Institut de Desenvolupament Professional
UNIVERSITAT DE BARCELONA

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English Is It!

(ELT Training Series)

Grup de treball ICE-UB: *From English Acquisition to English Learning and Teaching*

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ENGLISH IS IT!
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CONTACT

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Teaching is a profession in which capacity building should occur at every stage of the career - novices working with accomplished colleagues, skillful teachers sharing their craft, and opportunities for teacher leadership.
Randi Weingarten
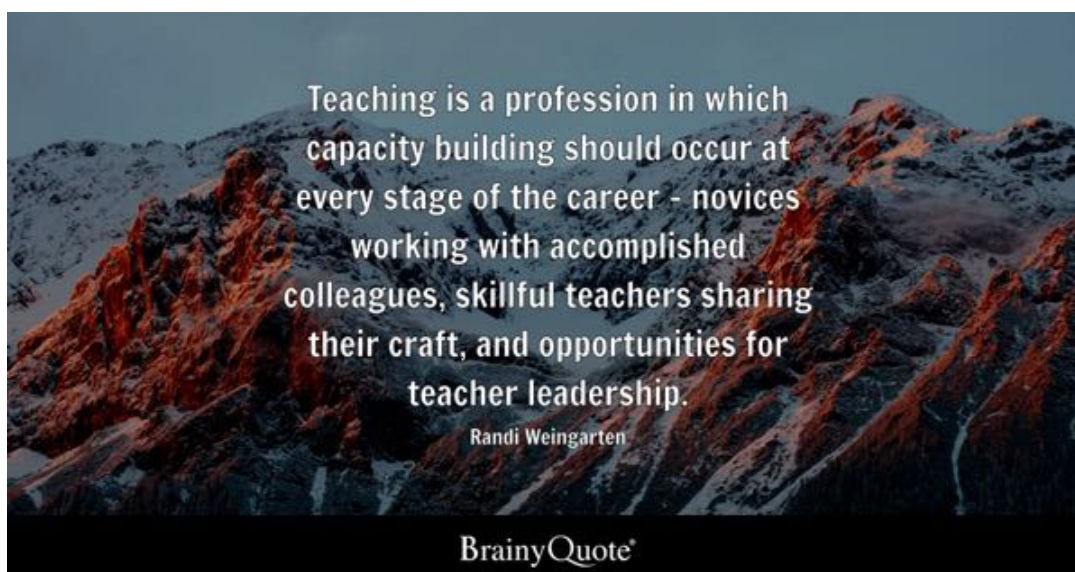
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Introduction

Ana María Fuentes
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The Research group [From English Acquisition to English Learning and Teaching](#) is registered at the **Institute of Professional Development Teaching (IDP-ICE), at the University of Barcelona**. The group, founded and led by **Lourdes Montoro** (September 2013 - June 2021), has involved 28 teachers and professionals. 7 of them have been members of the group, and, together with 21 guest authors, have presented their work in the publication which she also created, and coordinated to fulfill the objectives of the pedagogical project which she had devised: [English Is It! (ELT Training Series)](#) (Vols. 1-15).

In 2013, she initiated the group with **Rosamaria Fàbrega** (Vols. 1-15), **Laia Andrés** (Vol. 1, 2, 3), **Andreu Cardo** (Vol. 1, also format designer of the *English Is It!* (ELT Series) collection), **Laura Prat** (Vols. 1, 2, 3), and **Núria Viñas** (Vols. 1, 2). **Ana María Fuentes** joined the group in 2014 (Vols. 3-15), and together with Rosamaria Fàbrega and Lourdes Montoro became the permanent group which has been since then.

Thanks to the Promethean spirit of **Lourdes Montoro,** founder and former coordinator of this group and creator of this publication, this research group continues her pedagogical project and intense work in the path of knowledge of our area of expertise, English learning and teaching. Having taught English learners, trained teachers and shared more than articles, books and papers, based on her vast experience, thorough methodology and robust pedagogical principles, the founder of this group has entrusted us with the fire that might continue lighting more professionals, and subsequently, more learners. To her we address a heartfelt gratitude and deep respect for the legacy that she has bestowed on us. Now coordinated by Ana María Fuentes, a group member since 2014, the research group aims at looking into the foundations of EFL teaching, finding future inspiration, creativity, fostering a knowledge-sharing culture and, undoubtedly, promising challenges.

Rosamaria Fàbrega, **Ester Magrinyà**, **Mònica Pena**, **Mariola Puig** and **Ana María Fuentes** are specialists in all stages of EFL teaching: Mariola Puig (nursery and primary school), Ester Magrinyà (primary and secondary), Rosamaria Fàbrega (secondary education and vocational training), Mònica Pena (adult language teaching) and Ana María Fuentes (secondary and upper secondary education). All members combine their teaching with training activities and experience sharing sessions.

The group shares work ethics, vocation, and senior professional careers. Their human and academic background enhances the team with specialties such as art, films, group dynamics, computer science, interpretation, literature, mass media, music, philosophy, sports, theatre and translation. The group analyses the work of those teachers who we all know, and who, day after day, do admirable and creative EFL teaching works of art, making a difference in their students' lives and in theirs, and from which schools and educational system much benefit.

We have all met excellent teachers who are so submerged in their daily lessons, administrative chores and the constant updating of professional life, that they are not given the chance to consider research or publications. *English Is It!* (ELT Training Series) was created with a view to providing opportunities which can make up, somehow, for this gap. The permanent members have extensively trained to spend the most time in the writing process in order to give the least work to the reader. They bear in mind that, unlike training sessions, there is no audience in front, who can ask for clarification; therefore, all the planning, the sequencing, the explanations and details have been considered under this premise.

In a constant search of renewal, the volumes now offer three different sections: "Articles", "Activity Bank" and "Technopills". The first section consists of articles following the tradition in the publication, excellently devised by L. Montoro. They put forward teaching experiences of the highest quality, distilling a wide understanding of the linguistic, communicative and personal dimension of English learning and teaching. The "Activity Bank" offers proven activities for teachers to implement in class, however succinct and compressed for practical purposes, they do not lack in explicitness or precision. "Technopills" highlights pedagogical apps that intend to help, simplify and widen the possibilities of learning activities in EFL.

With articles, activities and ICT tips meant for immediate implementation, all members have aimed at clear, yet thorough texts, which include images, charts, lists, questionnaires, tables, photos… to facilitate the reading. They also include references. In general, these articles, activities and technological tips summarize what regular classes stand for them. Long-time quantitative and qualitative work has taken their classes to the documents in writing into which they have turned. From original theses, which were presented individually and welcomed by all members, they proceeded to the defense of their general didactic framework, basically the inclusiveness of the basic pillars in teaching English as a foreign language, and also the sequencing of the contents, ensuring cohesiveness.

Without leaving aside the authors' teaching style, this group has pretended to blend all participants' didactic work. As pointed out earlier, all contents in this collection stem from the basics in lesson planning, whether, depending on their nature, they are fully or partially pointed out and/or described: topics, levels, organization, timing, objectives, contents -procedures and concepts (communicative structures, vocabulary, pronunciation, culture) and attitudes-. Materials are also referred, as well as the general development of activities along with references, evaluation and comments.

This publication counts on an *ADDENDA* section, devised to welcome external teaching professionals, as well as allow the permanent staff members of the research group to present other academic works. It is also open to alumni among the members of the group, so that further pedagogical interventions from them can be considered. This section within the collection has allowed the group to invite the earlier-mentioned 21 professionals so far, looking forward to welcoming many more. All initial members, the permanent ones, and the guest authors are gratefully acknowledged.
In the Addenda section included in this volume, the group is proud to present the excellent work of the participants in *Teachers in Use: Sharing Experiences*, the online

collaborative workshop which the research group has conceived, designed and was glad to conduct in its first edition on 6th, 20th and 27th April 2022.

Teachers in Use is a project developed by the research group "From English Acquisition to English Learning and Teaching (EAELT)" (IDP-ICE). Following its main pedagogical and professional principles, *Teachers in Use: Sharing Experiences*, aims at granting a meeting point for English teachers of all levels, from diverse professional careers, experience and methodologies with the view of pooling their ideas and experience, appealing to an iapetian spirit of community of EFL craftmanship. The article "Teachers in Use: Another Resource for the English Teacher" describes the different stages of development from the common feeling of passion and concern about English teaching and learning to the realisation of this workshop, which, given its positive appraisal, eventually might become an actual community of practice.

Such a fruitful crossover created new connections and experience exchange and to celebrate it, this research group has invited the most relevant experiences to be part of this volume's long addenda section, made up of a total of three articles by three authors, Anna Maria Brull, Sílvia Díaz and Paula López. Also, eleven activities are included, which were presented by the attendants of the different virtual classrooms, summing up to our "Activity Bank" and "Technopills" sections presenting the materials by eleven guest authors: Alba Bayona, Míriam Bonet, Anna Maria Brull, Adriana Butnariu, Sílvia Díaz, Míriam Figueras, Almudena Herrera, Adrián Ibáñez, Ruth Layola, Paula López, Mercedes Madera, Àlex Martin and Emma Romero.

All the authors' abstracts and their bios, as well as the permanent members' are presented next.

Neither the volumes nor the numerous articles, "Activity Bank" and "Technopills" would have been possible without the group supervisors at IDP-ICE: **Francesc Amorós**, Continuing Primary and Secondary Teacher Training Coordinator; **Lluís Casas**, present Director of Continuing Teacher Education, and **Mercè Gracenea**, Director of Publications, who supported the group research work from the start, and turned it into what it is today.

Professional Bios

RESEARCH GROUP

Rosamaria Fàbrega has been a secondary school English teacher since 1985. She comes from a family devoted to teaching, and has exchanged teaching experiences in England, Ireland, Uganda, and the US. She is currently teaching "Aprenentatge de les Llengües Estrangeres" at UIC Barcelona in the Faculty of Education and English in a Secondary Public School. She loves New Technologies and has a blog (https://rosafabrega.wordpress.com/) to help her students work in an autonomous way.

Ester Magrinyà holds a B.A. in English Philology and a M.A. in Applied Linguistics and Acquisition of Languages from the University of Barcelona. She has trained extensively in EFL and is also qualified to teach Catalan, Spanish and French. She has taught all English levels both in language schools and private schools. At present, she is working at a public high school. She is interested in linguistics, and particularly, in researching about students who grow in multilingual contexts.

Mònica Pena holds a B.A. in Translation and Interpreting (English, German, Japanese) from the UAB. She also studied at UMIST in Manchester and started her teaching career with in-company language training. After several years working in international logistics and sales she decided to retrain with the Master's of Foreign Language Teaching at the UPF. At present, she is an English and German teacher at the EOI, working on emotions, teamwork and ICT to enhance students' linguistic and social competences.
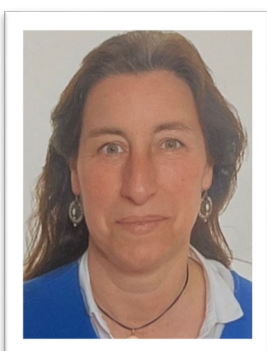
Mariola Puig has a degree in Teaching English as a Foreign Language from the Universitat Autònoma de Barcelona and a **Post-Grade in Kindergarden Teaching** from UNED. Specialized in the early learning stages, she has been teaching English in several schools for almost thirty years, also different subjects such as Art, Science or Robotics in EFL. A consultant for the creator and editor of the method: J. M. Artigal, she is co-founder and co-editor of *Magic Stone* series, an English teaching methodology for Primary English.

Ana María Fuentes holds a B.A. in English Philology and a postgraduate course in Textual Translation Analysis from the University of Barcelona. She has also specialized in Text management for Professionals at the University Pompeu Fabra in Barcelona. She has taught English in Catalonia for nineteen years. She enjoys exploiting drama, the media and her students' interests in interactive audiovisual projects as well as new technologies to promote learners' progress.

ADDENDA AUTHORS

Alba Bayona holds a B.A. in Translation English and Spanish from the University of Manchester and a B.A. in Sociology from the University of Barcelona. She has acquired EFL experience at all levels teaching English and Spanish in public academic institutions and in the private sector, both in Spain and overseas. She is currently teaching at secondary public school the levels of Compulsory Secondary Education and Baccalaureate.
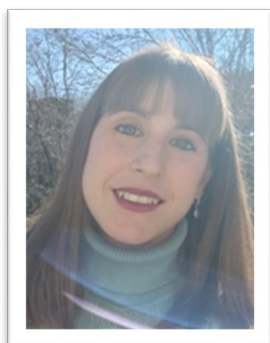
Miriam Bonet has a degree in Psychology and a degree in Teaching Education, specialized in English. Her whole life has been linked to teaching, through both sports and summer camps. She has been teaching in English academies, and is nowadays working in a public Primary school, as well as giving private lessons. She is interested in foreign languages and loves sharing her passion for them.

Anna Mª Brull holds a degree in English and German studies as well as a postgraduate course in 'Teaching Spanish as a foreign language', both from Universitat Rovira i Virgili. She has also collaborated as an external teacher in EOI Alt Penedès and EOI Garraf. At present she is working at IES Baix a Mar in Vilanova i la Geltrú, where all departments are involved in the development of PBL projects. She is interested in animal rights, so she develops projects on the subjects whenever the opportunity arises.
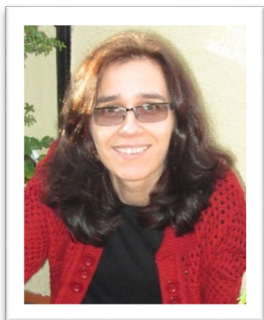
Adriana Maria Butnariu holds a B. A. in English Philology from the University of Barcelona and a M. A. in Special and Additional Learning Needs from the University of East London. She has been an English teacher in private and public schools from Barcelona and at the moment she is combining teaching English in a secondary school with teacher training. She is fond of Project-based Learning and likes to design collaborative projects using new tecnologies, Mindfulness and Holistique techniques to address her students' emotional, social and academic needs with an integrated learning format.
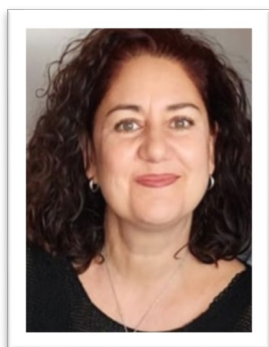
Sílvia Díaz holds a B.A in English philology from the University of Barcelona. She has been trained extensively in EFL and has worked teaching English in Secondary educ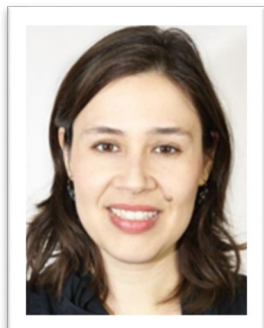ation, baccalaureate and IB in private and public schools for more than 25 years. She has coordinated Erasmus+ etwinning projects and conducted several cultural exchanges with students and teachers from European countries such as Poland, Denmark, Greece, Turkey and Romania. At present, she is working at a public high school and co-teaching in CRP Alella.

Míriam Figueras studied English Philology at Rovira i Virgili University in Tarragona. She also holds a master's degree in Internationalisation from the University of Barcelona. After working in several departments of Generalitat of Catalonia, she started teaching English, Catalan and Spanish at a prison for six years. At present, she is teaching Technical English for Vocational Training at a public high school. She is interested in applying different methodologies in the classroom to enhance students' motivation. Now she is exploring how PBL and catering for diversity to help students from different backgrounds improve their English.

Almudena Herrera holds a B.A. in Translation and Interpreting from the University Jaume I in Castelló de la Plana. She has been a secondary school English teacher since 2007 and has also worked as a German teacher for seven years. She has exchanged teaching experiences in Austria and Germany and is currently working on the management of international projects in a public school in Catalonia. She enjoys using new technologies in class and enrolling in innovative projects to improve her students' English learning skills.

Adrián Ibáñez is a Primary Teacher with a background in Research Management. He holds a degree in Veterinary Medicine and a postgraduate course in Innovation Management but teaching has always been his passion. After ten years working in research, he decided to start his career as a primary teacher. He now works in a public school in Castelldefels as an English and Science teacher.

Ruth Layola holds a B.A. in English Philology and a M.A. in Intercultural Communication from the University of Maryland in Baltimore County. She has taught English as a foreign language for more than 10 years both in language schools and to undergraduate students at the UAB. Now she works at a public high school and loves innovation and new technologies to motivate her students.
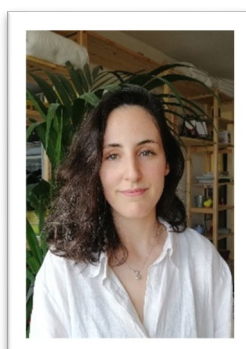
**Paula López** is a Primary Education teacher specialised in English Teaching and she holds a Master's degree in Bilingual Education. She also complemented her teaching studies at Newman University in Birmingham. Most of her family background is involved in education and language learning. She has taught English from Nursery to adult students and she is currently working in Primary Education. Assessment, storytelling and project work play a significant role in her teaching philosophy. Highly interested in using language for meaningful purposes, she is willing to develop exchange projects with other schools around the world.
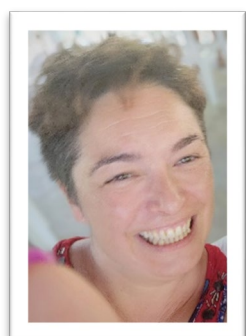
Mercedes Madera holds a B.A. in English Philology from the University of Jaén. She started her professional career providing English lessons for professionals, after that, she moved on to Secondary Public Education, where she has been teaching English for eighteen years. For the past ten years she is focussed on Vocational Training Education.
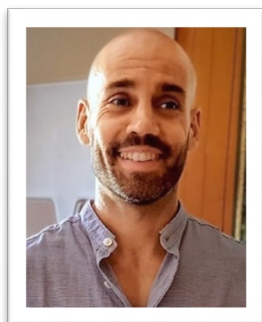
Alex Martin has been working as a secondary school teacher for about ten years. He has taught as a bilingual teacher in the US and currently works as a VET and Higher Education English teacher in a public school in Catalonia. He has extensively trained in several fields related to education, especially those involving innovation and LKTs. He strongly values the bond between pupil and educator and loves challenging students to help them foster their knowledge.

Emma Romero is a Primary School teacher specialized in English. She also teaches Science through CLIL and enroles the Digital Area. She graduated in Primary School from the University of La Rioja UNIR. She worked abroad and gained international experience in Ireland. Before becoming a teacher, she explored other fields in the art landscape. She also holds the bachelor's degree in History of Art and a Master's degree on Cultural Heritage and Museum Management from the University of Barcelona. An active and enthusiastic woman, she enhances art education through English learning to promote active learning in real contexts.

Teachers in Use: Another Resource for the English Teacher

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ABSTRACT

Teachers in Use is a project developed by the research group "From English Acquisition to English Learning and Teaching (EAELT)" (IDP-ICE). Devised as a set of sessions of collaborative online workshops, *Teachers in Use: Sharing Experiences first edition*, aims at granting a meeting point for English teachers of all levels, from diverse professional careers, experience and methodologies. This article describes the different stages of development from the common feeling of passion and concern about English teaching and learning to the first edition of these workshops, which, given their positive appraisal, eventually might become an actual community of practice.

When one has been teaching for a long time, one often considers what materials, activities or methodologies have been helpful or given good results. We, the writers of this article, have had long and valuable discussions talking about these issues. We reached the conclusion that seminars, lectures, and master classes are really good for our formation as teachers but sometimes what we most need is simply a person to talk to, or a group of people with whom to form a network in order to share our needs and difficulties in the classroom. We consider that when educational topics are challenging, we need to keep talking to each other, to keep listening in order to keep working towards positive change for others. These thoughts were the foundation for the **Teachers in Use** idea, which we explain below.

We wanted to create a community of teachers in Catalonia in which experiences, good practices and thoughts were shared. We investigated whether there was something already set up but only found the term "Community of Practice" online, used by some people in Canada. A community of practice (CoP) is defined as a group of people who "share a concern or a passion for something they do and learn how to do it better as they regularly interact." The concept was first proposed by cognitive anthropologist Jean Lave and educational theorist Étienne Wenger in their book entitled *Situated Learning* (Lave & Wenger 1991).
We did not have time to go deeper into the subject and we started organizing it by

ourselves. We shared our thoughts with Ana María Fuentes, the coordinator of our research group "From English Acquisition to Engish Learning and Teaching" in IDP-ICE, bridging the communication between the group and the IDP-ICE institute. Finally, together we managed to shape a final idea of project.

Once we had a very clear idea in mind, we sent emails to teachers in Catalonia who might be interested in taking part in a collaborative meeting through this institute. We are really grateful to IDP-ICE from University of Barcelona for giving us support and making this new project possible. We also incorporated this line of work to our group's website as formative meetings among professionals but it was eventually going to be much more. And if the project was well received and successful, the results would be linked to our working group.
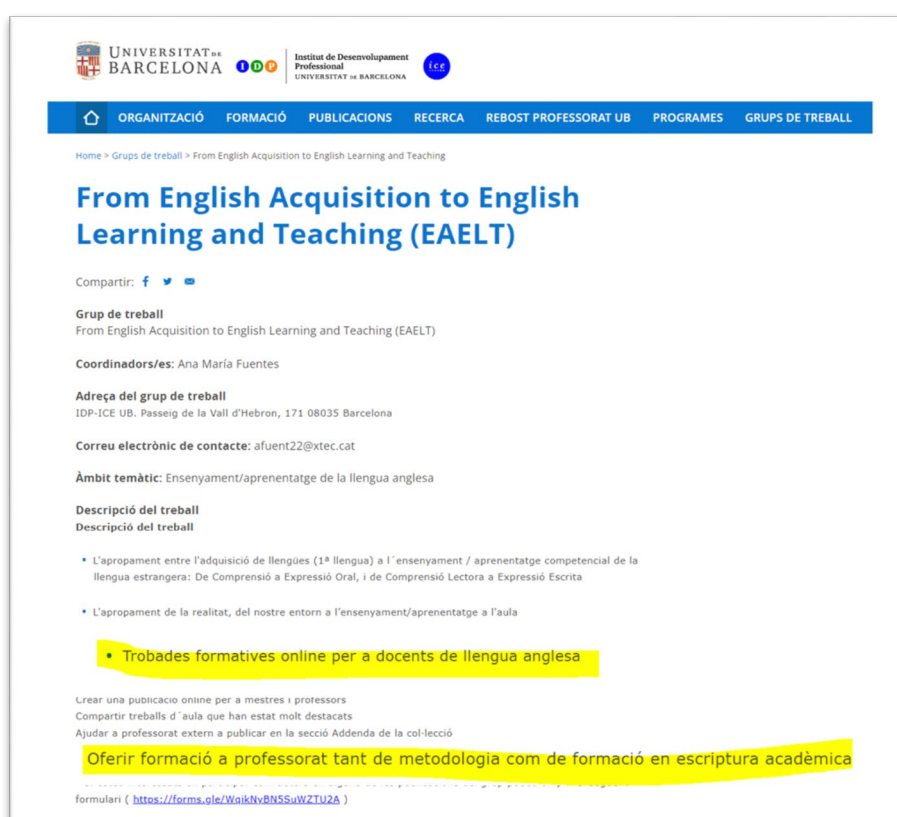
From English Acquisition to English Learning and Teaching group website.
https://www.ub.edu/idp/web/ca/english-acquisition-english-learning-and-teaching-eaelt

We started by creating a name for this project. **Teachers in Use** might sound weird but has a familiar ring: what English teacher in Catalonia has not used the reference books *Grammar in Use* by Raymond Murphy or *Vocabulary in Use* by Michael McCarthy, Felicity O'Dell? The title *Teachers in Use* would soon be identified with teachers in the trenches of English Language Teaching.
We even created a logo to identify this project as well as an e-mail contact and we started to consider the possibility to offer a meeting point for teachers of English of all levels.

Teachers in Use logo

Once the logo was created, we also designed an infographic combining this logo and all the key words to our project. In this infogram our main objective was visually portrayed, which was to share experiences and illustrate good practices in the English classroom, by showing lesson units, activities or tips that simply and efficiently work. In fact, today a huge number of resources and IT tools are at our reach, which, with the suitable pedagogical objective and implementation, help the teacher's task and guarantee the learners' motivation and performance. Also, we wanted to provide a space of debate about these practices and the worries and concerns derived from the trials and tribulacions of our teaching task. Through this collaborative work we together would generate an activity bank, and subsequently, a teaching network.
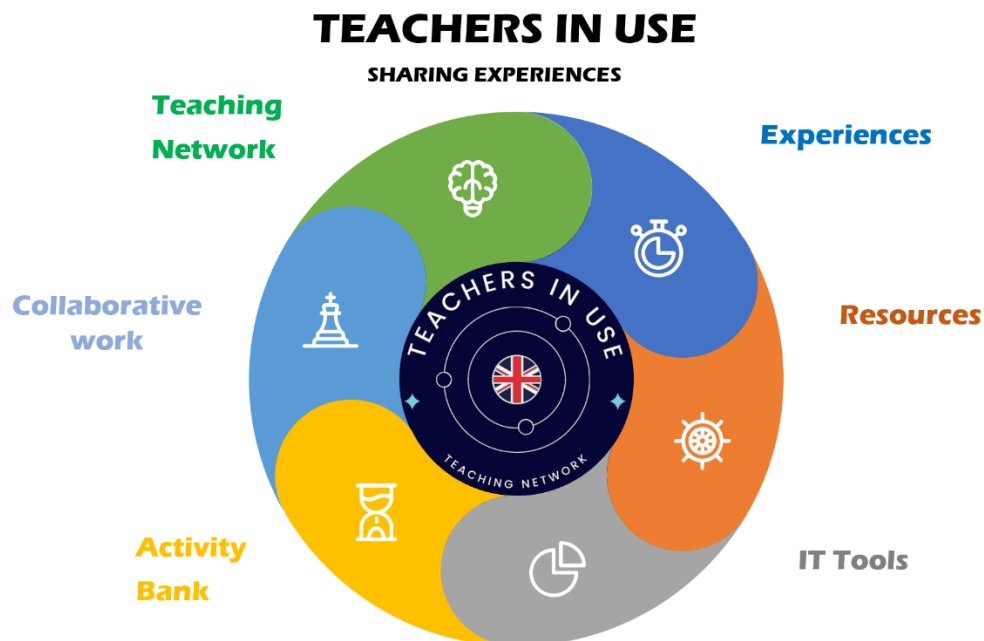
Then we mapped out the programme for the "Sharing Experiences" meeting, stating objectives, subjects to discuss, the session dynamics and the final results that we wanted to accomplish.

<u>TEACHERS IN USE: SHARING EXPERIENCES</u>
<u>ONLINE MEETING</u>

Objectives:
- **Detect** teaching needs in order to open discussion spaces
- **Exchange** concerns, expertise, self-training, meta-learning
- **Contribute:** all participants can freely have their say

Target group:
- Teachers from all kinds of schools: public, subsidised, private and language schools
- Innovative and visionary teachers

Subjects that are going to be discussed:
- new teaching methods or pedagogies
- curricula & rubrics
- corrections
- teaching assistants in the classroom

Dynamics of the sessions:
- telematic meeting with the possibility of hybrid sessions
- participants will select topics of interest to them
- display interesting classroom practices
- exchange of experiences and promotion of resources

Results:
- Link to the publications of the IDP-ICE working group: "From English Acquisition to English Learning and Teaching" (EAELT): "English Is It!"
- Resource bank and sharing ICT tools such as: Canva, Genially, Padlet, videos

The online handout below was sent to schools and teachers by IDP-ICE:

A *Google Form* was sent to some teachers as an informative survey to find out whether they considered our idea helpful.

To our surprise, 166 people filled out the form immediately, in just two or three days. Initially we thought we would only reach 10-15 people, but these immediate results caught our attention: we realized there were many teachers who were in the same boat.

We started analysing the data from the form. We saw most of the teachers who filled out the form were from state schools. This was because the first set of emails was addressed to them; in future we will be sure to address other types of audience.
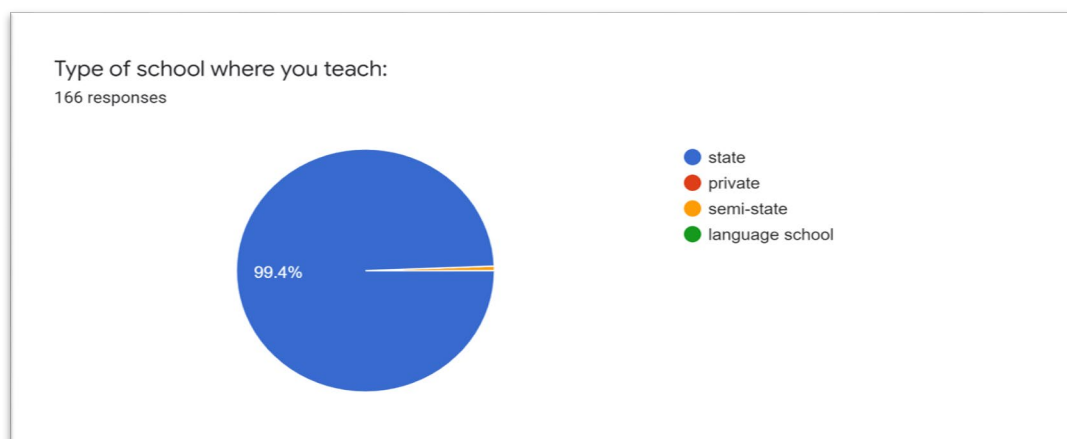
We were happy to see there was a variety of teaching levels represented. We thought it was normal that Secondary Education was the largest group because teaching teenagers is where there is more complexity around the methodology aspects concerned.
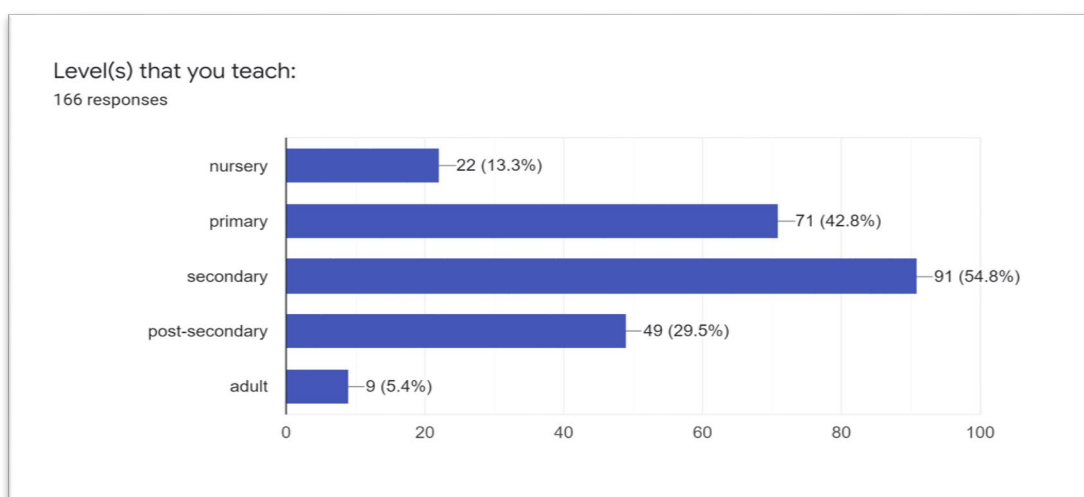
Teachers were located all over Catalonia, from the city centre of Barcelona to distant, small villages. The sessions would be online, so distance was not an obstacle to contact teachers from all over the country.

When asking for years of teaching experience there was a balanced variety of responses, ranging from brand new teachers to experienced ones. A positive aspect is that all of them were willing to take part regardless of their [in]experience.

When talking about ICT competence, most people were highly skilled. Then in the sessions, we experienced how nice it was to help the few people who were unskilled. We think that this help alone makes the project worthwhile.
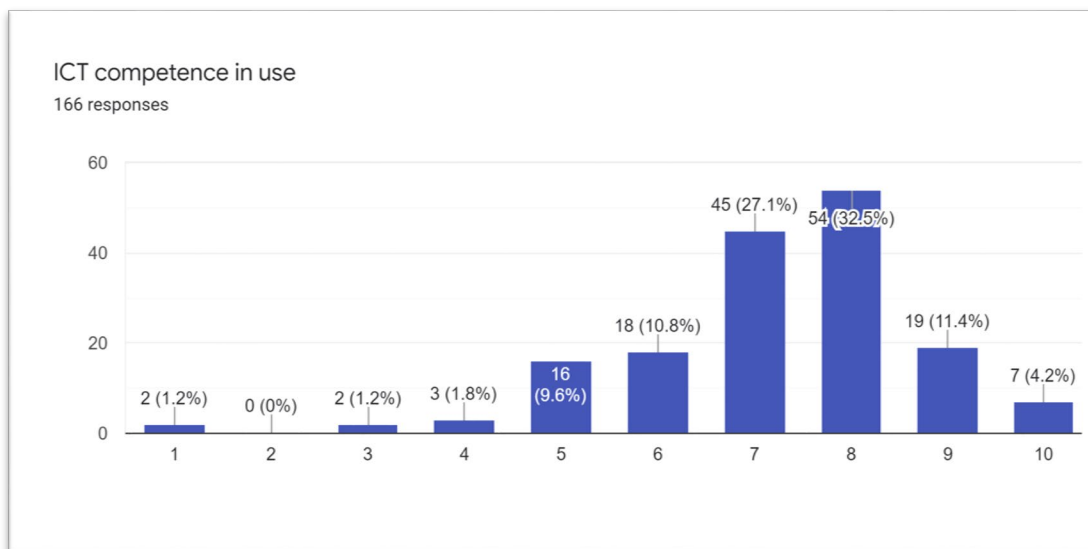
All the educational necessities proposed seemed in need of consideration. Below we copied some of the comments on the necessities. When reading them we realised our idea was going to be successful. Teachers look forward to being part of a community which seeks professional learning strategies that go deeper in order to address issues that matter so as to build authentic rapport, cultivate collaboration and grow knowledge. Teachers want to share learning and best practices and improve learning outcomes for their students. People want to cultivate their ideas, nurture participation, share new learning and resources and communicate results.
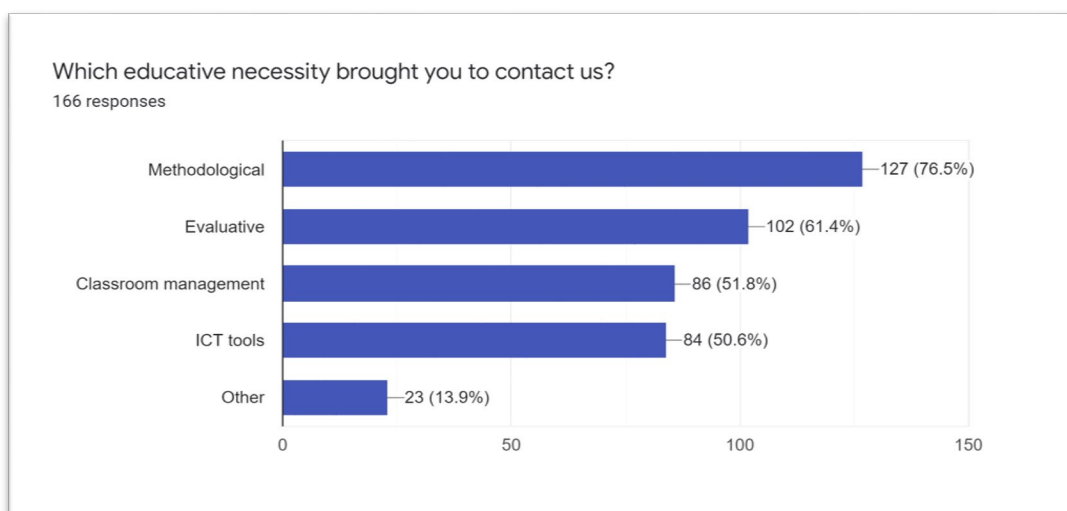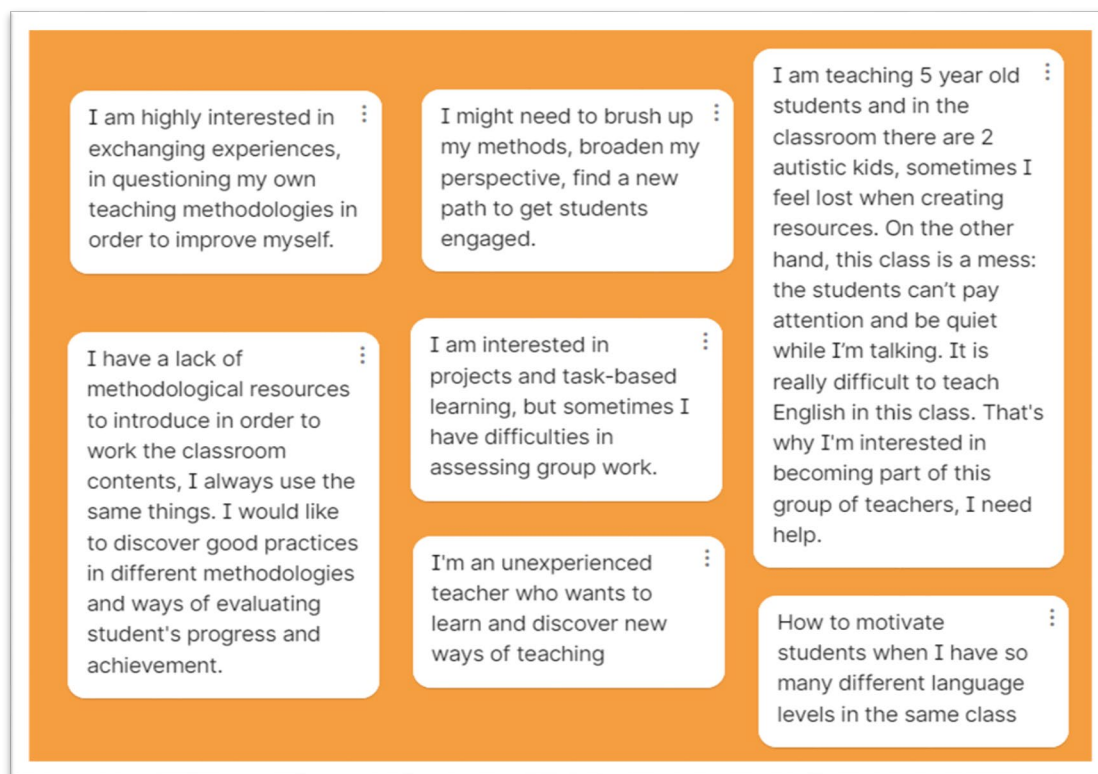
The last question was if they were willing to share their experience in the classroom. Our main objective was not a win-win situation where everyone should give and receive, because we understood that not everyone would be willing to share their experience if they did not feel confident. Our aim was to create a teaching atmosphere in which everyone could feel comfortable. Nearly 40% said they were not sure if they wanted to share their teaching experiences because they didn't know exactly what the project would entail. Once we were actually having the sessions, we could appreciate that almost everyone had something to share.
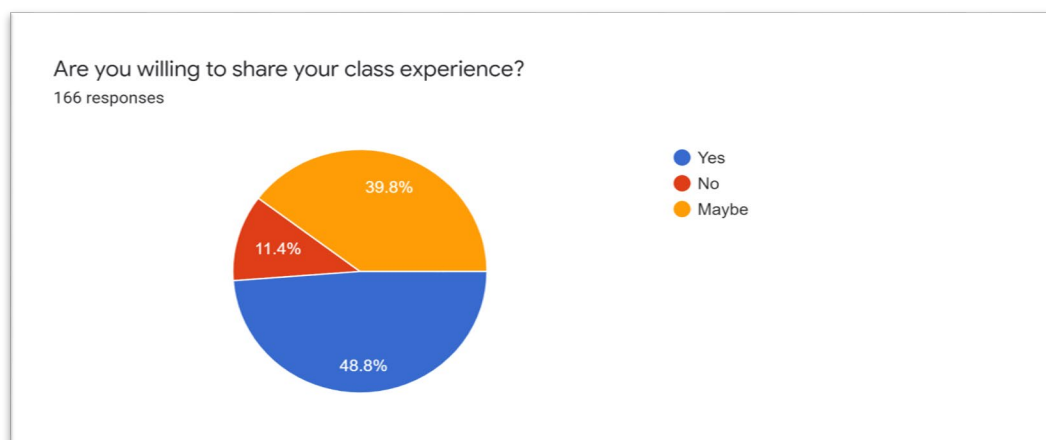
Once the results were analysed and we saw there was a real interest in creating a community, we thought of launching the first session. From the very beginning, the idea we had in mind was very clear:

1. State what the needs were
2. Say what we could offer
3. Find solutions among all participants, share experiences and best practices
4. Find a place where all these ideas could be stored and shared

As we already had our *Teachers in Use* email account, we could see the project was taking shape and we could answer any questions raised as an autonomous entity.

We wanted to distribute the There were three of us who designed the programme, Rosamaria Fàbrega, Mariola Puig and Ana María Fuentes and we looked for a fourth person to organise one group for each level: 1) nursery, 2) primary, 3) secondary, 4) post-secondary & adult. The teacher who joined us was Ester Magrinyà, expert in both primary and secondary.

When we were deciding on dates, we did not want to meet at the end of the academic year since all the teachers would be really busy finishing school. We decided we had to do it in Spring. On the presentation that we posted in the IDP-ICE webstite to present our first edition, we decided that it was wise to distribute the attendants into four virtual classrooms for the sake of an effective development of the sessions.

According to the level that we teach, the three of us, who had designed the programme, we going to conduct the corresponding classroom: Nursery school was to be led by Mariola Puig, secondary school (high school and upper secondary, *ESO* and *Batxillerat*) by Ana María Fuentes, and upper secondary, vocational studies and adults by Rosamaria Fàbrega. We also counted on the expert assistance of another member of the research group Ester Magrinyà, for the primary school classroom.

TEACHERS IN USE (IDP-ICE): SHARING EXPERIENCES 1st Edition

Teachers in Use som un grup de docents de llengua anglesa que presentem la primera edició de la **trobada-taller col·laboratiu** obert a docents de tots els nivells: **"Teachers in Use: Sharing Experiences",** distribuïda en **tres sessions i tres aules virtuals.** Us convidem a aprofundir en la pràctica docent del professorat de llengua anglesa, compartint les experiències i obrint un espai de reflexió i d'intercanvi d'idees i recursos per l'aula.

Aquesta trobada forma part de la tasca del grup de treball de didàctica i metodologia de l'IDP-ICE: "From English Acquisition to English Learning and Teaching (EAELT)" i la seva publicació: "English Is It!".

So, we set up three dates and we organised groups of 10 people. Each participant signed up for a group according to the level they were teaching. 41 teachers enrolled.

Participants would get a certificate of attendance from IDP-ICE if they attended the three sessions and submitted the activity they offered to share. This activity would be published in the resources bank of our publication.

TEACHERS IN USE (IDP-ICE):
SHARING EXPERIENCES. 1st Edition

Session 1   8th April 2022

The project was explained in broad strokes in a general online room in a 20-minute session. Afterwards each participant went to their virtual classroom group according to their level, introduced themselves, explained what their concerns were and what they would like to receive. In this session we organized the explanations of good practices or advice that would carry over to the other two sessions. Below is a screenshot of the first session, when the project organisation was explained.
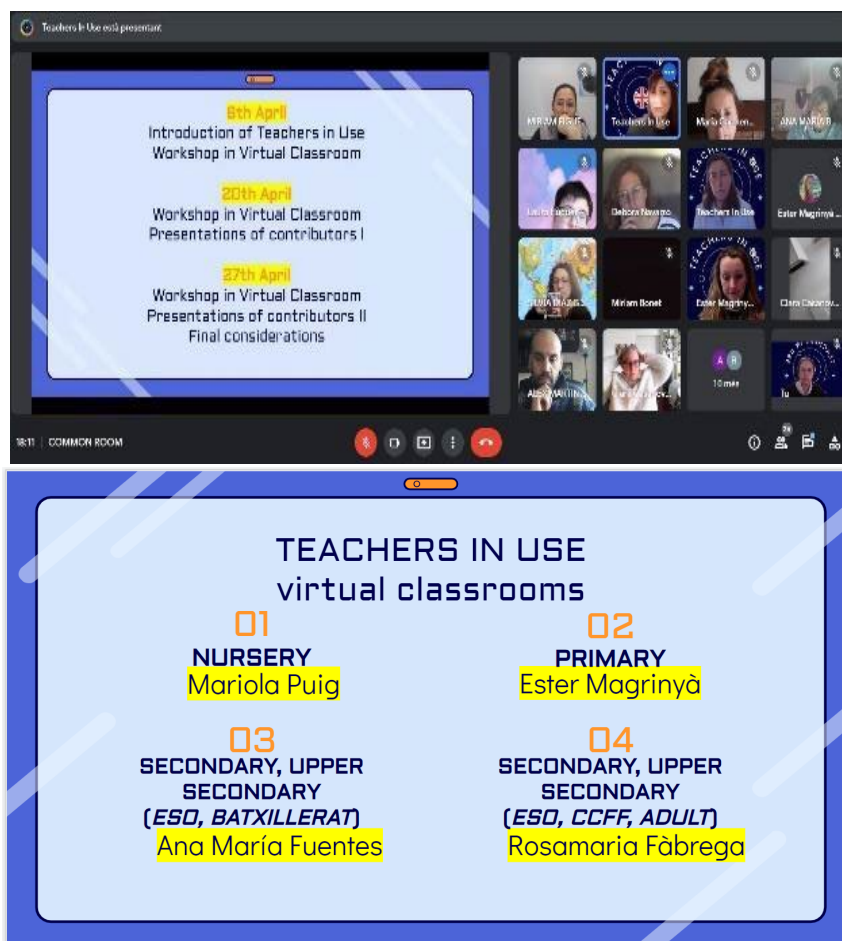
Session 2   20 April 2022

Half of the attendants in each group explained their solutions and afterwards there was time for questions and answers. The activities were explained with samples and evidence. We could share strategies, templates and examples.

It was amazingly gratifying to see that the practice and expertise of the teachers was really helpful. We really needed this opportunity to be able to verbalise our teaching concerns, sometimes far from the schools where we worked, in order to confront the issues from a distance, in a more objective way.
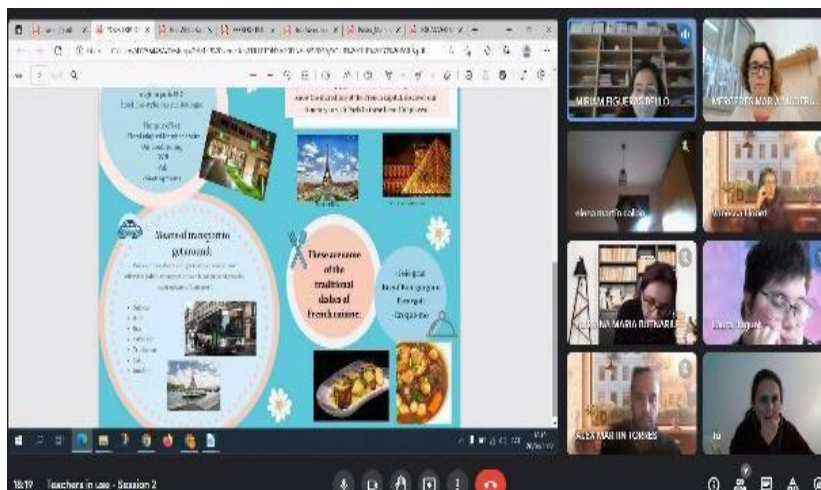
Session 3   27th April, 2022

The same as before. There was time to talk about materials used in class, reference books, ready and easy-to-use resources, as participants shared feedback and expertise. Many topics and questions arose; we didn't want the session to finish. By the third session we knew each other a bit more and a small community had already formed; the objective had been accomplished.

When the third session ended it was time to collect feedback and to see if this idea needed to be continued. A second task was to collect material and put it together in a volume.

There were three possible ways to participate in the publication of the volume:
●   **Article** (10 pages approximately) explaining in detail a classroom experience.
●   **Activity** (2-3 pages): brief description of a classroom activity that would be part of the "Activity Bank" section, the resource bank of the publication.
●   **"Technopills**": description of two or three apps, websites or online resources and their pedagogical application in EFL teaching.

We are happy with the feedback on the activity. We consider it has been positive and needs to be continued. The feedback was gathered in another *Google Form*:
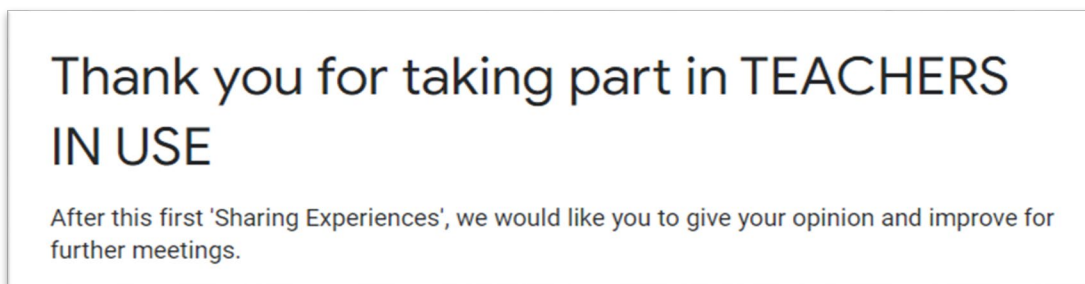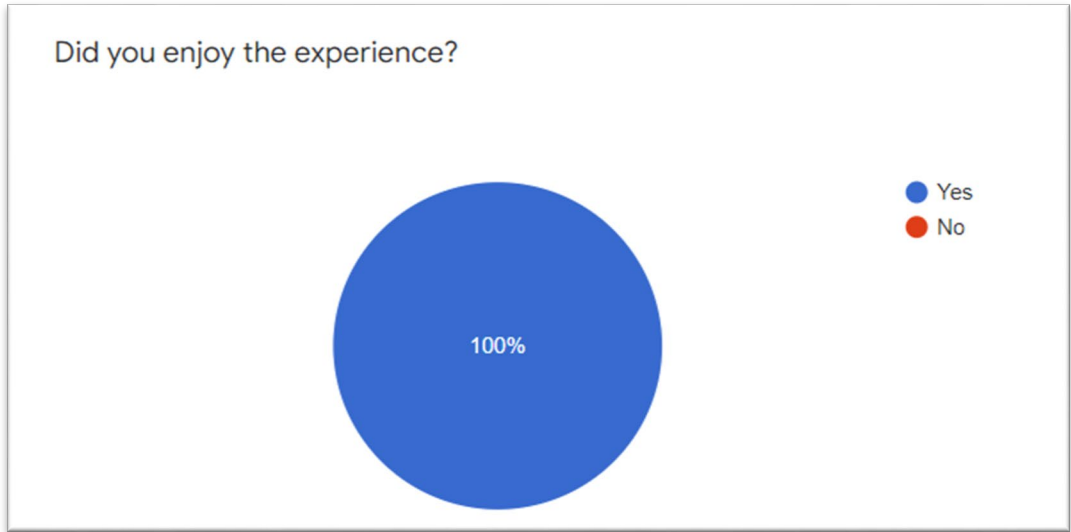
It was really satisfying to see that 100% of people who took part and gave feedback were happy with the experience.
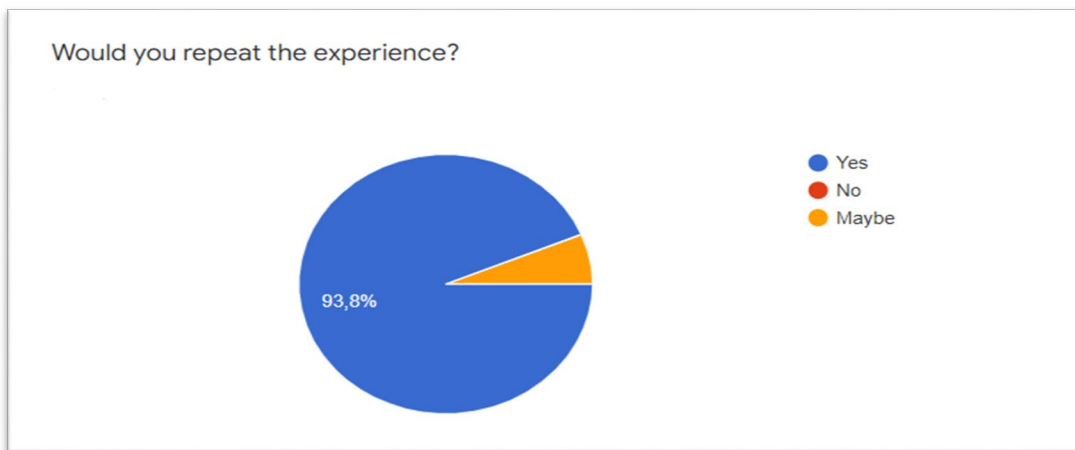
A small amount said they did not know if they would repeat the experience. We were also happy to see that no one said no.
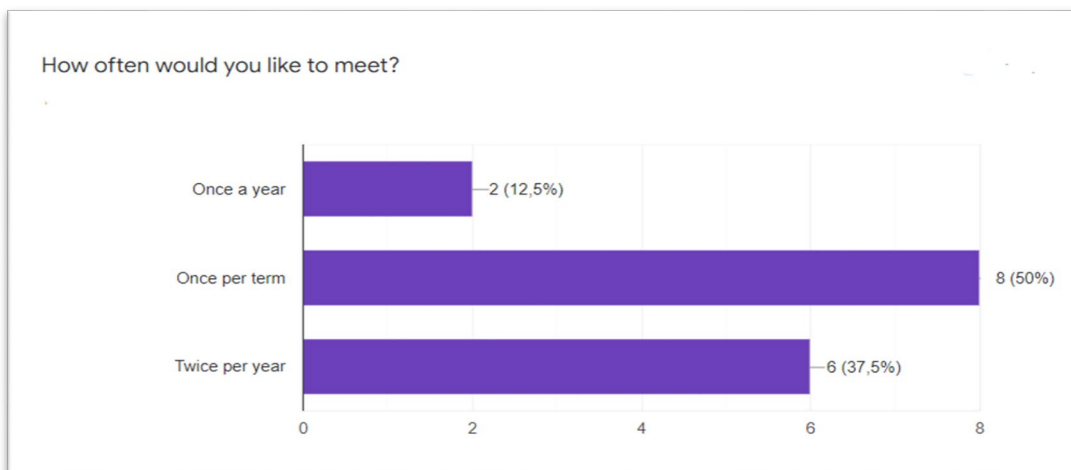
For future sessions, we have to determine the best way to have these meetings in terms of planning, timing and general organisation.

The last question asked the participants if they would like to add feedback. A sample of some opinions is provided below:
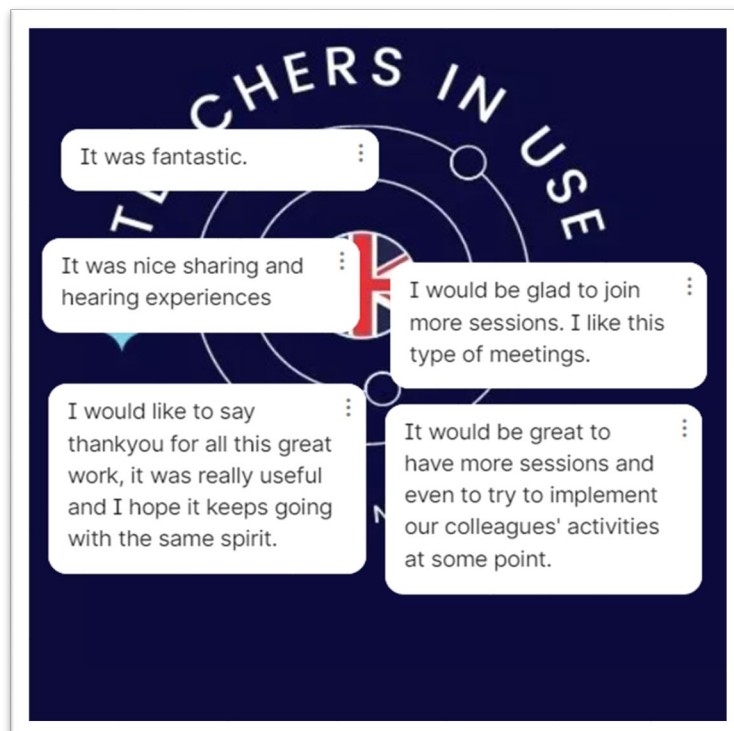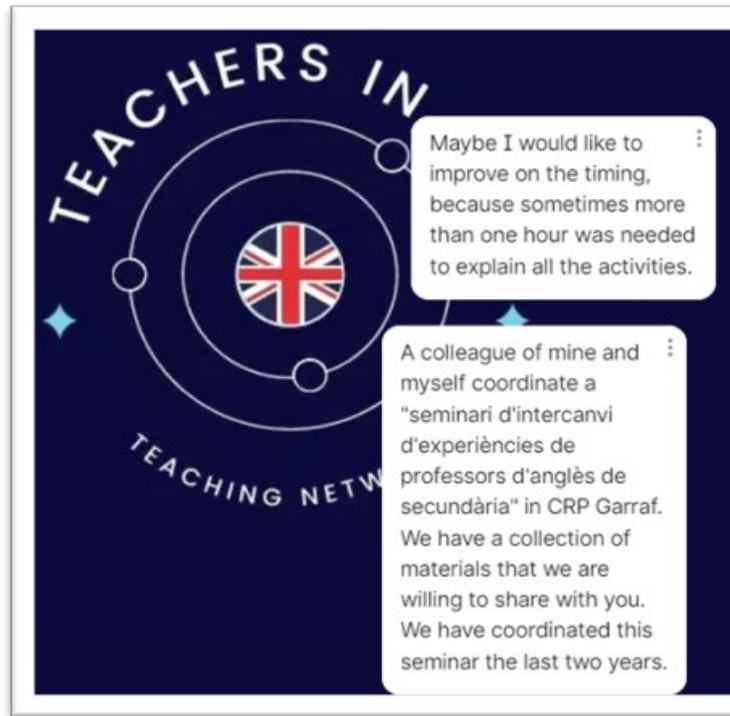
Now that the activity is over, we would like to conclude with a message. In a constantly changing world, students and learning need, as educators we cannot complain when things go wrong: we have to create solutions. We are happy to be the beginning of an idea that can foster participation, collaboration and the opportunity to find real-life solutions to real-life challenges in real-time. We want to find customized, engaging and friendly learning for everyone and we think ***Teachers in Use*** serves this purpose and will try to do so in the next editions.

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ADDENDA

Room on the Broom Project: Creating Communicative Desire Through Storytelling and Digital Tools

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ABSTRACT

The present is a sequence of activities in which students are put in the spotlight to develop an interdisciplinary project around Julia Donaldson's book *Room on the Broom*. The story is told to Year 4 Primary Education students so they can discover, explore and develop their interpretation of the story using theatrical and digital resources.

Approaching communication is the target of my teaching practice. I perceive myself looking for approaches, methodologies and activities that contribute to this final aim. Above all, I look for knowledge diversification in order to provide adjusted teaching and learning opportunities for as many pupils as possible. Hence, being communicative and promoting oral output skills is the engine of my teaching practice.

Nevertheless, real and genuine oral interaction is a tough task to undergo. Even though we live in a context in which it is possible to connect with people all around the world through international exchange projects, I find myself constantly designing classroom situations that give time and space for conversations to occur.

Pondering on the factors that outline the nature of communicative activities, we should acknowledge that not only does the input play a significant part, but also the grouping, activity types and students' and teacher's roles. In fact, teachers should not assume that students will have a well-developed use of the target language by the end of scholarship only with language exposition. Teachers must provide adapted and sequenced language models in diverse ways so as to develop literacy (Campbell & Neumann, 2020).

Particularly, the present article describes the interdisciplinary Project based on Julia Donaldson's *Room on the Broom*, addressed

to Year 4 students. Pupils are put in the spotlight to develop an interdisciplinary project around Julia Donaldson's book *Room on the Broom* (2001) based on the story of a clumsy witch who embarks on an exciting journey on her broomstick. It is key to outline the special nature of this proposal since it has two main aspects that are carefully designed to be implemented in a certain way: storytelling and assessment.

Evidence in storytelling reports that it has marvelous benefits for students at multiple levels. However, foreign language storytelling counts on more complex variables that need to be considered before launching the tale onto the class.

First, having teachers going over materials and their implications might seem an unquestionable thing. This case is no exception. It is highly required to read storybooks when planning. This is due to the fact that stories are not told at once and, therefore, the teacher must read the book entirely in order to establish the suitable segmentation. As the third section will illustrate this further in this section, the already-mentioned cuts have to make sense within the logic of the story itself.
Second, the field of literature is immense. From nursery rhymes to adapted books, teachers can choose among a large number of stories. More specifically, we can find storybooks of three main types: linear, repetitive, or cumulative-repetitive. And the repetitive kind is essential for the implementation of this project.
Additionally, assessment must be conceived as the backbone of the design. Even though this aspect will be described in more detail further in the second and seventh sections, the assessment method, instruments and criteria are presented to students from the very beginning with the best of intentions to help students develop metacognitive strategies.

The second important aspect of Room on the Broom Project is scaffolding. Coinciding with the idea of the Zone of Proximal Development (Vygotsky, 1978), scaffolding has been organized during the storytelling. In this, teachers' prominence is progressively taken away, so students are expected to play an active role and develop their interpretation of the story using theatrical and digital resources.
All in all, this article exposes the benefits of using authentic literature materials as well as specific digital applications in order to create a care-free language learning environment. To be able to give a comprehensive and precise description of the communicative set of activities, the contents of this article have been divided into seven sections. First, the reader finds the learning objectives that students are aimed to achieve by the end of the proposal.

The following six sections correspond to the six steps for the didactic sequence that aim to serve as a guide for implementation. From the pre-reading stage to the post-reading stage, all the parts intend to give specific guidelines. They have been elaborated from an objective viewpoint in the hope of helping teachers adapting the sequence to their specific school context, students and professional principles for teaching.

1. LEARNING OUTCOMES: WHAT ARE STUDENTS EXPECTED TO DO BY THE END OF THE SEQUENCE?

This short plan has been built around two main educational approaches: the **communicative approach** and the **constructivist approach**. The former aims at helping students acquiring the communicative competence. In order to do so, it has to be assured thatteachers provide pupils with the possibility to use language along their learning process. The main technique that is promoted is **pair work** as a means to develop functional language and to have the opportunity to use it as much time as possible during the class. Finally, approaching **humanistic principles** of education, **self-reflection and assessment** are encouraged both regarding oral and written forms of language. In the pursuit of developing the basis of the already-mentioned objectives, there are **four objectives** that students must meet by the end of the sequence.

The **first objective** is to improve oral competence by dramatizing the story *Room on the Broom* (Donaldson, 2001). Here, students are expected to play the storyteller roles by telling the story. It is also an item for assessment that is presented to students at the beginning of the sequence and assessed by the end of it.

The **second objective** is to refine extralinguistic features of language by dramatizing the story. Students hereby strengthen aspects such as intonation, pitch, stress and body language by telling the story. Even though it could be included within the first objective, I decided to set it apart. It is essential to reconsider that not all extralinguistic features of language are the same in each language. For instance, Spanish and Catalan do not count on the stress that English language does. Additionally, exercising the extralinguistic features can be also considered as a universal measure for inclusion since it can be beneficial for students with Specific Educational Needs.

The **third objective** is to create a video scene using a chroma key and a digital device. To do so, students are given a section of the story and they need to look for an image that illustrates that section. In this, ICT objectives at the Primary Education stage can be regarded as modest. However, since our students are native digital individuals (Obrador Vaquer, 2011), it is essential to include these type of ICT objectives to develop the key competences that are established in the curriculum.

The **fourth and last objective** is to carry out a self-assessment. In the attempt to highlight the regulatory function of assessment, this proposal aims at helping students to become aware of their learning.
Evidently, the present objectives might differ a bit from the ones that I determined before implementing the sequence. I personally acknowledge the virtue of flexibility when planning. Seldom did I identify learning objectives without detecting students' prior knowledge, interests, or capabilities regarding the topic. Remaining open to

changes throughout the first stages of implementation might be one of the core aspects of a successful planning.

2. PRE-READING STAGE: LANGUAGE INTRODUCTION AND ASSESSMENT PRESENTATIONEASON

This is the first step of implementation. It serves both as a prior knowledge detection and as a pre-reading activity because of the **language presentation**. At this point, students are also presented with the assessment rubric that they will be using by the end of the sequence.

Before anything else, the teacher must select the **story-related vocabulary** and elaborate a set of flashcards that contain both the pictures and the selected words from the story *Room on the Broom.* These flashcards are elaborated with an online platform Cram https://www.cram.com/ . Not only does *Cram* allow users to create their sets of flashcards, but also to share them with the community and use other users' work. The subscription is free and an interesting tool because of the diverse activities that a single set of flashcards has. For instance, for *Room on the Broom* I decided to use the following set of thirty flashcards.
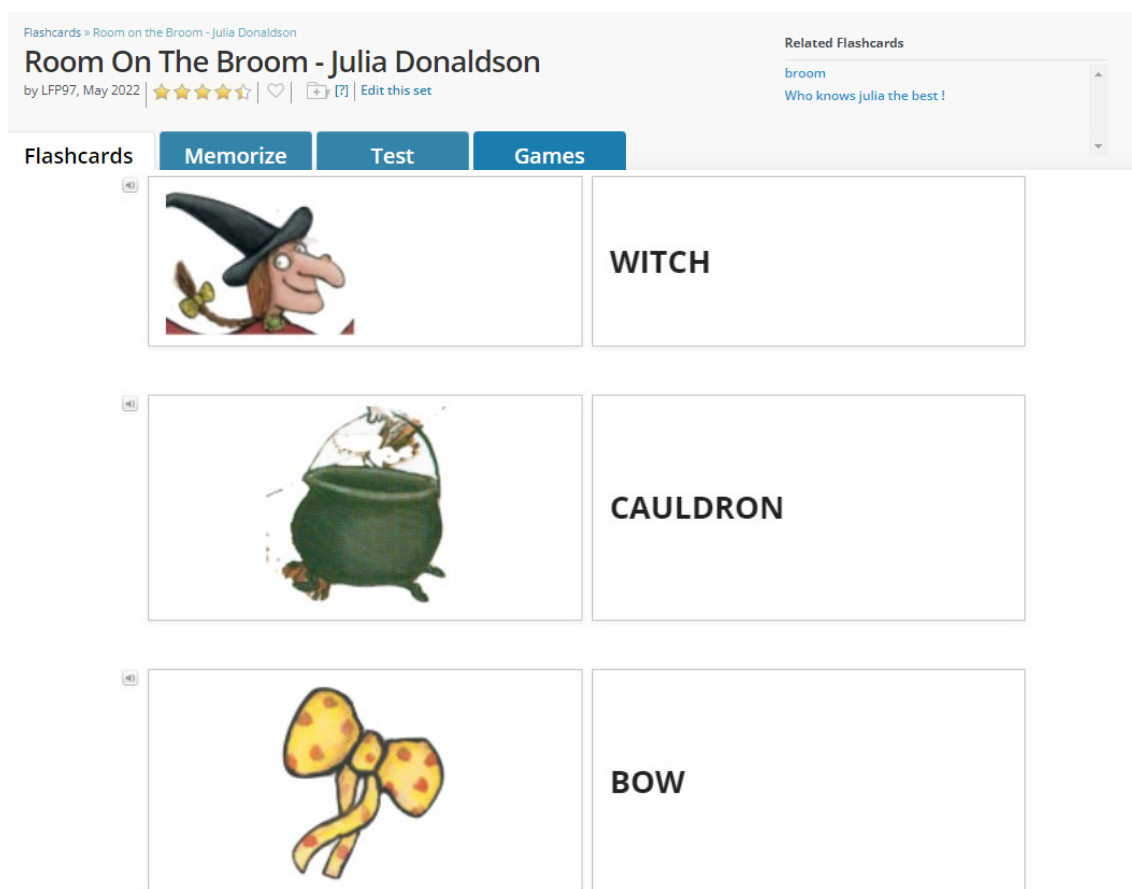
Figure 1: Caption of the set of 30 flashcards. Source: cram.com

The figure illustrates that the platform not only displays the set of flashcards, but also opens three more tabs with three game-like activities: a memory game, a test and other types of games. The content of all of them is the vocabulary from the flashcards. However, for this specific task, flashcards are printed and physically displayed in class.

After coming up with the tool, students are presented the pictures and the words. In this, I always select a couple of games such as *Charades* or *Find the Missing Card* that are useful to light the memory. This can be played first as a class and then working in small groups, so each pupil has their chance to participate.

Last in this first stage of the proposal, students are presented the **assessment rubric** they are going to be using by the end of the sequence. In this case, the rubric is an adaptation of the formal assessment criteria of the teacher. This way, both students and teacher are assessing the same items and the consequent feedback is going to be realistic.

The following figure illustrates the rubric that is given to students at the beginning of the sequence. It is indeed explained in detail so as to ensure students get to know how they are expected to perform throughout the project.

Figure 2: Pupils' assessment rubric

Having undergone these two steps: activating prior knowledge and pre-teaching key words through flashcard games and presenting the assessment rubric; we should expect students to be ready to start with the storytelling itself in terms of vocabulary basis. However, we also have to set the mood and plant the seed of expectation in our students' minds. To do so, we should get our pupils to **make hypothesis** about

the content of the story. This can be done as a class by selecting a specific language formula to guide interventions such as *I think the story is about…* or *This story can be about…* and taking turns. I particularly prefer to give a structured language formula in case they need to, but, of course, I am open to any type of intervention that uses English language in this respect.

Last in this section, it is interesting to regard these vocabulary flashcard games as a warm-up for the following sessions, since they are friendly way of getting ready for the sessions to come.

3. SEQUENCING STORYTELLING

One of the reasons why Julia Donaldson's book *Room on the Broom* (2001) is in the spotlight is because it is a repetitive type of story. In consequence, **the story is split into five parts that appear with a regular recurrent pattern.** The following table illustrates the progression of storytelling along the proposal as the story goes on.

Session	Pages
Prior knowledge + Hypothesis	-
1st	Pages 1-4
2nd	Pages 1-8
3rd	Pages 1-12
4th	Pages 1-16
5th	Pages 1-22

Table 1: sequence of pages and sessions.

Dramatizing the narration is a core aspect of great importance at this point. Note that, as the sequence goes on, students get more engaged with the story and dare to interfere in the dynamics of the situation. If this happens, it is important to go with the flow and let pupils imitate what the teacher does. Actually, it is advisable to foster this kind of communication since it indicates that sequencing the story works properly.

At this point, the teacher should emphasize the use of **extralinguistic resources** such as the voice tone, the gaze, the pitch, gestures, intonation or stress that help picturing certain parts of the story with the narration itself.

Another aspect of prime importance is supporting the speech with the illustrations of the storybook. In this, the illustrator Axel Scheffler always gets to capture the essence of Julia Donaldson's stories and they are truly works of art.
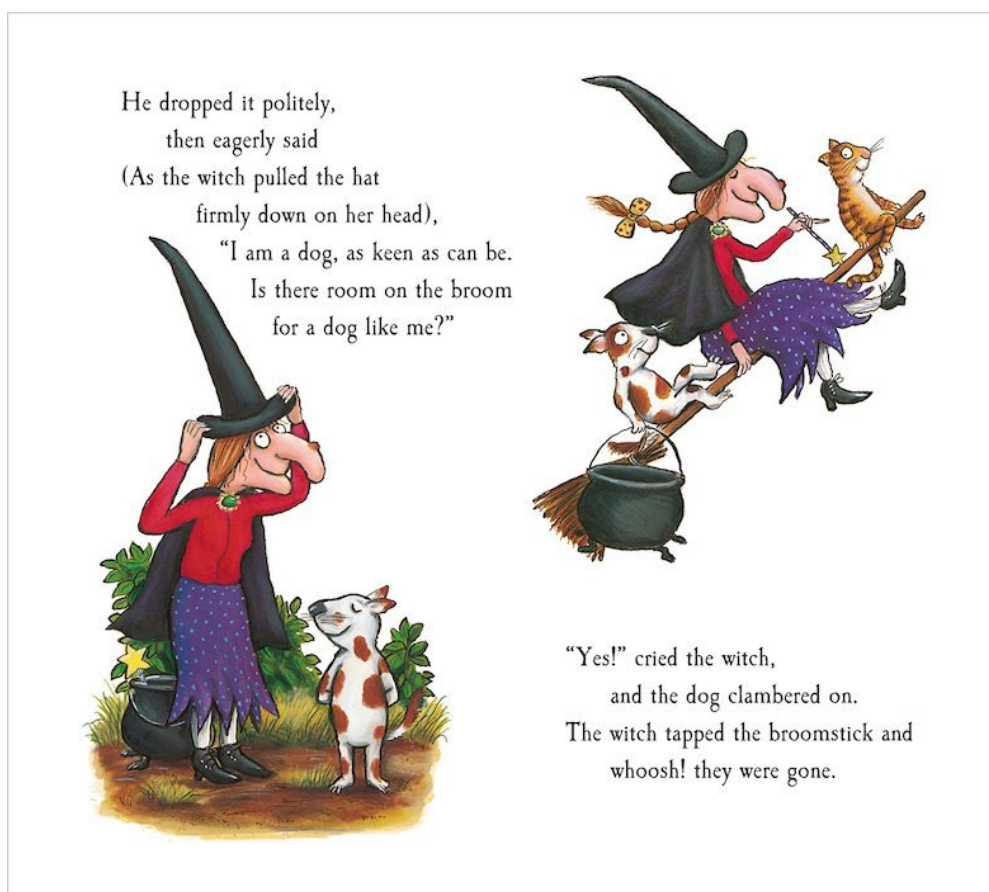
Figure 3: Sample page from the storybook.

I would like to conclude this section encouraging to think of our role of narrators. The more inputs our students have, the more important is our responsibility of providing excellent oral language models at all levels.

4. DRAMA: PAIR WORK TIME

At this point of the project, students begin a stage in which more **independent work** is expected from them. Previous to this section, this paper argued the Zone of Proximal Development as an aspect of prime importance. To do so, this project encourages pair work through the practice and rehearse of a part of the story *Room on the Broom.* Hence, the following lines aim at illustrating how to conduct pair work in terms of grouping and keeping up with the oral competence development.

Getting students to **work in groups** is not an easy task to undergo. There is a large number of variables that play a relevant role and can truly determine the success of the proposal. Grouping not only does rely on what the teacher wants to fulfill, but also on what students are willing and capable to do. We should be asking ourselves some questions in order to build pairs. *Who is making the pairs? My students or me? Am I creating heterogeneous or homogeneous? Are the groups open to changes if they do not work?* It is, of course, the teacher's decision.

The aim of this article is to give specific guidelines to implement the project. Despite this, my professional advice is to adapt the grouping to the circumstances of the group. Personally, I choose to let the students group themselves because the pupils are highly used to develop this type of tasks. This is very much related to the school philosophy of encouraging students to develop competency-based tasks and autonomy. In this case, free grouping allows students to embrace the task and feel like their own.

Coming to the development of the Drama section, it consists on giving each group a part of the story they need to practice and interpret as if they were the storytellers. At this point, they should have understood the importance of all the extralinguistic features during the storytelling in the previous stage of the proposal.

The teacher is conceived as resources supplier to help learners autonomously build up their own language knowledge. This practice lasts for three sessions in order to assure that students are provided with the necessary help in this respect.

This section and the following in this article are strictly related. Whereas this is addressed to the linguistic aspect, the following section addresses the digital part of it.

5. SCENE CREATION

As it has been said, the following lines take care of the **digital literacy** in the project. Even though it seems to be a little aspect of the sequence, it is one of prime importance given the 21st century needs in terms of digital competence. Thus, developing this stage requires having an assortment of computers and Internet connection in the classroom.

The scene creation counts on two main features. The first one consists of **choosing an image** to launch onto the chroma key during the scene recording, the sixth stage of this project. The second feature is the aim behind the selection of the image. Since the former aspect seems easier to put into practice, the latter requires further explanation. As it has been said, 21st century technological needs demand high-level competencies when it comes to digital literacy. In this respect, the school has an essential role to play.

Information sources can be a maze sometimes and teachers must **foster reflection upon the reliability and validity of the inputs** that we are constantly receiving. At this point of the sequence, students should be asked to fill a simple template citing the webpages they used to look for the images for the scene. After having selected the image, they must send it to the teacher via email. The following image illustrates an example of the template.
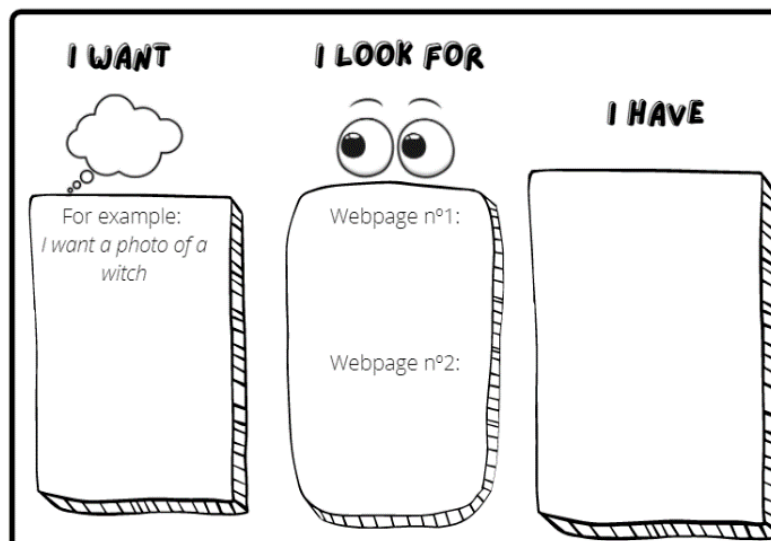
Figure 3: Keeping up with webpages template. Source: own creation

In the *Room on the Broom project*, drama and scene creation are core to the final stage, as well as adapting to the group track to grant its success. So, the teachers should exhibit their skills of flexibility and not move on to the next stage without ensuring that pair work is properly rehearsed, and planning has to be equally flexible in this respect.

6. SCENE RECORDING

The present stage describes how students work along their corresponding pair-work to carry out the **recording of the section of the story** they have been practicing and rehearsing. In order to do so, the class should count on a video camera, a tripod and a Chroma Key (a big green piece of cloth could also work). It is important to say that this stage should be developed in another room at school. Then, it is advisable to have another English teacher in class so they can stay with the rest of the group while the main teacher works with pairs.

Pairs are allowed to dress up for the storytelling if they need to. They are also allowed to display key elements in front of the Chroma Key in order to make the scene look much more realistic. These elements could be a couch, some cushions to sit on, or a lectern, for instance. In this respect, the teacher must make sure they have an assortment of these type of objects at school.

Reaching the scene recording, it is important to highlight the importance of the teacher's role. According to one of the objectives of the proposal, the teacher should remain as a resource supplier and language provider to help students work autonomously. Thus, before students start recording themselves, they should be encouraged to take the lead and decide the display aspect that has been mentioned before. Accordingly, students should be requested to decide the number of attempts that they want to record.

From the teachers' view, teachers should be assessing on decision making and how our students manage to perform as they have been practicing. Another aspect of

great importance is the way our students adjust to their planning and decisions. *Have they fitted to the number of takes they decided? Have they used the props in the scene? Have they performed as they have been practicing?* Observation is the tool to answer these types of questions. Also, they will be used during the next stage of the plan so as to give feedback on the self-assessment rubric.

The following figure illustrates an example of scenes created by my students.

Figure 4: Sample of the video recording with students' blurred faces

7. VIDEO FORECAST AND SELF-ASSESSMENT

It is the teacher's responsibility to blend all the videos together following the order of the story *Room on the Broom*. Among the large variety of applications, programs and platforms to edit videos, this article recommends using https://www.wevideo.com/. Out of my personal experience, it is the best option. Not only does it allow to edit videos without downloading an application from the Store, but it also permits to select background colors and use them as if they were a Chroma Key. This last aspect grants that the pictures are displayed properly.

When the video is adequately edited and ready to be seen, it is time for students to carry out the **self-assessment before watching the final result of the project**. At this point, it is reasonable to go to the first stage of the development of the project and revise the self-assessment rubric that is proposed for this plan. The teacher must refresh the items for evaluation as they were expectations of performance throughout the plan. Even though they worked as a whole group and in pairs, students should be asked to work individually while carrying out this task.

Once students have watched the video and have done the self-assessment, this section aims at raising awareness about the importance of giving feedback to the self-assessment. In regard of the current curricular changes, assessment is a core aspect. Neus Sanmartí (2020) states that without changing assessment, hardly anything will change because a competence vision of learning involves changing what, how, when and why it is evaluated. Accordingly, this last section of the proposal intends to light the regulatory function of the whole learning process.

In order to illustrate this, students must fill the already-mentioned rubric which is related to the contents, strategies and attitudes they have been working on through the sequence. After filling out the self-assessment, the teacher uses the same template agreeing or disagreeing with students. The following figure illustrates the rubric that is used by the teacher to give feedback.

Figure 5: Teacher's feedback rubric

Entrusting students the assessment responsibility and sharing both expectations and observation regarding it, does make an impact on them and their further performances both in terms of dramatic and linguistic skills. Certainly, practice makes perfection and requires time, resources and will to share responsibilities. The more we include these practices in our teaching practice, the more our students will be able to take the reins of their learning.

8. CONCLUSION

The student-centered approach is, without a doubt, one of the engines of this proposal. The many unique traits of Julia Donaldson's literature help in the design of the project as well as the digital application that is used to create the final product of que sequence. From the pre-reading to the post-reading stages, this proposal intends to work all kinds of communication. Also, it embraces the virtue of assessment as a means to make students regulate learning by themselves. In this respect, assessment is certainly a great opportunity both for teachers and students to collect learning evidences and use the Target Language for genuine communication.

After the project, I could note that my students were more agile in the use of extralinguistic features such as voice tone and intonation. Also, I could note a great improvement on the metacognitive aspect of learning. Students could regulate themselves in terms of classroom practice and they carried out self-assessments in a more realistic way. The scene recording was the most motivational aspect of the project, but they also enjoyed the storytelling very much. It is, indeed, a matter of consistency that has to be in every project and has to be exercised throughout the years.

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'All About USA' Escape Room for 9th Graders

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ABSTRACT

Gamification in the classroom can get students motivated. Motivation plays an important role in the learning process. Reading a set book, (*All about USA*, Burlington Books, level 2) is turned into a real life escape room game taking place in different class sessions. Students not only read but also complete engaging tasks in a collaborative way to be able to exit the plane they are travelling on and enter USA territory, just after showing the authorities they have good knowledge of American culture. While carrying out these tasks students work on grammatical, linguistic and cultural aspects and produce written, oral and visual output in Catalan, Spanish and English.

This article presents a classroom experience in Institut Baix a mar, in Vilanova i la Geltrú (Catalonia). In the academic year 2021-2022, the first three years of secondary education have a specific time frame in which to carry out projects involving different areas in the same field (in Catalan the so-called 'àmbits' such as 'àmbit lingüístic', 'àmbit científico-tecnològic' and 'àmbit artistico-social'). The team of language teachers, formed by Elena Garcia (Catalan teacher), David Navarro and Jofre Toledano (Spanish teachers) and Lluis Rodríguez and Anna Maria Brull (English teachers), have designed a project for 9th graders where the students have the chance to read the English set book and complete activities where the three languages, Catalan, Spanish and English are used.

The activity of reading in the English classroom has traditionally been individual, consisting mainly of reading and answering comprehension questions. But there are many ways to approach classroom readers that might be more engaging and inspiring. We wanted the students to read and learn and have fun at the same time, so we turned the reading of '*All about USA*' (Burlington books) into the basis of an escape room game.

To offer a thorough description of the "All About USA" escape room, the presentation of this unit has been divided into the following sections:

A. OBJECTIVES AND KEY COMPETENCIES.
B. DIDACTIC AND METHODOLOGICAL ASPECTS DEALING WITH CLASS DIVERSITY.
C. THE GAME NARRATIVE.
D. SEQUENCE OF PUZZLES TO BE SOLVED.
E. EVALUATION AND RUBRICS.
F. CONCLUSION

Each section offers detailed indications on class dynamics, methodological considerations,

teaching objectives, grouping and timing of the activities, as well as practical tips. Accompanied by the suitable evaluation and rubrics to approach the competencies as efficiently as possible, the references and materials created by the teacher are provided to make this "escape room" a total success.

A. OBJECTIVES AND COMPETENCIES

Taking into account some of the objectives and key competencies in the curriculum of 9th graders, and in the framework of the 'àmbit lingüístic' organization of contents, by the end of the unit, the students will be able to:
- Interpret texts.
- Plan and produce texts of various types ('Auca', 'El texto publicitario', 'La noticia', scripts)
- Play texts orally.
- Search, contrast and select digital information according to the tasks to be performed.
- Carry out group activities using digital tools and virtual collaborative work environments.

B. DIDACTIC AND METHODOLOGICAL ASPECTS TO DEAL WITH CLASS DIVERSITY

All activities are collaborative, although there is some competition between groups. What determines whether they have done the tests proposed more or less well is the participation of all members of the group and the final result.

Students are assigned tasks and responsibilities. The special needs students are guided by the students who perform better, so a lot of teaching and learning from each other takes place. Teachers monitor the activities.

All the information that the students need is obtained from reading the chapters, searching on the internet and/or reading the complementary materials that are posted on the school's digital platform *Moodle*.

C. THE GAME NARRATIVE

The students are not in a classroom but on a plane flying to the USA.
The game is presented through a video in which teachers are cabin crew members of a plane and inform students, now passengers, about the USA authorities requiring a minimum of language and cultural knowledge in order to pass controls and access American territory. For this reason, students must successfully complete a series of puzzles in which knowledge of American history and culture is the main component. Only after passing these tests students are able to receive a passport to access to their destination.

Students have limited time to complete these tests: one session per puzzle, which means 1h and 40 minutes, arranged by the school management team. Each test corresponds to one of the chapters.

All about USA, Burlington Books, level 2

Narrative video presentation.

D. SEQUENCE OF PUZZLES TO BE SOLVED

The whole sequence is done in 11 sessions; we understand by session the daily time frame of 100 minutes for the development of the project.

Only the first and last puzzles must be done in this order. The first one is a warming up activity and the last one is a closing activity. The rest of the sequence may vary since the chapters in the book are independent. Below there is the summary of the puzzles, the reference to the chapter where they are based and the linguistic area that they cover.

	PUZZLE	TITLE	LANGUAGE	CHAPTER
1	**Play a Quiz**	*What do you know about the USA?*	*Trilingual*	**Warm up**
2	**Create a timeline game.**	*Historical background*	*English*	**1&2**
3	**Running dictation and drawing dictation activity.**	*The White House and Washington DC*	*English*	**3**
4	**'Create an advertisement'**	*Symbols of the USA*	*Spanish*	**4**
5	**Reading puzzle**	*Famous places*	*English*	**5**
6	**Dramatization**	*Holiday and traditions*	*English*	**6**
7	**'Write and draw an "auca"'**	*Famous Americans and famous writers*	*Catalan*	*7&8*
8	**'Write a news report'**	*Sports in the USA*	*Spanish*	*9*
9	**'Produce a video'**	*American space travel*	*Catalan*	*10*
10	**Story telling**	*Myths and legends*	*English*	*11*
11	**Create a digital poster**	*USA today (and more)*	*English*	*12*

Next there is the list of the 11 puzzles, accompanied with the typology of activities and competencies and useful considerations to carry them out. To illustrate the visual elements of this unit, photos of the materials handed in to the students and created by the students are also included.

As an interdisciplinary project, the puzzles in Catalan and Spanish have been translated into English to deliver a more comprehensive perspective of the intricate linguistic skills, objectives and competences of "*All About USA*".

PUZZLE 1

SKILL: Reading (English)

Pre-reading activity

What do you know about USA?

Answer the questions on the photocopy.

You are allowed to check on the internet or elsewhere.

Trilingual questionnaire and explanatory card

PUZZLE 2

SKILL: Reading and writing (English)

Chapter 1: Early history of America.

Chapter 2: Expansion and civil war.

What do you know about USA history?

Read chapters 1 and 2 and create a Timeline game with the set of cards you have been given.

Explanatory cards and reference timeline game.

PUZZLE 3
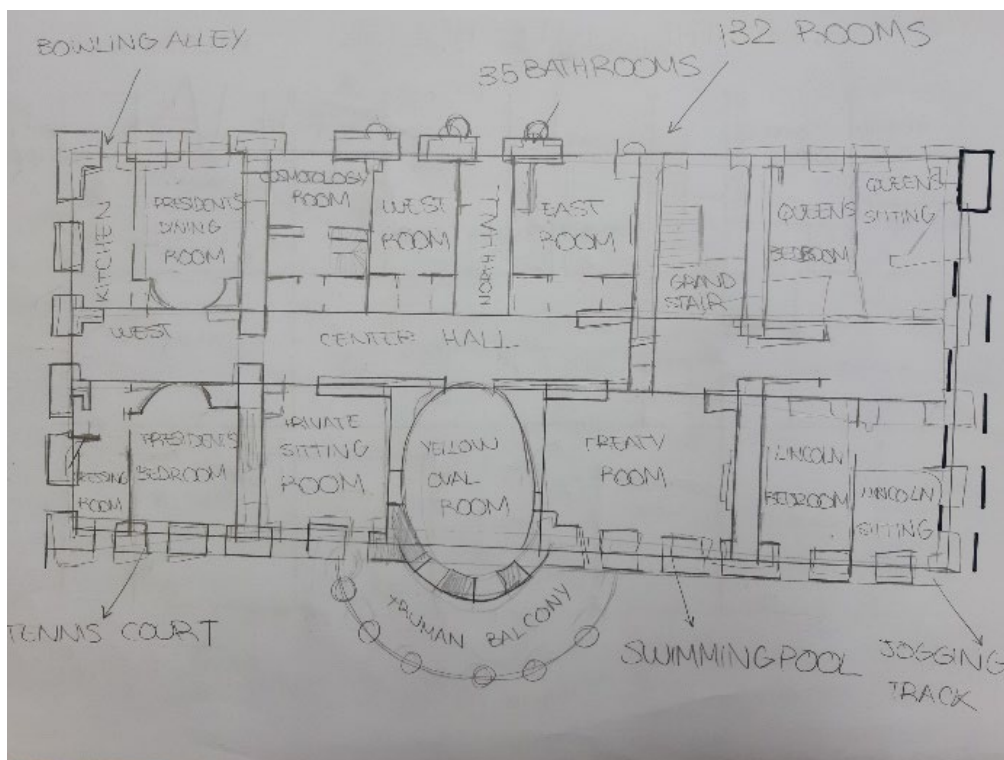
SKILL: Reading (English)

Chapter 3: The capital of USA.

Are you good at running? Do you keep fit? Do you want to be the first entering the USA?

Some copies of passages have been put up around the class. One member of each group will have to read, remember, run and dictate the text to their group. Another member of the group will be in charge of writing it down. As the passage is being built, the group will have to answer some comprehension questions.

The first group completing the task correctly is the winner and will be given a special pass on their passport.

After the dictation draw the White House indicating its parts.

Example of students' production

PUZZLE 4

SKILL: Reading (English) and writing (Spanish)

Chapter 4: Symbols of USA.

After reading the chapter imagine you work for the Ministry of Tourism of USA and have been asked to design an advertising campaign to visit USA.
Write an informative text highlighting what you consider to be good things. The three symbols mentioned in the chapter must appear as well as the one you will discover with the enigma.

- Invent a slogan
- Create a logo
- Put them on the poster

Everything must be well integrated.
*This text has been translated from the Spanish original card version.
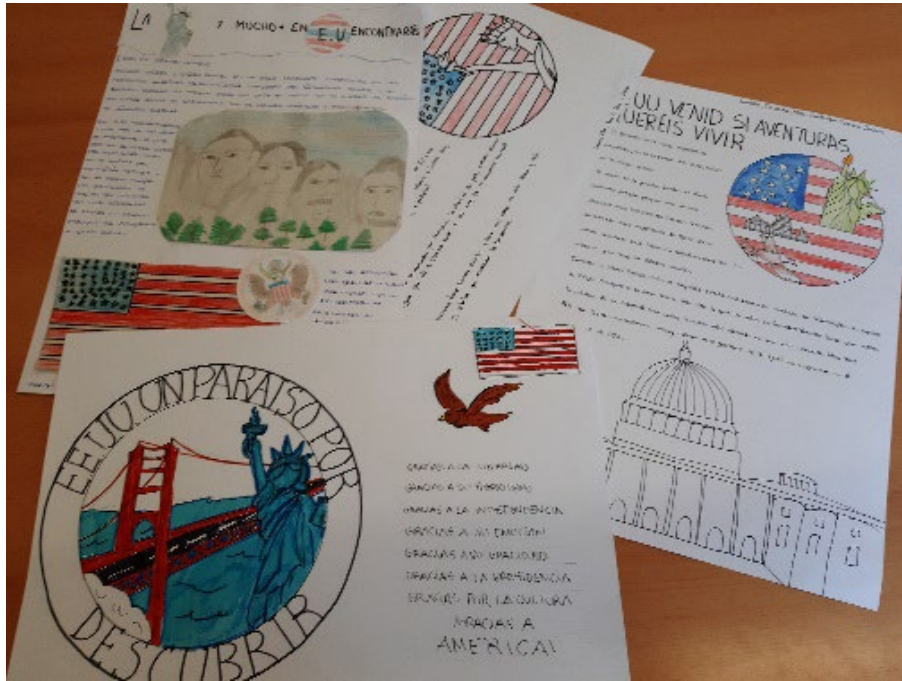
Final tasks samples

PUZZLE 5

SKILL: Reading (English)

Chapter 5: Famous places (Grand Canyon, Niagara Falls, Redwood Forest and Death Valley)

Solve a jigsaw reading so you can properly read this chapter.

Once you are done, ask the crew to verify it. In case you experience some turbulence, break the glass and use the dictionary.
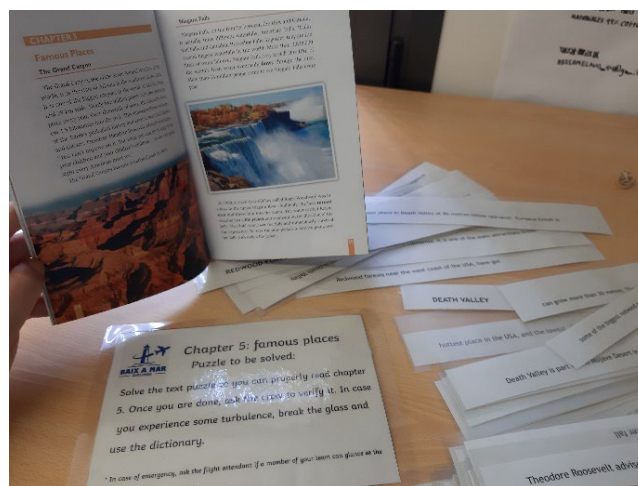
Explanatory card and slips of paper containing the text of the chapter.

PUZZLE 6

SKILL: Reading and speaking (English)

Chapter 6: American holidays and traditions.

Today is July 4th!
Today is the last day of October!
Today is the 4th Thursday of November!
Today is Christmas Day!

Read what Americans celebrate on these dates and organize a party on-board, turning the plane into a celebration!

Use your imagination and decorate, 'cook', sing…the same way Americans do.

Explain to the other passengers all about this tradition and enjoy the party!

PUZZLE 7

SKILL: Reading (English) and writing (Catalan)

Chapter 7: Famous Americans (Martin Luther King, J.F. Kennedy, …)
Chapter 8: Famous American writers (Mark Twain, …)

Read the lives of these illustrious Americans. Dedicate an 'auca' to one of these people. It will be a good way to mix Catalan and American culture.

Don't you know what an 'auca' is? Go to the literature section of unit 5, in the digital book, and check it out. Once you have finished, go to the cabin crew desk and show them how well you have done it.

*This text has been translated from the Catalan original card version.

Example of students' production: 'L'Auca de J.F. Kennedy'

PUZZLE 8

SKILL: Reading (English) and writing (Spanish)

Chapter 9: Sports in the USA.

Since there are a lot of passengers on the plane who only speak Spanish, you will have to translate the text into English. Watch out! The captain does not like automatic translations and wants the texts to be handwritten.

Next, let's see what you know about sports in the USA.

You will be given a card where there are hidden answers for these questions:
WHO, WHAT, WHERE and WHEN. When you know the answers, you can start to write the piece of news.
(See the structure of a news article on the Moodle platform).

*This text has been translated from the Spanish original card version.

PUZZLE 9

SKILL: Reading (English) and writing (Catalan)

Chapter 10: American space travel

USA has been a pioneer in the space program.

To make sure you know the most important facts of this program, create a documentary to explain the history of NASA, from its foundation until today. The documentary doesn't have to have audio, since there is a lot of noise in the aircraft. Include subtitles in Catalan.

*This text has been translated from the Catalan original card version.

PUZZLE 10

SKILL: Reading, writing and speaking (English)

Chapter 11: Myths and legends.

Entertainment is a must in a long journey, especially among youngsters who can't handle long flights.

Draw at least four cartoons to Illustrate one of the myths and legends which are explained in the book.

Example of students' production: 'The Big Foot Legend'

Then embed them in a PowerPoint to use it as visual support when telling the story to the kids on the plane.

PUZZLE 11

SKILL: Reading and writing (English)

Chapter 12: The USA today.

At customs they want to make sure you are a true American at heart. That's why they will love to listen to you talking about how great USA is.

Make a digital poster depicting all the elements appearing in this chapter and then tell customs about it. Mind your accent!

E. EVALUATION AND RUBRICS

The assessment of each task varies depending on the nature of the puzzle. Thus, there are tasks where students self-evaluate and others in which there is an assessment by the teacher based on rubrics and classroom observation. Depending on how they complete the task (oral presentation, reading comprehension, written production, etc.), students may know at the end of the activity how successful they have been via passport stamping and teachers' comments. The value of the passport is explained in the next page.

There are three activities which are assessed in more depth:
ENGLISH ORAL PRESENTATION: Myths and legends. Storytelling.
SPANISH WRITTEN PRODUCTION: 'La noticia'
CATALAN AUDIO and WRITTEN PRODUCTION: 'Història de la NASA'

ENGLISH: STORY TELLING RUBRIC:

STORYTELLING EVALUATION

|	NEEDS IMPROVEMENT	GOOD	EXCELLENT
CONTENT	Presenter did not give enough details to make the story interesting. If visuals were used, the presenter relied on them too much to replace the language he/she didn't use. Words were on the visual.	Presenter gave details that were helpful. If visual pictures were used, they were helpful, but were not relied on (no words). The story would have been mostly clear without them.	Presenter gave clear and interesting details to support the story. If visual pictures were used, they were excellent, limited in number and appropriately used. The story would have been clear without them
ORGANIZATION	The chronological order was unclear and confusing. Student needs to use more transition words.	The chronological order was somewhat clear. For the most part it was not confusing to follow. Most transition words were correctly used and helped in understanding.	The chronological order of the presentation was clear and easy to follow. Transition words were used correctly.
LANGUAGE	Presenter used sentence structures, pronunciation and/or language that often detracted from the presentation.	Presenter used sentence structures, pronunciation and language that occasionally interfered with comprehension.	Presenter used sentence structures, pronunciation and language that was accurate, appropriate, and made the story clear and interesting.
DELIVERY	Lack of eye contact, poor voice volume, tone and pacing, Inappropriate gestures and movement detracted from the presentation.	Some eye contact and good voice volume, tone and pacing, appropriate gestures and movement supported the presentation.	Lots of eye contact. Great voice volume, tone and pacing, hand gestures and body movement supported the presentation.
ORAL EFFECTIVENESS	Presenter was unenthusiastic; audience's attention showed disinterest, and the purpose for the presentation was not achieved.	Presenter was somewhat enthusiastic and mostly kept the audience's attention. The purpose of the presentation was mainly achieved.	Presenter was very enthusiastic, kept the attention of the audience the whole time and the purpose of the presentation was achieved.

FINAL SCORE:

THE PASSPORT AS AN EVALUATING TOOL

Each group has a passport. Inside the document there is one box for each activity to be done. Once the teacher evaluates the activity, following a system of rubrics and classroom observation, students are given a stamp in the corresponding square. The written activities are done for the most part individually and therefore, each student is given the mark they deserve. However, the puzzle is not completed until all the members in the group have finished their part.

Passport and grading stamps
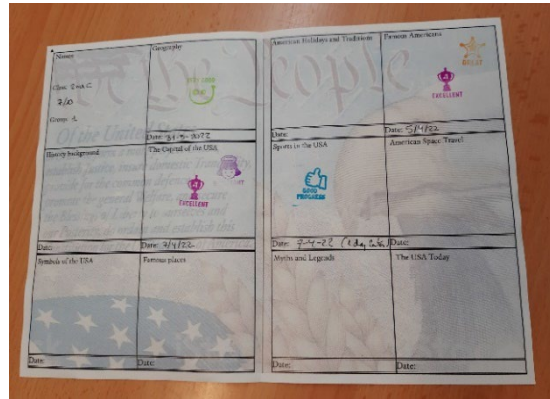
Example of the inside of a stamped passport.
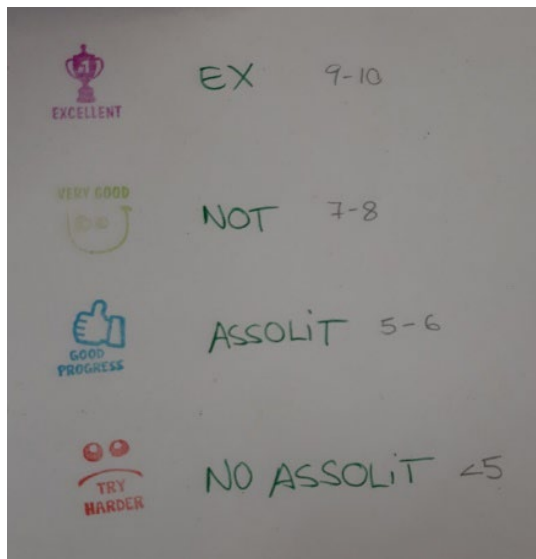
Grading equivalences.

Rewarding card.

At the end of the project and according to each group's performance students are given a rewarding card which determines the type of accommodation and the money to be spend on their holiday in the USA.

F. CONCLUSION

This activity, presented in the format of an escape room game, with large doses of active participation, encourages students to be the protagonists of their learning process as it is a collaborative game in which everyone teaches and learns.

The wide variety of activities, the vast majority of which encourage curiosity and creativity, manage to capture the attention of the participants by making them enjoy the learning experience.

The development of the trilingual project, with English as the dominant language, provides the students with an environment where communication in the three languages is essential in order to progress to the next stage in the game and naturally encourages the use of each language without this being seen by the participants as a heavy obligation.

So, the "All about USA Escape Room" activity is an attractive way for students to gain knowledge and immerse themselves in the culture of the USA by communicating naturally in the various languages taught at the center.

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Young Writers: Storyjumper

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ABSTRACT:
The storyjumper activity is designed to improve the students' writing skills, but more importantly to give them the opportunity to create their own story from scratch by using a tool that will allow them to produce great digital books with audio. The activity is designed to last 4 sessions, the first 2 to show them tutorials to make sure they would not have problems when working with the website and provide some examples as well as the objectives of the activity and the assessment rubric, and the other 2 sessions to let them work in the creation of the books in pairs in class. Fostering students' creative writing is utterly engaging for them and it is proven to improve their writing skills immensely. It is an activity that engages almost all key competences set by the Spanish educational system. Moreover, students have a really great time not just creating their digital book but also sharing them with their classmates.

Storytelling has historically been an amazing way to both share and create stories that in many cases are passed on from generations to generations. No matter our nationality, gender or beliefs, storytelling has played an important role in our childhood. We have all been told stories by our relatives or parents, we have all told stories to our own children, grandchildren or friends, among others.

As a high school teacher I have always encouraged my students to be creative and original in developing their essays. I have always tried to share with them and transmit my passion for literature and in exchange they have always rewarded me with amazing stories full of emotion and creativity.

This fact kept me thinking that there surely had to be a better way to create stories than just paper-based, which in the end, it was just that, a piece of paper that would eventually be corrected and then probably thrown away or lost among other essays. I was then determined to find a tool that would enable me and my students to create something that could remain forever, something that would suit all students, thus catering with diversity, something for those who love writing, something for those who love editing, something for those who love creating and looking for images, pictures, photos, and something for those who enjoy recording their voices, narrating their story… and this is how I came across *Storyjumper*.

Storyjumper is a free website that students can use to create their own digital books in a fun and engaging way. It requires previous registration, which process will be fully explained later in this article . Students can write their own stories by adding text, customizing their own characters, images and background in a digital book format. They can upload their own images from their computer/laptop or use the ones provided by the website. They can also make voice recordings

and/or add background music to accompany their stories. Changes in the book are saved automatically and the teacher can look at the students' books anytime, thus supervising students' creative process.

In this article I will give you all the details on how to develop a four session project with students of 4th of ESO using the web Storyjumper. However, the project can be carried out at any level; primary education, secondary education and post-obligatory education.

In the case of the group with whom I carried out this project, there were 3 levels in the same classroom: SIEI, standard and advanced level, which was not a handicap at all to ensure the success of the activity. The Storyjumper activity allows the teacher to cater with diversity, since each level group can be working at their own pace and develop the language according to their abilities and skills.

Below, you will find a step-by-step process of how to create your classes so that your students can start working on their books.

STEP 1: ADD YOUR CLASSES

The first step as a teacher is to add your classes to storyjumper, which you can do in two ways:

By Using Google Classroom you just need to click on "Import Google Classroom classes" in which case Storyjumper classes will be automatically created and your students will be placed in them.

Not using Google Classroom

If you don't use Google Classroom with your students, you can still create your StoryJumper classes manually by clicking **Add Class**

https://www.storyjumper.com/images/teacher_editClass.png

If you are not using Google Classroom, your students can join your class by giving them the "Join class" link and the class password.

STEP 2: STUDENTS LOG IN

The teacher will provide the "Join Class" link and the class password which is provided in the "People" tab for your class. Students will have to click on "Join Class" and enter the password.

STEP 3: STUDENTS CREATE THEIR DIGITAL BOOKS

Once the students log in they can start creating their books by clicking **+ create new book**
There are three modalities of books:

- **Individual book**: Students create their book individually.

- **Template book:** The teacher creates a template and adds text/props/scenes to various pages to indicate the structure of the book. Students use that template and start creating their story.

- **Group book**: Students can work collaboratively on the same book.

  You can visit this website for further information about the different options storyjumper provides: https://www.storyjumper.com/main/classroom

KEY COMPETENCES

In the storyjumper activity students will be developing the following competences, not in isolation, but as part of a whole process to create a final product; their digital books.

1. Competence in Linguistic Communication. (CLC)
3. Digital Competence (DC).
4. Learning to Learn. (L2L)
5. Social and Civic Competences. (SCC)
6. Sense of Initiative and Entrepreneurship. (SIE)
7. Cultural Awareness and Expression. (CAE)

OBJECTIVES

One of the major aims in the process and fulfillment of this activity is to put into practice the students' writing skills in an extremely engaging way which will enable them to foster their creativity and their imagination. The topic of their story is completely free. There are only 3 golden rules which will be written on the whiteboard:

- All creations must be original, not based on folk tales, fairy tales, novels, films…
- No swearing, rude words or politically incorrect vocabulary. Respect is paramount.
- The tale should end with a moral

In order to ensure that the students know the main objectives of the activity, we will show them the list in the first class and will explain them one by one to ensure understanding.

- be introduced to storyjumper collaborative web tool used for storytelling.
- learn how to use storyjumper for both writing stories and narrating stories with audio.
- acquire skills working with others as a member of a pairwork.
- enhance one's creativity through writing skills.
- use storytelling as a means for providing a moral.
- accurate use of a wide range of simple and more complex grammatical structures pertinent to their story.
- accurate use of a wide range of simple and more complex vocabulary pertinent to their story.
- Provide a clear outline of the story and use appropriate cohesive devices to help understanding of the story.

1. METHODOLOGY

In order for our students to successfully create a digital book we have to make sure that we first teach them how to use the web, so we will do so by showing them a Youtube video on how to create a story with the storyjumper website as well as some samples provided by the website. You can find a wide range of books of different grades and collections on the storyjumper library: https://www.storyjumper.com/book/search

In section 7 "Sequencing of the activities" in this article we will provide the steps to follow on each of the 4 sessions. Before starting the activity students will be shown and shared through G.Classroom the objectives of the activity and the assessment criteria.

Once they are familiarized with the website the students will be given a paper-based template to create the outline of their story.

It is now time to create their digital book. The students will choose their topic, characters, location… with the sole instruction that the story must end with some kind of moral and it is completely forbidden to use bad words or insults using the voice of their characters.The content must obviously be politically correct.

All students' stories which will be developed during the 4 sessions will be shown and assessed in class following the pattern:
- Self-assessment
- Peer assessment
- Teacher assessment

2. SEQUENCING OF ACTIVITIES

SESSION 1

STEP 1: Introduction to storytelling
> The teacher asks the students to brainstorm about storytelling; the interest and motivation of the students in creating their own stories, difficulties they may encounter, what's a good story, what is important to have in a story, which are the different parts we can find, etc… **TIMING 10'**

STEP 2: Create the pairs
> The teacher pairs the students who will then be working together to create the book. Depending on the group-class the pairs can be made randomly or following a specific criteria based on the level of the students, their interests, the way they work together, etc…**TIMING 10'**

STEP 3: Provide a story map template (paper based)
> The teacher provides a story map template on paper to each pair of students and asks them to discuss with their partner and agree on the most significant parts of their story, such as the setting, the characters and the plot. Students are then asked to fill in the outline, a skeleton of their story. **TIMING 25'**

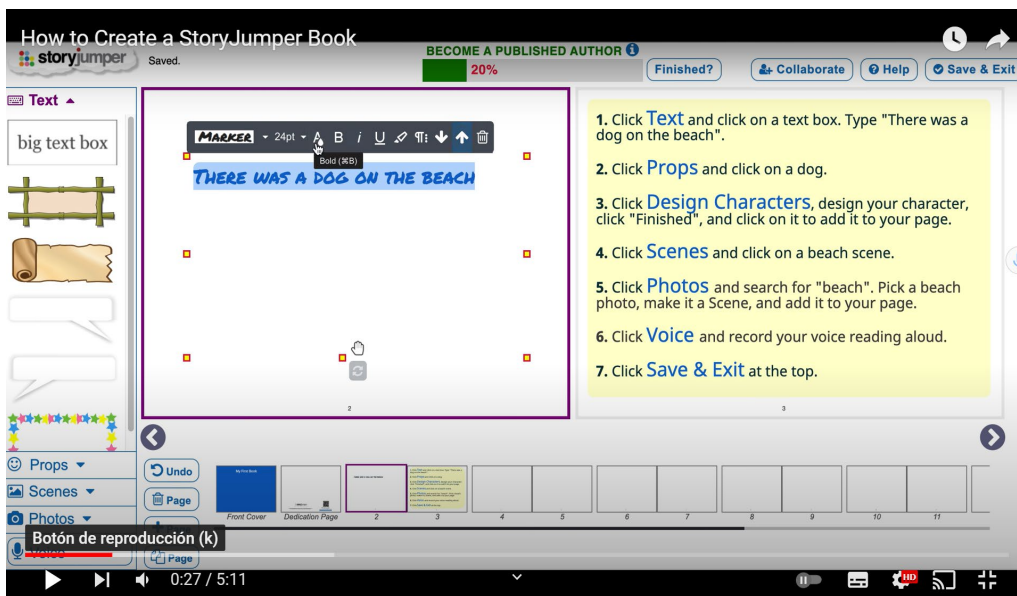https://lh3.google.com/u/2/d/1qB4YVYkmRhaJW7M4m1q8wvR4AEmthzeM=k
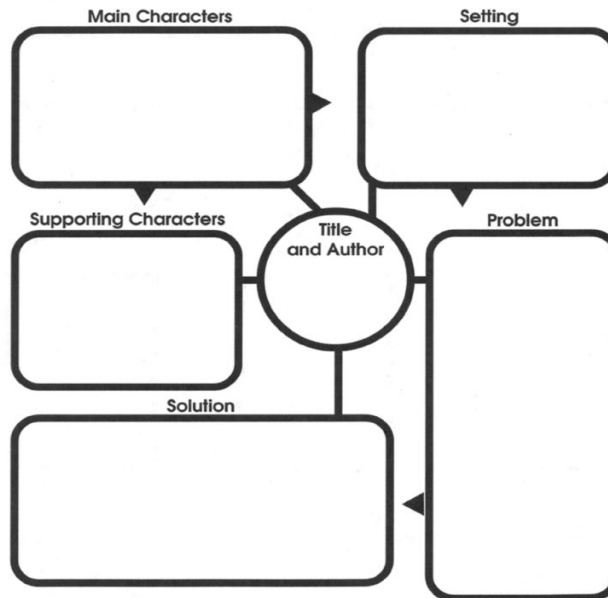
STEP 4: Visualize a Storyjumper Tutorial

Once they have filled the template and discussed and agreed on the characters and plot and have a clear outline of their story they are shown a storyjumper tutorial. **TIMING 10'**

It is highly advsable that the tutorial is posted in Google Classroom so that they have access to it anytime for further visualizations.

SESSION 2

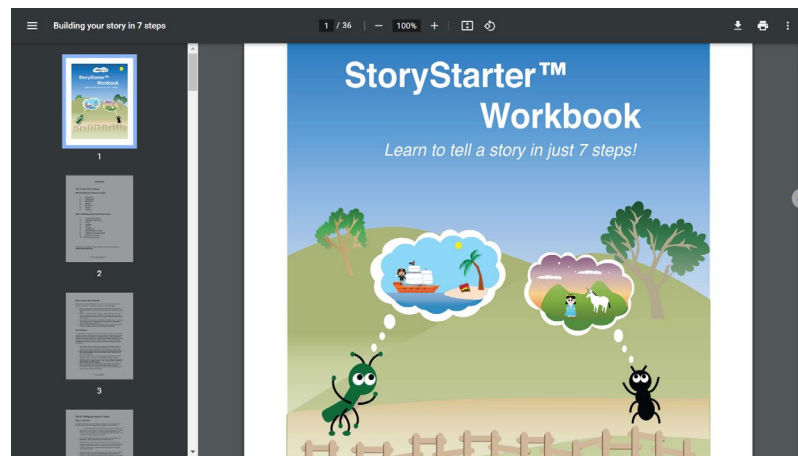### STEP 1: Sharing the objectives and the assessment rubric with the students

The teacher shows and explains the objectives list and the Assessment rubric that they will be using in the peer assessment activity. They are told it is the same rubric the teacher will be using to assess their work. **TIMING 20'**

Both the objectives and the assessment rubric will also be posted in Google Classroom so that they have access to them anytime.

STEP 2: Read a text together, with screenshots on how to create a book

The teacher shows on the class screen a pdf with screenshots of how to create a story in storyjumper step by step

https://www.storyjumper.com/files/storystarter.pdf **TIMING 15'**

https://www.storyjumper.com/files/storystarter.pdf

STEP 3: Show samples of digital books created with Storyjumper

The teacher shows some samples of digital books from storyjumper created by other students.https://www.storyjumper.com/book/search **TIMING 15'**

STEP 4: The creation process starts!

Students can start creating their digital book in pairs **TIMING 25'**

SESSION 3

Students sit with their partner and keep working on their digital books with their laptops.

At this stage it is important that the teacher walks around the classroom observing all the production process and helping them out in whatever obstacle they may encounter.

Students should be reminded to use an online dictionary, such as www.lingue.com or www.wordreference.com and avoid Google translator or any other translating website.**TIMING 55'**

SESSION 4

Each pair of students will present their book on the screen. The rest of the class watches and listens to the stories while they assess the owners of the book. They will be using the evaluation rubric provided on the first session, which they will find in Google Classroom of their class. The assessment will be done individually **TIMING 55'**

3. EVALUATION

The teacher will present the assessment criteria which will be used to assess their work.

Once they have all finished their story, students will assess their peers in class with the same rubric the teacher will be using.

The evaluation process will be as follows:

-Self evaluation. The pair of students will assess their own book.

-Peer assessment. All students will assess their classmates' books.

-Teacher assessment. The teacher will assess the students' books.

Assessment rubric

			ASSESSMENT RUBRIC		
	1 POINT	**0,75 POINTS**	**0,5 POINTS**	**0,25 POINTS**	**0 POINTS**
GRAMMAR	- Flexible and accurate use of a wide range of simple and more complex structures of the level. and pertinent to the story - Occasional mistakes, mainly due to an ambitious use of structures (i.e. risk-taking), which do not impede understanding.	- Flexible and accurate use of a satisfactory range of simple and more complex structures of the level. - Some mistakes, which rarely impede understanding.	- Unambitious but mostly accurate use of an adequate/sufficient range of simple structures. More complex structures of the level are not attempted or too flawed. - Some mistakes, which are mostly non impeding.	- Very limited or repetitive range of structures. - Numerous mistakes, which may cause struggle for the reader and slightly compromise task development.	Extremely limited or inadequate range of structures. - Poor control of the language seriously compromises task development.

VOCABULARY	- Flexible and accurate use of a wide range of vocabulary of the level. - Occasional mistakes, mainly due to an ambitious use of lexis (i.e. risk taking), which do not impede understanding.	Flexible and accurate use of a satisfactory range of vocabulary of the level, with occasional overuse of certain lexis. - Some mistakes (e.g. in word choice, spelling or word formation), which rarely impede understanding	Unambitious but mostly accurate use of an adequate/sufficient range of vocabulary of the level. More advanced lexis is not attempted or too flawed. - Some mistakes, which are mostly non impeding.	Very limited or repetitive range of vocabulary. - Numerous mistakes, which may cause struggle for the reader and slightly compromise task development.	- Extremely limited or inadequate range of vocabulary. - Lack of vocabulary (i.e. use of a few isolated words) seriously compromises task development.
TEXT/PARAGRAPH BUILDING	Very well-organised and internally coherent, showing a very clear progression of information or ideas. - Effective and noticeable paragraphing. - Varied and successful use of cohesive devices (linkers, connectors,pronouns, etc.)	Mostly organised and internally coherent, showing a clear progression of information or ideas. - Mostly effective and noticeable paragraphing. - Satisfactory use of cohesive devices, which may not be consistently maintained.	Some attempt at organisation, which may include slight incoherencies. There may be some lack of an overall progression of information or ideas. - Paragraphing is adequate but needs improvement (insufficient or unbalanced development of ideas, etc.) - Limited use of cohesive devices, which may include some inaccuracy	- Information or ideas not organised logically or coherently, with no clear or little progression in the response. Some clear incoherencies. - Poor paragraphing (i.e. arbitrary paragraphs, more than one focus in the same paragraph, etc.) - Cohesive devices are basic, repetitive or inaccurate except in memorised phrases. - Erratic punctuation and/or use of capital letters	- Lack of control of organisational features. Seriously incoherent. Fails to achieve any progression of information or ideas. - No paragraphs. - Absence or very inaccurate use of cohesive devices.
MATURITY/REGISTER/TASK FULFILMENT/ CREATIVITY	All content elements covered and fully developed. - Purpose of the task is clear and message is successfully communicated. - Clear evidence of maturity and creativity, original story. - Neat presentation and excellent choice of images . - Very good overall impression on the reader	- All content elements covered and satisfactorily developed. - Purpose of the task is clear enough and message is successfully communicated, on the whole. - Some evidence of maturity and creativity, with no ideas copied from the reading text. - Neat presentation and good choice of images. - Good overall impression on the reader. -	- One content element omitted or unsuccessfully covered but others adequately communicated. - Purpose of the task is mostly clear. - Some evidence of maturity. Ideas from the reading text, if included, are rare and rephrased. - Acceptable presentation and poor choice of images . - Production may be good but too short	More than one content element omitted or unsuccessfully covered. - Unclear purpose. Considerable effort from the reader required to understand the message. - Evidence of lack of creativity. - Inadequate presentation. - Production may be good but unacceptably short	Content barely related to the task, totally irrelevant or mostly copied from the reading text. - Fails to communicate the purpose of the task. Excessive effort from the reader required to understand the message. Content may be impossible to understand. - Unacceptable presentation and wrong choice of images, not related to the story. - Too little use of language for assessment

		Production may be very good but too short/ long .			
		CALIFICACIÓN: _ / 4			

4. STUDENTS' SAMPLES

WHY AM I DIFFERENT?
https://www.storyjumper.com/book/read/75667175/5e74ef3948c1b

"Why am I different?"

A SECOND CHANCE
https://www.storyjumper.com/book/read/75667165/5e74ef3947e28

"A SECOND CHANCE"

A WORLD WITHOUT MUSIC
https://www.storyjumper.com/book/read/75667195/5e74ef394a8f6

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Competències bàsiques de l'àmbit lingüístic ESO. Generalitat de Catalunya. Departament d'ensenyament
https://educacio.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques/eso/ambit-linguistic-lleng-estr.pdf

European center for modern languages of the council of Europe
https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/264/language/en-GB/Default.aspx#:~:text=Storyjumper%20is%20a%20website%20that,%2C%20characters%2C%20images%20and%20background.

Key competences on Spanish educational system- Almudena Ortega
https://almuoc.weebly.com/key-competences.html

Online dictionary
https://www.linguee.es/
https://www.wordreference.com

Step by step tutorial with screenshots(PDF)
https://www.storyjumper.com/files/storystarter.pdf

Storyjumper tutorial for students
https://www.youtube.com/watch?v=QlqrpmFL55E

Storyjumper tutorial for teachers
https://www.storyjumper.com/main/classroom step-by-step guide
https://www.youtube.com/watch?v=1bUPqVsH_Xs (You tube)

Templates for storytelling
https://templatelab.com/story-map-templates/

ACTIVITY BANK

#4   VOLCANOES BY MÍRIAM BONET

WRITING • STORIES • CLIL • NURSERY

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OBJECTIVE(S) :
1-To know and recognize the volcano parts as well as the stages of a volcano.

2-To be able to collocate the different parts of a volcano.

3-Enjoy the songs in English.

LEVEL: P4-P5

SKILL(S): oral communication, writing skills.

**GROUPING: half group.**

TIME REQUIRED: 2 HOURS

DESCRIPTION:

In this activity students will learn about the stages of a volcano as well as the parts of them.

STEPS:

1) We will introduce the stages of a volcano with a song called 'The Volcano is Erupting'. With this song, we will introduce them to the concepts of eruption, extinction and the dormant phase.

2) Once we have danced with the song, the students will make a poster about the stages of a volcano. To do that, they will have the drawings about the volcano phases to paint and the students 5-year-olds that can write. They will write the stages of the volcanoes with the help of a label, where they can copy the letters of each word.

3) To work on the volcano parts, the students will watch two short videos. These videos contain songs where the parts of volcanoes appear.

4) We will watch a short video about the parts of a volcano explained by a cartoon.

5) The students will have a picture of a volcano and the labels of its parts. They will have to paint the volcano and cut out the labels to glue them where they belong.

Students doing steps 1 and 2 in "Volcanoes"
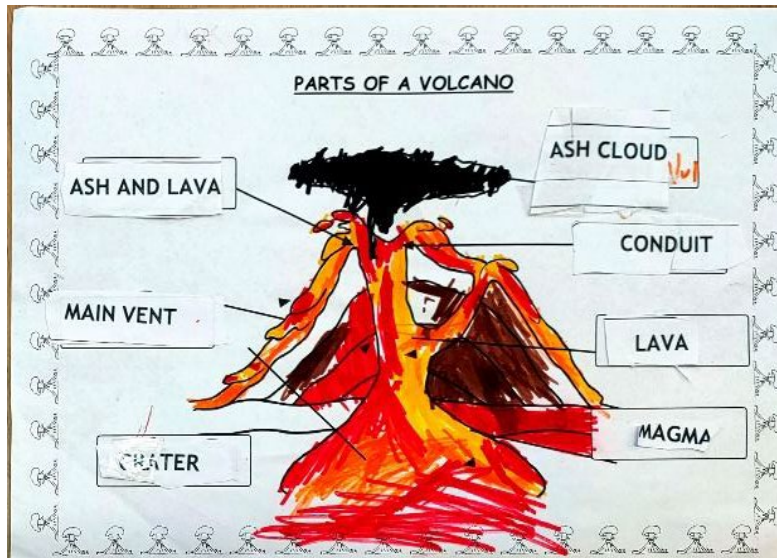
Students' samples of "Volcanoes"

Students' samples of "Volcanoes"

REFERENCES

The Volcano is Erupting Song: https://youtu.be/kIhLg8UX6Os
Volcano Song: https://youtu.be/bwTkTzdkVS4
Volcano Adventure Song: https://youtu.be/VNHuZLMGPwk
Parts of a Volcano: https://youtu.be/lAmqsMQG3RM

#5 DIGESTIVE SYSTEM CHALLENGE BOX BY ADRIÁN IBÁÑEZ

CLIL (SCIENCE) • COLLABORATIVE WORK • LEARNING BOXES • AUTONOMY

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OBJECTIVE(S) :

1. Learn the organs involved in the digestion process.

2. Understand the main function of the digestive system and the different phases of the digestive process.

3. Improving reading skills in English.

LEVEL:
Year 4 Primary Education

SKILL(S):
Reading, Listening and Speaking.

GROUPING:
3-4 students

TIME REQUIRED:
3 sessions (1h30min/session)

What is a Challenge Box?

Challenge boxes are designed to foster children's construction of their own knowledge through **autonomous and cooperative work** and **manipulative activities**.

Each term, students find **8 challenge boxes,** they have to work on them in 8 weeks (one box per week). These boxes are **based on different curriculum areas**: 2 maths' boxes, 2 Spanish language boxes, 2 Catalan language boxes, 1 Science box and 1 English box. In groups of three or four, they have to choose one box every week and perform their challenges in 3 sessions (1'5 hours per session).

In the boxes, students find **several challenges to achieve** (4-5 challenges). There are a series of activities (one or more problematic situations) and students have **to look for information** in different sources and formats or they have to experiment with **specific materials** to find the answer in the challenge. The answer and conclusions of the challenge can be expressed through different languages whether written, oral or visual. They work cooperatively during the sessions in order to solve the problematic situation. Then they finish the challenges, students self-assess and co-assess their work. After that, the teacher discusses with the group the results of the box.

This methodology aims to respect different **learning competences, styles and rhythms**.

DESCRIPTION:

DIGESTIVE SYSTEM AND DIGESTION SCIENCE CHALLENGE BOX.

The main objective of this box is learning the process of digestion. To do so, students need to know what are the organs involved in the digestive system and its main function.

The present box is organized in 5 challenges described below:

CHALLENGE 1: WATCH A VIDEO AND COMPLETE THE DEFINITION OF DIGESTION (LISTENING).

This challenge consists of two activities: first, students have to scan a QR code in order to watch the video called DIGESTIVE SYSTEM | THE DR. BINOCS SHOW (*Peekaboo Kidz*), then, they have to fill the blanks in a written activity.

WHAT IS DIGESTION?

Digestion is a simple _____ where large insoluble ____ particles are broken down into smaller water soluble _____.

So that they can be _____ by blood and give _____ to different parts of our body.

The process of digestion has a few stages.

| absorbed | food | process | molecules | energy |

CHALLENGE 2: NAME THE ORGANS COMPRISED IN THE DIGESTIVE SYSTEM (READING/WRITING).

In his activity, students are asked to search the names of the organs involved in the process of digestion. We will provide the students with the book (reference) and they have to write the names of the written activity. When they finish writing the names, they can paint the organs in different colours.
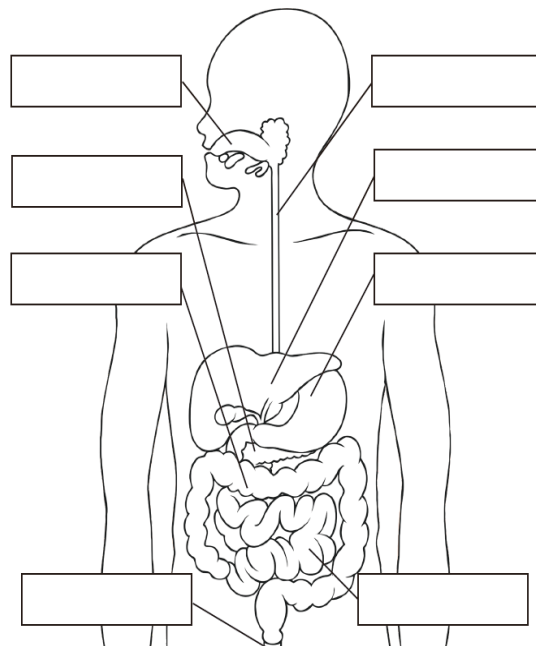
CHALLENGE 3: MATCH EACH ORGANS WITH ITS FUNCTION AND ITS LOCATION (READING).

In this challenge, students will be provided with a card game about the Digestive System organs and its functions. (reference).

This game has three types of cards:

- **blue** → name of the organ.
- **orange** → location of the organ.
- **green** → organ description and function.

Students need to work as a team and try to match the three cards that are related. They have to place the cards in three lines and when they are finished, they have to ask the teacher to revise the definitions.

CHALLENGE 4: REPRODUCE A MODEL OF THE DIGESTIVE SYSTEM AND CREATE A VIDEO EXPLAIN IT (READING).

In this challenge, the groups have to perform an artificial Digestive System with the materials provided.

They need to follow the instructions in order to create the Digestive System model and while creating the model, they have to take pictures of all the processes.

When they finish the model of the Digestive System, they are asked to create a video from the pictures and record their voices reading the process step by step.

CHALLENGE 5: SELF-ASSESSMENT AND CO-ASSESSMENT RUBRIC (SPEAKING)

All Challenge Boxes finish with a self-assessment rubric. This rubric is discussed by the group and the teacher in order to talk about positive aspects and aspects that students need to improve.

In the rubric you can find 5 items to assess: attitude, teamwork, digestion definition, organs of the digestive system and their functions and the performance of the digestion model.

All items have 4 levels of achievements, from non-achieved to excellent achievement.

| Students working collaboratively | Materials for the Digestive System Model |

REFERENCES

Digestive System card game: https://www.twinkl.es/resource/t3-sc-009-ks3-science-parts-of-respiratory-system-faf-activity

Smithsonian (2017) Human Body! Knowledge Encyclopedias. DK

#6 GIVING DIRECTIONS BY EMMA ROMERO

SPEAKING • WRITING • DIRECTIONS • PREPOSITIONS • SCHOOL PLACES • SCHOOL SUBJECTS

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OBJECTIVE(S) :
- To use the target vocabulary
- To use prepositions correctly
- To give directions
- To work in a cooperative groups through speaking and writing activities.

LEVEL:
5th Primary

SKILL(S):
Writing, speaking and reading skills

GROUPING:
Cooperative work. 6 groups of 4 students on each table.

TIME REQUIRED:
1 session (60')

DESCRIPTION:

HOW CAN I ARRIVE AT THE ENGLISH CLASS?
In this activity, the students will have a school map and, by working in cooperative groups, they have to think of the perfect way to arrive in the English room. Afterwards, they are going to start giving directions about other school places. It's an active lesson where students speak, write, listen, read and play. This practical activity has several purposes, for instance, learning specific vocabulary (*English room, music room, ICT room, gym, playground, canteen, principal's office, toilets),* prepositions *(in, on, under, next to, between, behind, opposite*) and directions (*start at the hall, go straight, turn left, turn right, your destination is in front of you).* and it's a good way to start learning the basics with the aim that later, the class can play through directions and find a treasure or to find the Easter Eggs (Easter Hunting egg).

STEPS:

The lesson is structured as follows:
1) **Warm up (10 minutes):**
The teacher starts the class saying ***Hello, how are you today?*** *a*nd the planning of the lesson is written on the whiteboard.

2) The **spinning wheel** from the same digital board can be used to encourage students' participation. So, the students can ask and answer questions to each other as a warming up. For example, *What day is it today? Today it's... / What's the weather like today? Today it's... / How are you today? I am... / What are you wearing today? What did we do on the last day?* This warmer helps refresh the content of the last day and it is a way to start introducing new scaffolding. While the students answer the question, the teacher writes the students' answers on the whiteboard.

2) **Development (40 minutes):** This lesson itself is divided into three main activities.

3) **Activity 1 (15 minutes):** The students have a school map and a pack of 8 different cards. In each card there is one school place: *playground, canteen, music room, TAC, English room, principals' staff, school hall and the gym.* All the cards are piled backside and then, one member of the group takes 1 card. Once everybody says what card it is, the other students should give the directions orally to arrive there correctly. The teacher starts by giving directions to arrive to the English room as an example.

4)**Activity 2 (15 minutes):** The students are asked to work into cooperative groups.

5) Then, they are asked to do the same as in activity 1 but, also writing the sentences. The teacher counts on a pack of school subjects from which 1 student takes 1 card, for example, "P.E". At this moment, everybody needs to write down how they can arrive to the gym on the school map worksheet. After 10 minutes, the teacher helps the students to correct the sentences.

6) **Activity 3 (10 minutes):** The last activity consists of self-assessment. The teacher explains the four main categories being assessed and comments on the three options that range from 1 to 3 points for each category.

7) The students are given the rubric from which they have to select the appropriate items by drawing a circle. This chart allows students to reflect on their expectations and the way they feel after having worked on the activity.

8) **Closing (10 minutes):** The teacher asks for doubts and revises what the students have gone through in class. If there is extra time, the students can play "**hangman**" with the vocabulary from this lesson. The student who guesses the word first can be in charge of the next word in hangman.

- **Lesson 2 - Worksheet**

How can I arrive at the English class?

1. **Look at the school map and write 5 sentences giving directions. Start ALWAYS at the STAR.** Use the prepositions (i*n, on, under, next, between, in front of, behind, opposite*) and the directions of place (*go straight, turn left, turn right and stop*).
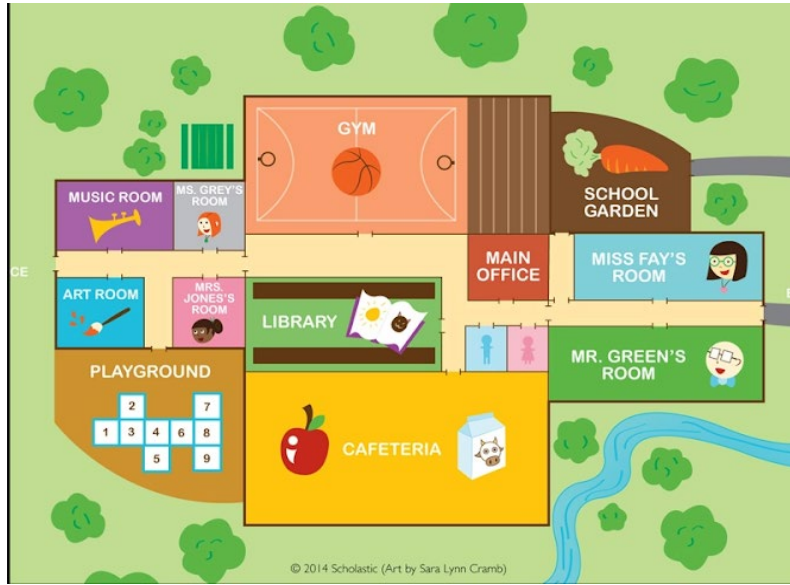
1. Start at the star……………………..……………………….....................................

2. Start at the…………......…………………

…………………………...

3. Start………………………………………………………………………….....................

....

4……………………………………………………………………….....................

....

5……………………………………………………………………………............

....

- **Lesson 2. Self-assessment rubric**

EVALUATION ITEMS	GOOD	VERY GOOD	YES, I CAN DO IT

	(1 point)	(2 points)	(3 points)
I can use the prepositions (in, on, under, next to, between, in front of, behind, opposite) in an oral context.	Yes and sometimes I use visual support.	Yes, I can use them properly.	Yes, I can use them properly and with confidence.
I can use directions (go straight, stop, turn left, turn right) to locate school places in an oral context.	Yes and sometimes I use visual support.	Yes, I can use them properly.	Yes, I can use them properly and with confidence.
I can write sentences using these prepositions and directions to locate school places.	Yes and sometimes I use the writing table to have some examples.	Yes, I can write sentences using prepositions and directions.	Yes, I can write long sentences with confidence.
I locate school places and school area places on a map.	Yes, I can locate almost 6 places.	Yes, I can locate all the school places.	Yes, I can locate all the school places and the school area.
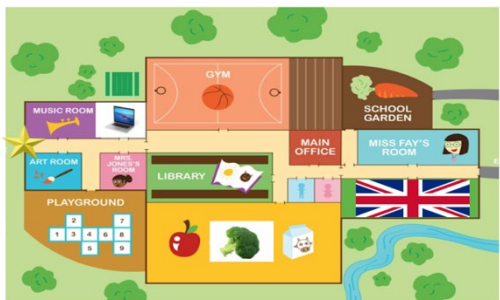
The school's map
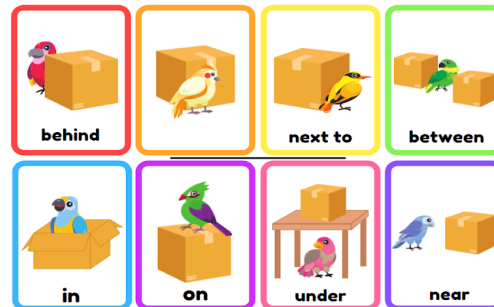
The cards about prepositions.

REFERENCES

Canva
www.canva.com

Scholastic News Magazine's poster 'Many Kinds of Maps' (April, 2014) Map Art by Sara Lynn Cramb
https://dribbble.com/shots/1507044-School-Map

#7

THE BURGER PARAGRAPH
BY ALBA BAYONA

WRITING • TEXT • TOPIC SENTENCE • SECONDARY
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OBJECTIVE(S) :
to write a
paragraph

LEVEL: 3rd ESO

SKILL(S):
Writing

GROUPING:
Individual

TIME
REQUIRED:
2 sessions of 1
hour

DESCRIPTION:

In this activity students will learn how to write a paragraph. The teacher starts by explaining some theoretical aspects of paragraph building and finishes with the students writing a paragraph.

STEPS:

1) Use the '**burger paragraph technique**' in order to present the structure of a Paragraph.

   1.1)   Emphasize the relevance and importance of *topic sentences* and the *keywords* they contain.

Topic Sentences

A *topic sentence* is a statement that tells what your paragraph will be about.

   1.2)   Explain how the keywords translate into ideas which are then developed in the sentences that conform the paragraph. Emphasize the use of connectors.

   1.3)   Highlight the importance of the *closing sentence*, and how it should contain the keywords but with the use of synonyms.

STUDENTS PRACTICE:
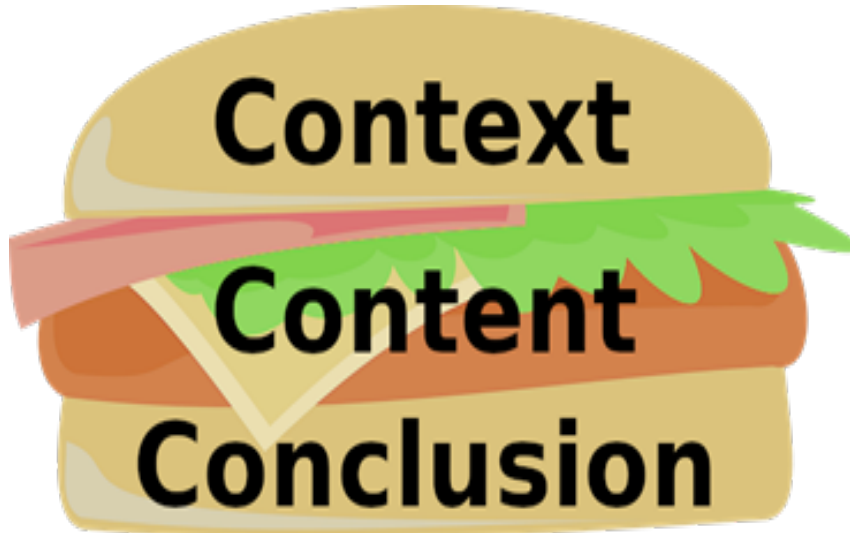
2)   Students read three paragraphs and need to find the sentences that do not belong in it.

2.1)   They are given three paragraphs without topic sentences. They need to write them.

2.2)   They analyse one paragraph and find the topic sentence and its keyword, the ideas developed and the closing sentence.

3) Students apply the theory and **write a paragraph** on a topic   close to them.

REFERENCES

https://www.readingrockets.org/strategies/paragraph_hamburger

https://writingscientist.com/paragraphs1/

#8

RISE & SHINE BY RUTH LAYOLA

SPEAKING • WARM-UP • DO NOW • UPPER SECONDARY

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|	
OBJECTIVE(S) : **Students are able to orally justify their choices.** **LEVEL: 2-4 ESO** **SKILL(S): reading & speaking** **GROUPING: pairs or whole class** **TIME REQUIRED:** 15 mins	**DESCRIPTION**: In this activity students get to start the class by moving and jumping right into speaking. Students read statements and position themselves according to them. Then, they can orally share their choices with the whole class, or they can rather share in pairs. In order to go with the second option, numbers or poker cards can be used to create pairs, so the students find someone with the same number or suit. Students will be able to use newly introduced vocabulary or grammatical structures, to review, or to warm up before other activities. Examples go from *things I did these holidays, to food vocabulary, or would you rather or phrases* (see images). It works pretty well at the beginning of a lesson, so students start getting in contact with the English language and use it to interact with their peers. The fact that students are able to express themselves in English from the very beginning, motivates them to handle the lesson in a better mood and eager to use the language. **STEPS**: 1) Hand out a poker card to each student. 2) Show a statement.

3) Tell students if they agree with it or if it is true about them, they should stand up. If it is false or they do not agree with it, they remain seated.

4) Students find someone with a card of the same suit or number to orally share about the statement.

5) We repeat it with as many statements as we wish. A variation of it could be with two options (this or that) instead of a statement.
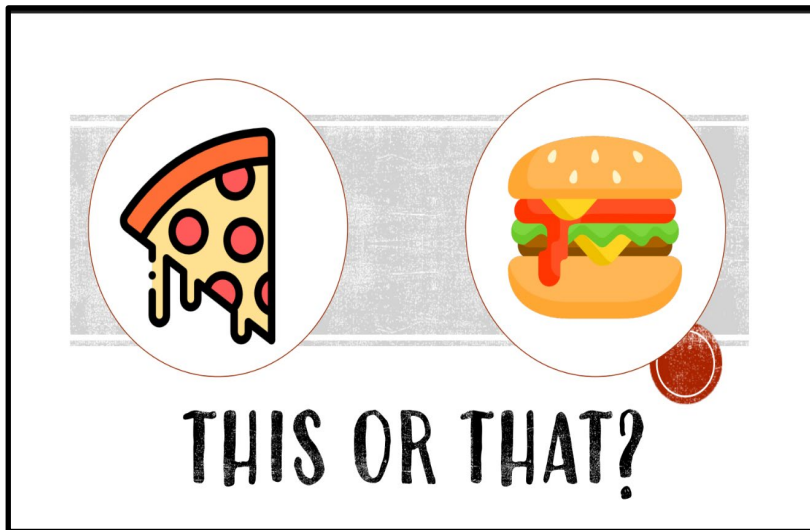
This or that variation
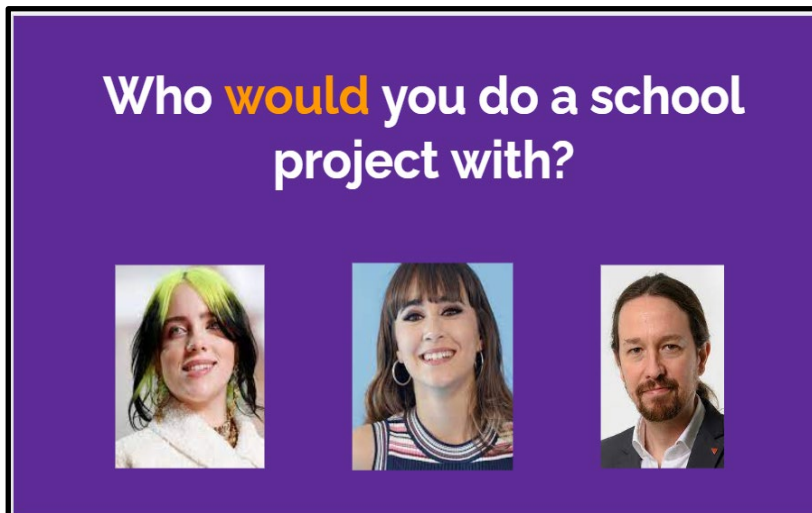
Example of statement

#9 CHOOSE YOUR OWN ADVENTURE BY ALMUDENA HERRERA

WRITING • STORIES• UPPER SECONDARY •HALLOWEEN

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OBJECTIVE(S) :
- To read and understand a horror story of the type 'Choose your own story'.
- To write a horror story with different paths and endings.
- To work in a team to organize their task and achieve the common objective.
- To use *Genially* correctly to present their story, giving options to the reader to choose the different endings of the story.
- To explain a partner's story orally.

LEVEL: 4th ESO
SKILL(S):
Writing and reading

GROUPING:
Groups of 4 people

TIME REQUIRED:
4 sessions

MATERIAL:
Computer with internet access

DESCRIPTION:

In this activity students create a story with different paths and endings, where the readers are the ones who decide what happens next.

STEPS:

1) After having revised the vocabulary related to Halloween and horror stories and the verbal tenses of the past (simple, continuous and perfect), students are given an example of a *Choose your own adventure* horror story and they read it.

2) Students are asked to write a horror story following the structure of this kind of stories in which the reader can choose among different options given. We help them organize their story with a file containing the structure of the several options of the story.

3) Students write in groups their story using *Genially* and they upload it to a *padlet* to share the story with their partners.

4) Students choose one story among the ones shared in the *padlet* and prepare themselves to tell it orally in class.

Start the Story (4 people in the group together)							
? Option 1: Option 2:							
Option 1 (2 people in the group)				Option 2 (2 people in the group)			
? Option 1a: Option 1b:				? Option 2a: Option 2b:			
Option 1a (1 person)		Option 1b (1 person)		Option 2a (1 person)		Option 2b (1 person)	
? Option 1a-1: Option 1a-2:		? Option 1b-1: Option 1b-2:		? Option 2a-1: Option 2a-2:		? Option 2b-1: Option 2b-2:	
Option 1a-1	Option 1a-2	Option 1b-1	Option 1b-2	Option 2a-1	Options 2a-2	Options 2b-1	Option 2b-2

Choose Your Own Adventure Planner

Padlet Project Presentation samples
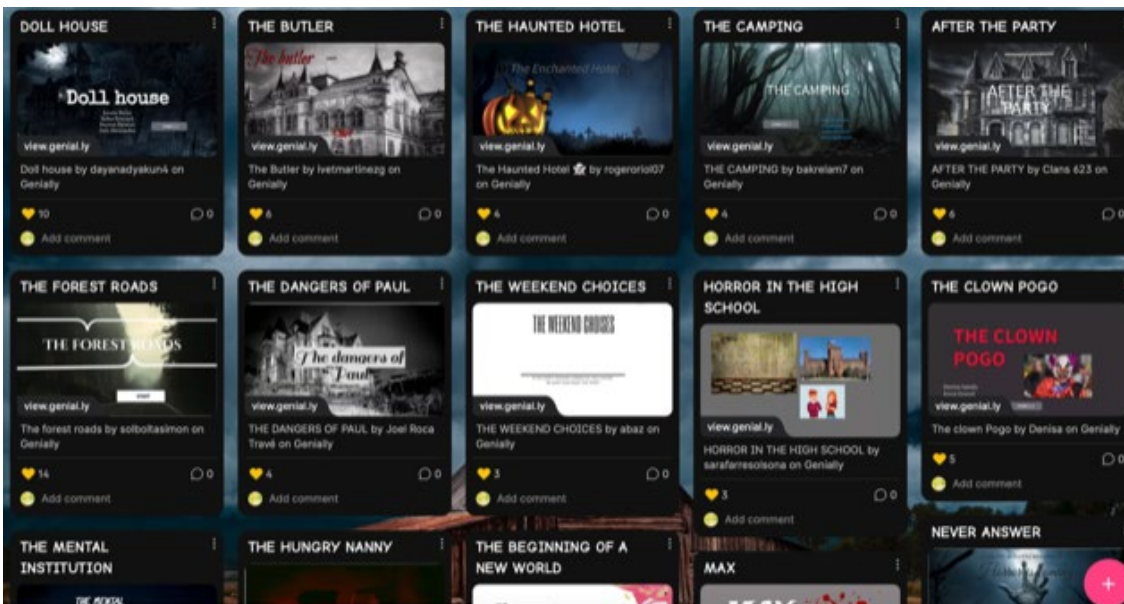
Students' Stories *Choose Your Own Adventure Padlet* Board

#10

CURIOSITY DIDN'T KILL THE CAT BY ANNA MARIA BRULL

WRITING • SPEAKING • COMMUNITY SERVICE• SECONDARY

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OBJECTIVES:
Write an instructive/ procedure text.

Present the text in an oral manner.

Learn vocabulary related to cat's behaviour.

Rise consciousness about animal abandonment.

LEVEL:
3rd ESO (adaptable to other levels)

SKILL:
Writing
Speaking

GROUPING:
Groups of 4 students

TIMING:
4 sessions of 1 hour each.

DIVERSITY:
Collaborative work.

Give students flexibility

EVALUATION:
Self-evaluation sheet.

DESCRIPTION:

In this activity students get to learn about cats, share experiences related to these animals and learn about the problem of cat abandonment and how they live in animal shelters. Finally, in groups, they create a DIY CAT TOY for the cats in CAAD with its corresponding instructive text.

STEPS:

1) First, students debate and share their own experiences with cats. The teacher elicits everything the students know about these animals.

2) Second, students complete a simple vocabulary activity related to cats.

STUDENT'S SHEET

ALL ABOUT CATS

Cats are furry four-legged mammals. They are one of the most popular pets in the world and are kept by people in many different countries.

FREE-IMAGE from pixabay.com

EXERCISE:

Classify the following words according to each one of the categories given. You may use the dictionary.

Hearing purr paws whiskers meow hiss claws
meat play climb fur sleep hunt grip tail

BODY	SOUNDS	DIET	ACTIONS

ALL ABOUT CATS

WARM UP ACTIVITY

FREE-IMAGE from pixabay.com

Teacher asks the students in class questions like:

- Do you have a cat? How many?
- What do you like or don't like about cats?
- How do you know when there is something wrong happening to your cat?
- How does your cat play? What kind of toys do cats like to play with?
- What do the sounds cats make mean?
- Would you ever give a bath to your cat?
- How long do you think cats live?
- What skills do cats have?
- ...

3) Then, they are taught how to write a procedure/instructive text.

4) Next, students gather in groups and create a DIY cat toy trying to reuse materials as much as possible. Before beginning they can inspire from watching videos in YouTube.

A DIY CAT TOY

NAME OF TOY:

MATERIALS NEEDED:

STEPS:

FINAL PRODUCT

Instructions poster

5) Now it is time to start creating the toy. Students are invited to take pictures of the process that will have to be included in the procedure sheet.

6)   Once they have finished, they create a sheet using CANVA or a similar free graphical tool, to explain the creation of the toy process, the materials needed and to show the pictures of the process as well as the final product.

7)   When everybody has finished, it is time to present and share each toy to the rest of the class.

Materials:
- 2 Gloves
- Hot silicone
- cotton

By Victor, Biel, Oriol, Sleyker

Steps:
1: put cotton inside 1 glove.
2: cut another glove and put cotton on it
3:Attach the head to the body and paste it
4: make the scarf with the lefties of the head glove

The glove-cat

Idea:

First, we wanted to make a human with a glove, but next we thought that a cat would be cooler to do.

Final result:

We think that the final result is very good, we also added a scarf to the cat to refore the neck.

8) Complete the self-evaluation sheet.

82

ACTIVITY: 'CURIOSITY *DIDN'T* KILL THE CAT'.

LET'S MAKE A DIY CAT TOY!

SELF EVALUATION SHEET: PROCEDURAL/INSTRUCTIVE WRITING.	☺	☹	☹
My/our title clearly states the procedure/task that is being instructed			
My/our sub-headings clearly break up the procedure into different sections			
I/we have included a clear list of materials/items needed to carry out the procedure.			
Each step of the procedure is clearly indicated.			
I/We used imperative verbs at the beginning of each of the instructions.			
I/We have used adverbs when necessary.			
Instructions are in chronological order.			
I/We have included images to help instruct the readers.			

-   I/We need to improve:

-   What have I/we learnt about the cat's situation in CAAD? Can you think of other ways to help them?

REFERENCES

Cat image from: pixabay.com

Materials and photographs taken by Anna M. Brull López

#11 — HOW GREEN IS YOUR NEIGHBOURHOOD? BY ADRIANA BUTNARIU

SPEAKING • ENVIRONMENT • PRESENTATION • SECONDARY

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OBJECTIVE(S) :

In this activity students are asked to take pictures of their area and reflect on the importance of recycling and keeping the neighbourhood clean.

LEVEL:

8th grade

SKILL(S):

Describe their area

Reflect on the importance of recycling

GROUPING:

Groups of 4 students

TIME

REQUIRED:

3 sessions

DESCRIPTION:

In this activity students are invited to design a poster about the green areas in their neighbourhood.

Students are asked to take pictures in their area and to reflect on the importance of recycling and keeping the neighbourhood clean.
- to take pictures in the area the students live in

- to describe the area/neighbourhood

- to reflect on the importance of recycling

STEPS:

This activity develops in 3 sessions:
Session 1: students learn new vocabulary and debate on recycling: the importance of recycling;
session 2 is about designing the poster in the class - digital environment;
session 3 will be dedicated to the oral presentation in front of the class of all the posters. to assess the activity, the students will have to answer a google form document later on.

- **Session 1:**
students do warm-up activities: they learn new vocabulary and debate on the importance of recycling;

- **Session 2:**
Students start to design the poster in the class - digital environment: they use *Canva* o *Powerpoint*.

- **Session 3:**
This session will be dedicated to the oral presentation: each group will show and present in front of the class their posters.

- **Session 4:**
The teacher will use a split class format to assess the activity: the students will have to answer a google form document and, in the class, they will discuss about the project and will assess the group work.
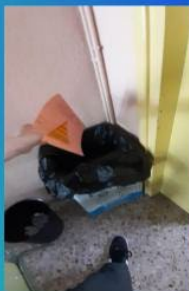
#12 HELPING A BUSINESS TRAVELLER BY MÍRIAM FIGUERAS

WRITING · SPEAKING · PROJECT BASED LEARNING · COOPERATIVE LEARNING

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OBJECTIVE(S) :

Create a leaflet of a city

Give advice to a city visitor

LEVEL:

1ST year administrative management

SKILL(S):

IT

Cooperative learning

GROUPING:

Pairs or groups of three students

TIME

REQUIRED:

2 sessions in class, homework

DESCRIPTION:

In this activity students create a leaflet to give advice about a city addressed to a visitor from abroad.

The students include the following information:
- travel facts and advice (how to get there)
- accommodation
- tips on travelling around the town
- other useful information

STEPS:

This activity develops in 3 sessions:
Session 1:

Students search for the information to present the contents in the form of a leaflet for tourists, especially business travellers.

The students use different platforms to design their leaflets.
They can continue their work as homework. They include photos, attractive signs, maps and infographics to put together the information, tips and useful information for the traveller.

Session 2:
All groups present their leaflets to the rest of the class, describing the information that they selected, the design process and the final product.

About Paris:

Paris is the capital and largest city of the French Republic and constitutes one of the most important and influential cities in the world. From a tourist point of view, Paris is one of the most visited cities in Europe. With our Paris brochure, you can discover all the secrets of the city as well as get the best business trip to Paris.

How to arrive:

By plane: From 50€ to 200€
By bus: From 90€ to 150€
By train: From 30€ to 50€
(All prices are approximate because there are differences between companies)

Welcome

YOUR PERFECT BUSINESS TRAVEL

WITH THE BEST EXPERIENCES

ACCOMMODATION

Short stay; short stay of 3 days and 1 night in paris 86 €
hotel; ibis styles paris 16 Boulogne

Things it offers:
- Hotel adapted for wheelchairs
- Air conditioning
- Wifi
- Pub
- Meeting rooms

Tourist places

If you want to enjoy your free time in the city and want to know the incredible of the French capital, discover our itinerary to visit Paris in these beautiful places:

Torre eiffel   Louvre museum

Means of transport to get around:

Paris can boast of having a really extensive and effective public transport network, we present you the main means of transport.

- Subway
- RER
- Bus
- Cable car
- Trolley car
- Cab
- Batobus

These are some of the traditional dishes of French cuisine:

- Foie gras
- Boeuf Bourguignon
- Escargots
- Croque-mo

"Your Perfect Business Trip to Paris" Triptych leaflet

"Trip to Rome" Triptych leaflet

REFERENCES

Dubicka, I., Rosenberg, M., Dignen, B., Hogan, M., & Wright, L. (2018). Business partner B2: Coursebook.

#13

CULTURAL DIVERSITY BY MERCEDES MADERA

WRITING • SPEAKING • UPPER SECONDARY

OBJECTIVE(S) :

Students work on cultural diversity awareness, develop their communication skills and expanding their network.

LEVEL:

Intermediate vocational training-administrative management

SKILL(S):

Reading and listening
Writing and speaking

GROUPING:

Groups of 3 or 4
3 or 4 students

TIME REQUIRED:

6 sessions

RESOURCES:

DESCRIPTION:

In this activity, students will work on cultural diversity awareness, developing their communication skills and expanding their network. At the end of the project, they will be able to communicate with foreign students in English and know more about each other's routines, education, and culture.
Reading and listening (vocabulary and grammar input)
Writing and SPEAKING. – Students' production

STEPS:

1) Input

Provide students with some examples of reading/listening activities to see different examples of what we mean when we talk about "cultural differences". YouTube example: Cultural differences

2) Tell me about you and your culture

Students create an individual mind map and a little text about themselves.
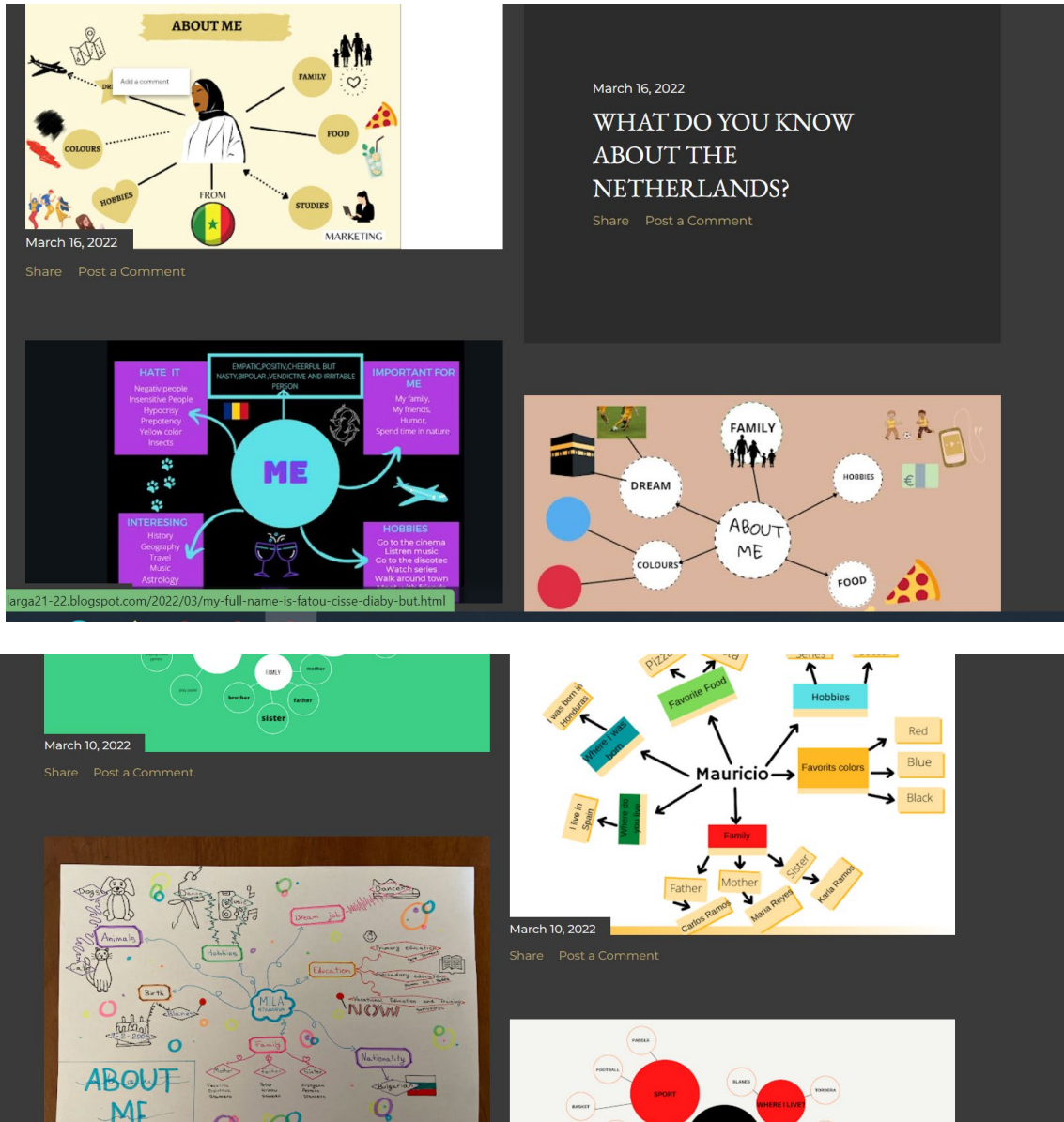The different teams will talk about the most important aspects of our culture.

3) Typical topics about The Netherlands

What's the first image you see if I say The Netherlands? In groups, they can browse the internet, after the different groups put in common their opinions.

4) Online Meeting

Each group will meet online with a group from the other school. They will introduce themselves and will talk about all the aspects the have been working on in the pre-tasks.
Meeting will be recorded in order to assess students' performance.
(See rubric)

Students' mind maps

CULTURAL DIVERSITY MEETING

INTEREST	Excellent *3 pts* The student arrives on time and participates in an active and enthusiastic way in the activity. S/he tries to help other students to follow the activity.	Good *2 pts* The student arrives on time, participates actively in the activity.	Poor *0.5 pts* The student arrives on time but doesn't participate actively in the activity	Missing *0 pts* The student doesn't arrive on time or doesn't participate at all in the activity	
FLUENCY	Excellent *2 pts* Fluid, smooth speech. No or very few hesitations.	Good *1.5 pts* Occasional hesitation that does not interfere with communication	Fair *1 pt* Pauses frequently searching for words or ways to paraphrase	Poor *0.7 pts* Halting speech, constantly interrupted by pauses.	Very po *0.3 pts* Studen uses his/her mother tongue Halting speech consta interrup d by pauses
ACCURACY	Excellent *3 pts* No significant grammatical errors. May self-correct successfully.	Good *2 pts* Generally accurate. Few significant grammatical errors. May self-correct with partial success.	Fair *1.5 pts* Several significant grammatical errors. Attempts to self-correct usually unsuccessful	Poor *0.8 pts* Constant grammatical errors. No attempt to self-correct.	Very po *0.3 pts* Errors make it imposs to unders what th studen saying.
PRONUNCIA TION	Excellent *2 pts* Completely comprehensible. Pronunciation errors do not cause misunderstandings.	Good *1.5 pts* Generally comprehensible; pronunciation errors may cause some misunderstandi ngs.	Fair *1 pt* Numerous pronunciation errors.	Poor *0.5 pts* Many pronunciation difficulties which affect listeners' comprehensio n.	Very po *0.2 pts* It's alm imposs to unders him/he due to pronun on erro

#14 — OUR PROFESSIONAL TEAM WEBSITE

PROJECT BASED LEARNING · COOPERATIVE LEARNING · WRITING ·SPEAKING

amart92@xtec.cat

OBJECTIVE(S) :

Create a professional business website

LEVEL: B1-B2

SKILL(S):

Develop writing skills
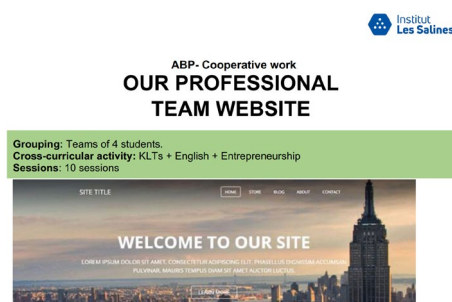
Develop speaking skills

GROUPING:

Small Groups

TIME REQUIRED:

Approximately 9 sessions

DESCRIPTION:

In this activity students create their own **business website** in order to develop their **writing and speaking skills**. The website includes a **job offer** to work for their company and their own **personal video resume** as part of the company. The level of teaching is vocational training in transport and logistics and international business. This activity is designed to cover from 8 to 10 sessions of (55-60 minutes each). To carry out all these steps, the students display their cooperative learning abilities in a project-based learning activity.

Institut Les Salines

ABP- Cooperative work
OUR PROFESSIONAL TEAM WEBSITE

Grouping: Teams of 4 students.
Cross-curricular activity: KLTs + English + Entrepreneurship
Sessions: 10 sessions

SITE TITLE   HOME   STORE   BLOG   ABOUT   CONTACT

WELCOME TO OUR SITE

STEPS:

Before starting the students are given some tips on how to work successfully during the project:

TIPS FOR LEARNING SUCCESS
- ❖ Work cooperatively in groups.
- ❖ Before starting, you must do some brainstorming.
- ❖ Plan your writing and write always a draft text.
- ❖ Use your writing checklist.
- ❖ Study and practise your text before perfoming in front of the camera.
- ❖ Ask for pronunciation of difficult words.
- ❖ Do some research using the Internet in case you need it.
- ❖ Carry out activities that require thinking. Don't take the easy way!
- ❖ Select important information and follow teacher instructions.
- ❖ Find out the meaning of new words.
- ❖ Reach agreements with your partners.
- ❖ Fulfil the task of your role.
- ❖ Use visual input to visualize whilst giving the presentation

The students organize to work in small groups and define their team roles and together set their group goals.

First of all, let's create your roles:

Work in groups of 4 students:

Each member of the group maintains a particular role throughout the duration of the project. The four possible roles are:

- **Moderator:** proposes meeting agendas, suggests division of labour, keeps track and develops the overall project plan.
  He/She is the Content & Accuracy supervisor.

- **English captain:** describes the process to be followed during the steps of the project plan, determines appropriate time to proceed in plan, suggests adjustments to the plan as needed encourages use of English in class.
  He/She is the Grammar supervisor.

- **Writer:** takes group's notes.
  He/She is the Vocabulary supervisor.

- **Time-keeper:** Time facilitator, focused on the assignment of the day. He or she works to keep the team discussing the matter and monitors if anyone is talking outside of her/his team.
  He/she is the Structure & Organization supervisor.

All roles must work **cooperatively**.

ADD MAIN OBJECTIVE OF THE PROJECT FOR YOUR TEAM:
Examples: Have fun, learn new vocabulary, work as a team, speak more in English during classes...

OUR MAIN OBJECTIVE/s IS/ARE:

CHECK IF THE OBJECTIVE IS ACHIEVED (at the end of the project): YES / NO

They follow the steps of the process:

1) Create your company (session 1-2)

2) Design your professional website (sessions 2-3)

3) Write your texts (sessions 4-5)

4) Record your own video resume (session 6)

5) Review and edit (sessions 7-9)

6) Feedback: invest your money (session 10). Show

your company to the rest of the class and invest on the most interesting companies

STEP 1. Create your company
Create a **name and a logo** for your company.
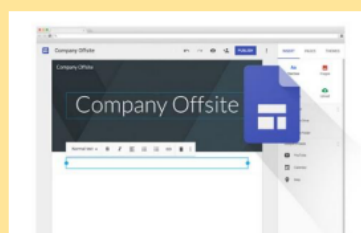You can also create a *"catchy" sentence* as your professional slogan or motto.

Tips for success:
Be creative and original, but don't waste too much time on it. Creating a logo and a name can help boost your motivation, but remember that this is the less important part of this project.

STEP 2. Design your Professional Website
Use **Google Sites** to create a professional website. This site must fulfil some requirements / different pages:

- **Introduction** (information about the company).
- A short description of each one of the **team member's professional profile**. One page for each member.
- A **personal videocurriculum** of each one of the team members. Included in the personal page of each member.
- **A job offer recruiting a new member** of the staff.

Tips for success:
Below, you will find a **short tutorial** on how to do it *using Google Site:*
https://www.youtube.com/watch?v=5BhCVvFWEtE (English)
https://www.youtube.com/watch?v=8JN4nBguL0I (Spanish)

STEP 3. Write your texts
All texts must be previously **planned in advanced.**
You **must hand in all your brainstorming and drafts.**
IMPORTANT: The guidelines of your oral text must be handed in too!
Remember your website must contain:
- An introduction with information about your company
- A job offer recruiting a new member for your company
- Short personal profile summary of each member
- A video-curriculum of each member. The text of the video-curriculum must be written down and planned in advanced too.

Tips for success:
-Review **present simple and continuous tenses**. They will help you present the information correctly.
-**Review the vocabulary**. You can use online dictionaries to help you: www.wordreference.com (for example) or www.linguee.com (to help you place the words in context).
- Use your **writing checklists** to make sure your texts are accurate!
- Use the **writing rubric** provided by your teacher.

STEP 4. Record your own videcurriculum

Your **speaking task** must include a video-curriculum about yourself. Length: **Between 1 min or 1.30 seconds.**

Tips for success:
-Plan your text in advanced.
- Review the grammar.
- Make sure of the pronunciation and intonation.
- Don't read the text in front of the camera!
- Check your teacher's rubric to assess you.

Poise
• Appear calm and confident
• Avoid distracting behaviors

Voice
• Speak every word clearly
• Use a volume level just right for the space

Life
• Express passion and emotions with your voice

Eye Contact
• Connect visually with the audience
• Look at each audience member

Gestures
• Use hand motions
• Move your body
• Have an expressive face

Speed
• Talk with appropriate speed: not too fast, not too slow
• Use pauses for effect and emphasis

Six Trait Speaking
pvlegs.com
©Erik Palmer

And lastly some **good examples** of creative video resumes:
https://www.youtube.com/watch?v=y9cgiFtu6mk
https://www.youtube.com/watch?v=NWWaOWRRR38
https://www.youtube.com/watch?v=4GC3CdZHwiI
https://www.youtube.com/watch?v=qyFaBZ_BQhc

STEP 5. Finish, review, edit and hand in

Finish your website. Add all the **materials and links** and, finally, **review your texts**. **Edit those texts** that can be improved before handing it in.
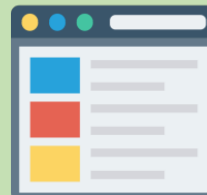
Task 2. Professional Website
1. When you finish, **send the link** of your website to your teacher.
2. Prepare a **dossier with all your brainstorming and drafts** and give it to your teacher as well.

STEP 6. FEEDBACK. Let's invest money

PART A. As a final step you will **present your webpage and company to the rest of your class** in an oral presentation. **Each member of the team must speak** and present a part of your work.

PART B. Each one of the teams will become a **team of investors**. You will have **6000€ to invest on your peers' projects.** You will **assess your peers' work with a rubric** and, according to this, give them **"virtual" money** for their work. In the end, this money will become extra points for their final marks.

TEAM NAME	$3000	$2000	$1000
1.			
2.			
3.			

Final outcome sample. Job offer

Final outcome sample. About us

REFERENCES

https://sites.google.com/view/murphyscocktails/introduction?authuser=1

96

Volume 17 selection:

**Silvia Díaz:**

> **#09** *Padlet*
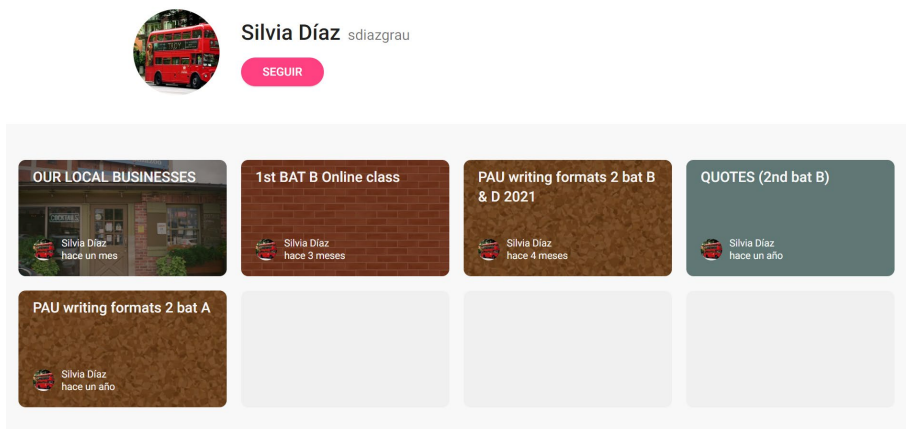> **#10** *Storyjumper*

#09 Padlet

PADLET is a collaborative web platform where students can upload, organise and share content in virtual bulletins called padlets.

It can generate a space to present different format of activity formats: texts, pictures, audios, videos and links. The students can upload their tasks and stick them in this virtual noticeboard.
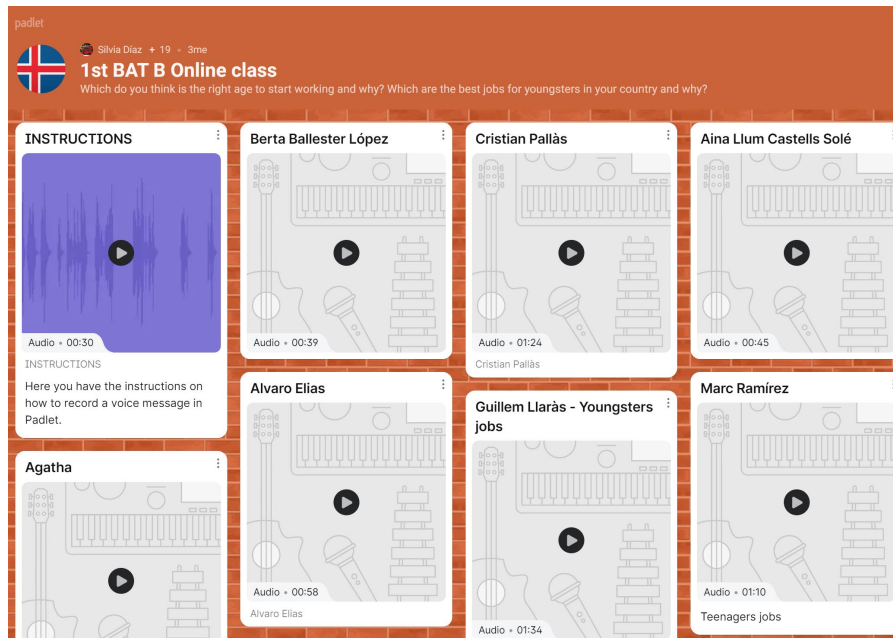
The teacher can also keep materials for the different classes:

https://padlet.com/sdiazgrau/4cmtmpnbwppcr7c8
https://padlet.com/sdiazgrau

#10 Storyjumper

Storyjumper is an easy and fun way to create, narrate and even publish your own paperback books online.

The students create their stories and add all the sections in their book such as background images, text boxes, bubbles…They can also insert the audio to make it an audiobook.

storyjumper   Teachers   Library   Prices   Blog   Help   Search for b

"A SECOND CHANCE" 🔊

They can even buy a hardcover or paperback version of their book at a very reasonable price.

https://www.storyjumper.com/book/read/75667165/5e74ef3947e28