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Learning from life: A Project-Based Language
Learning Approach Using Authentic Materials

Aprendiendo de la realidad: una aproximación de
aprendizaje basada en proyectos usando materiales
auténticos

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Abstract

Communicative competence has been stated by the LOMCE curriculum as one of the preeminent aspects of secondary education. Akbari and Razavi (2015) have asserted that since the mid-1970s Communicative Language Teaching (CLT) has been considered essential to promote the students' competences for the real world. This implication has been the basis to apply a CLT approach so as to develop the aforementioned aspect. Taking this into account, the present "Trabajo de Fin de Master" aims at developing a learning unit for EFL classroom in secondary education. During the practicum period, I observed that the students presented lack of motivation towards the target language, and, therefore, this learning unit intends to meet this need. With this purpose, a Project-Based Learning methodology will be proposed, in which they will finally be asked to carry out their own newspaper as a final outcome of the project. With the purpose of developing this learning unit, the students will be working with authentic materials extracted from the media. Many authors have elaborated on the benefits that working with real materials have. Melvin and Stout (1987), (cited in Oura, [2001]) found that students were more interested in the language when the materials proposed were authentic and they also perceived an increment in the students' motivation.

Key-words: English as a Foreign Language, Project-Based Language Learning, Authentic materials, motivation

1. Introduction

Imagine a high school in Zaragoza in which the subject of English as a foreign language is being taught following a traditional, and outdated, methodology: that is, following the grammar translation method. This method employs very specific and limited strategies, mainly based on teaching in the mother tongue with very few instances of target language usage; exhaustive grammar explanations, very little attention to the content of the texts; and, no attention to oral production and to pronunciation (Brown, 2007).

Considering these features, I concluded during my training period that the method employed in the classroom of 4th year of ESO was the aforementioned one. Learners attend to class knowing that each session will be exactly like the previous one; and that they will receive the same sort of instructions, as well as develop the same type of activities. Learners are immersed in a classroom in which they cannot adopt an active role, since the instructions provided by the teacher lead to a passive attitude, consisting accepting the teacher's instructions and following them. This teaching method is considered to be excessively teacher-centered, and leaves very little room for collaborative work and the enhancement of the students' language abilities. However, this attitude on the teacher's part is understandable, since these lessons are much easier to organize and prepare than other type of sessions in which the students' active participation is central. Besides, the Grammar Translation Method requires few specialized skills from the teacher (Brown, 2007). However, Akbari and Razavi (2015) state that Communicative Language Teaching (CLT) has been more recently considered essential to promote the students' competences for the real world, also remarking that the aforesaid method does not encourage learners in the learning process.

Therefore, it seems logical that the learners of 4th year of ESO that I observed showed very little motivation and disposition towards the target language, an attitude which could be highly influenced by the type of teaching that they were exposed to. Given the fact that motivation has been described throughout history as one of the most relevant aspects of second language acquisition by Dörnyei (1998) (cited in Lai, [2013]), this feature should be essential in a second language learning process. Consequently, these students could be failing in this process because of their lack of

motivation. According to Gardner (1985), cited in Lai, [2013]), motivation is directly related to the extent to which a learner works to acquire linguistic competences in order to achieve a certain objective. However, in order for this motivation to exist, the learners need to be aware of the importance and relevance of learning the language, something that has to do with associating the learning process with different though specific tasks or projects that the student should be actively involved in.

This awareness has to be shown by the teacher and it could be done, for example, by implementing the use of authentic materials in class, always related to the students' achievement of a certain goal: that is, by combining these materials with a Communicative Language Teaching approach. Authentic materials seem to be motivational for the students, as they appreciate both the advantages and benefits of being capable of employing the language in real contexts (Melvin and Stout 1987, cited in Oura, [2001]). Real-life materials, in my opinion, should replace the adapted items appearing in the book and mechanically used by the teacher, which do not allow learners the opportunity to use the target language in real-life contexts. Thus, this learning unit has been elaborated with the purpose of making the students aware of the relevance of the target language and the benefits of its use. With this aim, students will be working with materials extracted exclusively from real sources, in particular from the media, which will be the main topic of this learning unit. Students will be working with pieces of news, as well as videos narrating news reports, with the intention of showing them the advantages of the employment of English language, as well as familiarizing them with both real life language and content. In addition, these materials are considered useful for the learners also because they help to immerse them in the society in which we live, showing them the importance and the relevance of the media and of being well informed in current affairs. In this sense, Rivers (1987), (cited in Akbari and Razavi, [2015]) stated that the students who carry out activities dealing with these sort of materials feel more interested and motivated, as well as showing a better disposition towards the target language.

Finally, as explained above, students showed very little motivation due to the type of instructions that they received. Aiming at altering this situation, the teaching methodology has been modified for this learning unit. In it, students will be working

with a Project-Based Language Learning (PBL) methodology. As Bell (2010) states, this teaching and learning approach provides learners with the responsibility of their own learning process, giving very much importance to collaborative work and reflection of their own learning process, consequently changing drastically the method to which they are used, in which they tend to adopt a very passive role. This methodology comprises seven different stages, which are those of activation, discovery, deepening, planning, creation, publishing, assessment and reflection, each one of them devoted to different aspects of the learning process. In order to carry out this project, six different lessons will be developed, each one consisting of 50 minutes.

2. Purpose and Objectives

This learning unit has been elaborated with the purpose of altering the manner in which instructions are provided in this course, aiming at increasing the students' motivation and disposition towards the target language. In order to do so, the materials employed in the course will be modified as well by introducing authentic materials so as to immerse students in real life language and communication. With this change adjustment, I attempt to increase their motivation and to enhance their creative thinking, as well as give them the responsibility for their own learning process. Likewise, I aim at leaving the Grammar Translation Method aside and employing the Communicative Language Teaching (CLT) through the Project-Based Language Learning methodology.

Furthermore, through the implementation of this learning unit some cross-curricular contents, which are later mentioned, are intended to be developed as well. Students are expected to develop the four skills, listening, speaking, reading and writing, as well as audiovisual communication and the usage of the ICTs by means of carrying out both the activities proposed and the final outcome of the project. Moreover, civic education, being a cross curricular content, will be also worked on through the realization of the activities, mainly due to the topics that they will be dealing with.

Apart from this, the students will learn to be evaluated not only for their final product or their final achievements, but also for the process of learning, as stated in the Aragonese Curriculum, which elaborates on the importance of assessing the students

not only for their final product, but also taking into account the process of learning until the final product.

3. Justification and Theoretical Framework

3.1 Justification

The present learning unit is based on a necessity that I noticed during the practicum. During this time, I observed that students did not demonstrate a high motivation or a positive disposition towards the target language. Their unresponsive attitude could derive from the type of activities they were asked to complete or, even, from the type of instructions they received, which were mainly teacher-centered and gave very little importance to active learning. Therefore, with the purpose of modifying this attitude, I have developed a unit plan based on a Project-Based Language Learning (PBL) approach.

This learning unit has been elaborated according to the competence-based curriculum model embodied in the specific provisions for EFL in the Aragonese curriculum, with the aim of allowing students to develop the Key Competences for Secondary Education, with a primary focus on Linguistic and Communicative Competence. As mentioned in the curriculum, a project-based approach to learning in EFL contributes to both learning and developing these Key Competences, as students are requested to come up with a practical outcome to demonstrate their learning. Besides, they are engaged in a critical thinking process in which the learners are assigned an active role when it comes to developing either the tasks or the activities proposed, becoming responsible for their own learning process.

The kind of instruction that I will follow is based on active methodologies, aiming at making students active learners by encouraging them to activate previous knowledge and, then, connect it with new contents. For the purpose of acquiring these contents, the students will be working with problem-solving tasks and activities that will help them to become autonomous and involved in learning a foreign language. As a part of the strategies employed to solve these problems, collaborative work will be enhanced so as to accomplish the objectives of the project.

The subject that has been selected for this learning unit is closely associated to newspapers, as I resort to products and materials that are very common in the media. Thus, the students will be working with authentic materials so as to raise the students' awareness of the existence of distinct societies and cultures by making them familiar with news about different topics and from different places. The vast majority of the activities proposed promote both communication and cooperation among the students so as to resolve a challenging situation and demand a tight organization of their team-work for the completion of the final project.

I propose several activities to work on the different language skills in an integrative way. I turn to images, videos and every useful tool to facilitate the students' comprehension of the linguistic input that they will be exposed to, as well as draw their attention to important aspects and features of oral and written materials that will be displayed as models. Moreover, they will be provided with some visible thinking routines, such as organizers or think charts, with the purpose of guiding the students' production and equipping them with the tools and skills that they will need for the final outcome.

Finally, the principles of the Communicative Language approach will be followed, aiming at fostering interaction and collaborative work, as well as increasing in their development of the EFL skills and their motivation through assigning them an autonomous and active role. As I mentioned before, the use of authentic materials will be encouraged in order to imitate real world processes of language use and to promote the students' development of the communicative competence.

3.2 Theoretical framework

Many authors have elaborated on the principles on which this learning unit is based, which deal with the employment of authentic materials in the teaching process, as well as the development of a learning unit through a Project-Based Language Learning approach. By means of applying this methodology, a Communicative Language Teaching approach is intended, giving a high importance to oral skills. In addition, the

students' motivation towards the target language is intended to be increased through these materials and methodology.

3.2.1 Authentic materials

Authentic materials have been defined in several manners throughout the literature. Nunan (1999), (cited in Oura [2001]), describes authentic materials as either spoken or written materials which has been designed for the purpose of communicating instead of for language teaching. Likewise, Bacon and Finnemann (1990), (cited in Akbari and Razavi [2015]) defined real materials as those texts which are created for non-pedagogical purposes and are written by native speakers. Finally, Little et al. (1988, cited in Akbari and Razavi [2015]) expressed that authentic materials are employed with a social purpose in the language context in which they have been produced. Common to these definitions is the idea that they are materials which have been elaborated to accomplish some social purpose in the language community and, important as well is the fact that they have been written by native speakers.

Gebhard (1996), (cited in Oura [2001]) provides some examples of what authentic materials for EFL are, as well as where they can be extracted from. Gebhard categorizes these materials in four different sections. Firstly, he mentions quiz shows or cartoons as listening or viewing materials. Then, concerning visual materials, he refers to photographs and pictures from magazines or paintings. Thirdly, he makes reference to newspaper articles, restaurant menus, streets signs or bus schedules as printed materials. Lastly, he mentions real word objects, such as coins and currency, phones or wall clocks that are used in EFL classrooms as 'Realia'.

One of the most arduous tasks that concern language teachers is how to capture the students' interest in order to encourage their motivation to learn. Melvin and Stout (1987), (cited in Oura [2001]) found that students were more interested in the language when the materials proposed were authentic and they also perceived an increment in the students' motivation. The learners gained more confidence as they worked with these materials, since they understood the advantages and benefits of being able to employ the language in real life. In the same way, Nunan (1999), (cited in Oura [2001]) explicated

the importance of reading and listening to authentic materials for the learners, since students will be motivated by making connections between what they are doing and real life. As the target language is always used in a social context and its usage is considered to be functional for the students, Rivers (1987), (cited in Akbari and Razavi [2015]) found that those students who work with real materials, feel more motivated, as well as more interested in the language. Lastly, McNeil (1994) and Kilickaya (2004), (cited in Akbari and Razavi [2015]), observed an increase in the students' motivation when working with these materials, as the students felt that they were learning real language. Much in this vein, Brosnan *et al.* (1984) (cited in Oura [2001]) elaborated on the importance of using these materials in the learning process. These authors explained that when the students work with these materials, language is natural: that is, the language is not modified for teaching purposes. Likewise, according to these authors, authentic language contains meaningful and complete messages. Finally, they also explained that the students need to notice that what they are being asked to do in class is useful and relevant for real life. Thus, one of the main reasons to use authentic materials in ESL is to present the learner with the highest amount of real language as possible (Berardo, 2006).

Some researchers have elaborated on the benefits that working with these materials has. For instance, Bacon and Finneman (1990), Otte (2006) and Miller (2015), (cited in Akbari and Razavi [2015]), declared that using authentic materials has a positive effect on developing oral language. Furthermore, using these materials has been confirmed to lead to the development of reading comprehension, since new words and expressions are presented to the learners (Berardo, 2006 and Bacon and Finnemann, 1990, cited in Akbari and Razavi, 2015).

To conclude, when the learners work with authentic materials, they believe they are learning the language that will be useful for them in real life and that they are exposed to real language. Therefore, the main benefits of these materials are those of making the students feel motivated, provide authentic cultural information, expose them to real language, focus on the students' needs and meet them and, finally, employ a creative approach to teaching (Berardo, 2006).

3.2.2 Project-Based Language Learning

Project-Based Language Learning (PBL) has been defined as a contemporary approach to learning that leads the student to acquire some strategies for communicative success in the 21st century. In this approach, students are responsible for their learning process through collaborative work and inquiry, always oriented towards the creation of a final project that may reflect their knowledge (Bell, 2010). Researchers have resorted to projects with the aim of organizing the methodology of teaching and the principles appearing in the curriculum that deal with the students' motivation and thinking (Blumenfeld *et al.*, 1991).

Bell (2010) has described as well PBL as an approach to learning that facilitates teaching and makes the students conduct their own learning process. The starting point of this approach is an inquiry which the students have to carry out, guided by the teacher's instruction. The idea is to mirror the necessity that children and teen-agers have to solve problems in real life. In this manner, PBL creates independent thinkers and learners who will have to design and organize their own research, plan their learning and apply an array of learning strategies to achieve the final aim.

Blumenfeld *et al.* (1991) asserted that project-based learning is a teaching and learning approach that has been designed with the aim of activating students in the inquiry of authentic problems. Bell (2010) affirmed that when the students work through a project they select their own ways of demonstrating their acquisition and, therefore, they learn very much, since the learning process seems to be strengthened when the students can make their own learning decisions.

Four different principles seem to be essential when it comes to designing a project. Firstly, learning objectives must be properly defined to guarantee that they lead to stronger understanding. Then, before the beginning of the project, some problem-based learning activities ought to be performed and some instructional scaffolding should also be provided. Thirdly, formative self-assessment should be introduced in the project. Lastly, students should be engaged in participation. These principles are designed for two purposes: the first one is the acquisition of content and skills, while the

other one refers to guiding the students in becoming aware of their own learning process (Barron *et al.*, 1998).

Barron *et al.* further elaborated on the importance of providing instructional scaffolding so that the students can carry out their learning process satisfactorily. Scaffolding can be defined as a process where the teacher uses different instructional techniques to support the students initially in their accomplishment of an objective, carrying out of an activity or solving of a problem. Barron *et al.* (1998) also declared that scaffolding might be introduced in open-ended projects to help students consider the relevance of the final project.

Larmer and Mergendoller (2012) have stated that a project is meaningful and, thus, positive for the students' learning process as long as it accomplishes two criteria: firstly, students need to notice that what they do really matters, and, then, they should be willing to carry it out properly. Undoubtedly, the project must have carefully-designed educational objectives. The realization of a project should provide students with the possibility of building competences beyond language acquisition, competences which will be relevant for their personal and professional lives in the 21st century, such as critical thinking, communication, collaboration and creativity or innovation (Larmer and Mergendoller, 2012). In this sense, some researchers have supported PBL as an instrument to introduce students in real-life tasks, which, along with projects, lead to an increase in the students' motivation (Bell, 2010). Projects are believed to produce an increment in the students' interest since, when working with projects, students are involved in solving authentic problems in a collaborative manner. Students are requested to both acquire and apply information and concepts and, in this way, deep understanding is enhanced (Blumenfeld *et al.*, 1991).

Finally, the students' motivation seems to be influenced by the interest, relevance and value that they assign to the project. Hence, this value has to be intensified with a variety of tasks that will help the students to notice the authenticity and significance of the problem; the task/s that they have to face should be challenging for them; they have the chance to work collaboratively; and, they can select what and how the work is carried out (Blumenfeld *et al.*, 1991).

3.2.3 How motivation affects the learning process

Even if motivation has been deeply researched in the critical literature, its definition has been a challenge for researchers. The term motivation has been regularly used in educational contexts, yet, nonetheless, there is very little agreement on its meaning (Dörnyei, 1998). However, Gardner (1995) (cited in Lai [2013]) reached a definition in terms of a combination of both exertion and ambition to achieve the objective of learning a language, together with the adoption of a practical stand towards acquiring the language. Gardner also remarked that motivation relates to “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (cited in Lai [2013]).

Ormrod (2013) referred to motivation as something that empowers and guides behavior, moving the student into a specific direction. This author also explained the different effects that motivation produces in the learner and in the learning process. Motivation is believed to guide the learners’ behavior towards specific objectives, which have been previously established and then, the learners’ attitude is directed accordingly. (Maehr and Meyer, 1997) (cited in Ormrod [201]). Furthermore, the effort and the energy that are devoted to a particular task are highly influenced by motivation (Pintrich *et al.*, 1993, cited in Ormrod [2013]). Summarizing, Ormrod (2013) states that motivation intensifies the learners’ performance.

Gardner (1995) (cited in Lai [2013]) differentiated between two types of motivation: instrumental and integrative motivation. On the one hand, integrative motivation refers to the learners’ aspiration to communicate or become a member of the target language community. On the other hand, instrumental motivation requires a practical incentive so as to learn the target language.

On his part, Dörnyei (1994) analyzed the role of motivation in the SLA process and described motivation as one of the most relevant aspects of second language acquisition. He also distinguished between two distinct categories of motivation: intrinsic and extrinsic motivation: the former illustrates the behavior that a learner shows when obtaining an internal reward, while the latter refers to the motivation that

an individual has in order to receive an external profit. Ormrod (2013) asserts that more beneficial effects are displayed if the learners are intrinsically motivated when it concerns second language acquisition.

As to the strategies to motivate L2 learners, Dörnyei (1994) proposes a variety of them which can be distributed into three different categories. To start with, in relation to language level, Zoltan Dörnyei proposes including a socio-cultural component in the L2 syllabus, as well as developing the learners' instrumental motivation by discussing the function/s and use that the L2 has in the world. Besides, a third category relates to promoting the learners' cross-cultural appreciation, a strategy which is highly connected with the aforementioned integrative motivation.

With regards to learner level, Dörnyei (1994) elaborates on the necessity of expanding the students' self-confidence by displaying the certainty that they will be able to accomplish what they are required to. Self-confidence has been defined as the faith that one is able to achieve an objective or carry out a task properly (Dörnyei, 1994) and in this process teaching students to learn is also a motivation strategy, since it promotes self-efficacy.

Finally, in relation to learning situation level, Dörnyei (1994) proposes some strategies to motivate the students that deal with creating a significant syllabus for the course: that is, the key point here would be to introduce relevant materials and activities for them. He also elaborates on the relevance of authentic materials, asserting that these increment the allure of the course and he explains the importance of involving the students in diverse and challenging activities.

3.2.4 Communicative Language Teaching

Since the mid-1970s Communicative Language Teaching has been considered essential to promote the students' competences for the real world (Akbari and Razavi, 2015). Other theories or methods, mainly centered on teacher instruction and the decontextualized learning of grammar and vocabulary, have given way to an approach in which communication plays the main role. As Brown (2007) states, teachers now explore means to support real-life communication in the classroom, to make the

students increase fluency and prepare them to communicate outside the classroom in the real world. Brown proposed seven features to characterize Communicative Language Teaching: overall goals (focus on all the items of communicative competence); relationship between form and function (use of the language for meaningful purposes), since, as suggested by Lightbown (2000), form is still a significant component of language; fluency and accuracy (importance should be given to both of them); focus on real world contexts (use of language in a meaningful context. In this sense, Richards and Rodgers (2001) elaborated on the meaningfulness principle); autonomic and strategic involvement (make the students responsible for their own learning process) and, finally, the teacher's role as facilitator and guide.

Richards (2006) asserts that one of the main goals of CLT is to develop the learners' fluency. He describes fluency as an instinctive use of the language that occurs when the speaker is able to manage an understandable and ongoing communication which is meaningful even if there is some sort of limitation in his or her communicative competence.

In CLT emphasis is given to pair- and group-work. Richards (2006) affirms that students can benefit from carrying out the activities in this manner. Students hear the target language when they work with the other members of the group and they can learn from this. Likewise, a higher amount and variety of language is produced when working in groups or in pairs than what students produce in a teacher-fronted activity and, consequently, they have the opportunity to increment their level of fluency. Finally, their motivation is believed to increase when they work arranged in either groups or pairs. In this sense, Oxford (1997) (cited in Brown [2007]) discusses that when students work in pairs or groups, they help each other. It has been also mentioned that cooperative learning produces some advantages for the learners and their learning process, such as encouraging intrinsic motivation and decreasing the anxiety that working with the target language could produce.

Brown (2007) described learner-centered instruction as one of the prominent features of CLT. In this approach, students are given control over their own learning process and this kind of instruction focuses on the learners' needs, purposes and styles and, besides, both creativity and innovation are fostered. Another important feature of

CLT is the use of authentic materials as the basis for language learning, since real communication is a prominent goal in CLT and the language classroom should prepare students for communication in real life.

Finally, Brown (2007) has remarked that there have been several interpretations of CLT. The most important one is Task-Based Language Teaching (TBLT), which, as Ellis (2003) affirmed, can be included within the CLT framework. This approach consists in using a task for teaching purposes. The definition of ‘task’ has been provided by Ellis (2003) in order to distinguish it from an activity. A task is considered to be a work-plan, involves a focus on meaning, as well as real-life processes and any of the four skills. Lastly, it engages cognitive processes and has a communicative purpose.

4. Methodology

The learning unit presented in this dissertation has been created keeping in mind what I observed during my practicum period in the center “Santa María del Pilar”. During this time, I perceived that the students did not seem to be highly motivated when it concerned the acquisition of the English language. I detected that the problem could be the manner in which instructions were provided as well as the kind of materials employed in order to develop their oral and written skills. These materials did not seem to be relevant or interesting for them due to the topics they dealt with and the fact that they were adapted materials which did not provide them with the opportunity of confronting real-life language. When the students face this kind of language, that is, real-life language, they understand the advantages and benefits of being able to use the target language and, thus, they feel more motivated towards it.

Therefore, after observing this issue, I decided that one manner of altering this absence of motivation was to present a different teaching methodology in which learners could adopt a more active role and could be responsible for their own learning process. In order to achieve this objective, the Project-Based Language Learning (PBLL) methodology appeared to be a suitable one. With this methodology the teaching and learning processes are completely modified, since this method leads to much more learner-centered instructions, providing the students with the responsibility for learning.

Besides, the teaching method is distinct, based on the 7 stages of the PBL that have been previously mentioned (see Introduction), each stage devoted to one aspect of the project. Furthermore, the activities and the project proposed are assumed to be interesting and relevant for the students since they are based on authentic materials extracted from the media. These materials will be dealing with some news that, supposedly, are attractive for them because of the topics that they deal with, which are those of culture, technology and sports.

Unfortunately, this learning unit could not be implemented during this practicum period, and thus, the evaluation intended to assess the effectiveness of this proposal could be considered to be fictional. Yet in order to evaluate its effectiveness, I suggest an interventionist study. This sort of research is useful for investigating the efficiency of a teaching method or a classroom arrangement (Fraenkel *et al.*, 2008). The specific research that could be carried out is an action research whereby the researcher is the teacher, who attempts at finding a solution to a problem or improving a situation. Action research focuses on finding data that will support a change or improvement (Fraenkel *et al.*, 2008). In the case in hand, the teacher would aim at increasing the students' motivation, which would be the dependent variable, by changing the manner in which the instructions are provided and the materials employed, which would be the independent variables. This sort of research involves innovation, introduced through the implementation of these modifications. Finally, this inquiry starts with a collection of baseline data through observation carried out at the beginning of the practicum. Then, this observation period leads to reflection and, based on this, a plan is developed. Ultimately, the results obtained would be evaluated.

5. Unit Plan Proposal

In this section I will explain the learning unit that I have designed. For this purpose, I will elaborate on the relevance of this unit for the context that has been created. Furthermore, I will focus on the competences that are developed through this learning unit, as well as the contents and the objectives that are expected to be achieved. The

sequencing of activities will also be explained, as well as the materials that have been designed with the purpose of carrying out the activities.

5.1 Proposal

This proposal for the unit has been created with the aim of developing the learners' communicative competence in the English language. In order to do so, the Project-Based Language Learning methodology has been followed, employing the different stages of which PBL is composed: that is, activation, discovery, deepening, planning, creation, publishing, assessment and reflection. All these stages have been evolved through a series of 6 lessons, as will be explained more thoroughly below, whose activities have been designed to achieve all the objectives of every single stage. In order to assign sufficient time to each stage of the PBL structure, one lesson has been devoted to each phase, except for publishing and assessment, which will be carried out in the same lesson, as I consider that it is positive to assess students through different tools and methods whilst they present the final outcome of their project.

This unit plan has been designed for a group of 20 students of 4th year of ESO attending a private school in Zaragoza which belongs to the district of Romareda, "Santa María del Pilar", in which my period of internship was carried out. During this period I could observe that this school has several projects that deal with the teaching of the English Language. For instance, this education centre is immersed in the project 'Erasmus+ Flying Across Borders', which consists in providing some students with the opportunity of studying abroad for a short period of time, in countries such as Sweden, Greece or the Czech Republic. This sort of projects seem to be very positive for the development of the students' oral and written skills in English. Thus, I could conclude that the overall level of the students belonging to this class was above the average, although, there were some students whose level was not that high. Furthermore, this school is bilingual in primary education, which leads to a higher level of English, even though in secondary school it is not. The group for which this unit plan has been built up is 4th year of ESO. This classroom is composed of twenty students whose level of

English is diverse, but relatively high in comparison to the average, which is why there have not been PAI or PMAR adaptation groups in the center for the last few years.

During my internship, and, as said above, I observed a lack of motivation in the students towards the target language. The instruction provided during these classes was very much teacher-centered, which resulted in little motivation since the role of the students in these classes was not that active, their participation being limited to receiving the instruction and completing the requested activities. Furthermore, the materials employed in order to develop their skills were mainly the ones appearing in the book, which did not give them the possibility of facing real-world language through authentic materials, and the learners worked primarily on written skills.

Thus, I consider that working on a unit plan carried out with a Project-Based Language Learning methodology will be quite positive to turn this situation around, since this methodology seems to be more motivating for the students due to the aforementioned reasons (See 3.2.3). Besides, in the course of this unit, they will be working with authentic materials so as to develop their final project, which will consist of three written news pieces and a video narrating another news piece, all this aimed at elaborating a newspaper. This unit plan will be put into practice in the third term of the school year. This decision has been made taking into account the fact that this will give me the possibility to include some contents that have been previously worked on during the course. Besides, I believe that students will have already built up a baseline knowledge that will serve them to complete the activities that they will have to face. All the activities and skills will be developed through the distinct stages of the project.

5.2 Contribution to key competences

This unit has been created with the purpose of developing all the key competences through the realization of the activities and the final project.

As to the contribution to the digital competence (DC), students are asked to publish their final products on Padlet, using Youtube for sharing the video that they need to create and Google Docs for writing and linking the written productions. Additionally, students will be requested to read some news pieces about events from

different parts of the world. In them, references to culture, sports or technology will be made, with the idea of introducing a focus on the Cultural Awareness and Expression competence (CEC). Concerning the Social and Civic competence (CSC), students will be asked to work arranged in either groups or pairs, so as to enhance cooperative work. Furthermore, this working methodology also serves to develop the Sense of Initiative and Entrepreneurship competence (CIEE). Finally, these activities have been designed with the purpose of making the students, as well as their learning process, more active, providing them with some autonomy and opportunities to explore the language while carrying out not only the activities proposed but also the project, thus developing the Learning to learn competence (CAA).

Concerning the contribution to specific competences, the Communication in Languages competence (CCL) is promoted through the realization of activities in which they have to comment on their thoughts, as well as through their observations on the activities and materials suggested by the teacher. Furthermore, their final product consists of four compositions in which both oral and written skills are enhanced. These written compositions aim at narrating a news piece dealing with culture, sports or technology. As to oral competence, students are requested to narrate a news report through a video. These activities have been designed to be carried out in groups or in pairs so as to commit learners to cooperative work. Lastly, some extra activities, such as visual thinking routines, a feedback carousel, the jigsaw or the debate in which they decide on the name of the group, will be proposed in order to promote interaction between the students.

5.3 Objectives and contents

5.3.1 Objectives

This course plan will follow the precepts appearing in the General Objectives for the ESO Stage in the Aragonese Curriculum, together with the Objectives for EFL from Anexo II (Currículo de las Materias de ESO).

The objectives for this learning unit, which are displayed in Appendix 22, have been elaborated keeping in mind the characteristics and needs of the students for which

this teaching unit has been designed. In order to select these objectives, I have applied the specific evaluation criteria for 4th year of ESO conformed in the Aragonese EFL Curriculum for ESO. Furthermore, not only the objectives of the unit as a whole have been selected, but also there is a list of aims that concerns every single lesson. In order to accomplish this, Allen's framework for a variable focus syllabus (in Finney 2002) has been applied. Allen distinguishes among three different types of objectives: structure/function objectives; function skills objectives; task/theme objectives. The first one focuses on structure and functions, aiming at providing the learners with learning strategies; the second type develops specific functions and is deepened through the realization of task-based and problem-solving activities, that is, through the methodology in which this teaching unit has been developed: PBL. Finally, the third type emphasizes the learning process, as well as strategies to enhance the learners' creativity. The three types of objectives explained have been introduced in this learning unit with the purpose of achieving the objective that the learners use the language in a communicative environment in EFL classroom. Furthermore, by the agency of developing these objectives, students learn how to solve problems in tasks by completing activities, which have been created with authentic materials with the aim of boosting their communicative competence. This leads them to use the language in a creative manner and with a final purpose: creating the final outcome of the project.

5.3.2 Contents

The contents that are covered in this learning unit have been unpacked from the LOMCE Aragonese Curriculum for 4th year of ESO (See Appendix 23). This learning unit caters for these contents by focusing on the use of authentic materials extracted from the media, considered highly appropriate to practice and develop communicative competences. The four different sort of components that are specified in the Aragonese Curriculum, which are those of oral comprehension, oral production, written comprehension and written production are covered through the realization of the activities and the project proposed in this unit. Nevertheless, due to the impossibility of covering all the contents in a single unit, some of them belonging to these sections have been thoroughly selected in accordance to both the topic of the unit and the context in

which they will be carried out. The principal components that are covered are the following: comprehension and production abilities and strategies; communicative functions; sound, accent, rhythm and intonation patterns; sociocultural and sociolinguistic aspects; syntactic and discursive structures and oral and common use of lexis.

5.4 Sequencing of activities

The sequencing of activities of this learning unit has been developed focusing on the methodology that is followed in order to carry out this unit, that is, a Project-Based Language Learning methodology. This methodology can be broken up in seven different stages, which are those of activation, discovery, deepening, planning, creation, publishing, assessment and reflection. Each stage is devoted to a specific aspect of the project: thus, the proposed activities have been previously analyzed in order to place them in their correct stage, since each activity has one specific objective. The sequencing of activities can be observed in Appendix I.

The first lesson of this learning unit corresponds to the first stage of the project, which is the activation phase. As its name indicates, this stage is devoted to activating the learners into the project. For this purpose, I propose some initial activities: for instance, at the beginning of the lesson students will be presented with a video about a news report, given that this sort of video will be part of their final project (See Appendix II). After watching it, they will have to complete a graphic organizer in order to reflect on this component of the project, where they will be elaborating on what they see, what they think and what they wonder (See Appendix III). Continuing with their activation, the students will be explained the project and the format in which they will have to present it, which is Padlet (See Appendix IV), and they will have to complete a Compass Point about it (See Appendix V). In order to promote interaction in class, this activity will be performed in pairs. Then, the students will be divided into groups of five and they will have to decide on their team name, as well as on what their project will be like, this with the purpose of enhancing cooperative work and promoting

Communicative Language Teaching (CLT), as in this approach importance is given to this type of work, since students benefit from carrying out the activities in groups (Richards, 2006). Finally, in the last activity of the session, students will be asked to work with new vocabulary related to the main topic of the project, that is, the media. In order to do so, they will have to write down every word they know concerning this topic in an Answer Garden (See Appendix VI).

The second lesson corresponds to discovery session. In this stage, students will be working with a model of the materials they will be requested to present as a final outcome of the project. To do so, an activity of expert groups will be proposed. Each group will be assigned a piece of news or a video (See Appendix VII) and they will have to become experts in it. With this aim, they will be asked to complete a graphic organizer (See Appendix VIII). Once they have researched on their piece of news, they will have to deliver their ideas to their classmates through an oral presentation. With this type of activities collaborative work as well as creative thinking are being enhanced, which are some of the main aims of PBL. Bell (2010) states that while working with this methodology, the learning process is being strengthened, as students are making their own learning decisions. Finally, the last activity of this session deals with grammar. Students, working in pairs, will have to identify all the instances of the use of the passive voice in a text and then produce new instances with these grammar structures. This activity will be useful for them in order to acquire new grammatical structures that will then be added to their final written assignments.

The third session deals with deepening. In the first activity of this session, students will be reflecting on the final outcome of the project with their respective groups. For this purpose, they will have to complete a visual thinking routine focusing on models of the pieces of news and the video that they need to create at the end of the project (See Appendix XI). In the next activity, they will work on pronunciation, as this is one aspect which tends to be left aside in other learning units. The students, arranged in pairs, will be asked to identify all the verbs with the -ed ending and classify them according to their pronunciation /t/, /d/ or /ɪd/ (See Appendices XII and XIII). At the same time, they will keep reflecting on the written assignments that they need to present, since the text provided can be considered to be an example of the written

assignment as well. This lesson will conclude with an activity which boosts their creative thinking, called thinker keys (See Appendix XIV). Therefore, during this lesson students will extend their knowledge and will work with materials that will help them create the final project.

The next session consists in planning the final project. With this aim in mind, students, arranged in their respective groups, will improve their communicative skills by working collaboratively on a visual thinking routine in which they will reflect on each component of the final outcome (See Appendix XV). Finally, once they have completed the graphic organizer, a feedback carousel will be proposed. In this activity, the students will receive feedback and suggestion for improvement by their classmates, so as to obtain new ideas or ensure that they are working properly on the final product.

The next session will be wholly devoted to the creation of the project. During this time students will have the possibility of working on their final outcome with their respective groups. At the same time, they will be working collaboratively, supporting the principles of CLT.

In the last session of this unit plan, students will have to exhibit their final products through an oral presentation. At the same time they will be evaluated by their classmates and the teacher. Finally, once all the groups of students have displayed their projects, they will be asked to reflect on their own performance during the whole project through a very brief questionnaire.

5.5 Materials

This learning unit has been elaborated through the creation of several materials that attempt to develop the students' oral and written skills, as well as to guide them towards the final outcome of the project. Besides, all the proposed activities to carry out this unit are related to the project in terms of the topic that they deal with, which is the media. The activities have been extracted from different media sources in order to make learners face real-life language, as all of them are considered to be authentic materials. Richards (2006) states that the language employed in the classroom should be considered as a preparation for real-life communication, and, as this is one of the main

features of CLT, the relationship between classroom activities and real life is an issue that can never be left aside. It has been argued that the basis for classroom learning should rely on activities which employ real-world or authentic sources. Furthermore, through the use of these materials, learners are being exposed to the language of real life and, therefore, they feel that they are learning the ‘real’ language. The principal benefits of using these materials are those of providing real cultural information, showing the students how real language works, encouraging a more creative and innovative approach to teaching and learning, and motivating the students (Berardo, 2006).

In this learning unit the materials have been designed thoroughly in order to develop each stage of the Project-Based Language Learning properly and to provide students with the necessary scaffolding so that they will develop both the activities in the lessons and the final outcome adequately. Furthermore, several activities are suggested with the purpose of engaging the students in reflection on the results that they have to present at the end of the project.

In order to provide the students with examples of what they need to present as the final outcome of the project, some pieces of news have been extracted from different newspapers (See Appendix VII). These news, which are authentic materials, concern the topics that they will have to be dealing with in their projects - culture, sports and technology - topics that the students can find interesting and relevant in their lives. In relation to oral production, a video of a news report will be displayed as an instance of the sort of production that they have to carry out. The relevance of using this kind of materials falls on the fact that by employing them, the learners acquire knowledge on how to use language in real-life situations while improving their competence in the four language skills in English (Otte, 2006, as cited in Akbari and Razavi, 2015). Lastly, so as to support the students with a clear example of what they have to hand in at the end of the project and to ensure that they understand it, a model of this project by means of a Padlet has been created for them (See Appendix IV).

With the purpose of reflecting on the materials that they work with, as well as on the products they need to elaborate for the final outcome, some visual thinking charts, as well as graphic organizers have been created. For instance, in the first session of the learning unit, students are asked to complete a See Think Wonder chart (See Appendix

III) based on the video in which a piece of news is narrated (See Appendix II). Then, the students will be presented with the project that they will have to carry out. The teacher will explain to them what the project consists in through a Padlet (See Appendix IV), and, through the realization of a Compass Point, they will have to reflect on the worries, excitements and courses of action to take, and also provide some suggestions about the project (See Appendix V). Apart from this, in order to familiarize students with the type of materials that they will have to present at the end, as well as with authentic materials generally, an experts group activity is proposed. In this activity, the students, arranged in groups, will have to become experts in one piece of news or in the video that they have to present. To do so, each group will be provided with one piece of news and, the remaining group, with a video of a news report (See Appendix VII). Likewise, a graphic organizer will be supplied for each group so as to reflect on the information that they extract from the piece of news. Through the realization of this graphic organizer, they will reflect on the form employed in order to write up the news piece or to narrate the news report by means of focusing on the structures, useful expressions, grammar and vocabulary employed (See Appendix VIII). In the next lesson, they will continue working with these materials, as they will be requested to complete a visual thinking routine on them by means on reflecting on the strengths, weaknesses and future implications of the aforementioned models of what they are asked to do as a final outcome (See Appendix XI). Finally, in the planning session, students will be working with a Skillful Decision-making chart, which consists in thinking on what they can do in order to carry out each assignment and then reflect on the consequences and why they occur, as well as the value of these decisions (See Appendix XV). This activity is useful in order for the students to learn to make their own decisions, as well as to think about the manner in which they will complete each assignment. By the time they complete all these activities, they will have developed their communicative skills as well, since all of them are practiced either in pairs or in groups.

Furthermore, I have also proposed some activities which aim at developing the learners' grammar and vocabulary. These activities will be useful for them so that they can include new structures and vocabulary in their final assignments. Concerning vocabulary, students will increment their baseline data through the realization of a

brainstorming by means of an Answer Garden (See Appendix VI). Students will be asked to write on their computers every word they know related to the media. By completing this activity, students will obtain a list of vocabulary that will be useful for the final outcome. In relation to the grammar, students will be working with an Input Flood by means of reading a text that has been adapted in order to increase the amount of instances of the passive voice (See Appendix IX). They will be requested to read it and to identify every instance of the use of the passive. For this purpose, they will be provided with a cheat sheet that has been elaborated so as to ease their comprehension (See Appendix X). Finally, a pronunciation activity has been developed as well. Students, working in pairs, will have to read a piece of news (See Appendix XII) and identify all the verbs with an -ed ending and then classify them according to their sound /t/, /d/ and /id/. In order to do so, a graphic organizer will be supplied (See appendix XIII).

In addition, I have included some activities in which the learners receive feedback from their classmates. For example, students will complete a feedback carousel after carrying out the skillful decision-making chart. Bell (2010) states that students enhance their critical facet by providing feedback to their classmates and, at the same time, they become conscious of their strengths and improve class interaction.

Finally, the students' final outcome will be evaluated by means of some rubrics. The learners will assess their classmates' performance in the oral presentation in which they display their final outcome through the realization of a rubric (See Appendix XVII). At the same time, they will be being assessed by the teacher with another rubric, which will be focused on the oral presentation and on the video that they have recorded (See Appendix XVIII). Finally, their written assignments will be evaluated through a rubric as well (See Appendix IXX). This exhaustive use of rubrics is supported by the fact that a much more complete assessment is obtained through this type of evaluation.

5.6 Specific evaluation criteria and tools

This learning unit applies continuous, formative and integrative evaluation and assessment of our students' learning process. Their performance is guided by the teacher by means of observation of their daily work, as well as of the activities that they are requested to carry out. During the whole process, students will be provided with every type of scaffolding and aid whenever they request it or they need it. Furthermore, as this unit aims at enhancing cooperative work, they will be working in pairs or groups, which will help the teacher to move around the classroom and observe their performance with the purpose of supplying constructive and corrective feedback to the learners. Therefore, attention will not only be paid to the final outcome of their project, but also to the learning process, considered meaningful and useful for the development of their skills, as well as for integrating new contents and knowledge.

Concerning the assessment of the final product, different aspects of the learners' performance are taken into account for the final mark of this learning unit (See Appendix XVI). On the one hand, students' oral performance will be assessed through the realization of a video in which they are asked to narrate a news report in groups and then publish it. A 30% of the final mark will be devoted to this component of the project. The students' individual oral performance will receive a 20% of the final mark of the video, leaving the remaining 10% to the video's contents and structure, which will be assessed as a group item. In order to assess oral performance, a rubric will be employed (See Appendix XVIII). On the other hand, the students' written performance will be assessed as well by means of a rubric (See Appendix IXX). This written compositions will be graded with a 45% of the final mark, that is, a 15% for each piece of news.

As mentioned before, the learning process will also be considered relevant in this unit. Therefore, the daily activities carried out will influence the final assessment of the unit. This evaluation will be developed through the realization of a portfolio which will include some of the activities completed during the different stages of the project. Some of these activities will be carried out individually, whilst others in groups or in pairs. This component of the final assessment will have to be handed in at the end of the unit

and will account for a 25% of the final grade. Besides, students will have the responsibility of assessing their classmates' performance as to the video and the oral presentation by completing a rubric (See Appendix XVII), which will be added to the portfolio as well. The students are considered to be capable of assessing their peers' performance successfully as they have been working with several activities in which they have reflected on the whole process and the final outcome.

Concerning the grading criteria, the evaluation will be divided into three different aspects (See Appendix XVI). As explained before, the oral production of the final product will receive a 30% of the final grade, a 10% for the group work, focusing on both contents and structures, and the remaining 20% for the students' individual performance, paying attention to use of English, pronunciation and fluency. On the other hand, a 45% of the final grade will be devoted to their written productions, allotting a 15% to each piece of news. Finally, the remaining 25% will correspond to the portfolio. This component of the project will be assessed individually, even though some activities will have been carried out collaboratively either in groups or in pairs. This portfolio should include work on different activities, such as the compass point, the experts group (jigsaw), the SWSW, the input flood and the peer assessment.

Finally, in Appendix XXI, I present a chart with the evaluation criteria that have been followed in order to carry out the assessment. Furthermore, the tools that have been used, as well as the activities that have been assessed, are shown too. The contribution to key competences and the corresponding grading criteria have been introduced as well.

6. Conclusion

This learning unit has been elaborated based on a necessity that was detected during the practicum. After a period of observation, I concluded that the students' motivation towards the target language was quite low, this being an adverse attitude which could be caused by the instructions that they received and the materials utilized to carry out the activities and the explanations in the classroom. Aiming at altering this situation, a change in the manner in which the instructions were provided was proposed. These

instructions were very much teacher-centered, thus, one innovative aspect was to implement a different teaching methodology. With this purpose, the students were immersed in a Project-Based Language Learning methodology. Following this methodology, students find solutions to problems by reflecting on them, make predictions, design plans for their own learning process, collect and analyze data, draw their own conclusions and they are engaged in real-life communication through debates and conversations. In addition, students gain confidence and responsibility towards the learning process, becoming more active and conscientious learners.

Furthermore, this methodology was carried out through the realization of activities based on authentic materials. These materials replace the materials appearing in the textbook that were being previously employed and did not either engage the students in real-life communication or develop their skills properly. Therefore, the new methodology and materials, extracted from a real source such as the media, were implemented so as to alter the situation. Likewise, by engaging the students in information from the media, I have tried to involve them in real life, aiming at making them conscious of what occurs in the world, an aspect which seems highly relevant for them. Besides, these materials are beneficial for students since, through their exposure to real language, they have the possibility of understanding how the language is used and works in a real context. Likewise, these materials seem to be motivating for the learners, as they provide the students with a sense of achievement when they are able to understand what they read (Berardo, 2006). Additionally, the fact of showing the students materials extracted from real-life situations, apart from providing them with models of what they will have to imitate at the end of the project, approaches the contents of the English language lessons to the students' real world, making up for the disagreement between daily life and textbooks, which is considered one of the main features of Communicative Language Teaching.

Students seemed to have very little time for interaction in class, while too much importance was placed on – frequently decontextualized – vocabulary and grammar structures. With the objective of changing this circumstance, I have introduced Communicative Language Teaching in this learning unit by devoting more importance and, therefore, more time, to interaction while the activities are realized. With this

intention, the vast majority of the activities have been designed in order to be carried out either in pairs or in groups. Through these modifications, students are expected to increment their motivation, as well as their disposition towards the target language, which will lead to the enhancement of their performance.

Nevertheless, all these changes have to be done bearing in mind the difficulty they entail. This teaching and learning methodology is quite an important novelty for students, since this methodology is completely different to the manner in which they were working before. Moreover, the sort of activities that they are asked to carry out diverge from the type of activities they were used to completing, which contributes to the difficulty that they have to face when engaging in this innovative working methodology. Additionally, the students are not familiar with the materials that they will have to employ for these activities, a situation which further complicates their process of adaptation to this learning method. Finally, the sort of materials which are extracted from real sources are considered more demanding for learners, given the fact that they have not been adapted for teaching and learning purposes, and, therefore, the language utilized is real-life language. However, these materials are also considered more motivating for the students, and motivated learners are believed to show more effort to understand classroom material as well as to reflect on how they could use it in real situations. Due to these facts, in order for this learning unit to be effective, students should be provided with some scaffolding when completing the activities, as well as very clear instructions of what they are asked to do, orienting them towards the final outcome of the project.

To conclude, it cannot be known if this learning unit would be effective for the students and, therefore, if the proposal shows some weaknesses or gaps, since, unfortunately, it has not been implemented and, actual results cannot be analyzed. However, basing myself on the critical literature mentioned throughout my proposal, I believe in its potential and effectivity, as the materials and the methodology strongly support the students' language acquisition, as well as involve them in a responsible and active learning process.

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Appendices

Appendix I - Summary of the activities of the unit plan

Lesson 1: Activation		
Key competences: CCL, CD, CAA, CSC, CIEE, CEC		
Activity	Temporalization	Materials and organization
<p><u>1.Video</u></p> <p>The session will start with a presentation of a video about X (See Appendix 2). Then, in pairs, they will be asked to complete a See Think Wonder chart about it (See Appendix 3). The purpose of this activity is to present them the topic and one of the activities that they will have to carry out at the end of the project.</p>	15 minutes	<ul style="list-style-type: none">• Video a news report on an explosion in Paris <p>https://www.youtube.com/watch?v=yz-Y7o7EETc</p> <ul style="list-style-type: none">• See Think Wonder chart

<p><u>2.Present the project + visual thinking routine</u></p> <p>The final outcome of this project will be presented to the students. This project concerns creating their own newspaper, which will be composed of four different components: Three pieces of news dealing with topics of culture, technology and sports and a video in which they narrate a news report. In order to publish their final outcome, they will have to use Padlet format (See Appendix 4). Then, they will be asked to reflect on the project that they will have to develop through the realization of a compass point in which they will focus on their worries, excitements, needs and suggestions (See Appendix 5). With this activity, they will have the opportunity to activate their knowledge, as well as to explore the difference aspects of their final project.</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> • Padlet • Compass point
<p><u>3.Decide the team name</u></p> <p>Students will be arranged in the groups that they will be working in. These groups will be created by the teacher, employing the heterogeneous grouping criterion aiming at creating groups consisting of participants with different abilities. Thus, four different groups of 5 students each will be created. Then, the students will have to select the name of the group and decide how they will work on this project.</p>	<p>5 minutes</p>	<p>_____</p>

<p><u>4. Answer garden (Vocabulary)</u></p> <p>To conclude with this session, a brainstorming will be proposed. This activity will be completed by means of an answer garden. The students, working with their own computer will have to add every word they know related to the media. Then, the students will receive a copy of this answer garden with useful vocabulary and will be likely to be used for their project (See Appendix 6).</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> • Answer garden page • Computers
<p>Aims per lesson</p>	<ul style="list-style-type: none"> • Debate about the name of their groups • Express their needs, worries, excitements and suggestion for improvement based on the project • Write every word they know about the media 	

Lesson 2: Discovery

Key competences: CCL, CD, CAA, CSC, CIEE, CEC

Activity	Temporalization	Materials and organization
<p>1. <u>Experts group - Jigsaw</u></p> <p>Students have already been presented the project in the previous stage, however, in this phase of the project they will be working with the products composing the final outcome. With this purpose, arranged in their respective groups, each group will be assigned a piece of news, concerning the topics of their final project, which are those of culture, technology or sports, except for one of them, which will be working with a model of the video that they will be required to develop (See Appendix 7). These groups will have to work with the component that has been assigned to them so as to become an expert in this field. While they complete this activities, they will have the opportunity to ask every question that they have or request for information or an explanation that they could need. So as to carry out this activity, a graphic organizer will be provided to them, as well as an example of each piece of news aiming at making them become specialist in these components of a newspaper (See Appendix 8).</p>	<p>25 minutes</p>	<ul style="list-style-type: none">• Graphic organizer• Three news pieces• A video with a news report

<p><u>2. Share</u></p> <p>Once the groups have carried out their research on their corresponding piece of news and have completed the graphic organizer, they will have to present it to the rest of the groups. Thus, they will have to elaborate a brief presentation about the topic they have developed.</p>	<p>15 minutes</p>	<p>_____</p>
<p><u>3. Input flood (Grammar)</u></p> <p>Finally, to conclude this lesson, an activity developed in pairs will be proposed. The teacher will provide the students with a text concerning a news announcement which has been adapted as regards to the grammar employed, increasing the instances of passive voice tenses, as it is the grammar feature that is intended to be taught. This sort of activity is called input flood (See Appendix 9). Students will have to identify these instances and highlight them. After this, they will be distributed a cheat sheet that has been elaborated in order to ease their learning process and to understand properly these verb tenses (See Appendix 10). Finally, they will have to create their own sentences in order to evaluate their performance and learning.</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> • An adapted text with the grammar that the students need to learn
<p>Aims per lesson</p>	<ul style="list-style-type: none"> • Identify relevant structures appearing in a written text and integrate in a controlled practice • In groups, build an explanation based on texts and a video that they have seen 	

Lesson 3: Deepening

Key competences: CCL, CD, CAA, CSC, CIEE, CEC

Activity	Temporalization	Materials and organization
<p><u>1. Think chart (SWSW)</u></p> <p>This lesson will start with the realization of two different think charts based on the final project. To do so, they will reflect on the strengths, weaknesses and future implications of the three different news pieces and, in the other think chart, based on the video in which a news report is narrated. With this aim they will be provided with the news pieces and the video displayed in the previous session (See Appendix 7). They will have to elaborate on format, type of language employed or structure, among others. The aim of this activity is to reflect on the final product, specially on those aspects that they will have to imitate and, on the other hand, those to avoid (See Appendix 11).</p>	<p>25 minutes</p>	<ul style="list-style-type: none">• Three different news pieces• The video• Two SWSW charts

<p><u>2. Graphic organizer on the pronunciation of the -ed ending</u></p> <p>Students will have to reflect on how the ending -ed is pronounced in the verbs. With this purpose, they will be provided with a piece of news dealing with culture, concretely cinema, in order to, at the same time, reflect on the final project. They will have to identify all the verbs with an -ed ending and classify this ending depending on how it is pronounced: /t/, /d/, /id/ (See Appendix 12)</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> • A piece of news • A graphic organizer
<p><u>3. Thinker Keys</u></p> <p>In the last activity of this session, a thinking activity will be proposed. In this activity, students will have to resort to their imagination and creativity. The activity comprises four different sections: the question key, interpretation key, prediction key and disadvantages key. This activity and its explanation can be observed in Appendix 13. In addition, the learners will be able to benefit from cooperative learning through the interaction with their colleagues, given that this activity will be carried out in pairs.</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> • Thinker keys
<p>Aims per lesson</p>	<ul style="list-style-type: none"> • Identify and measure the strengths and weaknesses of their project • In pairs, identify and discriminate different pronunciation patterns in -ed verb endings 	

Lesson 4: Planning

Key competences: CCL, CAA, CSC, CIEE,

Activity	Temporalization	Materials and organization
<p><u>1. Visual thinking routine</u></p> <p>This session will start by completing a visual thinking routine. Students, working in their respective groups, will be requested to work on this activity. Through the realization of this task, the learners will have the opportunity to reflect on their final outcome. With this aim, they will have to respond to the following questions: ‘What can I do?’, ‘What happens if I take this option?’, ‘Why will each consequence occur?’, ‘How important is each consequence?’ (See Appendix 14).</p>	<p>25 minutes</p>	<ul style="list-style-type: none"> • Skillful decision making chart
<p><u>2. Feedback carousel</u></p> <p>Once they have finished their think chart, the students will start the next activity, in which the main objective is to receive feedback from their classmates on their ideas. So as to carry out this activity, the students will have to move the chart that they have completed to the next group in order to receive both feedback and suggestions for improvement on their ideas. Besides, the signposting of the strengths and weaknesses of their plans will be welcomed as well.</p>	<p>25 minutes</p>	<p>_____</p>
<p>Aims per lesson</p>	<ul style="list-style-type: none"> • Judge, criticize and comment on their classmates’ ideas about the project • Assess the importance of their decisions on the project by outlining the main actions to take 	

Lesson 5: Creation

Key competences: CCL, CD, CAA, CSC, CIEE, CEC

Activity	Temporalization	Materials and organization
<p><u>1.Composition of their final product</u></p> <p>This lesson will be devoted entirely to the composition of their final outcome. The students will have time to work with their groups in order to carry out the final project. At the beginning of the class the teacher will provide specific instructions for the final project and will explain it again if it is considered necessary. Furthermore, an example of what it is expected will be displayed again in order to remind them what they are asked to present (See Appendix 4).</p>	<p>50 minutes</p>	<ul style="list-style-type: none"> • Padlet
<p>Aims per lesson</p>	<ul style="list-style-type: none"> • Simulate and film a news report by means of a video • Write three different news pieces on the topics of sports, technology and culture 	

Lesson 6: Publishing / assessment and reflection

Key competences: CCL, CD, CAA, CSC, CIEE, CEC

Activity	Temporalization	Materials and organization
<p><u>1.Presentation of the project</u></p> <p>The last session will be dedicated to present what the students have been preparing during the whole project. Students will have to elaborate an oral presentation in which they present their final compositions, including both the written texts and the video. Before the display, the students will be provided with a rubric that will be useful so as to evaluate their classmates' performance (See Appendix 16). At the same time, the teacher will also evaluate the students presentation in terms of oral production, by means of the video of the news report and the oral presentation through the employment of a rubric (See Appendix 17). Concerning written production, this aspect will be assessed by means of the written news through a rubric too (See Appendix 18).</p>	<p>45 minutes</p>	<ul style="list-style-type: none"> • Padlet with the video and the news pieces • Rubric for peer assessment
<p><u>2.Reflection</u></p> <p>Once they have presented their final project, they will have to reflect on their own performance during this project. With this purpose, students will be supplied with a questionnaire created with Google Form (See Appendix 19).</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> • Google form
<p>Aims per lesson</p>	<ul style="list-style-type: none"> • Grade their classmates' performance on the oral presentation and the news report • Orally present their assignments in groups 	

Appendix II -Video displayed in the activation and deepening sessions



<https://www.youtube.com/watch?v=yz-Y7o7EETc>

Appendix III - Graphic organizer - See Think Wonder (Activation session) - Created

SEE THINK WONDER

What I see....

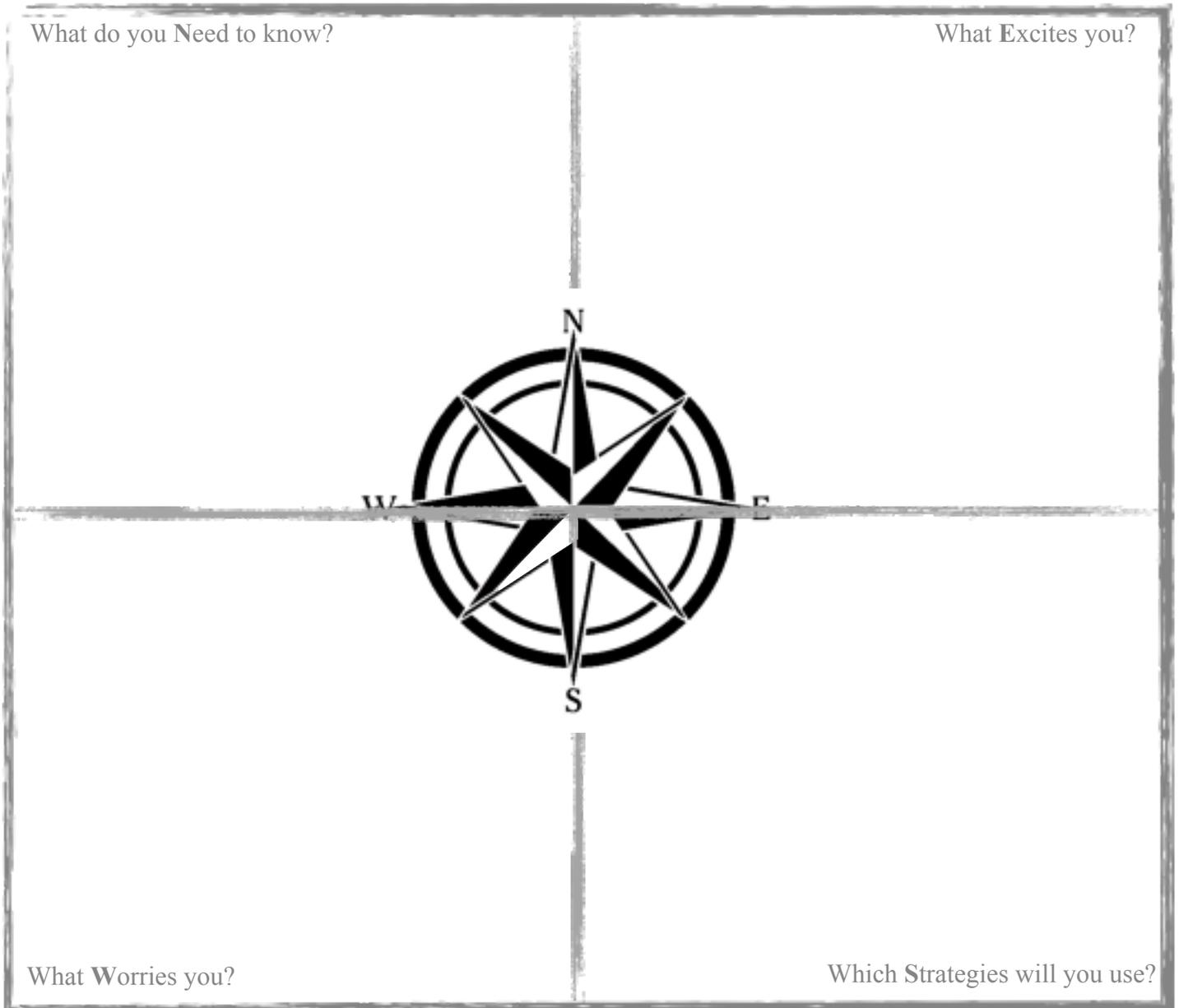
What I think....

What I wonder....

Appendix IV - Padlet (Activation session) - Created



Appendix V - Visual thinking routine - Compass point (Activation session) - Created



Appendix VI - AnswerGarden (Activation session) - Created



Answer garden (Activation session) <https://answergarden.ch/952089>

Appendix VII - Text and video models for the group of experts (Discovery session) - Extracted from different newspapers

- Culture: <http://bit.ly/2KEoP3o>
- Sports: <http://bit.ly/2KGmu87>
- Technology: <http://bit.ly/2I83Tjy>
- Video: <http://bit.ly/2XsAIR7>

Appendix VIII - Graphic organizer for the group of experts (Discovery session) - Created

Structure	Useful expressions	Grammar	Vocabulary
		Present simple, past simple, present perfect continuous, past perfect continuous, passive voice...	

Appendix IX - Input flood for grammar teaching (Discovery session) - Adapted

This is a special news announcement. President Merkin Muffley of the United States **has been shot**. President Muffley **was attacked** by a masked gunman as he **was being driven** to work this morning.

The President **was immediately taken** to the Santa Barbara Memorial Hospital in Fort Custer. His condition **has been described** as serious but not life-threatening. He **is being closely watched** by the country's best doctors.

It **is hoped** that the President will make a full recovery soon. Full details of the President's condition **will be given** in a statement later this evening.

Appendix X - Cheat sheet for grammar teaching (Discovery session) - Adapted

Tense	Active	Passive
present simple	I make a cake.	A cake is made (by me).
present continuous	I am making a cake.	A cake is being made (by me).
past simple	I made a cake.	A cake was made (by me).
past continuous	I was making a cake.	A cake was being made (by me).
present perfect	I have made a cake.	A cake has been made (by me).
pres. perf. continuous	I have been making a cake.	A cake has been being made (by me).
past perfect	I had made a cake.	A cake had been made (by me).
future simple	I will make a cake.	A cake will be made (by me).
future perfect	I will have made a cake.	A cake will have been made (by me).

When do we have to use it?

1. When we want to change the focus of the sentence
2. When who or what causes the action is unknown or unimportant
3. In formal writing instead of using someone/ people/ they
4. In order to put the new information at the end of the sentence to improve style
5. When the subject is very long

Appendix XI - Visual thinking routine - Strengths, weaknesses and so what charts
 (Deepening session) - Created

Video	Discoveries	Strengths	Weaknesses	So what?
				
	Very formal register ...	The story was narrated properly ...	The sound was improvable ...	Try to record it in a proper environment for the sound ...

News pieces	Discoveries	Strengths	Weaknesses	So what?
				
	Very formal register ...	The story was narrated properly ...	There was some information missing ...	Try to include all the information ...

Appendix XII - Piece of news to identify the verbs ending in -ed (Deepening session) - Extracted from the media

Breaking Bad star reveals they won't appear in Jesse Pinkman sequel film

Aaron Paul currently sole cast member expected to return

One of the stars of *Breaking Bad* has seemed to reveal they won't be in the forthcoming sequel to the series.

Earlier this year, it was announced that Vince Gilligan was developing a film that'll focus on Jesse Pinkman (Aaron Paul) following the AMC series's ending. Paul is currently the only *Breaking Bad* cast member that's been confirmed to return, although Bryan Cranston has a few ideas as to how Walter White could appear. One actor who won't be returning, though, is RJ Mitte who played White's son, Walt Jr, in the show.

Ahead of his role in new film *Standing Up for Sunny*, Mitte spoke to the *Sydney Morning Herald* who reported that he will not be involved in the sequel.

He did reveal he'd be up for playing Walt Jr again should the opportunity arise. "I miss that group," he said. "I miss having a job like that."

A new TV show in Egypt is facing criticism for seeming to plagiarise direct scenes and quotes from *Breaking Bad*.

The series is said to feature a Saul Goodman-inspired character who's performed by someone who's essentially copying the mannerisms of actor Bob Odenkirk.

The screenshot shows the top portion of the news article on the Independent website. At the top, the 'INDEPENDENT' logo is visible on the left, and navigation links for 'SUBSCRIBE NOW', 'LOGIN', and 'RSS' are on the right. Below the logo is a horizontal menu with categories: NEWS, POLITICS, BUSINESS, HEALTH, SPORT, CULTURE, VIDEO, SHOP/LIFE, TRAVEL, HISTORY, LONG READS, OPINION, TECH/SCIENCE, and MORE. The main headline reads 'Breaking Bad star reveals they won't appear in Jesse Pinkman sequel film'. Below the headline is a sub-headline: 'Aaron Paul currently sole cast member expected to return'. The author is listed as 'Anish Maheshwari' with a timestamp of '1 hour ago'. The article text begins with 'One of the stars of *Breaking Bad* has seemed to reveal they won't be in the forthcoming sequel to the series.' A small image of Aaron Paul is partially visible at the bottom left of the article preview. On the right side of the screenshot, there is a vertical advertisement for 'Regalos PRIMERA COMUNIÓN' featuring a green triangle logo and images of party supplies.

Appendix XIII - Graphic organizer to classify the sound of the -ed ending
(Deepening session) - Created

VERB	SOUND		
	/t/	/d/	/id/
e.g Seemed		x	

Appendix XIV - Thinker keys by Tony Ryan (Deepening session) - Created

•The question Key



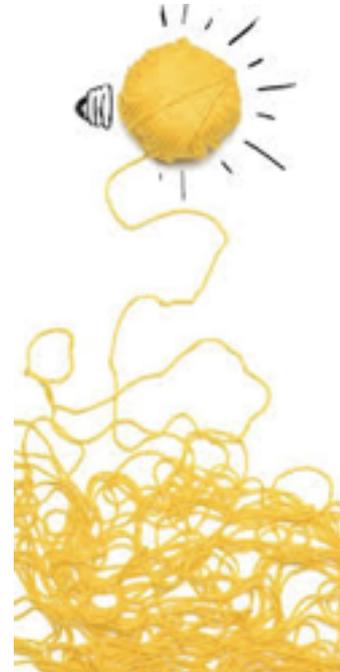
•The interpretation Key



•The prediction Key



•The disadvantages Key



The question key: Start with the answer, and try to list 5 questions which could be linked with that answer only: ‘The policeman told me that’.

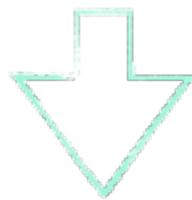
The interpretation key: Describe an unusual situation and then think of some different explanations for the existence of that situation: The man was shouting in the street.

The prediction key: Ask for a series of predictions in regard to a particular situation, product or set of circumstances: Predict what would happen if the government banned the media; Predict what will happen with the non electronic newspapers in 10 years.

The disadvantages key: List a number of disadvantages: Working on the media.

Appendix XV - Visual thinking routine - Skillful decision making - Swartz
(Planning session)

Options - What can I do?



CONSEQUENCES	SUPPORT	VALUE
What will happen if you take this option?	Why will each consequence occur?	How important is each consequence? Why?

Appendix XVI - Grading criteria chart

Product		Grading criteria			
Project	Written assignment	Culture	15 %	45 %	75 %
		Sports	15 %		
		Technology	15 %		
	News report*	30% (20% +10%)	30 %		
Portfolio	<ul style="list-style-type: none"> · Compass point · Jigsaw · SWSW · Input flood · Peer assessment 	25 %			

Appendix XVII - Rubric for peer assessment - Created

Question	Grade				
Did you like the presentation?	1	2	3	4	5
How was your classmates' performance?	1	2	3	4	5
Was the presentation attractive and visual?	1	2	3	4	5
Which is the part that you liked the most?					
Which is the part that you liked the least?					

Appendix XVIII - Rubric for oral production assessment - From the practicum period

	VERY POOR-0	POOR-1	FAIR-2	GOOD-3	EXCELLENT-4
Organization	Presentation and members of the group lacked organization.	Presentation was not clearly organized and some members of the group worked more than others.	Presentation was fairly organized and easy to follow. Some members of the group worked more than others.	Presentation was very organized and very easy to follow but minor lapses may occur. The group organized and coordinated themselves properly.	Presentation was very organized and was very easy to follow. The group organized and coordinated themselves properly.
Use of English	There are numerous spelling, grammar and vocabulary errors. Difficult to understand. Copy and paste.	There are important spelling, grammatical and vocabulary errors. Simple use of vocabulary.	A few vocabulary or grammar mistakes are evident, but do not diminish the meaning of the result.	No grammar or vocabulary mistakes but simple descriptive language and basic grammar.	Proper use of new words and advanced grammar structures are employed consistently throughout the assignment.
Content	Group members had little or no understanding of the content addressed in the presentation. Copy and paste.	Some parts are missing.	All the content is included but some members of the group show lack of knowledge.	Most of the group members has a solid understanding of the content. Content missing minor elements or contained minor errors.	Group members had a stronghold on the content and content was thoroughly addressed. No mistakes were made with regard to content knowledge.
Creativity	Copy and paste.	No creativity nor originality. The group used a template and added some images, showing no interest in the final result.	Group presentation attempts to achieve originality but does not engage the audience.	Group presentation is creative with evidence and an enthusiastic delivery.	Group presentation is extremely creative with evidence and an enthusiastic and innovative delivery that keeps audience engaged.
Visual support	Visual aids were not used properly.	Visual aids turns to be confusing because of: too much text; only images with no support in words; too few slides, too many slides.	Visual aids used did not support verbal presentation. They included too many specific words on slides instead of big thematic ideas	Visual aids used were somewhat effective, but weren't used consistently throughout presentation.	Visual aids used were used effectively throughout presentation. Group members used visual aids as a supplement.
Follow instructions	Instructions are followed as given except for four or more of the following: material submitted, formats of documents, naming of documents, date of submission, timing.	Instructions are followed as given except for three or more of the following: material submitted, formats of documents, naming of documents, date of submission, timing.	Instructions are followed as given except for two of the following: material submitted, formats of documents, naming of documents, date of submission.	Instructions are followed as given except for one of the following: material submitted, formats of documents, naming of documents, date of submission.	Instructions are followed as given including material submitted, formats of documents, naming of documents, date of submission.

Appendix XIX - Rubric for written production assessment - From the practicum period

WRITING RUBRIC					
Untidy layout will be penalized with one point.					
	Excellent 4 pts	Good 3 pts	Suitable 2 pts	Fair 1 pts	Poor 0 pts
Relevance and Content	Fully satisfies the requirements of the given task including length and all relevant information.	Mostly covers the requirements of the given task. Includes most of the relevant information.	Addresses some of the requirements. Includes some relevant information but not clearly focused.	Topic/subject is unclear or confusing. Support and elaboration attempts to support the topic/subject but may be unrelated or confusing sparse details.	Wrong topic/subject entirely illegible. Spanish words. Ideas and content are no developed at all.
Organization and style	Paragraph format includes introduction, body and conclusion. Organization is a logical progression of ideas/events and is unified and complete. Uses a variety of connectors.	Good paragraph format. There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present. Uses a variety of connectors.	Average paragraph format. Some paragraphs, relevant to the general structure of the text, are missing. There isn't a balance in length among paragraphs. Uses a limited number of connectors.	Sentences are relevant, but not in paragraph form. One or more major lapses in the logical progression of ideas. Lack of connectors.	Few sentences may not be on same topic. The overall structure is incomplete or confusing. Ideas/events are presented in a random fashion.
Grammar	Uses a wide range of grammatical structures with full flexibility and accuracy. No mistakes or rare minor errors.	Uses a variety of grammatical structures with some flexibility and accuracy. Few mistakes or minor errors.	Uses a mix of simple and complex sentence forms with limited flexibility and accuracy. Some mistakes.	Uses only a very limited range of structures with only rare use of subordinate clauses. Some structures are accurate but errors predominate.	Fragment or run on sentences. Displays no control of grammatical tenses.
Vocabulary	Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors. Excellent word choice.	Uses a variety of vocabulary to convey meaning successfully; few mistakes or minor errors. Correct word choice.	Uses an adequate range of vocabulary for the task; some mistakes. Suitable word choice.	Uses a limited range of vocabulary, but is minimally adequate for the task; errors predominate.	Uses only a very limited range of words and expressions with no control of word formation.
General achievement	No errors in punctuation, capitalization or spelling. Uses advanced sentence structure successfully.	Very few errors (two or three) in punctuation, capitalization, and spelling.	Some errors in punctuation, capitalization, and spelling.	Contains several errors in punctuation, capitalization, and/or spelling. The errors may interfere with reader's understanding of the writing.	Fragment or run on sentences. Serious errors, which severely distort the message

Appendix XX - Google form for self-assessment - Created

Self assessment

What did you learn during this project?

Tu respuesta

What did you like the most about working with this methodology?

Tu respuesta

Which aspect do you think that you have improved the most during this unit?

Writing

Reading

Listening

Speaking

Which aspects do you think that you still need to improve?

Writing

Reading

Listening

Speaking

Would you like to continue working with this methodology?

Yes

No

<http://bit.ly/2XFYd5M>

Appendix XXI - Evaluation criteria

Key competences	Evaluation criteria	Assessment activities and tools	Marking criteria
CCL, CD, CAA, CSC, CIEE, CCEEC	<p>· The student can extract both general and specific information and important details from a video in which an event is narrated, identifying its syntactic patterns, as well as its communicative function and the lexis employed so as to narrate it. This will have to be proved through the realization of a graphic organizer (Crit.IN.1.1 (Est.IN.1.1.1))</p>	<p>Portfolio (composed of different activities):</p> <ul style="list-style-type: none"> · Compass point · Jigsaw · SWSW · Input flood · Peer assessment 	25 %

· The student can produce an appropriate oral presentation of the newspaper they have elaborated, employing the suitable sociolinguistic structures and patterns so as to introduce different topics of a news and a video in which an event is narrated (Crit.IN.2.1)
(Est.IN.2.1.1)

· The student can retrieve overall and specific information from texts extracted from real sources, identifying the structure they follow, as well as the vocabulary and the grammar employed, showing it by completing a graphic organizer (Crit.IN.3.1)
(Est.IN.3.1.1)

	<p>· The student can retrieve and infer information of the passive voice tense, including the structure that this verb tense follows, from an adapted text (Crit.IN.3.1) (Est.IN.3.1.1) and produce new sentences applying these structures (Crit.IN.4.1) (Est.IN.4.1.1)</p>		
<p>CCL, CD, CAA, CSC, CCEEC</p>	<p>· The student can produce brief oral messages through a video in which they employ the requested communicative functions, using the proper lexis and expressions, as well as the suitable syntactic discourse patterns. (Crit.IN.2.1)</p>	<p>Video (narration of a news report)</p> <p>Rubric to assess their performance</p>	<p>30 %</p>

<p>CCL, CD, CAA, CSC, CIEE, CCEEC</p>	<p>· The student can produce properly structured written texts, applying the suitable communicative functions, by using an appropriate lexis and expressions and syntactic-discourse patterns (Crit.IN.4.1). The student can describe physical and abstract characteristics of places and activities, as well as explain plans, express and justify information and opinions, and outline relevant aspects (Crit.IN.4.2)</p>	<p>Written texts (Three news pieces) Rubric to assess their performance</p>	<p>45 %</p>
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Appendix XXII - Objectives

Learning objectives	Evaluation criteria
<ul style="list-style-type: none"> • Identify general and specific information on a video retrieved from the media in which an event is narrated 	<ul style="list-style-type: none"> · The student can extract both general and specific information and important details from a video in which an event is narrated, identifying its syntactic patterns, as well as its communicative function and the lexis employed so as to narrate it. (Crit.IN.1.1)
<ul style="list-style-type: none"> • Present an outline of the structure and the main linguistic features of the written text or the video that has been researched • Record a video in which an event is narrated following the structure of a news report 	<ul style="list-style-type: none"> · The student can produce an appropriate oral presentation, exchanging information and opinions, justifying actions and formulating hypotheses, applying planning and execution strategies and employing the suitable linguistic structures and syntactic patterns. (Crit.IN.2.1)
<ul style="list-style-type: none"> • Outline the structure and the features of four different written texts retrieved from real sources 	<ul style="list-style-type: none"> · The student can comprehend overall and specific information for texts extracted from real sources, written in different registers about daily topics, identifying the main communicative functions and the syntactic patterns, as well as the vocabulary and the grammar employed. (Crit.IN.3.1)

<ul style="list-style-type: none"> • Write three different news on the following topics: technology, culture and sports 	<ul style="list-style-type: none"> · The student can produce properly structured written texts concerning daily topics with different registers, applying the suitable communicative functions, by using an appropriate lexis and expressions and syntactic-discourse patterns. (Crit.IN. 4.1) The student can describe physical and abstract characteristics of places and activities, as well as explain plans, express and justify information and opinions, and outline relevant aspects. (Crit.IN.4.2)
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Furthermore, the following objectives are developed through the realization of the activities and the project as well:

- Assess their colleagues ideas and elaborations, as well as their performance in an oral presentation
- Publish their creations by employing the suitable ICT tools
- Evaluate the teaching and learning process including their own performance during the project that they have carried out by completing a questionnaire, created with Google Form.

These objectives have been elaborated following the evaluation criteria of the Aragonese Curriculum. A differentiation is done between oral and written skills, as well as between comprehension and production.

Appendix XXIII - Contents

Comprehension and production abilities and strategies:

1. Comprehension of general and specific information in oral and written texts (news) retrieved from real sources such as Youtube or newspapers.
2. Interpretation of the oral and written messages, inferring the main and secondary ideas.
3. Production of oral and written descriptions, narrations and explanations about events, experiences or diverse contents.
4. Spontaneous participation in communicative situations and in conversations dealing with daily or relevant topics with communicative purpose.
5. Employment of communication strategies: Planning and creating clear and structured messages, differentiating the structures and patterns to be used.

Sociocultural and sociolinguistic aspects:

1. Social standards, courtesy guidelines and linguistic registers.
2. Appreciation of the English language as a means to promote the exchange of information, communication and contact between different cultures.
3. Interest to establish contact with native speakers.

Communicative functions:

1. Description of physical and abstract features of people, objects, places and activities.
2. Narration of past events; description of states and situations; expression of plans, intentions and predictions for the future
3. Expression of interest, approval, sympathy, satisfaction, hope, confidence, surprise and their opposites.

4. Exchange of personal information, opinions, points of view advices and fondnesses.

Syntactic discursive-structures:

1. Review of verb tenses: Present simple, past simple, present perfect, past perfect, emphasizing on passive voice tense.

Common-use lexis:

1. Sports, leisure, culture, technology, language and communication and ITCs.

Sound, accent, rhythm and intonational patterns:

1. Recognition of the sounds /d/, /t/, /id/ at the words ending in -ed.