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Tackling bullying in the EFL classroom:
a Project-based teaching proposal

Abordando el acoso escolar en las clases de inglés:
una propuesta de enseñanza-aprendizaje por
proyectos

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TACKLING BULLYING IN THE EFL CLASSROOM:

A PROJECT-BASED TEACHING PROPOSAL

1. Introduction

I was once told that teachers, when in the classroom, do not only teach but also reflect part of their personality as well, besides all the knowledge they possess – after all, we all are human beings. We also, as teachers, all conform and hold our society, and society nowadays is shaped by learners, as each of us is constantly involved in a process of learning, a process in which not age, which drives us to learn, is relevant. During my placement period I had the pleasure to accompany my tutor in all her EFL¹ classes of SCE² and saw how she taught her pupils. What I sensed drove me to the proposal of a unit plan that would aim at helping pupils develop the linguistic, the socio-linguistic and the pragmatic features, understood as the tools they need as active participants in our society. This goal can be achieved through the development of their critical thinking, problem solving, collaboration and communication skills.

2. Purpose and objectives

This unit plan aims at triggering out the learner's ability of learning by doing, together with fostering communication. The idea arose from putting together several different personal games and experiences. On the one hand, I mention my own compulsory education school experience which was based on Rudolf Steiner's pedagogical principles, plus the striking differences that I found between the Romanian and the Spanish public educational systems. On the other hand, I have experienced along my Spanish educational period what I have later on observed during my placement period: a string of activities being carried out in classrooms that hide methodologies that I have been unable to track. Most importantly, I have seen that often the outcomes do not concord with the expectations. The unit plan which I have designed has been inspired by my intention to come to terms with some of my tutor's teaching practices which proved to be not as effective as expected.

¹ English as Foreign Language

² Secondary Compulsory Education

In my opinion, one of the first aspects to take into consideration is the learners' needs: they need as much information and practice as possible to develop their communicative skills in a L2³ learning process as quickly and effectively as possible. Therefore, activities must enhance information and exchange of it, by means of communication. In this sense, my proposal aims at replacing the tutor's monologue towards her learners with learners' exchange and negotiation of information. The tutor's error-correction through workbook exercise corrections that are reduced to teacher asks for individual student's answer can be reshaped into cooperative activities from which formal content changes from teacher-student to group or even class resolution of the problem.

The learners need a motor that drive them towards learning, they need a motif that determine them to investigate further, observe what they find, comprehend it, and process the new information; they need to feel themselves as active participants with positive outcomes that push them further towards more complex challenges. From what I have observed from my tutor, this cannot be achieved through individual quizzes or short pieces of oral or written production delivered back to the learners with some comments and a more or less satisfactory marks.

The learners also need to join together in their learning process from different perspectives, either applicable in different proportions: to learn from others, to see how well one does something in comparison to the rest, to provide a piece of useful information, to analyze it, to debate upon it, to seek for further information, to select what they need, etc. For this reason, I have found little congruency with the individual-focused exercises that the tutor had developed in her class with the expectations of the learners.

Information, motivation and cooperation are three of the many elements that enable the learning to take place within the student. These elements are joined together by means of another element, namely communication. The communicative competence is pragmatic by nature: the learners need to receive a piece of information in such a way that they feel motivated to inquire further, and the exchange of information is possible only thanks to the communicative competence. In this aspect, the tutor did not manage to make the learners communicate as much as it should be expected. Therefore, the unit

³ Second language, understood as the language most used after the mother tongue (not as second/subsequent foreign languages)

plan I have proposed attends these main aspects, besides many others, of minor importance.

These are the main guiding lines for learning, in the educational context, that can be put into practice even in society: as social members, we struggle for social integration and acceptance, and the educational system is expected to provide the learners with the available tools which enable the members to form part of this society. My purpose is to design and analyze a work plan that would provide my learners with the resources needed to develop their personality and contribute to the development of our constantly changing society. This requires support from the whole educational community, and society demands for open-minded components of it; and each learner has to make use of the tools they are provided with, by becoming familiarized with them – learning by doing. For this, I consider that the PBL approach is the most adequate path the students should follow, thanks to its holistic teaching methodology which integrates both the Curricular demands and the learners' needs and characteristics. This methodology is expected to make learners achieve curricular and non-curricular outcomes and it is, in my opinion, a significant improvement in the current teaching methodology.

The choice of the subject I propose for my unit has been quite deliberate, as it is a serious issue which needs to be addressed, a matter that affects students and the whole of society by extension. When I had to decide on a topic it was the first option that went through my mind. My first intention was to make students grasp out situations that concern bullying, gather information, process it, and shape an oral presentation of their work in front of their school colleagues, teachers, parents, relatives, friends and anybody who might be welcomed to the school's Assembly Hall. As I worked on with my unit I realized that the issue provides much more aspects that support my purposes than I have originally thought. The learners are expected to define the concept, present some relevant cases and propose alternatives to prevent bullying in schools; through this, they become aware of such a conflictive and open-ended issue, first with regard of their immediate school mates, and by extension with regard of the whole educational community. They will elaborate their own speech, together with informative flyers to hand in to the audience, posters to exhibit, and digitalized presentations that support their discourse. While focusing on the gathering of information, processing and

production, curricular contents will also be treated with social and pragmatic purposes. Thus, the unit plan provides opportunities for individual, peer, teacher and unit evaluation, and feedback.

I consider that the demands of this project enable the learners to achieve more objectives than the stated ones. I will limit the project's demands to a short number of key elements to be worked upon; such elements concern motivation – this topic is expected to stir their curiosity and promote information research, question-raising, and a certain degree of self-fulfillment when the students manage to finish their product. It demands for collaboration and cooperation⁴, as the elaboration of a project like this demands sharing information, asking for peer help and opinions, decision making and reaching a joint conclusion. At the same time, the project provides the learners with some useful and meaningful information on bullying. The acquisition of information is relevant both in the process (they need to obtain the information in order to work on it, to seek and obtain further information), and in the product (they select and organize the information in order to deliver it to the audience). All this implies the usage of the fourth element, namely the communicative skills to be applied and polished when needed, by means of information exchange, reflection and (re-)interpretation of it.

A variety of theoretical concepts and ideas have been considered when working on my unit plan, and these ideas and their relation with my work will be explored in the theoretical section of this dissertation. Following this I will comment on my unit proposal, its context, its setting into the legal framework. Next I will conduct an in-depth analysis of the activities in my unit of work. I will also consider their objectives, contents, assessment tools, differentiation. Finally, I will draw some relevant conclusions I have reached while elaborating both the unit and this dissertation.

Justification

During my placement period I had the opportunity to observe the teaching methodology applied by my tutor in her EFL classes in different courses and levels, and

⁴ Although there are subtle differences between the two concepts, I will use in this Project either cooperation or collaboration in their broad sense.

this enabled me to track out similar patterns, in a broad sense, in her work, along different levels. Some of those patterns would be:

- The teacher-student interaction pattern usually followed the «teacher asks and one student gives a brief answer» structure and I did not see any in-class pair or group work. Most of the FL talk consisted of teacher's monologues being addressed to the class, sometimes even switching to the mother tongue for comprehension check.
- The topics of the units were following the main material designed by the FL Department, which are the student's and work books for each course, topics which proved to be less motivating than expected.
- The contents were worked following the order provided in the book and, when needed, some extra exercises were provided by the teacher. They consisted mainly of rephrasing exercises, gap-filling exercises and putting the right verbal tense in blocks of utterances which were thematically related to the unit's topic but without any other contextual relation whatsoever to any communicative activity. This work was done individually and then shared with the class for correction.
- Evaluation consisted mainly of tests which resembled class activities and they focused on language content; samples of production were demanded from higher level courses, such as elaboration of 50-120 words pieces of text, or even 3-5 minutes of oral interaction between the teacher and one student at a time.
- The students were not motivated by either any of the book's topics nor by the learning methodology. Students often told me that all the activities were boring and that they paid attention because they had to but did not find any sense in doing them. As it can be expected, all this often led learners to distraction and general idleness.

Having all this issues in mind, I set out to design a unit plan with the hope of addressing some of the problematic issues that I saw in those classes. My intention was to enhance communication, as I think that students should use language in a more communicative way. I also aimed at enhancing the degree of interest the learners have

towards the topics proposed for the units that are included in their course books, which did not always manage to stir their curiosity, and thus make them take a bigger interest in the subject. It seemed to me that students considered that their learning process had, as ultimate and unique aim, evaluation, and that they were only interested in passing the compulsory exams. I hope that my unit of work manages to tickle their interest and introduce some new elements of appreciation in the study of English as a FL.

3. Theoretical Framework

In order to provide a solution to this ongoing problem, I consider that a PBL⁵ approach is the most appropriate solution for such learners to learn. Its principles blend together the solution of all the previously mentioned issues, and the foundations for my unit concord with the key concepts that I will develop in the following lines. In the following pages I will provide the theoretical framework for PBL and its tight relationship to the principles of Task-Based Learning, for cooperative work and for how to foster motivation among students. These theoretical concepts, when put into practice will provide, in my opinion, an answer to the problems I observed in my placement period, and I hope will result in the students acquiring contents and communicating in the FL with more enthusiasm and a more active participation.

Tricia Hedge observes⁶ that *“children do not learn successfully simply by receiving transmitted facts but need to explore new ideas through talk and writing in order to build them into their developing of understanding of the world”*, and *“the critical content of any learning experience is the method or process through which the learning occurs”* And PBL, in her opinion, is an optimal solution to these problems. For her, *“project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills, and cross-curricular work through exploitation of knowledge gained in other subjects. Successful use of project work will clearly be affected by such factors as availability of time, access to authentic materials, receptiveness of learners, the possibilities for learner training, and flexibility of timetabling”*⁷.

Prior to the discussion on the theoretical foundations that sustain my unit plan, I would like to take a panoramic view to the historical development of teaching and learning principles of TEFL, so as to understand better both the quote from Hedge (2000) and PBL. The aim of the following historical revision⁸ is to give an in-depth explanation of the origin of the four main aspects I focus my attention on in this project.

⁵ Project-Based Learning

⁶ Hedge, T (2000). p. 362.

⁷ Hedge, T (2000) p 363.

⁸ A skim of a short article elaborated for academic purposes in one of the Master's Degree course, a compilation of authors as Nunan 1991; Richards & Rogers 2001; Brown 2001; Ellis 2003; Kumaravadivelu 2006.

Historical overview

- By the 19th century, the model of learning foreign languages was inspired by the way Latin had been traditionally taught, focusing on grammar, vocabulary and rhetorics. The development of the oral competence was not a goal, and students were expected to just build written sentences and link them according to the uses of Latin rhetoric. This method later on became known as GTM⁹.
- Along the 19th century the demand for oral proficiency grew. Teachers and linguists advocated for a reform concerning the study of spoken language, the teaching of vocabulary and grammar in context and an inductive approach to the teaching of grammar. At the same time, some reformers inquired into a more naturalistic approach of SL¹⁰ – by transmitting language through demonstration and action.
- The 20th century brought along different approaches and methods of language teaching, such as the Audiolingual Method, Suggestopedia, the Silent Way, Community Language Learning Total Physical Response and the Natural Approach. Each of these approaches developed independently on the basis of different linguistic and SLA theories and also on different teaching and learning experiences.
- Finally, the communicative approach was developed, and it brought along a radical change in the ways of language learning: the new goal was the development of “communicative competence”. Dell Hymes coined this concept which comprises knowledge (linguistic), skills (sociolinguistic) and know-how (pragmatic) competences. A definition of the *Communicative Competence* is provided by Brandl¹¹, as *the ability to interpret and enact appropriate social behaviors [and] require the active involvement of the learner*. It encompasses *abilities* such as the *linguistic, sociolinguistic, discourse and strategic competences*. The communicative competence is nowadays at the basis of the CEFR¹² for Languages and of many key elements of CLT¹³, such as Learner-

⁹ Grammar Translation Method

¹⁰ Second Language Learning

¹¹ Brandl, Klaus. (2008). p. 5-6.

¹² Common European Framework of Reference for Languages

¹³ Communicative Language Teaching

Centered instruction, Cooperative and Collaborative Learning, Interactive learning, Whole Language Education, Content-Based Instruction, CLIL¹⁴ and TBLT.

Grammar Translation, and any other methodologies, have fallen into disuse but some formal aspects and/or specific purposes continue to be present in today's FL teaching. The revision concludes with this quote that in my opinion, encompasses a fair approximation to what PBL is:

Recent years have experimented a shift from method-based pedagogy to more flexible and context-sensitive approaches to second language pedagogy, opened to interpretations, dynamic, adaptable to different language contexts and purposes, to different students' needs, learning styles and affective traits.

On PBL

PBL therefore finds its origins in CLT due to its communicative competence. In my research I have come across one of the articles written by Richards¹⁵ in which he provides *ten core assumptions* about CLT that are similar to the core features of PBL. These assumptions are:

1. *Learners' engagement in interaction and meaningful communication*
2. *Students negotiate meaning, expand their language resources, notice how language is used, take part in meaningful interpersonal exchange*
3. *Content is relevant, purposeful, interesting and engaging*
4. *Communication is a holistic process*
5. *Learning is facilitated by activities that involve both learning of underlying rules of language use and organization, and language analysis and reflection*
6. *Language learning is a gradual process of both creative use of language, and trial and error*

¹⁴ Content and Language Integrated Learning

¹⁵ Richards, J. C. (2006). p. 22.

7. *Learners develop their own routes to language learning, progress at different rates, have different needs and motivations*
8. *Successful language learning involves the use of effective learning and communication strategies*
9. *The role of the teacher is of a facilitator*
10. *The classroom is a community where learners learn through collaboration and sharing.*

Krauss and Boss¹⁶ highlight some key concepts that define PBL, that are embedded in CLT. They formulate these concepts in light of *high-quality of PBL*, that is, the learning process that emerges from the inquiry. The methodology is approached here from the learner's perspective in connection to the PBL's demands.

PBL thus makes students get at essential understandings of *real-world concerns*, that is, the nature of PBL as learning methodology makes learners engage with factual issues of their own society. PBL is a *personalized* methodology in that it fits in the learner's needs as the *students engage in their own process of learning by dealing with real issues* without ignoring other issues such as classroom as a group or curricular contents. The learning pace is different among learners, and PBL provides opportunities for learners to reach a closer and higher level together. PBL *causes* the learners *to inquire and it makes them engage with complexity* of both learning and real world issues, overlapped or intermingled, and it also achieves to raise curiosity – motivation – towards knowledge. This methodology promotes group work because learners *learn together and from one another, and their learning is meaningful beyond school*, due to the real world inquiries, to each learner's learning pace, and to the usefulness of what they learn. Implicitly, *students are personally affected by what they learn and are likely to remember it*, because they activate all the senses and tools they need to achieve the end-product that PBL demands.

The BIE¹⁷ website offers a brief and genuine definition of PBL. Here PBL is approached from the perspective of PBL *per sé: a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and*

¹⁶ Krauss Jane, Boss Suzie (2013). p. 3-5.

¹⁷ Buck Institute for Education (www.bie.org)

respond to an authentic, engaging, and complex question, problem, or challenge.¹⁸ The Buck Institute for Education provides six criteria that determine the (High Quality) PBL¹⁹, according to which students:

- *learn deeply, think critically and strive for excellence*
- *work on projects that are meaningful and relevant to their culture, their lives and their future*
- *their work is publicly displayed, discussed and critiqued*
- *collaborate with other students in person or online and/or receive guidance from adult mentors and experts*
- *use a project management process that enables them to proceed effectively from project initiation to completion*
- *reflect on their work and their learning throughout the project*

Hallerman and Larmer, in *PBL in the Elementary Grades*²⁰ approach the issue of PBL in terms of effectiveness, with the following characteristics:

- *Significant Content. It focuses on teaching knowledge and skills, derived from standards and key concepts at the heart of academic subject areas.*
- *21st Century Skills, such as critical thinking, problem solving, collaboration, and communication, which are taught and assessed.*
- *In-depth inquiry in a rigorous, extended process of asking questions, using resources, and developing answers.*
- *Driving Question. An open-ended question that students explore or that captures the task they are completing.*
- *Need to know. Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.*

¹⁸ https://www.bie.org/about/what_pbl

¹⁹ <https://hqpbl.org/wp-content/uploads/2018/03/FrameworkforHQPBL.pdf>

²⁰ Hallermann, Larmer (2011). p. 7.

- *Voice and choice. Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher.*
- *Revision and reflection. The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning.*
- *Public audience. Students present their work to other people, beyond their classmates and teacher.*

Parallelisms between PBL and Task-Based Teaching and Learning

Brandl²¹ defines the main goal of CLT as *to make use of real-life situations that necessitate communication*. He blends several authors' definitions of *task* and considers the different paths CLT had developed. He also outlines several principles for TBLT which are similar to BIE's criteria for PBL. Some of them are:

- *It promotes learning by doing, as it is based on theories which propose that a hands-on approach positively enhances a learner's cognitive engagement and that new knowledge is better integrated if it is tied to real-world events. This entails an active production of language in FL classroom.*
- *Input needs to be rich, meaningful, comprehensible and elaborated. Rich input provides language exposure and experience, the more the better, from the most native-professional to least chunk-like peer FL utterances. Meaningful and comprehensible input must be *relatable to existing knowledge that the learner already possesses*, so that the learner is able first to understand, then to *assimilate the new information to the cognitive structure*. Elaborated input implies the use of different strategies on either teacher or student or both parties in the communicative act, which enhances meaning, comprehension and assimilation of the new information.*

²¹ Brandl, Klaus. (2008). p. 5.

- *It promotes cooperative and collaborative learning* of the FL. PBL is perceived as a tool by means of which the learning is facilitated through the *social interaction* among peers and towards the teacher.
- *It focuses on form*, in terms of grammar being taught *within context* and through *communicative tasks*.
- *It provides error corrective feedback* that aims at facilitating the progression of the learner's learning skills, *from faulty language behaviour towards more coherent language use*, by means of the teacher's *different direct error corrective strategies*. The learner's *readiness may be the decisive factor in the acquisition process*.
- *It recognizes and respects affective factors of learning*, understanding the purpose in terms of the effort and the experience invested in the learning process, attending motivation that promotes, and performance anxiety that needs to be lowered for learning to be maximized.

PBL provides the flexibility that is a necessary element in the learning environment, as Ribé and Vidal²² explain. It is “*a large task (macro-task) composed of similar steps (micro-tasks). The sequence of events is flexible and both teachers and students are involved in making decisions throughout. [...] Steps, time-span, product and process are pre-planned in the teacher's mind, but not totally predetermined. [...] Factors such as group dynamics, enthusiasm, level of interest, difficulty and relevance, etc., will all influence our decision (i.e. reaching the end product).*”

There are evident parallelisms between task-based learning and PBL. TBL, as a learning methodology, according to Ellis²³, comprise the following criteria features which fit both BIE's criteria and Brandl's principles. These features are:

- *A task is a work plan for learners' activity*. The activity results in a product that may or may not enhance either communicative behaviour or language content.

²² Ribé Ramón, Vidal Núria. (1993). p. 5

²³ Ellis, Rod. (2003). p. 9-10.

- *TBL involves a primary focus on meaning*, not just the mere display of functional language. Semantics and knowledge are subtly grounded in the linguistic options which the learner is constrained to use.
- *It involves real-world processes of language use. The processes resulting from performing a task will reflect those that occur in real-world communication.* The task facilitates the setting of the learning process as it will be similar to an expected real-world behaviour.
- *It involves the four skills* as learners, as in a real-world context, have to listen or read information, process it and produce discourse, to deliver it further.
- *It engages cognitive processes that circumscribe the linguistic forms the learner needs for task performance.* The learners employ cognitive strategies that influence but not determine the choice of language in order to appreciate the linguistic choices and select among them what is appropriate.
- *It has a clearly defined communicative outcome, as the work plan stipulates a non-linguistic outcome of the task.* The task completion reflects the result of linguistic, metalinguistic, semantic and pragmatic processes the learner has experienced, it is the motor of the learning process with a meaningful aim.

On Motivation

Enhancing motivation is an important aim in my unit of work. There is an abundance of articles and books on how to motivate students. One of the most influential authors in this field is Zoltán Dörnyei. He points out, in an article about *Motivation and Motivating in the Foreign Language Classroom*²⁴, two relevant aspects to be considered: on the one hand, the Gardnerian social-psychological model, according to which L2 learning emerges from the individual's social context and interaction – that is, L2 is learned considering sociocultural integration, which is what motivates the learner to learn –. On the other hand, Dörnyei approaches EFL motivational components from the educational viewpoint, where motivation plays a significant role in the formal instruction in the classroom. The former relies on what

²⁴ In *The Modern Language Journal*, vol 78, N°. 3 (Autumn, 1994), pp. 273-284. Published by Blackwell Publishing.

“attitude” in social context implies, whereas the latter confirms the purpose of my dissertation, which focuses on motivation as the motor of human – individual – behavior towards L2 learning.

Motivation is eclectic by nature, which means that it is hard to define it in a straight way. For this reason it has to be approached from different perspectives. One of those perspectives is the *interplay* of two components: *integrativeness – the positive disposition toward L2 interaction*, and the *instrumentality* which is the *potential pragmatic gains of L2 proficiency*. Further research has been recently carried out to incorporate cultural traits into the acquisition of L2, which supplement the acquisition of language on its own.

In the educational context, other components conform motivation, namely:

- The extrinsic and (especially) intrinsic learner’s motivation to learn; the latter implies autonomy.
- The *proximal goal-setting*, which can promote intrinsic motivation by means of short-term progress markers of achievement.
- The *cognitive component* approaches motivation from the *information*, the cognitive code, which is *encoded and transformed into belief* as source of motivation.
- The *learned helplessness* refers to the pessimistic version of motivation of learner’s feeling of success being beyond the own abilities.
- *Self-efficacy* refers to *individual’s judgement to perform a specific action*, either from within oneself, or from observational experiences in the context.
- *Self-confidence* reinforces the learner’s *ability to accomplish goals or tasks competently* with regard to the motivation of L2 learning and use.
- *Need for achievement*, a personality trait that affects the learner’s behavior towards L2 learning in a positive manner.

While empiric studies would *ascertain whether student motivation and associated outcomes stem from students’ actual involvement in project work or if*

motivation leads to students' enthusiastic participation in project work, Beckett and Miller²⁵ approach motivation from four different perspectives within PBL, in terms of:

- Learner autonomy: real choices, leadership roles, responsibilities and control over one's own learning, effort and strategies.
- Self-confidence, self-esteem and self-respect, that provide competency and task accomplishment.
- Interest, from the recognition that both learning is occurring, and effort is justified; the intersection of motivation and interest can explain the relationship between better learning and depth of processing.
- Cooperative learning, or *instructional activities to achieve mutual learning goals by means of shared responsibilities*.

Beckett and Miller state that *these elements determine how motivation evolves gradually, as learners engage in complex sets of tasks that move them from planning, goal setting and task implementation through outcome evaluation. Such phases are standard features of many project-based frameworks*²⁶.

Ellis²⁷ affirms about motivation that *these four [elements] of motivation [i.e. Beckett and Miller] should be seen as complementary rather than as distinct and oppositional. Learners can be both integratively and instrumentally motivated at one and the same time. Motivation can result from learning as well as cause it. Motivation is dynamic by nature [and] varies depending on the learning context or task*.

On Cooperation

Another of the important elements I missed in the classes I observed during my placement period is cooperative work. Cooperation is a key element in acquiring a second language. As Ellis (1998: 50) has put it, "*L2 acquisition is a distinctively human and social activity – negotiation and collaboration*".

²⁵ Beckett Gulbahar H., Miller Paul Chamness. (2006). p. 28-31.

²⁶ Idem. p. 29

²⁷ Ellis Rod. (1998). p. 76.

Research has demonstrated strong improvement in student learning when students learn in groups; cooperative learning enhances higher motivation for learning, positive attributions for learning success, better attitudes toward school and learning, and greater self-esteem.

Sachs, Candlind and Rose²⁸ have written the best definition of cooperative learning that I have come across: *Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. The cooperative group is usually three to four students who are connected by a common purpose - to complete the task and to include every group member.* They also list Kagan's five principles for cooperative learning. These principles are:

- Positive interdependence: it fosters commitment between members of group, as cooperation cannot take place without interdependence.
- Individual accountability: each member contributes to the work of the whole group.
- Simultaneous interaction: face-to-face interaction, by means of sharing, helping, supporting, encouraging and praising each other's effort to learn.
- Group processing: leadership, developing decision-making, trust-building, communication and conflict-management skills in terms of process-monitoring, goal achievement, behaviors and actions to be accomplished.
- Group work evaluation and feedback of effectiveness and efficacy.

Empirical research has shown that cooperative learning is effective in promoting (intrinsic) motivation, is a generator of higher order thinking skills, heightens self-esteem, and enhances achievement. It also provides opportunities for language input and output, and the utterance of more complex cognitive ideas. It is closely connected with constructivist learning theories, in terms of knowledge construction through interaction. It fosters both self-organization (autonomy) and cooperation, as learners are responsible of their own learning process and they also need to work together with their classmates.

²⁸ Sachs, Gertrude Tinker; Candlin, Christophe N. and Rose, Kenneth R. (2003). RELC Journal, 34(3) pp. 338–369.

One of the articles published in the RELC Journal²⁹ about cooperative learning provides a comparative study between cooperative learning and competitive or individualistic learning experiences. The benefits they mention are:

- *Social-affective aims*: social-psychological research have observed that cooperative learning is more effective in promoting intrinsic motivation, task achievement, it generates higher order thinking skills, it improves the attitude towards the subject and it heightens self esteem.
- *Academic aims*: lower level L2 learners are provided with more opportunities to language exposure and production during the interaction with peers. Complexity and variety of input produce higher level cognitive development.

These aims can be achieved in an environment as it is the cooperative classroom, because it provides the foundation on which *purpose, student interest, previous experience, holism, support and variety*³⁰ can be built.

In light of this theoretical framework, I will present in the following pages the didactic unit plan I have set for the case study that I have mentioned at the beginning of my dissertation.

²⁹ Tinker Sachs, Gertrude & N. Candlin, Christophe & R. Rose, Kenneth. (2003). p. 184.

³⁰ Idem, p. 186.

4. Learning unit proposal

The unit plan I have proposed is addressed to a 4th SCE group, composed of 20 learners of intermediate and upper-intermediate ESL level. Some of them attend bilingual group courses on other curricular subjects in English. The group presents some differences in terms of language level, with no relevant variation towards differentiation. Their social and familial background is set among average middle-class families, with no highly conflictive issues worthy to mention.

The proposal is a project-based unit plan implemented in the third term, for which the learners are expected to give a presentation to the rest of the educational community about the circumstances, development and consequences of bullying. This topic will be the motif by which the learning process will take place, accordingly to the methodological principles of the PBL.

Presentation and Context

The learners expressed their low degree of satisfaction with the teaching methodologies and in particular with the English teacher. They found little motivation for learning, towards the activities and they also had a low level of English fluency in communicative situations. For these reasons, I have proposed this unit plan for which I advocate, and which I proceed to approach from different perspectives.

As a result of the needs that I detected during my placement period (see Justification), I will engage in an in-depth discussion of how the unit contributes to the key competences and how the specific objectives and contents are integrated in it. Afterwards I will proceed with a more detailed analysis of the unit's activities (see Appendix 4) which will be undertaken from the perspective of the theoretical framework earlier stated (the communicative justification for task and project-based learning, the cooperative-collaborative principles and the motivational elements that advocate for the unit plan), and I will conclude with an analysis of the assessment and evaluation criteria, from learner evaluation to peer and teacher evaluation, and the expected effectiveness of the unit plan.

In order to provide a fairly rigorous overview of the learners' profile regarding the didactic unit, I have decided to make use of a guiding list provided by McDonough and Shaw³¹:

- Age: the students are 15-16 years old and they are about to overcome the adolescence. They are expected to have already experienced most of the developmental processes that imply school attendance.
- Interests: most of them have a fairly clear idea of their future formation and that is the reason why they are aware of the importance of the English language knowledge, basically for communicative purposes.
- Level of L2 proficiency: intermediate and upper-intermediate.
- Aptitudes for L2: some learners attend a bilingual program, some others have travelled in the summer to English speaking countries, and some others have experienced none of the above.
- The role of L1: all learners are Spanish native speakers. Some learners present minor difficulties concerning some particular English sounds which do not exist in Spanish, but intelligibility is not altered.
- The academic and educational level of the student allows for the development of the proposed project, both in terms of information processing and of awareness of their audience's average level.
- Other aspects include: fairly positive *attitudes towards learning* in general and towards ESL in particular; *motivation, which* is arisen through their level of proficiency, the topic to work upon, the eventual exhibition of their product and the contribution they bring to the educational community; the *reasons for learning, which* emerge from their awareness of the importance that English has as a communicative vehicle for the society; the *preferred learning styles* and their *personality, which* are subjective aspects to tackle with, as these aspects had been treated from an individual viewpoint, which this unit attempts to cater for.

³¹ McDonough Jo, Shaw Christopher. (1993). p. 7-8.

Methodological Orientations

Following the guidelines provided by the Aragonese Curriculum, the unit pays attention to the following considerations:

- The needs analysis represents the reason for which this unit plan has been designed: to promote the learners' learning process of English, to make them active participants in tasks and in the communicative act and to cooperate and to foster motivation to learn.
- These objectives can be met by means of the application of the methodological principles fostered by PBL, which are aligned with some of the principles established by the curriculum: learning to learn and the development of key cross-curricular learning competencies, autonomous and cooperative learning, multiple intelligences, motivation and creativity.
- The development of oral and written skills and strategies is implicit as well. The unit promotes the communicative competence in its linguistic, sociolinguistic and pragmatic aspects. It integrates the development of the four skills, with stronger emphasis on communicative tasks than on pedagogical tasks. The unit also allows the learners to develop comprehension, production and interaction skills.
- The main purpose of the unit is to develop the communicative competence, for which pronunciation is essential. The tasks allow for an increasing process of oral communication from smaller to larger statements being uttered by the learners. Therefore they become aware of the importance of intonation, work on minimal pairs, strong and weak forms, particular pronunciation of foreign sounds, etc.
- The language knowledge is integrated in the task performance. Taking into consideration the learners' level, and whenever needed, specific focus on content can be integrated into this unit. Vocabulary related to the topic is welcomed from any of the available resources by the learner (class, teacher, books, journals, digital resources, etc.)
- The use of digital resources is a must for this unit. Apart from the fact that the learners have to perform some tasks by means of the employment of digital

resources, by using them, they become aware of both the responsible and adequate use and the efficacy of obtaining information more effectively.

Contribution to Key Competences

The unit would fit in what Finney³² defines as a “*Mixed-Focus Curriculum*”, as its concepts *include needs analysis, an emphasis on process as well as product, a focus on the learner and learning, evaluation at every stage, and, most important, the need for interaction between and integration of the different aspects of the design and implementation process.*

Following the indications of the CEFR³³ with regard to the key competences, especially the ones that are stated as well in the Aragonese Curriculum (Orden ECD/489/2016, de 26 de mayo, p. 13125) this didactic unit integrates the following:

- Linguistic competence: the tasks and activities provide the learners with the language knowledge and with the requested context that enable them to develop oral and written skills in the L2. These skills are worked upon in the interaction among learners in the activities, such as the incorporation of words from the word clouds into the fable, where the learners debate and write down their product. At the same time, they contribute to the development of the communicative competence of the mother tongue, thanks to the systematic development of L2 knowledge, skills and attitudes which conform the discourse in different areas (personal, public, academic, professional). The learners’ ability to reinterpret information in L2 implies the application of the cognitive processes that follow the same rules of their mother tongue. Learners thus will apply their knowledge, skills and attitudes to elaborate oral and written discourses which contribute to the development of this competence.
- Digital competence: digital resources provide authentic materials that sustain the teaching-learning process. They provide information on which the communicative competence can be developed as well. Moreover, its use promotes autonomy, critical thinking and the responsible use of ICT. The

³²In Richards, J. and Renandya, W. (2002). p. 74.

³³ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Language Policy Unit, Strasbourg

learners are provided with the digital resources that they need to gather the authentic materials which some activities demand, such as the data research of specific cases of bullying, or the elaboration of a digital presentation of the project.

- Learning to learn competence: this implies the use of learning strategies and techniques which facilitate the learning process, from their acknowledgement to their responsible and autonomous application, in both academic and lifelong learning activities. This competence is visible in the activities that enhance information processing, such as the activity in which learners infer in the meaning of the discourses³⁴. The task completion implies that the learners use these elements, together with other resources such as cognitive, metacognitive, social and affective strategies, individually and in groups, by means of (self-) reflection, cooperation and (self) evaluation.
- Social and civic competences: L2 plays the role of mediator and intercultural comprehension tool to be used in the world, and its effectiveness relies on cooperation, positive attitude and respect towards other cultures, habits, ideologies, etc. Both the topic of the unit and interpersonal activities provide the setting to develop this competence by promoting interaction, positive and respectful behavior, and comprehension of the complex social reality. This competence is developed in the debates the learners conduct and by sharing contrasting opinions, which provide learners different viewpoints from other learners.
- Sense of initiative and entrepreneurship competence: is focused on the conscious choice and application of communicative strategies, and discourse elaboration and delivery whose accomplishments foster the learners' development of self responsibility, self confidence, appropriate behavior and identity towards L2. The PBL quality of this unit ensures that the learners tackle these elements and experiment these achievements. The activities that concern the actual elaboration of the project incorporate the elements of this competence as learners choose, process and decide what they judge to be appropriate for their product. This competence contributes to the promotion of the intrinsic

³⁴ i. e. reinterpretation of the fable and of key words from the article on “dealing with bullies”.

motivation and self-fulfillment, but also to the didactic use of task completions and problem-solving, by means of planning and decision-making and the development of creative and critical thinking.

Objectives

The unit plan contributes to all the following key competences provided in the current legal Aragonese Curriculum (Orden ECD/489/2016, de 26 de mayo, p. 13126):

ObjIN.1. Comprender mensajes orales formales e informales, de forma global y atendiendo a los detalles, sobre temas conocidos o de su interés, emitidos en situaciones comunicativas variadas, cuando se escuchan con suficiente claridad.

ObjIN.2. Expresarse e interactuar oralmente de forma inteligible y producir textos orales sencillos, con cierto grado de fluidez y de corrección, teniendo en cuenta el contexto comunicativo específico.

ObjIN.3. Comprender textos escritos, de forma global y atendiendo a los detalles, con cierto nivel de autonomía, valorando con sentido crítico su uso como fuente de información y/o disfrute.

ObjIN.4. Expresarse por escrito y producir textos sencillos formales e informales, con cierto grado de corrección y una adecuada organización del discurso, teniendo en cuenta el propósito comunicativo.

ObjIN.5. Desarrollar la autonomía necesaria para abordar el aprendizaje de la lengua extranjera tanto dentro como fuera del aula, incluyendo: hábitos de estudio y trabajo individual y en equipo; destrezas básicas para la utilización, con sentido crítico, de recursos y fuentes de información (especialmente las tecnologías de la información y la comunicación); y la capacidad para planificar y evaluar el propio proceso de aprendizaje.

ObjIN.6. Apreciar la lengua extranjera como instrumento de acceso a la información, al conocimiento y a la cultura, y reconocer la importancia que tiene como medio de comunicación y entendimiento entre hablantes de una sociedad plural en un mundo globalizado y multicultural.

ObjIN.7. Desarrollar la confianza en sí mismos y la iniciativa personal para utilizar la lengua extranjera, afianzándose como usuario básico de la misma.

ObjIN.8. Valorar la contribución al crecimiento personal que supone el aprendizaje de la lengua extranjera desde el punto de vista cognitivo o intelectual pero también en su dimensión socioafectiva.

Analysis of Materials

As I have stated at the beginning of my dissertation, this unit plan is designed to attend the learners' needs. They demand for more oral communication, for learning by doing, for cooperation and the learning process to be motivating for them. In the following lines I will justify the way the unit's activities attend the learners' needs. For this, I will comment on the relevant aspects of the elements described in the theoretical framework following the order of the lessons. These elements are oral communication – CLT, learning by doing – PBL, motivation and cooperation.

Prior to the analysis, I would like to point out some general aspects that can be appreciated in the unit, that support the PBL methodology for EFL learning with regard to the learners' demands.

One aspect is the learners' use of the four skills, with more emphasis on the production of discourse (oral and written) than on receptive skills (listening and reading). Each session includes sharing of information as guessing the development of the story, argument the choices of the information for the presentation, common sharing of the impressions the learners have after having reinterpreted the fable, etc. Some activities demand for written productions as the rewritten version of the fable, the reports of the stories that learners had researched, and the products that each group had elaborated at different stages, together with the final written version of the presentation. Although the unit does not work the skills in a more explicit manner, they are implicit, due to the CLT core assumptions and to the principles of PBL and TBL.

Another aspect is the task completion in collective grouping (pair or groups). Most of the unit's activities are carried out in cooperation as the activity in which they have to assign labels to the diagram, the activity of tracking specific content from the article and the teams that contribute to the elaboration of the presentation from different perspectives. These aspects give the opportunity to both exchange information and to develop the communicative competence. Moreover, cooperation implies that the learners put in practice the five principles stated by Kagan [in Sachs, Candlind and Rose (2003)], which further contribute to learners' motivation.

A third aspect concerns the learner's learning process: some activities can provide a series of expected outcomes, and some others are out of the teacher's influence. The group work on the diagram and the content aspects outlined from the

article lead to an expected product from the learners, whereas the stories they bring and the ideas they include in the final presentation are decisions that the learners take with little or no influence from the teacher. This will determine the learners' setting/opportunities to apply all the CLT principles and Hallerman and Larmer's (2011) characteristics of effective PBL, a process in which learners learn more than what the activities demand.

A fourth aspect concerns the language content in connection to the communicative competence. The learners' level of L2 allows for a different approach on how language content contributes to the creation and delivery of pieces of information that influence the sociolinguistic and mostly the pragmatic aspects of the communicative act. Most activities are intended to provide no one-specific correct answer, but the path towards further inquiry, as the second activity of the fourth session (reinterpreting the fable). The learners thus focus more on the communicative competence and cooperative principles whose combination promotes motivational components beyond the specific content aspects of the FL.

A fifth element worthy to mention are the materials used in this unit. I have not mentioned any of the books the learners use in the course. This is due to the fact that on the one hand, the learners can use the books for language knowledge aspects that can be subject to assessment or to correct content aspects regarding their production in the elaboration of the project. On the other hand, my didactic unit proposal suits better to a broad, thorough work on competences, and for this reason pre-set topics, L2 content aspects and tasks provided by the book condition the individual learner to follow-up the learning process in a homogeneous/systematic rhythm with regard to the whole class. This would limit their creativity. Furthermore, the overall purposes of this unit are to give the learners the opportunity to communicate in L2 as they do thanks to the debates at class level, to link academic content to the outside society as the information they bring to class concerns the social problem to work on, and to let them choose the information to work upon, which comes in a more authentic, natural manner than the ones included in books, which often come adapted to specific purposes.

The first session is subdivided into three sections. In the first one, the learners are introduced to situations (stories) in which the resolution is open-ended. By doing this, the learners activate their previous knowledge and focus their attention on the fact that one piece of information may not result in a unique consequence. By means of the brainstorming activities the learners drive their attention to how the word is converted into concepts which are given different interpretations. Learners see how information can be inferred, so that they realize the importance of the message construction in a communicative situation. One possible case in which this inference occurs is provided by the teacher, which is the topic of the unit. The aim of the diagram is to center the learners' attention on message inferences focusing on a specific topic: bullying. In the second section the learners put into practice these issues. The re-edition of the fable provides an opportunity for the learners to communicate with each other, to negotiate meaning and to think about the choices they make. Motivation here is made visible in the attitudes they adopt while performing the task. In the third section the learners are introduced to the topic and the purpose of the unit in a more explicit way. Concerning the topic, the teacher names the expected outcomes (the final oral presentation) and the components on which the learners will have to work: gathering information and analysis, some formal aspects, the use of different tools and the end-products which will be presented in the school's Assembly Hall. Regarding the purpose of the unit it has to be stressed that such a project implies the use of the cooperative principles the learners have to apply and a strong need for communication. The application of both elements will bring along the motivational components as well.

The second session is subdivided into three sections. The first section is focused on tasks whose aims are the collection of information and information processing. The information comes from two sources: from the learners' research, which is shared with the whole class, and from the teacher's article, which will be later on used with several different purposes. One of these purposes is to draw the learners' attention on the content elements which influence the construction of meaning. Gathering information from outside the classroom provides the learners the opportunity to connect the academic environment with the real world and society, and this connection, together with the task, motivates the learner to seek for information. Moreover, the learners know that they do not have to seek for a straightforward answer,

which may lower their anxiety and therefore enhance motivation. In the second section the teacher explains the elements of the project, then gives the learners the opportunity to interact. The learners take active participation in organizational aspects concerning the ideas, the structure and the groupings by means of debates, argumentation, exchange of opinions and negotiations of the elements they need for the end-product. The third section is devoted to the learners' work on the project. Here the learners gather in groups and they put into practice communicative and cooperative principles by means of carrying out the task. Motivational aspects can be tracked in each individual learner contribution to the group work and in the group's common sharing of the achievements with the whole class.

The third session is devoted to raise the learners' awareness of the ways in which content conditions meaning. In doing so, this session gives the students the opportunity to work on language content, which is subject to assessment, by means of a more thorough analysis. Regarding the fifth session, it focuses more on content than on meaning. Three sections can be appreciated here. The first one conforms a task whose aim is to focus the learners' attention at the lexical level. The learners will reflect on how the meaning of key words from the word clouds infer in the meaning of the fable: the context shapes the meaning of isolated lexical words. In the second section several content elements such as word formation, modal verbs, cohesive elements and syntactic order are divided into four groups and worked upon. The teacher observes the learners' performance and provides support or feedback whenever needed. The reconstruction of utterances is shared with the class and this provides the motif for the learners to judge on how content elements (i.e. utterances) construct the message. Pair and group-work require the application of communicative and cooperative principles in both sections. The purpose of the third section is to let the learners reflect and consider the aspects that have been worked on in the session and which will be applied or incorporated in the final presentation. This session is particularly focused on the holistic nature of communication, as the learners are expected to re-interpret what they had known in a different manner. Interpretation itself goes beyond the learner's awareness because this is the key point from which creation emerges. Together with the PBL's principle of "need to know", creation promotes intrinsic motivation to learn.

The fourth session provides activities which focus particularly on the creation of meaning which stems from content items. This session is subdivided into three sets of sections. The first two sections are based on the two activities they perform and the third section corresponds to the share of their product at the end of each activity). In the first activity the learners reconstruct a text as they incorporate content language aspects. They work in pairs and on a short piece of text to get the gist of the text and then the outcome is shared with the class. This gives the learners again the opportunity to communicate in a bi-directional way (as they did in the first and especially the third sessions). The second section is devoted to an activity that gives the learners the opportunity to create pieces of messages which are slightly different from the original. Again, the outcome is shared with the class. The third section concerns the two moments in which they share their work. The importance of this section relies on two aspects: on the one hand, the fact that they generate a collective positive atmosphere which fosters motivation and, on the other hand, this positive atmosphere overlaps with the processes of the completion of the tasks. From a more general perspective, the aim of this session is to let all the knowledge gathered and processed along the previous sessions “rest”, without stopping to work upon elements that contribute to the project, upon cooperative principles, upon the communicative competence, curricular contents and motivation to keep on learning.

The fifth session is particularly centered on the groups’ work on the project. The learners have to elaborate the corresponding parts of the project. This practical work focuses on the elaboration and sequencing of meaning on the grounds of language content that the learners had worked on, especially in the third session. This session is subdivided into three parts. The first one provides the activation of all the knowledge gathered along the unit, to be applied in the final project. The teacher provides a list of elements, strategies, tools, etc., that serve as orientations for the learners to select, choose and apply in the final presentation. The aim of the list is to provide support for the learners’ task completion, for affective factors of learning and for the motivational components surveillance. The second section is more extensive in terms of time, as it is devoted to the actual elaboration of the project. Each group elaborates their corresponding section. Meanwhile, learners feel free to move from one group to the

other, to observe, to collect new ideas, to cooperate, etc. The teacher again observes the learners' performance, and provides support or feedback whenever needed.

In my opinion, this session represents the combination of all the elements that the learners expect from an EFL classroom. Once they are familiarized with the vocabulary they need, with the language knowledge they have to use and with the corresponding environment, now they have elements to put them into practice: to communicate with each other, to cooperate with each other in order to construct and expose a final product. Moreover, both the process and the product allow the learners to encounter motivational elements at any of the decisions they have taken.

Evaluation and assessment

The last session of the unit is devoted to two aspects: in the first part the learners will perform the presentation in turns in front of their classmates, and then they switch roles and the presenters become the audience. The last part of the session is devoted to the evaluation of the teacher, of the unit, of peer and of self evaluation.

Assessment of the learning process is continuous. It is based on the teacher's observations of learners' behavior, attitude, degree of participation and effort in specific moments of the task performance. All the collected written production by the learners, either in groups or individually, is subject to assessment as well. The performance of the oral presentation of the last session is assessed in terms of learners' performance.

Differentiation

Some of the activities vary in degree of workload and this allows PBL to attend possible needs for students regarding their different L2 proficiency level. Moreover, the use of cooperative techniques fosters the learners' integration into the group work, therefore students with different abilities are given the opportunity to either share or adopt learning processes. On the other hand, the concept of learning by doing, enhanced by PBL, allows the learner to apply the philosophy of trial and error, with support and feedback.

5. Conclusions

In the following pages I would like to put together, some of the conclusions I have drawn in the process of writing this dissertation, from the perspective of the context that I mentioned at the beginning of this dissertation and the series of specific learning needs I detected during my practicum period, continuing with my unit proposal to be found in appendix 4, with the theoretical data that supports the unit and a more exhaustive analysis of the unit plan according to the methodological principles to which the unit attends. I will focus on aspects concerning the unit.

A great effort has been made to design a unit of work in which the context is authentic, the needs that the learners have are true, and therefore I cannot help thinking that I wish I had had the opportunity to teach this unit to my former students. This would have provided my unit plan with some data with regard to its validity. Even so, I am confident on two strong points of this unit of work: it focuses the learning process directly on the learner and it provides many opportunities for the learners to communicate. On the other hand, I am aware of the fact that the application of this unit plan demands for cooperation from both directions: the teacher needs to be able to make the learners work on the tasks, and the learners be opened to do so, as the real learning context may prove not to be effective enough.

The topic of the unit, as I have already mentioned, is deliberate and it is also quite novel, as it is not among the topics which usually can be found in course books, and therefore it may provide enough curiosity on the learners to motivate them to elaborate an end-product through L2 use. My intentions on this respect have been to work on different interpretations and to establish a link between the classroom and society, as bullying is a problem of social concern. This kinds of links can be developed for any everyday situation that is developed in any context with any interlocutor, whose topic can be chosen from a wide range of areas, and in this unit the learner is already provided with a key tool which relies on the interpretation of a set of codes that conform the communicative act in either oral or written format.

I have allowed learners much time in the sessions for the elaboration of the end product with a double purpose: to lower the learners' workload outside the school and to allow the process to develop in the teacher's presence. The former can be accepted because they make use of English during the FL sessions and the teacher provides

feedback whenever needed, whereas the latter allows the teacher to track the developmental processes of learning.

The parallelisms drawn between TBL and PBL have been aimed at two targets: one of them concerns the theoretical framework, and the other to merging TBL and PBL into practice, i.e. the unit plan. Given the common aspects that both methodologies share, a subtle difference has to be stressed: TBL follows a more systematic procedure of one-session class work, as:

- A pre-task activity aimed to give the learners ideas about the task/topic.
- A central task that provides the learner with rich input.
- A post-task activity that fosters learner's output and performance.

PBL, however, can follow up the same procedural pattern both in one session and in one unit, which justifies the lack of such systematic procedural pattern in the sessions of my unit.

Another aspect worth mentioning concerns the formulation of specific objectives, which enhance the difficulty to define assessment criteria, name the assessment instruments, etc. In order to solve this issue I have come across an article by Jane Willis³⁵ in which she pointed out six task types, namely: listing, ordering, comparing, problem solving, sharing personal experience, and creative tasks. I have observed that, according to the descriptions, my unit is centered more on the last three types, which complicates more the teacher's task to formulate specific objectives. Moreover, the unit plays with abstract concepts such as feelings, emotions, attitudes, interpretations and inferences, and these are not curricular measurable, observable behaviours. Even so, I have aimed at designing a unit plan whose objective is to evaluate and promote the learners' competences beyond the functional content. Therefore, the expected outcome is not to ensure the quantitative amount of knowledge acquired by each learner but to ensure that all learners have the opportunity to get familiarized with the process in which learning occurs. The communicative purpose of the unit together with the critical thinking of the learner demands for a way of blending

³⁵ Willis, Jane. (1996). p. 24-28.

together curricular language content with the competences provided by CEFR, and their application in the individual's communicative context for the rest of his/her life.

The topic represents the motif that promotes communication in its broad sense. The elements to be assessed rely on the learner's competence in task achievement, which implies that the learner is provided with a wider amount of tools to communicate more effectively. Language content, adequate management of the four linguistic skills and other content-based elements are subject to quantitative assessment.

As a concluding remark for this dissertation, I would like to reflect on the figure of the teachers and, more specifically, on three essential concepts which are related to the unit plan and this dissertation. As I could experiment in my placement period I believe that, the classroom, the teacher ought to be flexible enough to allow for any changes which need to be done for the benefit of the learners and their learning process, and this principle has been implicitly present in all the lessons of my teaching proposal. Moreover, it could also be said that, in a broad sense, and by means of the unit's implementation, the teacher is expected to be a person who possesses all the knowledge, skills and attitudes in order to design, and apply the *flow* of the classroom activities in such a way that learners become more receptive for the input, more active in processing the information and more effective in the communicative act. Finally, the complexity of the learning process relies on taking into account and putting together many different elements: information input, needs analysis, fostering positive attitudes, working cooperatively and building an optimal learning context, and none of these elements occur in isolation. Even though I did not have the opportunity to implement this unit plan, the elaboration of this dissertation made me acquire a more conscious awareness of the learning process.

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7. Appendix

Appendix 1: Specific objectives of the unit

- Choosing the appropriate vocabulary and content structures to infer in meaning, in order to judge the effects of the resulting message.
- Changing active statements into the passive voice and considering different interpretations of the statements, in order to debate on the implications of how they would affect the receptor.
- Debating and arguing on the choice of appropriate linguistic and semantic elements to elaborate an oral discourse concerning the topic.
- Adapting information from different sources to provide and expose a simple overview about a social problem (such as bullying).
- Extracting relevant information from digital resources, oral and written pieces of speech, in order to sequence and deliver the gathered data concerning the topic in an adequate public speech.

Appendix 2: Intended Outcomes

Understanding the differences between the information provided by texts and newly constructed information.

Debating and arguing with other classmates in favor of the chosen stories to be incorporated to the final presentation.

Understanding the main ideas from the text about “dealing with bullies” provided by the teacher.

Writing down informative guidelines with the information gathered about bullying for the elaboration of flyers for the oral presentation.

Researching for new information concerning the topic, in group work, in digital resources (web pages, blogs, videos).

Appreciating L2 as a communication tool among mates and society.

Developing self confidence by means of some L2 task performance and achievement.

Considering learning and L2 as self-fulfillment issue from both a cognitive and affective perspective.

Appendix 3: Contents of the Unit

The Aragonese curriculum provides the contents the learners are expected to work through the whole course for 4th CSE. The unit deals with many of those curricular guidelines. I will state some of them, upon which this unit is aimed to work. The curriculum distinguishes between four sets of contents, according to the four language skills. I will mention the relevant contents which the learners will acquire, first for each *bloque* and then I will list the contents that are common to the four ones.

Bloque 1: oral texts comprehension:

- Message interpretation: the unit provides activities in which the learners have to interpret oral pieces of discourse
- Use of strategies such as activation of previous knowledge, anticipation of content, hypotheses reformulation

Bloque 2: oral texts production: expression and interaction

- Oral production about facts and experiences regarding the topic
- Spontaneous participation in debates, information and sharing opinions
- Use of planning (i.e. adapting speech to audience – classmates and public), and execution (i.e. information delivery) of the communicative strategies

Common to *Bloque 1* and *Bloque 2*:

- Recognition of intonation patterns, in the debates which are generated among learners, in accordance with the intended meaning
- Strong and weak forms

Bloque 3: written texts comprehension

- Comprehension of (general and specific) information in authentic and adapted texts such as stories, blogs, etc.

- Message interpretation: identification of ideas, author's intentions and implications
- Use of comprehension strategies: activation of previous knowledge, identification of type of text identification, deduction and inference of meaning, reformulation of hypotheses.

Bloque 4: production of written texts: expression and interaction

- Production of creative pieces of texts such as descriptions, reports and opinion essays concerning the topic
- Use of planning strategies such as reviews, opinion production, text organization, etc. Use of execution strategies such as application of the previous knowledge to write down pieces of information according to their typology, self-correction and self assessment reflections towards improvement

Common to *Bloque 3* and *Bloque 4*:

- Orthographic conventions: comprehension of basic digital language

Common to the four *bloques*:

- Sociocultural and sociolinguistic aspects: social conventions, linguistic register, critical attitude towards prejudices and stereotypes, non-verbal language, and appreciation of L2 as a tool to understand different cultures
- Communicative functions: initiation and maintenance of social and personal relationships, factual accounts, information exchange and attitudes concerning the speaker towards the message organization, intention and delivery
- Syntax and language structures:
 - Verb: modality, passive voice
 - Review of noun
 - Adjectives and adverbs of degree, frequency, manner
 - Review of prepositions

- Simple sentences: statements, commands
 - Review of coordinated sentences
 - Subordinate sentences: adverbial clauses, other conjuncts
- Lexicon:
- Identification
 - Word formation: affixation, conversion, synonymy

Appendix 4: Didactic Unit Proposal

Sink or swim together: bullying outwards

Class 1: [55 min]

Aims	Description	Actions	Interaction	Time
Introduction to the topic. Stir in students' minds the sense of the (unexpected) outcomes of one's actions.	Aesop's fable of cat and mice ³⁶ . (Students are given the text) Alexander Jodorowsky's anecdote on king's reward for crossing the river – coward being pulled over ³⁷ . The teacher starts telling the story, leaving the students time to guess what they expect to happen	Listening and writing (notes) Speaking	Teacher talk to class Teacher-students	10
Familiarization with specific vocabulary.	Brainstorming of emotions and of attitudes, starting off with: how do you feel? And: how do you behave or act? Teacher and students agree on gathered lexicon. ³⁸ Teacher displays the word clouds	Speaking and writing Reading	Students	10 min
Raise students' awareness about the topic	Talk about bullying as introduction to the topic of the unit. Teacher shows diagram defining bullying ³⁹ Reflections on its cause-effect, remedial and avoidance.	Listening and writing Speaking	Teacher talk Teacher-students	5
	For this, students gather in groups of 4 and decide which label is assigned to which participant of the diagram (appendix 7B)	Writing	Students	10
Focus on how form shapes content	Students set in pairs and teacher hands in one sheet of blank paper to one of the pair; meanwhile, the teacher calls the attention upon Aesop's fable (appendix 5B), which	Use of vocabulary and structures while reflecting on topic	Teacher talk Students work and interaction pairs	10

³⁶ APPENDIX 5A

³⁷ A King offered reward to the brave that dared to cross on a bridge over a river full of dangerous beasts. Nobody dared, until one hit another one on the shoulder which determined the latter to cross it very quickly. The king was pleased for the man's brave whereas the man still felt as being coward.

³⁸ APPENDIX 6

³⁹ APPENDIX 7A and 7B

<p>Activate previous knowledge (contents)</p>	<p>contains none of the words related to emotions and attitudes. The first pair has to consider the first sentence from the text, and incorporate in it any, and as much as possible, of the words provided in the word clouds and the brainstormings; then folds the paper so as to hide the rewritten sentence, and pass it to the next pair, to write down the second sentence in the same conditions; and so on. While writing down the first sentence, the rest of the pairs know which sentence they have to work on, and they do so. The teacher provides the students, once set in pairs, with the fable divided into sentences⁴⁰.</p>	<p>Writing, debating</p>		
	<p>At the end, the story is read out aloud. This serves as material to talk about language content if needed, as well as students' reflections upon intentionalities, and what could the effects of their actions be. Teacher collects the written material for assessment / feedback</p>	<p>Reading, listening</p>	<p>Class</p>	<p>5</p>
<p>Exposure of students to samples of bullying, on the research they have to carry out</p>	<p>The teacher introduces briefly the aim of the unit with the expected outcomes, for which a first task would be to present the aspects of each of the four groups in charge of seeking information (namely two more stories for each group) as follows: G1: in any paper format G2: on the internet – any digital format G3: any real-life experiences G4: any recorded material</p>	<p>Gather information and bring to class any format samples if available</p>	<p>Students organization</p>	<p>5</p>

⁴⁰ Appendix 5 B.

Class 2: [55 min]

Aims	Description	Actions	Interaction	Time
Focus on content	The teacher asks the class to listen to the stories, in order to get a general idea about each one, as they will have to choose some of the stories. If they need to take notes, they feel free to do so. Each group will briefly share the stories they have researched.	Listening, writing, Speaking	Students	5
Reflections on how content affects meaning (word formation, grammatical structures, appropriate vocabulary, and how the choice of them shapes the meaning, the intention-ality, the intended message, the outcome, etc.)	Teacher hands in a text concerning the topic, which serves as both model of expected outline of the final presentation, and material to tackle language-content issues. ⁴¹ Students read out the text, and skim for the main ideas, that will serve for the main points to the elaboration of the guideline of the final presentation. Students set in 4 groups; each group tracks the following aspects from the text: (see appendix 8B for expected students outcome) G1: write down a list of the forms in which the stem word “bully” appears in the text. G2: elaborate a list in which modal verbs appear G3: highlight any utterance concerning linking words, including adverbs of emphasis, elements of connected speech, etc., OMITTING modals. G4: list out the statements that do not start the main clause with a subject	First class-directed reading of the text Each group reads again the text, focusing on the target issues The last 5 minutes – common share of the gathered information.	Students	15

⁴¹ APPENDIX 8A

<p>Organiza- tion of the processes that lead to the final task</p>	<p>In light of debates concerning the previous activity, the teacher provides a description and explanation of the task: the expected outcome of the unit; organization of groups. The students are expected to elaborate and organize in a systematic way a public oral presentation about a social issue, namely bullying, that is considered a conflictive phenomenon given in schools in a more direct and explicit shape than it is given in real life. The purpose is to make the educational community aware of this fact, as its avoidance (and less desired remedial) is subject to every member.</p>	<p>Listening Writing if needed</p> <p>The explanations can be carried not just by the teacher addressing the class, but as an ongoing exposition, bearing in mind that on the one hand it is a presentation that demands for its internal structure, it demands for some specific elements regarding writing and speaking as ultimate products, and on the other hand, they are expected to process the information they will deliver in their oral presentation.</p>	<p>Teacher Teacher- students</p>	<p>15</p>
<p>Decision- making</p>	<p>The whole class agrees on the choice of four of the stories that have been shared, that will have to work on; the teacher asks the students to provide reasons for the chosen stories.</p>	<p>Debates, note taking if needed</p>	<p>Students</p>	<p>5</p>
<p>Group organization and guidelines of the final product, for each group's expected outcome.</p>	<p>Groupings: G1: elaborate the guidelines of the whole oral discourse, with its order and manners of interventions, etc. G2: elaborate any written formats of information useful for the discourse and for handing in to the audience (posters, flyers, etc.)</p>	<p>G1: introduction, organization of the order of ideas, conclusions that have reached. G2: explain briefly each situation in written format and elaborate flyers which will serve as guidelines / support for the audience to follow up the</p>	<p>Students, free to choose (variation: the teacher may opt for delegate either some specific responsibili- ties to higher level learners, or</p>	<p>10</p>

	<p>G3: elaborate the digital resources for the discourse, as the digital presentation, edition of images and videos, etc.</p> <p>G4: revision of the discourse as a whole, in all formats, checking form and content, cohesive and coherent elements</p>	<p>discourse; choose the order of the stories</p> <p>G3: grasp out ways for each story to be represented in digital formats (use at least two), and elaborate the general presentation of the discourse.</p> <p>G4: writes down the ideas of the discourse as it is expected to be carried out in the final presentation, making use of elements of connected speech, avoidance of too complex utterances, appropriate and common vocabulary, etc.</p>	<p>join together more heterogeneous groups)</p> <p>The teacher may provide support and feedback when needed, in terms of content, and opinions as bridge between language content and semantic aspects</p>	
	Time for questions, doubts, issues concerning the final task	Debates, note taking if needed	Students-teacher	5

Class 3: [55 min]

Aims	Description	Actions	Interaction	Time
	Starting off from the main text brought to class ⁴² , teacher focuses upon the relationship between form and meaning: Seek for words (the same or synonyms) between the text and the word clouds, and reflect on whether the meaning is the same ⁴³ .	writing	students	10
	Connections between the topic with key words from the materials linked to the word-clouds and brainstormings. Students are asked to set in pairs and write down one sentence with at least three of the words they have found. Sentences will be read out to the class.	Writing Oral	Students	5
Working on contents (1) How meaning is generated	Students gather in the same groups as in [activity 2, day 2]. Each group will have two note-takers, that will have to elaborate a list with the following ⁴⁴ : G1: the different forms that “bully” appears. G2: the modals. G3: the linking words, adverbs of emphasis G4: the first utterance that marks the beginning of the non-subject sentence	Oral, writing	students	10
	One note-taker moves to a different group and hands in the list. The group is asked to join the two lists in short statements (utterances), as many as possible.	Oral, writing	students	10

⁴² Appendix 8A

⁴³ APPENDIX 8C

⁴⁴ Appendix 9

	Each group shares to class their product, and hands it in to the teacher	The rest of the group pay attention to how information is processed		max. 10 min.
	Class debates upon the outline of the presentation as which items and aspects would fit the final product, changes, improvements, doubts, students feedback, etc.			10 min

Class 4: [55 min]

Aims	Description	Actions	Interaction	Time
Check how contents work	Students are asked to rephrase the piece of text of Aesop's fable as much as possible, making use of the modals, function words and inverted clauses (see appendix 9). For this, they work in pairs, and each pair works on one sentence.	Writing, reading, listening	pairs	15
	The outcome is read out and handed in to the teacher. Students share their impressions	Speaking, reading, listening		5
Working on contents (2) How meaning is interpreted	The text provided to the students serves as the main written format piece of authentic text to deepen some content-language aspects, as follows: Students set in the four groups from the previous session. Each group chooses five different statements (in terms of content) to ask the rest of the students to rephrase it. Students debate upon comparisons between the initial and the final meanings	Students are given the paper-format cheat sheet that is the product from the previous class (appendix 8B, the expected answers)	Teacher-students	30
	The outcome is read out and handed in to the teacher. Students share their impressions	Speaking, reading, listening		5

Class 5: [55 min]

Aims	Description	Actions	Interaction	Time
Put contents into practice	The teacher lists everything that has been achieved so far, so that learners can start off working on the main task. Students are handed-in a cheat sheet ⁴⁵	Listening, writing if needed	Teacher talk	10
Elaboration of materials and media	<p>The students gather into four groups, working on the following aspects (Appendix 11):</p> <p>G1: paper format: elaboration of texts, following the writing conventions as introduction, order of ideas and conclusions for each story, and for the whole speech.</p> <p>G2: digital format: elaborate posters that represent each story, making use of the digital resources (use at least two among photos, videos, recordings, screenshots, digital presentations, etc.), and a slide show for the whole discourse.</p> <p>G3: elaborate a list of all the needed information and tools to be employed for each story and for the whole presentation, considering sources, materials, work plans, etc., and a guideline for the whole presentation, starting off from what is going to be said by who.</p> <p>G4: considering the advantageous perspective of knowing the stories, elaborate at least four questions for each story that the audience may ask; write them down, together with their possible answers.</p>	The four skills Question-answers among groups, with the teacher		45

⁴⁵ Appendix 10

Class 6: [55 min]

Aims	Description	Actions	Interaction	Time
Observe peer performance in order to evaluate oneself, peers, the unit and the oral presentation	Set preparatives for the discourse. The students perform the ultimate version of the discourse, prior to the official exhibition, in which the public will be the teacher. The performance will be played twice, so as to change roles of presenters and audience	Role plays, performance, speaking, listening, note taking if needed	Students	15 min for each performance 5 min for observations and feedback
	Self evaluation (rubrics in Appendix 12)	Answer questionnaire	Individual	5
	Peer evaluation	Answer questionnaire	Individual	5
	Teacher evaluation	Answer questionnaire	Individual	5
	Unit and oral report evaluation	Answer questionnaire	Individual	5

Appendix 5A: Aesop's fable

(From <https://fablesfaesop.com/the-cat-and-the-mice.html>)

There was once a house that was overrun with mice. A cat heard of this, and said to herself, "that's the place for me," and off she went and took up her quarters in the house, and caught the mice one by one and ate them. At last the mice could stand it no longer, and they determined to take to their holes and stay there. "That's awkward," said the cat to herself: "the only thing to do is to coax them out by a trick." So she considered a while, and then climbed up the wall and let herself hang down by her hind legs from a peg, and pretended to be dead. By and by a mouse peeped out and saw the cat hanging there. "aha!" It cried, "you're very clever, madam, no doubt: but you may turn yourself into a bag of meal hanging there, if you like, yet you won't catch us coming anywhere near you."

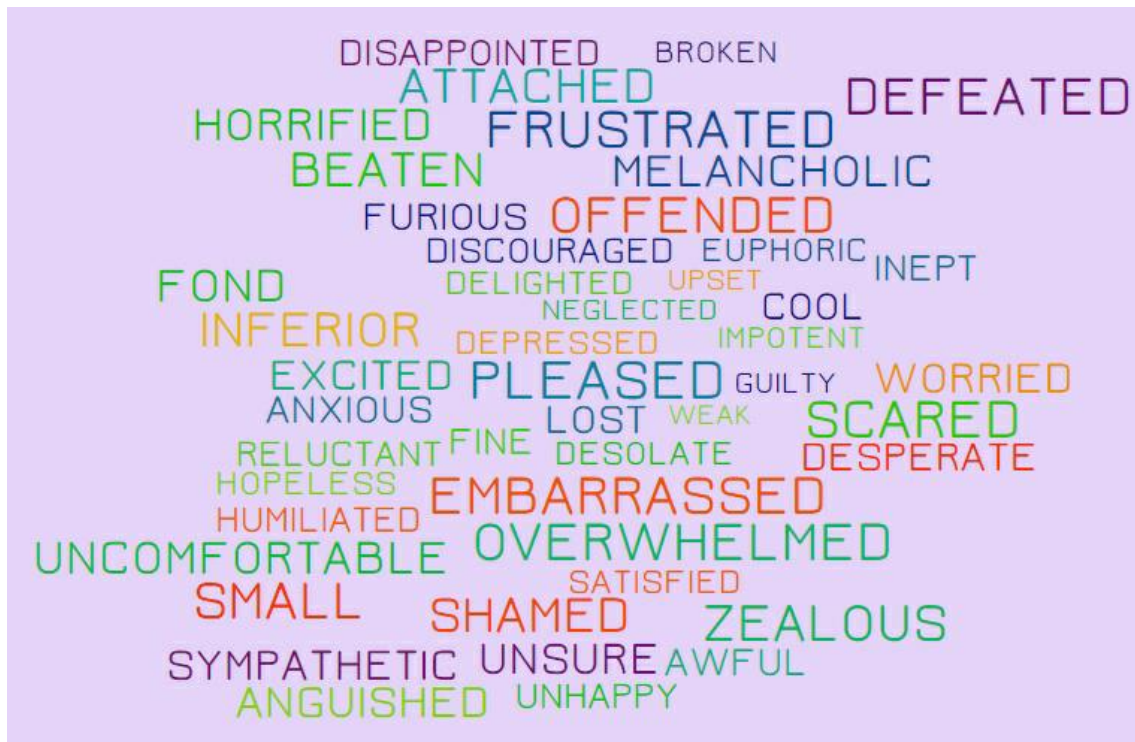
Appendix 5 B: Aesop's fable, text separated into sentences:

1. There was once a house that was overrun with mice.
2. A cat heard of this, and said to herself, "that's the place for me,"
3. (and) off she went and took up her quarters in the house, and caught the mice one by one and ate them.
4. At last the mice could stand it no longer, and they determined to take to their holes and stay there.
5. "That's awkward," said the cat to herself:
6. "the only thing to do is to coax them out by a trick."
7. So she considered a while, and then climbed up the wall and let herself hang down by her hind legs from a peg, and pretended to be dead.
8. By and by a mouse peeped out and saw the cat hanging there.
9. "aha!" It cried, "you're very clever, madam, no doubt:
10. but you may turn yourself into a bag of meal hanging there, if you like, yet you won't catch us coming anywhere near you."

Appendix 6: word clouds:

(Created with <https://worditout.com/word-cloud/create>)

On **EMOTIONS**:



On **ATTITUDES**:



Appendix 7A: Diagram

Defining bullying:



Fig. 1. The Bullying Circle with participant players (adapted by Donohoe and Dummigan, 2015) publish.ucc.ie/scenario/2015/01/donohueosullivan/06/en

Appendix 7B: students work sheet:

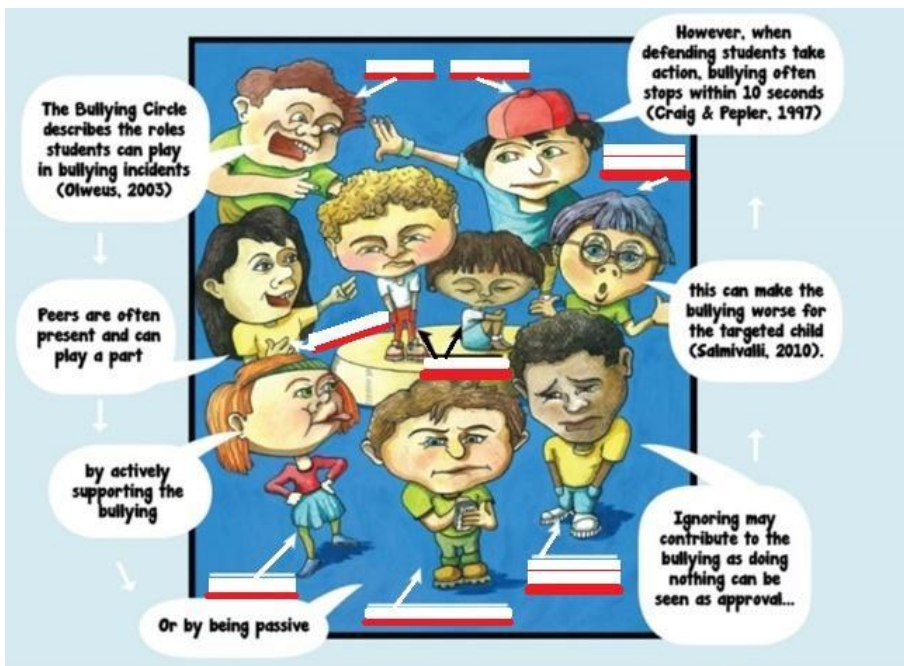


Fig. 1. The Bullying Circle with participant players (adapted by Donohoe and Dummigan, 2015) publish.ucc.ie/scenario/2015/01/donohueosullivan/06/en

FOLLOWER	UNSURE / WITNESSING	BULLYING
SUPPORTING	ALLOWING / IGNORING	TARGETED
DEFENDING	CONCERNED / ANXIOUS	

Appendix 8A: Dealing with bullies

(source: <https://kidshealth.org/en/kids/bullies.html?view=ptr&wt.ac=k-ptr>)

Dealing with bullies

Bullying is a big problem. It can make kids feel hurt, scared, sick, lonely, embarrassed, and sad. Bullies might hit, kick, or push to hurt people, or use words to call names, tease, or scare them.

A bully might say mean things about someone, grab a kid's stuff, make fun of someone, or leave a kid out of the group on purpose.

Some bullies threaten people or try to make them do things they don't want to do.

Bullying is a big deal

Bullying is a big problem that affects lots of kids. Three-quarters of all kids say they have been bullied or teased. Being bullied can make kids feel really bad, and the stress of dealing with it can make them feel sick.

Bullying can make kids not want to play outside or go to school. It's hard to keep your mind on schoolwork when you're worried about how you're going to deal with the bully near your locker.

Bullying bothers everyone — and not just the kids who are getting picked on. Bullying can make school a place of fear and can lead to violence and more stress for everyone.

Why do bullies act that way?

Some bullies are looking for attention. They might think bullying is a way to be popular or to get what they want. Most bullies are trying to make themselves feel more important. When they pick on someone else, it can make them feel big and powerful.

Some bullies come from families where everyone is angry and shouting all the time. They may think that being angry, calling names, and pushing people around is a normal way to act. Some bullies are copying what they've seen someone else do. Some have been bullied themselves.

Sometimes bullies know that what they're doing or saying hurts other people. But other bullies may not really know how hurtful their actions can be. Most bullies don't understand or care about the feelings of others.

Bullies often pick on someone they think they can have power over. They might pick on kids who get upset easily or who have trouble sticking up for themselves. Getting a big reaction out of someone can make bullies feel like they have the power they want. Sometimes bullies pick on someone who is smarter than they are or different from them in some way. Sometimes bullies just pick on a kid for no reason at all.

Gemma told her mom that this one kid was picking on her for having red hair and freckles. She wanted to be like the other kids but she couldn't change those things about herself. Finally, Gemma made friends at the local swimming pool with a girl who wished she had red hair like Gemma's. The two girls became great friends, and Gemma learned to ignore the mean girl's taunts at school.

Bullying: how to handle it

So now you know that bullying is a big problem that affects a lot of kids, but what do you do if someone is bullying you? Our advice falls into two categories: preventing a run-in with the bully, and what to do if you end up face-to-face with the bully.

Preventing a run-in with a bully

Don't give the bully a chance. As much as you can, avoid the bully. You can't go into hiding or skip class, of course. But if you can take a different route and avoid the mean kid, do so.

Stand tall and be brave. When you're scared of another person, you're probably not feeling your bravest. But sometimes just acting brave is enough to stop a bully. How does a brave person look and act? Stand tall and you'll send the message: "don't mess with me." It's easier to feel brave when you feel good about yourself. See the next tip!

Feel good about you. Nobody's perfect, but what can you do to look and feel your best? Maybe you'd like to be more fit. If so, maybe you'll decide to get more exercise, watch less tv, and eat healthier snacks. Or maybe you feel you look best when you shower in the morning before school. If so, you could decide to get up a little earlier so you can be clean and refreshed for the school day.

Get a buddy (and be a buddy). Two is better than one if you're trying to avoid being bullied. Make a plan to walk with a friend or two on the way to school, recess, lunch, or wherever you think you might meet the bully. Offer to do the same if a friend is having bully trouble. Get involved if you see bullying going on in your school — tell an adult, stick up for the kid being bullied, and tell the bully to stop.

If the bully says or does something to you

Ignore the bully. If you can, try your best to ignore the bully's threats. Pretend you don't hear them and walk away quickly to a place of safety. Bullies want a big reaction to their teasing and meanness. Acting as if you don't notice and don't care is like giving no reaction at all, and this just might stop a bully's behavior.

Stand up for yourself. Pretend to feel really brave and confident. Tell the bully "no! Stop it!" in a loud voice. Then walk away, or run if you have to. Kids also can stand up for each other by telling a bully to stop teasing or scaring someone else, and then walking away together. If a bully wants you to do something that you don't want to do, say "no!" and walk away. If you do what a bully says to do, the mean kid is more likely to keep bullying you. Bullies tend to pick on kids who don't stick up for themselves.

Don't bully back. Don't hit, kick, or push back to deal with someone bullying you or your friends. Fighting back just satisfies a bully and it's dangerous, too, because someone could get hurt. You're also likely to get in trouble. It's best to stay with others, stay safe, and get help from an adult.

Don't show your feelings. Plan ahead. How can you stop yourself from getting angry or showing you're upset? Try distracting yourself (counting backwards from 100, spelling the word 'turtle' backwards, etc.) To keep your mind occupied until you are out of the situation and somewhere safe where you can show your feelings.

Tell an adult. If you are being bullied, it's very important to tell an adult. Find someone you trust and talk about what is happening to you. Teachers, principals, parents, and lunchroom helpers at school can all help to stop bullying. Sometimes bullies stop as soon as a teacher finds out because they're afraid that they will be punished by parents. This is not tattling on someone who has done something small — bullying is wrong and it helps if everyone who gets bullied or sees someone being bullied speaks up.

What happens to bullies?

In the end, most bullies wind up in trouble. If they keep acting mean and hurtful, sooner or later they may have only a few friends left — usually other kids who are just like them. The power they wanted slips away fast. Other kids move on and leave bullies behind.

Luis lived in fear of brian — every day he would give his lunch money to brian, but brian still beat him up. He said that if luis ever told anyone, he would beat him up in front of all the other kids in his class. Luis was embarrassed and felt so bad about himself and about school. Finally, brian got caught threatening luis and they were both sent to the school counselor. Brian got in a lot of trouble at home. Over time, brian learned how to make friends and ask his parents for lunch money. Luis never wanted to be friends with brian, but he did learn to act strong and more confident around him.

Some kids who bully blame others. But every kid has a choice about how to act. Some kids who bully realize that they don't get the respect they want by threatening others. They may have thought that bullying would make them popular, but they soon find out that other kids just think of them as trouble-making losers.

The good news is that kids who are bullies can learn to change their behavior. Teachers, counselors, and parents can help. So can watching kids who treat others fairly and with respect. Bullies can change if they learn to use their power in positive ways. In the end, whether bullies decide to change their ways is up to them. Some bullies turn into great kids. Others never learn.

But no one needs to put up with a bully's behavior. If you or someone you know is bothered by a bully, talk to someone you trust. Everyone has the right to feel safe, and being bullied makes people feel unsafe. Tell someone about it and keep telling until something is done.

Appendix 8B: guidelines for each group

G1: elaborate a list of the statements in which the word (word family) “bully” appears.

Expected answers, a sample:

- DEALING WITH BULLIES
- BULLYING IS A PROBLEMA
- A BULLY MIGHT SAY MEAN THINGS
- SOME BULLIES THREATEN PEOPLE
- KIDS SAY THEY HAVE BEEN BULLIED
- BEING BULLIED CAN MAKE ...
- HOW YOU'RE GOING TO DEAL WITH THE BULLY NEAR
- BULLYING BOTHERS EVERYONE
- WHY DO BULLIES ACT THAT WAY?
- THEY MIGHT THINK BULLYING IS A WAY TO ...
- MOST BULLIES ARE TRYING
- SOME BULLIES COME FROM FAMILIES
- SOME BULLIES ARE COPYING
- SOME HAVE BEEN BULLIED THEMSELVES
- SOMETIMES BULLIES KNOW
- [SOME] OTHER BULLIES MAY NOT REALLY KNOW
- MOST BULLIES DON'T UNDERSTAND / CARE ABOUT
- BULLIES OFTEN PICK ON SOMEONE
- SOMEONE CAN MAKE BULLIES FEEL LIKE THEY HAVE THE POWER THEY WANT
- SOMETIMES BULLIES JUST PICK ON A KID FOR NO REASON AT ALL
- WHAT DO YOU DO IF SOMEONE IS BULLYING YOU?
- WHAT TO DO IF YOU END UP FACE-TO-FACE WITH THE BULLY?
- TWO IS BETTER THAN ONE IF YOU'RE TRYING TO AVOID BEING BULLIED
- YOU THINK YOU MIGHT MEET THE BULLY
- A FRIEND IS HAVING BULLY TROUBLE
- GET INVOLVED IF YOU SEE BULLYING GOING ON
- STICK UP FOR THE KID BEING BULLIED
- TELL THE BULLY TO STOP

G2: elaborate a list of the statements in which modal verbs appear

Expected answers, a sample:

- IT CAN MAKE KIDS FEEL HURT
- BULLIES MIGHT HIT, KICK TO HURT PEOPLE
- BEING BULLIED CAN MAKE KIDS FEEL REALLY BAD / SICK
- BULLYING CAN MAKE KIDS NOT WANT TO PLAY
- BULLYING CAN MAKE SCHOOL A PLACE OF FEAR AND CAN LEAD TO VIOLENCE
- THEY MIGHT THINK BULLYING IS A WAY TO BE POPULAR
- IT CAN MAKE THEM FEEL BIG
- THEY MIGHT THINK THAT BEING ANGRY
- OTHER BULLIES MAY NOT REALLY KNOW HOW HURTFUL THEIR ACTIONS CAN BE
- THEY THINK THEY CAN HAVE POWER OVER
- SOMEONE CAN MAKE BULLIES FEEL LIKE THEY HAVE THE POWER THEY WANT
- SHE COULDN'T CHANGE THOSE THINGS ABOUT HERSELF
- AS MUCH AS YOU CAN, [AVOID THE BULLY]
- YOU CAN'T GO INTO HIDING OR SKIP CLASS
- IF YOU CAN TAKE A DIFFERENT ROUTE, [...] DO SO.
- WHAT CAN YOU DO TO LOOK AND FEEL YOUR BEST?
- MAYBE YOU'D LIKE TO BE MORE FIT
- YOU COULD DECIDE TO GET UP EARLIER SO YOU CAN BE CLEAN AND REFRESHED
- THINK YOU MIGHT MEET THE BULLY
- IF YOU CAN, [TRY TO IGNORE THE BULLY]
- THIS JUST MIGHT STOP A BULLY'S BEHAVIOR
- KIDS ALSO CAN STAND UP FOR EACH OTHER
- SOMEONE COULD GET HURT
- [EDUCATIONAL PARTICIPANTS] CAN ALL HELP TO STOP BULLYING
- THEY MAY HAVE THOUGHT THAT BULLYING WOULD MAKE THEM POPULAR
- BULLIES CAN LEARN TO CHANGE THEIR BEHAVIOR – BULLIES CAN CHANGE
- PARENTS CAN HELP

G3: elaborate a list of the statements that contain linking words you can find in the text, including adverbs of emphasis, elements of connected speech, omitting modals

Expected answers, a sample:

- BULLYING IS A BIG PROBLEM
- BULLIES THREATEN PEOPLE OR TRY TO MAKE THEM DO THINGS
- THEY HAVE BEEN BULLIED OR TEASED
- BEING BULLIED CAN MAKE KIDS FEEL REALLY BAD
- BULLYING BOTHERS EVERYONE – AND NOT JUST THE KIDS WHO ARE GETTING PICKED ON
- BULLYING CAN MAKE SCHOOL A PLACE OF FEAR AND CAN LEAD TO VIOLENCE AND MORE STRESS FOR EVERYONE
- BULLYING IS A WAY TO BE POPULAR OR TO GET WHAT THEY WANT
- MOST BULLIES ARE TRYING TO MAKE THEMSELVES FEEL MORE IMPORTANT
- SOME BULLIES COME FROM FAMILIES
- EVERYONE IS ANGRY AND SHOUTING ALL THE TIME
- SOME HAVE BEEN BULLIED THEMSELVES
- SOMETIMES BULLIES KNOW WHAT THEY'RE DOING OR SAYING
- BUT OTHER BULLIES MAY NOT REALLY KNOW
- MOST BULLIES DON'T UNDERSTAND OR CARE
- BULLIES OFTEN PICK ON SOMEONE
- [THEY] PICK ON KIDS WHO GET UPSET EASILY OR WHO HAVE TROUBLE STICKING UP FOR THEMSELVES
- SOMETIMES BULLIES JUST PICK ON A KID FOR NO REASON AT ALL
- THIS ONE KID WAS PICKING ON HER FOR HAVING RED HAIR AND FRECKLES
- SHE WANTED TO BE LIKE OTHER KIDS BUT SHE COULDN'T CHANGE THOSE THINGS
- FINALLY, GEMMA MADE FRIENDS
- SO NOW YOU KNOW THAT BULLYING IS A BIG PROBLEM [...] BUT WHAT DO YOU DO IF SOMEONE IS BULLYING YOU?
- YOU CAN'T GO INTO HIDING OR SKIP CLASS, OF COURSE
- BUT YOU CAN TAKE A DIFFERENT ROUTE AND AVOID THE MEAN KID, DO SO
- YOU'RE PROBABLY NOT FEELING YOUR BRAVEST. BUT SOMETIMES JUST ACTING BRAVE IS ENOUGH
- MAYBE YOU'D LIKE TO BE MORE FIT. IF SO, YOU COULD DECIDE TO GET UP A LITTLE EARLIER SO YOU CAN BE CLEAN AND REFRESHED

G4: elaborate a list of statements that do not start with a subject / main clause

Expected answers, a sample:

- IT CAN MAKE KIDS FEEL HURT
- BEING BULLIED CAN MAKE KIDS FEEL REALLY BAD
- IT'S HARD TO KEEP YOUR MIND ON SCHOOLWORK
- WHEN THEY PICK ON SOMEONE ELSE,
- BUT OTHER BULLIES MAY NOT REALLY KNOW HOW HURTFUL THEIR ACTIONS CAN BE
- GETTING A BIG REACTION OUT OF SOMEONE CAN MAKE BULLIES FEEL LIKE THEY HAVE THE POWER THEY WANT
- FINALLY, GEMMA MADE FRIENDS
- SO NOW YOU KNOW THAT BULLYING IS A BIG PROBLEM
- DON'T GIVE THE BULLY A CHANCE
- [BUT] IF YOU CAN TAKE A DIFFERENT ROUTE [...], DO SO
- STAND TALL AND BRAVE
- WHEN YOU'RE SCARED OF ANOTHER PERSON, YOU'RE PROBABLY NOT FEELING YOUR BRAVEST
- BUT SOMETIMES JUST ACTING BRAVE IS ENOUGH [TO STOP A BULLY]
- STAND TALL AND YOU'LL SEND THE MESSAGE
- IF SO, MAYBE YOU'LL DECIDE TO MAKE MORE EXERCISE
- OR MAYBE YOU FEEL YOU LOOK BEST WHEN YOU SHOWER
- GET A BUDDY (AND BE A BUDDY)
- OFFER TO DO THE SAME
- GET INVOLVED [IF YOU SEE BULLYING GOING ON]
- IF THE BULLY SAYS OR DOES SOMETHING TO YOU
- ACTING AS IF YOU DON'T NOTICE AND DON'T CARE IS LIKE GIVING NO REACTION AT ALL
- STAND UP FOR YOURSELF
- THEN WALK AWAY, OR RUN IF YOU HAVE TO
- DON'T BULLY BACK
- IT'S BEST TO STAY WITH OTHERS
- PLAN AHEAD
- TRY DISTRACTING YOURSELF [...] TO KEEP YOUR MIND OCCUPIED
- THE GOOD NEWS IS THAT KIDS WHO ARE BULLIES CAN LEARN TO CHANGE THEIR BEHAVIOR

Appendix 8C:

Expected answers:

Bullying is a big problem. It can make kids feel hurt, **scared**, sick, lonely, **embarrassed**, and sad. Bullies might hit, kick, or push to hurt people, or use words to call names, tease, or **scare** them. [...]

It's hard to keep your mind on schoolwork when you're **worried** about how you're going to deal with the bully near your locker. [...]

Some bullies come from families where everyone is **angry** and shouting all the time. They may think that being **angry**, calling names, and pushing people around is a normal way to act. [...]

They might pick on kids who get **upset** easily or who have trouble sticking up for themselves. [...]

*Finally, gemma made **friends** at the local swimming pool with a girl who wished she had red hair like gemma's. The two girls became great **friends**, and gemma learned to ignore the mean girl's taunts at school. [...]*

Stand tall and be brave. When you're **scared** of another person, you're probably not feeling your **bravest**. But sometimes just acting **brave** is enough to stop a bully. How does a **brave** person look and act? [...] It's easier to feel **brave** when you feel good about yourself. [...]

Make a plan to walk with a **friend** or two on the way to school, recess, lunch, or wherever you think you might meet the bully. Offer to do the same if a **friend** is having bully trouble [...]

Stand up for yourself. Pretend to feel really **brave** and **confident**. [...] Kids also can stand up for each other by telling a bully to stop teasing or **scaring** someone else, and then walking away together [...]

Don't bully back. Don't hit, kick, or push back to deal with someone bullying you or your **friends**. Fighting back just **satisfies** a bully and it's dangerous, too, because someone could get hurt [...]

How can you stop yourself from getting **angry** or showing you're **upset**? [...] This is not tattling on someone who has done something **small** — . [...]

If they keep acting mean and hurtful, sooner or later they may have only a few **friends** left — . [...]

*Luis lived in fear of brian — every day he would give his lunch money to brian, but brian still **beat** him up. He said that if luis ever told anyone, he would **beat** him up in front of all the other kids in his class. Luis was **embarrassed** and felt so bad about himself and about school. [...] Over time, brian learned how to make **friends** and ask his parents for lunch money. Luis never wanted to be **friends** with brian, but he did learn to act strong and more **confident** around him.*

Appendix 9:

Expected answers:

G1: the different forms that “bully” appears.

BULLIES; BULLYING; BULLY; BULLIED

G2: the modals.

CAN; MIGHT; COULDN'T; CAN'T; WOULD; COULD; MAY

G3: the linking words, adverbs of emphasis

BIG; TRY; OR; READY; AND; MORE; SOME; SOMETIMES; BUT; DON'T;
OFTEN; EASILY; AT ALL; OF COURSE; MEAN

G4: the first utterance that marks the beginning of the non-subject sentence

- IT CAN MAKE
- BEING BULLIED
- IT'S
- WHEN / THEN
- BUT / BUT IF
- GETTING
- FINALLY
- SO NOW
- DON'T
- STAND
- IF SO
- OR MAYBE
- GET
- PLAY

Appendix 10: Cheat sheet for learners, a review of aspects seen prior to the project elaboration:

Information:

- Aesop's fable
- The bullying chart
- The word clouds
- The article "Dealing with Bullies"
- The stories that have been brought to class
- Any other known, shared, testified experiences concerning the topic

Content:

- Consider the purpose of the final presentation, from content to structure and the audience, from class mates to the whole educational community
- Consider the communicative functions we have seen, as argumentation, debates, decision-making, conclusions, organization of ideas, etc...
- Consider the syntactic structures in terms of *how* you say *what* you mean, in light of clause patterns, rephrasing, passive constructions use of conditionals, etc...
- Consider lexical items we have met in the word clouds, in the texts, in class debates and any other (academic) environment, from new vocabulary to synonymy/antonyms and word formation, compounds, etc...
- Consider all the learning, processing and applying strategies you have for task achievement, from information research to ordering it, draw outlines, ask for opinions, adapt/apply the changes you need, decide the appropriateness of a piece of information being presented better in oral or written manner, etc...

Appendix 11:

The outline of the presentation for the four groups is expected to:

- Talk about what is “bullying”; define the concept, expose some of the ways in which you have seen that it can be manifested
- Present some samples of bullying, four situations that show its manifestation, explaining why do you think it is a problematic circumstance
- Debate upon what do you think it would be a normal-expected behavior, taking into consideration either the emotions or attitudes (or both), and what goes farther from adequate behavior
- Suggest any possible changes that would avoid situations that develop into bullying
- Suggest possible solutions to the four cases you have shared.
- Allow time for possible questions from the audience.

Appendix 12A: learner self-assessment rubric:

(adapted from <https://www.teacherspayteachers.com/Product/Collaboration-Rubrics-for-Self-Assessment-and-Group-Assessment-4th-and-up-3337625>)

Name: _____

	Not yet	Sometimes	Most of the time	Always
I listen to the idea of others				
I negotiate with others				
I help reach agreements on decisions				
I provide ideas to the tasks				
I complete all tasks assigned to me				
I help put our ideas together into one product				
I solve conflicts reasonably				

Define your strong point and your weak point you have noticed along this unit

--

Appendix 12B:Peer evaluation rubric:

(adapted from

[https://www.google.com/search?q=peer+evaluation+rubric+for+group+project&tbm=isch&source=iu&ictx=1&fir=C44bCHgQfRgUjM%253A%252C4l_WvGuCN_1pnM%252C_&usg=AI4=kTzd9V6XH_rDKcwADAYr2pq0mrJcg&sa=X&ved=2ahUKEwjwkNCO1svdAhVLxhoKHVR5Ds8Q9QEwAHoECAAQBA#imgsrc=C44bCHgQfRgUjM: \)](https://www.google.com/search?q=peer+evaluation+rubric+for+group+project&tbm=isch&source=iu&ictx=1&fir=C44bCHgQfRgUjM%253A%252C4l_WvGuCN_1pnM%252C_&usg=AI4=kTzd9V6XH_rDKcwADAYr2pq0mrJcg&sa=X&ved=2ahUKEwjwkNCO1svdAhVLxhoKHVR5Ds8Q9QEwAHoECAAQBA#imgsrc=C44bCHgQfRgUjM:)

Name: _____

Write down the name of each mate of your group and the value assigned to each of them, from 1 to 5, considering 1 as “never”, and 5 as “always”

	Mate 1: _____	Mate 2: _____	Mate 3: _____	Mate 4: _____
Deadlines were met efficiently and on time				
Degree of cooperation; group work				
Quality of contribution to the project				
Contribution to the development of the project with creative and critical thinking				
Degree of participation in the group project				
General overview on participation				

What would you change from the experience of having worked at a project in group?

Comments you would like to add:

Appendix 12C: Teacher evaluation rubric:

(own elaboration)

Name: _____

Grade from 1 to 5 the following aspects, considering 1 as very poor, and 5 excellent:

Teacher promotes students' engagement with the learning process (debates, feedback, orientation, etc.)	
Teacher explains with clarity the needed information (outcomes, tasks, etc.)	
Teacher helps students to solve problems effectively	
Teacher's labor helps tasks to be carried out successfully	
Teacher's treatment is adequate, respectful with the students	
Teacher supports group-work as one team, nobody is "left aside"	
General overview about the teacher	

ANY COMMENTS YOU WOULD LIKE TO LET THE TEACHER KNOW

Appendix 12D: Unit and Oral report evaluation:

(own elaboration)

Name: _____

Regarding the unit, answer the following statements with numbers from 1 to 5, being 1 very poor and 5 excellent:

The topic of the unit was interesting	
The topic's activities and tasks were coherent with the outcome	
The contents are relevant to the topic	
What I have learnt from this unit meets my expectations	
My contribution to the tasks' development was relevant	
Group work helped me achieve the tasks more effectively	

Considering the essay carried out about the oral presentation, rate from 1 to 5 (where 1 is poor and 5 is excellent), its overall impressions regarding the following aspects:

Knowledge of the topic	
Voice projection	
Fluency / accuracy	
Delivery (vs. read-out)	
Use of visual aids	
Information delivery	