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FINAL DISSERTATION

**PBL GAMIFIED: A LUDIC APPROACH FOR THE
ENGLISH CLASSROOM IN 4ESO**

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1. INTRODUCTION

This final dissertation examines how the inclusion of gamification elements and procedures in learning processes during the secondary stage of education can positively contribute to submerge students in fully meaningful, purposeful and enjoyable learning, more specifically through the implementation of Project Based Learning dynamics in a 4ESO class which belongs to the bilingual section of their school.

Gamification is meant to be integrated in project-based learning, one of the teaching methods that has arisen from the communicative language teaching approach. PBL is currently considered one of the most solid pedagogical and curriculum-aligned instruments (Torrego Egido, L., & Méndez Romero, R., (2018)) thanks to which students can acquire both knowledge and skills *by working for an extended period of time researching and responding to an authentic, engaging, and complex question, issue, or challenge* (Larmer and Mergendoller, (2010)). Learning a foreign language can also be achieved by following PBL procedures, as a result of which Project Based Language Learning (PBLL) is one of PBL's possible applications and the one followed to create the didactic unit for this dissertation. Among others, the core guidelines which identify Communicative Language Teaching will also be referred to, since they lay the foundation for the learning unit included here, in alignment with the requirements of the different legal frameworks that must be observed; the combination of all of them aiming primarily at the achievement of communicative competence, among others.

This paper is structured in five sections: after this introduction, the purpose and objectives for it will be established, and the third section will consider the above mentioned curricular and theoretical framework which constitute the mainstay of the teaching and learning aimed at by this didactic proposal.

The methodological guidelines will be discussed in the fourth section of the dissertation, and the fifth section will deal with the description and analysis of the lesson plans. Finally, the conclusions section will summarize the analysis of the proposal, stating out the innovation suggested and pointing to some prospective courses of action to be taken.

2. PURPOSE AND OBJECTIVES

The didactic unit created for this final dissertation is born out of the need for innovation observed and the teaching procedures applied during my placement in Fundación San Valero. The class I was assigned during my placement was a 1 ESO group which belonged to the bilingual section of the school. This group was truly heterogeneous as far as learning styles and personalities are concerned, ranging from really active and committed students to very shy and introverted ones, who did not or dared not contribute much, or students who had a passive and sometimes even sort of rebellious attitude towards lessons and team dynamics.

As a result of this I could perceive, during my observation period, how my mentor at school incorporated a variety of techniques so as to be able to reach out to as many students as possible. These mechanics included time for individual reflection and collaborative work schemes in the form of brief games to either revise contents or as frameworks to carry out speaking tasks.

Incorporating gaming elements for teaching and learning meant a substantial improvement in the students' attitude and perception of learning. Observing this triggered a reflection about creating gaming materials and a methodology which would be included in an atmosphere of fun and positivity to make students become active actors of the lesson, giving them a sense of protagonism and of being in charge of what they were learning. This was stated in my Prácticum II reflective teaching section (see appendix 1).

Thanks to my mentor's immense good disposition towards being available for me and my learning during my placement, I also had the opportunity to witness how this type of interaction and proceedings were applied in higher courses, but only sometimes. They were normally characterised by a more formal and less playful approach to what is carried out in class. As a consequence, I believe this may deter students from enjoying what they are expected to learn, and/or turn their perception of learning and acquisition of knowledge into a mere regard to forms, neglecting the development of competences and collaborative attitudes that they are supposed to have internalised during their stay at school. For this reason, my

proposal is aimed at a group of 4th ESO students, who, therefore, are about to conclude their penultimate schooling stage.

The proposal included here is also connected with the research done during this Master's course to create different assignments (see appendix 1): the design of a year plan about bringing different realities of the English speaking world (for the subject "Diseño curricular" assignment "We are one world"), and also a PBL project titled 'Welcome, Erasmus+ students!' for the subject Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés.

The investigation and work carried out during the creation of these papers have brought to light the importance of making students realise that they are active protagonists whose opinions are heard. If this is truly achieved, they will feel that they belong to a caring and trustworthy community, and this, in turn, may help reduce the present-day absenteeism rates. It is deemed essential to make students understand that they are part of a whole in which their voices are as relevant as those of the educational authorities (legal regulations, teachers, parents).

On the other hand, and following Dörnyei's description of the "*social dimension of L2 motivation*", and the "*integrative*" and "*instrumental*" aspects of language learning (Dörnyei (1994), p.274-275), it is important to make them realise how English is a living linguistic entity which can actually help them in an effective manner to overcome communication barriers all over the world, being as it is the major lingua franca and, therefore, open up for them a myriad of possibilities, ranging from communicative ones, to personal, social and professional spheres. As section XII of the LOMCE preamble defends.

The continuous and steadfast evolution of theoretical proposals concerning second language acquisition and learning processes has modified education beyond any doubt. Consequently, the transformations engendered by the legal reforms in the last years have reshaped the educational mindset and have had a profound impact on the teaching and learning courses of action.

The core change in those plans advocates transforming the traditional "static" and "passive-recipient" role of students, turning them into active and responsible actors all along

their learning paths. These, in turn, are no longer compilations of teacher-based lessons marked out by a scarce awareness of the importance of differentiation in learning styles. The new education policies have also reoriented the tight and almost hieratic guidelines as far as assessment and evaluation of acquired capabilities and contents are concerned. The design of materials and implementation of learning procedures have experienced substantial modifications thanks to the unprecedented revolution brought about by the progress and expansion of technology.

All these aspects are nowadays characterised by a dynamic sense of interaction in the presentation of contents and the achievement of goals. In order to boost students' abilities and competences, and help them make the most of their formative stay in the educative system, always readjusting pedagogical attitudes and creating challenging and motivating tasks and plans of action has become an ever-present centrality in teaching endeavours.

Consequently, my proposal revolves around the creation of a collaborative trip plan which will focus on different aspects of several Irish regions. The students will have the possibility to use any platforms they might prefer (ppt, handmade or computer-designed poster, blog, video), for the oral presentation and exposition of their trip plan.

Escape room and breakout activities have been chosen as guidelines for the introduction of contents in the lessons. Their mechanics have started to make their way into education, within the wide framework of gamification. Their courses of action are not unfamiliar to students nowadays; also, they can both satisfy people's natural curiosity, a trait which is necessary to keep awake in students, and foster learners' resilience in the face of challenge in "a perfect setting for working with this curiosity and using it for learning" (*Looking at learning project* (2015), p.9). It is believed that, through them, students' competences will be developed in a natural and flowing way, content and knowledge will be acquired thanks to a facilitating scaffolding, and cooperative work will take place, within a framework of challenging fun that will foster students' motivation, as Deci and Ryan state (Deci and Ryan (1985) in Dörnyei (1994), p.275).

3. CURRICULAR AND THEORETICAL FRAMEWORK

3.1 Curricular framework

As it was stated in the introduction, this section is devoted to outlining and describing the frameworks which constitute the legal and scientific criteria for the design, justification and support for the didactic unit, as well as the requirements that it must abide by.

The first curricular framework that has been considered for the design of the lesson plans included in this dissertation has been the European specifications on key competences for lifelong learning (2006/962/EC).

The European Union, thinking ahead of times, established that new educational programmes were necessary if the citizens of the future, our present-day students, were to be capable of performing successfully in personal, social and professional terms in the ever-changing construct that our world has become:

“In 2006, the European Parliament and the Council adopted a Recommendation on Key Competences for Lifelong Learning. In its annex, the European Reference Framework of Key Competences for Lifelong Learning, it defined the competences each European citizen needs for personal fulfilment and development, employment, social inclusion and active citizenship. It invited Member States to ensure that their education and training systems are able to equip people with these competences.” (EUR-Lex - 52018SC0014 - EN - EUR-Lex. (2018))

Among other dispositions, and in connection with Dörnyei’s social dimension of L2 learning, as stated in the “Purpose and objectives” section, the European Reference Framework explicitly establishes that *initial education and training offers all young people the means to develop the key competences to a level that equips them for adult life, and which forms a basis for further learning and working life*. This framework describes eight competences that should be developed: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn competence, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression competence.

These have all been included in the didactic proposal analysed in this dissertation, although some of them are more present than others; the communicative competence, for instance, stands out as the most frequent one, since it is the vehicle through which the development of the rest of them is pursued.

From here, and following the guidelines provided by the European Framework pointed out before, the next legal settings which must be taken into consideration are the LOMCE provisions (9th December 2013), which regulate the national educative framework. The preamble of these stipulations is one of the directives (and even sources of inspiration) that my proposal follows.

As it was mentioned before, it is paramount to make students aware of everything they can do and represent in the education system, and this aligns with section I of the LOMCE preamble when it claims that every young person is full of potential which must be encouraged, developed and valued for the sake of the nation's future. Education is therefore the vehicle to achieve those goals, which, in turn, will revert to both social and economic growth and welfare, and will make it possible for all to fulfil their aspirations and ambitions.

As will be further described and explained later on in this dissertation, the proposal that has been designed aims at offering students plenty of opportunities to set their talent in motion in a variety of contexts (eg, individual and collaborative work), and dealing with a range of dynamics and activities as wide as possible (eg, cooperative tasks following Kagan's model, the presentation of contents in a gaming atmosphere, or the inclusion of varied topics, such as art, politics, geography, or history in the context of a mystery that must be solved).

This way, the multiple intelligences model proposed by Gardner finds room in the proposal, as well as Sternberg's triarchic theory of intelligence. The elements which shape the lesson plans intend to give each student the possibility to make the most of those sides of their personality and intelligence that they feel most comfortable with. Consequently, they should feel empowered to be able to contribute the most during class time and with home assignments as well. Also, these teaching mechanics attempt to give learners a sense of assuredness about their learning progress, and an awareness of their own capacity to perform successfully. Finally, they try to offer enough scaffolding to help students leave their zone of

actual development willingly, and venture into their zone of proximal development (Vygotsky (1978:86)), as learning happens in an enjoyable yet challenging enough environment. Shaping such challenges in the form of a game offering cognitive, social and individual amusement is supposed to lessen the impact of the competitive context that the learning and evaluating processes pose to students.

In addition to LOMCE, the next and last curricular framework to consider is the Aragonese curriculum. The national education laws establish that each Spanish region has organisational, pedagogical and management autonomy to design their own education guidelines, as a result of which my proposal follows Order ECD/489/2016. The contents, objectives, and evaluation criteria included in the lesson plans have been selected to match the requirements of those regulations.

To start with, my proposal is aligned with what article 12 (“General methodological principles) prescribes.

In the first place, the basis for using gamification stems from section d), which highlights the importance of promoting learners’ commitment towards their own learning. The Aragonese curriculum supports Deci and Ryan’s belief in intrinsic motivation (in Dörnyei (1994:275) to be of capital significance, which is revealed if and when students’ natural curiosity and interest are sufficient and properly challenged, stimulated and validated. To achieve this, the learners’ interests and needs, gaming theory and other motivational strategies and actions must be taken into consideration. These are the grounds from which the breakout game designed for the lesson plans originates.

Section a) ratifies applying Sternberg’s triarchic theory of intelligence, as it refers to the importance of paying attention to diversity, which is to become the cornerstone of any methodological decision. This section makes it imperative to combine strategies, methods, techniques, resources and time and space organisation, all of which has been respected to fashion and compose interaction patterns, use of school facilities, equipment and resources, class management strategies, evaluation and assessment patterns, and tasks, as it will be explained and commented later on.

Section b) contributes to Gardner's model of multiple intelligences, and, as it has been described before, the design of the lesson plans aims at creating a student-friendly environment that promotes the development of their best cognitive and personality traits.

In turn, this is also justified with section c), which refers to emotional intelligence. Incorporating Kagan's cooperative schemes in combination with the collaborative nature of the PBL approach not only argues in favour of this curricular prescription, but also subscribes the demands in section n): the combination of varied interaction patterns, prioritising heterogeneity over homogeneity, and the implementation of cooperative learning as a means to guarantee careful and customised assistance to all learners.

The choice of PBL as the framework for the didactic unit is mainly corroborated by section g) of the same article, since it specifies the specially favourable suitability of projects and competence-related tasks as a course of action to foster learning by means of discovery. The fact that the PBL approach is built on the premise of designing, producing, and publishing a product to meet a need from everyday life (section h) in real or simulated contexts (section i) goes hand in hand with the application of the thinking, investigation and resolution processes required from students. Their creativity and critical thinking skills (section f) are set in motion by this approach as well.

All the stages of the project demand the use of technology, which is going to reinforce the students' ICT capabilities and strengths, applying them to learn, communicate, contribute and create (section k). Given the fact that young learners are nowadays what sociology describes as 'digital natives', there are different stages in the proposal which incorporate features of m-learning.

This methodology is similar to e-learning, but it goes beyond as it relies on mobile phones and tablets as tools for its implementation, rather than desktops and laptops. Mobility barriers disappear so that learning can happen anytime and anywhere, and therefore, the proposal agrees with the principle of universal accessibility dictated by article 31: didactic materials can be used in the most autonomous and natural way by students. This procedure, together with the use of gamification, also complies with the need for educational innovation determined by article 29.

Another aspect characteristic of the lesson plans is that their contents and mechanics relate to different disciplines, such as geography, history, art, literature, ethical values, or music. Such a design intends to comply with section l) of the above mentioned article, since it points out that it is fundamental to immerse students in interrelated learning. The inclusion of such a variety of topics and contents aims at conforming to what this section also recommends about using tasks which go beyond the mere presentation of contents and their sole practice within the same subject field. Selecting PBL proceedings as the teaching and learning platform for the didactic unit satisfies this requirement.

Section m) in article 12 and article 14 have also been followed for the design of the lesson plans. The former relates to the interdependence that there must be between learning and evaluation proceedings, and the latter is further developed by the evaluation criteria included in the Aragonese curriculum for the specific assessment of the four skills in each level. The precise implementation of these criteria will be described in detail in section 5.5 ('Assessment and evaluation criteria').

3.2 Theoretical framework

In the first place, the theoretical framework for my proposal revolves around the PBL approach.

PBL can be traced back in time to the 1900s when William Heard Kilpatrick, John Dewey's disciple, ideated 'The Project Method' (1929). Kilpatrick already acknowledged the necessity to provide learners with purposeful courses of action. A hundred years later, the demands of a more and more eclectic and fast-paced world has made it imperative to design new educational paths. Moreover, since the appearance of the competences model elaborated by the European Union, the PBL paradigm seems not only to have gained more and more popularity, but also to continue confirming itself as the pedagogical framework which best matches the reforms in education laws and the challenges and requests of today's mankind.

Although the application of PBL was first directed to the science field, it quickly became clear that because of its interactive nature, PBL could be transferred to the EFL area,

therefore becoming PBL (Project-Based Language Learning). Stoller's (2006) key criteria of PBL can exemplify this more clearly; as it will be analysed further on in this dissertation, these characteristics vertebrate the didactic proposal included in it.

- must be both process-oriented and product-oriented;
- students must have a say in shaping the process and product;
- must extend beyond a single class period;
- must encourage skill integration;
- must give students support in both language and content learning;
- students must work in groups/pairs/teams as well as on their own;
- must require students to be responsible for their own learning in the target language;
- must allow for time to focus on language and direct teaching if needed;
- must result in a final, tangible product;
- must conclude with students' reflection on both process and product.

The second rationale that nourishes my pedagogic plan is gamification. As Kim et al. (2018:5) suggest, gamification is not only a means to keep learners entertained. From the many definitions which have appeared throughout the extensive research about gamification that has been carried out so far (Ke, 2009, Randel et al., 1992; Wolfe, 1997; Hays, 2005; Vogel et al., 2006; Sitzmann, 2011; Nicholson, 2012; Schifter, 2013; Wouters et al., 2013, to mention just a few), Kapp's depiction of gamification has been chosen to illustrate its concept: 'using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems' (Kapp, (2012), p.10 in Kapp, (2016), p.137). The specific characteristics about the type of gamification that was chosen for the learning units (Nicholson's (2012) structural gamification and Kapp's (2016) content gamification) will be explained in the description and analysis section, and they will come to further support and illustrate the above mentioned ideas.

These features of gamification align with, complement and reinforce PBL postulates. Motivation, purpose, production and interaction become deeply intertwined to provide

competences and cross-curricular values with firm pedagogical grounds for their meaningful and solid development.

The breakout activities which open several of the sessions in the lesson plans (see appendices I, VIII, XIV, XXXI) exemplify Kapp's (2016:134) suggestion that games should be embedded in instructional programs. These activities not only present content but establish a cooperative work routine which is essential for and pursued by both PBL and gamification, if their above mentioned features are to be respected. At the same time, they guarantee the constant application and maturation of the key competences.

Another of Kapp's guidelines for effectively integrating games into the classroom goes hand in hand with the competences framework: ensuring that game objectives align with curriculum objectives (Kapp, (2016), p.135).. In both the national and the Aragonese curricula (for example, Order ECD/489/2016, article 6, sections a), b), c), d), k) and l)) it is constant the presence and importance of the development of social and civic competences, which are exploited and triggered recurrently in the different stages of my didactic plan. The interaction and grouping patterns, and the activity mechanics in all the sessions are also examples of how my proposal follows the previously mentioned directive.

Kapp also establishes that in order to integrate games in learning processes they must include instructional support, be highly interactive, teaching has to provide unlimited access to the game and encourage playing it as often as possible. The different breakouts that are explained in the description section, together with the dynamics chosen to be carried out, will illustrate these points.

As far as instructional support is concerned, though, one explicit example of how it has been taken into consideration is the fact that at the end of each breakout, the winning team is awarded privileges that not only concern them individually, but also aim at establishing a more and more personal and productive teacher-student rapport, this way contributing to lower the affective filter (Krashen, (1982), p.30) that might hinder student performance, attitude, motivation and readiness to reach their next zone of proximal development, keeping learners off the defensive (Stevick, (1976) in Krashen, (1982), p.32).

It is related to this idea that it was decided to design breakout experiences to initiate the learning processes in the lesson plans, since they are inherently perceived as positive environments in which individuals voluntarily engage in cooperative work to reach an ultimate and satisfying goal desired by the whole team. Given the fact that the breakouts present content that can be used in the construction of the students' projects, it is expected that they will serve several purposes, such as becoming both content-presentation and content-acquisition platforms, that is, providing comprehensible input, as stated out by Krashen (2009:63): also, team-dynamics models, following Kagan's proposal for the implementation of cooperative learning: positive interdependence (the team members are to work together so that their success will be the result of everybody's combined efforts; in Richards' (2006) words, they either swim or sink together); individual and group accountability and responsibility (each member of the team is in charge of their individual performance and contributions to the team, and all of them are responsible for working together towards a common goal); equal participation (each member of the team plays a different yet all the same relevant role within the team, and the joint combination of them all guarantees group cohesion and progress towards the achievement of the set goals); finally, simultaneous interaction (all members of the team perform assigned tasks at the same time).

These activities will avoid the appearance of anxiety elements, and will contribute to maintain flow, as described by Csikszentmihalyi (1990): a mental state of complete absorption in an activity that is challenging but enjoyable. As such, they will be prompted to produce comprehensible output (Swain, 1985).

In relation to the teacher-student relationship, my proposal also intends to amalgamate some aspects present in Marzano (2007:154-158) related to how a teacher can establish and maintain effective relationships with students. More specifically, the kind of mechanics referred to previously aim at putting into practice the action steps to communicate an appropriate level of concern and cooperation. Of course, the teacher would be an agent of assistance and collaboration during class time; nonetheless, including that figure in the game tries to bring it closer to students, reinforcing the idea that both teacher and students constitute a single unit whose success or failure depends on them really binding and working together towards a common goal: learning.

As far as assessment is concerned, John Hattie's theories have been researched, in relation to evaluation. Firstly, Hattie defends the importance of the attributes of students about feedback (Hattie, (2012), p.130-136). As it has been argued before, one of the concerns which fomented the design of this proposal is the scope and perception of student implication in their educative environment and learning processes. In this sense, Hattie suggests that the power of peer feedback (Hattie, 2012:131) is often considered as negligible or even counterproductive by many teachers. By using the class dynamics that have been explained before, encouraging group cohesion, and teachers becoming guides and facilitators (see appendix XXXIII), critical feedback given by peers will become a valuable source of knowledge and scaffolding, since it will be truly listened to and internalised. And as another means to back up Marzano's suggestions, Hattie (2012:164) proposes that 'providing formative feedback helping the student to know what to do next is among the most powerful ways in which to demonstrate to that student that we have listened'. It sends students the message that we, teachers, are working hard to walk in their shoes, and to make visible teaching and learning become an easily accessible reality for every agent involved in the educational process.

All these proceedings come to embrace the Communicative Language Teaching theoretical framework. Much has this approach evolved since it made its deep incursion into the Second Language Acquisition field during the 1970s, and as a result, some of its advocates, like Brown (2007:46), now plead for a CLT which gives students protagonism for the pursuit of a communicative competence as the desirable goal. The design of activities for the didactic lessons of my proposal also follow another of CLT's most relevant representatives, Richards, who argues in favour of a full integration of the four skills while learning a second language in a communicative and meaningful manner, so as to produce a significant outcome.

Kumaravadivelu (2006:65) postulates towards the renewal of CLT coining the term 'adaptability'. It is necessary to readjust and accommodate CLT principles to better suit different contexts and audiences. Consequently, as Holliday (1994) suggests, methodological criteria and implementation will have to be customised to meet the demands of its recipients. These premises become part of all the theoretical background which has been researched to

support the creation of a gamified project-based learning path for adolescent students which requires them to use ICT devices and tools that are already part of learners' everyday, while providing them with plenty of opportunities to express their opinions about the teaching and learning processes; in addition to it, also challenging them to unite in order to devise a product that reflects the best of their critical thinking, creativity and commitment to cooperative working styles.

4. METHODOLOGY

The lesson plans that conform the proposal which has been designed follow the criteria of PBL, as described by Gil (2019). This methodology was chosen since it allows the use of language and language learning as prescribed by CLT, as it has been described in the theoretical framework section. Also because PBL creates a learning context in which students' competences can be developed. Together with this, the different learning styles that can be found in a classroom are given a framework where they can flourish in a reassuring environment, since students are pushed to apply a variety of skills and procedures in each stage of the learning process.

In connection with Stoller's features of PBL which were referred to before, the characteristics of PBL suggested by Gil which my proposal also pursues to set in motion throughout the lesson plans are:

- to provide key knowledge that students will acquire, and put in practice understanding and success skills;
- to present a challenging problem or question;
- to create a pedagogic context which allows and encourages sustained inquiry about how to solve the challenge or question;
- to provide students with authentic materials and authentic tasks which they will have to carry out in real contexts;
- to incorporate students' voice and choice, not only in relation to the project they have to do, but also to the teaching and learning processes;

- to design settings for learners which encourage reflection about their learning, their performance and their work;
- to include critique and revision activities during the different PBL stages;
- to integrate product publishing as a means to evaluate and assess the depth, insightfulness and relevance of both learning and teaching processes.

PBL is conformed by several stages: activation, discovery, deepening, planning, creation, publishing and assessment and reflection

In the activation stage, previous knowledge and language are recalled and a challenge is presented to learners; in my proposal, the challenge is provided through the presentation of a letter from the embassy of Ireland in Spain on behalf of the Irish department of foreign affairs and trade.

In the discovery stage, comprehensible input is provided to learners so that they can start exploring, observing, asking and organising, and therefore that input is internalised through interaction, meaning is negotiated and form is focused on. My lesson plans include organiser tools and different platforms (video, PPT) to provide the input.

During the deepening stage, the cognitive processes that learners are expected to go through are meant to help them delve into understanding through thinking and communicating (generalising, applying input to generate ideas, also hypothesizing). My lesson plan for this stage also includes a variety of cooperative activities (eg, tug-o-war, rally robin) to provide those communicative contexts for students.

For the planning stage, learners must organise and supervise demonstrations of learning, giving and receiving feedback on their plans. In my proposal, this is aimed at through the use of a SWOT tool and the presentation and discussion of a model (WAGOLL) that can guide learners to the creation of a successful product.

In the creation stage, learners create a product and a reporting tool. For this stage of the PBL project, my students would be given time to fashion their itinerary plan and write the

letter that must be included for the Irish embassy as presentation and description of their project.

Finally, in the publishing stage learners are meant to communicate and share learning, to demonstrate how they have managed to gather class ideas in order to solve the driving question or challenge provided in the activation stage, as a plan for future action. In my proposal, the publishing and assessment and reflection go hand in hand. It is expected that the assessment done in this last stage of the project would be representative of all the feedback and assessment done throughout the lesson plans.

5. INNOVATION PROPOSAL AND CRITICAL ANALYSIS

5.1. Justification

A gamified PBL project in which students are given autonomy to decide is a pedagogic student-centred tool which would attempt to minimise absenteeism rates and change the students' perception of the time that they spend at school, so that they would describe it as "I want to go to school", rather than as "I have to go to school".

Together with this, my proposal is related to the school trips abroad which are part of any student's formative journey these days. The decision about which destination to choose is normally made by the school, but the elements that are necessary to build the product of my PBL proposal would give the students autonomy to get to know other cultural and social realities, and then jointly decide which of them they would be most interested in visiting. This might guarantee that, in the first place, they feel their voices are heard and have an impact on their school life, and secondly, they would truly appreciate and learn from their stay abroad.

Bearing this in mind, the title of the PBL learning unit is "IRELAND through OUR EYES", which aims at sharing with students from the very beginning that they are the very centre of the project, and to what extent their ideas, proposals and learning are going to be decisive for the design of the final product.

5.2. Contextualisation

The lesson plans are meant to be implemented in a 4 ESO level belonging to the bilingual section of their high school, which capacitates these students to reach a B2 level of English by the end of the second cycle of secondary education (according to the CEFR for Languages they are “independent users”).

Fundación San Valero is a young, modern and well equipped institution, thanks to which the proceedings in the lesson plans could be carried out. The classrooms are equipped with a projector, a screen and a computer, and are big enough for students and teacher to circulate around. The facilities of the building also comprise two computer laboratories where some of the lesson plans would be implemented, for the teacher to present and develop the class, and for students to accomplish the tasks given.

The fact that the students are part of the bilingual programme of the high school means that they receive instruction in English in other subjects other than the English subject. Consequently, their level of English puts them in a more enabling position to be presented with the tasks, activities and routines included in the PBL project and work towards the development of the four skills altogether. This also points out to the fact that there are no students with special needs.

As it has been described before, the proposal addresses a group of learners in the second cycle of the ESO stage to answer a demand in the type of dynamics like the ones included in the lesson plans. From my placement period I could confirm how enthusiastically students welcomed active dynamics which placed protagonism and responsibility and control over learning on students, on the few occasions when there was a glimpse of it during the implementation of the lessons. It seems that the further ahead students are in their schooling trajectory, the more focused on forms it becomes, to the detriment of communicative and cooperative learning; it is this need that my proposal aims at satisfying.

In this group of twenty-four students there is a majority of girls, but both boys and girls are well integrated in the group, this is even shown in the seating arrangements that

have been decided by the students themselves, for boys and girls mix up indifferently. Most of them have been together in class for the whole ESO stage, which contributes beneficially to the cohesion of the group. The class would be divided into four teams of six students each, and all of them would be assigned roles (see appendix II) in which the students would rotate.

As far as their interests are concerned, during my placement period in that high school I could learn that there is a huge variety of topics that they are inclined to, like music, technology, environmental matters, fashion, films and books. Because of this, the materials that have been selected for the proposal display a variety of topics which should grant that the students' interests are not neglected and the proposal helps to create and maintain momentum.

5.3. Contribution to key competences

The Aragonese curriculum, Order ECD/2016, 26th of May, defines in its article no. 7 the key competences following the lifelong learning competencies established in the Recommendation 2006/962/EC by the European educative authorities. Accordingly, each of the PBL stages of my proposal pays attention to the contribution to the seven competences as follows:

a) Communicative competence:

This competence vertebrates the whole learning unit and therefore it is present in each and every of the lesson plans and stages of the learning unit. Through the implementation of communicative activities and cooperative routines, the students are going to put into practice and develop this competence during the whole execution of the project in the unit.

b) Mathematical competence and basic competences in science and technology:

This competence is present, for example, in the deepening stage when the students have to work with geographical coordinates and work with maps so that they can start gathering ideas about the spatial component of their itinerary trip. Also, the models included in the planning stage for its elaboration include aspects such as the cost of the trip or of

different activities that could be done in Ireland, which means that the mathematical competence is put in action as well.

c) Digital competence:

The need to be competent with digital resources has been paramount in present-day life for quite some time now, and it is an ever-growing tendency that is conquering all professional and even personal domains. For that reason, all the stages of the unit require the use of computers and/or tablets and mobile phones to carry out the tasks and activities in both the breakouts (opening digital locks) and during the lessons. The learning unit also includes a link to Google classroom (y4xe69) which the teacher would give to students so that they can do the assignments, revise contents or find further practice may they need it. Another example of how this competence is taken into consideration is the fact that the students can opt for a digital platform (eg, PPT presentations or blogs) to publish their final product during the publishing stage.

d) Learning to learn competence:

This competence is developed throughout the whole learning unit thanks to the use of thinking organisers (eg, the compass point organiser and the KWHLAQ chart in the activation stage, the +1 listening organisers in the deepening stage, or the cheat sheet - checklist in the discovery stage), and the exit tickets that students must complete at the end of each session. As it has been explained before, it is vital for this proposal that students assume as much power as possible about their own learning process, and these tools are expected to help them do so.

e) Social and civic competence:

Together with the communicative competence, this is the competence that also is at the centre of the learning unit. The reason for choosing PBL as the methodology for its implementation is one of the factors that exemplify how relevant this competence is considered. Also the fact that all the stages include Kagan's cooperative routines, such as tug-o-war or rally robin procedures, and the grouping of students into teams with different roles for the members from the very beginning of the learning unit. It is also given great

consideration since the students are going to spend some time abroad sharing and experiencing values, customs, points of view and perspectives, not only among themselves but also with Irish speakers; consequently, it is capital that they are educated in accepting and being open to alternative ways of doing and lifestyles.

f) Sense of initiative and entrepreneurship:

The choice of PBL is again responsible for developing this competence. Right from the moment that the students have been presented with content (activation stage), they have to start envisaging the design of their project. That is the objective that the compass point they are provided with in the activation stage aims at achieving. From there, the teams are giving more and more tools (eg, instruction about formal letters, devising a project proposal, different websites to research activities to do during their stay in Ireland) so that they can become more and more autonomous and critically choose which ones better match their own product.

g) Cultural awareness and expression:

This competence is developed thanks to the incorporation of topics such as music (videos of Irish music in the Google forms), distinct and relevant geographical locations in Ireland and their significance (Irish castles present in a Kahoot activity, the locations needed to solve the discovery breakout), Irish artistic manifestations (James Joyce's *Ulysses* and Rowan Gillespie's *Famine Memorial* included in the activation breakout), or Irish history and emblems (included in the Google form of the discovery stage to focus on form, in this case the passive voice, necessary for the correct construction of the formal letter which is obligatory to attach to their proposal for an itinerary plan).

5.4. Objectives and contents

Objectives

Since my proposal follows the criteria established in the Aragonese curriculum (Order ECD/489/2016), and therefore the objectives that are included in the learning unit abide by

the requirements of that legislation. The learning outcomes that appear at the beginning of each of the stages are meant to facilitate students with their learning process and progress, in the sense that they would be transmitted to them to encourage an understanding of the goals which the learners are expected to achieve. Those same goals are going to be reflected in the rubrics for the evaluation and assessment of their projects, that is to say, their learning.

The Aragonese curriculum establishes eight different objectives for the EFL area, and this is how the lesson plans of my proposal relate to them:

- Obj.IN.1:

The students will be able to understand general and specific information in oral texts about everyday topics, also general ones or topics that are interesting for them through the listening activities of the discovery and deepening stages in the form of Youtube videos. Also, this objective is achieved through the cooperative speaking activities that are present in the lessons (eg, rally robins).

- Obj.IN.2:

This objective is aimed at through the implementation of speaking tasks, such as the class discussion about a WAGOLL for their itinerary plans in the planning stage, or the tug-o-war debate about the importance of preserving heritage in the deepening stage.

- Obj.IN.3:

The letter from the Irish embassy, the contents of the webpages offered in the deepening stage, and the contents of the PPT presentation in the discovery stage provide students with reading comprehension opportunities in order to achieve this objective.

- Obj.IN.4:

The project description that students must include in the formal letter addressed to the Irish embassy as part of their itinerary plan is one of the contexts which subscribes this objective. Also the assessment exit tickets (see appendix VII) that students must complete provide them with opportunities to develop their writing skills.

- Obj.IN.5:

This objective is aimed at in every stage of the unit, but it is made especially visible to students during the discovery and deepening stages, whose contents prepare students to put language into meaningful practice in the creation and planning stages.

- Obj.IN.6:

This objective is aimed at with the completion of self- and team assessment exit tickets with which students can reflect on their own learning processes. Also with the cooperative routines mentioned earlier, and that are frequent in the lesson plans: tug-o-war, rally robin, think-pair-share, jot thoughts procedures are examples of it.

- Obj.IN.7:

The students are required to do both collaborative and individual work throughout the lesson plans, working cooperatively is fundamental for the breakouts and the class tasks, which are inevitably going to bring about assessing processes of suggestions made and work schedules and procedures suggested by the students. On the other hand, the breakouts and class materials are consistently related to the use of ICT (eg, completing tasks that are included in a Google form).

- Obj.IN.8:

To achieve this objective, the proposal includes a variety of topics which aim at matching as many of students' interests as possible. Together with this, the inclusion of the teacher as an agent of assistance at the end of breakouts, and during the sessions circulating to solve students' questions is meant to support learners during their learning process. The weight of the assessment tools that students complete (20% of the final mark, the same as the assessment from the teacher) also intends to make learners take full responsibility of their learning process and progress.

Contents:

The learning unit follows the breakdown of contents as included in the Aragonese curriculum, and therefore covers aspects related to the four skills.

Oral comprehension skill

The contents in the proposal promote the development of comprehension skills and strategies. In the activation stage, this is achieved through the activation and recalling of previous knowledge as the teacher is presenting the lesson (see appendix I); in the deepening stage, by watching the video about formal writing and completing a +1 organiser (see appendices XVI and XVII); in the planning stage, by the discussion about the itinerary plan models (see appendix XXVII) and the subsequent team debate using a SWOT tool (see appendix XXVIII).

The contents also include sociocultural and sociolinguistic aspects. In the discovery stage, students pay attention to the formal and informal registers explained in the video about formal language (see appendix VIII, Google form); also in this stage, the Google form given to students as homework includes two videos of former Irish presidents (see appendix XII) with which learners can become closer to different values, beliefs and attitudes, non-verbal language, and they can come to appreciate the importance and relevance of the English language as a valuable tool to get access to information, to communicate, and to promote intercultural understanding.

Finally, they also create a context to use different communicative functions. This is achieved, first of all, through the methodology (PBL) and routines (cooperation) that have been selected for the learning unit. At a more specific level, in the activation stage the learners must complete a compass point organiser or KWHLAQ chart (see appendix VI; students could use the tool that they felt more comfortable with, as a means to address learning styles) to start assessing the demands of creating their itinerary plans. In the discovery stage, the students carry out a talking chips activity to describe the topics in the video (see appendices XVI and XVIII). Therefore, to do such tasks they will have to establish

and maintain communication, as well as organise their speech as they exchange their opinions and points of view.

Oral production skill: expression and interaction

In order to develop this skill, the contents of the learning unit include tasks to foster the enhancement of oral production abilities and strategies. Throughout the whole proposal it is promoted a fluid teacher-student interaction, so as to encourage the spontaneous participation in class dynamics. The evaluation rubric that the teacher completes to assess students individually includes descriptors that refer to this item (see appendix XXXII, descriptors “Contributions” and “Attitude”). Since this rubric would be shared with students at the very beginning of the learning unit, it is expected that learners would be prompted and encouraged to develop this skill as much as possible.

At a more specific level, there are several procedures which contribute to the development of this skill throughout the learning unit: the thinking routines in the activation stage (see appendix VI), the tug-o-war debate about preserving heritage and rally robin activity about Irish castles in the deepening stage (lesson 3b), and the drafting of a formal letter done in pairs and shared with the team (deepening stage, lesson 3c).

The evaluation rubric which is to be completed by the teacher and the teams in the audience (see appendix XXXII) includes a descriptor (“ACCURACY OF CONTENT and PRESENTATION SKILLS”), which addresses the correct development and implementation of the learners’ pronunciation and non-verbal abilities.

Written text comprehension:

For the development of this skill, the learning unit includes a written text at the beginning of it, in the activation stage (see appendix V). Although it is not an authentic material, it has been created following the criteria which determine the composition of formal documents in real life, so as to provide students with proceedings that they would have to

abide by, did they need to read a real official document. The readability analysis of this text (see appendix XXXIV) reveals that it is suitable for 18 to 19 year olds, and although this age range does not correspond to the learners of this group, they are expected to be able to face this challenge due to the fact they belong to the bilingual section of the high school and consequently, their command of the English language will help surmount any possible difficulties. Appendix XXXV contains the readability index of the breakout storyline which is introduced in the activation stage. Such analysis reveals that the text is suitable for 14 to 15 year olds, which is expected not to prevent students from quickly venturing into solving the breakout.

Other stages of the learning unit, for example the deepening stage (lesson 3b), provide students with authentic materials to develop their reading skills (use of websites, see appendix XXI), and the assessment rubric to evaluate the formal letter (see appendix XXX) contains two descriptors (“FORMAT” and “SPELLING and PUNCTUATION”) to check that the students have acquired the correct knowledge in relation to graphic patterns and spelling conventions.

Written texts production

The learning unit is also highly concerned about the development and acquisition of this skill. For that reason, it demands students to devise a formal letter which must accompany their final product, the itinerary plan (whose description is to be included in the letter). The discovery stage incorporates two sections devoted to the writing skill: a video presentation about formal writing features (see appendix IX), and a subsequent speaking activity to complete a cheat-sheet / checklist (see appendix X) that students must complete with the ideas from the video, as well as their own.

On the other hand, one of the sections in the deepening stage (lesson 3c) is extensively devoted to the written texts production. It contains a total of five activities related to it: a PPT presentation about formal letters (see appendix XXII), practice of formal letter sections and functional language (see appendix XXIII), drafting of a formal letter (done and kept by students in their notebooks for evaluation and future reference for them), and a Jot

Thoughts activity (a writing exercise in itself) to complete a +1 organiser (see appendix XXV) about a video explanation of how to write a project proposal (see appendix XXIV). This video is another contribution to the development of students' oral comprehension skills.

In relation to the contents described here, which the breakouts in the learning unit are connected with, it should be noted that according to Kapp's description of gamification mentioned earlier in this dissertation, the instructional support that such gaming activities provide cover three different areas. The first one is elaborative feedback, and the means to provide it would come from the teacher, who would circulate around during the breakout to assist and supervise the teams; students could also get feedback from the assessment exit tickets they complete at the end of each session where they can express their suggestions and possible improvements; finally, since the breakouts are meant to be done cooperatively, the feedback process would occur constantly as they hypothesize and try out ways to solve them, so that peers reinforce or rebuild each other's proposals.

Another aspect refers to the pedagogical agents involved in the game, and, closely related with what has just been described before, such agents would be both the teacher and peers.

In the third place we find multimodal information presentations. In this sense, the breakouts include a variety of platforms from which 'players' can get hints so as to succeed in their mission.

- using kinesthetic behaviours, such as moving around the class or the building to find clues, or touching materials (which aim at incorporating cross curricular values like civic education, relating to blind people and the obstacles they have to overcome);
- incorporating ICT tools like computers and/or mobiles to check information online so as to figure out the correct order of clues;
- decoding written messages which make students put in motion different cognitive processes and allow room for students to combine Gardner's multiple intelligences model, for Richards' meaningful interaction to happen and for Brown's claim about learners being protagonists of their learning to become a reality.

As far as games being highly interactive, the ones included in the proposal depart from Kapp's suggestion about players interacting 'with' the game, and has been modified to players interacting 'between them' because of the intrinsic nature of these gaming dynamics. It must be observed that breakout games align with the mechanics in PBL and Kagan's cooperative strategies, and they become intense socialisation tools which at the same time facilitate the development of competences such as the social and civic competence, the learning to learn competence, while promoting the enhancement of the communicative competence or the digital competence. This high interactivity will most likely ensure academic progress (Freeman et al., 2014).

The last of the characteristics described by Kapp which was included in this dissertation referred to the importance of providing unlimited access to the game and encourage playing the game multiple times. There are two stages of the learning unit which do not include a breakout activity, planning and creation, because it was considered that in these stages it would be better for the students' performance to fully focus on their projects, and that required granting them as much time as possible. However, following Kapp's proposal, the learning unit integrates a total of four breakout activities. The frequency of these activities is thought to help learners get as much involved in the game dynamics as possible, and to explore and expand their own possibilities as guides, communicators and builders of team-inspired collaboration. The distribution of team roles, in which the students would rotate, as a tool to assist diversity in the classroom, and that is done at the very beginning of the activation stage is meant to continue this proceeding.

To assist in this matter, the breakouts incorporate aspects of both structural and content gamification (Kapp, 2016:138). The former refers to the inclusion of elements such as points, levels, badges, leaderboards and achievements (Nicholson, 2012) (in this case, the privileges that the winners obtain, see appendices IV, VIII, XIV and XXXI). As far as points and leaderboards are concerned, each team would be awarded some points, depending on the order in which they solved the breakouts: 150 points for the first team, 125 points for the second, 100 for the third and 75 for the fourth. In addition to these points, the final score from the Kahoot would also be added to them. The points system is meant to help fix any draw which may happen during the last breakout, and this way, from the winning teams which

solved it at the same time, the one with the most points would be proclaimed the absolute winner, getting the prize described in the letter from the Irish embassy.

Content gamification refers to the inclusion of game elements such as story, mystery and characters. The breakouts designed for the learning unit contain these features in different sections (see appendix IV, breakout storyline, appendix XIV, and appendix XXXI, publishing breakout, note from the traitor). The combination of them all aims at raising and maintaining flow and also intrinsic motivation in students, who would feel more positive and comfortable when interacting, learning and performing in English (American Psychological Association Work Group of the Board of Educational Affairs, 1997).

In sum, the contents included in my proposal aim at providing a learning framework that is flexible and wide enough to accommodate and enhance the participation and involvement of all types of learning styles, critical thinking and performance skills.

5.5 Assessment and evaluation criteria

The assessment and evaluation criteria have been designed taking into consideration the guidelines included in the Aragonese curriculum, as they appear described in the 4ESO section of the same regulations, and are incorporated in each of the lesson plans with for example the description 'Crit.IN.2.2'. For that reason, the assessment offered by the descriptors in the rubrics of the learning unit are characterised by a formative purpose and work towards the improvement of the learning processes and results, as well as of the teaching. Aiming at providing students with objective evaluation, the end products would be assessed not only by the teacher but also by the students. This proceeding targets at providing the learning process with a collaborative nature to the benefit of making these almost pre-university students feel part of the learning community and get the reins of their own decisions to a great extent, a capability which is going to be extremely necessary for them to cultivate the more they progress towards their incorporation to higher education levels and adult life.

Proof of this is the weight of the different sections of the students' final mark, and how it would be calculated:

PROJECT - 50%	
Travel itinerary project evaluation rubric 40%	Formal letter rubric 10%
EXIT TICKETS - 20%	
HOMEWORK - 10%	
STUDENTS' INDIVIDUAL ASSESSMENT - 20%	

The continuous and systemic nature of evaluation required by the curriculum is aimed at by the inclusion of assessment exit tickets (see appendix VII) with a high frequency throughout the lesson plans, and is culminated by the assessment rubrics (see appendix XXXII) completed by teacher and students at the end of the publishing stage.

Together with the data that could be gathered from the assessment tools mentioned before, in order to assess the effectivity of the learning unit an initial diagnostic evaluation, and an evaluation of results would also be carried out. The students would be asked to complete a brief questionnaire (see appendix XXXVI) before starting the lesson plans, and after the completion of the learning unit, so as to be able to compare results and debrief them with students. By doing so it would be expected that the teacher could get an insightful perception of how effective the design and implementation of the lesson plans were in relation to the learning process, the collaborative routines and the use of gamification.

6. CONCLUSIONS

The learning path that the gamified PBL project and lesson plans designed for this dissertation aim to help students go through springs from the personal experience I acquired

during my placement in Fundación San Valero. Getting in touch with the present day schooling reality at different levels made me realise how significant it can be for learning to create student-centred and student-friendly environments.

Bearing this in mind, the proposal included here is expected to fill a gap in education which relates to empowering students to become active agents in their learning processes, as far as content acquisition and behaviour and attitude towards learning are concerned. In order to achieve this, this dissertation defends that incorporating gamification to PBL procedures which are reinforced by cooperative strategies is the most solid cognitive and socialising equipment that students can be provided with, for the following reasons:

- it is fun for everyone, a powerful tool to encourage intrinsic motivation and reduce anxiety levels;
- it is highly adaptable to the type of contents of the EFL area;
- it improves the students' perception of assessment as a formative tool, not as a mere accumulation of exam scores;
- it promotes collaboration and team building;
- it contributes to the development of problem-solving, inference and critical thinking skills;
- it encourages learners' resilience and perseverance in the face of challenge;
- it is inquiry-based at its highest level;
- it offers a wide framework for the inclusion of multiple intelligences and learning styles;
- it is compatible with the competence-based learning model and the inclusion of cross-curricular values;
- it creates an irresistible and excellent environment for the development of communicative and socialising skills, which are paramount for adult life, in professional and personal terms.

As it has been pointed out throughout this dissertation, it is expected that the teaching procedures included in this proposal would pass on a message of innovation which could be welcomed by students. In opposition to teacher-fronted lessons, never-ending piles of repetitive homework which is the last stage of a presentation-practice-production routine that

is not connected to the reality and the realia which learners can find and must deal with outside the walls of the classroom, if a truly meaningful and successful linguistic exchange is meant to happen.

While the nature of this proposal is nothing but student-centred and inherently communicative, and the grounds for its design stem from field observation, it would still have to be implemented, in order to prove its viability and efficacy in a real learning context.

Possible lines of action for the future would include further research to previously establish the readiness and level of acceptance of the group towards the mechanics implemented according to the PBL approach and Kagan's cooperative structures. Also, if students are comfortable with the inclusion of breakouts in their learning routines, to create more of these activities so that there can be one in each of the stages of the PBL project. Together with this, and also depending on how the students would perceive such a task, to adjust the level of the reading materials to the actual level of the learners, in case they find them too challenging. I believe another feasible project that could use gamification would be to make students create their own breakout or escape room game, also following PBL and cooperative structures for its development. A project of those characteristic would also guarantee the improvement of competences and communicative skills, at the same time that it would pose a challenge that could really prompt students' creativity, learning styles and types of intelligence.

It is true that the education field and SLA theories have changed dramatically in a rather short time span. However, there are still many school proceedings and policies which resist the incorporation of utterly innovative criteria, at the expense of students spending long periods of their school life under the iron grip of teaching classicism and prejudice towards passing the baton to them so that they can fulfil the high expectations it is our duty as teachers to place on them, to help them cross the threshold and set off towards their future personal and professional success.

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8. APPENDICES

Appendix 1 Assignments used as evidence of the necessity of improvement

Assignment: **WELCOME, Erasmus+ students! PBL PROJECT**

Course: Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés

https://docs.google.com/document/d/1_OtTmT1c4eLEJUhHsapz6E7tKmn6rPuHfFzbsld56rs/edit

https://docs.google.com/document/d/1_OtTmT1c4eLEJUhHsapz6E7tKmn6rPuHfFzbsld56rs/edit?userstoinvite=484552%40unizar.es&ts=5d816544&actionButton=1

Assignment: **WE ARE ONE WORLD**

Course: Diseño curricular de Lenguas Extranjeras

https://docs.google.com/document/d/1eaf947YlqdYrV187mhlm-cGaWq7XJAKFPj0m_YZMOp4/edit

Assignment: **PORTAFOLIO DE PRÁCTICUM 2: DISEÑO CURRICULAR Y ACTIVIDADES DE APRENDIZAJE EN LENGUAS EXTRANJERAS, INGLÉS**

Course: Prácticum II

https://docs.google.com/document/d/1SwGuhjGG6Sx4OK_ilAl-Jzs4MPnsSTK8mU-RvoH6zLc/edit

<https://docs.google.com/document/d/1PMcKc20shspyvQHhTYwFjF1HQkIDrZI8/edit#heading=h.gjdgxs>

LESSON PLANS, BREAKOUT and CLASS MATERIALS



**Universidad
Zaragoza**

Master's degree in teacher training for secondary and

upper secondary school education, vocational training, and languages, sport and art studies, Faculty of Education, 2018-19

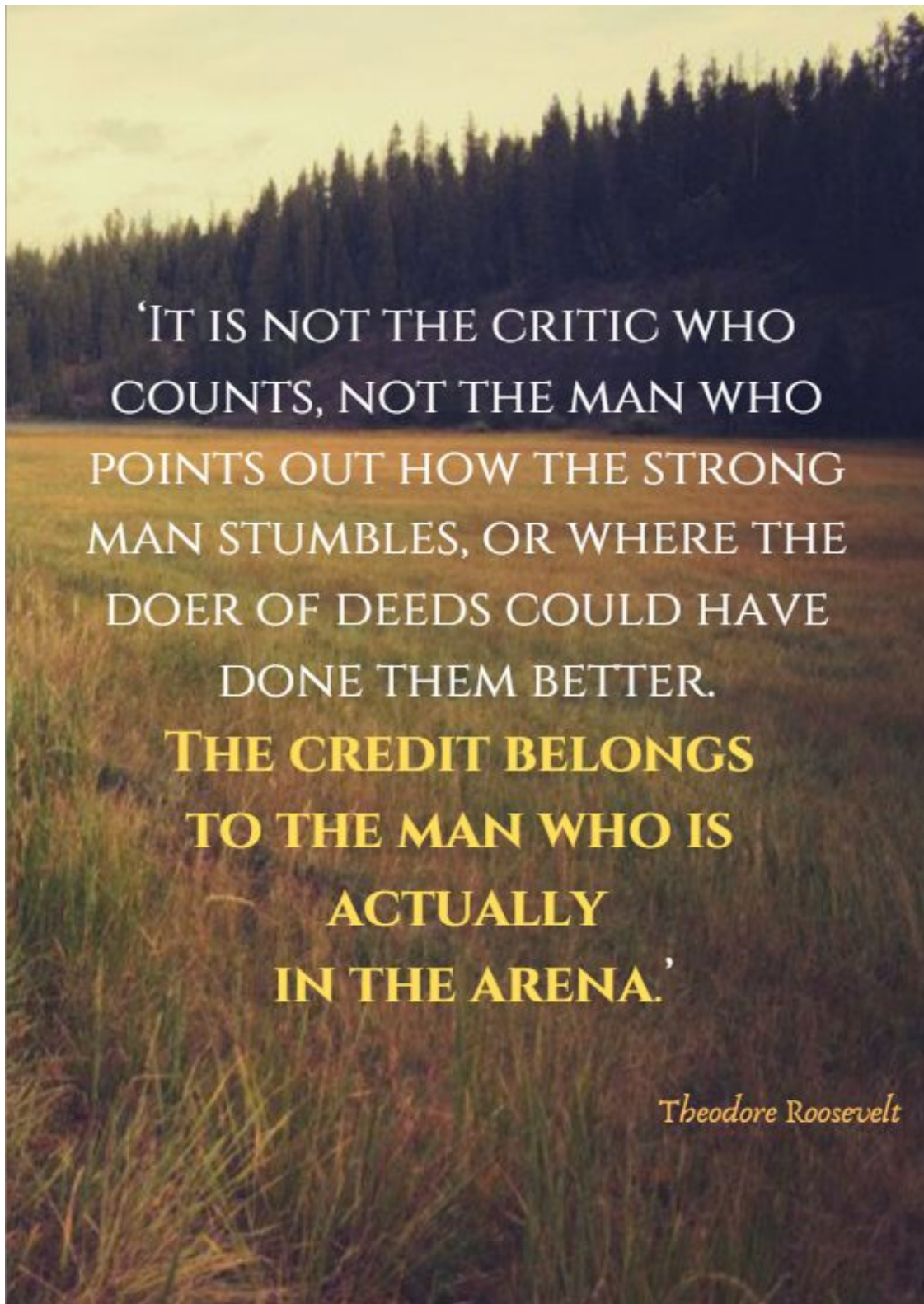
IRELAND

through

OUR EYES

GAMIFIED PBL PROJECT

(title is original creation)



(poster quote to be displayed in class during the breakout and PBL sessions)

(original creation)

APPENDIX I (original creation)

LESSON 1 - ACTIVATION

Learning outcomes:

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

- work cooperatively
- annotate a compass point organiser
- make suggestions about different sites and activities that can be carried out in Ireland
- estimate how a trip schedule can be developed
- solve a breakout using digital tools
- use ICT to complete activities
- understand the gist, relevant information and possible implications of a written text
- to monitor their own learning process

Key: “T” = teacher “Ss” = students

PROCEDURE	INTERAC TION PATTERN	TIMI NG	RESOURCES & MATERIALS	COMPETE NCES	EVALUA TION CRITERIA
T groups Ss, presents and assigns roles	T with whole class	5’	role stickers (see appendix II)	CCL	
T explains they are going to: a) do a breakout competition for which the Ss will get points; at the end of it, the team with the most points will be awarded a prize b) work in teams to solve the mysteries c) solve mysteries opening digital locks T also shows Ss the rubric with which they are going to be assessed on an individual level	T with whole class	5’	breakout images (see appendix III) rubric (see appendix XXXII)	CCL	
Ss do the first breakout	Ss’ teams	20’	breakout materials (see appendix IV), computers and/or mobiles and/or tablets	CCL, CD, CAA, CIEE, CSC	Crit.IN.2.1. Crit.IN.2.2.
Ss read and complete letter from the Irish embassy	Ss’ teams whole class	10’	letter (see appendix V)	CCL, CAA, CIEE, CSC	Crit.IN.3.1. Crit.IN.3.2.

Ss carry out a thinking routine	Ss' teams	15'	compass point organiser and/or KWHLAQ chart (see appendix VI)	CCL, CAA, CIEE, CSC	Crit.IN.4.1. Crit.IN.2.1. Crit.IN.2.2.
Homework: Ss annotate a self- and team assessment exit ticket	individually		Google form (see appendix VII), computers and/or mobiles and/or tablets	CCL, CAA, CD	Crit.IN.4.1.

APPENDIX II (original creation)

TEAM ROLES

TIME KEEPER

KEEPS THE TEAM ON TASK
MONITORS TIME
MAKES SURE THE TEAM IS
MOVING ALONG THE GIVEN
TASK

MEDIATOR

ASSISTS WITH ANY CONFLICT
MAKES SURE EVERYBODY IS
CONTRIBUTING AND FEELS
PART OF THE TEAM
SUPPORTS STRUGGLING TEAM
MEMBERS

RECORDER

RECORDS TEAM THINKING
MAKES SURE WORK IS NEAT
AND CLEAN
WRITES TEAM'S WRITTEN
RESPONSES

FACILITATOR

READS DIRECTIONS
CHECKS FOR
UNDERSTANDING
CONNECTS WITH TEACHER IF
THERE'S A QUESTION OR
CONCERN

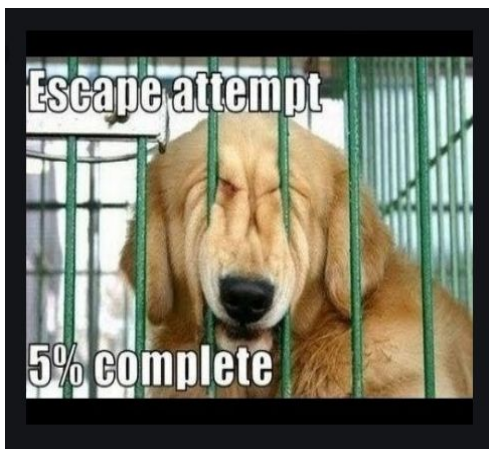
PRESENTER

REGULARLY CONTRIBUTES TO
TEAM EFFORTS
PRESENTS THE TEAM'S WORK
TO CLASS

COACH

SUMMARISES IDEAS
CHECKS THAT EVERYBODY
UNDERSTANDS AND THAT
RECORDER WRITES DOWN
ONLY TEAM IDEAS

APPENDIX III (images taken from different websites)





APPENDIX IV (original creation)

ACTIVATION BREAKOUT ACTIVITY

Before the students arrive, the teacher has placed on her desk a briefcase locked with a plastic clamp to which a tag is attached. Inside the briefcase the students will find a copy of the letter from the embassy to work with it in class once the breakout is solved. The teacher will tell the students the following storyline, and will use the classroom projector to show the students the clue note of the storyline. Whenever necessary, the teacher will give the students further guidelines while doing the breakout, so that they can finish it, although the students will be penalised each time the teacher has to intervene (the team's final score will lose 10 points).

For this breakout, the students will have to circulate around the classroom, which will have been profusely decorated with references to Ireland and Irish motifs; as part of this decoration, the teacher will have included portraits of famous Irish people (displaying their birth dates), behind which there will be numbers.

The students will find the digits when they turn around the portraits hanging from the wall, and will discover the code once they arrange the birth dates chronologically (James Joyce, Michael Collins, Mary Robinson, Rowan Gillespie).

Once they have worked out the correct code, they will have to open the Google form using the code that the teacher will provide them with. The first team to play the music video at the end of the Google form will be the winner of this first breakout.

BREAKOUT STORYLINE

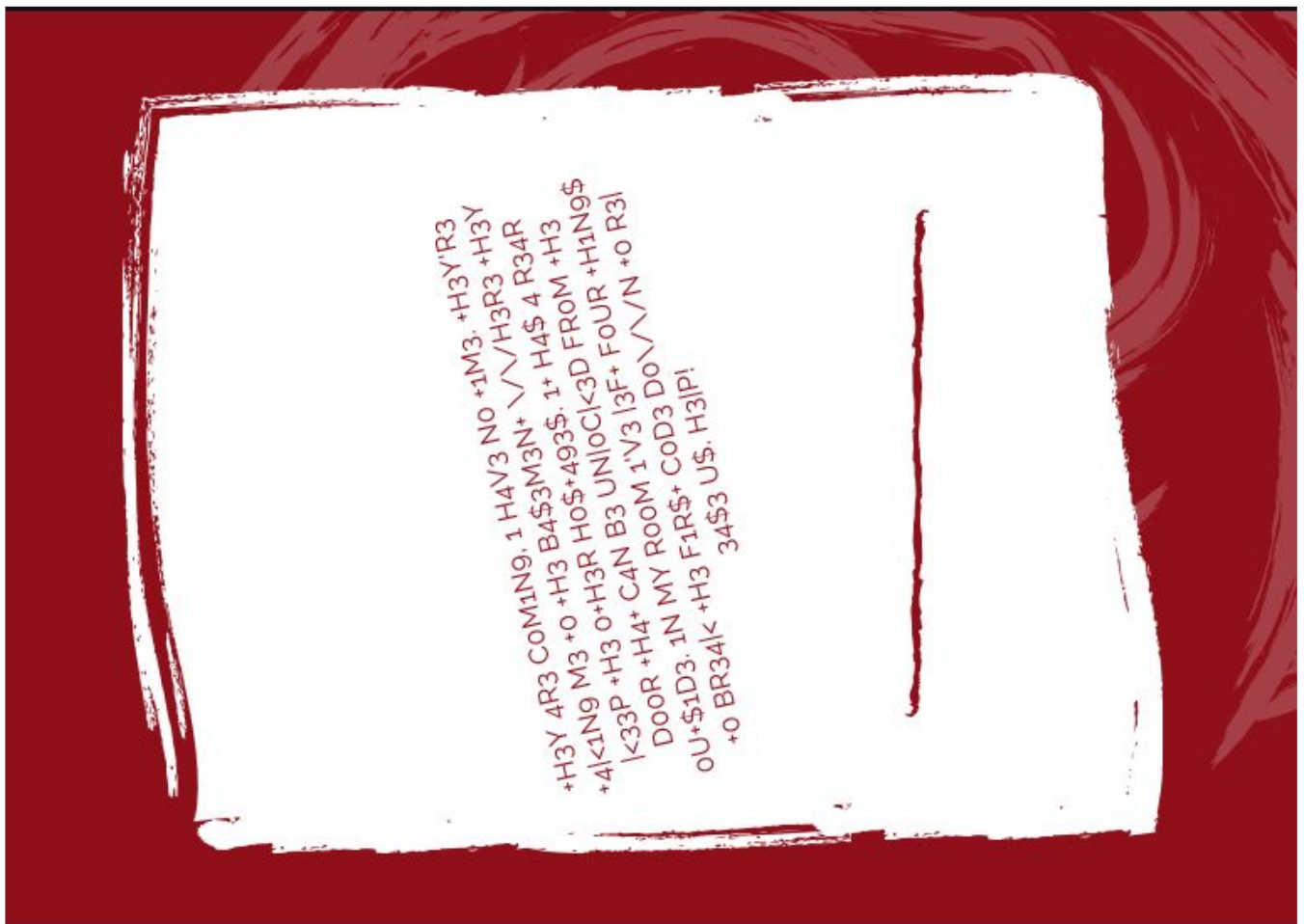
'You are waiting for your friend Pdraig at the reception of the hotel. Why isn't he there? You'll be late for the Six Nations rugby match that you are attending in Dublin as part of the

award you got at school after your project was chosen by the Irish embassy. Padraig will come to Spain later on because his project at school was also chosen by the Spanish embassy in Ireland, and you have become really good friends from the moment that the winning Irish and Spanish school teams were introduced to each other.

‘C’mon, Padraig, hurry up’, you think, ‘where are you?’

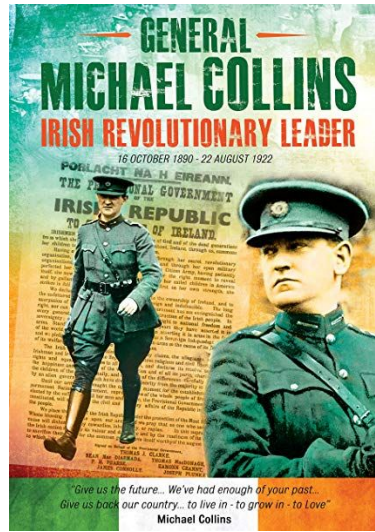
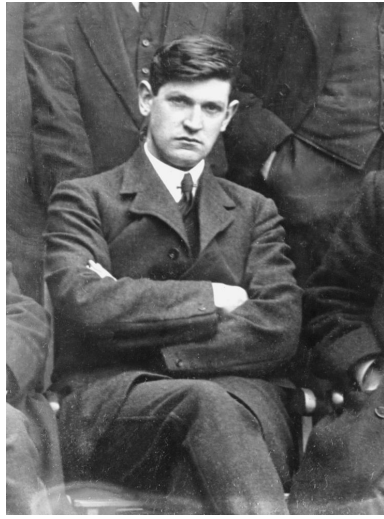
Suddenly, one of the hotel bellboys, who looks quite agitated, approaches you and gives you an envelope. He tells you to open it, and quickly disappears.

In the envelope you find a short coded note, and you start to anguish as you recognise Padraig’s handwriting on a paper stained with blood.



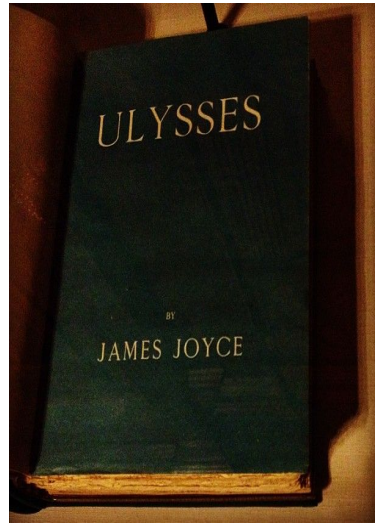
You feel absolutely puzzled and horrified at the same time, and you don’t know what ‘they’ refers to, but there’s no way you’re going to let you friend die. You rush to his room desperately. Will you make it in time to save him?’

PORTRAITS WITH DIGITS



MICHAEL COLLINS
16 October 1890

digit 4





JAMES JOYCE
2 February 1882

digit 2

		<p>MARY ROBINSON 21 May 1944</p> <p>digit 1</p>
		<p>ROWAN GILLESPIE 1953</p> <p>digit 3</p>

QR CODE TAG:

	
---	--

GOOGLE FORM:

https://docs.google.com/forms/d/e/1FAIpQLSeuSvqNZXPhUX_mxgZ1QnxpxVakVTI4IAYOfmw-b_id2UmHIQ/viewform

UNLOCK THE LOCK

*obligatorio

Enter four numbers in the correct order *

Tu respuesta




SIGUIENTE

Tuena en las contraseñas e tricke de Formularios de Google

UNLOCK THE LOCK


WELL DONE!! PLAY THE MUSIC AND KEEP IT UP!!



ATRÁS SIGUIENTE

UNLOCK THE LOCK

BUA!!!! (Irish for the English word "victory")



ATRÁS ENVIAR

Key for the breakout: 2413

PRIVILEGES FOR BREAKOUT WINNER:



APPENDIX V (original creation)

LETTER FROM IRISH EMBASSY: (FOUND IN THE BRIEFCASE)



Urgent
message



►
<https://www.dfa.ie/irish-embassy/Spain/>

►
Paseo de la Castellana 46-4 28046, Madrid

►
<https://www.dfa.ie/irish-embassy/spain/contact-us/>

►
[+34 914364093](tel:+34914364093)

TO: FUNDACIÓN SAN VALERO 4º ESO SECTION
FROM: IRISH AMBASSADOR
RE: GROUNDBREAKING EXPERIMENT

On behalf of the embassy of Ireland and the Republic of Ireland, it is an honour to get in touch with your school.

We have been informed that you are coming to Ireland in the near future. Let me inform you that such trip is deemed as the perfect opportunity to embark yourselves upon a groundbreaking experiment which is being implemented in Europe. Ireland and Spain are the EU delegates to start testing it and, for that reason, you have been selected by the Irish and Spanish education agencies to start transforming the future of education at an international level.

It is well known that Ireland is visited every year by plenty of tourists, and it is one of the destinations which a lot of schools choose to take their students for their end-of-year trips. However, the EU commission for education has established that it should be students, rather than school authorities, the ones to decide their school trip schedules.

Consequently, you should team up and plan, create and publish a travel itinerary which will be presented in class, filmed and sent to our embassy. It must be titled "IRELAND THROUGH OUR EYES", although this name can be further complemented. It should also be accompanied by a letter describing your project.

This circuit is supposed to include different places and activities that, according to all the members in your team, best depict your vision of what Ireland is and can offer. This way it can be evaluated what students your age value the most when they go on school trips, and what can help them learn the most about the country they are visiting.

We have no doubts that this mission is in the best hands and minds, and that you will succeed. You have all our gratitude and of course we will do our best to give you any further assistance you may need or require.

Sincerely,

Sile Maguire
Ambassador of Ireland in Spain

Embassy of Ireland, Spain



An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

Urgent
message



TO: FUNDACIÓN SAN VALERO 4º ESO SECTION
FROM: IRISH AMBASSADOR
RE: GROUNDBREAKING EXPERIMENT

ADDENDUM

The Irish and Spanish education agencies will contact the participants involved in this educational testing experience once the projects have been evaluated.

The project which is deemed as the most original and innovative will be awarded with a 2-day extension of its authors' stay in Ireland, fully paid by both the Irish and Spanish governments.

Once again, our most genuine gratitude for your participation.

Sincerely,

Sile Maguire
Ambassador of Ireland in Spain

▶
<https://www.dfa.ie/irish-embassy/Spain/>

▶
Paseo de la Castellana 46-4 28046, Madrid

▶
<https://www.dfa.ie/irish-embassy/spain/contact-us/>

▶
[+34 914364093](tel:+34914364093)

Sentences that would be removed and jumbled for students to correctly include them in the text:

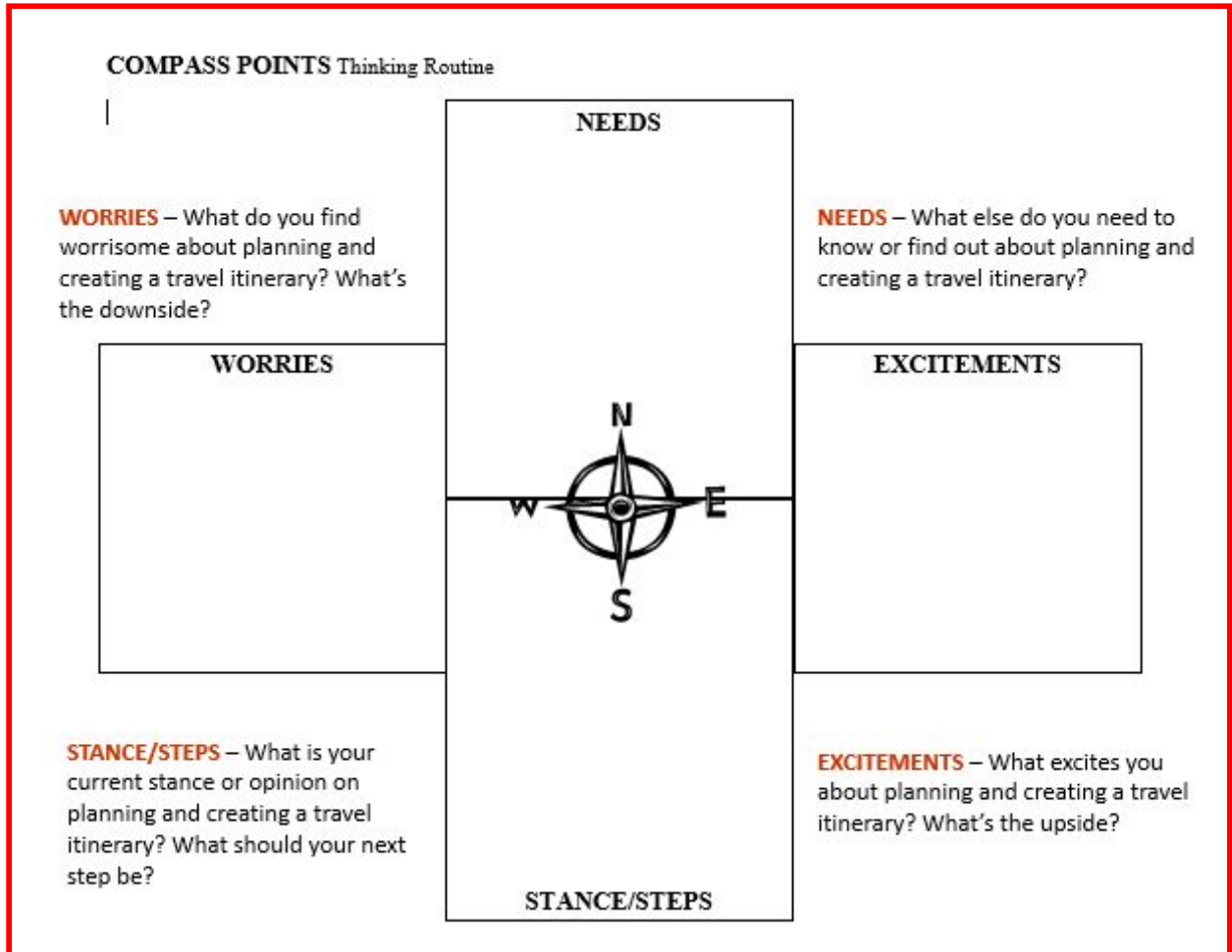
1. and that you will succeed
2. It should also be accompanied by a letter describing your project
3. It is well known that Ireland is visited every year by plenty of tourists
4. it is an honour to get in touch with your school
5. However, the EU commission for education has established that
6. although this name can be further complemented

APPENDIX VI

THINKING ROUTINES

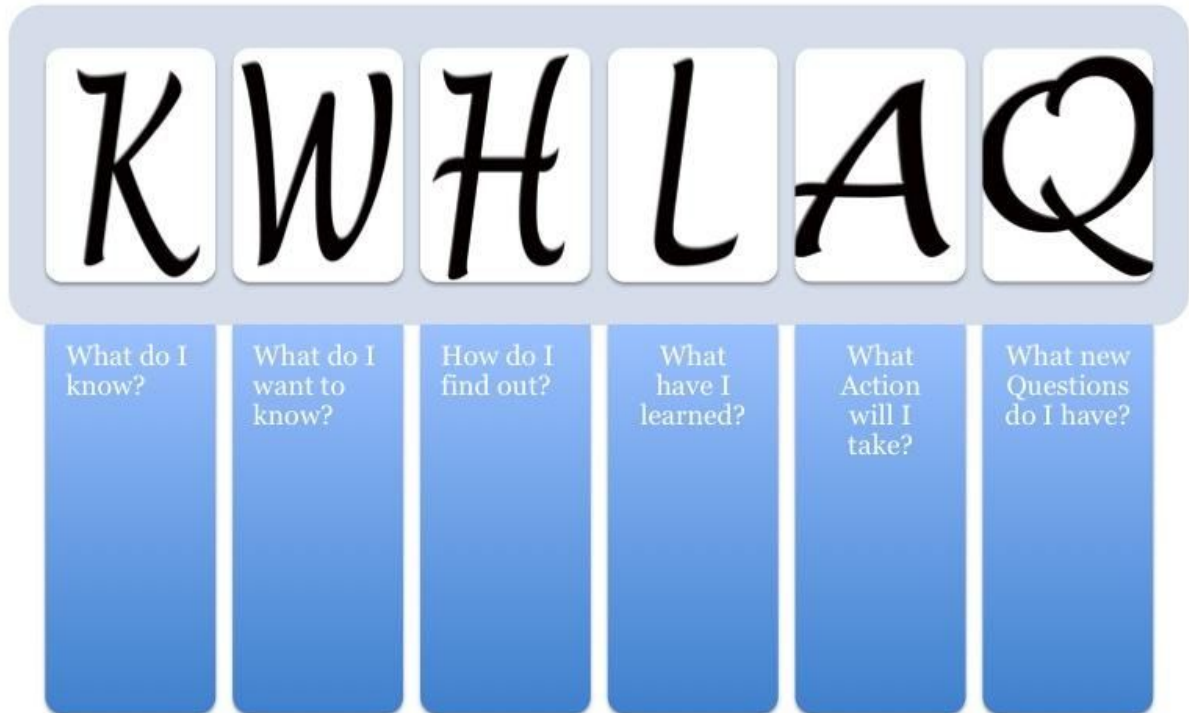
COMPASS POINT ORGANISER: (adapted from

<http://www.resthinkfromthemiddle.com/compass-points.html>)



KWHLAQ CHART: (retrieved from
<https://www.flickr.com/photos/langwitches/5958295132/in/photostream>)

KWHLAQ Chart - 21st Century Style



APPENDIX VII (original creation)

SELF-ASSESSMENT EXIT TICKET

← SELF ASSESSMENT

ENVIAR

PREGUNTAS RESPUESTAS

SELF ASSESSMENT

Please, answer the questions before leaving

Student's name *

Texto de respuesta corta

Mention at least one thing that you learned today in class. *

Texto de respuesta larga

Is there anything you would like to revise from today's lesson? *

Texto de respuesta larga

Is there anything you would change about today's lesson? *

Texto de respuesta larga

Describe what you liked best from today's lesson? *

Texto de respuesta larga

Comment briefly about your performance and attitude in today's class. *

Texto de respuesta larga

THINGS TO REMEMBER!!!!

The image shows a woman with blonde hair, wearing a white button-down shirt with a yellow bow at the neck and a black skirt. She is pointing with a black pen at a screen that displays a collection of motivational phrases arranged in a circular pattern. The phrases include: "never stop learning", "trust yourself", "always give 100%", "all things are possible", "yes I can", "yes I will", "forgive yourself", "think positive", "take care of yourself", "know your friends", and "know your enemy". The screen is set against a grey background. To the right of the screen is a vertical toolbar with icons for zooming, erasing, and other presentation controls.

TEAM ASSESSMENT EXIT TICKET



PREGUNTAS

RESPUESTAS

TEAM ASSESSMENT

Please, answer the questions before leaving

Name of the team *

Texto de respuesta corta

Mention at least one thing that your team helped you learn today in class, and say how. *

Texto de respuesta larga

Mention at least one thing that you helped your team learn today in class, and say how *

Texto de respuesta larga

Do you think your team worked enough for today's lesson? Why? *

Texto de respuesta larga

How could your team improve today's performance in class? *

Texto de respuesta larga

TOGETHER IS BETTER!!!



LESSON 2 - DISCOVERY

Learning outcomes:

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

- work cooperatively
- identify strategies that are used in formal writing
- analyse language that is used in formal writing
- discuss how different formal writing elements intertwine in a written text
- complete a cheat sheet organiser with functional language for a formal written text
- monitor their own learning process

Key: “T” = teacher “Ss” = students

PROCEDURE	INTERACTI ON PATTERN	TIMI NG	RESOURCES & MATERIALS	COMPETE NCES	EVALUAT ION CRITERIA
Ss do the second breakout	Ss’ teams	15’	breakout materials (see appendix VIII), computers and/or mobiles and/or tablets	CCL, CD, CAA, CIEE, CSC	Crit.IN.2.1. Crit.IN.2.2.
Ss watch video about formal writing features	whole class	5’	BBC video (see appendix IX), computer, class projector	CCL, CD, CAA	
Ss complete a cheat sheet - checklist about formal writing features	Ss’ teams	10’	checklist (see appendix X)	CCL, CAA	Crit.IN.1.1. Crit.IN.1.2.
PPT presentation about passive voice	whole class	15’	PPT (see appendix XI), computer, class projector	CCL	
Think-Pair-Share: Ss read the letter from the Irish embassy to identify and classify how the formal writing strategies mentioned in the video are entwined	individual, teams, whole class	10’	letter (see appendix V)	CCL, CAA, CSC, CD	Crit.IN.1.1 Crit.IN.1.1. Crit.IN.2.1. Crit.IN.2.2.

Homework: do Google form about passive voice	individually		Google form (see appendix XII), computer or mobile phone	CCL, CAA	
if necessary, Ss can do further practice about the passive voice	individually		website (see appendix XIII)	CCL, CAA	
annotate self- and team assessment exit ticket	individually		Google form (see appendix VII), computers and/or tablets and/or mobiles	CCL, CAA, CD	Crit.IN.4.1.

APPENDIX VIII (original creation)

DISCOVERY BREAKOUT ACTIVITY

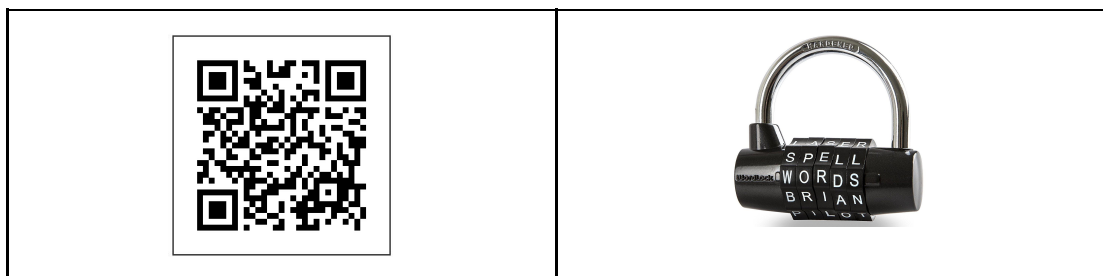
At the beginning of the class the students find four cabinets with two drawers each, one cabinet per team. One drawer is closed but the other one is open. Once opened, the students can take out a letter lock with a QR code, a map of Ireland with some holes on it, and a newspaper article with some green words:



The hint included in the map is meant to make each team look under surfaces. When they check their chairs, will find a key under four of them, one key per team. With it, they can open the drawer that is closed, where they will find an image with a lot of letters printed on it. If they put it under the map, they will see the letters M, O, L, F, A, R, which they must arranged in the correct order to make the word “FORMAL”. Using one of their mobile phones, they scan the QR code in the Google form and introduce that word, which opens the second lock.

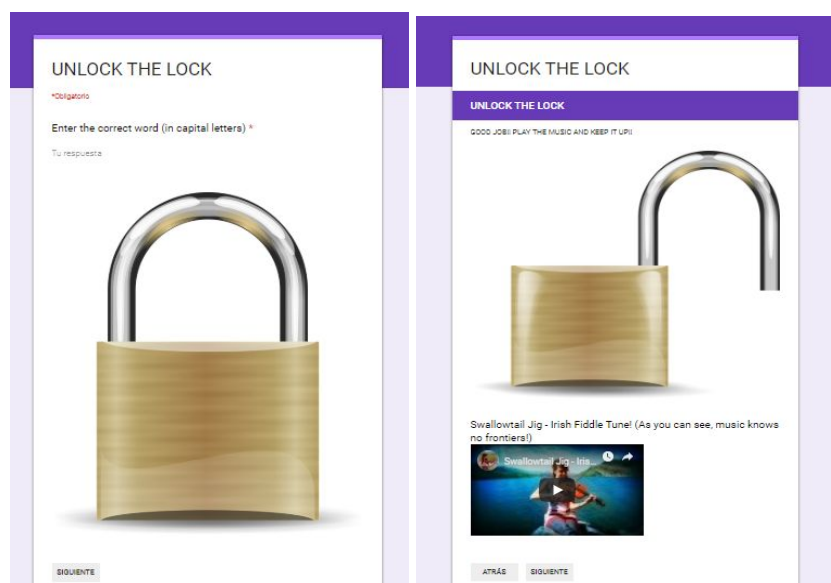
The last section of the Google form contains a link to a Youtube video to work on formal writing.

QR CODE TAG



GOOGLE FORM

https://docs.google.com/forms/d/e/1FAIpQLSdCJ0XZ4EemPE3u3LerpTPpQHFX8bVTy8GXrWXWHZGNb77zgQ/viewform?usp=sf_link
<https://forms.gle/1k5VcDwSvC6CHLL9A>



UNLOCK THE LOCK

Now let's continue rocking it!

Formal and informal English



ATRÁS

ENVIAR

Nunca envíes contraseñas a través de Formularios de Google.

PRIVILEGES FOR BREAKOUT WINNER



**WHEEL OF FORTUNE!
CHOOSE!**

IN THE NEXT CLASS YOU CAN...

**DO THE LISTENING EXERCISE
1 MORE TIME**

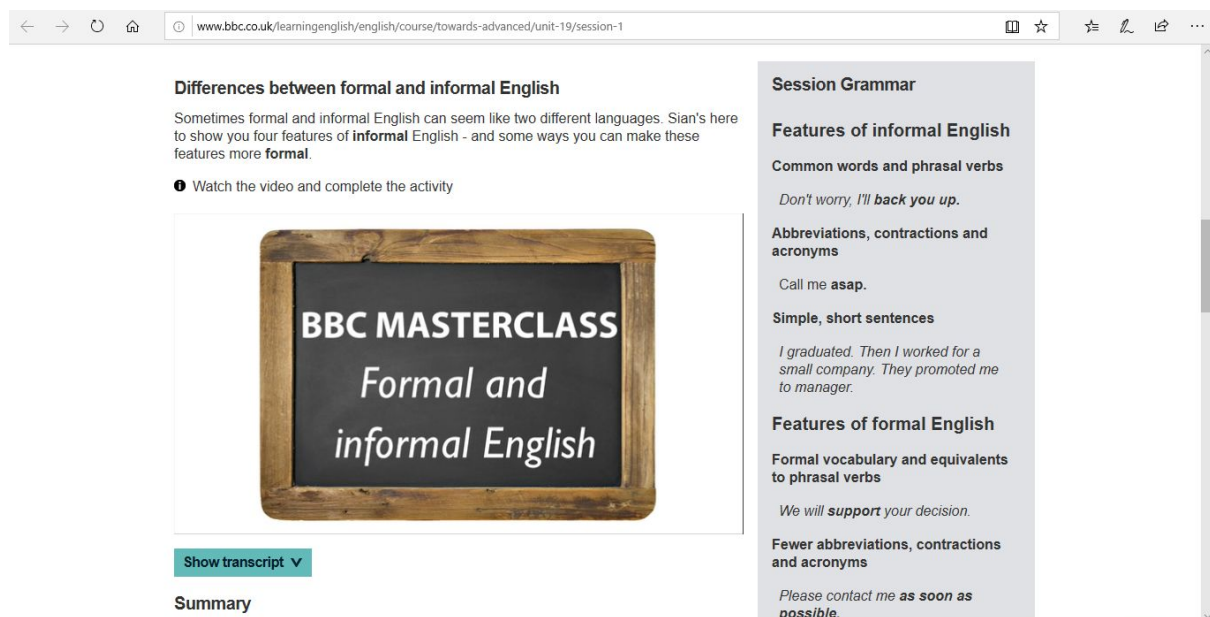
**GET THE TEACHER TO TELL YOU
2 CORRECT ANSWERS OF YOUR
+1 THINKING ORGANISER**

APPENDIX IX (retrieved from

<http://www.bbc.co.uk/learningenglish/english/course/towards-advanced/unit-19/session-1>)

FORMAL WRITING VIDEO

<http://www.bbc.co.uk/learningenglish/english/course/towards-advanced/unit-19/session-1>



Differences between formal and informal English

Sometimes formal and informal English can seem like two different languages. Sian's here to show you four features of **informal** English - and some ways you can make these features more **formal**.

- Watch the video and complete the activity

BBC MASTERCLASS
Formal and informal English

Show transcript ▾

Summary

Session Grammar

Features of informal English

Common words and phrasal verbs

*Don't worry, I'll **back you up**.*

Abbreviations, contractions and acronyms

Call me **asap**.

Simple, short sentences

I graduated. Then I worked for a small company. They promoted me to manager.

Features of formal English

Formal vocabulary and equivalents to phrasal verbs

*We will **support** your decision.*

Fewer abbreviations, contractions and acronyms

*Please contact me **as soon as possible**.*

APPENDIX X (original creation)

CHEAT SHEET - CHECKLIST WITH FORMAL WRITING CHARACTERISTICS
(TO BE COMPLETED BY THE TEAM)

Formal Writing Checklist

(include the name of the characteristic and examples)

ESSENTIAL 1	ESSENTIAL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
ESSENTIAL 3	ESSENTIAL 4
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
ANY OTHER IDEAS/SUGGESTIONS? BRING THEM TO CLASS AND LET'S SHARE THEM, THANK YOU!!	
<input type="checkbox"/>	
<input type="checkbox"/>	

APPENDIX XI (retrieved from <https://www.slideshare.net/angelomagno/passive-grammar-powerpoint>)

PPT PASSIVE VOICE


https://www.slideshare.net/angelomagno/passive-grammar-powerpoint

SlideShare | Search

Home Explore Presentation Courses

55 people clipped this slide

Clip slide



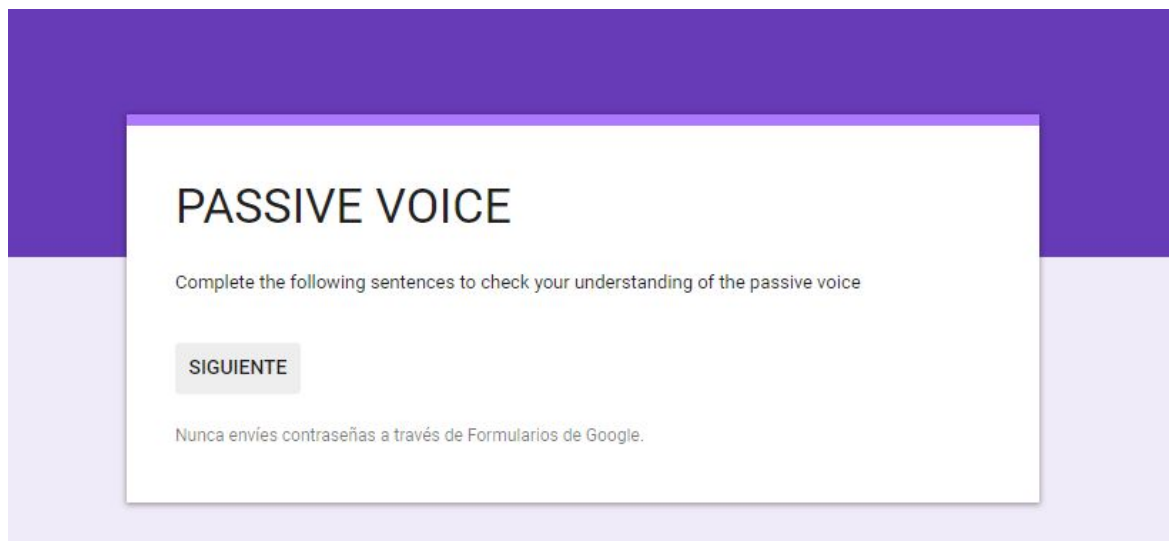
The slide contains seven images:

- A cartoon by SidansCartoons.com showing a man sitting in a chair reading a newspaper while a young boy stands next to him. The caption below reads: "I was shocked too."
- A photograph of a dog sitting on a beach next to a sign that reads: "NO DOGS ALLOWED ON BEACH MAY 1-SEPT 30".
- A yellow sign for Ronald's PlayPlace that reads: "PARENTS- Socks Must Be Worn While In Ronald's PlayPlace".
- A black and yellow sign that reads: "WARNING ENGLISH TEACHER YOUR GRAMMAR MAY BE CORRECTED AT ANY TIME".
- A red and black sign with a camera lens icon that reads: "YOU ARE BEING WATCHED SURVEILLANCE CAMERA NOTICE".
- A red and black sign that reads: "NO MOVIE SHOULD BE REDUCED TO THIS. GO BIG OR GO HOME. ©REGAL ENTERTAINMENT GROUP".
- A red and white octagonal sign that reads: "ENGLISH SPOKEN HERE".

APPENDIX XII (original creation)

PRACTICE: GOOGLE FORM

<https://docs.google.com/forms/d/1Lj21Eu5JPHMADzhxpzEH733WfJ21PmfKdM6D3nxmqis/>
https://docs.google.com/forms/d/e/1FAIpQLSciznTOSO2NS-A-wRDdW6d53oNKtFXfZDBuUBXZts8peZ161g/viewform?usp=pp_url&entry.1320326124=were+expelled&entry.797135333=are+associated



The image shows a screenshot of a Google Form. The form has a white background with a purple header and footer. The title of the form is "PASSIVE VOICE" in large, bold, black letters. Below the title, there is a subtitle: "Complete the following sentences to check your understanding of the passive voice". In the center of the form, there is a button labeled "SIGUIENTE" (Next) in a light gray box. At the bottom of the form, there is a small disclaimer: "Nunca envíes contraseñas a través de Formularios de Google."

Complete the sentence

To represent the change from Celtic beliefs to Christian ones in Ireland, legend says that snakes _____ (expe) from the island by Saint Patrick *

were expelled

PASSIVE VOICE CHART

FORM	Object	A form of 'Be'	Past Participle
Simple Present Passive	The door	is	closed
Simple Past Passive	Jurassic Park	was	directed by Steven Spielberg
Will Future Passive	An English book	will be	given to passing students
Going to Future Passive	A gift	is going to be	given to the best student
Present Continuous Passive	The suspect	is being	pursued
Past Continuous Passive	He	was being	interrogated
Present Perfect Passive	The room	has been	cleaned
Past Perfect Passive	The window	had been	broken
Passives With Modals	All the rules	must be	obeyed



[ATRÁS](#)

[SIGUIENTE](#)

PASSIVE VOICE

WELL DONE!

We, snakes, like having a good time, so we celebrate St Patrick's day all the same (because what kept us away from Ireland was the cold temperatures, not the saint!)



[ATRÁS](#)

[SIGUIENTE](#)

Nunca envíes contraseñas a través de Formularios de Google.

PASSIVE VOICE

*Obligatorio

Complete the sentence

The Celtic cross and the shamrock _____
(associate) with Ireland, but the national symbol is actually the harp. *

are associated

PASSIVE VOICE CHART

FORM	Object	A form of 'Be'	Past Participle
Simple Present Passive	The door	is	closed.
Simple Past Passive	Jurassic Park	was	directed by Steven Spielberg.
Will Future Passive	An English book	will be	given to passing students.
Gonna to Future Passive	A gift	is going to be	given to the best student.
Present Continuous Passive	The suspect	is being	pursued.
Past Continuous Passive	He	was being	interrogated.
Present Perfect Passive	The room	has been	cleaned.
Past Perfect Passive	The window	had been	broken.
Passives With Modals	All the rules	must be	obeyed.

IRISH SYMBOLS



Shamrock



Irish Harp



Celtic Cross

ATRÁS

SIGUIENTE

Nota: en las contraseñas e trivias de Formularios de Google.

PASSIVE VOICE

WELL DONE! KEEP IT UP LIKE THIS!

Hey! Have you ever heard the awesome sound of a Celtic harp? Here you have an excellent opportunity!! Leave the passive voice aside for a little time and listen to this beautiful melody!! We can comment your impressions tomorrow in class! Celtic harp - Carolan's dream



ATRÁS

SIGUIENTE

Nota: en las contraseñas e trivias de Formularios de Google.

Complete the sentence

Ireland is one of the countries in the world truly committed to gender equality. So far, two women _____ (elect) as presidents of the republic.*

Tu respuesta:

PASSIVE VOICE CHART

FORM	Object	A form of 'Be'	Past Participle
Simple Present Passive	The door	is	closed
Simple Past Passive	Jurassic Park	was	directed by Steven Spielberg
Will Future Passive	An English book	will be	given to passing students
Going to Future Passive	A gift	is going to be	given to the best student
Present Continuous Passive	The suspect	is being	pursued
Past Continuous Passive	He	was being	interrogated
Present Perfect Passive	The room	has been	cleaned
Past Perfect Passive	The window	had been	broken
Passives With Modals	All the rules	must be	obeyed

Mary Robinson, president of Ireland from 3 December 1990 to 12 September 1997




Mary McAleese, president of Ireland from November 1997 to November 2011




PASSIVE VOICE

GOOD JOB, MASTER!

Here you have Mary Robinson talking about gender equality and climate change, do you agree with her? Bring your personal and political fire to class, and let's discuss her opinions!! (SPOILER ALERT: the video comes with subtitles in Spanish, so you have noooooo excuse not to watch it, and you know I will know if you have watched it or not..., because you know that I AM THAT GOOD, yes, you do and yes, I am...)



Aaaaaaaaaaaaaand this might ruffle some feathers, but here you have Mary McAleese expressing her views about gender equality and religion, let's see what happens... (SPOILER ALERT: this video also comes with subtitles, this time in English, so once more, noooooo excuses for not watching it, besides, if you find out what she means when she says 'pure codology', we will all start tomorrow's class dancing to your favourite song, so, c'mon, let's rock it!!!)

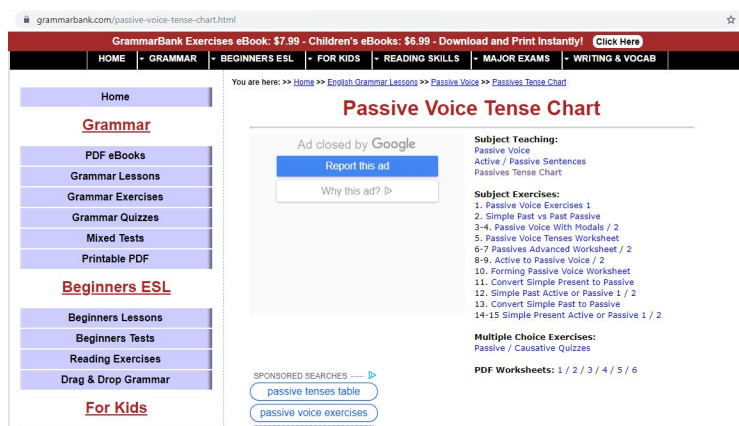


Nunca envíes contraseñas a través de Formularios de Google.

APPENDIX XIII (retrieved from <https://www.grammarbank.com/passive-voice-tense-chart.html>)

FURTHER PRACTICE of PASSIVE VOICE (IF NECESSARY)

<https://www.grammarbank.com/passive-voice-tense-chart.html>



The screenshot shows the GrammarBank website interface. At the top, there are navigation links: HOME, GRAMMAR, BEGINNERS ESL, FOR KIDS, READING SKILLS, MAJOR EXAMS, and WRITING & VOCAB. The main content area is titled "Passive Voice Tense Chart". It includes a sidebar with categories like Home, Grammar, PDF eBooks, Grammar Lessons, Grammar Exercises, Grammar Quizzes, Mixed Tests, Printable PDF, Beginners ESL, Beginners Lessons, Beginners Tests, Reading Exercises, Drag & Drop Grammar, and For Kids. The main content area features a "Subject Teaching" section with links for Passive Voice, Active / Passive Sentences, and Passive Tense Chart. Below that is a "Subject Exercises" section with a list of 15 exercises. At the bottom, there are "Multiple Choice Exercises" and "PDF Worksheets" links.

LESSON 3a - DEEPENING

Learning outcomes:

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

- work cooperatively
- monitor their own learning process
- collect data recognising different natural spaces in Ireland
- interact with other learners
- examine and research a variety of resources (books, digital media) to inquire about elements for their projects

Key: “T” = teacher “Ss” = students

PROCEDURE	INTERACTION PATTERN	TIMING	RESOURCES & MATERIALS	COMPETENCES	EVALUATION CRITERIA
Ss do the third breakout	Ss' teams	20'	breakout materials (see appendix XIV), computers and/or mobiles and/or tablets	CCL, CD, CAA, CIEE, CSC	Crit.IN.2.1. Crit.IN.2.2.
Wordcloud about Ireland	whole class	10'	Mentimeter (see appendix XV), computer, class projector, mobiles	CCL, CD, CSC	Crit.IN.2.1. Crit.IN.2.2.
Ss watch video “This is Ireland”	individually	5'	Youtube video (see appendix XVI)	CCL, CSC	Crit.IN.1.1. Crit.IN.1.2.
Ss complete a +1 listening organiser	teams	7'	+1 organiser (see appendix XVII)	CCL, CAA	
Talking Chips activity about topics in the video	teams	20'	Cheat sheet (see appendix XVIII)	CCL, CAA, CSC,	Crit.IN.2.1. Crit.IN.2.2.

Homework: Annotate self- and team assessment exit ticket	individually		Google form (see appendix VII), computers and/or tablets and/or mobiles	CCL, CAA, CD	Crit.IN.4.1.
---	--------------	--	---	--------------	--------------

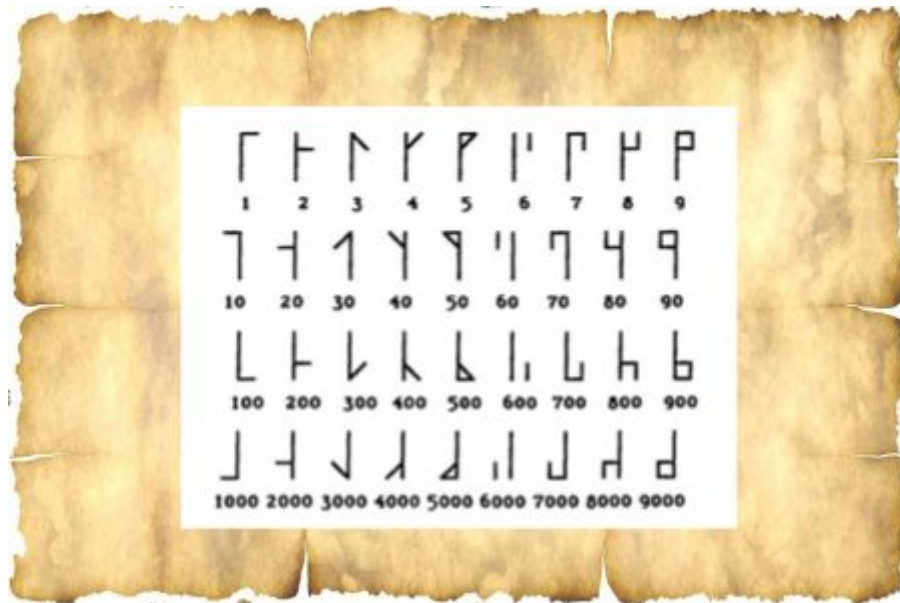
APPENDIX XIV (original creation)

DEEPENING BREAKOUT ACTIVITY

For this session, the students find a picture of Powerscourt Waterfall together with its latitude and longitude coordinates using the code they will find later. This will be projected on the classroom screen, together with the start page of Google maps. To start the breakout, the teacher will tell the students the following riddle:

*‘A generous hand giving /
/ reveals clues untold /
/ a holy man waiting /
/ will help with what must be solved.’*

This clue should make each team’s facilitator rush to the high school chaplain’s office, where he will give them a bag per person containing two clues: a parchment with these symbols:



and a scroll with this stanza:



As part of the decoration of the classroom, the teacher has included four pictures of different symbols combined, such as these:



The students will have to decode the symbols to find the longitude and latitude coordinates of the places, and enter them on Google maps to learn which place they refer to. The first combination of symbols would correspond to the coordinates for Powerscourt Waterfall that they have seen before, and therefore this should trigger understanding how the code must be broken. As with the previous breakouts, the teacher will assist with further clues whenever needed. For example, in this breakout the teacher will circulate around the class and tell the students where to include the dot and the minus sign that is necessary to include to write the coordinates correctly. Once they do this, using the clues in the abovementioned stanza, they must go to the Google form to enter the name of the places in the correct order, and, this way, open the lock.

Key for the breakout:

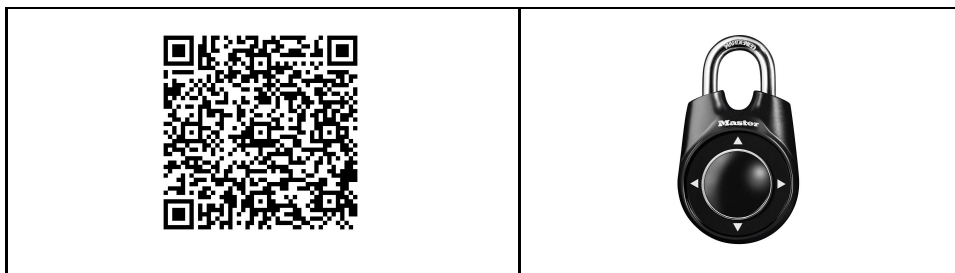
First place: POWERSCOURT WATERFALL

Second place: GIANT'S CAUSEWAY

Third place: SKELLIG MICHAEL

Fourth place: CLIFFS OF MOHER

QR CODE TAG



GOOGLE FORM

https://docs.google.com/forms/d/e/1FAIpQLScKInj7dVFlx6-5MMCWDspWBoVJlhvmIILt4JaVzD7IpfqHFg/viewform?usp=sf_link

<https://docs.google.com/forms/d/e/1FAIpQLScKInj7dVFlx6-5MMCWDspWBoVJlhvmIILt4JaVzD7IpfqHFg/formResponse>

<https://forms.gle/KM9pA9W7iFf56XZH6>

UNLOCK THE LOCK

Enter the names of the places that you have found in the correct order (use CAPITAL LETTERS):

*Obligatorio



First place is... *

Tu respuesta: _____

SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

UNLOCK THE LOCK

WELL DONE! ENTER THE NEXT PLACE!!

POWERSCOURT WATERFALL



ATRÁS

SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

UNLOCK THE LOCK

*Obligatorio

UNLOCK THE LOCK

Remember: use CAPITAL LETTERS

Second place is... *

GIANT'S CAUSEWAY

ATRÁS

SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

UNLOCK THE LOCK

WELL DONE! ENTER THE NEXT PLACE!!

GIANT'S CAUSEWAY



ATRÁS

SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

UNLOCK THE LOCK

*Obligatorio

UNLOCK THE LOCK

Remember: use CAPITAL LETTERS

Third place is... *

Tu respuesta

ATRÁS

SIGUIENTE

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Google Formularios

UNLOCK THE LOCK

WELL DONE!! HURRY UP AND ENTER THE LAST PLACE!!

SKELLIG MICHAEL



CHRISTIAN SETTLEMENT IN SKELLIG MICHAEL (from 6th/8th century to 12th century)



STAR WARS IN SKELLIG MICHAEL



ATRÁS

SIGUIENTE

UNLOCK THE LOCK

*Obligatorio

UNLOCK THE LOCK (LAST ONE!)

Remember: use CAPITAL LETTERS

Fourth place is... *

Tu respuesta

ATRÁS

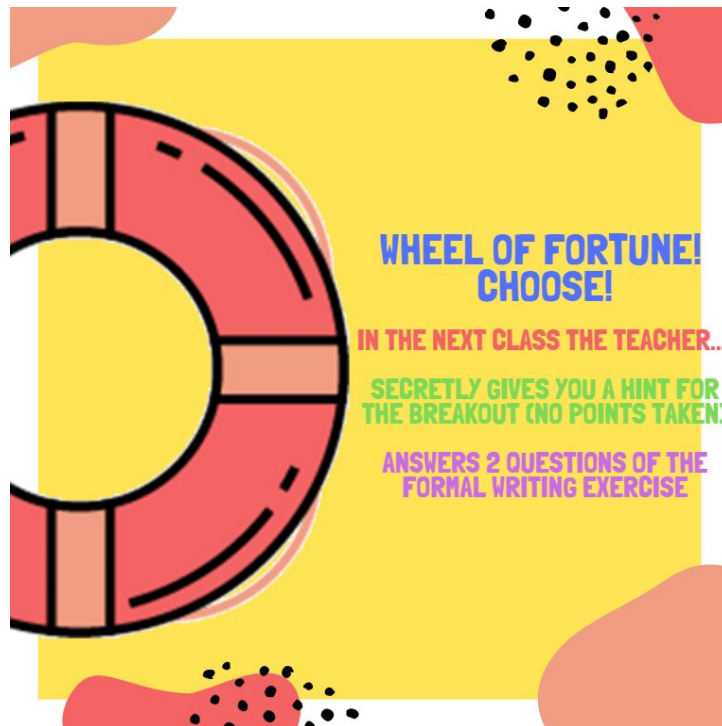
SIGUIENTE

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Este contenido no ha sido creado ni aprobado por Google. [Notificar uso inadecuado](#) - [Condiciones del servicio](#)

Google Formularios

PRIVILEGES FOR BREAKOUT WINNER



APPENDIX XV (original creation) WORDCLOUD

Go to www.menti.com and use the code **38 25 97**

What do you know about Ireland? Mentimeter



Hide image

Go to www.menti.com and use the code **38 25 97**

What do you know about Ireland?

Mentimeter

green
rugby
music
leprechaun
saint patrick
dancing
republic
dublin
belfast
sheep

Show image

APPENDIX XVI (retrieved from <https://www.youtube.com/watch?v=HdX4tOH0nH0>)

VIDEO for LISTENING ACTIVITY

<https://www.youtube.com/watch?v=HdX4tOH0nH0>



This is Ireland

APPENDIX XVII (original creation)

+1 for LISTENING ACTIVITY



TOPIC ORGANISER: THIS IS IRELAND

Topic 1

+Topic 2

+Topic 3

+Topic 4

+Topic 5

+Topic 6

+Topic 7

+Topic 8

+Topic 9

CHEAT SHEET for TALKING CHIPS ACTIVITY

USEFUL LANGUAGE

TO GIVE MY OPINION

What's your opinion about...?
In my opinion, this is...
I (dis)agree with you, but I think that...
As far as I'm concerned...

TO DESCRIBE AND COMPARE

This is more/-er than ...
This is less ... than...
This is the most/-est - the least...
This is absolutely/completely...
This is very/really...

VOCABULARY

interesting, fun, boring, charming,
relevant, mysterious, bustling,
famous, lively, contemporary

...

TEAM'S EXPRESSIONS AND VOCABULARY

LESSON 3b - DEEPENING

Learning outcomes:

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

- work cooperatively
- monitor their own learning process
- interact with other learners
- examine and research a variety of resources (books, digital media) to inquire about elements for their projects
- collect data recognising places related to an Irish city
- recall previous structures learned in an earlier stage of the course (relative pronouns, comparatives, superlatives)

Key: “T” = teacher “Ss” = students

PROCEDURE	INTERACTION PATTERN	TIMING	RESOURCES & MATERIALS	COMPETENCES	EVALUATION CRITERIA
Ss do Kahoot activity about Irish castles	teams, whole class	10'	Kahoot website (see appendix XIX)	CCL, CAA, CSC, CD	
Tug-o-war debate: importance of preserving heritage	teams, whole class	15'	mobiles	CCL, CD, CSC, CCEC	Crit.IN.2.1. Crit.IN.2.2.
Ss complete several prompts about Irish castles	teams, whole class	20'	Task in Google Classroom (see appendix XX), computers and/or mobiles	CCL, CSC, CD, CCEC	Crit.IN.3.1. Crit.IN.3.2.
Rally Robin about Irish castles	teams	10'	mobiles	CCL, CD, CSC, CCEC,	Crit.IN.2.1. Crit.IN.2.2.
Homework:					
Annotate self- and team assessment exit ticket	individually		Google form (see appendix VII), computers and/or tablets and/or mobiles	CCL, CAA, CD	Crit.IN.4.1.
Ss research different websites about Ireland to start collecting ideas for their project	individually		websites (see appendix XXI)	CCL, CD, CMCT	

APPENDIX XIX (original creation)

KAHOOT: IRISH CASTLES

<https://play.kahoot.it/v2/?quizId=0be7041d-e80e-402c-9df4-fdbef55a9df4>

The image shows a sequence of three screenshots from a Kahoot! quiz titled "IRISH STONE TREASURES".

The first screenshot is the main menu, which has a purple background. At the top, it says "Kahoot!". Below that, the quiz title "IRISH STONE TREASURES" is displayed. There are two main options: "Player vs Player 1:1 Devices" with a "Classic" button, and "Team vs Team Shared Devices" with a "Team mode" button. A "Game options" dropdown is visible at the bottom.

The second screenshot shows the quiz introduction screen. It features a large image of a stone castle on a hill. A white box in the center says "6 questions Are you ready?". Below the image, the text "kahoot.it Game PIN: 680893" is displayed.

The third screenshot is a question slide with a green background. It shows "1 of 6" in the top left, a "Question" icon in the top right, and the question text "County Tipperary is home to...". A progress bar is at the bottom, and it says "Win up to 1,000 points!" at the very bottom.

County Tipperary is home to...

13




▲ Bunratty ... ◆ Rock of Cashel

● Glenveagh ... ■ Carrickfergus ...

kahoot.it Game PIN: 680893

2 of 6



County Kerry is home to...

Win up to 1,000 points!

County Kerry is home to...

16



▲ Athlone ... ◆ Cahir ...

● Ross ... ■ Cabra ...

kahoot.it Game PIN: 680893

play.kahoot.it/v2/questionblockintro?quizId=0be7041d-e80e-402c-9df4-fdbef55a9df4

3 of 6

Question


County Donegal is home to...

Win up to 1,000 points!

play.kahoot.it/v2/gameblock?quizId=0be7041d-e80e-402c-9df4-fdbef55a9df4

County Donegal is home to...

16



▲ Glenveagh ...

◆ Cabra ...

● Ross ...

■ Dunguaire ...

kahoot.it Game PIN: 680893

play.kahoot.it/v2/questionblockintro?quizId=0be7041d-e80e-402c-9df4-fdbef55a9df4

4 of 6

Question

County Galway is home to...

Win up to 1,000 points!

County Galway is home to...

18



▲ Dunguaire ... ◆ Rock of Cashel

● Ross ... ■ Carrickfergus ...

kahoot.it Game PIN: 680893

5 of 6


Question

County Clare is home to...

Win up to 1,000 points!

County Clare is home to...

13



▲ Cabra ... ◆ Glenveagh ...

● Ross ... ■ Bunratty ...

kahoot.it Game PIN: 386212

playkahoot.it/v2/questionblockintro?quizId=0be7041d-e80e-402c-9df4-fdbef55a9df4

6 of 6

Question

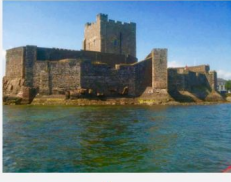
County Antrim is home to...

Final question! Think hard - you could win up to **1,000** points!

playkahoot.it/v2/gameblock?quizId=0be7041d-e80e-402c-9df4-fdbef55a9df4

County Antrim is home to...

19



▲ Carrickfergus ...

◆ Dunguaire ...

● Cabra ...

■ Bunratty ...

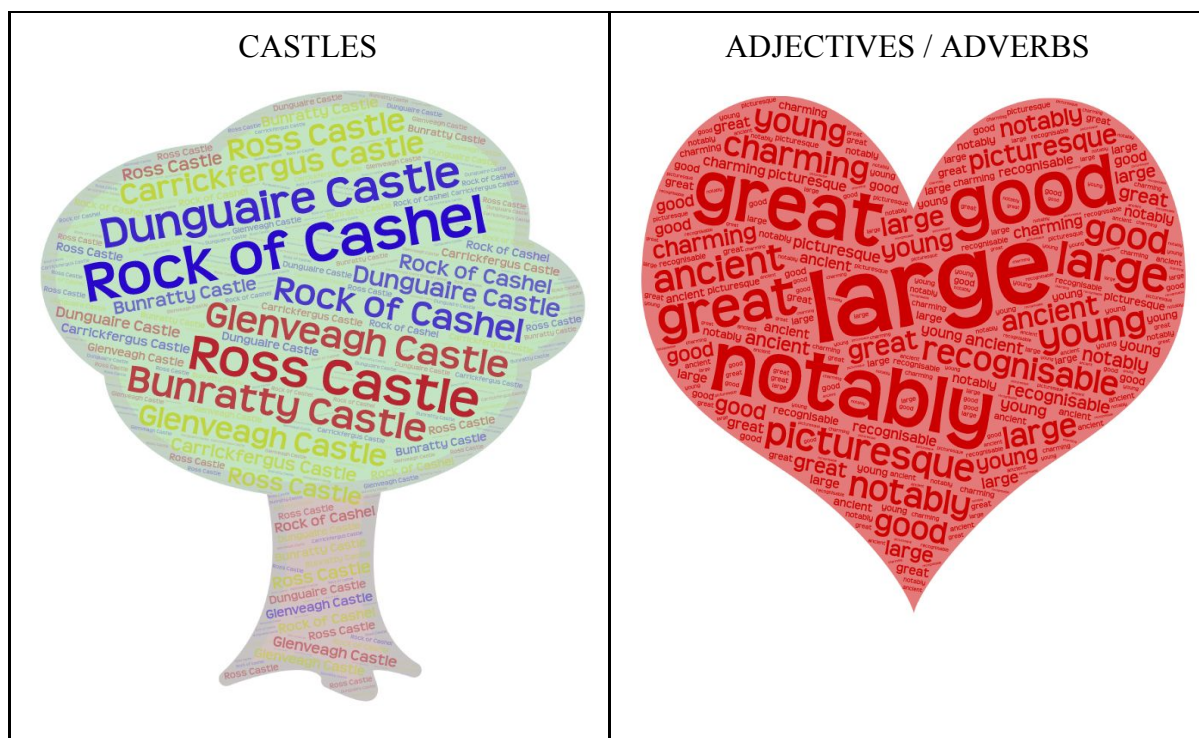
kahoot.it Game PIN: **680893**

APPENDIX XX (adapted from Lorena Ibáñez Sáiz’s design for the activity “Museums of Saragossa” in the PBL project ‘Welcome, Erasmus+ students!’ by Beatriz Ayete García, Lorena Ibáñez Sáiz and Núria Olivera Soler for the subject *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés* of the Master’s degree in teacher training for secondary and upper secondary school education, vocational training, and languages, sport and art studies, English specialisation, University of Zaragoza)

Complete the tables with information about the castles, using the charts provided.

Clues:

- Name of the castle
- Comparatives and superlatives (there are extra words you do not need)
- Relative pronouns



[Redacted]



This building is a large 15th-century tower house. There have been 4 different structures built in here, all of [Redacted] were attacked and burned. The present structure survived and now tells the story of the Earls of Thomond.

The powerful MacNamara family built the present structure around 1425, but by 1475 it had become the stronghold of the O'Briens, [Redacted] clan in North Munster.

[Redacted]



Probably one of [Redacted] castles in Ireland. Legend has it [Redacted] the devil took a bite from a nearby mountain (known as the Devils Bit) and in the process broke his tooth. He dropped the piece of rock and this construction was built on top of it. It was the traditional seat of the King of Munster.



It is situated among the stunning surrounds of the National Park of its county. This is a much [redacted] castle, as it was built by Captain John George Adair in 1870. Captain Adair was known as a cruel man [redacted] evicted tenants off their land in order to have a better view from the castle.

A curse was put on the Castle, [redacted] resulted in none of the subsequent owners being able to bear heirs to the family name. The National Park was created in the 1970's, [redacted] the castle was left to the Irish state.



It is situated just outside the tourist hub of Killarney in County Kerry. The castle was built in the late 15th century and was the stronghold of the O'Donoghue Ross chieftains. The ownership of the castle changed hands down through the years but legend has it that O'Donoghue, [redacted] leapt out of one of the windows of the castle, now lives at the bottom of the lake in [redacted] of palaces.



Situated on the northern shore of Belfast Lough, it is a Norman castle in Northern Ireland [redacted] historical displays as well as cannons from the 17th to the 19th centuries are now housed.

Besieged in turn by the Scots, Irish, English and French, the castle played an important military role until 1928 and remains one of [redacted] preserved medieval structures in Ireland.

For more than 800 years, it has been an imposing monument on the Northern Ireland landscape.



It is situated right on the shores of Galway bay in County Galway. This beautiful tower house was built in the 16th century by the O’Hynes clan. It passed to a few different families down through the years, [redacted] Oliver St. John Gogarty. Irish literary figures would meet here, such as W.B Yeats, Lady Gregory and George Bernard Shaw. It was restored in the 1950’s by Christobel Lady Amptill. Further restoration was completed by Shannon Development, [redacted] now own the property.

APPENDIX XXI (retrieved from <https://www.ireland101.com/map>, https://www.maps.ie/#map_container, <https://www.viamichelin.ie/web/Tourist-Attractions?address=Ireland%27s%20Eye%2C%20Ireland> and <https://www.google.com/maps/d/viewer?mid=1IHVpBOg5s9TCUNiThGfATB4Dgeo&ll=53.453211132037225%2C-8.012859049999975&z=6>)

<https://www.ireland101.com/map>

ireland101.com/map

My Irish Family Name Irish Name Etymology & Genealogy Irish Surname Dictionary Programme Ireland 101 VISA Card Ireland Games Travel to Ireland

Will you help rebuild Kilkenny's medieval city wall? Yes! It's Help Fundraise No! Not for me Yes! It's Donate

Our Interactive Irish Map

IRELAND

Click a region

Ireland has four regions, known as provinces:

Connacht
West part of the island including counties Galway, Leitrim, Mayo, Roscommon, Sligo.

Leinster
East part of the island including counties Carlow, Clonm, Wicklow, Wexham, South, Dublin, Meath, Westmeath, Kildare, Louth, Offaly, Longford.

https://www.maps.ie/#map_container

maps.ie/#map_container

Home Cities - Sights - Activities - Distance/Area Coordinates Route Planner Map My Route Create a Map

Geography Map of Ireland

Ireland is an island in western Europe, surrounded by the Atlantic Ocean and the Irish Sea (which separates Ireland from Great Britain). It is the 20th largest island in the world. Ireland has a land mass of 84,420 km² (32,595 mi²) and is also shaped with the coastal areas being mountainous and the midlands low and flat. Historically divided into four provinces, Ireland is further subdivided into 32 counties.

Ireland is famous for its unpredictable and often wet weather which varies from being hot one day, cold the next, sunny one hour and showers the next. This is caused by Ireland's weather convergence meaning the island is hit by three weather systems at once. Cold air blasts in from the North Pole, Asia contributes warm, dry winds and the Gulf Stream provides the rain. Below is a google map showing some of the main geographical features of Ireland.

Enter your search here. [Show Location](#)

Mapa **Satélite**

River Suir
The River Suir is Ireland's 3rd longest river at 188 km (117.5 mi) in length and flows through counties Tipperary and Waterford, emptying the sea at Waterford harbour.

Extremities of Ireland
Most Northern Point
Most Eastern Point
Most Southern Point
Most Western Point

Highest Mountains
Carraunshill, Co. Kerry
Beenkeragh, Co. Kerry
Caher, Co. Kerry
Mount Brandon, Co. Kerry

Longest Rivers
River Shannon
River Barrow
River Suir
River Blackwater

Largest Lakes
Lough Neagh
Lough Corrib
Lough Derg
Lough Erne

Other Facts
Centre of Ireland
Closest to Britain
Highest Lake
Largest City
Largest County
Smallest County
Largest Sea Inlet
Largest Beach
Tallest Sea Cliffs
Tallest Waterfall

<https://www.viamichelin.ie/web/Tourist-Attractions?address=Ireland%27s%20Eye%2C%20Ireland>

maps.ie/#map_container

Home Cities - Sights - Activities - Distance/Area Coordinates Route Planner Map My Route Create a Map

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Enter your search here. [Show Location](#)

Mapa **Satélite**

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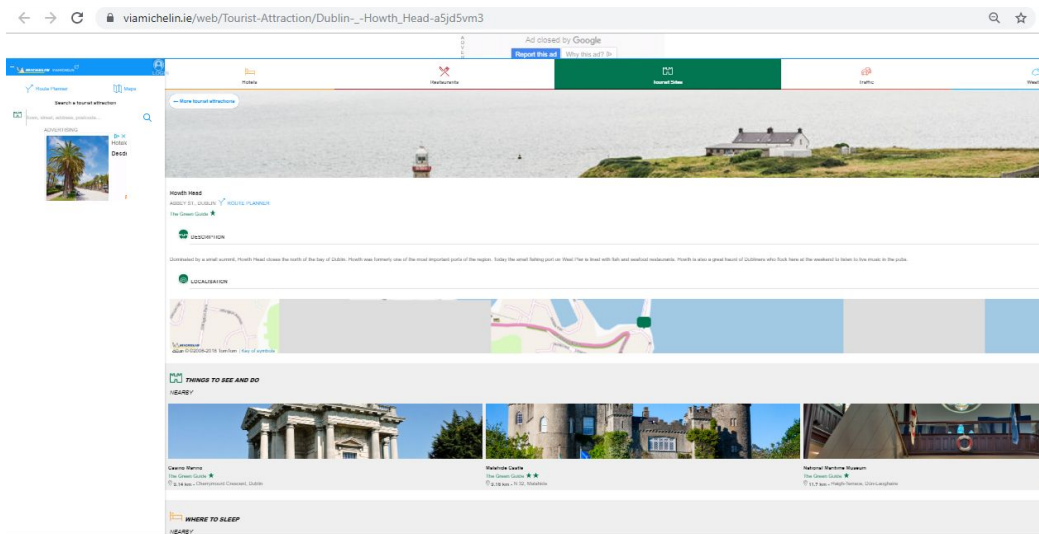
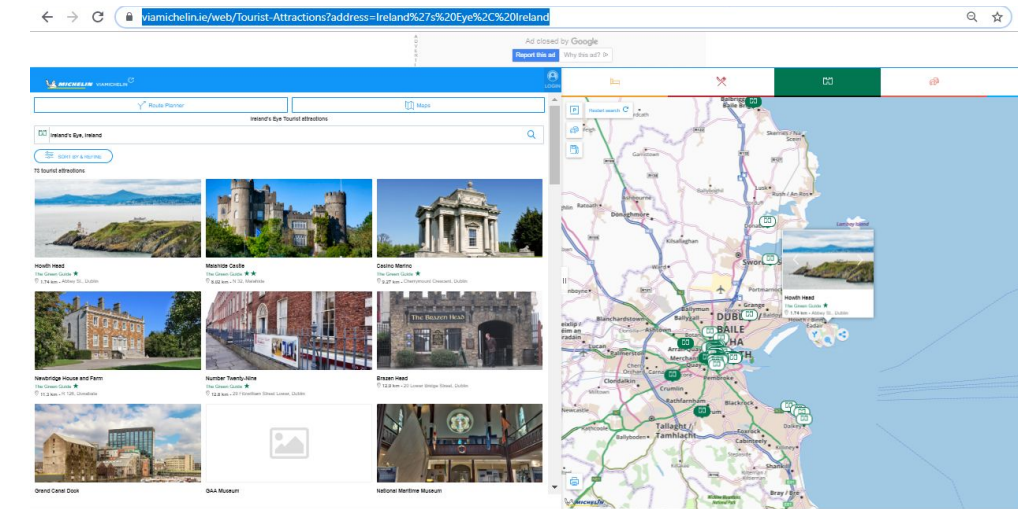
Extremities of Ireland
Most Northern Point
Most Eastern Point
Most Southern Point
Most Western Point

Highest Mountains
Carraunshill, Co. Kerry
Beenkeragh, Co. Kerry
Caher, Co. Kerry
Mount Brandon, Co. Kerry

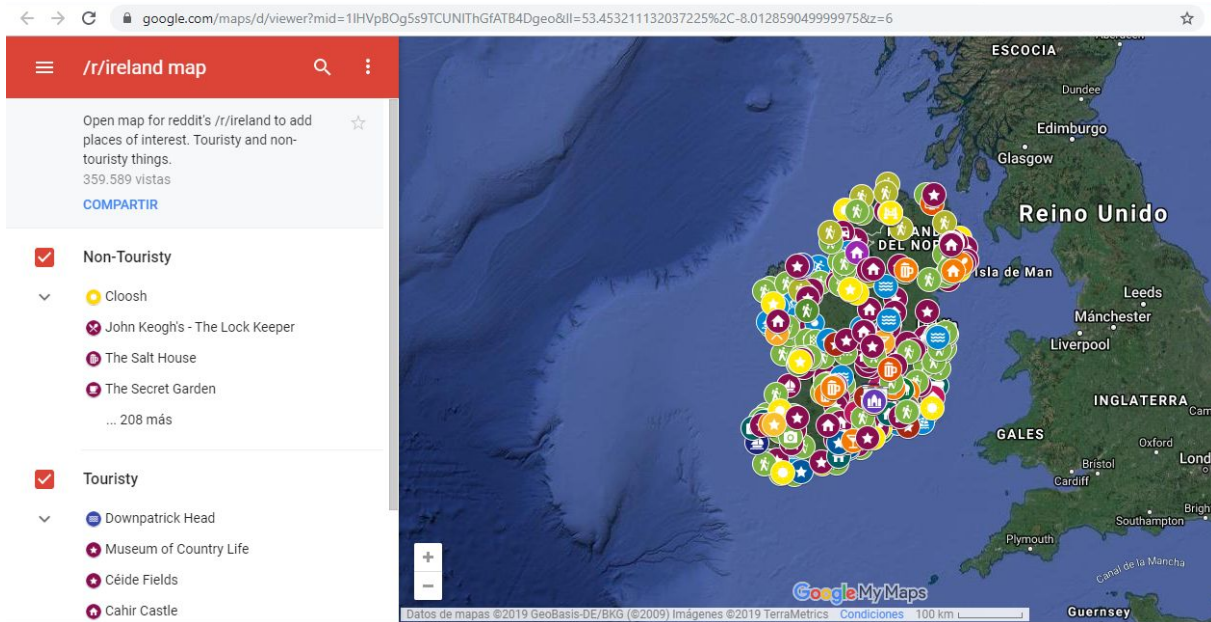
Longest Rivers
River Shannon
River Barrow
River Suir
River Blackwater

Largest Lakes
Lough Neagh
Lough Corrib
Lough Derg
Lough Erne

Other Facts
Centre of Ireland
Closest to Britain
Highest Lake
Largest City
Largest County
Smallest County
Largest Sea Inlet
Largest Beach
Tallest Sea Cliffs
Tallest Waterfall



<https://www.google.com/maps/d/viewer?mid=1IHVpBOg5s9TCUNITHGfA-TB4Dgeo&ll=53.453211132037225%2C-8.012859049999975&z=6>



LESSON 3c - DEEPENING

Learning outcomes:

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

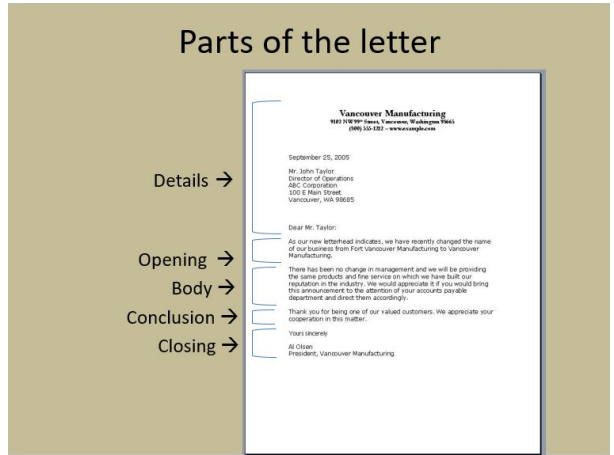
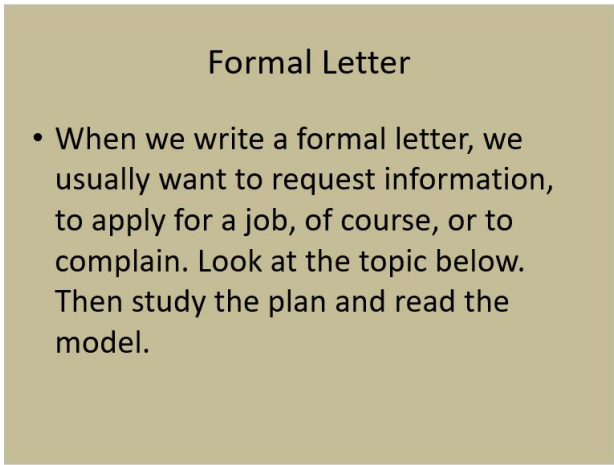
- work cooperatively
- monitor their own learning process
- interact with other learners
- analyse the structure of a formal letter and the purpose of its sections
- hypothesize about and contrast the contents of the formal letter for their project
- analyse and compare a variety of suggestions for a project proposal

Key: “T” = teacher “Ss” = students

PROCEDURE	INTERACTION PATTERN	TIMING	RESOURCES & MATERIALS	COMPETENCES	EVALUATION CRITERIA
Formal letter PPT presentation	whole class	15'	PPT (see appendix XXII), computer, classroom projector	CCL, CAA	

Formal letter practice: sections and functional language	pairs, teams	15'	Handouts (see appendix XXIII)	CCL, CAA, CSC	Crit.IN.4.1. Crit.IN.4.2.
Formal letter practice: drafting	pairs, teams	15'	topics suggested by teacher, Ss' notebooks	CCL, CAA, CSC	
Ss watch a video about writing a project proposal	whole class	5'	Youtube video (see appendix XXIV), computer, classroom projector	CCL, CAA	
Jot Thoughts to complete a +1 organiser about writing a project proposal	teams	10'	+1 organiser (see appendix XXV)	CCL, CAA, CSC	
Homework:					
Formal letter practice	individually		Handouts (see appendix XXVI)		
Annotate self- and team assessment exit ticket	individually		Google form (see appendix VII), computers and/or tablets and/or mobiles	CCL, CAA, CD	Crit.IN.4.1.

FORMAL LETTER PPT



Formal Letter: Details

Address of person writing the letter →

Vancouver Manufacturing
9102 NW 99th Street, Vancouver, Washington 98665
(800) 555-1232 - www.example.com

Date →

September 25, 2005

Name and address of person of business
being written to →

Mr. John Taylor
Director of Operations
ABC Corporation
100 E Main Street
Vancouver, WA 98685

Greeting →

Dear Mr. Taylor:

Salutation or greeting:

1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

2) Dear Mr Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

Formal Letter Opening

- Clear reason for writing

As our new letterhead indicates, we have recently changed the name of our business from Fort Vancouver Manufacturing to Vancouver Manufacturing.

Formal Letter Body

- Relevant information and questions

There has been no change in management and we will be providing the same products and fine service on which we have built our reputation in the industry. We would appreciate it if you would bring this announcement to the attention of your accounts payable department and direct them accordingly.

Formal Letter Conclusion

- Request for fast reply and polite finish

Thank you for being one of our valued customers. We appreciate your cooperation in this matter.

Formal Letter Closing

Yours sincerely

Al Olsen
President, Vancouver Manufacturing.

Ending a letter:

1) Yours faithfully

If you do not know the name of the person, end the letter this way.

2) Yours sincerely

If you know the name of the person, end the letter this way.

3) Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

Formal Letter Useful Language

- I am writing in response...
- I am writing to complain about...
- I read your advertisement for...
- I would be grateful for information about...
- Could you tell me if...?
- I wish to find out more about...
- I look forward to receiving a reply

Opening and Closing Formal and Informal Emails and Letters

Brainstorm one standard/ neutral opening greeting, opening line, closing line and closing greeting into the middle column of the table below.

	Very formal	Standard/ Neutral	Informal
Opening greeting			
Opening line			
Closing line			
Closing greeting			
Name at the end			

Write other (super) formal, standard and informal phrases for the starting and closing functions above.

Match the sections below to the boxes above. There are three sections which don't fit anywhere because they are not correct in emails and letters.

Dear Sir or Madam Dear Prof. Smith/ Dr Smith/ Mr Smith/ Ms Smith
Dear all/ Hi everyone Dear Steve/ Hi Steve

Steve Hi (nothing)

To Steve Dear Mr Steve Dear you all

To whom it may concern: To: The marketing team

About... How's it going?/ How are things?/ How's life?

I am writing to you concerning/ with regards to/ regarding/ in connection with/ in order to...
Thank you for your interest in our company. I hope you are well.

I am writing to you about/ to... Re: Thanks for your email yesterday.
Thanks for your quick reply./ Thanks for getting back to me so quickly.

Thanks for your quick replying. I write to you about...

I look forward to see you soon. If you need any more questions, just let me know.

I look forward to hearing from you soon. Thank you for your cooperation.
If you have any further questions, please do not hesitate to contact me.

I'm looking forward to hearing from you soon. Thanks in advance./ Thanks.
If you need any more information, please let me know. Thanks again.

If you need any more info, just drop me a line. Looking forward to hearing from you.
Please get back to me asap. See you then.

See you/ CU Cheers

Yours/ All the best/ Best regards/ Best wishes

Yours sincerely/ Yours faithfully/ Sincerely yours

A (nothing)

A. M. Case (Mr)

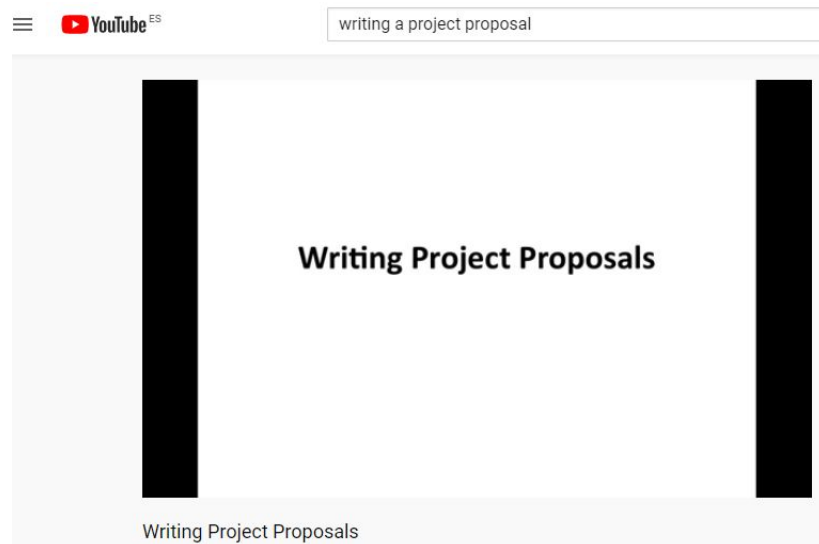
Alex Alex Case

Which forms above are mainly only used in letters?

What other differences are there between letters and emails?

APPENDIX XXIV (retrieved from <https://www.youtube.com/watch?v=WA0SWRk9CpQ>)

<https://www.youtube.com/watch?v=WA0SWRk9CpQ>



APPENDIX XXV (original creation)

+1 for LISTENING ACTIVITY



TOPIC ORGANISER: PROJECT PROPOSAL

Topic 1

+Topic 2

+Topic 3

+Topic 4

+Topic 5

+Topic 6

+Topic 7

+Topic 8

+Topic 9

FORMAL LETTER PRACTICE

Formal and Informal Language	
<p>Below is a formal letter. You must decide which of the phrases in bold you think are most appropriate and adjust the letter to make it suitable. When you have finished, move down to the next letter.</p> <p style="text-align: right;">My Name My Road My Town</p> <p>Dear Mr Sexton,</p> <p>I thought I'd write/ I am writing to complain about the state of the yard/condition of the playground. Over the last two weeks, I have noticed loads of rubbish/a great deal of litter.</p> <p>I reckon/it is my opinion that this litter is a health hazard. For example, yesterday a year 4 boy fell over and cut his hand on a broken bottle. The boy I'm talking about/The boy in question needed four stitches.</p> <p>Furthermore/On top of this, the litter is an eyesore. Our school has beautiful views of the river and these are wrecked/spoiled by the litter.</p> <p>I believe/I reckon that there are a load of things/a number of things that you could do to fix/rectify this problem. Firstly, it may be possible for you/you could purchase additional litterbins. This would help stop/prevent people discarding their litter recklessly/willy-nilly.</p> <p>What's more/In addition, I think that our school needs better/more adequate security to prevent vandals littering.</p> <p>To finish/In conclusion, I hope you will take my concerns seriously and I look forward to your reply/you writing back to me.</p> <p>Yours Sincerely/Yours Faithfully</p> <p>Name Here</p>	<p>Now try to find the correct phrases in this informal letter. Remember, this is for your friend.</p> <p>Dear James,</p> <p>How are you?/I trust this letter finds you well. I've been dead busy/extremely busy since your last letter. We have to work really hard at school to get ready/in preparation for our SATs.</p> <p>Despite this, I did manage to play/partake of a game of football last night with my friends/acquaintances. We won/were victorious! It was boss/outstanding!</p> <p>Also, my dad got me/purchased for me a new mobile telecommunication device/mobile phone. It's an 8210!</p> <p>Anyway, gotta go/go to cease writing! Speak to you soon. Please write back/please respond swiftly.</p> <p>Love from</p> <p>My Name.</p> <p>If you have finished, use a dictionary to find the meaning of these words -</p> <ol style="list-style-type: none">1. victorious2. cease3. respond4. swiftly5. acquaintances

Quiz topic: Formal and informal vocabulary

For each of the six questions choose the one correct answer.

1. Dear Mr Smith, We are sorry to _____ that...
 - a) say you
 - b) let you know
 - c) inform you
 - d) explain you
2. Thank you for bringing this _____ to my attention.
 - a) thing
 - b) matter
 - c) stuff
 - d) items
3. I am extremely _____ the service I received...
 - a) dissatisfied with
 - b) dissatisfied from
 - c) cross about
 - d) cross for
4. Hi John, how's it going? _____ my holiday in Spain.
 - a) I am writing to give you some details regarding...
 - b) I intend to describe...
 - c) I want to tell you about...
 - d) I'd like to say you...
5. As you will see from my CV, I have _____ experience in this area.
 - a) masses of
 - b) a considerable amount of
 - c) loads of
 - d) great
6. That's all for now. See you tonight! _____, Mary xxxx
 - a) Yours faithfully
 - b) Yours sincerely
 - c) Best wish
 - d) Love

LESSON 4 - PLANNING

Learning outcomes:

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

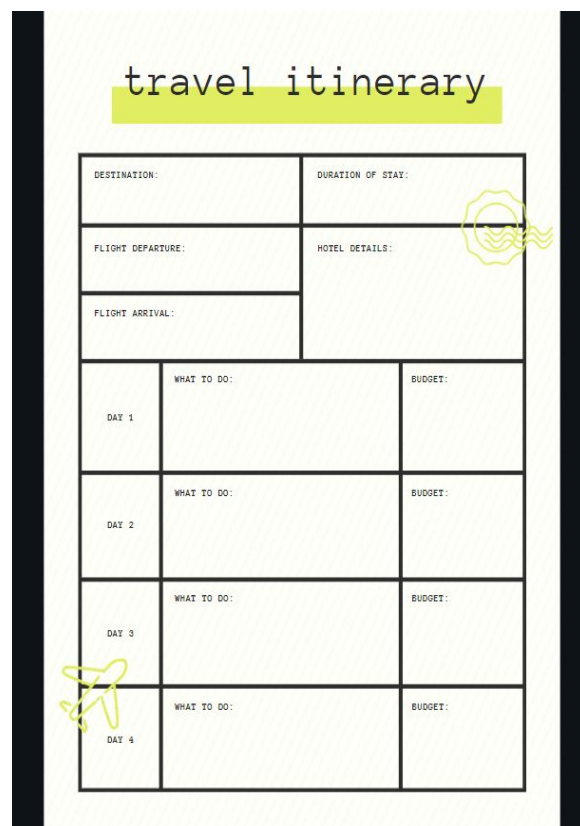
- work cooperatively
- monitor their own learning process
- interact with other learners
- recognise a model of an itinerary plan
- critique and assess the strengths and weaknesses of their itinerary plans

Key: “T” = teacher “Ss” = students

PROCEDURE	INTERAC TION PATTERN	TIMI NG	RESOURCES & MATERIALS	COMPETE NCES	EVALUAT ION CRITERIA
Presentation and discussion of an itinerary plan model	whole class	5'	WAGOLL model (see appendix XXVII)	CCL, CAA, CSC, SIEE	
Discussion and drafting of the itinerary plan	teams	20'		CCL, CAA, CSC, SIEE, CMCT	Crit.IN.2.1. Crit.IN.2.2.
SWOT analysis of the team's ideas	whole class, teams	15'	SWOT tool (see appendix XXVIII)	CCL, CAA, CSC, SIEE	Crit.IN.2.1. Crit.IN.2.2
Reviewing and redrafting of the proposals	teams	7'		CCL, CAA, CSC, SIEE	Crit.IN.2.1. Crit.IN.2.2
Research about support platform for the presentation	teams	8'	class computers	CCL, CAA, CSC, SIEE, CD	Crit.IN.2.1. Crit.IN.2.2
Homework					
Annotate self- and team assessment exit ticket	individually		Google form (see appendix VII), computers and/or tablets and/or mobiles	CCL, CAA, CD	Crit.IN.4.1.

APPENDIX XXVII

WAGOLL model



(retrieved from Canva)

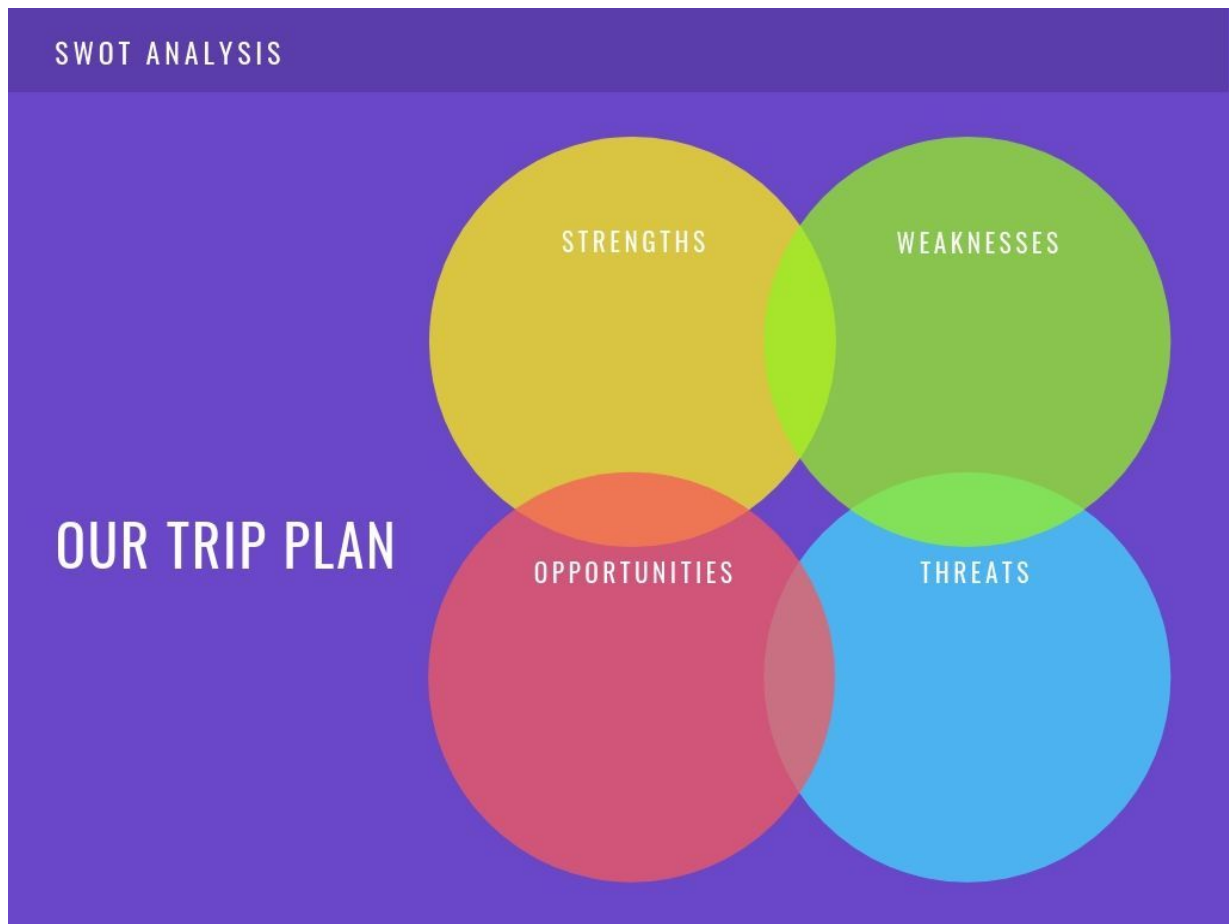

5-Day Trip Planner


Day 1	Destination: [Where are you going?] Where to eat: [What's for breakfast?] What to do: [Got tickets for a great show?] Where to stay: [Beach bungalow or friend's couch?] How to get there: [Plane, train, or GPS?]	
Day 2	[To replace any placeholder text (such as this), just select a line or paragraph of text and start typing. For best results, don't include space to the left or right of the characters in your selection.]	
Day 3	[To replace a placeholder photo with your own, delete it. Then, on the Insert tab of the ribbon, click Picture.]	
Day 4	Destination: Where to eat: What to do: Where to stay: How to get there:	
Day 5	Destination: Where to eat: What to do: Where to stay: How to get there:	

(retrieved from <https://templates.office.com/en-us/5-day-trip-planner-tm00002081>)

APPENDIX XXVIII (retrieved from Núria Olivera Soler’s design for the activity “SWOT discussion” in the PBL project ‘Welcome, Erasmus+ students!’ by Beatriz Ayete García, Lorena Ibáñez Sáiz and Núria Olivera Soler for the subject *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés* of the Master’s degree in teacher training for secondary and upper secondary school education, vocational training, and languages, sport and art studies, English specialisation, University of Zaragoza)

SWOT tool



LESSON 5 - CREATING

Learning outcomes:

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

- work cooperatively
- monitor their own learning process
- apply the lexical, grammatical and discursive patterns from previous lessons to design their itinerary plans and formal letter
- ideate activities, travel plans and presentation platforms that might be most appealing for their intended audience (embassy)

Key: “T” = teacher “Ss” = students

PROCEDURE	INTERACTION PATTERN	TIMING	RESOURCES & MATERIALS	COMPETENCES	EVALUATION CRITERIA
<p>Presentation of the objectives of the session</p> <p>Free time to produce their projects and write the letter</p>	<p>whole class</p> <p>teams</p>	<p>5’</p> <p>50’</p>	<p>computers</p> <p>computers; formal letter checklist (see appendix XXIX) and formal letter rubric (see appendix XXX)</p>	<p>CCL, CAA</p> <p>CCL, CAA, CSC, SIEE, CD, CEC,CMC T</p>	
<p>Homework</p> <p>Review of the team’s work if necessary</p> <p>Annotate self- and team assessment exit ticket</p>	<p>teams</p> <p>individually</p>		<p>computers</p> <p>Google form (see appendix VII), computers and/or tablets and/or mobiles</p>	<p>CCL, CAA, CSC, SIEE, CD, CEC,CMC T</p> <p>CCL, CAA, CD</p>	<p>Crit.IN.4.1</p>

APPENDIX XXIX (retrieved from

<https://en.islcollective.com/english-esl-worksheets/vocabulary/american-or-british-english/formal-letter-planner/37334>)

Formal letter checklist

WRITING A FORMAL LETTER

L = I can follow the rules for setting out a formal letter

L =



CHECKLIST FOR A FORMAL LETTER

FEATURES	TICK ✓
Have you missed a line between each section and new paragraph?	
Is your address written at the top right hand corner?	
Is the date written below the address?	
Is the name/title and address of the person you are writing to at the left?	
Does the letter start with 'Dear Sir/Madam'?	
Have you written the subject of the letter below the greeting and underlined it?	
Is the reason for writing given in the first paragraph?	
In the second paragraph have you given the person some information about your project and why this information would be useful?	
Have you written a short final paragraph to finish off?	
Have you taken a new line at the left to sign off e.g Yours sincerely	
Have you signed your name directly below 'Yours sincerely' and printed it out underneath?	

APPENDIX XXX (original creation)

Formal letter rubric

ASPECT EVALUATED	FAR BEYOND EXPECTATIONS (4)	EXCEEDS EXPECTATIONS (3)	MEETS EXPECTATIONS (2)	NEEDS IMPROVEMENT (1)
SENTENCES	All sentences are complete and well-constructed. There is a wide variety of sentence types, properly combined.	Most sentences are complete and well-constructed. Includes a variety of sentence types.	Some full and well-constructed sentences. There is some variation in sentence types.	Many sentence fragments. No sentence variety.
CONTENT	Contains plenty of relevant vocabulary, properly used. Content is relevant to the topic, itinerary proposal can be perfectly understood and it engages its audience.	Contains relevant vocabulary, properly used. Content is relevant to the topic, itinerary proposal can be understood quite clearly.	Contains adequate vocabulary. Message is in part unclear but is mostly relevant and understood.	Scarcity or lack of relevant vocabulary. Message can be barely understood and is not relevant.
SALUTATION, OPENING and CLOSING	All aspects are correct.	Proper, with few mistakes in punctuation and spacing.	Improper due to mistakes in spacing and punctuation.	They are missing.
PROPOSAL	It is completely and perfectly detailed and described. It is explained in a way that engages the reader in its reading.	It is sufficiently detailed and/or described in quite a clear manner. It is sufficiently explained for the reader to understand what it is about in one reading.	It is partially detailed and/or developed. It takes more than one reading to understand what the proposal is about.	Not detailed and/or developed. Seems to be a disorganised compilation of unrelated ideas.

FORMAT	Complies with all the requirements of a formal letter.	Displays almost all of the requirements of a formal letter.	Displays some of the requirements of a formal letter.	Does not follow the layout of a formal letter.
SPELLING and PUNCTUATION	There are no spelling and punctuation mistakes, proposal can be perfectly understood.	There are barely any spelling and punctuation mistakes, proposal can be understood.	There are some spelling and punctuation mistakes, but proposal can be understood.	Contains many spelling and punctuation mistakes, which impede understanding of the proposal.

LESSON 6 - PUBLISHING and ASSESSMENT

Learning outcomes:

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

- work cooperatively and under pressure
- monitor their own learning process
- present their itinerary in front of an audience (classmates and teacher)
- display knowledge on how to use ICT for their presentations
- demonstrate deep knowledge and understanding of their itinerary plan

Key: “T” = teacher “Ss” = students

PROCEDURE	INTERACTION PATTERN	TIMING	RESOURCES & MATERIALS	COMPETENCES	EVALUATION CRITERIA
Ss do final breakout	teams	20'	breakout materials (see appendix XXXI), computers and/or mobiles and/or tablets	CCL, CD, CAA, CIEE, CSC	Crit.IN.2.1. Crit.IN.2.2.
Presentations	teams, whole class	5-10' per team			Crit.IN.2.1. Crit.IN.2.2.
Rubric assessment completion	teams, whole class, teacher	5' per rubric	Assessment rubrics (see appendix XXXII)	CCL, CAA	

APPENDIX XXXI (original creation)

FINAL BREAKOUT

PUBLISHING BREAKOUT ACTIVITY

The breakout of this session is the last one of the series of escape activities. This time each team will have to break a code different from the ones of the rest of the teams, so the teacher will give them four different Google form links. It will be necessary for each team to break their code to be allowed to do their project presentation, and so be evaluated and assessed.

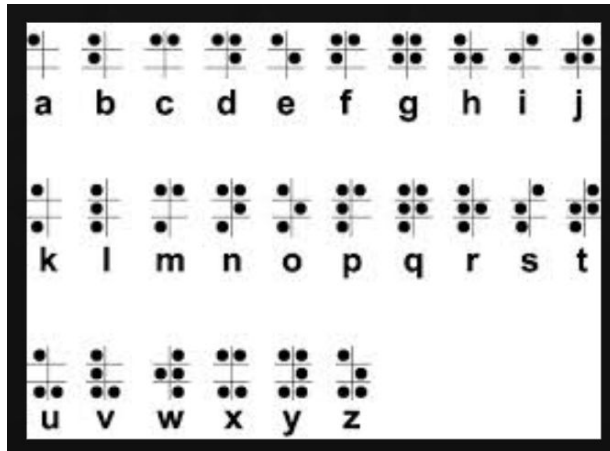
As the initial storyline stated out, a boy was taken away mysteriously, so to give this final session a touch of theatrical and hopefully thrilling ambiance, the teacher will ask some older students to play the role of villains.

The teacher starts the lesson placing a big box in the middle of each team (each box with a lock code again). Then the villains will unexpectedly storm into the classroom, as if they were some henchmen belonging to the Dullahan gang which has kidnapped Padraig.

They will make a lot of noise and will “threaten” the students that they will never find Padraig and free the hostages. Then, on their way out, four of the henchmen will drop a cylinder “by accident” while they are leaving the class as quickly as they came.

Each team facilitator will pick up one and open it to get a note with a clue: ‘**WHERE CAN YOU ALWAYS FIND 'GOLD', BUT THERE'S NO GOLD AT ALL?**’. The teacher will ask one of the facilitators to read it out loud for the rest of the class. The students should guess that the clue refers to a dictionary, and then the team’s facilitators should go to get one of the dictionaries that are kept in the class cabinets.

Attached to each of four of the dictionaries there are some envelopes which must be taken back to the teams. Inside them, the facilitators will find another note, three smaller envelopes containing three pieces of three-folded cardboard with beads glued on them (one piece of cardboard per member of the team who will be blindfolded), and three pictures of Braille code:



TO: DULLAHAN

WE'VE INTERCEPTED THE CODED MESSAGE FROM THE TRAITOR WHO WAS GOING TO RELEASE THE HOSTAGES BY BREAKING THE LAST LOCK. WE INCLUDE IT HERE FOR FURTHER INVESTIGATION. WE PROCEED TO FINAL PHASE OF THE OPERATION. THE HOSTAGES AND THE TRAITOR WILL BE DEALT WITH AS INSTRUCTED.

*to: whoever finds it
 if u r reading this, they found me and i'll be dead soon. all these crimes are 2 much 4 me. i hope someone has found the coded clues i've been sending 2 free the hostages. i was able 2 transfer the key 4 the last lock. luckily these thugs r 2 stupid to understand it. please forgive me 4 all the wrong i've done so far.*



After reading this note, and before the students open the smaller envelopes, the “henchmen” will make their appearance again, and, while some are causing the same sort of turmoil as the first time, the others will blindfold three members in each team and dart out of the classroom.

Then the blindfolded students will open the smaller envelopes and will have to “read” the beads telling their face partners in which position of the grid they are (eg, “there are two together”, “one is on top of the other”, “they are separated diagonally”; the teacher will use one of these sentences to illustrate how students have to do the exercise). This way, their face partners can check which letter they are reading in the Braille alphabet card and so build the code which they need to open the last lock and finish solving the breakout.

The bead-built Braille codes would build the sentence “The credit belongs to the man who is actually in the arena” (which rounds off what students have had before them all the time in the poster placed on the wall), although it will not be discovered immediately. The words will appear mixed in the Braille cards, and will have to be called out by every team’s presenter and arranged cooperatively and orally by the whole class in the correct order once each team has decoded them.

The Braille cards would look like the following:



A) BELONGS, THE, IN



B) CREDIT, TO, THE



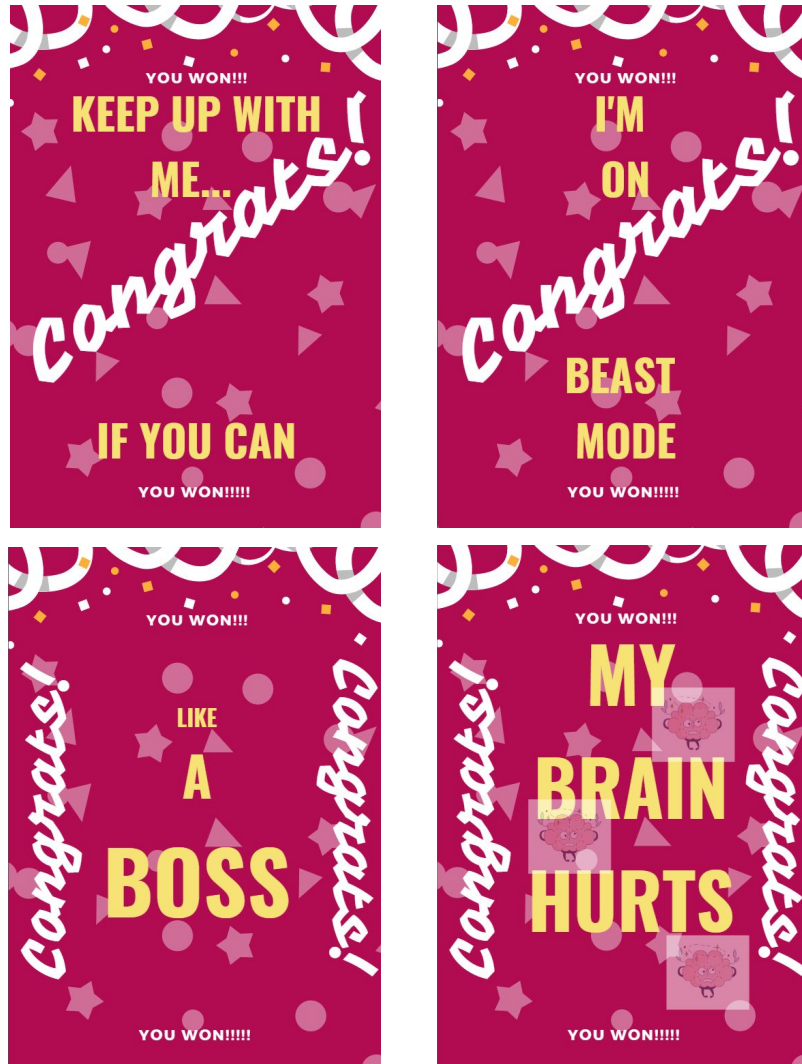
C) ARENA, MAN, THE

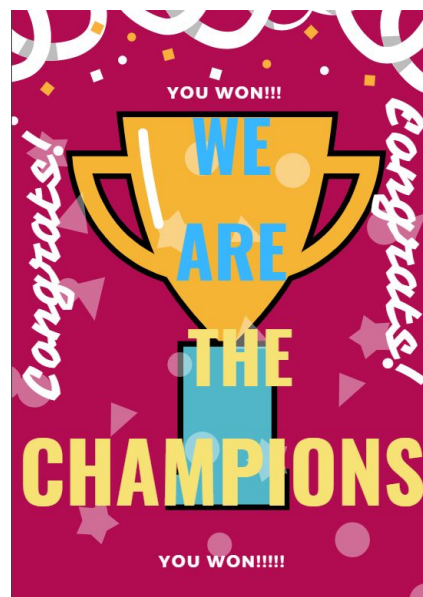


D) IS, WHO, ACTUALLY

Once this breakout is finished, there will be an overall count of the points that each team has got in every breakout and in the Kahoot game, and the one with the most points will be celebrated as final winner of the breakout game in a “coronation ceremony”.

They will be asked to come to the front of the class and will be told to choose a sash to wear and a small banner to hold. These will display a message such as the following:





The rest of the class and the teacher will clap while “Vivat in Aeternum” is played (<https://www.youtube.com/watch?v=cD-bYvFMLDQ>). This will conclude the breakout game.

APPENDIX XXXII (original creation)

ASSESSMENT RUBRICS

TRAVEL ITINERARY PROJECT EVALUATION RUBRIC (to be completed by the teacher and the teams in the audience)

TRAVEL ITINERARY PROJECT: _____

ASPECT EVALUATED	FAR BEYOND EXPECTATIONS (4)	EXCEEDS EXPECTATIONS (3)	MEETS EXPECTATIONS (2)	NEEDS IMPROVEMENT (1)
ACCURACY OF CONTENT and PRESENTATION SKILLS	They provide extensive, clear and concise information about the topic of the project. The information is also helpful for the audience. The speakers diction, prosodic and proxemic skills highly contribute to engage the audience.	They provide plenty of information about the topic of the project. The information is also helpful for the audience. The speakers diction, prosodic and proxemic skills contribute to engage the audience.	They provide sufficient information about the topic of the project. The audience is well guided by this information. The speakers diction, prosodic and proxemic skills contain some faults, but they do not impede understanding the presentation, and are sufficient to engage the audience.	Several pieces of information do not relate to the topic of the project. The information provided to the audience is not helpful. The speakers diction, prosodic and proxemic skills impede understanding the presentation to a large extent and do not engage the audience.
ATTRACTIVENESS	Contrasting colours, a wide variety of materials and more than 3 references were used to engage	Contrasting colours, a variety of materials and at least 3 references were used to engage	Contrasting colours, sufficient materials but less than 3 references were used to keep the	The presentation of the itinerary was not visually appealing and/or it did not succeed in

	the audience and give the presentation of the itinerary visual appeal.	the audience and give the presentation of the itinerary visual appeal.	audience engaged. The presentation of the itinerary was visually appealing.	engaging the audience.
COOPERATIVE WORK	During the presentation of the itinerary it was clear the members of the team relied on each other completely to carry out the task, were relaxed and helped each other if necessary at any time. They were able to finish the presentation in time.	During the presentation it was clear that they trusted each other to carry out the task to a large extent, their attitude made it easy to follow their presentation of the itinerary, and they often helped each other if necessary. They were able to finish the presentation in time.	Their performance during the presentation of the itinerary was generally confident, although some errors were made. They helped each other if necessary. They were able to finish the presentation in time.	Their performance during the presentation of the itinerary was not confident enough, and errors were frequent. They did not help each other if necessary. They did not finish the presentation in time.
CREATIVITY	The team put a lot of thought into making the itinerary and the presentation highly interesting and original.	The team put sufficient thought into making the itinerary and the presentation interesting and original.	The team tried to make the itinerary and the presentation interesting. There were sufficient original elements.	Little thought was put into making the itinerary and the presentation interesting. Most of the elements included were not original.

TRAVEL ITINERARY PROJECT EVALUATION RUBRICS (to be completed by teacher and team presenting only)

TRAVEL ITINERARY PROJECT: _____

ASPECT EVALUATED	FAR BEYOND EXPECTATIONS (4)	EXCEEDS EXPECTATIONS (3)	MEETS EXPECTATIONS (2)	NEEDS IMPROVEMENT (1)
COOPERATIVE WORK	The team worked well together with all members contributing significant amounts of quality work.	The team generally worked well together with all members contributing some quality work.	The team worked fairly well together with all members contributing some work.	The team often did not work well together and the project appeared to be the work of only 1-2 students in the team.
ASSESSMENT TOOLS	They were consistently responsible for and supportive of both individual and collective work and needs.	They were generally responsible for supportive of both individual and collective work and needs.	They were only sometimes responsible for and supportive of both individual and collective work and needs.	They were scarcely responsible for and supportive of both individual and collective work and needs.
	All the assessment tools were completed during the development of the project, and they clearly confirm that every member of the team was genuinely involved in the project.	Most of the assessment tools were completed during the development of the project, and they can confirm that every member of the team was genuinely involved in the project.	Some of the assessment tools were completed during the development of the project, and they show only partial collaboration and cooperation within the team.	Very few of the assessment tools were completed during the development of the project.

RUBRIC FOR ASSESSING AND EVALUATING STUDENTS INDIVIDUALLY (to be completed by teacher during the sessions)

ASPECT EVALUATED	FAR BEYOND EXPECTATIONS (4)	EXCEEDS EXPECTATIONS (3)	MEETS EXPECTATIONS (2)	NEEDS IMPROVEMENT (1)
CONTRIBUTIONS	Routinely provides useful ideas when participating in the team and in classroom discussions and tasks proposed. Has clear leadership attributes and contributes a lot of effort.	Usually provides useful ideas when participating in the team and in classroom discussions and tasks proposed. Is a strong team member who tries hard.	Sometimes provides useful ideas when participating in the team and classroom discussions and tasks proposed. His/her performance as a team member is satisfactory and does what is required.	Rarely provides useful ideas when participating in the team and in classroom discussions and tasks. May refuse to participate
QUALITY OF WORK	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be revised/redone by other team members to ensure quality.	Provides work that usually requires revision and correction by others to ensure quality.
TIME MANAGEMENT	Routinely uses time well throughout the project to ensure things get done on time. The team does not have to adjust deadlines or work responsibilities because of this person's delays or unwillingness to work.	Usually uses time well throughout the project, but may have been delayed on one or two tasks. The team does not have to adjust deadlines or work responsibilities because of this person's unwillingness to work.	Tends to be delayed, but always gets things done by the deadlines. The team does not have to adjust deadlines or work responsibilities because of this person's unwillingness to work.	Rarely gets things done by the deadlines and the team has to adjust deadlines or work responsibilities because of this person's inadequate time management.

PROBLEM-SOLVING	Actively looks for and suggests solutions to problems.	Refines solutions provided by others.	Does not propose or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
ATTITUDE	Routinely provides constructive critique for the project and the work of others and openly acknowledges their effort. Always has a positive attitude towards the task(s).	Rarely provides negative criticism towards the project or a peer's work or effort. Often has a positive attitude about the task(s).	Is sometimes publicly critical of the project or the work and effort of others. Usually has a positive attitude towards the task(s).	Often criticises the project publicly and shows disregard towards others' work and effort. Often has a negative attitude towards the task(s). Becomes a disruptive element for the team.
FOCUS ON THE TASK	Consistently stays focused on the task and what needs to be done. Is very self-directed and never fails to provide assistance to team members whenever necessary.	Focuses on the task and what needs to be done most of the time. Other team members can count on this person.	Focuses on the task and what needs to be done some of the time. Other team members must sometimes nag, remind and encourage to make this person stay on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
PREPAREDNESS	Brings required and needed materials to class and is always ready to work.	Almost always brings required materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to work, thus delaying the rest of the team.
COMMITMENT	Work reflects this student's best efforts.	Work from this student reflects a strong effort to keep things	Work reflects some effort made by this student.	Work reflects very little effort on the part of this student.

		going.		
WORKING TOWARDS A COMMON GOAL	Routinely monitors the effectiveness of the team, and makes positive suggestions to make it more efficient.	Routinely monitors the effectiveness of the team, and works to make it more efficient.	Occasionally monitors the effectiveness of the team, and works to make it more efficient.	Rarely monitors the effectiveness of the team, and does not work to make it more efficient.
WORKING WITH OTHERS	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well.	Usually listens to, shares with, and supports the efforts of others. Does not cause disruption in the team.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, or supports the efforts made by others. Often is not a good team member and provokes disruption in the team.

RUBRIC FOR ASSESSING AND EVALUATING FORMAL LETTER (to be completed by the teacher after the project presentations)

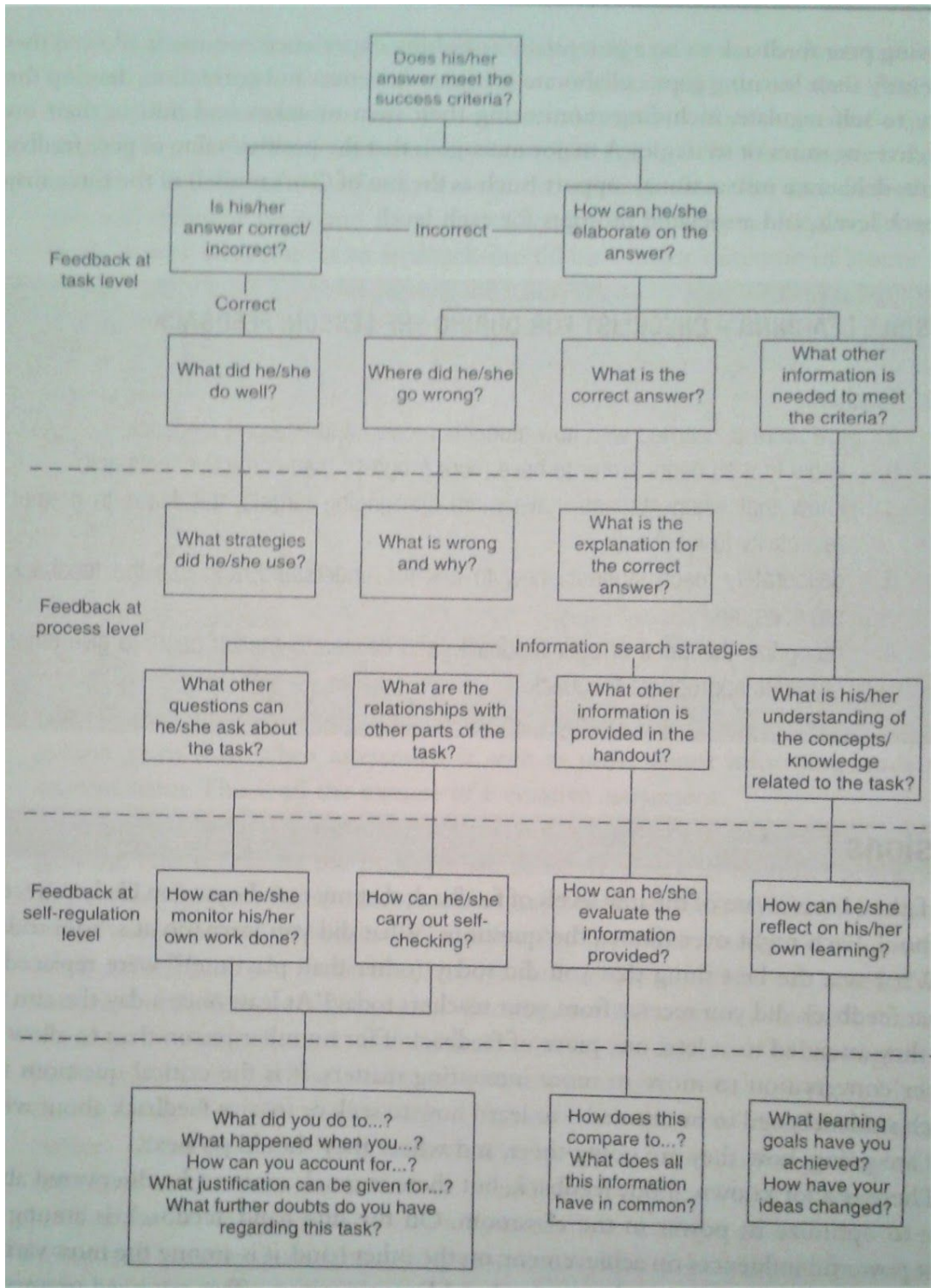
ASPECT EVALUATED	FAR BEYOND EXPECTATIONS (4)	EXCEEDS EXPECTATIONS (3)	MEETS EXPECTATIONS (2)	NEEDS IMPROVEMENT (1)
SENTENCES and PARAGRAPHS	All sentences are complete and well-constructed. There is a wide variety of sentence types, properly combined. Main idea in the paragraph is perfectly clear. There are	Most sentences are complete and well-constructed. Includes a variety of sentence types. Main idea in the paragraph is clear to a large degree. There are sufficient supporting	Some full and well-constructed sentences. There is some variation in sentence types. Main idea in the paragraph is sufficiently clear. There are some supporting details related to it.	Many sentence fragments. No sentence variety. Main idea in the paragraph is not clear. There are not enough supporting details, or they are not connected with the main idea.

	supporting details related to it which illustrate the main idea in a straightforward way.	details related to it.		
CONTENT	Contains plenty of relevant vocabulary, properly used. Content is relevant to the topic, itinerary proposal can be perfectly understood and it engages its audience.	Contains relevant vocabulary, properly used. Content is relevant to the topic, itinerary proposal can be understood quite clearly.	Contains adequate vocabulary. Message is in part unclear but is mostly relevant and understood.	Scarcity or lack of relevant vocabulary. Message can be barely understood and is not relevant.
SALUTATION , OPENING and CLOSING	All aspects are correct.	Proper, with few mistakes in punctuation and spacing.	Improper due to mistakes in spacing and punctuation.	They are missing.
PROPOSAL	It is completely and perfectly detailed and described. It is explained in a way that engages the reader in its reading.	It is sufficiently detailed and/or described in quite a clear manner. It is sufficiently explained for the reader to understand what it is about in one reading.	It is partially detailed and/or developed. It takes more than one reading to understand what the proposal is about.	Not detailed and/or developed. Seems to be a disorganised compilation of unrelated ideas.
FORMAT	Complies with all the requirements of a formal letter.	Displays almost all of the requirements of a formal letter.	Displays some of the requirements of a formal letter.	Does not follow the layout of a formal letter.
SPELLING and PUNCTUATION	There are no spelling and punctuation mistakes, proposal can be	There are barely any spelling and punctuation mistakes, proposal can be	There are some spelling and punctuation mistakes, but proposal can be	Contains many spelling and punctuation mistakes, which impede

	perfectly understood.	understood.	understood.	understanding of the proposal.
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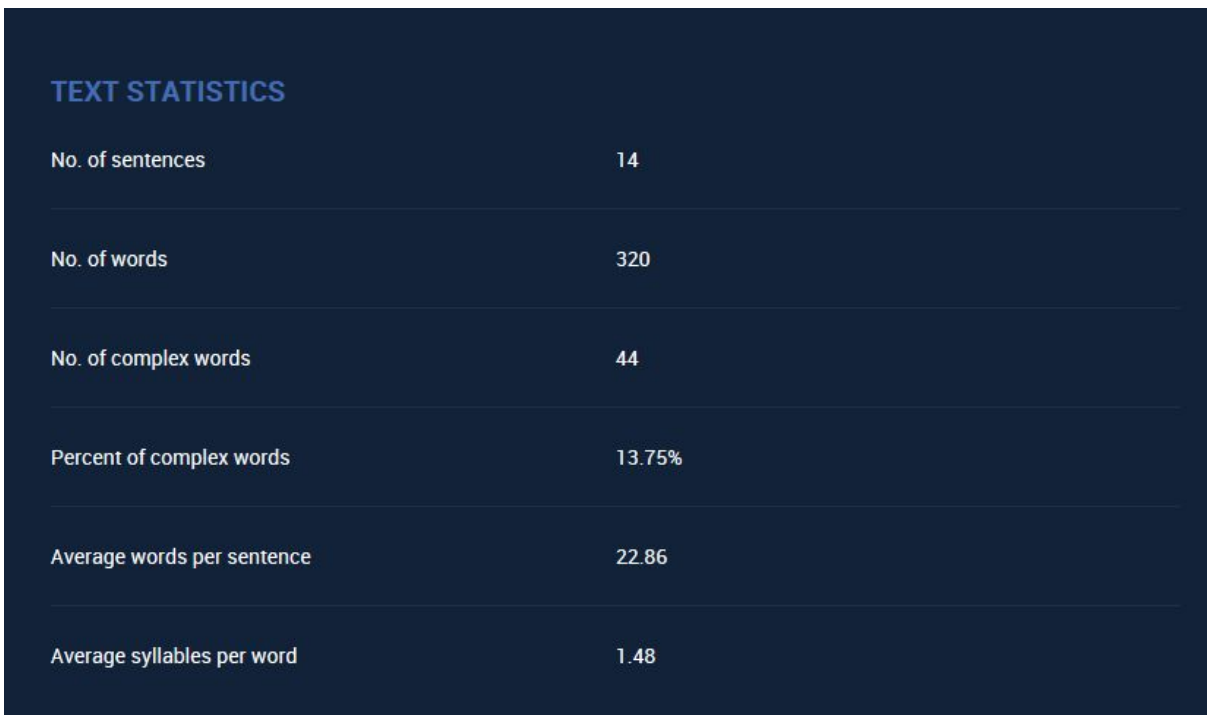
APPENDIX XXXIII

Rubric for students to give scaffolded feedback to peers (retrieved from Hattie, 2012:133)



APPENDIX XXXIV (retrieved from <https://www.webfx.com/tools/read-able/>)

Readability analysis of the letter from the Irish embassy (activation stage)



Readability analysis of letter addendum from the Irish embassy (activation stage)

TEST RESULTS:

Your text has an average **grade level of about 13**. It should be easily understood by 18 to 19 year olds.

READABILITY INDICES

Flesch Kincaid Reading Ease	37	
Flesch Kincaid Grade Level	12.3	
Gunning Fog Score	14.5	
SMOG Index	11.2	
Coleman Liau Index	15.5	
Automated Readability Index	12	

TEXT STATISTICS

No. of sentences	4
No. of words	67
No. of complex words	15
Percent of complex words	22.39%
Average words per sentence	16.75
Average syllables per word	1.81







APPENDIX XXXV (retrieved from <https://www.webfx.com/tools/read-able/>)

Readability analysis of the breakout storyline (activation stage)

TEST RESULTS:

Your text has an average **grade level of about 9**. It should be easily understood by 14 to 15 year olds.

READABILITY INDICES

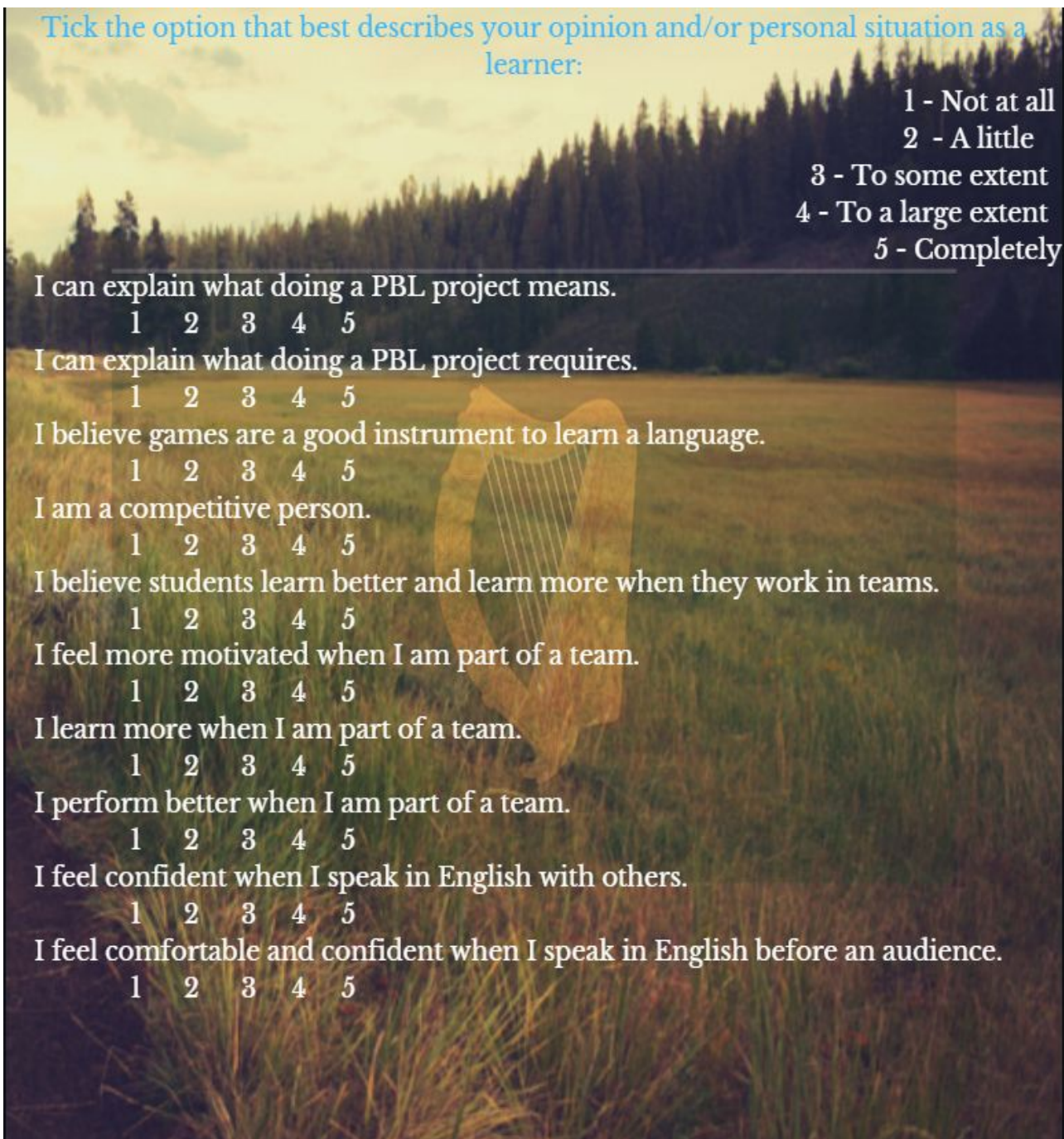
Flesch Kincaid Reading Ease	73	
Flesch Kincaid Grade Level	7.6	
Gunning Fog Score	9.9	
SMOG Index	7.1	
Coleman Liau Index	9.8	
Automated Readability Index	8.2	

TEXT STATISTICS

No. of sentences	11
No. of words	201
No. of complex words	16
Percent of complex words	7.96%
Average words per sentence	18.27
Average syllables per word	1.36

APPENDIX XXXVI (original creation)

Diagnostic and results evaluation questionnaire

The background of the questionnaire is a photograph of a field with a harp. The harp is a large, ornate, golden-colored instrument with many strings, positioned in the center of the field. The field is filled with tall grasses, and in the background, there is a dense forest of evergreen trees under a cloudy sky. The overall lighting is soft and natural, suggesting a late afternoon or early morning setting.

Tick the option that best describes your opinion and/or personal situation as a learner:

1 - Not at all
2 - A little
3 - To some extent
4 - To a large extent
5 - Completely

I can explain what doing a PBL project means.
1 2 3 4 5

I can explain what doing a PBL project requires.
1 2 3 4 5

I believe games are a good instrument to learn a language.
1 2 3 4 5

I am a competitive person.
1 2 3 4 5

I believe students learn better and learn more when they work in teams.
1 2 3 4 5

I feel more motivated when I am part of a team.
1 2 3 4 5

I learn more when I am part of a team.
1 2 3 4 5

I perform better when I am part of a team.
1 2 3 4 5

I feel confident when I speak in English with others.
1 2 3 4 5

I feel comfortable and confident when I speak in English before an audience.
1 2 3 4 5