking them what of the 4 possible rewards they think they deserve for today's session. Give your opinion about them and give each team the rewards that you think they deserve. If some of the teams have reached 7 rewards, congratulate them and remind the students of the 3 different prizes among those that they can choose from.

- *Okay so finally, let's check which rewards each team will win! Ready? First, this team. What rewards do you think that you deserve? Okay, the soft voice reward is true, you win it but the on task reward I don´t agree with you; you need to collaborate more as a team! Maybe next time! Okay, there're one team who has 7 rewards, congratulations! Remember that you can choose one of the prizes and use them in the following sessions. That's all for today session! See you next day and don´t forget to fill in your reflection notebook!*

**All materials are available at http://bit.ly/2Jpt9AdLesson3*

SESSION 4: "THE PAST OF OUR INVENTION" (STAGE 3: DEEPENING)

Stage → Pre-task activities:

1. Reviewing the last project session and explaining today's session [Whole group & Teamwork] (8-10 min)

AIMS
To give students feedback on their performance in the last session.
To review the content of the last session.
To share the learning goals with the students.
To develop students' interaction skills

a) Ask students to bring out their diary of self-reflection and make a *RoundRobin* in their teams commenting on what they have learned during the last session (activity 1 and 2 of the notebook), what they did really well and what they could improve (last activity of the learning journal). Explain and exemplify with a team model how *RoundRobin* works. Once finished, call randomly some students to share their

comments with the rest of the class. Highlight the general strengths of the session and give some advice to improve for the next time.

- *Good morning everyone! As every day before starting with today's session, I want you to take yours "Diary of an inventor" and comment quickly what you've learned, the things you did really well and others in which you could improve. To do that, we're going to do a RoundRobin! In this activity, each of you is going to have a turn to respond to my question and share it with the rest of your team. When one student finishes, the next one continues clockwise and so on until all of you take a turn. The teammate that starts the RoundRobin is going to be the youngest student of the team and then, you continue clockwise. Let's make an example (use one team to exemplify what students are expected to do becoming a member of the team).*
- *Class! [...] Class,class! [...] It's time to share your answers. The oldest student of team 2, what did you say that you've learned during the last session? [...] Good work everybody! I see you've reflected about your learning and I love it! (After students' comments, give feedback on the main strengths and weaknesses of the session globally and comment briefly on the general ongoing of the project).*

b) Ask the students in which stage of the project you are (showing them the PPT slide of the different stages of the project) and make them reflect about the activities you have done in the previous stages. Explain the main objectives of today's session and what they are expected to do.

- *Class! Look at the screen. In which stage of the project were we in our last session? [...] Yeah, true we were working in the discovery stage. And before, what did we do during the activation stage? [...] Yes. Today we are going to move into another stage. Which stage could it be?[...] That's true; we're going to start our deepening stage where you're going to generate ideas and hypothesize. During today's session you'll hypothesize and generate ideas about the past of your invention creating your own role play. Each team is going to interview the predecessors of your invention! Let's see.*

c) Organize the team roles for the session and remind the students how roles work. Introduce the new task of the monitor and give them their role cards to keep them during the session.

- *Okay class! Starting with your team roles, remember that today we have to change our team roles and that we change them clockwise. Listen carefully to me because right now, the monitor has a new task to fulfil! Monitors are going to be the team members that have to read the instructions that appear on the worksheets and task cards to the rest of the team. Right? What is monitors' new role? (asking for a chorus response) [...] Yeah, to read worksheets and task cards to the rest of the team members. Here you have your role cards to remember what you're expected to do. Keep them visible during the session.*

Stage 2→ Task activities:

2. An interview to the predecessors of our inventions [Teamwork] (20-25 min)

AIMS
To develop questioning, answering and interactional productive skills by acting out/ a role play**.**
To self-assess their own questions focusing on form, especially the use of the past tense, about the life before their invention.
To generate original, creative and coherent answers to their question using the past simple.
To develop communication and speaking skills such as fluency, pronunciation or body language through rehearsal of the role play.

a) Project the PPT about the role play and explain it to the students. Ask the monitors to take the team worksheets and the simple past questions checklist to start preparing their interview and monitor them through the process. Project a time watch so that students know the remaining time they have to complete the task.

- *As I told you before, the main objective of today's session is that you create and present a role play to the rest of the class. In this role play, you have to interview the ancestors of your inventions. But... How? You need to follow the next steps. First, create a context for the interview to take place: who you are going to interview, when and where they lived. You'll also divide the roles: presenter, interviewers and interviewees.*

  Secondly, you are going to ask them the questions you created during the last session. If you remember, in the KWL chart you created questions about the life before the invention using the past simple did and was/were. I'm going to give you a

check-list to self-correct those questions, to check if you've used the past simple accurately.

Afterwards, you'll have to create the answers for those questions. Answers should be original and coherent with the questions.

Finally, if we look at this slide, your performance is going to be assessed so pay attention to speak clearly and loudly, to make eye-contact and gestures, to develop an original and coherent interview and to construct questions and answers correctly.

b) After 7-8 min, stop the time watch and ask the students to pay attention (using the attention signal). Explain how they're going to create the answers using the *RoundRobin* structure. Monitor them during the process**.**

- *Class! [...] Class, class! [...] Most of you have already decided the context and the roles so the next step as you know is to revise your questions and create the answers. We're going to use Round Robin to generate ideas about the possible answers for the questions okay? The one that is going to start this time is the monitor right? Then, you continue clockwise. For example, I start and I give an idea, then the next one and so on until my whole team finishes. Then, we choose the one we liked more or we mix them if we like more than one. Don´t worry because I'm going to monitor the process so the monitor can ask me for some doubts and use the dictionary if you think it is necessary. Finally, you'll need to rehearse because at the end, you'll act and I as well as your classmates will assess your role play with the following criteria (last PPT slide). Do you understand? Any doubts? Now, I'm going to give you the work sheets and task cards so please, read them aloud and go step by step because if not, you'll do it wrong. All the steps that I've explained appear in the task card too!*

Stage 3→ Post-task activities:

3. Time to act! [Teamwork & Whole group] (20 min)

AIMS
To make students assess their classmates speaking skills focusing on their voice's emphasis and volume, body language, content of the interview and Language accuracy (especially in the use of past simple tenses).
To assess students interactional and speaking skills.

a) Ask students to act their role plays in front of the rest of the class and the classmates to assess them using the check list. Select the order randomly (use *ClassDojo* random selection) Ask their classmates to give them brief feedback after each performance. Monitors collect the rubrics when the role plays finish and give them to you.

- *Class! Look at the screen, time is over! It's time to start with the role plays! Let's see which team is going to start! (Use Dojo random selection). Okay so, the first team, it's your turn! The rest, listen and watch carefully and complete the rubric assessing your classmates' performance. We'll record the role plays to show them in our Science Fair exhibition! Are you ready? [...] Very good team 1! Congratulations. Now, it's feedback time, number 4, what do you think they have done very well? [...]Yes, I agree with you but you need to improve the emphasis of your voice.*

b) Praise students for their roles plays and make an overall assessment.

- *I'm extremely happy with your job today! You've worked hard in your role plays and the results are a success. You need to pay more attention to the pronunciation of some words such as... but overall; you've made an excellent work! Congratulations!*

4. Bull's eye assessment [Teamwork & individual work] (5 min)

AIMS
To make students reflect about their teamwork skills improvement throughout the project.
To make students reflect about their classmates' improvement in teamwork skills.
To develop students' learning to learn competence.

a) Project the PPT slides about how Bull's eye assessment works and explain it to students. Give them the bull's eye and ask them to complete it. When finished, give it to the assessed students and comment on it briefly. Ask the monitor of each team to collect them and give them to you.

- *To finish with, I want you to self-assess some of your teamwork skills as well as your classmates' skills. For that, we're going to use something called "Bull's eye assessment". As you can see, it is a bull eye divided into 4 and each part represents a skill. You have to self-assess and peer-asses each skills from 1 that it a clear need*

of improvement to 6 that is an excellent work. First, assess yourselves and then, discuss in your teams the assessment you give to the different team members [...]. Have you finished? [...] Okay, let's see. In that team, which is the skill in which most of you need improvement? Yes, I see. And the one that most of you do well? Do you agree with the view of your classmates about your progress? Why? [...].

5. Rewards time! [Whole group & Teamwork] (5 min)

AIMS
To reward students' team work.
To make students reflect about their behaviour and learning process during the session.

a) Open *Dojo* and project it on the whiteboard. Go quickly through the different teams asking them what of the 4 possible rewards they think they deserve for today's session. Give your opinion about them and give each team the rewards that you think they deserve.

- *Okay so finally, let's check which rewards each team will win! Ready? First, this team. What rewards do you think that you deserve? [...] Okay, the soft voice reward is true, you win it but the on task reward I don´t agree with you; you need to collaborate more as a team! Maybe next time! [...] So, that's all for today session! See you next day and don´t forget to fill in your reflection notebook (also known as learning journal)!*

**All materials are available at http://bit.ly/2Mb7kWWLesson4*

SESSION 5: "FUTURE INVENTORS. WRITING A DESCRIPTION"

(STAGE 3: DEEPENING)

Stage 1 → Pre-task stage:

1. Reviewing the last project session and explaining today's session [Whole group] (10 min)

AIMS
To give students feedback on their performance in the last session.
To review the content of the last session.
To share the learning goals with the students.
To develop students' interaction skills.

a) Ask students to discuss in their teams the last session using *RoundRobin*. Ask them to think about how they felt doing the role play and what they did/ didn´t like about it. Chose one member of each team to report to the rest of the class what their teammates have said. Highlight the general strengths of the session and give some advice to improve for the next time.

- *Good morning everyone! We are working on an interesting project so I want you to discuss in your teams how you felt during the role play and what did and did not like about the session. Make a RoundRobin to comment on these issues. The learner who wears a more colourful t-shirt in the team starts and then, you continue clockwise, right? Remember that in RoundRobin each of you has a turn to talk and the others have to respect and listen. Once finished, one of you will report the ideas commented in the team. [...] Time is over class! The oldest person of each team is going to report their team comments. (After students' comments, give feedback on the main strengths and weaknesses of the session globally and comment briefly on the general ongoing of the project).*

b) Project the slide with the different stages of the project. Ask students about the activities carried out in the different stages and where they think you are now. Explain the main objectives of today's session and what they are expected to do.

- *We are going to continue working on the project. Look at the slide; we've been working in different activities starting at the activation stage. Did you remember some of them? [...] Where are we now? [...] Yes, we are working on the deepening stage where we are hypothesizing and generating ideas about our inventions. We're going to focus today's session on becoming inventors! Each team is going to imagine that you travel to the future and you are going to improve and create the evolution of your invention! Exciting isn't it? So, at the end of today's lesson you're expected to write a description and create a prototype, a drawing of your own invention in the future.*

c) Organize the team roles for the session and remind the students how roles work. Give them their role cards to keep them during the session.

- *Starting with your team roles, remember that we have to change team roles and that we change them clockwise. Here you have your role cards to remember what you're expected to do. Keep them visible during the session.*

2. Generating ideas! [Teamwork] (15 min)

AIMS
To generate ideas about the appearance and characteristics of the invention in the future
To self-assess questions by focusing on the use of will and questions structure of the KWL chart.
To learn and practise some key vocabulary words and structures (It is used by..., it is useful for..., It has..., and It is a....) for describing objects.
To develop interaction skills such as turn taking or reaching consensus.

a) Project the task card with the instructions of the first step of the writing: generating ideas. Explain it quickly and highlight the first step. Ask the monitors to take the team worksheets and future questions checklist and ask them to start working with the KWL questions. Monitor students as they work. Remind them of their team roles.

- *Okay! Let's start. To create the description, first we need to generate ideas about it. For that, we're going to start reviewing the questions you generated in the KWL chart about the future. Did you remember the KWL chart? [...] Yes, the table we filled about the past and the future of our invention right. So, I'm going to give you a checklist to review question formation. Check your questions and write them corrected in the team worksheet. Once finished, make a RoundRobin to give ideas*

about possible answers to those questions. This time, the person sitting in the right side is going to start. Choose the answer you like most or mix them and write them in the speech bubbles. Use the present simple and not the future will because remember that you're now in the future, you have travelled to the future in the time machine! Let's do an example with the vaccine. For example, I did this question about the future in the KWL chart: "what will vaccines be like in the future?" and as I'm the inventor, I choose the next answer: "Vaccines are like pills that you take and they cure you instantly". You can find this example and more in the worksheet.

b) Once finished with the KWL chart, ask them to move to the second step. Explain what they have to do with the charts. Ask monitors to take the individual worksheets to complete them.

- *Right! Now, we're going to generate our own ideas about the physical appearance and characteristics of our invention. First, I want you to complete the charts about both, appearance and characteristics individually and when you finished one, use again a Round Robin to share your ideas and choose the characteristics most of you prefer. The recorder must write the features all of you agree on in the charts of the team worksheet.*

c) Finally, explain students the last step of the process of generating ideas. Ask them to draw a prototype of their invention taking into consideration the characteristics and features chosen.

- *To finish with, I want you now to draw a prototype of your invention looking at the charts you have completed collaboratively. The drawing must be coherent with the collected information of the charts.*

Stage 2 → Task stage:

3. Composing [Teamwork] (10 min)

AIMS
To organize the description into sentences and paragraphs (paragraphing).
To develop writing microskills such as produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems or appropriately accomplish the communicative function of description texts according to their form and purpose.

a) Project the task card with the instructions for the composing process of the description. Ask students to follow the steps, first writing sentences from the charts

they have completed and then, organizing those sentences into paragraphs. Remind them to use the present simple. Monitor them during the process

- *Now, let's move to the second process when writing a description: composing. Here, you have to organize the information of your charts into sentences and then, into paragraphs. Follow the instructions of the team worksheets and complete it. Remember that the monitor must read the worksheets and task cards to the rest of the team and use the present simple when describing your invention and its features. Look at the vaccination example.*

Stage 3→Post-task stage:

4. Revising [Teamwork] (10 min)

AIMS
To give students feedback on their descriptions.
To promote peer-evaluation focusing on the content, grammar, structure and punctuation of their description,
To redraft the description in order to improve it.

a) Project the task card with the steps of the revising process. Explain students how they have to exchange their drafts to check each others. Once peer-assessment is finished, ask them to redraft their description with the suggestions made by the other team. Monitor them during the process.

- *We're arriving at the end of the process! Now, you're going to change your descriptions to correct each others' drafts. Team 1 is going to be corrected by team 2, team 2 by 3 and so on. The description of team 5 is going to be revised by team 1. I want to complete the checklist revising your classmates' descriptions and give them back with your suggestions. You will have to improve your drafts with these revisions. Is everything clear? So, monitors change the descriptions.*

b) Project the slide with the teacher marking code and explain it to students. Explain that you are going to revise their descriptions too and later on (in another session) you will give them the description to improve it with your suggestions.

- *Finally, look at the screen. I'm going to revise your descriptions too and for that I've created this marking code. As you can see, there are different symbols that mean different things. Don't worry because I'll give it to you together with my*

revision so you'll see what every symbol means, right? I'll give it to you in the following sessions to improve it for our Science Fair event!

5. Diary of an inventor: personal notebook of self-reflection about the learning process [Whole group] (5-10 min)

AIMS
To make students reflect about their learning process.
To make students reflect about their cooperative work.
To develop students' learning to learn competence.

a) Explain the new parts of the diary and remind students quickly of the rest of the parts the notebook has to self-reflect. Ask students to complete it for the next session as homework or start in class if they finish early they team tasks.

6. Rewards time! [Whole group & Teamwork] (5 min)

AIMS
To reward students' teamwork.
To make students reflect about their behaviour and learning process during the session.

a) Open *Dojo* and project it on the whiteboard. Go quickly through the different teams asking them what of the 4 possible rewards they think they deserve for today's session. Give your opinion about them and give each team the rewards that you think they deserve. If some of the teams have reached 7 rewards, congratulate them and remind the students of the 3 different prizes among those they can choose from.

- *Okay so finally, let's check which rewards each team will win! Ready? First, this team. What rewards do you think that you deserve? [...] Okay, the soft voice reward is true, you win it but the on task reward I don´t agree with you; you need to collaborate more as a team! Maybe next time! Okay, there're one team who has 7 rewards, congratulations! Remember that you can choose one of the prizes and use them in the following sessions. That's all for today! See you next day and don´t forget to fill in your reflection notebook!*

**All materials are available at http://bit.ly/2MD6MJJLesson5*

SESSION 6: "PREPARING OUR SCIENCE FAIR! INVITATION EMAIL"

(STAGE 4: PLANNING)

Stage 1 → Pre-task stage:

1. Reviewing the last project session and explaining today's session [Whole group & Teamwork] (10 min)

AIMS
To give students feedback on their performance in the last session.
To review the content of the last session.
To share the learning goals with the students.

a) Ask students to share their opinions about last session. Use a *RoundRobin* to make students share in their teams their opinions. Name students randomly to explain what they comment in their teams. Highlight the general strengths of the session and give some advice to improve for the next time.

- *Good morning everyone! As you know, we're arriving at the end of our project about inventions! I want you to remind in your team with a quickly RoundRobin what we did during our last session. Remember that in RoundRobin, every member takes a turn to speak while the others listen and the turns are taken clockwise. Students with the longest hair in the team starts and you continue clockwise. [...] The oldest boy/girl of each team is going to share the team's opinions, right? [...] Good! Yes, we became inventors in the future and we created improved inventions! That was funny wasn´t it? (After students' comments, give feedback on the main strengths and weaknesses of the session globally and comment briefly on the general ongoing of the project).*

b) Project the slide with the different stages of the project. Ask them about the different activities carried out throughout different stages and where they think you are now. Explain the main objectives of today's session and what they are expected to do.

- *We are going to continue working on the project. Look at the slide; we've been working in different activities such as [...]. Where are we now? [...] Yes, we are starting the planning stage to get ready for our Science Fair exhibition! Exciting isn´t it? Remember that Pilar Mur, the teacher lecturer, asked us to explain how these inventions have improved our life and how they will continue improving our life in the future so in our Science Fair we must explain both things. During the planning stage, we must decide who is going to come to our exhibition in addition to Pilar and what we are going to exhibit. Today, I want us to decide the guests of the Science Fair to write an invitation email to them. Ready? If there's enough time, we'll start thinking about the final products we'll exhibit in the fair.*

c) Organize the team roles for the session and remind the students how roles work. Give them their role cards to keep them during the session.

- *Starting with your team roles, remember that we have to change team roles and that we change them clockwise. Here you have your role cards to remember what you're expected to do. Keep them visible during the session.*

2. Who should we invite? [Teamwork & Whole group] (15 min)

AIMS
To develop students speaking and interaction skills (turn taking, giving opinion, respect others' opinions)
To brainstorm possible guests of the Science Fair
To express desire and give opinion about possible guests for the fair practising structures such as I want to + verb infinitive, I want … to come because … , I want to invite … because.

a) Project the task card with the instructions of today's session and explain it to students. Monitor them during the *RoundRobin* to ensure that they follow the instructions. Ask the monitors to takes the team worksheets.

- *Okay! Let's start. First, I want each of you to think individually about a guest you would like to invite: it could be family, teachers, anyone who is part of the school community. Think also about the reason you want this person to come. Next, do a RoundRobin in your team to share your opinions. As it is explained in the worksheets, the youngest student starts RoundRobin and then, the team continues clockwise (making gestures to support understanding). Once all of you have finished, the recorder should write the possible guests in the table of the worksheet*

and then, the presenter of each team will share the team's guests with the rest of the class. I'll write then down on the whiteboard. Any doubts?

b) Once finished with their choices of possible guests, ask the different presenters to share their team's guests, write them on the whiteboard.

- *Time is nearly up class! I want now the presenter of each team to come to the whiteboard and share with us their team's choices. Remember to use the expressions of the speech bubble! Team one, who do you want to invite? [...] Oh, great! You want to invite Rachel (the teacher of conversation) because she loves experiments, good!. And this team wants to invite their family to make them be part of the project, great! [..]*

Stage 2 → Task stage:

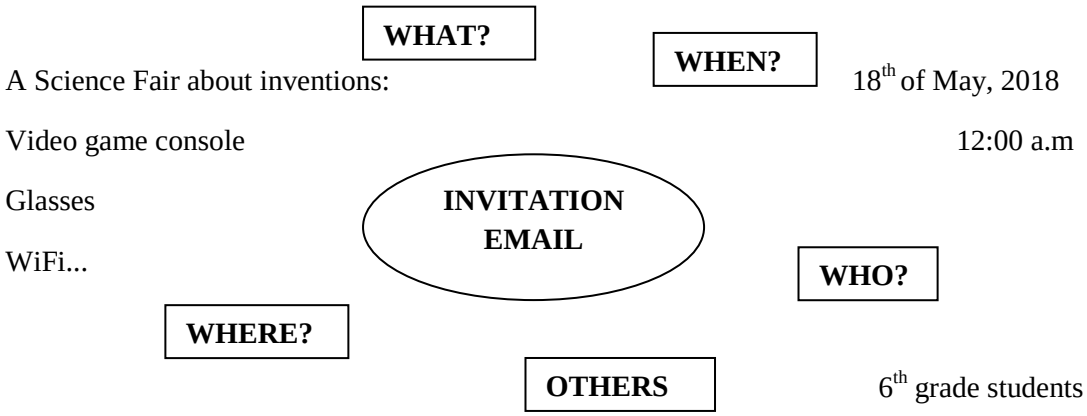
3. Collaborative writing: invitation email [Whole group & Teamwork] (20 min)

AIMS
To generate ideas about email content and organization.
To develop writing microskills such as produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems or appropriately accomplish the communicative unction of description texts according to their form and purpose.

a) Brainstorm students to think about what the email should include. Give each team time to think and ask each team to give you one idea they think that should appear. Create a mind map on the whiteboard with all the ideas given by the students.

- *So, first we need to think about what we need to say in our email right? It's an email to invite the guests to our Science Fair so think first in your teams what we should include, quickly. I want the presenter of each team to give me an idea that has appeared in his/her team. [..]*

Example of the mind map that could be created:



b) Once the mind map is ready, it is time to focus on the information and organize it. Ask students if we should include all the information and how we can connect the ideas into paragraphs as well as the email structure.

- *Now that we have the ideas about what information to include in our email, how can we connect these ideas to create paragraphs and organise our email? Does anyone know how we should start an email? Right! We need to start with the greeting. So, what can we say as a greeting? Hello? Mm... we're not talking with our friends we're writing to teacher/ university lecturer/ parents... Any other idea? [..] Right! We can use Dear... and the name or the title of the person we are writing to, good! So, let's start... Okay and then, which other parts do we need? [..] yes, we have to tell, what is going to happen, who is going to do that, when and where so yes, we can put all of this information together in a paragraph, yes! What more do we need? [..] Great! The extra information about the price and the need to confirm attendance so we can write it into a different paragraph you're right. How should we close the email? [...] We need to write an ending right and it could be related to the idea that we want them to come?*

Example of focusing and organizing invitation email:

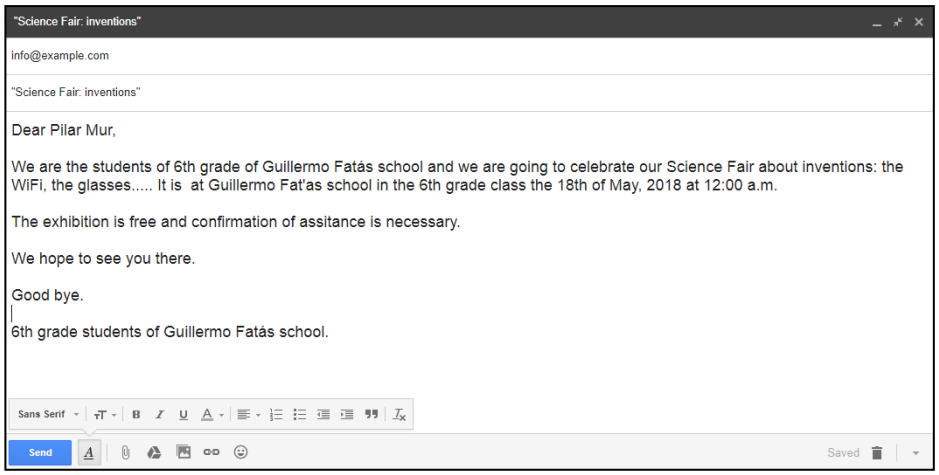
1. Greeting→ Dear .....,
2. First paragraph→ what, who, when and where.
3. Second paragraph→ others: price and confirm assistance.
4. Ending

c) Once finished with the organization, ask each team to choose one of the guests they would like to invite to the fair and compose in their teams the email using the school laptops. Project on the whiteboard the model of the email to guide students. Remind them the team roles.

- *So, let's start composing our email! First, I want you to decide in your teams one guest to write the invitation to. Once you've decided the guest, the presenter of each team raise the hand and communicate it to the rest of the class so that the other teams choose other guests to write to. Do you understand? [...] I'm going to project ve commented together. Remember your team roles and the monitor can ask me if you have any doubts, right? Let's work! a* Give students time to read the email by themselves and tell you if they think something is wrong. When everything is okay, send the email to the university lecturer, copy and paste it for the next guests and add the email address. Do the same with all the guests.

d) Once finished, ask them to exchange their invitations emails with other teams to check. Ask the monitors to collect the email checklist to assess the other's team emails. Students should correct their emails with the checklist completed by the other teams. Ask the monitors to send the emails to you when finished to check them.

- *Have you finish writing the emails? [...] Right, Now, you're going to exchange them with other teams, right? I'm going to give you a checklist to revise the emails of your classmates. Team 1 checks team 5, team 2 checks team 4, team 3 checks team 1, team 4 checks team 2, teams 5 checks team 3. Once you finished, give them back to their owners. When you receive your email back with the checklist, you should revise it and make the necessary changes to send it to me. Right? I'll have a look to them and then we'll send them to the guests. Do you understand?*



Stage 3→Post-task stage:

4. Introducing next day task. [Whole group] (5 min)

AIMS
To prepare student for next sessions (creation stage).

a) Project the task card of the session that contains the steps for the next sessions: the creation of the poster and the oral presentation. Ask one student to read it and comment with the students which other things they think that can be done. Ask them to start reflecting about the poster they want to do and the oral presentation as well as other possible products or actions to carry out at the publishing stage.

- *Okay so, to finish off, during the next sessions, we're going to be preparing everything we need for our Science Fair! As you know, you're going to be the guides so you will need to prepare an oral presentation as well as a poster to collect the most important information you've found out about your invention. You can also think about other things you'd like to include and we'll discuss it in the next session right?*

5. Diary of an inventor: personal notebook of self-reflection about the learning process [Whole group] (5-10 min)

AIMS
To make students reflect about their learning process.
To make students reflect about their cooperative work.
To develop students' learning to learn competence.

a) Explain the new parts of the diary and remind students quickly the rest of the parts the notebook has to self-reflect. Ask students to complete it for the next session as homework or start in class if they have time.

6. Rewards time! [Whole group & Teamwork] (5 min)

AIMS
To reward students' teamwork.
To make students reflect about their behaviour and learning process during the session.

a) Open *Dojo* and project it on the whiteboard. Go quickly through the different teams asking them what of the 4 possible rewards they think they deserve for today's

session. Give your opinion about them and give each team the rewards that you think they deserve. If some of the teams have reached 7 rewards, congratulate them and remind the students of the 3 different prizes among those they can choose from.

- *Okay so finally, let's check which rewards each team will win! Ready? First, this team. What rewards do you think that you deserve? Okay, the soft voice reward is true and the on task too but I don´t agree with you in the English experts reward. All of you need to speak in English during the whole session and encourage all the team members to do so. Maybe next time! [..] Today, we've another team with 7 rewards, congratulations! Remember that you can choose one of the prizes and use them in the following sessions. That's all for today session! See you next day and don´t forget to fill in your reflection notebook!*

**All materials are available at http://bit.ly/2MAc9JHLesson6*

SESSION 7: "THE POSTER OF OUR SCIENCE FAIR"

(STAGE 5: CREATION)

Special clarification: This lesson is going to be implemented in two sessions.

- **Firs session→** Students perform the task and activities explained in this lesson.
- **Second session→** students receive their written text of the first session corrected with the teacher's marking code and they generate the final version of the poster.

Stage 1 → Pre-task stage:

1. Reviewing the last project session and explaining today's session [Teamwork & Whole group] (10 min)

AIMS
To give students feedback on their performance in the last session.
To review the content of the last session.
To share the learning goals with the students.
To develop students' interaction skills

a) Ask students to share in their teams with a quickly *RoundRobin* (each member gives an idea or opinion) the reflections they have done in their notebooks about the last

session. Ask them to share it with the rests of the class and give them feedback in the cooperative task performed without commenting on any particular student. Highlight the general strengths of the session and give some advice to improve for the next time.

- *Good morning everyone! We are working on an interesting project so I want you to share in your teams the reflections that you have written on your notebooks about what you like, what you can improve.... Each of you share one idea or opinion with a quickly RoundRobin [...] Time is over class! Can anyone tell me what is everything going? Who wants to share what did you talk about in your teams? [...] Anyone else? (After students' comments, give feedback on the main strengths and weaknesses of the session globally and comment briefly on the general ongoing of the project).*

b) Project the slide with the different stages of the project. Ask them where they think you are now. Explain the main objectives of today's session and what they are expected to do.

- *We are going to continue working on the project. Look at the slide; we've been working in different activities such as... Can you tell me some of the activities we have done during the different stages of the project? [...]. Where are we now? Yes, we are just finishing our project and today, we start working in the creation stage to get ready for our Science Fair exhibition! Exciting isn´t it? Remember that Pilar Mur, the teacher lecturer, asked us to explain how this inventions have improved our life and how they will continue improving our life in the future so, in our Science Fair, we must explain both things. During today and next session we'll create the first final product of our fair, the poster with all the main information we want people to know about our invention.*

c) Organize the team roles for the session and remind the students how roles work. Give them their role cards to keep them during the session.

- *Starting with your team roles, remember that we have to change team roles and that we change them clockwise. Here you have your role card to remember what you're expected to do. Keep them visible during the session.*

Stage 2 → Task stage:

2. Creating our poster! [Whole group] (40 min)

AIMS
To develop students' speaking and interaction skills such as turn taking or respect the other opinions.
To organize the collected information about the invention into topics and subtopics and graphically.
To create a poster that summarizes the project work.
To develop students' writing skills organizing the information into sentences, paragraphs and sections.

a) Project the task card of the last session where the products students should create appear. Highlight that today you're going to start with the poster. Ask students to review the different materials and information they have about their invention and try to organize it in sections. Ask them to do a *RoundRobin* where each member gives an idea about one possible section. Ask them to reach an agreement about the sections they want to include. Ask the monitors to take the worksheet and the cheat sheets with useful expressions for interaction and expressions to describe the poster.

- *To start with, look at the task card of the last session. I told you that during the remaining sessions we're going to prepare the fair. Today, we start with the poster for which you have to decide first the topics or sections you want to include on it. For that, you need to review all the collected materials and information you have about the invention and organize it into topics and subtopics. I want each of the team members to participate in a RoundRobin giving an example of one topic that could be included. I want you to reach an agreement about which topics or sections to include. You can use some of the expressions of the worksheets during the interaction. Once you know the sections you want to include, the recorder must write them down on the worksheet. I'm going to project an example of a poster about the vaccination to give you a model.*

b) Ask the presenter of each team to share with the rest of the class some of the sections they have chosen. Once finished, introduce the next step in which students have to create an outline of the poster to organize the different sections of it.

- *Let's see what sections you've created! This team, what is your first section? [...] mm, very good, I like it! And yours? (pointing to another team) [...] Good job class! Now, I want you to organize the different sections and drawings you want to do in*

this space to make an outline of the poster. Organize the different sections into the available space of the cardboard, right?

c) Once finished with the organization, ask students to think about the images they would like to include in the poster. Give them the chance to look for these images on the internet taking turns (with the class computer) and print them out.

d) Ask students to again, review all the materials and give a tittle and organize the information they are going to include in each section. Explain that they must create the writtent text they will include in the poster later on. Highlight that the fifth section must be the desciption about their invention in the future, the one they created in the fifth session for which they will need to create the final versions, changing the pitfalls indicated wiht the teacher's marking code.

- *Okay so now that you've organized the poster and the sections, I want you to think what exactly you'll write in each section. Review again all the materials, give each section a title as in the example of the vaccination and write the information you'll put on the poster in the worksheets. You can either divide the sections so that in pairs you create the sections or maybe you prefer to do it all together, you choose. However, remember that the last section is the description you've already created about the invention in the future. If you remember, I collected them to revise them using the marking code. I'm going to give them back to you with the marking code so that you create the final version changing the possible problems indicated, right? You can ask me if you don't understand anything. Moreover, the description may be accompanied by the drawing of the prototype. Work quickly because the drafts of the poster must be finished at the end of today's session. I need to revise them with the marking code so that during the next session you'll have them marked to create the final version of the poster for the fair.*

Stage 3→Post-task stage:

3. Diary of an inventor: personal notebook of self-reflection about the learning process [Whole group] (5-10 min)

AIMS
To make students reflect about their learning process.
To make students reflect about their cooperative work.
To develop students' learning to learn competence.

a) Explain the new parts of the diary and remind students quickly of the rest of the parts the notebook has to self-reflect. Ask students to complete it for the next session as homework or start in class if they finish their team tasks early.

4. Rewards time! [Whole group & Teamwork] (5 min)

AIMS
To reward students' teamwork.
To make students reflect about their behaviour and learning process during the session.

a) Open *Dojo* and project it on the whiteboard. Go quickly through the different teams asking them what of the 4 possible rewards they think they deserve for today's session. Give your opinion about them and give each team the rewards that you think they deserve. If some of the teams have reached 7 rewards, congratulate them and remind the students of the 3 different prizes among those they can choose from.

- *Okay so finally, let's check which rewards each team will win! Ready? First, this team. What rewards do you think that you deserve? [...] Okay, the soft voice reward is true, you win it but the on task reward I don´t agree with you; you need to collaborate more as a team! Maybe next time! That's all for today session! See you next day and don´t forget to fill in your reflection notebook!*

**All materials are available at http://bit.ly/2li8aVFLesson7*

SESSION 8: "OUR ORAL PRESENTATION" (STAGE 5: CREATION)

Stage 1 → Pre-task stage:

1. Reviewing the last project session and explaining today's session [Teamwork & Whole group] (10 min)

AIMS
To give students feedback on their performance in the last session.
To review the content of the last session.
To share the learning goals with the students.
To develop students' interaction skills.

a) Ask students to share in their teams with a quickly *RoundRobin* (each member gives an idea or opinion) the reflections they have done in their notebooks about the last session. Ask them to share it with the rests of the class and give them feedback. Highlight the general strengths of the session and give some advice to improve for the next time.

- *Good morning everyone! We are working on an interesting project so I want you to share in your teams the reflections that you have done in your notebooks about what you like, what you can improve.... with a quickly RoundRobin [...] Time is over class! Can anyone tell me what is everything going? Who wants to share what you talked about in your teams? [...] Anyone else? (After students' comments, give feedback on the main strengths and weaknesses of the session globally and comment briefly on the general ongoing of the project).*

b) Project the slide with the different stages of the project. Ask student about the last sessions and where they think you are now. Explain the main objectives of today's session and what they are expected to do.

- *We are going to continue working on the project. Look at the slide; we've been working in different activities such as [...]. Tell me stages and activities we've done in each of them [...]. Where are we now? Yes, in the last session we started working in the creation stage and we did the draft of our posters. Today, we're going to*

continue with this stage. Today, you are going to start preparing the oral presentation you'll make during the Science Fair.

c) Organize the team roles for the session and remind the students how roles work. Give them their role cards to keep them during the session.

- *Starting with your team roles, remember that we have to change team roles and that we change them clockwise. Here you have your role card to remember what you're expected to do. Keep them visible during the session.*

2. Team discussion: organizing our oral presentation! [Teamwork] (7-10 min)

AIMS
To decide the structure and order of the team presentation.
To develop speaking and interactional micro skills such as turn taking, fluency or responding and initiating, while discussing the organization of the presentation.

a) Project the task card of the lesson and explain to the students what they have to discuss as a team. Remind them to use the cheat sheets with useful expressions for discussion as well as the talking chips (explain them again if necessary). Give them a maximum time of 5 minutes of discussion and project a time watch. Monitor them while working.

- *First, if you remember the two last sessions, you have been working in your posters which are already finished. In the poster you created different sections or topics to talk about your invention, right? For example, some of you chose to talk about the inventor, types and so on. Now, I want you to divide the different sections among the team's members, you can also create more sections if necessary. You have to decide who is going to present each section. Two sections are mandatory: the presentation of the team and the description of the invention you have created. The rest of the sections depend on you and how you have organized your poster. To do that, I want you to discuss in your teams using the cheat sheets of useful expressions for discussion that you already have. You have to give reasons why you want to explain one specific section and reach an agreement in the team. I want all of you to participate in the discussion so we're going to use the talking chips too. Can anyone tell the class how talking chips works? [...] Yes, each of you has two talking chips: one for a longer speaking turn and other for a shorter speaking turn. Once you use*

one, you have to put in on the middle of the table (support explanation with gestures). Everybody needs to talk and participate because the members of the team that have already participated cannot participate until all the talking chips are in the middle. When everybody has used the talking chips, you can start again form zero with the talking chips (demonstrate the rules doing an example). You have 5 minutes to reach an agreement.

b) Once the 5 minutes are over, ask the monitors to take the team task card to complete it with the different sections and the member that is going to present each section. Ask them also to order them from the person that is going to go first to the last one.

- *Time is nearly up! Now that you have reached an agreement about the section that you're going to explain, I want you to decide the order of the presentation and the recorder must write all the information on the task card. Also, I want the monitor to read the task card to the rest of the team to know exactly what the following steps are.*

Stage 2→ Task stage:

3. Creating our oral presentation! [Individual work] (20 min)

AIMS
To use and practise some specific expressions to introduce, move into another point, give an example or end an oral presentation.
To develop speaking skills (coherence, cohesion, text types...)

a) Explain students that now they have to work individually to create their section for the oral presentation. Project the example of the vaccination presentation and use it to guide students in the writing of their own script. Ask the monitors to take the individual worksheets and the cheat sheet with useful expressions for the presentation to start working.

- *Now that the different sections are spread out, I want you to start working individually in your own section of the presentation. I have created a model of a presentation: the vaccination. As you can see, this presentation is divided into 5 sections. The first one is the presentation where you introduce the topic, the team members and the different parts of the presentation [...] the highlighted words are expressions that you can also use in your presentation in addition to the ones that appear on the cheat sheet. (Make a similar explanation and read the examples of the*

other sections of the example). To create the content of you oral presentation you should use the information you have in the poster as well as the organizer and texts or videos you have about your invention. You can add more information if you want. Use the dictionary if necessary or ask me for help, right? Any questions?

b) Once finished, ask them to continue working in the worksheet revising their written texts using the checklist and redrafting if necessary. Then, ask them to share their text with their team mates and receive feedback through the peer-assessment checklist of the worksheet to improve their text for the final event.

- *Next, I want you to revise your own text with the checklist of the worksheet. Read your texts carefully and look for every specific aspect of the checklist. If you have some crosses in your check list, redraft your text until you only have ticks. Once you finish with your self-assessment, you have to share your text with you team mates. They have to complete your checklist of peer-assessment and you need to revise and redraft your written texts according to their comments, right?*

c) Finally, ask them to give their final versions to you for a further revision using the marking code. Give it back to them next day and encourage them to practise their presentation using the tips that appear in the worksheet.

Stage 3→ Post-task stage:

4. Rewards time! [Whole group & Teamwork] (5 min)

AIMS
To reward students' teamwork.
To make students reflect about their behaviour and learning process during the session.

a) Open *Dojo* and project it on the whiteboard. Go quickly through the different teams asking them what of the 4 possible rewards they think they deserve for today's session. Give your opinion about them and give each team the rewards that you think they deserve. If some of the teams have reached 7 rewards, congratulate them and remind the students of the 3 different prizes among those they can choose from.

- *Okay so finally, let's check which rewards each team will win! Ready? First, this team. What rewards do you think that you deserve? Okay, the soft voice reward is true, you win it but the on task reward I don´t agree with you; you need to*

collaborate more as a team! Maybe next time! Okay, there're one team who has won 7 rewards, congratulations! Remember that you can choose one of the prizes and use them in the following sessions. That's all for today session! See you next day and don´t forget to fill in your reflection notebook!

**All materials are available at http://bit.ly/2LYLKnBLesson8*

SESSION 9: "WELCOME TO OUR SCIENCE FAIR!"

(STAGE 6: PUBLISHING)

Stage 1 → Pre-task stage:

1. Reviewing the last project session and explaining today's session [Teamwork & Whole group] (3 min)

AIMS
To give students feedback on their performance in the last session.
To share the learning goals with the students.

a) Project the slide with the different stages of the project. Ask them where they think you are now. Explain the main objectives of today's session and what they are expected to do. Greet the guests and introduce them to the class

- *Good morning everybody! Today is a special day as all of you know because we've finished the creation stage during the last session creating our oral presentation. Where are we now? Anyone? [...] Of course, today we do the publishing stage! During the session, each team is going to exhibit and explain the work you've doing during last weeks while the other teams listen carefully and evaluate the presentation. Exciting, isn´t it? As you know, today we've very special guests that you choose to come to our science fair so, Welcome to 6th grade Science Fair about inventions! We hope you like it!*

Stage 2→ Task stage:

2. Oral presentations time! [Teamwork] (40 min)

AIMS
To develop students speaking and communication skills (eye contact, body language, fluency, clarity...)
To present students' project about inventions.
To publish the final outcome of the project.

a) Project some videos of the role play interview as well as pictures during different moments of the project to show the guests how you've been working during the different sessions. Encourage students to explain some of the activities that appear on the images.

- *Let's start sharing with our guests some of the videos and pictures I took during the project. We've been working really hard and we did lot of different things. Does anyone want to explain our guests what we did? [...]*

b) Explain students how are they going to present and the organization of the presentations. Introduce the first team and then, the rest of the teams as they finish. Give students the peer assessment rubrics and ask them to bring their posters to the whiteboard when presenting.

- *Okay! So, now we're goign to start with the oral presentations. Each team is going to come to the front of the class and give his/her presentation to the rest, who are going to be listening carefully and assessing their classmates. Each team has around 5 minutes to present. Then, there is going to be sometime for questions and, finally, I'll ask randomly 2-3 persons each time to comment on their assessment of the team oral presentation. I 'm going to give also some feedback at the end of each presentation, right? Should we start? So, the first team, the glasses [...]*

c) Call each team when the previous one finishes. Record them during the presentation (if there is permission) to upload the videos to the class blog.

- *Okay! Big claps for this team! I think you have explained your content very well. Great job! [...]*

Stage 3→ Post-task stage:

3. Closure of the Science Fair [Whole group] (5 min)

AIMS
To give students feedback on their oral presentations from other view points.
To congratulate students for all their effort during the project
To encourage critical thinking between students

a) Congratulate students for their effort during the presentations and the whole project. Make them reflect about the long learning path they have gone through.

- *Very good everybody! I 'impressed with all the effort you've made and with your presentations. I'm really happy today! Now, you're experts inventors that know everything about the glasses, the clock, the Smartphone and so on. When we started this project, you rarely spoke in English and you felt scared when I asked you to talk and look at you now, you're able to manage an oral presentation in English and even to answer spontaneous questions in front of the class. Also, at the beginning of this project, you didn´t know exactly how to work in teamss and now, you respect your team mates and classmates. I'm really happy with your improvements towards the sessions. Thank you!*

b) Ask the guests if they one to add something or to say something to the students. See out them.

- *Finally, let's see what our guests think about your presentations, right? Who would like to say something about the students' job today? [...] Thank you very much for coming. We hope you have liked it. Say good bye class to our guests!*

**All materials are available at http://bit.ly/2MCXPQlLesson9*

SESSION 10: "FEEDBACK TIME!"

(STAGE 7: ASSESSMENT AND REFLECTION)

Stage 1 → Pre-task stage:

1. Reviewing the last project session and explaining today's session [Whole group] (5-7 min)

AIMS
To give students feedback on their performance in the last session.
To review the content of the last session.
To share the learning goals with the students.

a) Praise students for the last session of the project where they present their work to the rest of the class and the guests. Ask the students to discuss in their teams in which stage of the project you are (showing them the PPT slide of the different stages of the project) and make them reflect about the activities you have done in the previous stages. Explain the main objectives of today's session and what they are expected to do.

- *Good morning everybody! I want to congratulate all of you on your effort and success during our Science Fair! You've been working really hard, congratulations! [...] Now, look at our project stages and discuss in your teams where we are now and what have we been doing before. 3 minutes! [...] Okay, this team, share with us your team comments! [....]. Yeah, we did our publishing event in the last session so, effectively, now we're in the assessment and reflection stage. Today, you're going to give and receive feedback about the oral presentations. We'll also reflect about different aspects of our project. We're going to self-reflect about our own improvement, we're going to assess our team mates' skills and the other teams' products, we're going to review some content to check our learning and check our attention in a funny way and, finally, you're going to assess me and the project. Are you ready to start?*

b) Give students 5 minutes to complete in their teams the last column of the KWL chart they have been using during the project. Remind them briefly how it works.

- *Now, I want you to complete the last column of the KWL chart (show it to the learners). Do you remember it? It's the table we've been working on in the project to discover what we know about our inventions before starting the project, to ask us questions about what kind of things we want to learn during the project and now, it's time to see what we've learned.*

Stage 2→ Task stage:

2. *Carousel Feedback*! [Teamwork & Whole group] (20 min)

AIMS
To develop students social skills and thinking skills.
To analyze other team works and make students give and receive feedback on their final products from others classmates.
To develop students' knowledge building and help them to process information about their work.

a) Project the instructions of how *Carousel Feedback* works and explain it step by step to students. Do a demonstration if necessary. Organize students if necessary (spread out teams project around the room) and ask them to take their posters. Ask them to look also at their classmates' rubrics of the oral presentations. Give them the *Carousel Feedback* form where the other teams will give them feedback.

- *Okay everybody look at the screen! Now, you're going to receive feedback from your classmates about your team project. For that, we're going to use an activity called "Carousel feedback" .Listen and then, we'll go. First, you're going to stand in front of your project and you're going to start rotating clockwise (using gestures to support the explanation). You're going to discuss with a RoundRobin your reaction to the other team's project during 2-3 minutes and then, the youngest student of the team is going to record your feedback on the feedback form (showing the worksheet). Then, when I tell you that time is over, you move to the next team and you continue doing so until you're back to your own project. Each time one member will be the recorder so the first one is going to be the youngest, then, the second younger and so on. When you come back to your own poster, I'm going to give you some time to revise your classmates' feedback and ask if you don't understand anything. Any questions?*

b) Ask students to start doing the *Carousel Feedback* and monitor them during the process. Once finished, comment briefly on how the activity has worked and ask them to share their classmate's reflections about their projects.

- *Time is over now! Return to your places and look at your classmates' feedback. Do you agree with them? What do you think about their feedback on your project work? [...] This team, what do you think about your classmates' comments? [...]*

Stage 3→ Post-task stage:

3. Bull's eye assessment [Teamwork and individual work] (10 min).

AIMS
To make students reflect about their teamwork skills improvement throughout the project.
To make students reflect about their classmates' improvement in teamwork skills.
To develop students' learning to learn competence.

a) Project the PPT slides about Bull's eye assessment to remind them how it works. Ask the monitors to take the bull's eyes and ask them to complete them (their own bull's eye and their team mates' bull's eyes).

- *To start with, I want you to self-assess some of your teamwork skills as well as your classmates' skills. For that, we're going to use something called "Bull's eye assessment" did you remember it? We used it in lesson 4. Can anyone tell me how it works? [...] Yes, as you can see, it is a bull's eye divided into 4 and each part represents a skill. You have to self-assess and peer-asses each skills from 1 that it a clear need of improvement to 6 that is an excellent work. First, assess yourselves and then, discuss in your teams the assessment you give to the different team members.*

b) When finished, give it to the assessed students and comment on it briefly. Ask the monitor of each team to collect them and give them to you.

- *Have you finished? Okay, let's see. In that team, which is the skill in which most of you need improvement? [...]. Yes, I see. And the one that most of you do well?[...] Do you agree with the view of your classmates about your progress? Why?[...]*

4. Flashcard Game [Pair work] (15 min)

AIMS
To review project content about inventions and expressions they have learnt.
To develop students' social skills and knowledge building.

a) Explain student Kagan's flashcard game. Do a demonstration. Organize the classroom in pairs and give each pair the flashcards.

- *Class! [...] The next activity we're going to do is a funny flashcard game about inventions and vocabulary we have learnt during the project. This flashcard game is played in pairs. First, one of the members of the pair is the tutee and he/she takes a flashcard and gives it to the tutor. The tutor read the flashcard to the tutee that has 20 seconds to answer. The tutee answers and if correct, he/she wins the card and receive a praise. If not, the card is returned to stack to try again later. Each of you has one turn and then, you change roles. The one who has more flashcards at the end, wins.*

5. Team-teacher feedback on teaching and project implementation [Teamwork] (10 min)

AIMS
To make students reflect about teacher's job during the project.
To receive students' feedback for further improvement of the project.
To develop students' learning to learn competence.

a) Explain students the rubric for evaluating the project and the teacher's job during the project. Ask them to complete it using *RoundRobin*. Collect the rubrics and congratulate them again for their effort during the project. End the last session sharing with them how you feel about the project implementations and with a big clap for the effort made by all the students.

- *Finally, the last thing I want you to do is to complete in your teams these rubrics to evaluate the project and my job during it. I want you to be honest because the rubric is anonymous. For that, you're going to do a Round Robin giving your own opinion and deciding with answer fits best. You already know how a RoundRobin works as we've been using it again and again. [...] Thank you very much for completing these rubrics because it will help me to improve for the next project. I'm really happy with your effort and work during the project and I think that you've improve your*

communication skills a lot. I hope you think so. I want each of us to give a big clap to the rest of our classmates!

**All materials are available at http://bit.ly/2K1m5gQLesson10*

Appendix 3b. Diary of self-reflection about the implementation

REFLECTION ABOUT 1st SESSION OF THE PROJECT: IMPLEMENTATION IN 6th GRADE A

Today, 13/04/18 I've carried out the first session of the project about inventions in 6th grade A.

The letter from the university has been an absolutely success because they found it really motivating and they were excited because of the visit of a university lecturer. They understood perfectly what the letter said and they accepted the challenge without any doubts.

The slide about the aims and main steps of the project has helped them to understand better what the project is about, to give them some guidance about what we are going to do during the following session and about what they are expected to complete. This slide together with the one of the different stages of the project has helped them in the same way: to understand better the long learning path of our project (some of them have commented on their teams that there were lot of stages and that we were starting in the first ones so it could be long, others were interested in the last stages of the project and asked me about them. I tried to make them aware that it could be a long path telling that the project must be completed in the middle or ending of May).

After it, I introduced the word cloud and they liked it very much (it was the first time they used it). At first, no one want to start talking (It could be a good idea to ask them to talk in their teams first and they share their ideas with the class as students feel more confident talking with their partners that with the teacher). After giving them more confidence and starting with an example, some students decided to collaborate. They predicted the topic of the video well: inventions and some of them were able to describe in English the easiest words of the word cloud (such as invention). Other words such as patent were directly translated into Spanish (the students translated them) and finally, in the most difficult ones such as feasible, they needed a quickly explanation. However, I think that the word cloud has fulfilled its aim of introducing the topic of the video, some key vocabulary related to the video and the project and it has also activated students previous schemas as I have seen when some students translated and/or explained some of the words that appear on it.

Thanks to this prediction, Ss were better prepared to listen and understand the video. Students told me the different inventions (and all of them in English). After watching the video, we checked which one had appeared too and surprisingly, this list of inventions has helped the students with the next activity too, the one about the different titles for the video. In the list, students have told me some of the most important inventions of all times such as the fire or the light bulb, the car... when we realised that most of these inventions didn´t appear in the video, they thought that Title 1 "some of the most important and useful inventions of all times" could not be the correct one so they dismissed that option. The activity of selecting the title that fits best has been very useful and helpful because students have discussed the different titles in their teams and two of the teams were able to give me reasons in English to justify their choice what I found really exciting and inspiring. However, some teams haven´t chosen the correct one (I think that this teams didn´t pay enough attention during the viewing).

The crossword puzzle was another activity that has surprised me because I thought that they won´t remember the name of inventions such as the ballpoint pen but they remembered them. Most of them used the dictionary when they found some difficulties to know how exactly an invention was written. Others used the monitor role to request help from me in some specific invention. However, the entire group was able to complete it on time and we corrected it all together writing the words on the blackboard to avoid misspellings.

In the following activity, the ranking, there were different aspects I would like to comment on. First of all, I think that students didn´t understand well how talking chips work, they didn´t know how exactly use them during the discussion so most of the teams didn´t use them. I will try to explain their use better and give them an example in the other class so that students use them. However, the cheat sheet has been a success because during the discussion I see how students used the expressions that appear on it to interact, especially the weakest students who were less used to speak. They also used more English than usual but some of them tend to change to Spanish (the weakest students too). The teams completed the ranking but there have not been time to carry out the justification of the ranking since it was necessary to explain the learning journal (diary of an inventor). I think that we didn´t have enough time because at the beginning, we had to do some changes in the classroom arrangement. Moreover, the teacher

suggested me that I should avoid doing the justification of the ranking as it could be really difficult for most of the students because they were not used to interact and discuss (and giving them at the same time another complex task of justification might have made them overload) and also because there were 8 different inventions to justify so it could be too much for them and we would spend too much time doing it. She suggested me to introduced justification just in the next session where each student has to justify their choice of an invention. We have decided to omit the justification for the session with the other class as we saw it unhelpful for the students and really complicated.

Once finished, I explained the different steps of the learning journal of the students to them so they understand what they were expected to do for next Friday. After it, we had a 2-3 minutes break and then, we started with the 2nd session of the project. That is the reason why I didn´t give the rewards to the students and I preferred to wait until we finished the first part of the second session to reward them.

REFLECTION ABOUT 2nd SESSION OF THE PROJECT: IMPLEMENTATION IN 6th GRADE A

The second lesson of the project has been carried out during two days as the first day the teacher gave me one hour and a half so I decided to start with the second session of the project because we don´t have too much time to develop the project.

1st part of the 2nd session:

The first part of the second session, "Making decisions, our team invention" was carried out on Friday 13/04/2017. The hour before it, we have been working on the first session so we didn´t review the materials at the beginning as students didn't have time to complete them.

I started the lesson showing the students the project stages again and telling them the stage in which we were working on: we've started in the activation stage and we were moving onto the discovery stage. It was interesting to see how students make predictions about the different stages between them making references to the last stages especially; they look interested in the project stages and anxious to discover what they

were expected to do in each of them. I decided not to change the roles as we were only working for half an hour more and students will be confused about changes.

I explained to the students the main objectives of this half session and what they were expected to do: decide the invention they are going to investigate in their teams through a team discussion similar to the one they made in the first session of the project during the ranking of the inventions. The students were listening carefully to my explanation which I think it helped them to understand what was expected of them during the session as they completed the task successfully.

After that, I explained to the students the next activity in which they had to think individually about one invention they would like to investigate and write a short sentence to justify their choice. I gave them an example with the vaccination (I found the example very useful because students use it as a model and try to create their own sentence looking at this sentence structure (most of them used the same structure in their sentences). I explained that they could find useful vocabulary in the cloud that appear in the worksheet (but most of them used the example given more than the vocabulary cloud as can be seen in the students' worksheets). I highlighted that it was an individual task and I gave students the materials and they started working. Early on, I realized that they had understood that their individual choices of invention must be the ones that had appeared in the video because of students' questions. I asked the student to listen to me and I clarified that they could choose between any inventions they liked, it was no necessary that the invention has appeared in the *Powtoon* video of the first session. It makes me realized that I need to give the students more clear and specific explanations and instructions so that they were not confused and they does not have to ask me again. It could be also a problem related to the lack of use of the monitor's role (students should have shared their doubts with the monitor and if none of the team members understood the activity, the monitor should have asked). It shows me that they are not probably used to talking these roles, they need further practice. While they were working, I monitored them and observed how they worked. Some of them used the vocabulary of the cloud (a minority) whether others preferred to use the dictionary, the model (developing their autonomy) or they asked for help. The students completed the task in around ten minutes.

Once they have finished, I introduced the next activity asking them to remember the first discussion they carried out in the first session (during the ranking activity). I asked them to remember and told me some of the expressions that can be used during a discussion. Surprisingly, students remembered most of the expressions (they said some of them like In my opinion, I agree/ disagree, I think...) and some of them took the cheat sheet of the first session to remember them which made me realized that it was a good resource for the students. I used student's expression to explain the next activity in which they had to classify some expression of discussion in their teams. I gave each team a worksheet and we remembered all together the different roles in order to complete the task fulfilling the different roles.

The teams had no difficulty at the time of completing the table and some used the cheat sheet of the first session to check their response since many of the expressions appeared on it (which showed again that the table of expressions was a good and rich resource of language for the students). They finished the activity quickly so we corrected it all together. The presenter of the different teams said one expression and its use (show agreement, disagreement...). I asked them to add some expressions and two teams gave me two more expressions without looking at the cheat sheet which is evidence that students have been using them and now they could remember some of these expressions).

Then, I introduced the team discussion with the PPT about it. I reminded then again the aim of the discussion: to decide the invention they are going to investigate between the ones they have chosen individually. We remembered their roles during the team discussion and some important rules when carrying out a discussion. I asked them to use their sentences of justification to convince the other to choose their inventions. I gave them between 3-5 minutes and I used a chronometer to make students aware of the remaining time.

The students quickly began the discussion by reading their sentences to the rest of the classmates. I was surprised to see that they made use of the cheat sheet of expressions and that they respected the talking turns. I could begin to see a greater use of English (it was also due to the fact that students have the support of the cheat sheet as well as their own sentences written in English about their invention. However, when

more profound reflections arose, many of the students used Spanish as a resource to make themselves understood.

Most of the students were immersed in the task and they were motivated because they listened attentively to others and participated in the discussion. In fact, I had to give two extra minutes of discussion so that two teams decided the invention. When these two teams finished deciding, I distributed the inventor card so that the recorders of the teams wrote their inventions. Once all finished, the presenters of the different teams told their choice to the different teams. I was surprised by the fact that some teams had decided inventions that were not among those that the different members had thought about individually, so I thought that maybe my explanation had not been clear enough again. However, it did not seem like a problem, so I did not give it more importance. Students' choices were discussed and they looked interested. It was difficult to me to observe every team discussion. However, I tried to spend some time which each team and at the end of the class, I talked with the teacher too to complete the observation sheet for the assessment of each team discussion.

Once finished, I praised them for their effort speaking in English and their use of several expressions. As I had already given them the notebook of self-reflection of the first session and we had not finish this session, I decided not to give them the notebook of the second session (students may have finished overloaded and it didn't make sense as they had not changes their roles and it is one of the main factors students reflect about in the notebook).

We moved into the rewards time as in the first session we did not give them because we were going to continue with the first part of the second lesson. Most of the teams got the soft voice reward because surprisingly, they have maintained soft voices during the interactions. Other 3 teams got the on task reward because the entire team participated actively in all the activities but I could not give this reward to one team where some students were passive learners and waited for the rest of the team members to complete the tasks. In the same way, this team didn´t receive the cooperative reward as not all of them had accomplished their role. No team received the English experts reward because although they spent more time than usual speaking in English, they still need to use it during the whole session. All the teams agreed that they didn't deserve this reward now.

Finally, commenting on the teamwork, I'm really happy because most of the time students respected their roles and accomplished them. It is true that we reminded them lot of times during the session but it helped them to organize the work inside the teams and to collaborate among them. All in all, I'm happy with the session and I have also been aware about how flexible planning should be adapted to the needs of the class at all times because in this class, due to the great variety of learning levels and also because we have had to make changes in the arrangement of the class, there was no time to complete all the activities programmed. I'm now curious waiting to know what they have written in the "diary of an inventor". I hope that all of them complete it for next session.

2nd part of the 2nd session:

The second part of the second session "Making decisions, our team invention" was carried out on Friday, 20th of April. We started the session reviewing students' notebooks of self reflections and I realized that I had not explained them sufficiently and clearly what they were expected to do in the "Diary of an inventor" because of two issues: the first one is that students have not understood the table of teamwork. They were expected to fulfil the chart related to their role and most of them had evaluated the role of their team mates too. I took a long time and I clarified how it works to students. Secondly, the activity in which they have to add three new words and one sentence with each of them, they understood it individually as if they have to write first three words and then, three sentences without relation among them. However, I also found positive aspects of the last session thank to this notebook. I realized how useful the word cloud have been because most of students' new words were related to this ones; and also, the usefulness of the cheat sheet of expressions as some students have written them in the section of the sentences.

Talking about what they liked about the session, the issues that most of them commented on was the teamwork with roles and the video. It makes me think that students liked this way of working which is extremely important for the project itself because they are going to be working in teams most of the time and that they also liked digital technologies and I should, therefore, try to introduce them during most of the sessions in a meaningful way. The things they mentioned they didn't like at all was the use of Spanish or the volume of the class (all the teams are talking at the same time but I

did not consider that they were doing too much noise). To the same extent, the aspect that most of them mentioned to be improved was the use of English but we are just started and it was the main aim of the project itself. It was also true that many students thought that they have been very good collaborating in their teams.

After a quick review of the notebook of self-reflection, I projected again the different stages of the project and I told them that during the session we were going to continue working in the discovery stage. I explained the main aim of this lesson: to hypothesize, to prepare questions we would like to ask to the people who lived before their invention and to the people from the future. I showed them the KWL chart and explained generally its three main parts. I explained in more detail the first part and I gave them examples with the vaccine with helped them to know better what they were expected to write in this chart. I gave them the materials and they started to work. Firstly, some of the team members didn´t know exactly what to do and they were thinking what to write. This was in part due to the fact that they didn´t read the task card I have given them so I asked them to read it and look at the example. After reading it, all the teams were capable of filling it with the information they already know about their invention. However, we spent with this first column around 10 minutes and I expected to spend on it no more than 5 minutes what makes me realized that I should be better when planning the time needed for each activity and each part. Once finished, I asked the presenter to read some of their ideas so that all teams knew the work doing by the rest. I realized that some of them already know the inventor, others were experts in brands. These discoveries will help me at the time of creating the 3rd lesson (immersion centres) to choose the information that would be more meaningful for the different teams regarding what they already know.

Next, I explained the second column of the chart (what I wonder) and I spent more time on it because it could be complex for students to understand. I decided to explain the first part of the column, the one they had to fill in with questions they would ask to people who lived before the invention. I repeated this same idea in different ways for the students to understand and I used the time machine they have created with their teacher to support my explanation. I gave students several examples with the vaccine and gave each team the model of what I wonder. I highlighted the importance of realising that we were talking about the past so we should ask in past. I asked them to

look carefully as the examples as well as the cheat sheet. At first, students asked me lot of questions to clarify the task but finally, looking at the examples they got it. However, in terms of grammar, they quickly understood that they had to use the past by themselves. Something that I realised while monitoring them is that I should have also included the use of was/were because some of the teams were also forming question using that structure and I didn't add it to the lesson, I didn´t think about it during the planning. I would add this structure to the 4th lesson, where students will revise and check their questions of this session.

Once finished, we moved to the second part of this chart, the one about the future where they had to think questions they would ask to people who came from the future. I used again the time machine to support my explanation and I gave them several examples with the vaccination. I asked them to look carefully at the task card as well as the model and the cheat sheet to create their questions. At first, it was difficult to them to think that questions as it demanded high-order thinking skills. However, when they had thought one, they just come in with more questions. All the teams wrote at least three. It took a long time of at least 15 minutes. Once finished, the presenter told me some of the questions and I used that moment as a teachable moment to explain students the use of will in the sentence formation of the future. Some of them have already got it thank to the model of what I wonder with the examples but others, didn't realized it.

After completing the KWL chart time was nearly up so I decided to give to the students the second notebook of "Diary of an inventor" and explained its new parts (specially the one about the discussion they carried out in the last session). I highlighted again that in the table about the teamwork they had to evaluate only their role and then we moved into the rewards time. Soft voice reward was gotten only by two teams because the others have been quite altered during the lesson. I gave the on task the reward to all the teams because all of them completed the task on time. However, there were two teams that didn't receive the cooperative task because some of their members were passive and were not fulfilling their roles waiting for the other to complete the task. It is something that I have to think about: how to make that all of them collaborate. It could be useful to introduce some of the cooperative structures proposed by Kagan and Kagan (2009). Finally, the English experts reward was not gained for none of the

teams although one team has been much closed to it because they have talked in English for longer times that the rest.

Overall, I'm happy with today's session because students completed the KWL chart successfully although it was a hard task that demanded high-order thinking skills. I believe that these higher requirements made some of the most weakest students of the teams disconnect at some times and delegate their work in the rest of their team mates for which it could have been a good idea to give each student a most specific task during the activity to ensure the participation of all of them or to use some cooperative structure such as Rally Robin (Kagan & Kagan, 2009). For the following session, I would need to think more carefully about the structures used during each activity taking into account its requirements and the needs of the students.

REFLECTION ABOUT 3rd SESSION OF THE PROJECT: IMPLEMENTATION IN 6th GRADE A

The implementation of this 3rd lesson "Immersion centres" took place on Friday 27th of April. At the beginning of the session it was some difficulties due to teacher's necessities because they need to talk about some problems they have had on the playground and they spent around 15 minutes talking about it.

Due to this change in the planning, I decided not to review the "Diary of an inventor" and just to project the project stages and ask the students where they thought we were. It was a really useful technique because it helped me to realise that they were paying attention to the project and they understood the different stages and known were we are.

After that, I quickly explained the main aim of the lesson: to organize and find out interesting information about the invention of each team from a text and a video. As during the last sessions, student didn't read the task card and this one was really important for success in the completion of the task, I introduced a new role: the monitor had to read the task card and the written materials to the rest of the team members. Thank to this new rule, students were aware of what they were expected to do in each step of the lesson. I gave them the materials and digital devices to the ones that started watching the video and they started working. Due to the noises and volume of the video, we decided to move the ones that were watching the video to the next class that was

empty and the teacher and I moved from one class to the other. This would not have been possible without the presence of the teacher in class. However, due to technological difficulties, the implementation of this lesson was crazy because we had to move from one class to the other all the session. In addition, while I was with the students that were watching the video, there was a problem in one team that started discussing. Fortunately, the teacher that was in class managed and solved it

The students were filling in the materials, some with more difficulties than others which made me think that maybe not all of the resources have not had the same difficulties which was a weaknesses of the lesson because all the students had the same time to complete the task so level difficulty should have been the same for all the teams However, it is also true that there is heterogeneity in every group so they can help each other to complete the most complex charts. As the charts were filled in, they received the solutions to correct them in another colour. The truth is that most of them completed the tables successfully, requiring only minor corrections.

Regarding the video, most of them were able to complete some of the chart without using the subtitles. I asked them to first watch at least the video twice without subtitles and then one more time with them if necessary. However, it was not sufficient time to complete the task as we lost time at the beginning of the lesson. Only two of the five teams finished the task on time and there was no time to add the rewards so I noted them down on a paper and we would add them next day to Dojo.

The remaining sessions to complete the project, the teacher suggested me asking the teams that have not finished to complete it at home as homework together with the "Diary of an inventor" of this session.

The rewards of that session had been less that in the other two. Students have made more noise so only two teams got the soft voice reward. Moreover, problems in teamwork made that two of the three teams were not granted with the cooperative reward. One of the teams didn't win it due to the discussion they had in the class and the other because two of the members were playing while the rest were working. I still have to think better about the structures that must be more meaningful for each session to make all the team members participate in the activities. The on task rewards was won by the teams that completed the task. However, I explained that the rest could win it if they

brought the materials filled in the next day as there have been classroom management problems which made them have less time to complete the task. English experts reward was won by two teams that spent most of the time interacting in English, something that surprised me. It is true that these two teams have members that are more advanced in English and they encourage the rest of the team to speak in English and they supported their team mates when doing so.

As a conclusion of today's session, I'm not really happy with the implementation although I thought that students have learnt lot of new things (I hope to find evidences of it in their learning journals next week). I'm not happy with the way everything was going on today because the organization has been crazy. I think I have not known how to handle the situation well and not all students have paying attention to in the same way also due to the difficulties in the disposition of students in two different classrooms because of the lack of technological means. Immersion centres are difficult to handle because it supposed that every team is working on their own and you have to be monitoring each step they did individually because not all of them need the same time to complete a chart. A more carefully planning and specially, a better classroom management and organization would have been needed for the lesson to succeed. I think that these management problems are due that my students and I need to get used to the new methods and techniques that are being introduced in the class.