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Sending shockwaves from around the world: a project
for English as a foreign language in Secondary Education.

Haciendo eco por el mundo: un proyecto para inglés
como lengua extranjera en la Educación Secundaria.

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1. Introduction

In an educational field that is rapidly evolving, triggered by research and technological advances, it is important not to lose sight of the learners' needs. Although English as a Foreign Language (EFL) also mirrors these changes, there has also been an evolution in the roles of both the teachers and learners. In the educational context, learners' needs have always been the most important aspect when determining the teaching-learning process. These needs are fundamental as they are closely related to students' perceptions and self-efficacy.

Learners' needs are the starting point for this Learning Unit which seeks to develop students' communicative competence in English through the development of a project. This project is organised around 6 lessons which focuses on the topic of travel and tourism. The end product of the project is a podcast show. Students need to develop both a holiday offer and a holiday review in the format of a podcast. Several important guidelines and methodological aspects which are set out in the Aragonese curriculum for Secondary Education (ECD/2016, de 26 de mayo), have been considered when designing this podcasting project for the EFL classroom. In fact, a project-based methodology is identified in the Aragonese curriculum for Secondary Education as one of the best means to guide students' learning process.

This proposal has been designed for a group of students who are in 4th year of Secondary School in the **C.P.E.I.P.S María Rosa Molas**. Since students go on frequent trips abroad with the school, the topic of travelling is meaningful for them, as will be discussed below.

Whilst the group of students are used to cooperative work, this project aims to improve the dynamics of this specific methodology in the classroom through the use of effective cooperative structures and the assessment of the cooperative learning principles.

A needs analysis was conducted by means of a pre-questionnaire (Appendix 1.1), to ask students about their perceptions of the different skills in the EFL classroom. The results showed how their confidence in their spoken and written work was low and how students need to improve their writing and speaking skills. As an EFL teacher, improving students' communicative competence is the primary goal.

This proposal is divided into five different sections, each of which deals with a different aspect of the project. Section 2 deals with the purposes and objectives of this

project. Section 3 explores in more detail the reasons why this project was developed alongside the theoretical foundations it is based on. It also offers a review on the literature of project-based learning (PBL), Communicative Language Teaching (CLT), the educational benefits of using podcasts and Cooperative Learning (CL). The methodological guidelines for English as a Foreign Language (EFL) provided in the Spanish Curriculum for Secondary Education are also examined. Section 3 provides an account and an overview of the methodology used to develop this dissertation. Section 4 includes a critical commentary on the project proposal and tackles how the different units have been designed according to the principles presented in the theoretical framework. Section 5 presents the main conclusions drawn from the design and development of this unit proposal as well as some areas for future improvement.

2. Purpose and objectives

This unit entitled *Sending Shockwaves from around the world* intends to develop students' communicative competence in English through the use of a Project-based learning methodology and Cooperative Learning. The focus of the lessons in the project is to engage students in meaningful interaction which involves all four language skills as well as to promote the understanding and production of real language in context.

Moreover, this unit aims to address the existing gap in the EFL classroom regarding both students' lack of confidence in their production skills both written and spoken by challenging them to create their own original podcast on a holiday destination of their choice. Considering writing skills, the focus of this learning unit is to improve the quality and cohesion of students' written production and the level of their writing skills. In relation to speaking skills, it seeks to improve students' confidence in their speaking ability by reducing the anxiety they feel when it comes to their presentational skills. One of the main aims of the project is to improve the fluency of the students. Consequently, it aims at developing oral discourse strategies.

During the completion of this project, students are able to develop their creativity by creating a review which requires substantial research about a destination and hotel options in order to prepare a special holiday offer. In this sense, the project allows the students to personalise the offer according to their interests. .

On the other hand, this unit proposal seeks to contribute to the development of students' key competences with a special focus on enhancing their linguistic, learning

to learn, intercultural awareness and digital competences. Finally, the aim of this project is to make students more autonomous in their learning process and to strengthen their collaborative skills through the use of a cooperative methodology, which plays an essential role during the development of the project and during their final production.

Furthermore, following what is established in the Aragonese Curriculum for Secondary Education (ECD/2016, de 26 de mayo), the project looks at catering to different learning styles through the use of a variety of activities designed for different types of learners: visual, auditory, kinaesthetic learners.

3. Justification and theoretical framework

3.1 Justification

The Aragonese Curriculum for Secondary Education notes the need to use active methodologies in the classroom, which are characterised by the emphasis on students' participation during their learning process. As these methodologies demand greater student involvement, they result in more meaningful and lasting learning. Equally, the choice of methodology should be done considering the new learning and social demands. These demands encompass educating active and innovative individuals who wish to participate in society and work as a team. In this regard, team work is sometimes neglected in the EFL classroom. It is apparent that group activities are dependent on good collaborative skills. However, responsibility for completing the tasks is not always shared equally. In some cases one student takes full responsibility for completing the activity.

On the other hand, textbooks do not always encourage collaborative work. To overcome this problem, the project designed makes use of Kagan's cooperative structures (1994, 2003, 2009, 2014) in order to create the conditions for true and meaningful cooperative work in which all students need to collaborate on an equal basis for the project to be successful. In other words, it seeks to improve the way in which students do cooperative work through the use of cooperative structures that regulate the interaction in a better way.

Similarly, although the development of the communicative competence as the main goal in the foreign language is well-established, production skills and receptive skills are not always balanced out in the EFL classroom. Writing skills are normally not

given enough attention when compared to other skills. Furthermore, some of the difficulties encountered when written work is done have to do with the lack of cohesion or structure. In fact, writing is frequently viewed as the most difficult skill to master due to the need to apply higher level skills of generating, organising and translating the ideas into a readable text (Richards and Renandya, 2002). Regarding oral production, it is more often than not initiated by the teacher. EFL learners need to have more exposure to different types of speaking modes such as presentations and dialogues, which can help them improve their confidence and reduce the anxiety that they feel.

The needs previously mentioned were based on class observation and discussions with their class teachers. In order to further understand the students' perceptions of their language skills and needs, a questionnaire was completed (Appendix 1.1). In this questionnaire, writing was identified as the worst skill by 44 % of the students, followed by speaking with 28% (see Appendix 1.2 for the complete results of the questionnaire). In total 72% of the students in the class consider writing or speaking as their worst skill. Added to that, 83% of the students stated that they had some type of anxiety when performing oral activities. In response to Question 3, 78% of the students confirmed that they should spend more time doing speaking and writing activities. Regarding students' best skills, reading was identified as the best skill by 39% of students, followed by listening (22%). On the other hand, 55% of the students reported that they needed more support to help increase their fluency when speaking in English.

The podcasting project, entitled *Sending shockwaves from around the world* was designed to address the issues that have been previously identified. The project focuses on the theme of travel and tourism, which is an appealing and meaningful topic for students and connects with students' own experiences. The topic chosen uses a real-world context which is a prominent feature of Communicative Language Teaching (e.g. Brown 2007; Richards 2006). Students are required to assume the roles of travel agents working for a company. Each cooperative group is asked to prepare a surprise holiday in a unique destination for their customers (see Appendix 3.1). As well as fostering students' communicative competence in English, the research skills and the organizational skills that are required to organise a holiday could prove extremely useful for them in the future. Students have to make many decisions together and gain more autonomy, which is one of the objectives set out in the project in order to ensure that Cooperative Learning works successfully.

The choice of a podcast format over other formats or genres, like a leaflet or a brochure, is due to the many educational benefits and the versatility of podcasting. Students need to engage orally with an audience by using a podcast format. This medium allows students to work on their written and speaking skills in a clearly integrated way, ultimately leading them to improve their presentational skills through controlled performance. Similarly, learners can make use of a mixture of colloquial and formal language to produce the script for their podcast and the rest of activities proposed in this project. Students can work with an everyday language register and the features of oral discourse which sometimes do not receive as much attention as they would deserve in the educational context. Richards (2008) argues that this type of language is the most difficult to get a good grasp of. By completing the podcasting project, students are able to improve both their oral and written language skills. Finally, as a project requires an end product, the presentational format can motivate students to work towards a target, which in this case is in the form of a podcast that can be heard by different audiences. According to Dornyi (1994), the creation of finished products plays an important role in driving students' satisfaction and giving them a sense of accomplishment.

3.2 Theoretical framework

This section analyses how project-based learning is regarded as an effective way to promote the development of the communicative competence. It also outlines some of its main benefits for the EFL classroom. Furthermore, the theoretical framework discusses the conditions that need to be met to ensure that PBL is successful in the foreign language learning setting. In addition, it looks at two important models for the use of PBL: The Gold-standard PBL framework (Larmer, Mergendeller, & Boss, 2015), and Gil's model (2018), which provides the stages to organise and sequence activities in Project-based language Learning (PBLL). It reviews the educational benefits of podcasts for the EFL classroom, identifying the type of speaking it promotes. Finally, the principles of Cooperative Learning and cooperative structures needed to regulate classroom interaction in a better way are also analysed.

3.2.1 Project-based learning

In the past decades, the field of EFL learning has seen a succession of numerous teaching methods that eventually came to be dismissed due to their inability to successfully develop learners' communicative competence (Kumaravadivelu, 2006). One of the biggest criticisms of traditional EFL teaching methods was the fact that they

promoted a view of language as a set of forms which appear out of context (Lightbown, 435). This has resulted in a move towards approaches to language teaching or methodologies that are context-sensitive. Their core strategies and principles can be applied in different contexts and for different learners' needs and styles (Brown, 2007; Kumaravadivelu 2006).

The clearest example of this changing role in the EFL classroom is Project-based learning (PBL). As an active methodology, PBL has been defined by Holm (2011) as "student-centered instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge" (p.1). As the process unfolds, teachers act as facilitators, offering scaffolding, guidance, and strategic instruction (Harmer 2015; Richards 2006, Holm, 2011). Stoller (2002) argues that the use of PBL allows for more student involvement. This involvement is a way to "enhance class instruction" since active involvement is required, higher-order thinking skills are stimulated, and students become responsible for their own learning (p.107). Therefore, students need to apply knowledge and create original content rather than simply demonstrating an understanding of the content (Bloom, et al. 1956).

The Buck Institute for Education (B.I.E.), an important association in the field of PBL (2013), also highlights research-based conclusions regarding the benefits of PBL as opposed to a traditional text-book based approach. These range from an improved capacity for collaborative work and conflict resolution, a positive impact on equality (narrowing the gap between lower-achieving students and high-performers), its suitability in different types of schools, a model for school reform and a positive impact on motivation. This last aspect is especially demonstrated by students' better attitude towards learning, a higher degree of self-reliance and more engagement. On the other hand, there is increased job satisfaction for teachers, and PBL is marked out as the best medium to develop 21st century competences such as problem-solving skills (B.I.E, 2013). Its status in EFL stems from the fact that "the learners' use of language as they negotiate plans, and analyse and discuss ideas, is determined by genuine communicative needs" (Hedge, 2000, p.362).

Stoller (2012) has defined the conditions that need to be present to ensure effective Project-based Language Learning (PBLL). These characteristics or conditions converge with the main features of CLT (e.g. Richards, 2006; Brown, 2007; Brandl 2008) as the two student-centered methodologies complement each other due to the

fact that both CLT and PBL should be **oriented** both towards the **process and the product**. Project work results in an outcome or end product. However the process of working towards it brings opportunities to practice accuracy and fluency according to Stoller (2012). In CLT, both fluency and accuracy are seen as complementary (Brown, 2001; Richards, 2006). CL activities in project work and CLT activities, aim to get students involved in classroom processes that require negotiation of meaning, paraphrase, and experimentation, which foster successful language development and development of students' interlanguage (Jacobs & Hall, 2002). Some examples of these processes in the classroom are playing a game, solving a problem, or sharing and comparing experiences (Richards & Renandya, 2006). The activities that are associated with these processes and best encourage them are information-gap tasks, opinion-gap tasks, and reasoning-gap tasks (Phrabu, 1983).

Furthermore, the project needs to be defined, at least partially by students in order to promote student ownership in the project. The project should be carried out intensively and extend over a period of time (more than one session).

Another important condition relates to the promotion of natural **integration of skills**. As there is meaningful language input and output, PBL and CLT favour **the integration of skills**, mirroring real world-language use, where skills are rarely used in isolation (Stoller, 2012) (Brown, 2007). Compared to other approaches which focus on one language skill in isolation, learners in PBL might use speaking, listening, reading and writing during their participation in the project. This is due to the range of tasks included in project work such as brainstorming, planning, exchanging opinions, discussing, editing, evaluating and finalising (Thomas, 2017).

Equally, project work needs to combine both **group and individual work**. Cooperative and collaborative learning are also emphasised by CLT. Project work needs to encourage autonomy in their own learning, as students need to gather and process information both individually and as a group. Finally, project work should incorporate **reflection** on the part of the students during and after the process.

Different classifications of projects are discussed in literature depending on how PBL is applied in practice. They differ in how structured they are, the type of interaction when researching the project, the sort of information sources available and data collection techniques and the type of production that results from the project. Regarding the structure, Henry (1994) divides project work into three types. Projects

can be **structured**, which means that the topic, materials, methodology or presentation are decided by the teacher; **unstructured**, in which the aforementioned elements are decided by students, and **semi-structured**, where the project is partly decided by the teacher, but some details are also negotiated with the students.

In terms of how the information obtained is reported, three types stand out: **production projects** that require the creation of bulletin-board displays, videos, radio programs, written reports and brochures, **performance projects** which can result in staged debates, oral presentations or theatrical performances, among others, and **organisational projects** emphasise the planning of a club, conversation table (Haines, 1989). The project presented in this dissertation is structured by the teacher.

3.2.2 Putting Project based learning into practice

Harmer (2004) acknowledges that “careful planning and implementation” are of utmost importance when creating a project. Different authors have studied Project-based language learning (PBLL) and proposed different phases or stages of which PBL can be divided into (Harmer, 2004, 2015; Gil 2018; Stoller 2002). Whilst these phases differ in name and in the order of sequencing, some common features related to Larmer, Mergendoller and Boss’s (2015) own research-based model can be found in all of these authors’ classifications. The elements contained in the model and which need to be present in project work to ensure gold-standard quality include: **key knowledge, understanding and skills, a challenging question or problem, authenticity, student voice and choice, public product, reflection and , critique and revision.**

Key knowledge, understanding and success skills

These are the basis for high-quality PBL. Students’ attention is brought to key knowledge, concepts, contents and understanding which derive from the curricular standards. Knowledge and conceptual understanding is not sufficient to prepare learners for future success. As a result, 21st century skills (critical thinking, problem-solving or collaborative work) are also included within the focus of projects.

A Challenging question or problem

A challenging problem or question needs to be formulated for students to solve. This challenging problem is what the project is about and it helps focus the project and the learning. Students learn better in this way because they have a real need to know

something in order to answer this question, which in turn makes the learning more meaningful.

Sustained inquiry

Projects need to promote sustained inquiry. This aspect makes students look for more information and investigate the problem in the scenario in more depth. The fact that the inquiry is maintained helps students generate more questions. They might, for example, need to analyse the needs of the audience before creating a piece of writing or multimedia.

Authenticity

This is a key element in projects. The learning tasks should be similar to the situations or problems encountered in real-life as it helps drive students' motivation. Authenticity can come from the context provided to students (entrepreneurs developing a business plan), the use of real-processes or tools such as digital tools like video editors, or from a connection with students' personal interests, cultures, identities and issues.

Student voice and choice

Students can have some choice and some input in order to exercise some degree of control over some aspect of the project, whether it comes to choosing the resources that they will use to find answers to the questions, the products they will create or the questions they generate.

Reflection

Constant reflection is yet another cornerstone of effective PBL design and implementation, as well as students' successful learning process. Reflection should play a big part throughout the project as it ensures that learners consolidate what they have learnt and can apply it beyond the project. Reflection on the project is essential for teachers to reflect on future improvements on the quality of their PBL practice.

Critique and Revision

Learning to give and receive constructive peer feedback is a very important element to improve the processes and attain high-quality end products. This aspect

can be achieved by means of different assessment tools such as rubrics, models or checklists, but also through formal feedback.

Public product

A project needs to be **a public product**. This requirement is grounded on the fact that this public dimension has a great impact on motivation and performance. As students are aware that their final product will be shown to an audience, this can help students strive to perform to their best of their ability.

However, the model proposed by Larmer et al. (2015), does not specifically give special attention to language learning or guarantee any measures for language input and output (Yong Jun, 2017). On the other hand, Gil's model (2018), which is specifically designed for PBLL, incorporates the essential elements of project design proposed by Larmer et al. (2015). Gil (2018) offers a procedure for putting language projects to practice, which has been used for determining the project. Her model includes 7 stages: **activation, discovery, deepening, planning, creation and publication and assessment**.

Activation

In this phase, schemata, previous knowledge and language are activated, established and retrieved. Students are presented with a challenge or driving question (challenge brief). This cognitive challenge allows to engage students with the learning.

Discovery

Learners discover and internalise comprehensible input (Krashen 1982). They do this by means of exploring, observing, experiencing, asking and organising. They process the input through interaction and thinking routines. In this interaction, there is negotiation of meaning (Long, 1983) through learners explaining, sharing or giving examples. There is also a focus on form by means of cheat sheets that also provide students with scaffolding.

Deepening

Learners deepen their understanding through communication and thinking. They achieve this by generalising, applying, generating ideas, and hypothesising in a collaborative way. Cognitive and metacognitive strategies are used and "include any

thoughts, behaviours, beliefs or emotions that facilitate the acquisition, understanding or later transfer of new knowledge and skills” (Weinstein, Husman and Dierking, 2000: 727). The cognitive strategies are the steps used in problem-solving that require direct analysis or transformation of learning materials. Metacognitive strategies entail a higher-order function which encompasses planning, monitoring and evaluating a learning activity.

Planning

Demonstration of learning is organised and managed through the planning of end products and presentations. This stage involves giving and receiving feedback on peer’s performance and tasks.

Creation

The product or reporting format is created. Scaffolding to support learners is provided as they create their products.

Publishing and communicating

Learning is shared, reported, and published for an audience. Evidence is collected and all class ideas are put together for future actions. Productions are uploaded to a blog, webpage, *YouTube* channel, *Voice thread*, *Padlet* or posted in the classroom or corridor.

Assessment and reflection

Assessment of learning and of the achievement of learning outcomes needs to take place throughout the process, as well as revision and assessment of the output or production as a demonstration of learning at the end of the project. There needs to be reflection on the process and self-assessment on the part of student and the teacher.

3.3 Educational benefits of podcasts

A definition of podcasting is key to gain an insight into its educational benefits: “Podcasts are digital audio or video files that represent informational “episodes” addressing a particular content topic and typically can be created by students and subsequently download onto a computer” (Bender, 2012, p.140). According to Stanley

(2006) “podcasting could be just the ticket for language teachers looking to extend the reach of their classrooms” (p.1). A podcast, in King and Gura’s view (2009) “expands learning experiences and looks beyond the traditional uses of new technologies” (p.10).

The range of options for the content of a podcast certainly endless and it can range from giving book reports and reviews to experiments and class plays to presenting topics (Salend, 2009). King and Gura (2009) also believe that podcasts can develop a powerful combination for teaching and learning, not only because students can benefit from exposure to different forms of literature such as performances, re-enactments and narratives but also because of their accessibility anytime, anywhere (p.10). On the other hand, the format is really flexible for group activity, as the script can be modified so that any number of students can take part. This modification of the script allows the teacher to cater for mixed ability groups and/or classes (Man-Man SZE, 2006). Other benefits of creating a podcast are also meaningful and include the development of students’ skills such as researching, solving problems, managing time, learning persuasion techniques and improving their vocabulary (“Teachers’ Guide”, 2012).

A useful distinction for the production of scripted podcasts is based on the functions of speaking. Richards (2008) classifies speaking in Talk as interaction, talk as transaction and talk as performance. Each of these modes require different teaching approaches. A scripted podcast is categorized as talk as performance defined by Richards (2008) as public talk which transmits information before an audience such as classroom presentations, public announcements and speeches. Equally, he comments that it has a recognizable format, it is closer to a monologue than to a dialogue and to written language than to conversational language. More importantly, the skills required for the effective use of this type of talk include using an appropriate format, presenting information in an adequate sequence, maintaining audience engagement, creating an effect on the audience, using appropriate vocabulary and opening and closing (Richards, 2008).

3.4 Cooperative Learning, a key component of PBL

PBL cannot be understood without cooperative learning (CL) as they go hand in hand. Stoller (2012) points out that “project work is often structured around cooperative learning activities to capitalize on the strengths of students learning in groups” (p. 30). The degree of success in PBL is partly determined by effective small group interaction

(Caskey, 2011). In a similar vein, the promotion of cooperative work is also recommended as an effective teaching principle in CLT (Brandl, 2008).

According to American psychologists Johnson & Johnson (2009), cooperation is based on the idea of “working together to accomplish shared goals” (para 5). Thus, cooperative learning is seen as “a strong facilitator of learning” (Kagan 1989 in Brandl, 2008). In an EFL classroom context, the goals are accomplished following cooperative dynamics and through communicative use of the target language (Brandl, 2008).

Five principles are at the heart of cooperative learning: **positive interdependence, individual and group accountability, equal participation, simultaneous interaction and group processing**. For cooperation to be successful the five elements need to be ensured in each lesson (Johnson & Johnson, 1989, 2005; Kagan 1994). An explanation of each principle and what it entails is detailed below:

- **Positive interdependence**, the first and most important principle underlying cooperative learning, implies the awareness that one’s success is dependent on others succeeding too, and failure for one means failure for all. Creating interdependence can be achieved by assigning students roles and giving them clear instructions and goals. These roles are normally ascribed to students by the teacher and comprise the supplier, the reader, the scribe and the reporter (Rot Vrhovec, 2015; Caskey, 2011). For the purposes of this Masters’ dissertation, different roles are given for the cooperative groups (e.g. presenter, facilitator, recorder, coach), unlike traditional group work, where groups are homogeneous, and one person may assume all of the responsibility (Rot Vrhovec, 2015).

- **Individual and group accountability** should be encouraged, insofar as each of the group members is important and is held responsible for achieving the same goal and doing their corresponding part of the work. In order to ensure accountability, goals need to be clear and students’ progress and efforts in relation to the goals need to be measured. The performance of each individual needs to be assessed to reach conclusions about who needs assistance, support, and encouragement to complete the assignments and tasks that are carried out in class to accomplish the intended outcomes of a lesson or a unit. A way to create individual accountability in Johnson and Johnsons’ view (2018), is for the teacher to monitor and observe the learning groups “as members tend to feel more accountable to be more constructive members” (para. 11).

- The third essential component of cooperative learning is **simultaneous interaction**, preferably face-to-face. Johnson & Johnson (1989, 2018) argue that it happens any time members engage in sharing resources or providing personal support (praising, supporting) and academic support (orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present with past learning). They claim that "it is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals" (Johnson & Johnson, 2018 para 26).

- **Equal participation** – the involvement of all group members is expected in the development of the activities and in the sharing of information. Every student has to participate in an active way in the process (Kagan, 1994). If students are provided with opportunities to interact and participate in class on an equal basis, they may be eager to take in a higher degree of accountability, and this can be translated into a more responsible performance and more meaningful learning.

- **Group processing** requires students to be taught some skills regarding effective leadership, decision-making, trust-building, communication, and conflict-management. Group members can monitor which behaviours contribute to or hinder the success of their groups. The teaching of these skills ensures a better functioning of the group. The students need to be aware of actions and behaviours that are helpful, and discussions about these aspects help them improve their learning process.

Regarding the formation of groups and roles, structuring student-student interaction should be best decided by the teacher to be able to foster the principles presented above. This may especially be the case until students are more familiar with collaborative dynamics. Heterogeneous groups are recommended on the grounds that this is the best way to encourage peer tutoring, to break down barriers and to keep students on task (Jacobs & Hall, 2002). Therefore, cooperative groups for this project are organised in such a way that in every group of four, there is a high-achiever. The high-achiever sits next to medium-low ability student, and they both sit opposite their face partners who are medium-high and low to ensure positive interdependence. This arrangement ensures a smooth change between direct instruction, teamwork, and pair

work (Kagan, 2003). Principles such as equal participation, positive interdependence and individual and group accountability are fostered through cooperative structures such as the jigsaw technique where every student is accountable as the successful resolution of the jigsaw demands everyone's participation. All students depend on each other. On the other hand, other structures allow to measure participation as they give specific rules for turn-taking, for example talking chips.

3.4.1 Kagan's cooperative learning structures

As already mentioned, when creating the activities for this project, the principles of CLT and PBL were taken into consideration to enhance learners' communicative competence. In the same vein, Kagan's structures (1994; 2003) about cooperative learning have been applied when appropriate as they are the best way to accomplish cooperative principles. Kagan (1994, 2003) argues that the structures to regulate interaction aim at closing the achievement gap and developing students' social skills. He discusses that the way interaction is traditionally organised -responding to teacher's questions and worksheet practice- favours high-achievers and contributes to widening the achievement gap as low achievers are not motivated enough to participate. These same issues are identified in group work as opposed to cooperative work, where high-achievers tend to dominate the interaction whilst the discussion stemming from the teacher's questions in pairs or groups is taking place. According to Kagan, his structures to conduct interaction in a different way primarily ensure equal and frequent participation. These structures or strategies such as Rally Robin, Think, Pair, Share, the Jigsaw, to name just a few, provide everyone with the chance to participate actively in the EFL classroom. This is explained on the basis that in traditional interaction patterns, the teacher only has time to respond to the answer of two or three students, whereas through cooperative structures, every student can provide answers within a set time.

4. Methodology

The aim of this unit proposal is to improve the communicative competence in English of learners in the 4th year of Secondary Education, and more specifically to address the issues identified which relate to writing and speaking skills and collaborative work. To ensure this, several steps were undertaken. First, a needs analysis was carried out by means of several observation sessions in order to detect any areas that deserved more attention. Then, a research instrument in the form of a questionnaire was used to collect quantitative data (Appendix 1.1). This tool was

created and used to identify any areas of weakness about English learning. It sought to measure students' perceptions regarding their communicative competence in English and their level of anxiety during oral activities, as well as to offer students the opportunity to give feedback about their lessons and how they learn English. The results of the questionnaires were then analysed. The conclusions of the questionnaires showed that the class needed to focus more on learners' production skills: speaking and writing (Appendix 1.2). As a result, the project that has been created for this proposal has been developed with the students' feedback in mind.

Following the guidelines of backward planning, a close review of the evaluation criteria and the contents contained in the Aragonese curriculum for English as a Foreign Language in 4th year of ESO was undertaken. Unpacking the Aragonese school curriculum allowed the teacher to formulate and set the learning outcomes for the learners. Once the objectives were decided and the curricular guidelines reviewed, different methodologies were considered for the best achievement of the objectives. A literature review was drawn up which allowed the teacher to identify effective teaching principles to design an innovative learning proposal via the use of a PBL methodology and Cooperative Learning. The final product, the project reporting format, and the steps needed to get to that product were decided. Accordingly, the teacher needed to decide on the scope of structure given to the project. Amongst the classification of structured, semi-structured and unstructured project types presented in the theoretical framework, a structured type of project was chosen because it best suited the overall project objectives. Subsequently, tools to allow the teacher to evaluate the process and individual activities were created.

The unit plan was implemented with a group of 18 learners in the 4th year of Secondary School. After completing the project and to evaluate the effectiveness of the proposal, a post-questionnaire was handed to students to identify if perceptions of the communicative skills may have changed and improved and if the students had considered the project to be useful (Appendix 1.1 and 1.2).

5. Unit proposal

5.1 Context and topic

This proposal has been designed for a group of students who are in 4th year of Secondary School, in **C.P.E.I.P.S. María Rosa Molas**. This is a Catholic school, located in the neighbourhood of Casablanca which provides education for students aged 3 to 18. The school includes Early Years, Primary and Secondary Education. Education is subsidised by the state whereas in *Bachillerato*, the school is private. Most of the students who attend the school and their families are of an upper/ middle-class background. The school is a meeting point for different cultures and this can be seen in the fact that there are students from over 20 different countries. Therefore, integration is essential and it is a distinguishing feature in its plan for classroom diversity, *ADESSE*, which caters for children and teenagers with special needs (Asperger, intellectual disability, etc.).

To try to incorporate some innovative programmes, the school introduced cooperative work in Primary Education and it is also used across all levels in Secondary Education. Equally, the school is committed to the integration of ICTs in the classroom. For instance, they have a programme involving classroom instruction through IPADs for all subjects in the first year of *Bachillerato*.

The school takes part in numerous projects at a national and European level and has an umbrella project called POPL@R (Project of Plurilingual Learning Rooms) which promotes the learning of English as a foreign language not only in the classroom but also through participation in international fairs, exchanges, contests and visits. Under POPL@R, three state bilingual projects are managed: PIBLEA (for English in primary school), CILE 2 (for French), and PALE (Secondary school). In addition, project work carried out in other content areas also tries to integrate English. Therefore, this travel and tourism podcasting project also intends to connect with students' daily life and prepare students to apply their knowledge outside the classroom as the Spanish curriculum notes.

The target group of students is made of 14 boys and 4 girls and is of mixed-ability. The majority of them have a good level of English. This can be seen through the fact that they take a B1 or B2 certificate exam in 3rd and 4th year of Secondary Education respectively. In fact, the school offers in-school and extra-curricular preparation for Cambridge examinations (KET, PET, FIRST, CAE) and it is a certified

Cambridge examination centre. The majority of students show readiness to learn English and are inquisitive.

This learning unit proposal has been designed to develop students' four skills in English, with a special emphasis on improving their writing skills and speaking skills through controlled performance. By developing a podcast another aim is to build up the students' confidence when speaking English. This unit is developed by means of a project-based methodology. The project seeks to engage students with the topic of travel and tourism. All the activities and tasks included in the 6 lessons covered in this unit are interconnected through this topic.

The topic is relevant to students as all of them can relate to tourism and holidays in one way or another, whether it is recalling past holiday memories, anecdotes, or future holiday plans. Whilst travelling might not be everyone's hobby, the idea of embarking on new experiences in their free time can be inspirational for students. Students are at an age where their personalities are developing, and so travel experiences add value to their learning in the sense that travelling, and especially travelling abroad can help students to discover new horizons and become more open-minded. The group of students with whom this project was completed were about to go on an end of year trip, so the project was a good opportunity to plan ahead. On the other hand, even if the group of the target students have a good level of English and are quick learners, they seem to have a lack of linguistic resources for everyday situations. This unit also seeks to address this issue.

In the project, the learning steps guide students' actions to produce a group podcast, which they plan, produce and record collaboratively in the six sessions allocated for it.

5.2 Contribution to the development of key competences

The Aragonese Curriculum (Orden ECD/2016) states that Key Competences must be integrated in the students' learning process in compulsory Secondary Education. It also underscores how PBL, given its practical orientation, is the methodology that best develops competence-based learning. In Appendix I from the curriculum there is a section devoted to how English contributes to the acquisition of the key competences established by the Council of Europe in the CEFR. In light of these legal dispositions, this unit plan is aimed at contributing to the development of these Key Competences as a whole whilst fostering the acquisition of knowledge, skills

and attitudes which students will need for their personal, professional and social development. The promotion of students' communicative competence and autonomous learning are at the core of this unit proposal, however different sections of this project focus on different key competences, as mentioned below.

Communicative competence and sub competences

English as a foreign language contributes directly to the development of the communicative competence and its different sub competences (pragmatic, linguistic and sociolinguistic) through the acquisition of oral and written skills. This project enables this acquisition of the communicative competence and sub competences in different ways. Exposure to authentic language, which is a clear advantage in PBL, is achieved as active research is carried out by students to find out information about the chosen destination. Students can encounter opinion pieces, facts and reviews in the information provided in blogs, tourism websites and online guides. The project creates the conditions in which students can come into contact with different types of written texts and genres that are both informative and persuasive, such as reviews, descriptions, advertisements, podcasts scripts, etc. in Lessons 1,2,3,4 (Appendices 4.1,3.1,4.2). By dealing with such a variety of resources, students work on their pragmatic sub-competence. This is seen in the way students need to understand and use a variety of language functions that go from describing to convincing or recommending. In other words, they are expected to use the language functionally to achieve certain goals. The best example of this use is students create a script about their chosen destination. This contributes to strengthening students' language skills and repertoire, as they use language that they have seen in other activities to produce their own original piece of work.

Producing the script for a radio show in the form of a podcast (Lessons 3 and 4), with a specific and real audience in mind, requires students to take into consideration the register and tone depending on the context and the communicative situation. Students also encounter metalanguage in Activity 1 (Appendix 3.3), which helps to raise their awareness of the functioning of language, and how to use language effectively. It also requires students to develop their linguistic sub-competence as they analyse and identify examples of language in context in the podcast script, which need to be matched with the language function. In this activity, the students need to categorise specific vocabulary from the model and there are other tasks such as finding synonyms in the text. Activities 4 and 5 in the project promote speaking as interaction

and students become more competent in expressing their opinions and offer justifications (Appendix 3.1 and Appendix 3.2).

Students deal with both oral and written modes in Lessons 3 and 4, as the podcast is an example of talk as performance. Students need to consider how the podcast is not only a text to be read but to be performed as different contents are discussed in a radio programme. As a result, the oral production needs to be emotive and convincing. There should be a conversation between the host and the collaborators whilst using the typical discourse that is characteristic in podcasts.

Finally, Activity 2 in lesson 1 (Appendix 4.1), and Activity 1 in Lesson 2 (Appendix 3.2) allow students to work on their fluency. The discussion of opinions and viewpoints is consistently pursued). Group interaction is promoted in speaking activities such as Jigsaw (Lesson 3), Round Robin and Talking chips (Lesson 5). These collaborative group structures are based on the negotiation of meaning because students are supposed to go through questions together, listen to other people's viewpoints and use dialogue for communication.

Cultural awareness and expression

Working on the designed project can have a positive impact on the development of this competence because students may gain an insight into different cultures and learn about other lifestyles. A more specific example appears in Lesson 2, in the starter activity which develops their intercultural awareness (Appendix 4.2). In this activity, students discuss their knowledge about other countries. In the game, there are clues about different countries. Once the answers have been given, students gain a deeper understanding about these countries, and are able to discuss some of the cultural traditions in more detail. One of the facts that appear in the game is about China's One Child policy. Students can interact with their class to learn more about this policy. Cultural awareness is emphasised throughout the project due to the focus on tourism and foreign travel. Researching about different destinations can raise the level of intercultural understanding as students learn to value different cultural expressions and traditions. During the podcast, each group is required to talk about two facts about the selected country. This allows the students to learn more about the country (Appendix 3.3).

Mathematical competence and basic competences in science and technology

The project also fosters the mathematical competence. In Lessons 3 and 4 students need to prepare budgets for their customers, compare different hotel offers and consider the cost of flights when they research and write about their destination (Appendix 3.3). All of these tasks involve the use of their numeracy skills. Similarly, they might use statistics about the selected country such as figures about the population or figures about the popularity of the country as a tourist destination to convince the reader in their podcasts that their destination is the most attractive.

Sense of initiative and entrepreneurship

Ingraining a deep sense of initiative and entrepreneurship is pursued from the beginning of the project. Following Gil's model (2018), a challenge brief is presented in Lesson 1 (Appendix 3.1). In this project, students are asked to assume the role of travel agents. This reflects a real world work environment where people need to work towards a target and rely on their own abilities. This step is vital as students are expected to assume the responsibility to find solutions to the scenarios presented. This problem-solving dimension depends on the use of their critical thinking skills and on the application of their knowledge to the solution of the problem. Students are constantly encouraged to use their imagination and their sense of initiative, notably when they need to make decisions for the holiday that they think will be successful according to their own criteria.

Digital competence

This competence, according to the Aragonese curriculum, is an integral part of the communicative competence, because a great deal of information is communicated through digital means. Digital sources and the Internet play a big role in this project. Activity 4 in lessons 3 and 4 requires the application and use of learners' research skills. In order to find information about hotels or guided tours, they are expected to use specific search engines to compare flights like *Skyscanner* or *Booking.com*. The information collected needs to be filtered, analysed and processed and selected based on how relevant it is for students. During the production of the project, students should also learn how to use digital tools like *Google Drive* to prepare their drafts and final products, as well as *Podomatic* to publish their final product. A responsible use of ICT

is promoted via the use of virtual reality programmes such as *Google Earth VR* which will visually enhance their possibilities for the creation of the podcast.

Learning to learn competence

Several tasks in the project contribute to the development of the learning to learn competence. One of the most representative examples include Activity 3.2 in Lesson 2, where students reflect on the different strategies that can be used to complete a listening activity more effectively. Furthermore, learning to learn is also encouraged through activities that require autonomy and allow students to reflect on their own learning process. Examples of these can be seen in the completion of graphic organisers, compass points or script organisers (Appendix 3.1, 3.2, 3.3). Compass point was used after the students received the challenge brief. Richthart, Church and Morrison (2011) and Gil (2018) suggest that the Compass Points visible thinking routine Project Zero Harvard is an excellent way to allow students to reflect on the project and think about how they can complete it ("A routine for", 2018). These activities help students become more aware of what they are learning and how they can plan the next steps.

On the other hand, working in teams contributes to develop this competence as it encourages them to be aware that they can also learn from their classmates. Some of the activities like Talking chips in lesson 2 (Appendix 3.2, 4.2) will simulate a work meeting. They will also need to use their negotiation and bargaining skills with their peers, in line with the principles of cooperative work explained in the theoretical framework. Lastly, by having to perform peer assessment evaluation and self-assessment in lesson 6 (Appendix 3.6), students make use of their critical thinking to review their peers work and make suggestions about how they can improve their communicative skills.

5.3 Objectives and specific contents

The main objectives of this unit aim to contribute as a whole to students' accomplishment of the stage objectives for English as a Foreign Language featured in the legal dispositions of the Aragonese curriculum for Secondary Education (Orden ECD/2016) (Appendix 5.1). Furthermore, they seek to contribute to the achievement of the Secondary Education stage objectives, especially those which point to foreign languages, ICT, study habits and group work. The learning outcomes have been developed taking into consideration the evaluation criteria for 4th year of ESO and they

are closely aligned with the corresponding evaluation standards. Bloom's revised taxonomy (Anderson and Krathwohl, 2001) has been used to develop the learning outcomes and these reflect the increasing complexity of the activities as the project progresses, starting with activities that encourage remembering and understanding, to applying, analysing, evaluating, and creating.

The specific contents covered in the lessons, which are the means to achieve the objectives, include a variety of contents from those featured in the four different Blocks of the curriculum, classed in comprehension and production of oral and written texts. Some of the specific contents included communicative functions (e.g. describing places, giving recommendations and advice, convincing), skills or oral production strategies (e.g. participating spontaneously in conversations), vocabulary and structures (e.g. holiday and travel, free time and sports, various collocations and phrasal verbs or comparative adjectives and conditional sentences), and sociocultural aspects (awareness of the linguistic register in an informal radio show). A summary of the main contents dealt with in the project is provided in Appendix 5.2. As for the cross-curricular contents, there is an emphasis on respect for other cultures and opinions, gender equality.

5.4 Sequence of activities

As mentioned before, the project *Sending Shockwaves from around the world* seeks to improve students' productive skills: writing and speaking through controlled performance. The basis for the design and sequencing of activities in this project is the 7 stages model for PBL proposed by Gil (2018), which is discussed in the theoretical framework above.

The podcasting project in this Masters' dissertation follows the structured project type, as the travel and tourism theme, the materials and other elements have been organised by the teacher. This choice is based on assessment purposes, so that students have the same learning objectives, and therefore all students can be evaluated with the same evaluation criteria. Having said that, students have plenty of choice within the project. For example, they can decide which roles to take from the roles given (Appendix 3.3). Whilst the destination are randomly selected from 12 countries, the groups are free to invent the type of holiday that the podcast promotes, the activities that the tourists can do and also the holiday offer based on their own research.

In the **activation** stage of the project, activities have been created so that students can establish connections with their previous knowledge. Activity 1 in lesson 1 (Appendix 3.1) revolves around a quote about travelling. The aim of this starter activity is not only to assess students' previous knowledge and see how much they already know about the topic but also to get students to guess and anticipate what is coming next. On the other hand, given the argumentative nature of the quote, students are prompted to discuss and reflect on the advantages and disadvantages of travelling, and thus they begin to generate ideas.

The challenge brief activity in Lesson 1 (Appendix 3.1) has been created to engage students from the start. By employing an authentic context, - students assume the role of travel agents trying to find a solution to the lack of success of their holiday offers-, and by setting a clear purpose, students are drawn into the topic and there is an appeal to their creativity. This type of activity and the way it is presented to students greatly encourage group work. The challenge brief also acts as a running thread in the project by directing students' steps. It points towards the end product and it includes relevant information about the subthemes (type of holidays, details about the structure of the podcast) that students will need or encounter during the process.

The use of graphic organisers (Appendix 3.1, 3.2., 3.3) is beneficial for them, as they can interact with the information and transform it. More specifically, in lesson 1, the compass point organiser which is linked to the challenge brief (Appendix 3.1) is critical because it helps students organise the input or information that they have received. As a visible thinking routine activity, it guides students towards a better understanding of the task as it helps them to reflect and be analytical about the situation in three different ways. Firstly, it enables the students to note down what they are worried about in relation to the challenge brief and what they need to do about it. Secondly, students reflect on what they need to do to create a successful project in terms of the language that they will need, the information or knowledge or use of the digital tools required. Thirdly, the students write about what aspects of the project that excite them.

Several activities have been created as a means to gauge students' previous language knowledge and ideas. This can be seen especially in activity 3, in lesson 1 (Appendix 3.1) where a word map with different vocabulary categories about travel and holidays is to be created collaboratively through a brainstorming technique and a Think, Pair, Share cooperative structure. Equal participation in cooperative groups is ensured because, first, students need to think and record their answers on the worksheet

individually (Appendix 3.1), and then they share answers with their shoulder partner. Therefore the task reduces individual pressure to give an answer and students can simultaneously learn vocabulary from each other. According to Harmer (2015), categorising words is beneficial to consider the meanings more in depth, use the words they know, and commit them to memory. The fact that different cooperative groups need to share their category with the class allows the teacher to see the level of knowledge students have and also gives everyone an overview of the vocabulary for the unit. This activity also shows how efforts can be joined to achieve things as a group, without being competitive.

In the **discovery phase** and after students' schemata has been activated, they encounter and find out different types of language input and information that will support their output at a later stage and give them ideas. In activity 4 in lesson 1 (Appendix 3.1), learners deal with different types of accommodation, travelers and types of holidays through a reading activity written specifically for the project. Not only do students have to experience and discover what it would be like to do what a real travel agent does (e.g. choosing accommodation for a certain type of customer and accommodating their needs), but also the interaction with the text is a novelty for them. Students need to walk around the room and process and make sense of the input while they make notes in their worksheets. Although this can be difficult in terms of integrating some movement into a reading activity, it mirrors better how we discover things, returning to the texts. A reading activity that is traditionally a quiet activity takes on a new level with a different procedure, and accomplishes to get students out of their comfort zone. Another advantage is that it can cater for different types of learners and multiple intelligences, especially kinesthetic learners.

In the **deepening phase**, the principles that guided the selection of activities were orientated towards deepening students' understanding by setting models and offering strategies to be used in students' later production. When designing this stage, it was difficult to find an original travel podcast that catered to the needs of the students and served as a model of what was expected for their project. As a result, an original podcast script was specifically created to provide students with a more appropriate example. It modelled key language vocabulary and grammar in relation to podcasts that could be considered a reference point for students (Appendix 3.3). The podcast was then recorded by native speakers to ensure authentic pronunciation. Griffith & Burns (2014) argue that models are extremely important in giving learners the big picture from the start and it gives them a good idea of what level of work they are

expected to achieve and what needs to be done to get there. In the project, students used the model from the listening and reading activity well. They used the vocabulary and structures from it and it was well connected.

Turning the podcast script into a listening activity (Appendix 3.2) and then a reading and speaking activity (Appendix 3.3) clearly demonstrates the integration of skills, advocated in CLT and PBL and achieved in this project. After listening to the podcast, students complete a comprehension activity and discuss orally the justification to their answers. This activity also helps to give students a voice to express their impressions about the podcast and exchange the positive points they find about it (in terms of the voice quality, intonation, humor) and the destination presented (contents, facts).

On the other hand, the jigsaw CL technique in Lesson 3 (Appendix 3.3, Appendix 4.3), really adds value to the project in the deepening phase. It was selected because it requires the negotiation of meaning between learners, it integrates the four skills, exploits the benefits of cooperative work in many ways, and allows to focus on form. The jigsaw contains four texts about persuasion techniques (facts and opinions, conditional sentences, loaded words and powerful and vivid language). As the activity requires students to regroup with different teams, students get to work with different classmates and cooperation is reinforced as they are encouraged to reflect together about one of the four topics in question (Appendix 4.3). This group reflection about the content of the script allows them to make sense of the content together, solve each other's questions, and then decide how to teach the content to the members of their home teams. The activity is also very positive in the sense that students need to practise how to present their arguments in front of others. Additionally, there is a negotiation of meaning, which helps them practise for the controlled performance expected in activities 1 and 2 (Appendix 2.5). Listening and writing are also integrated as when students go back to their home teams, they need to present their persuasive technique to their classmates but also listen to the other group members' explanations. Then, writing is practiced and positive interdependence is achieved as they need to work with each other and depend on each other to fill in together a graphic organiser (Appendix 3.3) and put the jigsaw together. During the activity there is a focus on form as students need to find examples of language in the text and their attention is drawn to linguistic features. More importantly, this serves as a basis to scaffold the production phase, hypothesise and draw the attention to the concept of audience.

The aims of this project are not just to strengthen students' fluency but also to improve their collaborative skills. Therefore, several activities are created with this aim in mind and can be found in the discovery, deepening and planning phases. These activities also introduce more variety into the types of practice commonly found in speaking. As an example, activity 2 in lesson 1 (Appendix 4.1), uses pair work to complete a back to back description. It requires students A to explain and describe spontaneously what is happening in the video to students B who cannot see it. As a result there is a clear purpose and an information-gap that needs to be completed. Later, students B need to report back what they were told to ensure that the information that they have received is correct. The partners then change positions to ensure that each student get to play both roles. Activity 1 in lesson 2 (Appendix 3.2, 4.2), where students discuss the roles of travel agents, is carried out through a Talking Chips structure. Students' equal participation is ensured thanks to the use of chips, as students need to place those chips in the centre of the table if they have participated. This ensures everyone has a turn to speak and helps reinforce positive interdependence and collaborative skills that are necessary for the creation of the group podcast script. Although students can improve their fluency by giving their opinions in this activity, they also have scaffolding (Appendix 3.2) to ensure everyone can participate.

During the **planning** stage, activities aim to provide students with ways to structure their podcast. This can be seen in Activity 2 in Lesson 3 (Appendix 3.3). Students are guided through some leading questions which are meant to give them ideas and help them structure their final production. At this stage, students are also given a copy of the evaluation rubric (Appendix 3.3) so they have access to the success criteria and can take them into consideration when preparing their holiday offer. Gil (2018) argues that it is important "to share with learners what success will look like".

During the **creation** stage, student voice and scaffolding are given to students. This can be seen in the production activity in Lesson 4 (Appendix 2.4) where students are invited to include information that they believe is relevant for their argument to present a surprise destination. Similarly, they are able to look up information for their research from any sources that they want. Critique and revision is an important element in project design during the creation stage as was explained in the theoretical framework. This element can be seen in activity 2 in lesson 4 (Appendix 2.4) where the CL structure Feedback carousel (Kagan 2003) was chosen because it invites the

students to peer-assess work. This cooperative structure allows the teacher to integrate several skills such as reading and writing, as students need to leave their feedback on post-it notes. Students need to use their own critical thinking skills and social skills to discuss and reflect with members of their group on the elements that make a high-quality product and apply it to other students' podcasts. Other important activities in this stage include rehearsing and recording the podcast. Students are placed at the teachers' table, simulating as if they were invited into a recording studio whilst other students are in silence, revising their work and studying their own script.

Finally, publication activities in the **publication** phase demonstrate the importance of making the product public and seek to share the experience with a larger audience. The different student podcasts are to be published online on the free podcast hosting website *podomatic.com*. Student podcasts can be uploaded for free and there is a possibility to track statistics and get feedback and comments from site users.

The **assessment** phase includes activity 1 in lesson 6 in which students listen to their classmates' podcasts to evaluate the team with the rubric provided before, as introduced above (see appendix 3.3). As a result of this activity, students are required to apply their critical thinking skills to assess their classmates' work. This helps them to work on their social skills too, as they are expected not to be biased. A final quiz on *Kahoot* is used to recap and test key concepts, vocabulary and functions learnt during the project (see Appendix 4.6).

A post-questionnaire was handed to students (see Appendix 1.1) to assess their perceptions and to see if their anxiety when performing oral activities had decreased. It was also used to analyse students' reactions to the project and the podcast (to see full results, see Appendix 1.2). The results show how anxiety diminished between students when doing a speaking activity, with 80 % of students claiming to feel secure or not feeling any anxiety whilst developing and recording the podcast. In comparison, 83% of the students stated to feel some type of anxiety when performing oral activities in the pre-questionnaire completed prior to the project. This is probably due to the fact that students did not realise how performing the podcast was a type of speaking activity. Regarding students' attitudes to the project, 80% of the students marked down the overall project as useful or very useful. In addition, 80 % reported to have found the project motivating or very motivating. When considering the usefulness of the activities and models, 67% of the students identified the models given as a really useful element in the process of creating their own podcast. In fact, 74% of the students identified the listening activity and jigsaw activity based on the podcast as the most useful for the

accomplishment of their end product. In the quantitative questionnaire handed out to students (Appendix 3.6), a great number of students stated that recording the podcast was the most enjoyable part of the project, or had the perception to have developed fluency when speaking in English.

5.5. Evaluation criteria, evaluation tools and grading criteria

Considering both the recommendations of the Aragonese Curriculum LOMCE and the essential project design elements model proposed by Larmer et al. (2015), two important guidelines have been applied to the evaluation of learners in this project. The Aragonese Curriculum establishes that the evaluation carried out should be global and continuous. On the other hand, one of the essential elements of project design is critique and revision, as reviewed in the theoretical section. This is encouraged through peer and teacher feedback, a condition for product quality to meet high-standards. The end product should not be the only part assessed; assessing the process is equally important. The process is assessed by using **formative evaluation**, which according to Hattie (2012), corresponds to any activity that is used to assess the learning progress before or during the learning process itself.

As a result, the grading criteria has been distributed in such a way that the assessment of the end product does not carry all the weight in the final mark. Different instruments and procedures have been used during the evaluation process. Those instruments display a great variety to account for the variety of activities developed during the project and the diversity of students in class.

Peer feedback and assessment have a central role in this unit, since students have to provide feedback during the planning phase and also take turns to evaluate (Appendix 3.3) their classmates' podcasts by means of a rubric. All four skills have been integrated in the evaluation criteria created. In the overall mark for the project, the end product represents 30% of the total mark. This percentage has been decided as it involves two production skills, writing and speaking through controlled performance.

The breakdown of the overall grading criteria is as follows:

SKILL	PROCESS	PRODUCT
Speaking	20%	30% 20% Teacher assessment 10% Student assessment
Writing	10% graphic organisers	*
Listening	10%	
Reading	10%	
Vocabulary and grammar	10%	
Project surveys	10%	

For a more detailed look at the evaluation criteria, see Appendix 5.3.

Finally, a brief qualitative student self-assessment form (Appendix 3.6) is given at the end of Lesson 6 to check on the aspects of the project they liked and disliked the most, as well as to give voice to the students, so that they can suggest any forms of improvement for future implementation.

6. Conclusions

The evolution of the role of the learner in the EFL classroom has placed the learners' needs as the focal point for teaching and learning. Although this has not always been the case, contemporary EFL teaching aims to address this issue. It is evident that there are some areas of EFL learning in which a majority of learners feel that they need to improve. These areas relate to two language skills: Speaking and Writing. In fact, writing is frequently viewed as the most difficult skill to master due to the need to apply higher level skills of generating, organising and translating the ideas into a readable text (Richards and Renandya 2002). The issues related to speaking lie in the fact that the students are not accustomed to more spontaneous interactions due to the predictable nature of teacher led speaking activities. Furthermore, the need to present or speak in a second language can cause anxiety for some students. In the needs analysis, both these skills were considered by most students to be their worst skill, compared to reading and listening.

An effective way of ensuring that the needs of the learners are catered for is by enabling more autonomy in the classroom through the use of projects. A means to jointly address the aforementioned issues is the development of a learning unit via the use of PBL methodology and the creation of a podcast as the reporting format. The learning unit presented in this masters' dissertation seeks to develop students' communicative competence in English by improving writing skills and speaking skills through controlled performance. Firstly, a podcast format in the form of a radio programme is a very flexible tool because it allows the teacher to develop a project about any topic, and the number of speakers can be altered by modifying the script. Secondly, the fact that it is a public product intended for an audience makes the communication more meaningful and cohesion and coherence becomes a central aspect in its development. The organization and sequencing of the podcast script needs to be carefully considered by students, as they know it is a public performance to be heard. Thirdly, a collaborative podcast is a fantastic way to strengthen interaction skills as the different parts of the programme need to be jointly created so that there are good and clear transitions from one part to another. This is essential for the programme to flow well and to be understood by the audience. Other important elements like voice intonation, pronunciation and voice quality can be trained and improved thanks to this format, contributing overall to strengthening presentational skills.

Many benefits can be obtained from a PBL methodology, especially for a language learning setting. Three of the clearest benefits experimented are the integration of language skills, the contribution to developing students' key competences and collaborative skills. In terms of PBL for the foreign language classroom, different models can be followed (Harmer 2015; 2006; Stoller 2002 and Gil, 2018). The model that provides the teacher with the best hands-on experience to translate ideas into practice is the model proposed by Gil, which has been used to design and sequence the activities of the presented unit proposal. The activities designed aim at organising students' learning effectively following these steps. Central elements of the communicative approach have been applied in the creation of materials as they help achieve effective communication as well as some of the most representative cooperative structures suggested by Kagan, to create better conditions and situations for communication. These structures help to give all students a fair share of the time by making participation more structured.

During the implementation of the project, the podcasts that students produced incorporated both vocabulary that was taught during the project and many students used techniques that were seen in the model podcast script. Furthermore, the results of the post-questionnaire showed that 74 % of the students believed that the model podcast was useful or very useful for them when they were completing their own podcast. Whilst 83% of students mentioned that they experienced some form of anxiety when completing speaking activities in the needs analysis, they were more relaxed when they completed the podcasting. In fact, 80% of the students said that they had felt confident when completing the podcast.

Although the project seeks to improve speaking skills, controlled performance can only have a limited role in the development of oral production. Despite the integration of different types of speaking activities in the project- apart from the final performance of the script- a future project aiming at developing speaking and collaborative skills further could lead into unscripted podcast projects. This could be an avenue to explore with more knowledge about podcasting and more practice as an EFL teacher.

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8. Appendices

Appendix 1. Questionnaires

1.1 Pre-questionnaire



Facultad de Educación
Universidad Zaragoza

MASTER EN PROFESORADO DE E.S.O, BACHILLERATO, F.P.
Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

ESPECIALIDAD LENGUAS EXTRANJERAS, INGLÉS

Este cuestionario forma parte de un trabajo final de Máster enfocado a mejorar las destrezas orales y escritas de los alumnos de inglés como lengua extranjera y el aprendizaje cooperativo. El cuestionario va dirigido a los alumnos de 4º curso de E.S.O. del centro María Rosa Molas con el fin de recoger sus puntos de vista. Este cuestionario es completamente anónimo y tan sólo se utilizará con fines académicos. Por favor, marca tus respuestas según tu opinión personal. Gracias por tu colaboración.

Cuestionario

1. Ordena las destrezas en función de en cuál te desenvuelves mejor/ tienes más nivel en inglés. Ordena de mejor a peor con números del 1 al 4. (1= mejor destreza 4= peor destreza)

☐ Speaking

☐ Writing

☐ Listening

☐ Reading

2. ¿En una escala del 1 al 5, qué puntuación atribuirías a tu *speaking* y a tu *writing* en inglés?

Speaking

1= Muy buena

2= Buena

3= normal

4= mala

5= muy mala

Writing

1= Muy buena

2= buena

3= normal

4= mala

5= muy mala

3. Creo que en clase deberíamos dedicar más tiempo a practicar el *speaking* y el *writing*. Marca una única casilla.

Speaking	<input type="checkbox"/> Estoy completamente de acuerdo <input type="checkbox"/> Estoy de acuerdo <input type="checkbox"/> No lo se <input type="checkbox"/> Estoy en desacuerdo <input type="checkbox"/> Estoy completamente en desacuerdo
Writing	<input type="checkbox"/> Estoy completamente de acuerdo <input type="checkbox"/> Estoy de acuerdo <input type="checkbox"/> No lo se <input type="checkbox"/> Estoy en desacuerdo <input type="checkbox"/> Estoy completamente en desacuerdo

4. ¿Qué aspecto crees que necesitas reforzar/mejorar más cuando hablas en inglés? Escoge una única opción o indica otro aspecto que no aparezca en la lista.

Fluidez

- ☐ la corrección gramatical
- ☐ la fluidez
- ☐ Todas las opciones anteriores
- ☐ _____

5. ¿Las actividades de *speaking* te resultan motivadoras? Si te resultan motivadoras pasa a la pregunta 6, si no ve a la pregunta 5b.

Sí ☐ no ☐

b) ¿Por qué? ¿Cómo las mejorarías?

6. Evalúa tu grado de ansiedad cuando presentas en inglés delante de otras personas escogiendo una de estas opciones. Marca con una X la opción.

a) Mucha ☐ Intermedia ☐ Algo ☐ poca ☐ nada ☐

¿de qué manera podrías mejorar esta situación?

7. ¿Cuál de estas cosas crees que te ayudarían a mejorar tus presentaciones orales en grupo?

Valora escribiendo la puntuación 1 al 5 (1= más importante 5= menos importante) al lado de cada ítem

- ☐ Más ejemplos de la tarea que hay que realizar.
- ☐ Feedback del profesor y mis compañeros.
- ☐ Más actividades orales (role plays, discusiones, actividades orales con notas).
- ☐ Actividades de pronunciación.
- ☐ Lectura en voz alta.

8. Marca con una x las opciones que sigues cuando haces una actividad de escritura. Marca tantas opciones como quieras:

- ☐ Apunto los argumentos e ideas iniciales que voy a utilizar.
- ☐ Preparo un esquema con mis ideas ordenadas.
- ☐ Desarrollo las ideas en una primera versión y añado detalles y ejemplos.
- ☐ Tengo en cuenta el público para el que escribo, el tema y tipo de documento
- ☐ Considero el objetivo del texto que escribo (por ejemplo convencer, describir, narrar etc...).
- ☐ Elaboro una primera versión de la tarea escrita y hago cambios y mejoras sugeridos por los compañeros o el profesor.
- ☐ Compruebo y edito algunos aspectos (frases completas, orden correcto, ortografía, vocabulario adecuado) si es necesario.

- ☐ Compruebo que la versión final tiene sentido y que es interesante o pido a alguien que la compruebe.
- ☐ Preparo la versión final y elijo el formato en que quiero presentarla.

9. ¿Qué encuentras más difícil cuando tienes que producir trabajo escrito? Marca una única opción o indica tu propia opción.

- ☐ Organizar ideas que presentas y que estén bien relacionadas entre sí
- ☐ Utilizar un vocabulario variado
- ☐ Ambas
- ☐ _____

1.1 Post-questionnaire



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ESPECIALIDAD LENGUAS EXTRANJERAS,
INGLÉS

Este cuestionario forma parte de un trabajo final de Máster enfocado a mejorar las destrezas orales y escritas de los alumnos de inglés como lengua extranjera y el aprendizaje cooperativo. El cuestionario va dirigido a los alumnos de 4º curso de E.S.O. del centro María Rosa Molas con el fin de recoger sus puntos de vista. Este cuestionario es completamente anónimo y tan sólo se utilizará con fines académicos. Por favor, marca tus respuestas según tu opinión personal. Gracias por tu colaboración.

Cuestionario

1. **¿En una escala del 1 al 5, cómo de útil te ha parecido el proyecto para mejorar tu *speaking* y *writing*? Marca con una cruz al lado de la opción.**

1= Muy útil 2=Útil 3=normal 4=no muy útil 5= para nada útil

2. **¿Te has sentido seguro al hablar cuando realizabas el podcast?**

- ☐ Sí
☐ No sé
☐ No

Justifica tu respuesta:

3. **¿En una escala del 1 al 5, cómo de motivante te ha parecido el proyecto? Rodea con un círculo tu respuesta.**

1=muy motivante 2=motivante 3=normal 4= no muy motivante 5=para nada motivante

4. **¿Los materiales y actividades que has ido utilizando antes de grabar el podcast te han ayudado para crear el tuyo?**

- ☐ Sí ☐ No

5. **Si has respondido que sí, ¿Qué actividades te han ayudado más para crear tu podcast? Valóralas del 1 al 5 (1= la que más te ha ayudado 5= la que menos)**

- ☐ Actividad de Mr. Bean
☐ Reading de hoteles y viajeros
☐ Script del podcast
☐ Listening del podcast modelo
☐ Actividad del puzzle con técnicas para el podcast.

6. ¿Te ha ayudado el feedback recibido?

☐ Sí ☐ No ¿Por qué?

—

7. ¿Qué es lo que más difícil a la hora de llevar a cabo este proyecto?

1.2 Pre-questionnaire results

Question 1-Ordena las destrezas en función de en cuál te desenvuelves mejor/ tienes más nivel en inglés. Ordena de mejor a peor con números del 1 al 4. (1= mejor destreza 4= peor destreza).



Figure A. Put the following skills in order according to which you believe to be your strongest skill.



Figure B. Put the following skills in order according to which you believe to be your weakest skill.

Question 2-¿En una escala del 1 al 5, qué puntuación atribuirías a tu *speaking* y a tu *writing* en inglés?

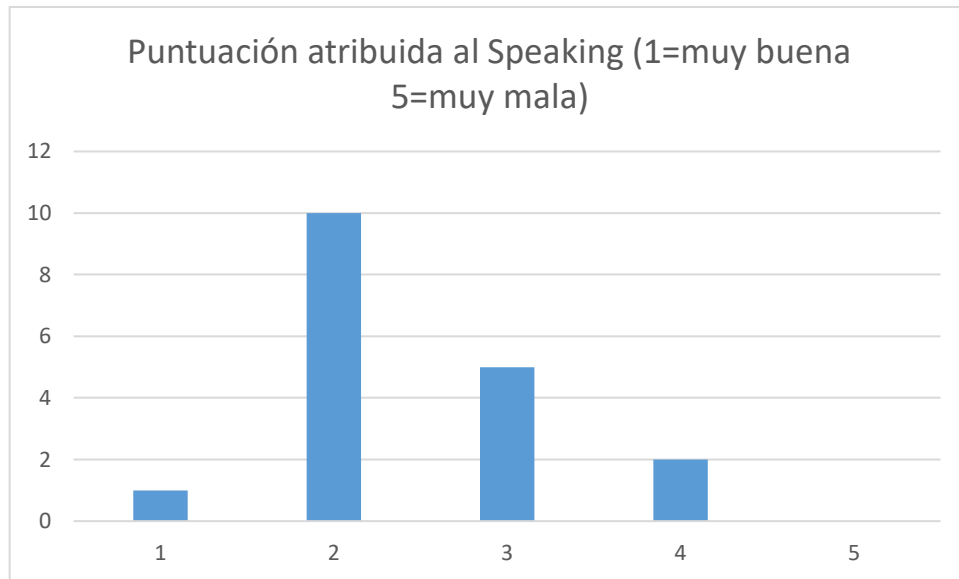


Fig. 1: On a scale of 1 to 5, how would you rate your speaking skills (1 very good – 5 very poor)?

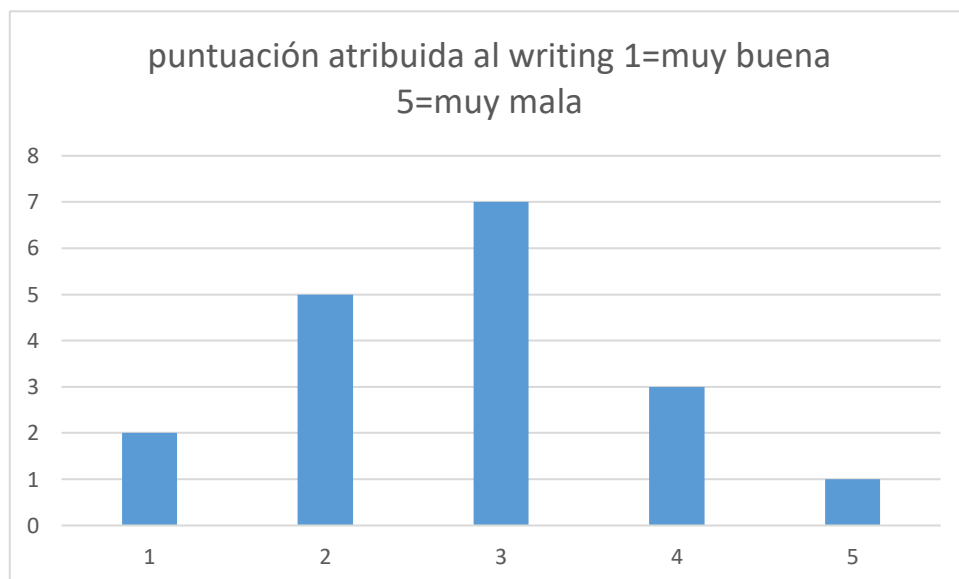


Fig. 2: On a scale of 1 to 5, how would you rate your writing skills (1 very good – 5 very poor)?

Question 3. Creo que en clase deberíamos dedicar más tiempo a practicar el *speaking* y el *writing*. Marca una única casilla.



Fig. 1 More time should be devoted to speaking activities in class (strongly agree, agree, don't know, disagree, completely disagree)

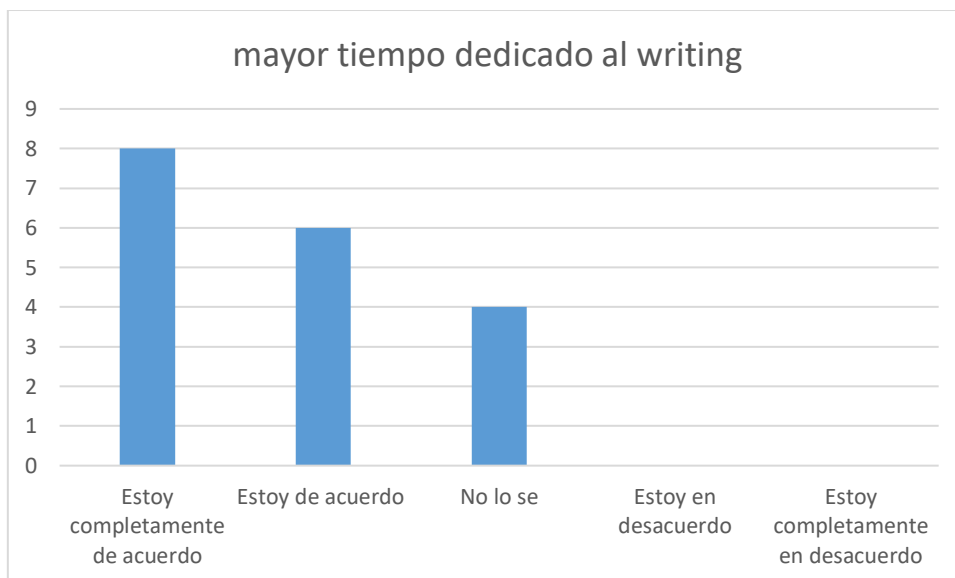


Fig. 2 More time should be devoted to writing activities in class (strongly agree, agree, don't know, disagree, completely disagree)

Question 4- ¿Qué aspecto crees que necesitas reforzar/mejorar más cuando hablas en inglés? Escoge una única opción o indica otro aspecto que no aparezca en la lista (corrección, fluidez, todas las opciones anteriores, otra opción).

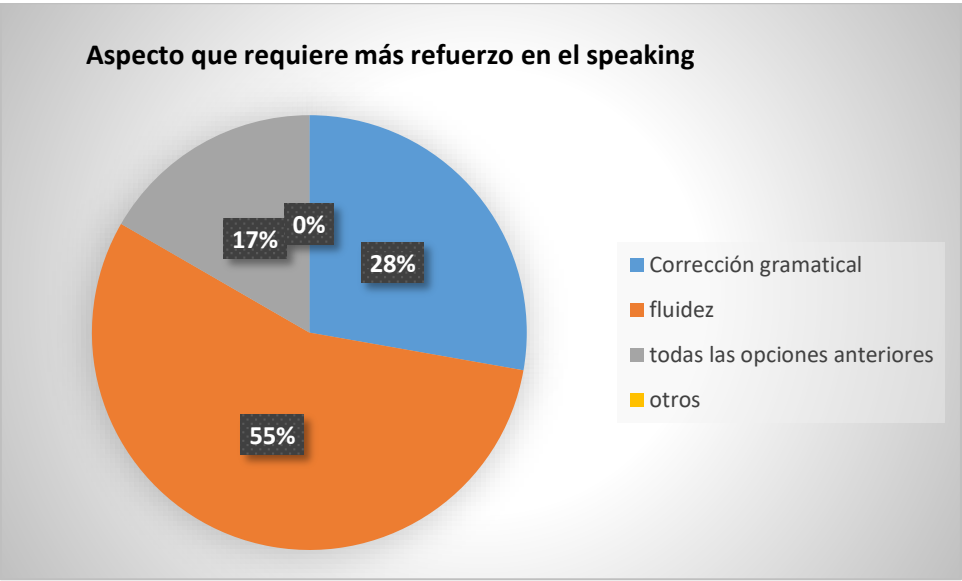


Fig.1 which aspect of your English do you think needs to improve when you speak in English?

Question 5- ¿Las actividades de *speaking* te resultan motivadoras? Si te resultan motivadoras pasa a la pregunta 6, si no ve a la pregunta 5b.

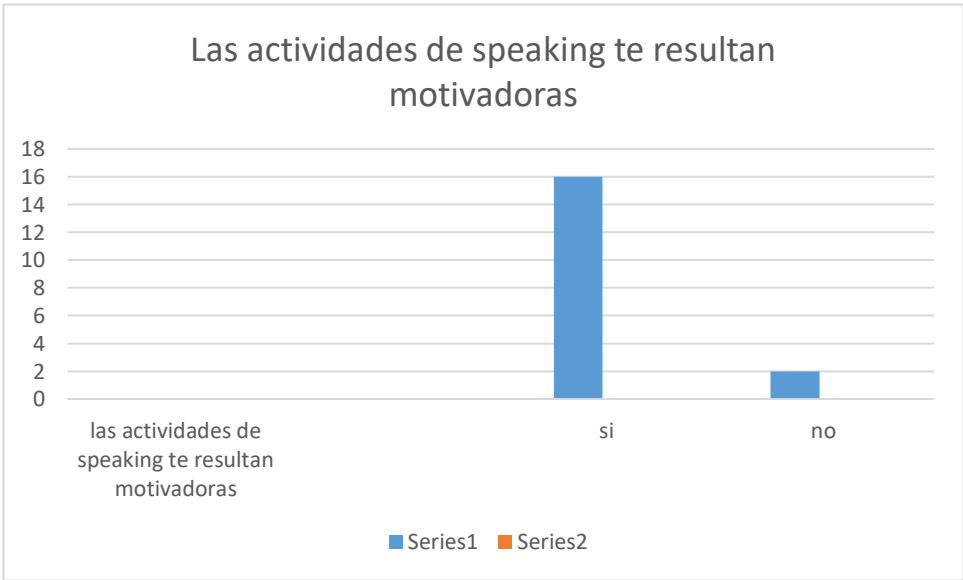


Fig.1 Do you find speaking activities motivating?

Question 6- Evalúa tu grado de ansiedad cuando presentas en inglés delante de otras personas escogiendo una de estas opciones. Marca con una X la opción (mucha, intermedia, algo, poca o nada). Si has respondido que sí, ¿Qué podrías hacer para mejorar esta situación?

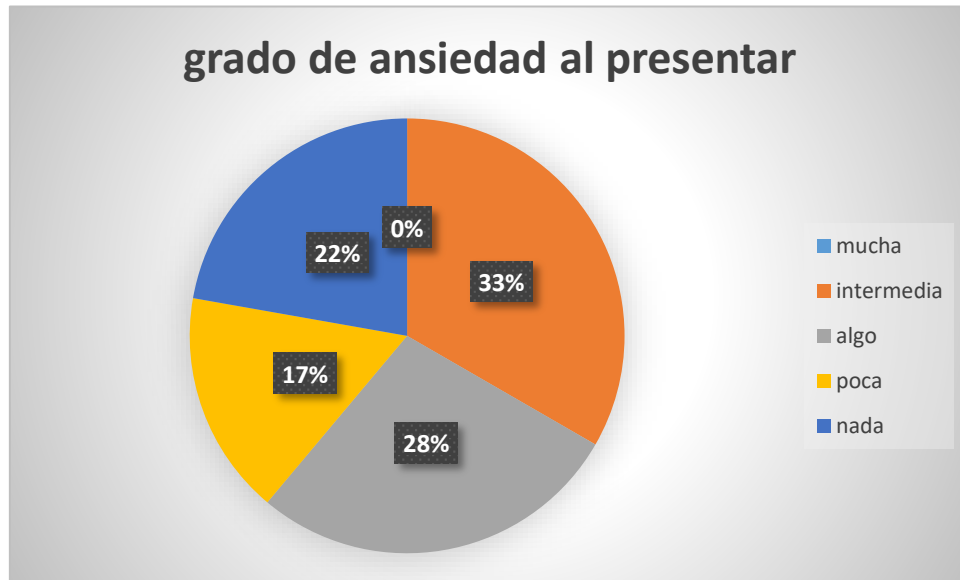


Fig. 1 Rate your anxiety when you do presentations in English in front of others (a lot, quite, some, and none).

Question 6b- Students' suggestion to work on anxiety.

Sugerencias para abordar la ansiedad en las actividades de *speaking*:

- A veces si no te lo sabes o te quedas en blanco tienes bastante presión por el profesor y los compañeros.
- Mejorar la situación de la ansiedad en las presentaciones
- Conforme va avanzando la confianza con la clase al hacer más presentaciones
- Con más fluidez y más seguridad
- Aprendiendo inglés
- Ninguna
- Estando relajado, sin ponerme nervioso
- Practicando previamente ante otras personas de confianza
- Practicando más speaking en clase
- Practicando en clase como si estuviera presentando a toda la clase
- Yo creo que cuantas más presentaciones se hagan mejor porque así nos desenvolvemos y nos acostumbramos a presentar.
- Realizando más presentaciones y practicando mucho el speaking.

Question 7-¿Cuál de estas cosas crees que te ayudarían a mejorar tus presentaciones orales en grupo? Valora escribiendo la puntuación 1 al 5 (1= más importante 5= menos importante) al lado de cada ítem



Fig 1. Which of the following do you think would help you to improve your group speaking presentations? Rate the options from 1-5.

Question 8- Marca con una x las opciones que sigues cuando haces una actividad de escritura. Marca tantas opciones como quieras:

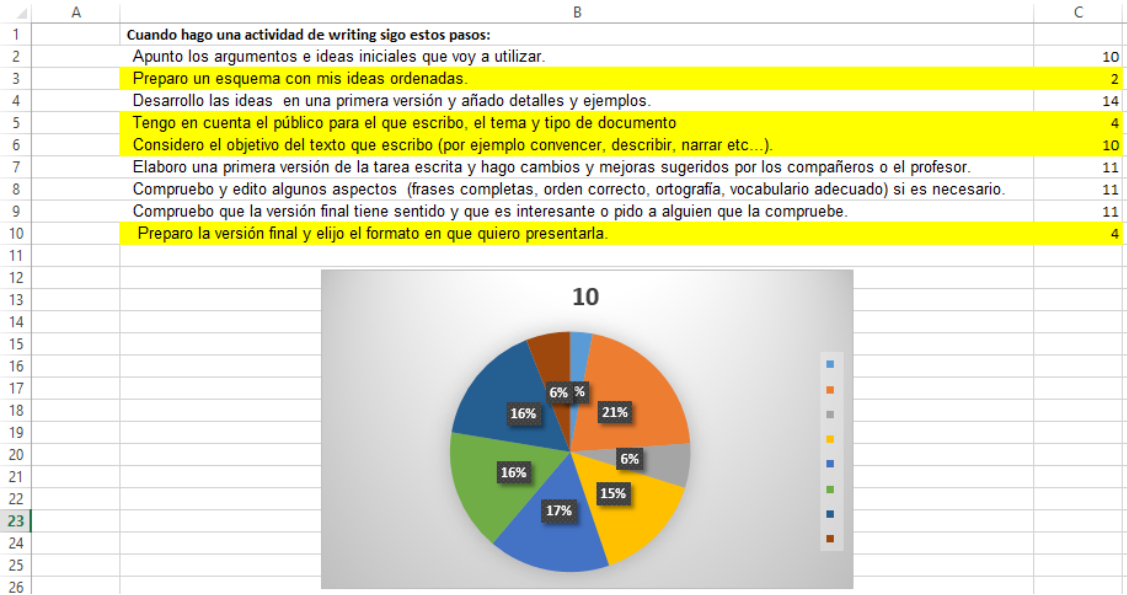


Fig. 1 Steps followed in the writing process by students

Question 9. ¿Qué encuentras más difícil cuando tienes que producir trabajo escrito?
Marca una única opción o indica tu propia opción.

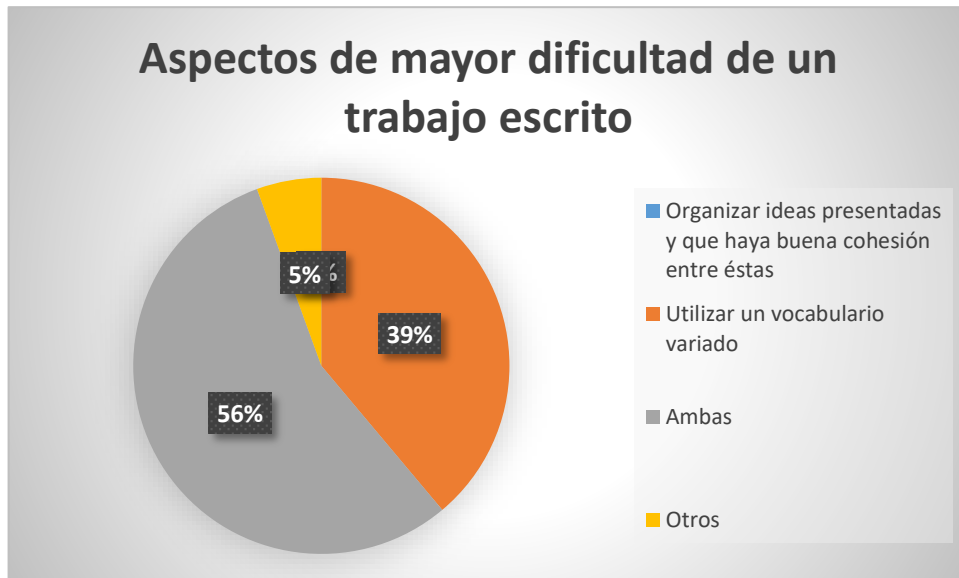


Fig 1. Most difficult aspects for students regarding their written work

1.2 Post-questionnaire results

Question 1- En una escala del 1 al 5, cómo de útil te ha parecido el proyecto para mejorar tu *speaking* y *writing*? Marca con una cruz al lado de la opción.

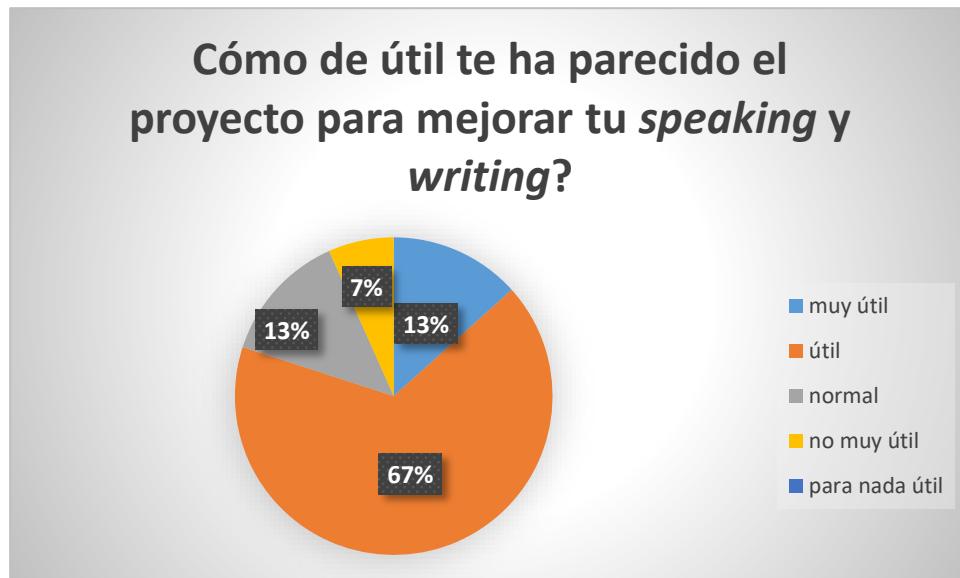


Fig. 1 Perceived project usefulness to improve speaking and writing

Question 2- ¿Te has sentido seguro al hablar cuando realizabas el podcast?



Fig 1. Security when performing the podcast presentation

Question 3- ¿En una escala del 1 al 5, cómo de motivante te ha parecido el proyecto?
Rodea con un círculo tu respuesta.

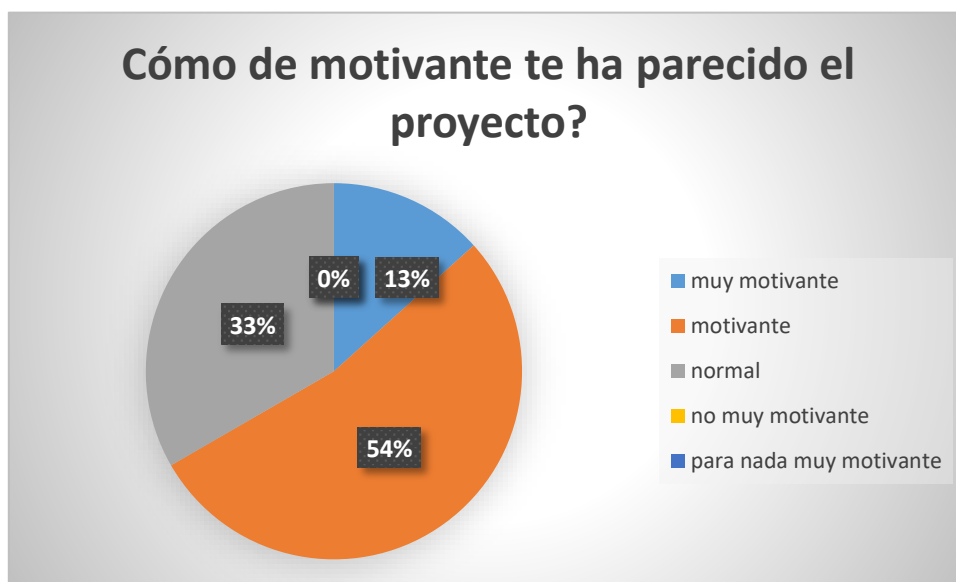


Fig 1. On a scale 1 to 5, how motivating did you find the project?

Question 4- ¿Los materiales y actividades que has ido utilizando antes de grabar el podcast te han ayudado para crear el tuyo?



Fig 1. Did the resources and activities provided before recording the podcast help you create yours?

Question 5- Si has respondido que sí, ¿Qué actividades te han ayudado más para crear tu podcast? Valóralas del 1 al 5 (1= la que más te ha ayudado 5= la que menos).



Fig 1. Rate on a 1-5 scale the activities that helped you the most to create your podcast

Question 6- ¿Te ha ayudado el feedback recibido?

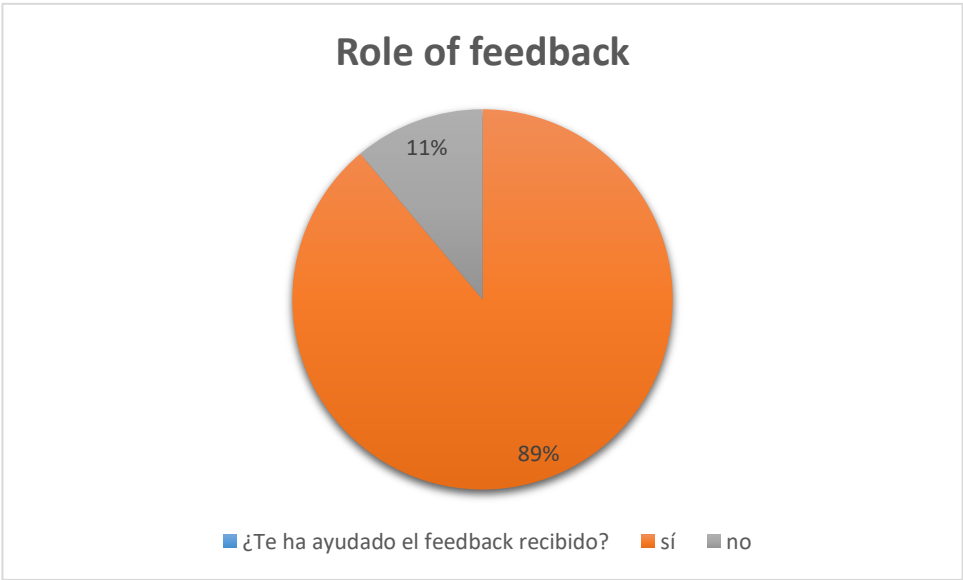


Fig. 1 Did the feedback you got helped you?

Appendix 2. Lesson plans

2.1 Lesson 1

Year group: 4th of ESO Length: 55 minutes				
LESSON 1: TAKING OFF ACTIVATION				
Lesson aims	T	Activity type	Procedure	Interaction pattern
To orally express ideas and feelings in relation to a quote on the effects of travelling.	2'	Starter	The benefits of travelling Step 1: Students are shown a quote about travelling on a PPT presentation to connect with the topic of the project (Appendix 4.1). Step 2: They are asked to comment on the meaning of the quote based on their opinion on the effects of travelling.	Teacher-whole class
To extract relevant information from a letter and show understanding of instructions by completing a compass point organiser.	10'	Challenge brief	Activity 1 Travel Agents' new mission Step 1: Students receive a memo from Passport memories and Co., the travel company they work for. In the memo they are tasked with creating a surprise holiday for their customers in teams. Random students are nominated read the memo aloud (see Appendix 3.1) Step 2: Students are asked to fill out a compass point worksheet to reflect on the challenge and how to go about it (see Appendix 3.1).	Teacher-whole class
To revise vocabulary about holidays and describe a sequence of events in a silent video about a travel situation. To paraphrase someone's speech.	10'	Back to back description/ silent viewing	Activity 2 Mr. Bean's packing dilemma (adapted from the British Council). Step 1: Students are given instructions through PPT presentation about how to do back to back description (see Appendix 4.1). Step 2: Students get in pairs and Student A describes to B what is happening in the video. The video is paused after 1:16. Teacher asks a couple of students B to explain what they were told.	Pair work Teacher-whole class

To describe feelings after watching a video about a travel situation.			<p>Students swap roles. Video is paused again after 3:03.</p> <p>Teacher asks different pairs to predict what will happen next through some questions shown in the PPT presentation.</p> <p>Step 3: students watch the end of the video so they can check their predictions.</p> <p>Random volunteers are asked to explain if they were right or wrong about their predictions, how they felt after watching the whole video, and if this is what they originally thought the video would be about.</p>	
To revise and classify vocabulary about travel and tourism.	8 ' 4' for T&P 4' for S	<i>Think, pair share</i> Word cloud	<p>Activity 3 Word cloud</p> <p>Step 1: each cooperative group is assigned a different category of travel and tourism vocabulary (types of holidays, holiday items, holiday activities, type of travellers, types of accommodation).</p> <p>Step 2: each student in the cooperative group is given a handout containing a word map (see Appendix 3.1). Through the cooperative structure <i>Think, Pair, Share</i>. First, individually they fill in the category of the word map, then they share their answers in pairs and add the words to their word maps.</p> <p>Step 3: each group shares their answers with the class and the teacher collects the answers for each category on the board.</p>	Pair and group work
To understand specific information provided in a text about hotel reviews and different traveller profiles.	18'	Reading around the room	<p>Activity 4 Choosing the best hotel (self-made material)</p> <p>Step 1: Students are provided with a handout with 4 different travellers' profile descriptions (see Appendix 3.1).</p> <p>Step 2: Texts about different travelers to be read are stuck to the wall (see Appendix 4.1).</p> <p>Step 3: Once they read the profiles, students need to roam around the room to read and record answers in organisers</p>	Individual student

			<p>provided (See Appendix 3.1).</p> <p>Step 4: Answers are provided on the PPT presentation (see appendix 4.1) in the form of a cheat sheet for students to autonomously check their answers. Students are asked to swap their worksheet and correct their shoulder partner's sheet.</p>	
To give extended opinions about ideal types of holidays and destinations.	7'	Turn and Talk	<p>Activity 5 My favourite holiday spot</p> <p>Step 1: Students talk to their face partner about two questions in PPT presentation related to their favourite holiday destinations (see Appendix 3.1). Some useful language expressions such as 'If I had to choose a holiday destination..... It would be ... because...' 'A place I would love to go is...' are provided in the PPT presentation to support students' interaction.</p>	Pair work

2.2. Lesson 2

Year group: 4th of ESO Length: 55 minutes			LESSON 2: THE TRAVEL BUG DISCOVERY	
Lesson aims	T	Activity type	Procedure	Interaction pattern
To associate different geographical, social and cultural features with specific places and countries.	3'	Starter/ guessing game	<p>Guess the country</p> <p>Step 1: Students take part in a guessing game about different countries (see Appendix 4.2).</p> <p>Step 2: They are shown different clues about four countries on the PPT presentation and they have 2 minutes to write their answers on a piece of paper.</p> <p>Step 3: When the two minutes are over, students show their answers on a paper.</p> <p>See optional follow-up activity</p>	Individual student
To take part in a group discussion about the role and the functions of a travel agent.	10'	Talking chips Discussion activity	<p>Activity 1 The Travel Agents' job</p> <p>Step 1: Students are explained the rules of the cooperative structure <i>Talking chips</i> with the support of a PPT presentation (See Appendix 4.2) and given the tokens and an individual cheat sheet for language support (see Appendix 3.2).</p> <p>Step 2: In their groups students have to discuss a series of questions about a travel agent's job that appear on the PPT presentation using their talking chips (See appendix 2.2)</p>	Group
To understand the possibilities of the podcasting format to learn English and broadcast information.	15'	Round robin	<p>Activity 2 What is a podcast? podcast-ready?</p> <p>Step 1: cooperative groups are asked to discuss a series of questions about podcasts shown in a PPT presentation (see Appendix 4.2) through a <i>round robin</i> structure. Students have to fill out a think chart in relation to the questions (see Appendix 3.2).</p>	Group Class-whole teacher

			<p>Step 2: Answers from different groups are shared with the class. Teacher writes important information on the board and students take notes so that they have support in the next activities.</p>	
<p>To identify the gist and detail in a listening activity about a travel guide to an exotic country.</p>	15'	Listening activity	<p>Activity 3 Whatever floats your boat programme (self-made written script).</p> <p>Step 1: After the presentation of the podcast genre in the previous activity, students are told that they will listen to listen to a podcast about an exotic holiday destination twice.</p> <p>Step 2: Students answer the T and F questions on their worksheet and justify their answers (see Appendix 3.2).</p>	Individual student
<p>To describe photographs of different destinations and justify opinions.</p>	10'	Turn and Talk	<p>Activity 4 What's in the destination?</p> <p>Step 1: In pairs, students have to choose a picture of a holiday destination on the PPT presentation (Appendix 4.2).</p> <p>Step 2: Pairs of students have to describe the picture to their partner and later explain why they think people would visit these places. They are provided with a model answer and a range of evaluative expressions including descriptive adjectives, strong adverbs.</p>	Pair work

2.3 Lesson 3

Year group: 4th of ESO Length: 55 minutes			LESSON 3: DESTINATION BOUND DEEPENING AND PLANNING	
Lesson aims	T	Activity type	Procedure	Interactio n pattern
<p>To understand what elements are relevant and characteristic of a typical podcast.</p> <p>To read and summarize a text passage with peers and then teach the main information to another student.</p>	25'	Jigsaw activity	<p>Activity 1 Jigsaw</p> <p>Step 1: Students are assigned a number 1 to 4. All ones have to sit together, all twos etc... Each new team is given a colour.</p> <p>Step 2: Each group of experts is given a piece of paper with information on a different persuasion technique used in the podcast that they listened to in the previous class (see Appendix 3.3).</p> <p>Step 3: As a group of experts, they have to read the text and decide how they will explain it to their home teams. Students are asked to read the podcast script and find examples of the given technique in it (Appendix 3.3). They underline these examples in their expert team colour.</p> <p>Step 4: Before they go back to their home team they need to think of a question about the persuasion technique they have specialised in for their home team.</p> <p>Step 5: With their home team they take turns to explain what they have learnt with their expert teams. Together they fill in the graphic organiser with the characteristics of the different techniques and the examples that they found (see Appendix 3.3).</p>	Group work
	5'		<p>PLANNING</p> <p>Activity 2 Choose your souvenir</p> <p>Step 1: A member of each team has to pick out from a bag two souvenir cards with a fun fact about the destination. Members of the group choose one of those two souvenirs to create a podcast about this destination (See</p>	Group work

<p>To identify key elements of persuasion to be applied to the production of the podcast.</p>		<p>Appendix 3.3).</p> <p>Step 2: Students are asked to read a copy of the evaluation rubric (see Appendix 3.3).</p> <p>Step 3: In order to prepare their podcast script, students are shown by means of the PPT presentation and a handout, an outline containing different guiding questions for the sections of the podcast, as well as the roles that they can choose from (see Appendix 3.3).</p>	
	25'	<p>Activity 4</p> <p>Students in their groups brainstorm their ideas about their destinations which they can include in the outline provided previously. Then they go online to do research about their chosen destinations. They complete the outline worksheet with the information that they select for their podcast. Students are provided with useful language to support the creation phase (see Appendix 3.3).</p>	Group work

2.4 Lesson 4

Year group: 4th of ESO Length: 55 minutes			LESSON 4: DESTINATION BOUND	
			CREATION	
Lesson aims	T	Activity type	Procedure	Interaction pattern
To write a podcast about a chosen destination including descriptions and recommendations.	25'	Writing production	Activity 1 Step 1: Students continue writing their podcast script on Google Drive. As a group they decide on what role (from the roles provided in the outline) each member is going to have.	Group work
To provide feedback for peer projects by applying rubric criteria.	5' 30'	Feedback carousel Writing production	Activity 2 Step 1: For about 5' students rotate clockwise around the classroom to give feedback to other groups. They leave feedback in the post-it notes provided. Activity 3 Step 1: Then they go back to their home teams to read their peer feedback and improve and finish the production. Teacher revises and corrects final scripts.	Group work

2.5 Lesson 5

<div> <div>Year group: 4th of ESO Length: 55 minutes</div> <div></div> <div></div> <div>LESSON 5: ON THE AIR</div> <div></div> </div>				
Lesson aims	T	Activity type	Procedure	Interaction pattern
To rehearse the podcast script by focusing on the pronunciation of descriptive vocabulary, by using the right intonation, and by identifying important moments that require a change of pitch.	10'	Rehearsing /controlled practice/ Reading aloud	Activity 1 Step 1: Students practise together their different roles in the script and give and receive feedback.	Individual Group work
To record a podcast on a travel guide by taking turns and by providing structured information about the chosen destination.	45'		Activity 2 Step 1: In turns each group goes to the middle of the class to record their podcast. Step 2: each student is recorded separately and he or she can practise reading their part aloud once.	Group work

2.5 Lesson 5

Year group: 4 th of ESO Length: 55 minutes LESSON 6: SENDING SHOCKWAVES FROM AROUND THE WORLD PUBLISHING AND ASSESSMENT				
Lesson aims	T	Activity type	Procedure	Interaction pattern
To assess peer work taking into account the criteria of a rubric about travel and tourism on a number of criteria. To take part in a speaking activity to decide which destination they would visit.	25'	Assessment	Activity 1 Step 1: Students' podcasts are played and students listen to their classmates' podcasts to evaluate the team to their right with the rubric provided in lesson 3 (see Appendix 3.3).	Group work
	5'	Round robin	Step 2: With their groups, students discuss which country they would have gone to and take a vote.	Group work
	10'		Activity 2 Step 1: Students take a <i>Kahoot</i> as a final activity to review some of the strategies and language components worked throughout the unit proposal. (see appendix 4.6)	Teacher-whole class

To complete a self-evaluation form about the project to promote self-reflection and awareness of performance and attitude	5'		Activity 3 Students publish their podcasts online in the specialised website <i>Podomatic</i> https://www.podomatic.com/ .	Group work
	10'		Activity 4 Students complete a questionnaire and a form with questions about the process and the project (Appendix 3.6)	Teacher-whole class

Appendix 3. Student Handouts

3.1. LESSON 1- TAKING OFF

Activity 1- Challenge brief



PASSPORT MEMORIES CO.

You are a team of **travel specialists**. At the travel agent's you are working for things are not going so well... and your customers are walking out of the door.

It could be boredom, it could be that your deals are not exciting enough. However, there is something you can still do about it. Someone has luckily come up with a way to win your customers back: A holiday with a bit of mystery.

Your team of specialists is going to design a holiday package with different destinations around the world for your potential customers.

PART 2

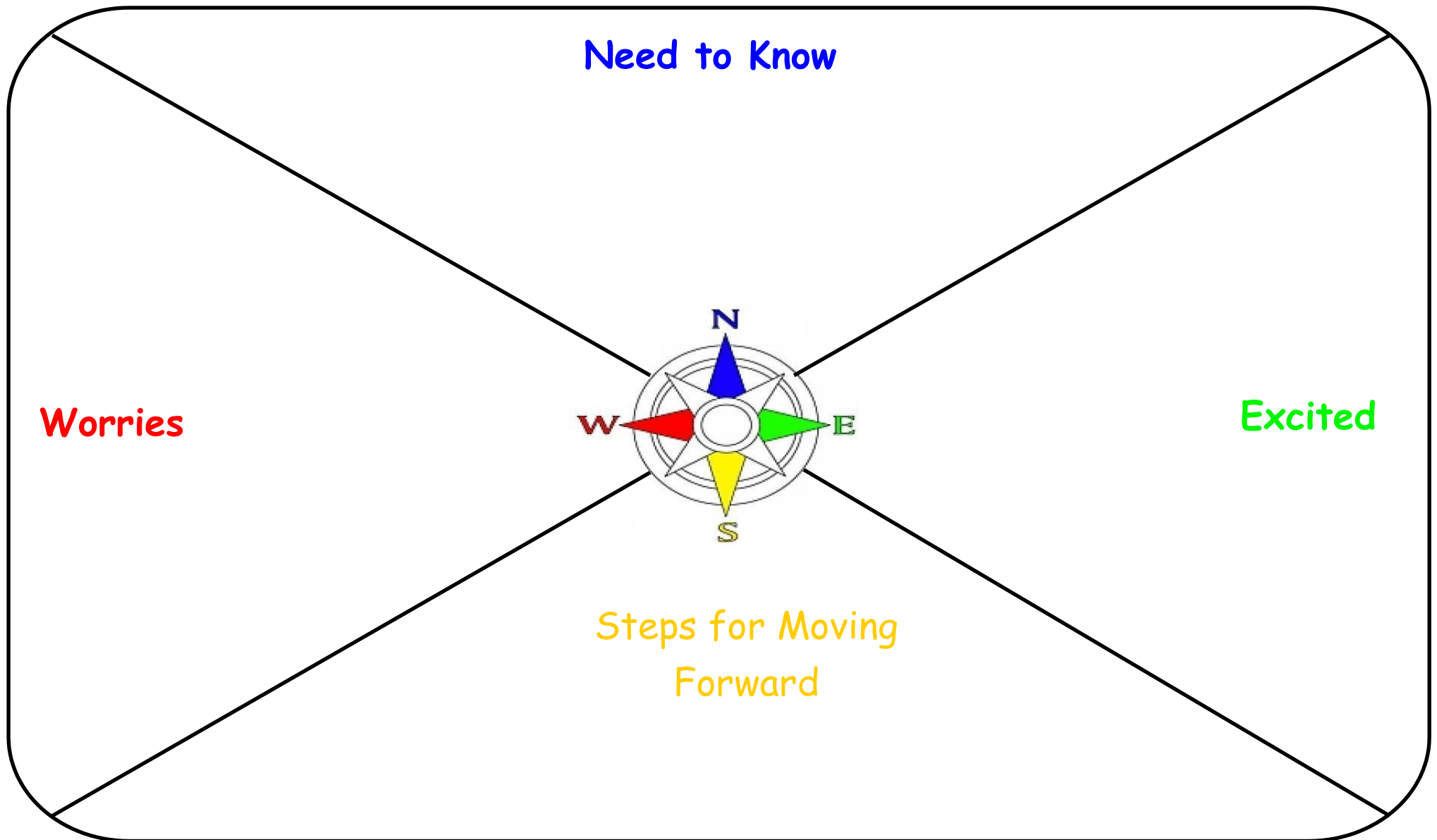


PASSPORT MEMORIES CO.

The aspect that will make a difference is that the destination will not be revealed to your customers until they are at the airport! Your customers will only give you their preferred dates, type of accommodation and a maximum budget.

Joining your efforts together, you will **create a podcast** containing information about a unique holiday that your customer **will listen to prior to departure**. You will surprise the customer with a visual description of the type of place he or she is visiting, amazing facts about the place, two top tips of what to do and an incredible itinerary deal. Your customer will be forever thankful or not...

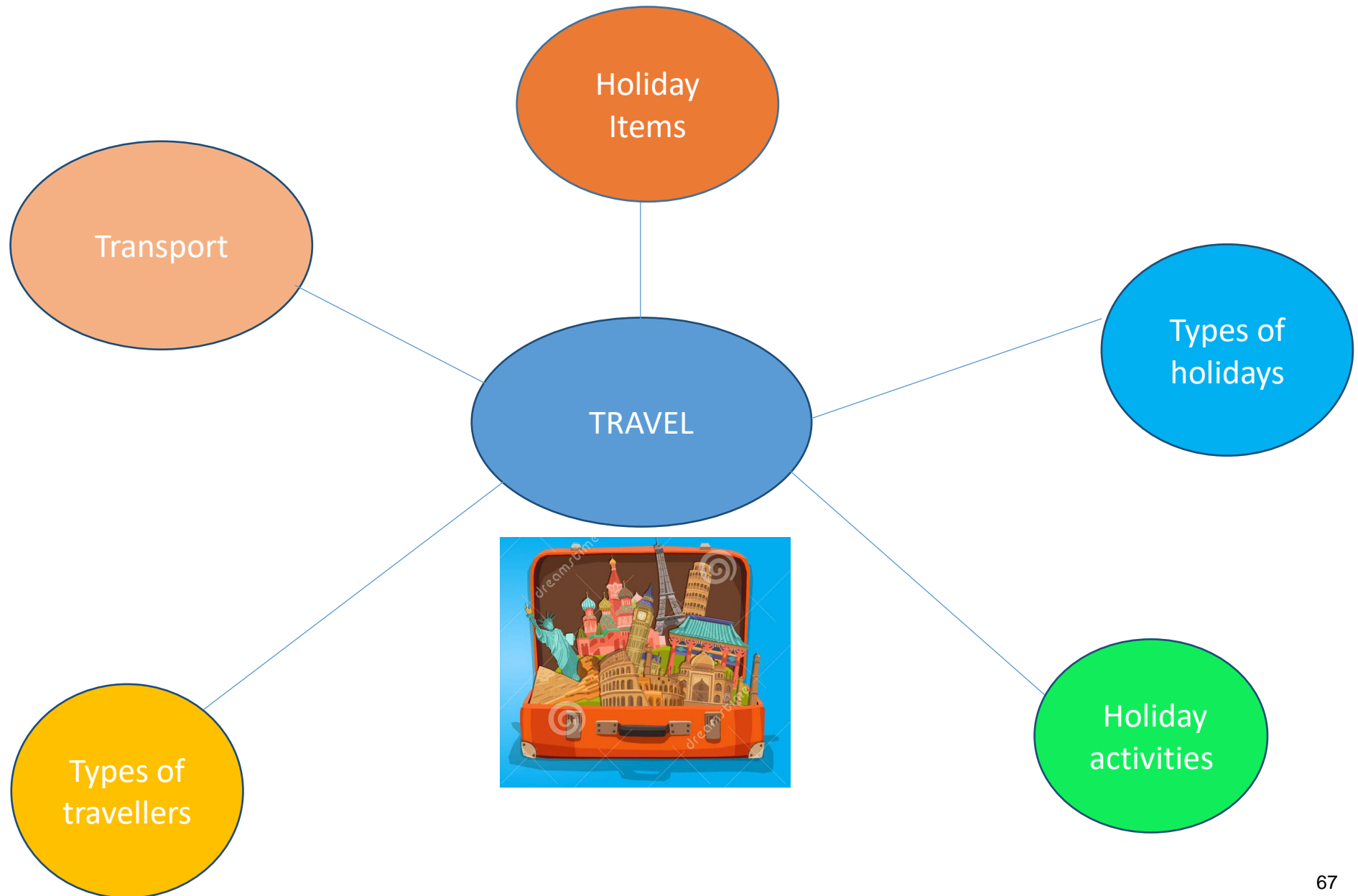
Activity 1 Compass points



Credit: <https://www.teacherspayteachers.com/FreeDownload/Compass-Points-Reflection-Sheet-3562734>

Project Zero Harvard <http://www.pz.harvard.edu/resources/compass-points>

Activity 3 Word Map



Activity 4- Reading around the room. Travellers' profiles



Shaun Hart

Shaun is in his mid-forties and is a teacher. He is married with two young daughters. Shaun is a history teacher who enjoys visiting museums and ancient monuments whilst Sally, his wife, likes to sunbathe and go to the spa. The children are obsessed with animals.



Bob Hughes

Bob has just tied the knot with his sweetheart Laura and is looking for an amazing hotel to spend their honeymoon in exotic location. They would like to head to somewhere they can relax whilst also having the opportunity to enjoy a variety of night time entertainment options. In fact they love live music to bust some moves on the dancefloor!



Jessica Pearson

Jessica, a nature conservationist has her mind set on organising an unforgettable trip with her extended family. Although her other 6 relatives are on board for an adventure trip exploring remote lands and trekking in the forest, they still want to be able to experience the local cuisine.






James Davies

James is a bachelor in his mid-twenties from the city who is looking to go on holiday with his friends. They are looking to go on a beach holiday abroad where there will be opportunities to practise a range of water sports. Some days they would like to lounge around the pool and chill out. However, they don't want children disturbing them. They are not too interested in doing any sightseeing, but they want to go to a place with a vibrant night life, where they can see some world class D.Js.

Activity 4 Graphic organiser for reading activity

Reading around the room

<u>Traveller</u> 	<u>Name of hotel</u> 	<u>Why</u> 
<u>Shaun</u>		

3.2. LESSON 2- THE TRAVEL BUG

Activity 1- Cheat sheet for Talking chips activity

CHEAT SHEET

The travel agents' job



- ❖ A travel company is a company **which** organises and sells holidays for their customers.
- ❖ A travel agent normally does the planning of _____.
- ❖ When you book a holiday, travel agents _____.
- ❖ You can find information about holidays in _____.
- ❖ Some popular destinations might be _____.

IF YOU WANT TO **AGREE**

OR

DISAGREE

I (totally) agree.....
 The way I see it...
 You are absolutely right.
 Absolutely.
 I am of the same opinion
 You have a point there.

I **DON'T** agree
 I disagree with you...
 I can't agree. I really think..
 I am not with you on that...

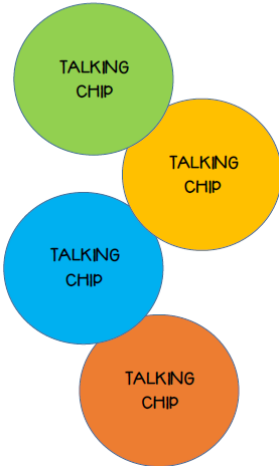
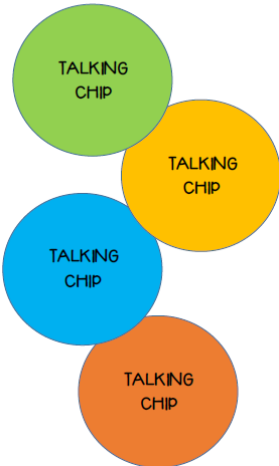
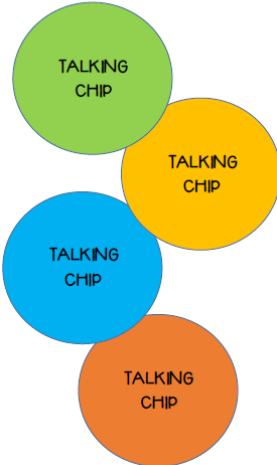
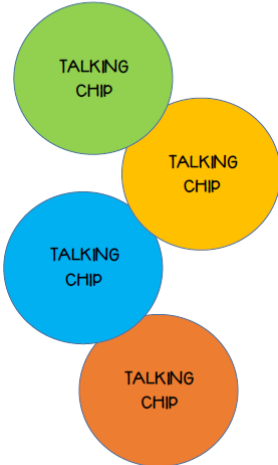
Find/Look
for deals

Select/pick type of
accommodation



Arrange or
organise

Activity 1- Talking chips



Activity 2 PODCASTING

What is a podcast?

What is it used for?



The Travel Podcast activity sheet- Whatever floats your boat

1. Listening activity questions:

Choose true (T) or false (F) and **justify your answers**

- The offers in this programme are for those who have a clear idea about what they want to do on their holiday.
- Mexico is famous for its interracial mixture and its cooking skills.
- Mexico City is a city that combines the new and the old.
- During a visit to Mexico you can go on a guided tour of the city, and observe the stars.
- A discount is offered if you book immediately.



3.3. LESSON 3- DESTINATION BOUND

Activity 1 Jigsaw

1.- Powerful and vivid language



This is a technique you can use to make your audience live through things as if they were experiencing them. By choosing to use powerful and colourful adjectives and strong verbs and adverbs you can attract your audience to the object you are presenting. Your object will sound desirable and you will sound convincing. This technique will inspire your audience because it will make them feel, hear, see, touch etc. **Avoid using 'good' 'bad' 'nice', they are bland and they don't add any information of the picture you are describing.**

2. - Rhetorical questions and exhortation



It is important that you convince people to do things. Rhetorical questions are used in persuasive texts to make you think, however they do not require an answer. They are designed to create an effect on the listener. They can be very effective as they attract the reader's attention. They simulate like a kind of conversation. The effect of using rhetorical questions is addressing the audience as if it was a conversation. They can be used to create a need in the person who listens, to entertain or to get your audience thinking about what you are presenting to them.

3. - Facts and opinion



A fact is information that can be proved to be true. For example: The clock tower in Chester is the oldest in the country. Yoga was first practised in ancient India. An opinion is one person's point of view. For example: "You can't beat surfing in Australia".

Sometimes opinions are made to sound like facts- particularly when a writer is trying to persuade a reader.

4. Conditionals for advice.



Conditional sentences also help persuade the reader because he is placed in a situation in which the condition is imposed on him. The second conditional is used to influence the audience by presenting an unrealistic situation that they have to picture in their heads and think how they would act or give a solution. It can also be used to present advantages of the argument you are using

Activity 1

Travel podcast: Whatever floats your boat



Presenter: Hello I am _____ and I am here with _____. Welcome to our special session of “whatever floats your boat”, the programme that takes you miles away without leaving your sofa! Are you tired of spending hours looking at guidebooks? With our top tips you will not need to worry anymore.

Speaker 1: Have you ever wanted to travel to a faraway destination but couldn’t make up your mind?

Do you find yourself daydreaming about your next holiday? Or do you just have post-holiday blues?

Presenter: Whatever your reason for going on holiday is, don’t miss what our experts will talk about today about your future holiday destinations. You will be spoiled for choice! Stayed tuned to hear about the itineraries we have selected in our destinations of the month.

Speaker 1: Our first stop is known for its mixture of native and indigenous peoples and for its famous spicy food and Tequila. You guessed it! It’s Mexico!

Mexico is one of the most visited countries in the world for globe-trotters and it is no surprise. Over 35 million tourists set foot on Mexican land in 2016. Once a Spanish colony, it is a country rich with history. It offers a blend of antiquity and modernity. Trace back the steps of its ancient civilisations to admire the impressive architecture of its Aztec and Mayan pyramids and ruins **such as** Chichén Itzá and listen to tales about their ways of life.

Presenter: If you are in the mood for sightseeing, head to its vibrant and noisy capital, Mexico City. Take a walk along its streets where you’ll find everything from its mesmerising colonial buildings and churches, to its murals and graffiti art, palm trees and intriguing architecture. If you go to Cancun, enjoy its long coastline of crystalline waters and sandy beaches. It is certainly an idyllic spot for sun-seekers.

Whatever floats your boat’s top tips

Presenter: Now we are going to talk about our top tips for visiting Mexico. _____ What is your top tip for anyone interested in going to Mexico?

Speaker 1: Well, If I were visiting Mexico, I would definitely go to the beach and go snorkelling. If you want to enjoy the colourful life swimming under water this is probably one of the best places to do so. You can do this in Cancun. What about you_____?

Presenter: Well, I agree snorkelling is an amazing experience in Mexico. However,

My top tip is that you join Mexicans to celebrate The Day of the Dead on 31st October. On this day the Mexicans continue their colourful tradition of honouring their dead relatives! Are you afraid to invite your dead relatives to your party? On this day people

set altars in their homes with their favourite foods and one of their deceased favourite objects.

Speaker 1: That sounds amazing. I have a fun fact about Mexico. Did you know that the Mexican capital was built on a lake and that is gradually sinking ...?

Presenter: Well, hopefully it will never disappear!

Speaker 1:

Our package offers a 2 week-long stay touring around the country. Firstly you will spend 5 days in Mexico City exploring its culture and history. You will stay in the fantastic five star Hotel Carlota, right in the middle of the city centre. Guided tours are included such as the visit to the Frida Kahlo museum. There is also a day trip to Teotihuacan to see the unmissable Pyramid of the Sun.

Presenter: After 5 days packed of sightseeing, you will then go to Cancun. You will stay in the exclusive Catalonia Rivera hotel, where you will have the choice of four outdoor swimming pools and a spa. The hotel is all inclusive so you will not need to worry about food and drink. Whether or not you want to go on our excursions, you will get a 10% discount if you book now.

Speaker 1: For our customers, the price of this holiday is €2000 per person, with flights from Madrid or Barcelona. What a bargain!

Presenter: Great value for money! Now we will be going for a short break. When we are back we will talk to you about the best cruise deals of the month.

Jigsaw

<p>Name of technique</p> 	<p>Important ideas</p> 	<p>Examples</p> 

Activity 2 Choose your souvenir

London



London

The royal guard also known as the beefeaters stand outside the queen's palace every day in their red jackets and black hats. They take their job very seriously, you will not see them smile.

Paris



Paris

Paris' most well-known landmark was originally not meant to be a permanent attraction. In fact, most Parisians hated it. It was originally an antennae for radio.

New York



New York

The Statue of Liberty created in 1886 by Bartholdi and presented as a gift from France to the United States is now one of the most popular images in the world. Hundreds of smaller replicas of the Statue of Liberty have been created worldwide.

Lisbon



Lisbon

One of **the most remarkable sights in Lisbon** here is *The Ascensor de Santa Justa*, street elevator, which connects two parts of the city by taking passengers from Baixa to the Chiado district which is 45 meters higher.
Absolute must-do when in Lisbon.

Rome



Rome

Trevi's fountain is Rome's most visited fountain and a compulsory stop in your itinerary if you want to go back to Rome. Legend says if you toss a coin in the fountain over your left shoulder with your back to the fountain, you will one day return to the eternal city.

Los Angeles, Hollywood



Los Angeles, Hollywood

L.A. is home to the cinema industry because it is the place where many actors and actresses go to try and make it as stars.



Your podcast



In groups of 3 or 4 people, you will be making a podcast. Your scripts shouldn't be more than 500 words for groups of 4 and no more than 400 words for groups of 3.

The different **roles** are the same as the sections you need to include:

Part 1– The hosts will welcome the audience, explain what the podcast is about and describe the place that they are going to talk about. It may be a good idea to make the audience guess the destination. It is important to say what is going to happen in the podcast.

Part 2- 2 top tips **Part 3**- Deal of the month (Hotel+ Activity package)

STEP 1- GO EXPLORING YOUR DESTINATION

- Reputation of the place.

What is so good about the place? Why would people want to go there?

Where is the city? How can you get there?

- Describe the place:

What activities can you do while you are there?

What can you see? What kind of food can you eat? What is the weather like? Where can you stay?

STEP 2- SELECT TWO TOP TIPS

- **Name 2 things that you can't miss if you visit this country (events, activities, celebrations, things that you can only do there).**

E.G. When in Barcelona a visit to the Sagrada Familia is essential.

STEP 3- CREATE A DEAL OF THE MONTH OR DESTINATION OF THE MONTH

- **What is the holiday theme? Name of holiday- why are you going there?**

- **Tell the customer what the package offer includes:**

What the hotel is like

Planned activities

Spend the night under the stars / Share a day with rhinos/ Take a boat trip to see the Niagara Falls from the distance.

Activity 4 -Evaluation rubric

Grade	Vocabulary	Grammar and structures	Content	Pronunciation	Organisation	Audience
5 points	There is a wide range of descriptive vocabulary which adds a lot of detail to the podcast, drawing pictures in the listener's mind/ making the places come alive. Word choice is natural and accurate.	The structures used are complex and successfully used.	The podcast shows clear evidence of research of the place and all minimum contents are included.	The presenter's pronunciation is highly effective. The speech is very clear and the expression and rhythm engage the listener. There are minimal pronunciation errors.	Podcast/Speech includes a strong, beginning, middle, and end with clear/effective transitions and a focused / excellent closure.	The podcast shows very strong evidence of audience awareness and makes excellent use of techniques to keep audience engaged.
4 points	There is a range of descriptive vocabulary which make the descriptions in the podcast complete. Occasionally the words are not accurate or forced.	There are some complex structures at times and errors are minimal.	The podcast shows moderate evidence of research about the place and most of the contents are included.	The presenters' pronunciation is effective and the rhythm is engaging. There are some pronunciation errors.	Podcast/Speech includes a strong beginning, middle, and end, with some transitions and good closure.	The podcast shows strong sense of audience and makes good use of techniques to keep the audience engaged.
3 points	There is some evidence of descriptive vocabulary at times.	The structures are not very varied but they are effective and contain some errors that do not impede communication.	The podcast shows some evidence of research and most contents are included.	The speech is not so clear and the expression and rhythm could be more engaging for the listener. There are a few pronunciation errors.	Uses correct writing format. Incorporates a coherent closure.	The podcast does not fully consider the audience but some techniques are used.

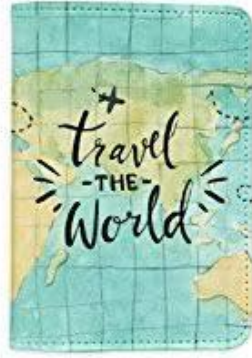
2 points	The descriptive language used is repetitive and sometimes incorrect. It does not capture the listener's interest.	The structures and grammar used are simple and not used correctly.	The podcast shows minimal evidence of research and not all contents are covered.	The speech is unclear and the expression and rhythm are not engaging for the listener. There are a few pronunciation errors.	Podcast is brief and parts are underdeveloped with very weak transitions and closure	Awareness of the intended audience is not very evident and no techniques have been used.
1 point	The vocabulary is very simple making description poor and vocabulary is used incorrectly, which obscures meaning.	The structures and the grammar are too simple and the speech has too many errors that make understanding difficult.	The podcast shows little or no evidence of research and not all contents are included.	The rhythm is monotonous. There are a lot of pronunciation errors.	Podcast is disorganized and underdeveloped with no transitions or closure.	There is no awareness of the intended audience and techniques have not been used at all.

Adapted from Cambridge and rubric for podcasts: <http://www.cambridgeenglish.org/images/231794-cambridge-english-assessing-writing-performance-at-level-b1.pdf>

Podcast rubric: School in the Coulee

<http://sdlax.net/longfellow/sc/ck/info/teacher/ckpodcastrubric3.pdf>

3.4. LESSON 4- DESTINATION BOUND



USEFUL LANGUAGE

➤ **Some expressions for convincing are:**

Don't doubt, It's worth doing, why don't you...?

You will not regret seeing..

➤ **Some expressions for giving advice:**

- "If I were you....", "Have you thought about/considered?" It might be a good idea to...

➤ **Some expressions to talk about quality and price/cost:**

it's superb, really good value for money, a world class...

➤ **Some adverbs of degree to support your ideas :**

certainly, definitely, for sure, it's guaranteed

➤ **Words to refer to travellers :** globe-trotters, holiday-makers, wanderers

Stop, destination, place, location

➤ **To introduce facts:**

It is known for, it is renowned for...

3.6. LESSON 6- SENDING SHOCKWAVES FROM AROUND THE WORLD

Activity 4 Self-assessment sheet

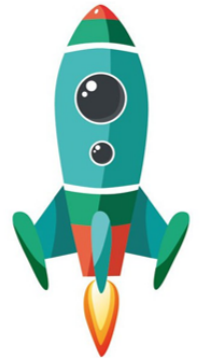
SELF - REFLECTION ON PROJECT WORK	
Think about what you did in this project, and how well the project went. Write your comments in the right column.	
Student Name:	
Project Name:	
Driving Question:	
List the major steps of the project:	
About Yourself:	
What is the most important thing you learned in this project:	
What do you wish you had spent more time on or done differently:	
What part of the project did you do your best work on:	
About the Project:	
What was the most enjoyable part of this project:	
What was the least enjoyable part of this project:	
How could your teacher(s) change this project to make it better next time:	

Appendix 4. Teacher resources

4.1. LESSON 1- TAKING OFF



Taking off



LESSON OBJECTIVES

- To revise vocabulary about travelling and tourism.
- To give extended opinions about the topic of travel
- To understand specific information in a text about different hotels and travellers.

Activity 2 Back to Back silent viewing

Back to back description



- Students B: What happened?
Everyone: What will Mr. Bean do next?
- Now change roles with your partners B ↔ A
- Did you get it right? What questions would you ask Mr. Bean?

Mr Bean is going on holiday



GET READY!

Back to back description



- With your shoulder partner sit back to back.
- One of you looks at the board while the other one has their back to the board.
- Student A needs to describe what is happening in the video. Student B listens to Student A.

www.youtube.com/watch?v=6r0dr_juOIl


Activity adapted from British council Teaching English

<http://www.teachingenglish.org.uk/article/pause-predict->

Activity 4- Reading around the room

Read around the room



- Some tourists are going on holiday.
- You have some information cards about the travelers.
- Go around the room  comparing the hotels and find the best hotel for each tourist.
- Don't forget to record your answers on your answer sheet.

Traveller	Name of hotel	Why
Bob		

Task card and Powerpoint instructions for students for
Reading around the room activity

Hotel Mermaid and co.

Mermaid and co. is a luxury hotel right on the beach. It offers a busy activity programme including water sports, bicycle tours, snorkelling and flag football. Kids are well looked after here as they can take part in treasure hunts, arts and crafts and a visit to the local farm. Rooms range from family-friendly accommodation to adult-only areas. No matter where you're staying there's plenty of beautiful plants and scenic views. There are endless excursions to visit the ancient ruins and learn about civilisations.

The Unplugged hotel

The Unplugged hotel is a stunning resort that has everything you need for a luxurious break, from swimming pools to a gym to spectacular views of the beach. This hotel is for the 18-30s age group. It's the ideal location for going out and sunbathing and there are countless restaurants where you can dine before partying with music until dawn.

The Paradise Hotel

The Paradise Hotel is near the mountains of the Gunung Agung volcano. The hotel rooms are made of bamboo. Some of its features include an outdoor shower and large hammocks for a relaxing evening reading a book by the beach surrounded by nature. The hotel boasts top quality green areas with live concerts and theme dinner nights such as flamenco dancers as well as outdoor cinema activities on the beach.

The Indiana Hotel

This hotel is ideal for dreamers, adventurers and those who love to relax. Our charming hotel is surrounded by jungle and numerous jungle hikes are available. Its restaurant on site offers wonderful food from the region.

The Thistle hotel

Ideal for couples or groups, this hotel boasts three miles of hiking trails, along with a pool, spa and gym. For those who enjoy a dose of culture and fine dining, it will not disappoint either as the area has been awarded as a World Heritage Site Unesco.

The Inca Hotel

The Inca hotel is a hit with families. The outdoor thermal pool offers unrivalled views of Machu Picchu. You'll be spoiled for choice with activities at this hotel: you can travel back in time to ancient civilisations thanks to our excursions to the Inca ruins. Other services include golf, a trip to the mountains and a trip on a traditional boat. The children will love being outdoors.

Powerpoint Answer sheet Reading around the room

Answer sheet

<u>Traveller</u> 	<u>Name of hotel</u> 	<u>Why</u> 
Shaun Hart	Hotel Mermaid and co.	Because it is a hotel for families and they offer activities for the children including a visit to a farm.
Bob Hughes	The Paradise Hotel	Because it is for couples, it is located in an exotic location and it offers live entertainment.
James Davies	The unplugged hotel	Because it is for the 18-30s age group and guests can relax but also enjoy the nightlife.
Jessica Pearson	The Indiana Hotel	Because plenty of hikes are available and the restaurant on site offers food from the region.

Activity 5

Turn and talk

- What would be your ideal holiday destination? Why?
- What is your idea of a great holiday?
- What are the ingredients of a good holiday?

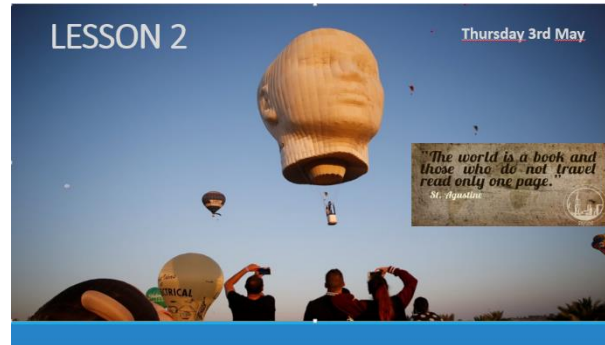
For me a good holiday would be....

If I had to choose a holiday destination..... It would be ... because

In my experience...

What I look for when I go on holiday

4.2. LESSON 2- THE TRAVEL BUG



Starter- Guess the country

GUESS THE COUNTRY

Who can guess the four countries? Write down your answers on a piece of paper. Don't show it to your partner. You have 2 minutes.

1

- The 2004 Olympics were held there.
- English is spoken in this country.
- Barbeques are often held on the beach.
- Koalas and kangaroos are often seen in their natural habitat.

2

- A lot of maple syrup is exported from there.
- English and French are spoken there.
- Cirque de Soleil was founded in this country.
- It is located north of the USA.
- Sledges are pulled by excited huskies

3

- Five football world cups have been won by this country.
- The world's most famous carnival is held there every year.
- Samba music was first played there.
- Portuguese is spoken in this country.

4

- The 2008 Olympics were held there.
- There is a Great Wall there.
- Paper was invented there.
- Until 2015, families could only have one child.

GUESS THE COUNTRY

Who can guess the four countries? Write down your answers on a piece of paper. Don't show it to your partner. You have 2 minutes.

Australia

Canada

Brasil




China

Activity 1 TALKING CHIPS ACTIIVITY

TIME TO GET TALKING!



IN GROUPS DISCUSS THESE QUESTIONS. Use your talking chips

- ☐ Each student has 2 talking chips 
- ☐ Each time a person speaks, he or she puts the talking chip at the centre of the table. 
- ☐ Students can't speak a second time until everyone has put one talking chip on the table. 
- ☐ After 5 minutes, all the chips must be at the centre of the table.

A TRAVEL COMPANY

WITH YOUR GROUP THINK ABOUT THESE QUESTIONS.
USE YOUR TALKING CHIPS



- ☐ What is a travel company?
- ☐ What do they do?
- ☐ What type of holidays do they offer?
- ☐ What might be the most popular destinations? Why?
- ☐ Where can you find information about holidays?
- ☐ Extension: "Travel companies will become extinct in the future."
Do you agree with this statement?

Activity 3- Powerpoint answers to Listening



Listening activity

Choose true or false and justify your answers.

1. The offers in this programme are for those who have a clear idea about what they want to do on their holiday. **FALSE. The offers are directed at travellers who are not sure where they want to go.**
2. Mexico is famous for its interracial mixture and its cooking skills.
FALSE. Mexico is famous for its mixed population and its love of spicy food and tequila.
3. Mexico City is a city that combines the new and the old. **TRUE. Mexico city offers a blend of antiquity and modernity.**
4. During a visit to Mexico you can go on a guided tour of the city, and observe the stars.
FALSE. During a visit to Mexico, you can visit the Frida Kahlo museum and visit a famous Pyramid called the Pyramid of the sun.
5. A discount is offered if you book immediately. **TRUE. If you book quickly, you will get a 10% discount.**

Activity 4- Turn and Talk

Describe the pictures to your partner and explain why people would visit these places.



In the first picture you can see a lot of statues made of ice. It must be freezing in the building as the people are wearing winter clothes, and the ice is not melting. I think that this is the Ice Hotel. It has quite a traditional look and the ice statues are people in very elegant clothes. I think that tourists will visit the Ice hotel because it is a unique experience and the statues look amazing.

Useful vocabulary

Amazing

Ancient
elegant
colourful
crowded
deserted
exciting
historical
noisy
peaceful
picturesque
pleasant
remarkable
stunning

traditional

unique
wild

Describe the pictures to your partner and explain why people would visit these places.



Useful vocabulary

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wild

4.3. LESSON 3- DESTINATION BOUND

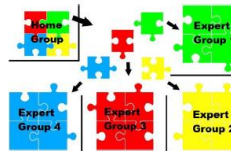
Activity Jigsaw powerpoint

JIGSAW ON PERSUASION

How can we persuade and surprise people and an audience?

☐ You are all going to specialise on different aspects to **create a podcast for your customers.**

☐ Go and sit with your group of experts. All the number ONES sit together, all the TWOs sit together etc..



Now as a team, pick your souvenir!



Get the inspiration you need for your next trip!



4.6 Activity 2 Kahoot screenshots

The image displays two screenshots of the Kahoot! web interface. Both screenshots show a quiz titled "Sending shockwaves from around the world" by user "Isabelrmolas". The left sidebar in both images contains the quiz title, a "Play" button, a "Challenge" button, and statistics: 0 favorites, 2 plays, and 10 players. It also includes a shareable link: <https://play.kahoot.it/#/quizId=5a4c72a1-0fe7-4e6f-9930-a2d49899a987>.

The top screenshot shows two questions:

- Q3: Can you say which means the same as a globetrotter?** (20 sec)
 - A driver (Incorrect)
 - A travel reader (Incorrect)
 - A travel writer (Incorrect)
 - A traveller (Correct)
- Q4: What is the meaning of sightseeing ?** (20 sec)
 - A guided tour (Correct)
 - An excursion (Correct)
 - Itinerary (Incorrect)
 - Sitting by the pool (Incorrect)

The bottom screenshot shows two different questions:

- Q1: What is a deal?** (20 sec)
 - A discount (Incorrect)
 - A bargain (Correct)
 - A good offer (Correct)
 - A transaction (Incorrect)
- Q2: What is the best technique to attract the audience's attention?** (20 sec)
 - Conditional sentences (Incorrect)
 - Visual adjectives (Incorrect)

Both screenshots have a "Hide answers" button in the top right corner of the question area.

Appendix 5- Tables

5.1- Alignment of objectives with the Aragonese Curriculum (Orden ECD/2016, de 26 de mayo)

General stage objectives for *Primera lengua extranjera: inglés* (Educación Secundaria)

Obj. IN.1.	Comprender la información general y específica de textos orales, sobre temas cotidianos, generales o de su interés, emitidos en situaciones de comunicación cara a cara.
Obj. IN. 2.	Expresarse oralmente e intercambiar mensajes de forma comprensible, adecuada y con cierta autonomía, sobre temas cotidianos generales, o de su interés, en diferentes situaciones comunicativas derivadas de tareas concretas.
Obj. IN. 3.	Leer y comprender textos de tipología diversa, de un nivel adecuado a sus capacidades e intereses, con el propósito de extraer la información general y específica, y valorar la lectura como fuente de información, disfrute y ocio.
Obj. IN. 4.	Escribir textos sencillos sobre temas conocidos, generales o de su interés, con suficiente corrección, cohesión y coherencia, teniendo en cuenta al lector al que se dirige y la intención comunicativa.
Obj. IN. 5.	Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para comprender textos orales y escritos, hablar y escribir de forma adecuada, y reflexionar sobre el funcionamiento de la lengua extranjera en situaciones de comunicación.
Obj. IN. 6.	Desarrollar estrategias de aprendizaje autónomo y cooperativo, mediante la realización de las tareas de clase, el trabajo individual y en equipo, el uso de todos los medios a su alcance (especialmente las TIC), la autoevaluación, y co-evaluación, con el fin de progresar en el aprendizaje y adquisición de la lengua extranjera.
Obj. IN. 7.	Valorar el uso de la lengua extranjera como medio de acceso a la información, y reconocer su importancia como instrumento de comunicación y entendimiento entre personas de distintas procedencias y culturas, con el fin de desarrollar una consciencia intercultural sin prejuicios ni estereotipos.
Obj. IN. 8.	Desarrollar y mostrar una actitud receptiva, de interés, esfuerzo, y confianza en la propia capacidad de aprendizaje y de uso de la lengua extranjera.

5.2 Table with specific curricular contents

	ABILITIES AND COMPREHENSION AND PRODUCTION STRATEGIES	SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS	COMMUNICATIVE FUNCTIONS	STRUCTURES AND VOCABULARY
LESSON 1	Activating previous language knowledge about the topic of travel and tourism	Accepting different perspectives on given topic	Describing places activities and photographs.	Vocabulary about travel and holidays
Reading			Describing present states	Vocabulary about sports and free time
Writing	Anticipating the content of a video based on visual clues	Awareness of social conventions and register	Expressing interest, surprise, satisfaction, hope	Vocabulary about personality Vocabulary about work
Listening	Deducing implicit or explicit meaning from the linguistic context		Expressing personal values and beliefs.	Phrasal verbs Collocations Compounds
Speaking	Compensate lacking linguistic resources with paraphrasing, body language		Expression of certainty	Adverbial clauses: condition
	Participating spontaneously in conversations about holidays		Probability	Linking words Expressions Statements Questions
			Possibility	Countable and uncountable nouns
LESSON 2	Understanding general and specific information in a radio advertisement	Awareness of different customs and traditions (similarities and differences with foreign speakers.	Exchanges of points of view and opinions, advice and personal information.	Adverbial clauses: Time, manner, condition, concession, contrast, result
Reading		Critical attitude towards stereotypes		Collocations False Friends Compounds
Writing				Linking words Expressions Commands Statements Questions
Listening				
Speaking				
LESSON 3	Adapting the text to the addressee, context and medium and discourse structure of a radio show	Accepting different perspectives on a given topic.	Paraphrasing other person's speech	Comparative and superlative adjectives
Reading		Raising awareness of oral linguistic register (opening and closing, dialogue, rethorical questions, contextual	Describing places	Adverbial clauses: Time Manner Condition
Writing			Narrating facts	
Listening			Giving recommendations and advice	
Speaking	Compensate			

	lacking linguistic resources with paraphrasing, body language	references)		Concession Contrast Result Linking words Expressions Commands Statements Questions
LESSON 4 Reading Writing Listening Speaking	Adapting the text to the addressee, context and medium and discourse structure of a radio show Writing texts from models Reflecting about strategies for self-correction in writing Use of previous linguistic resources	Accepting different perspectives on a given topic. Raising awareness of oral linguistic register (opening and closing, dialogue, rhetorical questions, contextual references)	Initiating conversations Describing places Narrating facts Giving recommendations and advice	Comparative and superlative adjectives Modals for advice Adverbial clauses: Time Manner Condition Concession Contrast Result Use of basic patterns, rhythm and intonation
LESSON 5 Reading Writing Listening Speaking	Oral production of descriptions, narrations and explanations and a variety of contents	Critical attitude towards peers' production. Accepting different perspectives on a given topic. Reflection on cognitive processes	Initiating conversations Describing places Narrating facts Giving recommendations and advice	Use of basic patterns, rhythm and intonation
LESSON 6 Reading Writing Listening Speaking	Comprehension of general and specific information of advertisements/ radio shows Distinguishing between facts and opinions, humour, irony	Critical attitude towards peers' production. Accepting different perspectives on a given topic. Reflection on cognitive processes and aesthetic choices.	Expressing critical opinions. Exchanges of points of view and opinions, advice and personal information. Supporting a personal views or argumentations.	

Appendix 5.3 Evaluation chart

Block 1: Comprehension of oral texts					
Evaluation Criteria	Evaluation standards	Instrument	Activities	Grading criteria	Learning Outcomes
Crit.IN.1.1	Est.IN.1.1.1. Escucha textos orales entre dos o más interlocutores, cara a cara o grabados, tales como conversaciones (sobre todo informales) y dramatizaciones, y comprende la información general y específica a través de diferentes tipos de tareas (responder preguntas abiertas o de elección múltiple, rellenar información en una tabla, etc.).	True or False Listening Worksheet	-Lesson 2: Podcast: Whatever floats your boat.	10%	See learning outcomes lessons 2.
Block 2: Production of oral texts					
Evaluation Criteria	Evaluation standards	Instrument	Activities	Grading criteria	Learning Outcomes
Crit. IN.2.1	Est.IN.2.1.2. Participa adecuadamente en conversaciones formales e informales sobre asuntos cotidianos y menos habituales (e.g. estilo de vida, televisión, relaciones, tecnologías) en las que intercambia información, expresa y justifica brevemente opiniones, describe planes futuros, formula hipótesis, hace sugerencias, expresa y justifica sentimientos, produciendo un discurso coherente y adaptado a las características de la situación comunicativa.	Evaluation chart for speaking (observation) Podcast rubric	-Lesson 1: Mr. Bean video -Lesson 1: Turn and talk -Lesson 2: Turn and talk -Lesson 6: original holiday podcast (performance)	*20% 30% *same as podcast script	See learning outcomes lessons 1, 2, 6.
Crit.IN.2.2	Est.IN.2.2.1. Participa con fluidez y eficacia en conversaciones formales e informales (e.g. dramatizaciones y debates) respetando las normas de comunicación (turno de palabra, cortesía, escucha activa, lenguaje no verbal, registro lingüístico, etc.), adaptándose a las características de los interlocutores y de la situación comunicativa, y reflexiona sobre la lengua para mejorar sus producciones orales.	Evaluation chart for speaking (observation)	-Lesson 3: Jigsaw -Lesson 2: Talking chips discussion	*20% same as above	See learning outcomes lesson 3.

	Block 3: Comprehension of written texts				
Evaluation Criteria	Evaluation standards	Instrument	Activities	Grading criteria	Learning Outcomes
Crit.IN.3.1	Est.IN.3.1.1. Entiende el sentido general, la información relevante y posibles implicaciones en textos auténticos o adaptados (e.g. entradas de blog, mensajes en foros web, etc.) y localiza información específica de textos periodísticos, artículos divulgativos sencillos y textos argumentativos, respondiendo a tareas concretas (preguntas abiertas o de elección múltiple, Verdadero/Falso, etc.).	True or False Worksheet	-Lesson 1: Reading around the room. Hotels and Travellers	10%	See learning outcomes Lesson 1
	Est.IN.3.1.2. Lee de manera autónoma novelas gráficas, textos periodísticos, literarios y de ficción breves (bien estructurados y en lengua estándar), sigue sin dificultad el argumento lineal de los mismos, entiende algunos significados implícitos, y demuestra la comprensión mediante la realización de tareas específicas.				
	Block 4: Production of written texts				
Evaluation Criteria	Evaluation standards	Instrument	Activities	Grading criteria	Learning Outcomes
Crit. IN.4.1	Est.IN.4.1.2. Describe personas, sentimientos, objetos, lugares y actividades, explica planes, intenciones y predicciones sobre el futuro, narra hechos pasados y recientes (reales o imaginados), transmite información y opiniones justificándolas brevemente, describe impresiones y sentimientos, y señala los aspectos que le parecen más importantes.	rubric for podcast (for peer assessment)	Lesson 2: Jigsaw organiser, what is a podcast organiser	10%	See outcomes for Lessons 3,4,5,6.
			Lesson 6: Original podcast end product	30% *same as above 20% teacher 10% peer	
			Lesson 6: self-reflection sheet	10%	
			- Lesson 6: Kahoot	10%	

Appendix 5.4

EVALUATION CHART FOR SPEAKING SKILLS

Speaking skills	Excellent (10)	Very good (7,5)	Good (5)	Poor (-5)
Fluency (20 %)				
Accuracy (20 %)				
Pronunciation (20 %)				
The student follows the conversation (20 %)				
The student justifies his/her opinion (20 %)				

