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Trabajo Fin de Máster/Master's
Dissertation

**PROMOTING THE
CULTURAL HERITAGE OF
JAÉN THROUGH
PROJECT-BASED
LEARNING AND SERVICE-
BASED LEARNING IN THE
ENGLISH CLASSROOM:
*KEEP CALM AND MEET
JAÉN!***

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“Education is de most powerful weapon which you can use to change the world.”

Nelson Mandela

TABLE OF CONTENTS

1.	Introduction.....	5
2.	State of the art.....	6
2.1.	Overlook of teaching approaches preceding Project-Based and Service-Based learning.....	6
2.2.	Project-Based Learning	10
2.2.1.	What PBL is	10
2.2.2.	Origins of Project-based learning	11
2.2.3.	Characterization.....	12
2.2.4.	Benefits over traditional methods.....	13
2.2.5.	Difficulties of PBL implementation in EFL lessons	14
2.2.6.	Project-based learning in Secondary Education in Spain	14
2.3.	Service-Based- Learning	15
2.3.1.	What SBL is.....	15
2.3.2.	Origins of SBL	16
2.3.3.	Characterization.....	17
2.3.4.	Pedagogical features and modalities of SBL.....	19
2.3.5.	Stages of SBL	20
2.3.6.	Benefits and constraints of SBL in education	21
2.3.7.	Service-based learning in Spanish education	22
2.4.	The development of cultural awareness in the English language classroom ...	23
3.	Unit design: “KEEP CALM AND MEET JAÉN!”	25
3.1.	Introduction and justification.....	25
3.2.	Background and contextualization	26
3.3.	Methodology	26
3.4.	Objectives and Key Competences	27
3.5.	Contents	29
3.6.	Cross-Curricular Issues and Interdisciplinarity.....	30
3.7.	Attention to Diversity.....	31
3.8.	Lesson Plan	34
3.9.	Materials and Resources	66
3.10.	Evaluation.....	66
3.10.1.	Evaluation criteria	66
3.10.2.	Assessable Learning Standards	68

3.10.3. Instruments of evaluation and marking criteria	69
4. Conclusions	70
5. References	71
6. Appendix	78

TITLE: Promoting the cultural heritage of Jaén through Project-based learning and Service-based learning in the English classroom: *Keep calm and meet Jaén!*

ABSTRACT

This Master's Dissertation intends to cast some light into the implementation of Project-based learning and Service-based learning in the English classroom in the Compulsory Secondary Education. Moreover, this MA Thesis also analyses how cultural heritage is presented in the English as part of a foreign language lesson. The first part of the paper aims to analyse the most important characteristics of the aforementioned learning approaches in order to support its implementation, whereas the second part of the dissertation is a proposal of a Lesson Plan to apply these active methodologies in the classroom.

KEY WORDS

Project-based learning, Service-based learning, constructivism, cultural heritage, cooperative work.

TÍTULO: Fomentando el patrimonio cultural de Jaén a través del Aprendizaje Basado en Proyectos y el Aprendizaje Basado en Servicios en el aula de inglés: *¡Mantén la calma y conoce Jaén!*

RESUMEN

Este trabajo de Fin de Máster aporta luz sobre la implementación del Aprendizaje Basado en proyectos y el Aprendizaje Basado en Servicios en el aula de inglés en la educación secundaria obligatoria. Además, esta Tesis también analiza el patrimonio cultural es presentado en la clase de inglés como lengua extranjera. La primera parte del trabajo busca analizar las características más importantes de los enfoques de aprendizaje mencionados para apoyar su implementación mientras que la segunda parte de la tesis es una propuesta de unidad didáctica para aplicar estas metodologías activas en el aula.

KEY WORDS

Aprendizaje Basado en Proyectos, Aprendizaje basado en Servicios, patrimonio cultural, comunidad, trabajo cooperativo.

1. Introduction

Language teaching has greatly changed in education over the last years. The different approaches have suffered a huge evolution trying to adapt themselves to the needs of teachers and students but also, developing new methodologies to make the most out of it inside the current educational system. The school has traditionally been a place where teachers bestowed their attention on the surface of the language. Indeed, these traditional lessons were contents centred almost entirely on grammar-based ones, where exact grammatical patterns and vocabulary were explored -typically out of context- at the expense of communicative-oriented ones. Moreover, students were not usually given the necessary attention to fully develop their communicative capacities. The 21st century has brought forth significant changes forasmuch as there are new techniques and learning approaches which allow the students being the main protagonist of the learning process. But does this happen in today's classes?

According to Mosquera (2017), the phenomenon of globalization that society has been experiencing for the past few decades has made language learning and teaching increasingly important. In consequence, it has been crucial to find a method which covers all the necessities of current language education. Despite the fact there may still be schools that follow traditional methodologies to conduct the foreign language lessons, most educational centres have implemented more innovative methodologies in their classrooms. In relation to afore mentioned, Mosquera (2017) states that "Today, many schools are already employing methods that are more motivating and engaging for students than traditional lectures or textbook-dependent methods."

Therefore, many schools are implementing new and active learning methodologies such as Project-Based Learning or Service-Based Learning. The main objective of both approaches is that students apply the "learning by doing" principles as well as connect the learning of subjects' contents to students' reality. Students can learn a foreign language through their cultural background and their world, for example. Indeed, one of the main objectives stated in the current Spanish education law, *LOMCE*, establishes that it is essential that students are able to know and recognise some basic aspects of their history and culture. Whereby, cultural heritage issues must be concerned at all stages during compulsory and Non-Compulsory Secondary Education.

In this sense, this work focuses not only on the new teaching panorama but, more precisely, on how a foreign language, in this case, English, could be taught through something as close to students as their own cultural and historical heritage. In other words, how the learning of students' cultural background could be used to help pupils to learn the English language throughout innovative teaching and learning approaches.

The aim of this Master's Dissertation is, first, to make a review of the most well-known traditional language teaching approaches of the last centuries in order to study

how the process of teaching and learning a foreign language has evolved. Then, Project-Based Learning and Service-Based learning will be deeply analysed, breaking down mainly their antecedents, main characteristics as well as advantages and disadvantages. Moreover, the situation of both methodologies in Spain will also be analysed.

After that, research about how cultural heritage is presented in a second foreign language class will be carried out. Subsequently, a practical approach that intends to create a whole lesson plan dedicated to the development of the mentioned active learning methodologies joined to own cultural heritage will be presented. By the end of the Lesson Plan, students are supposed to have a better knowledge of the English language thanks to carrying out different tasks, but also to developing awareness of their own culture.

2. State of the art

In this section, a compilation of the results of research conducted by various authors will be carried out with the aim of gaining in-depth knowledge of the different issues to be addressed.

2.1. Overlook of teaching approaches preceding Project-Based and Service-Based learning

Learning a foreign language goes back many centuries, so this process has considerably evolved over the years. In ancient ages, people learnt a language different from their mother tongue because of the business trips people took around the world. As Martín Sánchez (2009, p. 55) establishes “From Humanism, and with the rise of the new modern languages, commerce, and the diffusion of ideas throughout Renaissance Europe, the study of foreign languages, and therefore, methodological perfection, lived a moment of emergence.”

From the academic point of view, the most important second language teaching methods emerged in the late 18th and early 19th centuries. **The Grammar-Translation Method** is one of the most ancient ones, but also it is one of the most well-known approaches in the educational system. This approach arose to teach the common classic languages such as Latin and Greek. Nevertheless, it started to be used in schools to teach some modern languages such as English or French.

The Grammar-Translation Method bases its methodology on “the assimilation of grammatical rules, for this was assisted by the presentation of a rule, the study of a vocabulary list and the execution of translation exercises.” (Hernández Reinoso, 2002, p. 142). Hence, it is an approach that gives no importance to how the language’s words are pronounced, for example. With this method, people were not able to have a conversation fluently using the second language.

At the end of the 19th century, ***the Direct Method*** appeared as a reaction to the Grammar-Translation Method. In contrast to the Grammar-Translation Method, the Direct or Natural approach gives more emphasis to the real use of the language since only native teachers of the language are required. Moreover, phonetics and phonology are encouraged, while the long lists of vocabulary are avoided. Thence, one of the most striking things about this method is that it associated words with pictures to teach vocabulary.

During the 20th century, the concern for learning foreign languages widely grew, so many other approaches for the teaching of second languages arose. Among others, ***the Reading Method*** and ***the Audio-Lingual method*** can be highlighted. The former's aim is to promote silent extensive reading, while the latter is based on extensive use of oral drills in which the learner repeats pattern drills orally to acquire the new language structures automatically. Besides, the audio-lingual method purports to improve students' language fluency. Even though the audio-lingual method gave some more importance to the repetition of words orally and the listening skill, the emphasis on the communicative aspect was not sufficient, so it gained a reaction against it.

In this sense, at the end of the 20th century and the beginning of the 21st century, innovative second language learning approaches emerged. ***The Task-based Approach*** or task-based instruction was one of the most relevant methodologies which appeared during this time. This approach emphasizes the use of real language by means of tasks in which students have to use the target language. In order to implement this method in the classroom, it must first be clear that it involves a task. According to Ellis (2003), a task has some kind of 'gap' since forasmuch students have to reason in order to fulfill it.

Therefore, the Task-based Approach is also recognized by its hallmark of involving those tasks or instructions in activities that learners may engage in outside the second language classroom. In other words, these tasks are focused on pragmatic meaning (Ellis, 2003). Thereby, this approach also tries to make the students able to get on using the foreign language they are learning in real contexts and situations. In this sense, Task-based tries to make grammar elements have less importance than communication, that is to say, this approach has a non-linguistic outcome. This approach gives the opportunity to have a much more varied exposure to the foreign language. Besides, it is highly enjoyable and motivating for students as it fully gets them involved in the realization of meaningful and relevant tasks.

Another interesting second language learning approach which came out in the late 20th century is the Communicative Approach. Canale and Swain (1989, p. 2) established that the communicative approach "is organized on the bases of communicative functions that a given learner or group of learners need to know and

emphasises how particular grammatical forms may be used to express these functions appropriately.”

Fundamentally, this trend stood out because it was a reaction against the artificiality of “pattern-practice”. **The Communicative Approach** also relativized the importance of grammar teaching since the main objective was that the student communicates, that is to say, traditionally grammar moved to a secondary status in the Communicative Approach. Among its tenets, a good communicative unit should present authentic or fairly authentic input. It is worth mentioning that authentic or semi-authentic materials are those designed for a different purpose than language acquisition in the actual word. Besides, many authors such as Finnochiaro and Brumfit (1983) state that this approach allows for a real use of the language in a variety of socio-cultural situations and the activities should be related to the students’ real communicative needs, for example.

In the 21st century, the idea that students are the main protagonists of the teaching-learning process has become vigorously significant in second language lessons, so most of the methodologies’ orientations revolve around it. One of the most-celebrated and well-utilised foreign language learning approaches carried out in current foreign language classes is the so-called **Cooperative Language Learning**. According to Johnson et al. (2013) Cooperative Language Learning is based on the use of small groups of learners, so they work together to maximize their learning and each other’s one. Moreover, lessons carried out by this methodology must be previously prepared since each member of the group have to know its role before start working.

Another learning methodology that is widely used is **Flipped Classroom**. Thanks to new technologies, Flipped or inverted classroom has great importance in current second language education. Bergmann et al. (2015) establish that Flipped classroom is a methodology in which traditional direct explanation is replaced by video or online lessons which the students have to watch before the lesson, so “homework” is moving into the classroom. In other words, students first prepare the out-of-class activities and then check their understanding and extend their learning with their peers. This methodology is commonly known because of the autonomy it gives students in the learning process.

Furthermore, in Flipped lessons the teacher’s function is to instruct the lesson at home using and facilitating students with different materials and sources such as videos, books, websites or podcast. Finally, another curious thing about the role of the teacher in the flipped classroom is the position of the teacher in the physical classroom. In the traditional classroom, the teacher is in front of the class making clear its position of authority. In the case of Flipped classroom, the teacher’s role is “the guide on the side”, so it makes for a closer relationship between students and teacher. Indeed, it can be

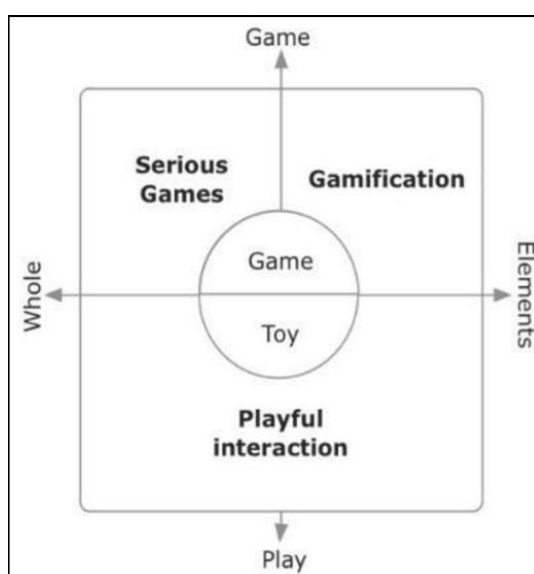
quite beneficial for the students since the teacher is, apparently, like one of them and the students feel freer to interact, ask questions, establish communicative episodes, etc.

Gamification is also considered one of the most influential second learning approaches today. Deterding, Dixon, Khaled, and Nacke (2011) indicate that gamification consists in the use of game elements in non-games situations such as a classroom. As these authors state, it is crucial to have in mind that gamification is related to games, not play forasmuch as “gaming and games – in contrast to playing and toys – are characterized by explicit rule systems and the competition or strife of actors in those systems towards discrete goals or outcomes.” (Deterding, Dixon, Khaled, & Nacke, 2011, p. 11).

One of the main aspects that makes gamification highly beneficial for current education is that this technique drives a high level of motivation and engagement among students. Thence, students are not aware that they are studying, so they learn by having fun and playing games which most of the time they love. Nevertheless, in order for this phenomenon to actually occur, it is necessary that game dynamics covers four important components: freedom to fail, rapid and constant feedback, sense of progression, and storytelling framework. Furthermore, for a favourable implementation of gamification in the classroom, it is pivotal, first of all, to measure the students’ progress and currency. Rules and level are also crucial and both go hand in hand. The former tells if students can or cannot do the game as a learning competition, while the later makes reference to the objectives’ achievement.

Figure 1

Difference between gamification, serious games and playful interactions



Note. Adapted from From Game Design Elements to Gamefulness: Defining Gamification, by Deterding, Khaled, Nacke, & Dixon, 2011. p. 13

Last, but not least, ***Content and Language Integrated Learning (CLIL)*** is also considered as a powerful approach inside the current second language education field. According to Wiseman (2018), “CLIL is an approach where students learn a subject and a second language at the same time. CLIL courses should truly integrate the language and content in order to be successful.” With these words, Wiseman claims that CLIL is a novel L2 teaching and learning approach in which a supplementary language is used not only to teach a foreign language-based only on the contents, but also it has other important aspects surrounding the language. In this sense, the students would learn the second or foreign language in a more natural way. Therefore, CLIL is used in the great majority of schools around the world to learn second languages.

It is worth mentioning that there exist many other methodologies in the field of language teaching that have not been mentioned here. Thus, learning approaches such as Project-based learning are spreading in present-day education. Moreover, there are other extremely fascinating approaches that are not sufficiently exploited such as Service-based learning. In the next section, we are going to deal with these two interesting learning approaches.

2.2. Project-Based Learning

At this point, Project-based learning will be analysed in depth from its definition, main characteristics and its role in current Spanish education, mainly in foreign language teaching.

2.2.1. What PBL¹ is

Although throughout this dissertation some insights into what Project-based learning is all about have been offered, it is essential to render a reliable and proper definition of what Project-based learning really means. According to Schuetz (2018), Project-based learning is defined as “an instructional approach designed to allow students to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.”

First and foremost, Project-based learning is an educational approach that envisages the students as the principal protagonists of the learning process. Besides, Project-based learning is framed within the constructivist paradigm. Then, this approach has grown thanks to the research carried out by educators and philosophers such as Lev Vygotsky, John Dewey, or Jean Piaget. According to Dagar and Yadav (2016), constructivism in the educational realm is defined as follows:

¹ Abbreviation of Project-based learning

It is assumed that learners have to construct their own knowledge individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community, other learners and teacher is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction. (p. 2)

Throughout the constructivism model, students have the responsibility of assembling their knowledge. Thence, to build this knowledge, they have to relate the new knowledge they have acquired to their previous knowledge. Moreover, the teacher only works as a guide in the learning process. In other words, teachers provide the essential keys for the pupils to be able to follow the process of their learning process.

In consequence, Krajcik and Blumenfeld (2006) claim that the enormous discoveries about science learning have led to how students can learn through active methodologies, situational cognition, social interaction, and cognitive tools. In particular, Project-based learning is considered as an active approach or construction, that is to say, “anything that involves students in doing things and thinking about what they are doing” (Bonwell and Eison, 1991, p. 2).

Active learning methodologies allow to develop significant assignments. Students do not have to sit for hours just listening to and memorizing to the explanation of a set of contents, but rather they have to reflect about what they are learning, engage themselves in learning by doing and apply the knowledge that they have acquired to their daily routines. As Chatmon et al. (2010) claim, “Active learning results in a deeper and more integrated understanding of concepts, as well as significant improvement in student retention in degree programs. Engaged students remember concepts longer, enjoy the learning process more, and are more likely to continue.” (2010, p. 3).

Basically, Demirci (2007) argues that the active learning approach is a highly dynamic way of learning through which students are encouraged to interact with teachers, materials, and their peers. As a result, students are involved in every aspect of their learning process. Additionally, this form of learning allows students to place a higher value on their skills such as problem-solving in a more autonomous way.

2.2.2. Origins of Project-based learning

Although Project-based learning is an approach that is having a great impact on current education, it came about several years ago. The term *project* was first coined in the academic field by William H. Kilpatrick (1918) who claimed that as a consequence of meaningful experiences, students’ learning process will be improved since they become participants of the whole learning experience.

In turn, John Dewey, an acknowledged American educator, and philosopher. Dewey (1952) stated that it was necessary to create a foreign language learning method.

Thence, this method would give the students the possibility of developing “personal investment in the material if they engage real, meaningful tasks and problems that emulate what experts do in real-life situations.” (Krajcik & Blumenfeld, 2006, p. 318). Project-based learning seeks to provide the learners with a delightful environment that allows them to acquire the necessary competences and abilities through metacognitive activities. Moreover, Dewey and Small (1897) also established:

The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and assist him in properly responding to these influences (Dewey & Small, 1897, p. 9).

Lev Vygotsky is another important author in the development of Project-based learning in education. On many occasions, Vygotsky claimed that interaction and knowledge about culture are essential in the learning process. In other words, learners can solve the problems they face through collaboration with their peers and knowledge of the real world.

In short, Project-based learning is innovative, but not new. Although Project-based learning has a crucial role in 21st-century education, it was developed by some scholars and researchers many years ago. Thereby, the necessity to change the educational system and the way of teaching and learning is present for ages.

2.2.3. Characterization

Concerning Project-based learning’s characteristics, this approach has three main properties which have to be mentioned first: interdisciplinarity, student-centered and rigorous. To start with, in terms of interdisciplinarity, Project-based learning approach is thought to get the learners involved in real-words problems. Tasks carried out through Project-based learning methodology demand that the students become engaged in enquiry as well as search for the solution of problems. Besides, students have to create their products. Hence, O’Brien (2021) states that PBL is an interdisciplinary method because “real-world challenges are rarely solved using information or skills from a single subject area.”

As it has been previously mentioned (c.f. What PBL is, page 10), Project-based learning is an approach in which teachers’ role serves only as a guide of the learning process, so they only bestow supports when students entail it. In other words, PBL is a student-centred approach. Students are more independent over the whole learning process since they are who decide what the best way to carry out their work is and demonstrate what they are learning.

Regarding the conception of rigorous, Project-based learning is against the traditional way of teaching and learning in education. Unlike repetition and

memorization of learning, Project-based learning requires the application of what students have learnt. Therefore, O'Brien (2021) also establishes that PBL evaluates "how students apply a variety of academic content in new contexts."

Notwithstanding that the previously mentioned features are the main ones of this method; others are also important to bear in mind. Project-based learning always provides the students with the opportunity of having frequent and immediate feedback from peers and teachers. Project-based learning also creates a collaborative and cooperative atmosphere rather than a competitive one. Thence, students are engaged in sharing the resources and materials they have used with the rest of the class.

Regarding the materials used by PBL, we can pay attention to the way of teaching content in the sense that the contents of subjects are taught differently. PBL needs to make some pedagogical adaptations in the lesson plan for the students to be able to carry out their projects effectively. Consequently, Project-based learning proposes hands-on activities and the use of current technologies and authentic materials.

2.2.4. Benefits over traditional methods

It is a fact that the innovative nature of Project-based learning and its implementation in FL² lessons have given rise to a large number of advantages for students, but also for teachers.

Firstly, related to the benefits of PBL, it is worth mentioning that carrying out a project provides students with the opportunity of integrating the main language skills, speaking, listening, reading, and writing in a wide number of different activities. This is because "students engage in purposeful communication to complete authentic activities; they have the opportunity to use language in a relatively natural context and participate in meaningful activities which require practical language use" (Pham, 2018, p. 332). Moreover, Project-based learning also gives the opportunity of integrating these four language skills in a more natural way over the learning process.

Secondly, as it has been previously mentioned (cf. Origins of Project-based learning, page 11), employing PBL also develops our students' metacognitive skills forasmuch as the project "involves a variety of individual or cooperative tasks such as developing a research plan and questions, and implementing the plan through empirical or document research that includes collecting, analysing, and reporting data orally and/or in writing" (Beckett, 2002, p. 54).

Thirdly, as students work collaboratively and cooperatively, they achieve great independence and confidence. Besides, Project-based learning also helps students lose their fears and inhibitions of speaking in public, so communication anxiety is reduced

² Foreign language

(Farouck, 2016). Moreover, the resolution of the projects demands that learners acquire information in a way that is very similar to how they will have to acquire it in future situations, PBL prepares them for their future.

2.2.5. Difficulties of PBL implementation in EFL lessons

Definitely, Project-based learning implantation in EFL lessons has brought many advantages to education. Nevertheless, PBL also presents its weak drawbacks at once. First, most of the time, these activities and resources have to be invented from the beginning, that is to say, PBL requires the use of authentic materials. Thereby, teachers need a lot of time to prepare PBL lessons.

Moreover, many researchers and educators hold the view that on those occasions when teachers have large classes, they find quite a number of difficulties “in improving students' motivation, difficulty in making the students concentrate on learning tasks, difficulty in helping students to connect new content with their prior knowledge, and difficulty in performing cooperative learning activities efficiently.” (Pham, 2018, p. 333). It is because many teachers are not instructed to carry out this kind of innovative methodologies. Therefore, one of the main challenges for future teachers would be to be trained in the knowledge and application of more innovative methodologies.

As a final difficulty of PBL implantation in education, it can be mentioned the fact that the students are not accustomed to working collaboratively since traditional methodologies present the students as an individual without any kind of cooperation with their equals. As Pham says “it may be necessary to teach students how to interact in a group and manage conflict within the group.” (2018, p. 333).

2.2.6. Project-based learning in Secondary Education in Spain

While searching for different references and information about the use of the Project-based learning approach in Secondary schools, especially in EFL (real settings), few sources have been found.

According to Viñao (1994-95), Project-based learning arrived in Spain during the Second Spanish Republic as stated in the journal *Revista de Pedagogía* (1922-36) or in the articles published in *La Escuela Nueva* (1927) thanks to authors such as Fernando Sainz Ruiz. Regrettably, the Spanish Civil War and the dictatorship made PBL to be forgotten for a while (Trujillo Sáez, 2017). Nevertheless, it was not until the late 1990s when the conditions for a greater presence of pedagogical innovation and, consequently, this methodology pedagogical innovation and, consequently, of this methodology.

Martínez-Celorrio (2016) talks about the effectiveness of Project-Based learning in Spanish current education. This research shows that, in 2016, 114 schools nationwide opted for the implementation of this teaching-learning methodology in their classrooms. These data suggest that Project-based learning is one of the active methodologies preferred by innovative teachers and schools. Furthermore, Martínez-Celorrio (2016) also states that “The new wave of innovation with PBL that we have identified is concentrated in the public network, a fact that highlights the commitment of teachers and schools.” In consequence, this leads to conclude that the implementation of this methodology has mainly been driven by the public sector.

In the case of Project-based learning in the EFL, some teachers have opted for the use of this methodology in their second language teaching classes incorporating the most appropriate vocabulary and activities. Therefore, through teamwork and enjoyable projects, we get students to interact, to develop positively and actively, and, without even realising it, they begin to use the second language. In this way, students understand the language as a vehicle of communication. PBL allows to integrate the awareness of the language into the tasks they realize during the project.

In short, Project-based learning is increasingly integrated into current education. However, there is still work to be done, especially in the field of second language teaching since it is one of the educational areas which who can benefit most from this type of methodology.

2.3. Service-Based- Learning

2.3.1. *What SBL³ is*

The discovery of a Service-based learning approach is quite recent in the current educational system. Actually, many researchers and educators such as Furco (2002) claim that “Although solidarity practices have a long history in most schools, very few schools are considering service-based learning as a language teaching methodology.” (p. 25), especially for languages. Therefore, compared to PBL, Service-based learning is highly undeveloped in Spanish education.

Service-based learning is considered as an approach within active and experimental methodologies. However, there is no agreement on a common definition for this methodology. Berger (2004) defines SBL as “a teaching method where guided or structured time for reflection on the service experience and demonstration of the skills and knowledge acquired.” (p. 7). According to this definition, SBL is an approach that combines the provision of services and contact with real society with the learning of contents.

³ Abbreviation of Service-based learning

Conversely, authors such as Tapia (2005) have established a slightly more precise conception of what this methodology encompasses. Indeed, Tapia (2005) states that Service-based learning is “is a practice of solidarity service led by students, aimed at meeting real needs of a community, planned in an integrated way with the curriculum, to improve the quality of learning.” (p. 122). Looking at the above mentioned, it is clear that Service-based learning proposes a joint between the community and the educational field. Therefore, although at first glance it may seem that such a union may be quite difficult to implement, it could be considered that this combination is immensely constructive both for the education community and for society.

Therefore, Gemmel and Clayton (2009) affirm that “Community Service-Learning (CSL) is an educational approach that integrates service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organizations work together toward outcomes that are mutually beneficial” (p. 1).

All these conceptions led us to conclude that the fundamental property of Service-based learning is that this learning approach is based on the connection with the needs of the population. In short, this methodology is focused on the students’ learning process on certain subject contents being done through helping others, so SBL provides an opportunity “to foster the training of professionals who are socially responsible and who work for social justice” (CREAS, 2012, p. 2).

2.3.2. Origins of SBL

Although Service-based learning has started to develop in current education, this methodology has its origins much earlier. Therefore, some authors as Puig and Palos (2006) state that “Service-based learning (SBL) is not a new pedagogical invention. Some educational experiences and traditions have not used this concept, but instead apply its principles in their everyday practice” (p. 61). Thence, this learning approach appeared for the first-time during the late 19th century. In the United States, some universities carried out several programmes which shared several characteristics to what we know today as Service-based learning, as will be shown hereafter.

To reconstruct the history of this methodology, it is pivotal to present the theses of two pioneers: William James and John Dewey. James expounded the idea that war should not be part of humanity, but that militarism has long been a way of instilling desirable values such as cooperation, a sense of belonging, a desire to serve society, and a sense of responsibility. Consequently, James proposed to replace militarism with service and volunteerism.

In turn, John Dewey has also been a very important character for the development of Service-based learning. It is crucial to point out that his proposal has a

lot to do with the SBL when he proposed a Project-based learning methodology. As claimed by Gezuraga (2014), during the 20th century, Dewey introduced the concept 'social service' to the field of philosophy and education. Thereby, the basis of Service-based learning began to be laid.

Dewey starts from the thought that activity associated with social projection together with experience or interest completes the pedagogical thinking, but also improves the learning process. Besides, Dewey claims that Service-based learning is also an approach that tries to engage the young population. Fundamentally, as stated by Puig and Palos (2006), it is essential that:

Education is based on the real experience of its protagonists, but an experience carried out cooperatively with peers and adults - development is always social - and also that this activity does not close in on itself, but benefits the community. (p. 6)

In brief, Serviced-based learning initially emerged as a support to the community. and a way of integrating young people into the community. Afterward, this approach has been extended to the educational field and it combines learning and service, understood as social service. Thereby, SBL is an active learning methodology linked to solidarity service, where both not only add to each other but also enhance each other (Rubio et al, 2008).

2.3.3. Characterization

As is the case when trying to define and establish the characteristics of a methodology, a definition that encompasses all dimensions and brings all researchers into an agreement is difficult, so the same situation occurs for Service-based learning. Indeed, in the case of this methodology, it is so complex to define in a precise way since Kendall (1990) found around 147 characteristics.

In consequence, Nieves, Amar, Montes, Tapia and Yaber (2013) state that Service-based learning can be characterized using three fundamental features:

- SBL is a solidarity service that meets the real needs of a community.
- The students are the protagonists by participating actively.
- The curriculum is integrated into the service in a planned way.

Apart from these essential characteristics, SBL is also identified as a method that has to be well-structured and associated with the intended service. Therefore, the project must be implemented in a well-planned and organised manner. Moreover, in formal education, this learning approach has to be articulated by the established educational curriculum, creating an interconnection of knowledge and service.

Service-based learning must also respond to the real community's needs, improving the environment at whatever level, and transforming its protagonists, in other words, students. Consequently, learners need to be aware at all times of their social usefulness, of what they are learning and reflecting on at all stages of the SBL.

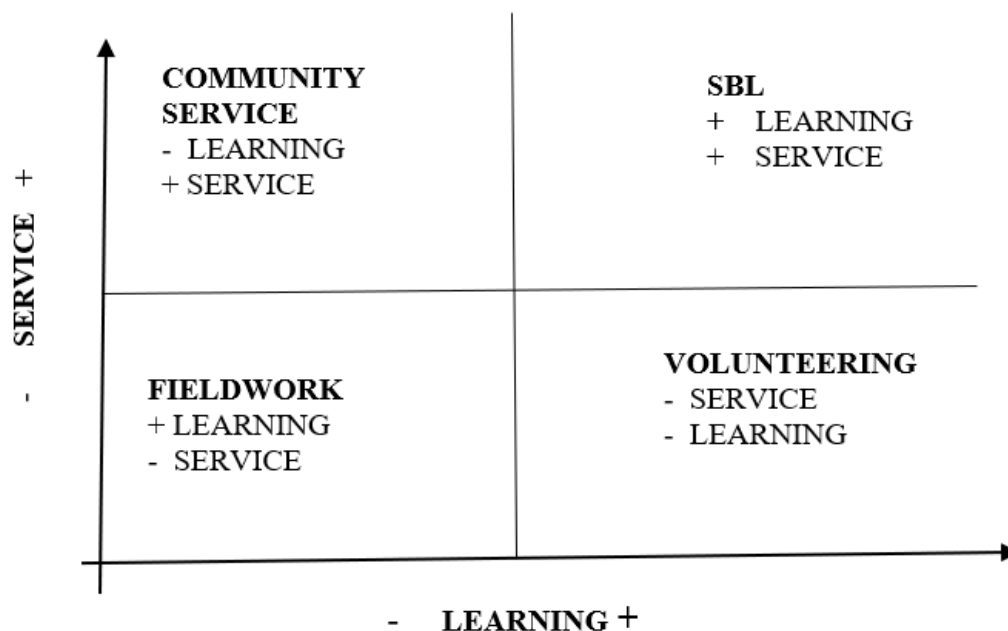
In addition, Puig et al. (2006) claim that it is quite important to have some requirements in mind to carry out SBL in class; they are the followings:

Close linkage between learning and service; holistic learning; critical thinking; pedagogical and methodological coherence; social justification and acceptance; social justification and acceptance of the service critical thinking; pedagogical and methodological coherence; justification and social acceptance of service; appropriateness, safety and security; presence of both the individual and group dimensions; participatory and comprehensive and group dimensions; participatory and comprehensive evaluation. (p. 21)

Furthermore, having a clear awareness of what Service-based learning is based on is essential as it is very common to confuse it with other practices or methods which share some of its characteristics with this learning approach. In consequence, these methodologies have to be previously differentiated.

Figure 2

A-S quadrants



Note. Own elaboration based on López Margall (2011).

Regarding Figure 1, each methodology corresponds to a degree of learning and service, First and foremost, if we focus on the left side of the figure, we can find how

fieldwork and community service differ from each other. Community service is more focused on giving service than on learning while fieldwork's main characteristic lies in learning.

Conversely, if we look at the opposite side, in the lower-left quadrant we find volunteering, which provides little learning and little service, due to its unsystematic nature. In contrast, in the upper right quadrant, we find the SBL methodology. This type of methodology provides greater learning for students, and its service to the community is also high. In short, Service-based learning is more comprehensive both in service and in the learning itself, compared to other methodologies that may have similar characteristics.

2.3.4. Pedagogical features and modalities of SBL

Having established the general characteristics of Service-based learning, it is highly important to know what the pedagogical features of this methodology are. As mentioned before, from a didactic perspective, it could be said that one of the main features is that learners are at the centre of the teaching-learning process. Besides, SBL purports to solve a real necessity by applying the knowledge. To explain all these concepts accurately, we will mainly rely on what Puig and Palos (2006) have established as pedagogical features of Service-based learning.

Puig and Palos (2006) claim that SBL is a method that provides a real service to the community where mutual learning and collaboration take place. In other words, students learn through helping society when it has a real necessity. At the same time, SBL has to allow for the application of previously acquired knowledge and contribute in experiences that provide new knowledge to students when they make the service. Thereby, in SBL it is essential to carry out a neat development of collaborative and cooperative work.

Service-based learning is also an approach that leads to processes where knowledge and experience are acquired for life. Indeed, we need to apply it to transform it into competences that serve as a tool to face the problems presented by a given community. In consequence, it is essential to carefully select the contents, the activities, the objectives, etc. in order to attain meaningful learning through the service.

It is worth mentioning that Service-based learning is the opposite of those methodologies that are based on the memorisation of content. Apart from learning content, this approach always involves experience, service, critical thinking, and, of course, reflection on the service performed. It is quite important to always have a close and direct contact with reality as well as with the community. Besides, to carry out Service-based learning in a school, it is necessary to be aware that the community and the school have to go together in the same direction. Educational institutions have to

open their doors to society, as it no longer makes sense to be isolated from the community.

Service-based learning also gives both students and society many positive assets. SBL provides the students with new values, experience, knowledge, etc. Moreover, thanks to this kind of methodologies, we turn the learning process into a far more motivating for students, and also for teachers.

Concerning the modalities of this approach, SBL is undoubtedly a very interesting methodology. According to authors such as Furco and Billig (2002), Service-based learning has three different modalities. At first glance, Service-based learning offers an indirect service since it does not work directly in the place of the need. Rather, the services will be carried out from the educational centre to solve the problem.

This approach also has a sense of advocacy because it tries to eliminate the causes that generate a particular problem through awareness-raising and sensitisation campaigns. From the school, projects and activities are prepared in order to fight the presented problem. Finally, Service-based learning is also a research service since students have to identify and classify information to detect which the community's needs are.

2.3.5. Stages of SBL

For the correct development and implementation of SBL in the classroom, it is highly likely that different stages of SBL will be found. In consequence, some authors such as Nieves, Amar, Montes, Tapia and Yaber (2013) agree that teachers must follow these three stages: preparation, implementation, and evaluation.

The first phase is the preparation stage. Basically, it consists in preparing the activities, set the objectives to be achieved and define the time frame. During this stage, it also quite important to prepare both teachers, and students. In the case of teachers, they have to look for the best activities in order to carry out the project and motivate the students. Besides, teachers have to be sure that the project is connected to the curriculum. Then comes the planning part, that is say, the place where it will be organised, the aim of the project, whether or not it is intended to work in a cross-curricular way, etc.

Regarding students, they have to be prepared as a group to work in a collaborative way. Moreover, teachers also have to help learners to identify the problems or needs that society has. After that, students receive the role they will have during the whole process. Finally, it is pivotal to find time for the students' reflection, so that they become aware of the objective of the project as well as the knowledge and competence they will acquire thanks to the project.

Once the preparation stage is complete, the project is launched. During this stage, teachers have to communicate, observe, and accompany students to be open to modifications due to problems or changes that may arise. On the other hand, it is also important to keep open relations with the social entity with which the partnership relationship has been established. Besides, during this part, both teacher and students have to take notes of the project.

In the final phase, a multifocal evaluation is carried out. On the face of it, students have to evaluate themselves and reflect on their work during the whole process. It is also important to make a final evaluation of the project to observe if the established objective of the project has been finally fulfilled. Moreover, students can share their experiences and opinions and also obtain immediate feedback from their peers and the teacher.

Last, but not least, the teacher has to take stock of how the project has gone. First, students as a group, but also individually, have to be evaluated. The teacher has to evaluate how each student has worked, if they have acquired their outcome, that is, the expected knowledge, how they have behaved with their peers, etc. On the other hand, it is essential to assess the problems encountered, to evaluate if the objectives have been fulfilled, and to ask ourselves what kind of benefits it brings to education. Besides, the teacher's self-evaluation is part of the process and he/she must take several aspects into account, especially his/her application in the project.

2.3.6. Benefits and constraints of SBL in education

The innovative and engaging nature of Service-based learning has given rise to a large number of advantages referred to this approach. Nevertheless, SBL also presents its weaknesses at the same time.

On the face of it, Service-based learning presents a great number of benefits and advantages for current education and EFL lessons. According to Puig (2009), Service-based learning is an active approach that boosts our students' learning process. This methodology also leads to teachers becoming interested in a different kind of teaching time that focuses more on students allowing them to grow upright as people within society and be prepared for real life outside the school settings. Besides, the experiences given by Service-based learning not only improve students and teachers' microcosmos, but also the education system in general.

Although students are the main beneficiaries of developing this methodology, more actors do benefit from it. Thereby, teachers who are involved in this type of method improve their motivation, since through teaching teachers transmit to the students that they are able of contributing to society. In the same way, teachers can

employ new pedagogical tools to carry out more active and dynamic classes, obtaining a greater relationship with the students and improving students' motivation.

Therefore, the projects performed by Service-based learning contribute to positive academic, personal, and professional outcomes. Martínez-Odría (2005) points out that SBL contributes to foster the development of generic competences. In addition, SBL also develops all the competences set out in the academic curriculum, such as interpersonal competences and teamwork, competences for critical thinking, project competences, or competences for citizenship and social transformation. Dalton and Petrie (1997) established that students learn to work in groups, participate actively, and also create a sense of community belonging. Moreover, patriation in such programs also promotes the development of civic duty and citizenships skills.

As mentioned before, Service-based learning also helps to connect schools with society facilitating education in values and reflection on the practice carried out by this methodology. Society is also beneficiary of carrying out this active learning approach since it receives no financial support for improving part of the community, helping and teaching others how to improve the problems they have. In addition, Service-based learning increases the engagement of students in community actions, as well as raising awareness of the problem.

On the other side of the coin, Service-based learning also presents some weaknesses. Presumably, one of the greatest problems that this methodology may encounter is time and space. About time, it is always a limiting factor, as the implementation itself involves a process in which problems could arise, so they have to be faced and solutions have to be found. Therefore, all this takes time and may delay the timing of the project. In terms of space, it means the availability of sufficient places in the community to carry out the improvements to the needs found. In other words, to carry out Service-based learning in education it is necessary that problems or needs of any community must be spotted.

In conclusion, Service-based learning is a methodology whose benefits outweigh any negative factors that may arise. Thereby, undertaking this active learning approach in the classroom may be a great improvement for the education sector in every sense since SBL helps the learners to grow academically, but above all personally and professionally.

2.3.7. Service-based learning in Spanish education

Although many schools have been implementing Service-based learning in their lessons, it is quite hard to find information on Service-based learning in Spain. Nevertheless, some Spanish autonomous communities have developed magnificent projects using this methodology, as will be shown hereafter.

In 2012, the community of Navarra showed an interest in integrating Service-based learning in the schools. Indeed, since that year, many projects have been carried out using this methodology. One of these projects was based on the creation of a history book by the students in which they had to research important women that history had been forgotten. Therefore, this project is called *Mujeres que mueven el mundo: "La Historia, con mujeres que son historia"* (Red Navarra de Aprendizaje y Servicio Solidario, 2018). In this way, through this project, the students have integrated the contents of the history subject into the creation of a book from which the community and society will benefit.

Progressively, Service-based learning has been increasingly increasingly used in education. Indeed, the 2030 Agenda for Sustainable Development sets some objectives and targets for sustainable development across three dimensions: economic, environmental, and social. It's evident that Service-based learning has a lot of potential here:

SBL has the potential to stimulate in students an active attitude towards their own learning and towards ethical and professional development as committed and responsible citizens for present and future generations. While remaining a pedagogical strategy, SBL is also a philosophy that requires creative imagination to envision alternatives. (Vázquez, 2015, p. 208).

For this reason, it is crucial to continue and support the implementation of Service-based learning in the current and future Spanish educational system, especially in EFL since learning a language connecting it to the real needs of the society may be highly beneficial for students.

2.4. The development of cultural awareness in the English language classroom

The interconnection between language and culture has long been an important subject in the field of foreign language education. Furthermore, the rise of the Communicative Approach made the aforementioned relationship between culture and language became even stronger. In fact, authors such as Long-Fu (2001) establish that the Communicative Approach tries to situate foreign language instruction within a clearly defined social and cultural framework, in accordance with the socio-linguistic competence. In other words, a foreign language student has to develop both linguistic and cultural competence in order to become an effective speaker of the language.

Nowadays, foreign language teachers embrace the premise that language and culture are inextricably linked realities, as well as the need to combine linguistic and cultural content appropriately in language. Indeed, this issue is integrated into the Common European Framework of Reference for Languages (CERF). The CERF describes the competences of the foreign language learner distinguishing between generic skills

and linguistic skills. Cultural factors fall under the first category, and they are most prominent in Declarative Knowledge (*savoir*), and more specifically with the socio-cultural competence and the intercultural awareness.

The cultural characteristics of the language can see also related among the communicative language competences within the sociolinguistic competence in aspects such as linguistic markers of social relations; politeness rules; folk wisdom expressions; or the different dialects and accents. In short, Song (2014) claims that the concept of pluriculturalism established by the CEFR highlights the close connection between the two realities, stating that “language is not only an important aspect of culture, but also a means of access to cultural manifestations.” (p. 367). Indeed, other authors as Tomalin (2008) even state that due to the international relevance of the English language and globalization, culture is now regarded a fifth language ability, alongside listening, speaking, reading, and writing.

Additionally, the study of many languages as a means of creating communication with people from other cultures and encouraging reciprocal international understanding by removing the language barrier that a foreign language can imply has always been of crucial importance. Consequently, promoting language teaching and learning in a range of cultural aspects is the most obvious strategy to reduce some of the strength of the language barrier. According to Gao (2006), FL teachers should be aware of the role of culture in the English foreign language classroom and make an effort to improve students' cultural awareness and communication ability.

Therefore, the teaching of culture, especially in EFL, is aimed at helping students to develop an understanding of the fact that behaviour is culturally-conditioned. Moreover, through culture, students also have the opportunity to boost their understanding of the target culture's cultural meanings of words and phrases, or generate intellectual curiosity about the target culture, and inspire empathy for its people.

In this way, Secondary schools have an excellent opportunity of encouraging children's interest in foreign countries and encouraging them to acquire a positive attitude toward them and their people through foreign language learning, in our case through English. For this reason, Spanish Educational authorities have adopted this notion to the extent of considering both linguistic and sociocultural elements two major issues that students are to develop within the foreign language curriculum in Secondary Education.

According to the above, connecting culture with foreign language learning is something that has to be of great value in the classroom. At any rate, in the case of the English language, if something related to culture appears in a textbook or in class, it is usually about foreign culture, not about the student's one. In this way, the relationship

between culture and EFL can be taken a step further. Engaging students in their own cultural and historical heritage and relating to it to the learning of a foreign language may be highly beneficial for the students forasmuch as they connect their environment and reality with the language.

In fact, among one of the main objectives of CSE set by the Decree 111/2016 (BOJA), later modified by the Decree 182/2020, is:

students are able to know and recognise some basic aspects of one's own and others' culture and history, as well as artistic and cultural heritage. Andalusian history and culture, as well as its physical and natural environment and other distinctive features of our community, so that it is valued and respected as our own heritage.

For this reason, it can be quite interesting and beneficial for the educational community, especially for the pupils, to merge the teaching of English as a foreign language with the teaching of the pupil's own culture. But how could this be implemented in a real English classroom?

One of the best ways to perform this in the English classroom is through active learning methodologies such as those mentioned throughout this dissertation, Project-Based learning and Service-Based learning. Throughout these kinds of methodologies, developing own cultural heritage insights students must be offered regular opportunities to come into contact with native speakers, and also to work with authentic materials from the countries of the target language. PBL and SBL allow to accomplish project which connect students with culture, real word, and also with their society.

In short, learning a foreign language fostering students' own cultural and historical heritage can be a great opportunity to improve their motivation in order to learn the language, particularly the English language. Teaching a foreign language together with a foreign culture is the best way of encouraging and favouring the students' personal knowledge and tolerance. As a result, when teaching a FL, we must introduce students to the fundamental characteristics of both the language and the culture it represents. Besides, this allows us to meet the expectations of the educational curriculum in a new and closer way for our students as well as improving the inclusion of foreign people in our culture through this kind of projects.

3. Unit design: "KEEP CALM AND MEET JAÉN!"

3.1. Introduction and justification

The title of the didactic unit carried out for this assignment is "KEEP CALM AND MEET JAÉN!". The teaching of this unit is intended to highlight the cultural and historical heritage of the city of Jaén through the learning of a foreign language, specifically English. In this day and age, most English textbooks have a small section on culture,

usually from countries other than the target learner's own. Indeed, students' own cultural and historical heritage have been in oblivion.

For this reason, the didactic unit aims students to connect their own cultural and historical heritage with the learning of the English language. Students will know the main sights and interesting place of their city to present them to English people in order to promote tourism. In short, students are expected to make a real use of the language through this project as is stated in objectives b, e, i and j from Royal Decree 1105/2014 (LOMCE) and according to what is established in the Order of Jan 15th, 2021 and in the Cross Curricular Elements in Decree 111/2016.

3.2. Background and contextualization

The didactic unit has been planned for students in the 4th year of Compulsory Secondary Education (CSE) at IES Jabalcuz. The centre is a public institution with an intermediate sociocultural and economic level settled in the city of Jaén.

The class-group is composed of 25 students, 14 girls and 11 boys. The group is expected to work with activities which require a B1 level according to the Common European Framework of Reference for Languages (CEFR). Nevertheless, concerning diversity outreach, there are two students who have specific needs of educational support. There is one slow-learner who will be assisted by the teacher and she will be offered with reinforcement activities. Besides, there is one gifted boy who will receive activities designed for fast-finisher students.

Regarding the sequencing and number of sessions, the didactic unit will be developed in 7 sessions (4 per week) of 55 minutes each and it will be implemented during the third term of the academic year 2021-2022.

3.3. Methodology

The main goal of this didactic unit is that students acquire an appropriate level to communicate through a foreign language, in this case English. Since students should be able to work collaboratively to elaborate a set of tasks in order to get a final project, Project-based learning is developed as the principal methodology in this didactic unit. Furthermore, the final project is intended to offer a service to the community, in this case to improve tourism in the city of Jaén, especially by the English-speaking population. In this way, Service-based learning is also developed during this unit.

As students are supposed to use English as a language to face and communicate in real-life situations, a Communicative Approach is also carried out as one of the main orientations in this didactic unit. Moreover, they are expected to fulfil a set of vocabulary and grammar activities to promote the four language skills (speaking, listening, reading, and writing).

3.4. Objectives and Key Competences

The objectives of this teaching unit contribute to the achievement of both the general objectives of the stage and those proper of foreign languages, and, also, are related to key competences.

The overall didactic objectives are the following:

- To understand, identify and use specific vocabulary related to culture and tourism.
- To recognize and apply the correct use of the passive voice in all the tenses so as to emphasize processes over doers.
- To listen and comprehend specific information in oral texts about cultural heritage and tourism.
- To recognise and comprehend written texts about how to improve local tourism and the main monuments of Jaén city.
- To produce brief written texts about the city of Jaén.
- To take part in an informal conversation and incorporate monologic or dialogic texts about the cultural heritage and tourism of Jaén.

These didactic objectives are related to:

- General stage objectives: b, e, i, j (Real Decree 1105/2014)
- Foreign learning objectives: 1, 2, 3, 7, 8, 9, 14 (Order of Jan 15th, 2021)

Concerning the key competences, this didactic unit contributes to the development of the Cultural Awareness and Expression competence (CAE), as students are involved to know, understand, appreciate and value cultural and artistic expressions. Competence in Linguistic Communication (CLC) is also developed since learners will have to communicate with different interlocutors in multiple contexts.

In addition, it makes a contribution to the development Digital Competence (DC) since it implies the use of digital means to access the required information. Finally, it is crucial to mention Learning to Learn competence (L2L) because it is vital for lifelong learning taking place in different contexts, both formal and non-formal or informal ones.

The following table summarizes the didactic objectives and key competences:

DIDACTIC OBJECTIVES	STAGE OBJECTIVES	FOREIGN LANGUAGE OBJECTIVES	KEY COMPETENCES	21 ST CENTURY SKILLS
-To understand, identify and use specific vocabulary related to culture and tourism. - To recognize and apply the correct use of the passive voice in all the tenses so as to emphasize processes over doers. - To listen and comprehend specific information in oral texts about cultural heritage and tourism. - To recognise and comprehend written texts about how to improve local tourism and the main	b, e, i, j (RD 1105/2014)	1, 2, 3, 7, 8, 9, 14 (Order of Jan 15th, 2021)	Cultural Awareness and Expression. (CAE) Competence in linguistic communication (CLC) Digital competence (DC) Learning to learn (L2L)	Cross-cultural Awareness Critical Thinking and Problem Solving Effective oral and written communication Collaboration

monuments of Jaén city. - To produce brief written texts about the city of Jaén. - To take part in an informal conversation and incorporate monologic or dialogic texts about the cultural heritage and tourism of Jaén.				
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(My own translation)

3.5. Contents

In order to meet the aforementioned objectives, it is necessary to establish a series of contents in relation to them:

➤ Comprehension and production strategies

- Oral texts comprehension: Listening to and understanding oral texts related to cultural heritage and tourism. (BLOCK 1).
- Oral production: Correct use and expression of verb tenses, especially the passive voice. (BLOCK 2).
- Written comprehension: Skimming and scanning written texts about “How to improve local tourism” and about Jaén’s sights in order to answer certain questions and analyse them. (BLOCK 3).
- Written production: Writing a review and an Instagram’s post about Jaén city. (BLOCK 4).

➤ Communicative functions:

- Formulating statements (positive or negative) related to cultural heritage and tourism using the passive voice
- Giving information about the city of Jaén.
- Asking others for information, intentions or their subjective opinion.

➤ Syntactic-discursive strategies:

- Revision of the passive voice.
- Vocabulary related to the topic of cultural heritage, culture and tourism: monument, guidebook, travel guide, tradition, history, society, conservation, etc.

➤ Sociocultural and sociolinguistic aspects:

- Raising awareness of students' own culture and history.
- Recognising the effects of promoting local tourism.
- Developing a concern for the conservation of cultural heritage.

3.6. Cross-Curricular Issues and Interdisciplinarity

As far as cross-curricular issues are concerned, in this lesson plan we mainly focus on the following ones: 1) Civic and moral education. 2) Entrepreneurship. 3) Education for the use of Information and Communication Technologies (ICTs).

This didactic unit is focused cultural aspects, great emphasis is placed on Civic and moral education, as students will have to respect and know their culture. Students will also participate in activities that allow them to reinforce their entrepreneurial spirit. In addition, as students will do activities in which they must use Internet connection and social networks, Education for the use of Information and Communication Technologies (ICTs) will be also emphasized.

Regarding interdisciplinarity, in order to comply with the integration policy of the established educational curriculum, this didactic unit collaborates with 2 educational areas. The first one is History and Geography forasmuch as the main topic of this Lessons Plan is cultural and historical heritage, so there are many aspects that are interesting to be discussed in a history classroom.

The second one is Computer Science since throughout the whole Lesson Plan and in the final project students have to use of computers to search for information to

complete their projects, they must have some basic computer knowledge and enough ICT skills.

The table below shows a brief summary of the aforementioned issues:

CROSS-CURRICULAR ISSUES	INTERDISCIPLINARITY
- Civic and moral education - Entrepreneurship - Education for the use of Information and Communication Technologies (ICTs).	- History and Geography - Computer Science

3.7. Attention to Diversity

Attention to diversity is a fundamental factor that must be covered in the curriculum and the educational system. In the same class, teachers may find students with special necessities who could have more problems than the rest of their peers to follow the lesson. Besides, students with high capacities for learning could be part of this class. As it has mentioned before (cf. Contextualization, page 26), in our group there is 1 slow-learner and 1 highly-gifted student. Therefore, in our didactic unit a large number of activities are going to be developed to solve this reality of a heterogeneous class.

On the one hand, our slow student will be provided with complementary material and worksheets (See Appendix, page 78) to reinforce what has been taught in class. With these materials, students will be able to reach the minimum objectives established in this lesson plan. Moreover, this student will be assisted by the teacher as well as their peers when needed, but also, she will have extra time to complete the activities proposed.

Figure 3

Example of reinforcement activity

BRITISH COUNCIL LearnEnglish Teens
Reading skills practice: Travel guide – guide

Discover America
California

1 San Francisco
Fisherman's Wharf is a historic marketplace on the seafront with trendy restaurants, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice Cream and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise round the Bay.

2 Golden Gate Bridge
Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous Californian landmarks. As you cross the 4200-ft bridge below the famous orange towers, you'll enjoy awesome views of the entire Bay Area.

3 Alcatraz Island
Once a high-security prison, Alcatraz Island is one of the Bay Area's most interesting tourist attractions. Take the ferry from Pier 41 and visit the dark cell blocks that were home to America's most wanted criminals.

4 Santa Cruz
Go to the Santa Cruz Surfing Museum, which is in a lighthouse, and see classic boards including one eaten by a shark – the surfer survived! Next stop, the Santa Cruz Beach Boardwalk for a ride on the Giant Dipper rollercoaster.

5 Venice Beach
This is where skateboarding started, so you must visit the famous skate park right on the beach. Also watch the bodybuilders at Muscle Beach Gym, which is where Arnold Schwarzenegger started his career.

6 Hollywood
You can stand in the footprints of Johnny Depp at Grauman's Chinese Theatre and then meet his strangely accurate wax model, along with Hugh Jackman, Lance Armstrong, and Brad and Angelina, all at Madame Tussauds Hollywood. Discover how films are made at the working movie studio at Universal Studios Hollywood, where there are also exciting park rides and shows.

7 Los Angeles
Have you ever wanted to record yourself? Now you can at the fascinating Grammy Museum. You can also learn how to dance like Michael Jackson, and find out about the links between blues and rap.

8 Disneyland
One of the most magical places in the world, Disneyland Park has hundreds of rides such as Space Mountain, Indiana Jones Adventure, Matterhorn and Pirates of the Caribbean. A day in Disneyland is a day you will never forget!

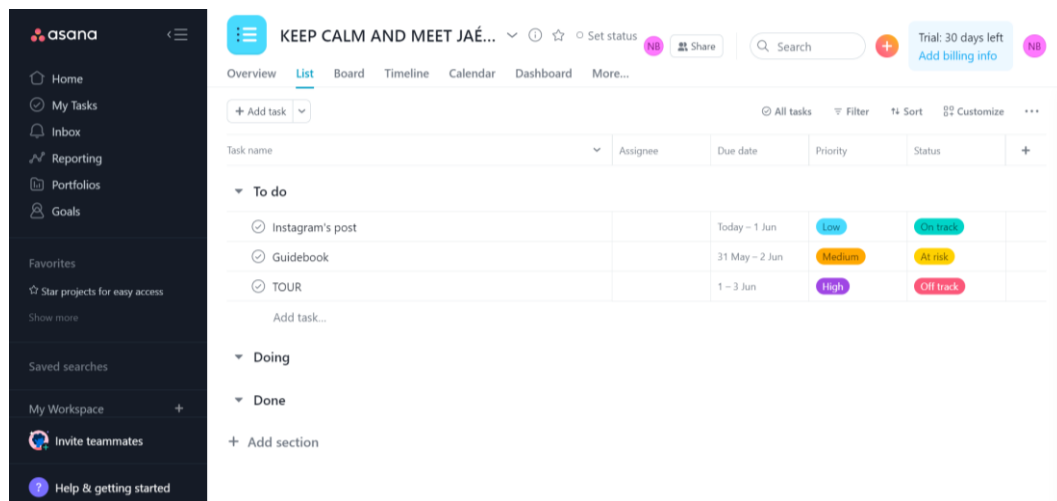
www.britishcouncil.org/learnenglishteens
© The British Council, 2012 The United Kingdom's international organisation for educational opportunities and cultural relations. We are registered in England as a charity.

Note. Adapted from *Travel Guide* [image], British Council, 2014 (<https://learnenglishteens.britishcouncil.org/>)

In addition, they can ask for the teacher's help as a guide in case they do not know how to organise themselves to do the project. Furthermore, in case they do not finish the project in time, they have the opportunity to work at home where they can use 'Asana'. This online page also offers the opportunity to set deadlines and the leader of the group can see how the rest of the members are working on the project.

Figure 4

Example of working with Asana



Note. Own elaboration designed with <https://app.asana.com/>

On the other hand, fast finishers and the highly-gifted student will be provided with a specific task. When the teacher divides the class into groups for the different activities and the final project, he/she will do his/her best to set that in each group a student with these characteristics, who will be the leader of the team. His/her main task is to help the rest of his/her teammates in everything they might need help. Moreover, the teacher will also give these students a set of cards (See Appendix, page 78) for those moments in the class when these students have completed the assignment and their classmates do not require their help. In this way, the more advanced students will be taking care as well of those who need more time to finish their homework without pressure.

Figure 5

Fast finishers cards



Note. Adapted from *Fast finishers* Instagram post [image], by @veronicaopoteacher, 2021, <https://www.instagram.com/veronicaopoteacher/>

3.8. Lesson Plan

This Lesson Plan will be divided into 7 different sessions of 55 minutes each. The description of the activities as well as the materials needed will be developed in each session.

The acronyms that appear next to each activity stand for:

1. IW (Individual Work): the student must work on his/her own and in silence.
2. PW (Pair Work): the student works with a classmate.
3. GW (Group Work): the student usually works with four or five classmates.
4. WC (Whole Class): all the students in the class participate, but asking for their turn, not speaking at the same time.

A summary of the sessions of the Lesson Plan is:

SESSION 1: <i>PIECE OF CAKE</i>	SESSION 2: <i>LET'S ROCK WITH GRAMMAR!</i>	SESSION 3: <i>TO LIVE IT UP!</i>	SESSION 4: <i>IT'S TIME TO MAKE DECISIONS!</i>	SESSION 5: <i>PUT PEN TO PAPER!</i>	SESSION 6: <i>PUT PEN TO PAPER! (2)</i>	SESSION 7: <i>BEING A TRAVEL GUIDE!</i>
1. Brainstorming listening activity (video) Presenting the topic (PW+WC; 10')	1. Warm-up activity: <i>Doesn't it sound odd?</i> (WC; 15')	1. Warm-up activity: tourism vocabulary (Mentimeter) (IW+WC; 5')	1. Choosing the best review (GW; 15')	1. Listening activity: <i>Tour of London</i> . (IW+GW; 10')	1. Create our guidebook! (Continuation) (GW; 15')	<i>BEING A TRAVEL GUIDE!</i> Presenting Jaén to English tourists (GW; a whole morning/day)
2. Culture vocabulary: 'one-two-four': nouns and adjectives (PW+GW+WC; 20')	2. Grammar time: The Passive Voice (IW+PW; 25')	2. Reading: <i>How improve local tourism?</i> (IW+PW; 20')	2. Choosing our monument (GW; 10')	2. Promoting our favourite monument: Instagram's post (GW; 15')	2. Oral presentations: <i>Being travel guides!</i> (GW+WC; 40')	
3. Reading: <i>What is cultural heritage?</i> (IW+GW; 25')	3. Jaén celebs facts (GW; 15')	3. Mediation activity: <i>#Jaéndeservers+</i> (PW; 15')	3. Reading: <i>What do you know about...?</i> (IW+GW; 10')	3. Create our guidebook! (GW; 30')		
		4. Writing: A review of Jaén (IW; 15')	4. Presenting the project: <i>KEEP CALM AND MEET JAÉN!</i> (WC; 15')			

SESSION 1: *PIECE OF CAKE!*

Activity 1: Brainstorming: Presenting the topic

Time: 10 minutes.

Group: PW + WC

Skills: Listening and Speaking.

Materials: Electronic whiteboard and projector.

Description: Students will be shown on the projector screen a video about the value of heritage. In pairs, they should think about what they think the video⁴ is about. When they finish, they write two sentences in their notebooks because, afterwards, each group will have to read them in front of the class.

The aim of this introductory activity is that students interact orally using the English language as well as trying to remember some vocabulary related to the topic which is going to be carried out in class.

⁴ Link video https://youtu.be/K1_fGqaHHo

Figure 6

The value of heritage (Screenshot video)



Note. Screenshot from the video *The value of heritage*, 2016, by UNESCO. YouTube
https://www.youtube.com/watch?v=K1_fGqaHHo

Activity 2: Vocabulary about cultural heritage and places: NOUNS AND ADJECTIVES

Time: 20 minutes.

Group: IW+PW+ GW+WC

Skills: Reading, Writing, Listening and Speaking.

Materials: Electronic whiteboard and projector.

Description: Students will learn some nouns and adjectives related to culture by using a cooperative structure called 'one-two-four'. This structure has three steps: first, the individual thinks about his/her particular solution to the task. Then, they are grouped in pairs and must generate a common solution. When they are finished, they get placed in a team of four in order to compare their answers and decide which the common ones are.

First of all, the teacher will project some sentences with nouns and adjectives in bold. Students will have some minutes to think what the meaning of these words must be and to create a different sentence with it. After ten minutes, they will spend 5 minutes comparing their answers with their partner and choosing which sentences are the best ones. Then, in groups of four, they have to do the same. Finally, the meanings would be discussed orally with the teacher and the rest of the class.

The sentences that the teacher will present are:

1. **Monuments** are considered as tangible cultural heritage.
2. In Jaén, there are a lot of **ancient** buildings.
3. **Historical heritage** is important.
4. Knowing new cultures is quite **exciting**.
5. Natural landscaped are also part of **cultural heritage**.
6. London is considered as a **cosmopolitan** place.
7. It is crucial to preserve our **patrimony**.
8. **Tourism** is very important to promote the cultural heritage of a city.
9. Population should know their **history**.
10. Cultural heritage is a highly **symbolic** aspect of a country.

This activity fosters critical thinking and autonomy of students since they have to think by themselves what the meaning of the mentioned words could be. Moreover, it also fosters collaborative work.

Activity 3: Reading: *What is cultural heritage?*

Time: 25 minutes.

Group: IW+ GW

Skills: Reading, Writing, and Collaborative work.

Materials: Worksheet.

Description: Students are divided in groups by the teacher. Each member of the group should read the article individually. Then, they have to answer a true or false activity:

1. What is the definition of cultural heritage?
2. How many types of cultural heritage exists?
3. True/False: Tangible cultural heritage is more important than the intangible one.
4. What is the problem of protecting cultural heritage?

The text students have to read is the following one:

What is cultural heritage?

We often hear about the importance of cultural heritage. But what is cultural heritage? And whose heritage, is it? Whose national heritage, for example, does the *Mona Lisa* by Leonardo da Vinci belong to? Is it French or Italian?

First of all, let's have a look at the meaning of the words. "Heritage" is a property, something that is inherited, passed down from previous generations. In the case of

“cultural heritage,” the heritage doesn’t consist of money or property, but of culture, values and traditions. Cultural heritage implies a shared bond, our belonging to a community. It represents our history and our identity; our bond to the past, to our present, and the future.

Cultural heritage often brings to mind artifacts (paintings, drawings, prints, mosaics, sculptures), historical monuments and buildings, as well as archaeological sites. But the concept of cultural heritage is even wider than that, and has gradually grown to include all evidence of human creativity and expression. Today, towns, underwater heritage, and the natural environment are also considered part of cultural heritage since communities identify themselves with the natural landscape.

Moreover, cultural heritage is not only limited to material objects that we can see and touch. It also consists of immaterial elements: traditions, oral history, performing arts, social practices, rituals, knowledge and skills transmitted from generation to generation within a community. Intangible heritage therefore includes a dizzying array of traditions, music and dances such as tango and flamenco, holy processions, carnivals, falconry, (to name a few examples).

All peoples make their contribution to the culture of the world. That’s why it’s important to respect and safeguard all cultural heritage, through national laws and international treaties. The protection of cultural property is an old problem. One of the most frequently recurring issues in protecting cultural heritage is the difficult relationship between the interests of the individual and the community, the balance between private and public rights.

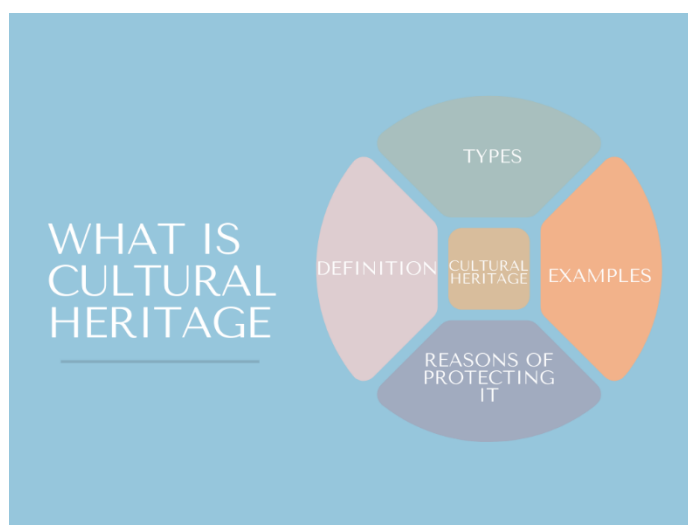
Cultural heritage passed down to us from our parents must be preserved for the benefit of all. In an era of globalization, cultural heritage helps us to remember our cultural diversity, and its understanding develops mutual respect and renewed dialogue amongst different cultures.

Adapted from <https://www.khanacademy.org/humanities/special-topics-art-history/arches-at-risk-cultural-heritage-education-series/arches-beginners-guide/a/what-is-cultural-heritage>

After that, the group has to put in common what they have understood in the text and they have to create a visual and enjoyable summary. The teacher gives them an example of it that includes the following points: what the purpose of the text is, the new vocabulary they have found, the topic, etc.

Figure 7

Example of reading summary



Note. Example of summary; own elaboration designed with Canva <https://www.canva.com/>

This would be a collaborative activity and part of the class mark. In addition, this collaborative activity could be easier for those slow-learners who are in the classroom. Reading activities might be more difficult for this type of learners as the activity require more attention and concentration. Therefore, doing this task in a collaborative way, the rest of the classmates can help these slow students with whatever they find more difficult or do not understand. Moreover, we foster values such as empathy, tolerance, and, also, recognition of diversity.

SESSION 2: LET'S ROCK WITH GRAMMAR!

Activity 1: Warm-up: Doesn't it sound odd?

Time: 15 minutes.

Group: IW+WC

Skills: Reading and Speaking interaction.

Materials: Electronic whiteboard and projector.

Description: To introduce the passive voice, the teacher shows the students some newspaper clippings (using the passive voice). Students have to underline and analyse which verb tenses are used. Then, they have to figure out what the meaning of these tenses or rules could be collaboratively.

Figures 8 & 9

Newspaper headlines



Note. Own elaboration designed with <https://www.fodey.com/generators/newspaper/snippet.asp>

Activity 2: Grammar: The Passive voice

Time: 25 minutes.

Group: IW+PW

Skills: Listening, Reading, Writing and Speaking.

Materials: Electronic whiteboard and projector.

Description: Students will now learn about the grammatical rules of the passive voice. However, instead of using the blackboard as the base of explanation, a video will be used. The video will be made using 'EdPuzzle'⁵.

⁵Passive voice explanation <https://edpuzzle.com/media/6049adc3b775d8428a0126de>

Figures 9 & 10

Screenshot passive voice video

1. What is the passive voice?

2. When do we use the passive voice?

3. How can I easily change the active voice to passive voice?

WHAT IS THE PASSIVE VOICE?

active: Everybody loves chocolate.
passive: Chocolate is loved by everybody.

active: The lifeguard saved a man.
passive: A man was saved by the lifeguard.

passive
active

MULTIPLE CHOICE QUESTION

What is the passive voice?

☐ Passive voice is the opposite to the active voice.

☐ Passive voice is another type of active voice.

Rewatch Skip Submit

Note. Retrieved from <https://edpuzzle.com/media/6049adc3b775d8428a0126de>

First of all, the teacher will ask students to listen and to look at the video and to jot down every single doubt they may have or the important information. The explanation will include some examples. Moreover, in some parts of the video there will be some activities on the passive voice, so the teacher will ask students to raise their hands to express which one they think is the correct answer. The teacher selects the answer that the students have chosen and asks them to explain why that is the right answer, and they explain the reason to their classmates. The video will be uploaded to the platform Classroom.

After the theoretical explanation of the changes when using the passive voice (if strictly necessary), students will be grouped in pairs and asked to change the following sentences into the passive voice:

1. UNESCO has proposed The Cathedral of Jaén as World Heritage Site many times.
2. The Arabs built the Arab baths in the 5th century.

3. Many tourists recognized Jaén castle as one of the most impressive castles of Spain.
4. The City Council will remodel the Plaza de San Idelfonso next year.

When they finish and the sentences are corrected, they will have to say a sentence of their own invention to their partner. The partner has to transform it into the passive.

Activity 3: JAÉN CELEBS FACTS

Time: 15 minutes.

Group: GW

Skills: Writing, speaking and collaborative work

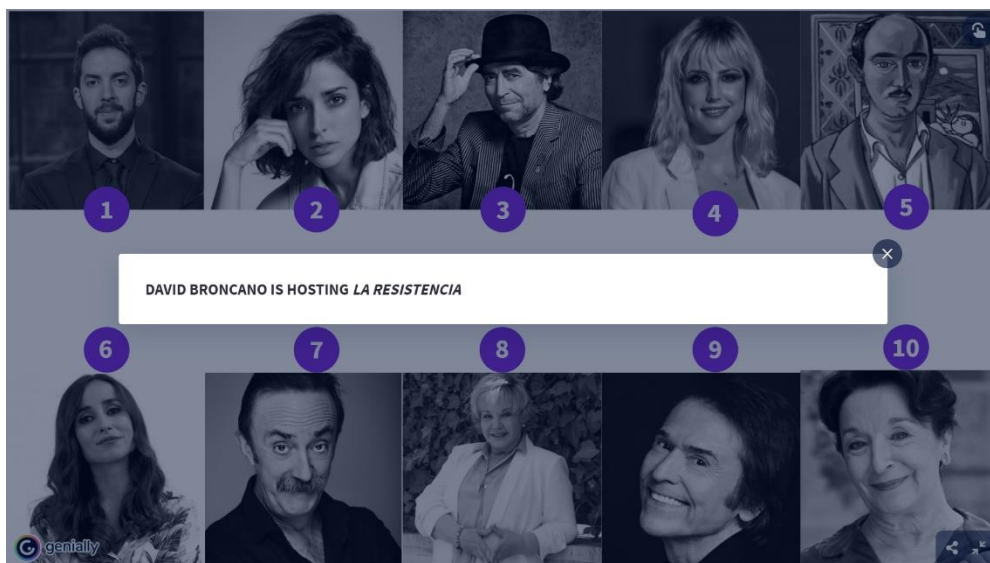
Materials: notebook

Description: In order to reinforce student's understanding of the passive voice, the teacher prepares an activity through genially. He/she divides students in groups. Then, the teacher presents some fact about celebrities of Jaén in the active form, so students have to transform them into the passive form. The group that gets each sentence right the fastest wins one point per sentence.

The aim of this activity is that students correctly acquire how the passive voice is used, but also, they reinforce collaborative work.

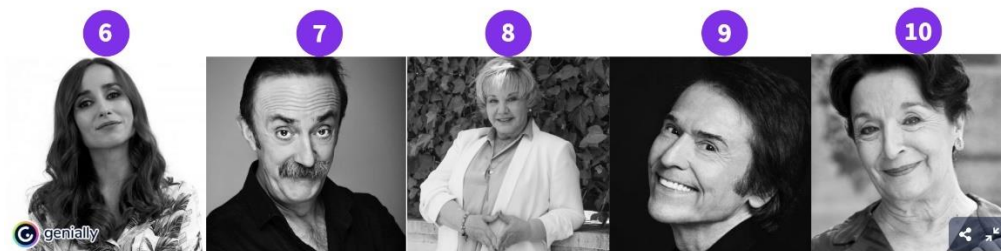
Figures 11 & 12

Jaén celebs facts - active to passive





JAÉN CELEBS FACTS - ACTIVE TO PASSIVE SENTENCES



Note. Own elaboration designed with <https://www.genial.ly/>

SESSION 3: TO LIVE IT UP!

Activity 1: Warm-up: vocabulary related to tourism

Time: 5 minutes.

Group: IW + WC

Skills: Writing, Listening and Speaking.

Materials: Electronic whiteboard and projector.

Description: To introduce some vocabulary related to tourism, students will use Mentimeter⁶ platform to share the vocabulary they know about this topic. Thanks to Mentimeter, they will create a «Word Cloud» with all the words they have compiled. Then, an illustration about these words is created. After that, all the classes will discuss about the meaning of the words that students have written.

⁶ Link to Mentimeter <https://www.menti.com/w6ghz9ryot>

Figure 13

Screenshot wordcloud mentimeter

Go to www.menti.com and use the code 2809 7999

what words have you heard related to tourism? 



Note. Tourism word cloud; own elaboration designed with mentimeter.com

Activity 2: Reading: *How to promote local tourism?*

Time: 20 minutes.

Group: IW + GC

Skills: Reading, Writing and Speaking interaction.

Materials: Worksheet.

Description: Once students are familiar with cultural heritage, they will do a reading about how to improve local tourism in order they catch some ideas for their final project. Students will individually have to answer the questions with their own words. Then, the sheets will be exchanged, and the partner will be the corrector of the answers of the text. When they finish correcting, the answers are discussed out loud with the rest of the class. Moreover, students have to underline those words they do not understand to check the meaning with the rest of the class. In this way, students will learn more vocabulary related to this topic in an inductive way.

Furthermore, they have to underline the vocabulary they do not know in order to add it to the list of vocabulary created through the Mentimeter word cloud collaboratively.

The text is the following one:

How to promote local tourism?

When it comes to promoting your tourism business – whether you’re an attraction, restaurant, museum or hotel, you may feel like you’re all alone. Luckily, that’s not the case. By working with your Destination Marketing Organization or Tourism Promotion Agency you’re able to get some “free marketing” that will help to distribute your message beyond your own efforts, and attract more visitors.

There are a few things you need to know in order to get the most exposure possible. Here are some tips and tricks for getting the most out of your partnership with local and regional tourism offices.

Websites

Every local and regional tourism office has a website. Some are more in-depth than others, but they usually have listings for the same categories: things to do, lodging, food and drink. This is where visitors can find the contact information for specific attractions and businesses, as well as pictures and descriptions. Most websites also have event calendars that showcase festivals, performances, even seminars taking place across the region.

Guides

Most tourism offices still distribute thousands of printed brochures via welcome centres, thruway stops and visitor requests. Through gorgeous photos and captivating language, guides or brochures paint an overall picture of what a visitor can expect. Many also offer ad space if you want to stand out in front of an interested audience.



Blogs and social media

Blog posts are an interesting way to promote multiple assets at once. They provide a roundup of attractions with a common theme, and are usually written more conversationally than other marketing pieces. Blogs can also provide a deeper look into a niche topic as it relates to a destination, than say, a brochure could. Moreover, events, announcements, media placements and blogs can be shared across social media channels.

In conclusion, there are plenty of ways you can help your tourism office promote you. It starts with getting on their radar!

Adapted from <https://breaktheicemedia.com/how-to-promote-local-tourism/>

Activity 3: Mediation: #Jaéndeservers+

Time: 15 minutes.

Group: PW

Skills: Listening and Speaking interaction. Reading, Writing and Speaking interaction.

Materials: Electronic whiteboard and projector.

Description: In order to get students to mediate, the teacher will show the students a video in Spanish talking about Jaén. In pairs, only one member of the pair has to explain the content of the video in English to his/her partner. Since both members of the partner know what the video is about, because he/she has also watched it, his/her mission as the person who listens is to check if the information told is correct. When the first person finishes and the other corrects, it's the second person's turn. This activity also serves as a reminder of how to express opinion. Thence, opinion expressions can be reviewed before starting the activity with the whole class.

In addition, this activity can help students put themselves in the situation of having to explain this video to a native English speaker. Thus, this activity will also help them for the future tasks they will have to carry out in the final project.

Figure 14

Screenshot video



Note. Screenshot video *Reportaje: Jaén, voces desde el olvido*, 2021, El País. YouTube retrieved from <https://youtu.be/mNNvjIRaQgw>

Activity 4: Writing: A review of Jaén

Time: 15 minutes.

Group: IW

Skills: Writing and Reading.

Materials: Worksheet.

Description: In the last part of the class, students will be asked to write a review of the city of Jaén. They will learn what a review is, what its structure is like and to do one as

Useful language

Useful phrases

- ◆ Last year / summer, I...
- ◆ At night / During the day...
- ◆ It's full of...
- ◆ The main attraction(s) is / are...
- ◆ There are some...
- ◆ There aren't many...
- ◆ There was / were enough...
- ◆ There's a lot to do. / There isn't much to do.
- ◆ I think you should visit if you...
- ◆ I (definitely) recommend Orlando because...
- ◆ Orlando is good for...

Useful vocabulary

- ◆ to get around the city / to cross the road / to visit a theme park / to hire a car / to be open late
- ◆ lovely / amazing / fantastic / wonderful / great
- ◆ exciting / modern / clean / interesting /
- ◆ terrible / awful / horrible
- ◆ crowded / dirty / boring / not safe / noisy / basic / nothing special

homework. Besides, they have to introduce some passive sentences and vocabulary seen during the unit. The review must contain between 80-100 words and it has to be uploaded to Moodle. It will be evaluated by a rubric⁷. To familiarize them with the review's structure, they will be shown the following information:

Apart from an individual homework, this activity is also a collaborative/group one since it will be part of the final project. The teacher will make a first correction and give it to the students. Once this first version is delivered, in groups, the students will have to correct their mistakes by helping each other. It is an evaluable task.

Write a review about a city: Jaén

Imagine you work as a journalist in a famous online newspaper called Jaén time. Your boss has asked you to write about the city of Jaén to promote it and its tourism. You can use the information below as a support:

- Geographical situation: where Jaén is located
- Brief summary about the history of Jaén
- Main sights to visit there
- Reasons to visit Jaén

Task: Write a review about the city of Jaén. Organise the information according to the following structure:

- Title: name of the city.

⁷ See Appendix, page 78

- Paragraph 1: Say where the place is and what is like. Talk briefly about its history.
- Paragraph 2: Say what you can do there.
- Paragraph 3: Say what the main places and monuments to visit are.
- Paragraph 4: Say three reasons why people should visit this city.

Tip: A place review is neutral in style. It contains a lot of adjectives to describe the place and ends with some reasons/recommendations to visit it. Search for information on the internet about the city and plan how to combine this information to create your own review. In the left image, you have some useful vocabulary you can use.

SESSION 4: IT'S TIME TO MAKE DECISIONS!

Activity 1: Choosing the best Jaén review for our guidebook

Time: 15 minutes.

Group: GW

Skills: Writing and Collaborative work.

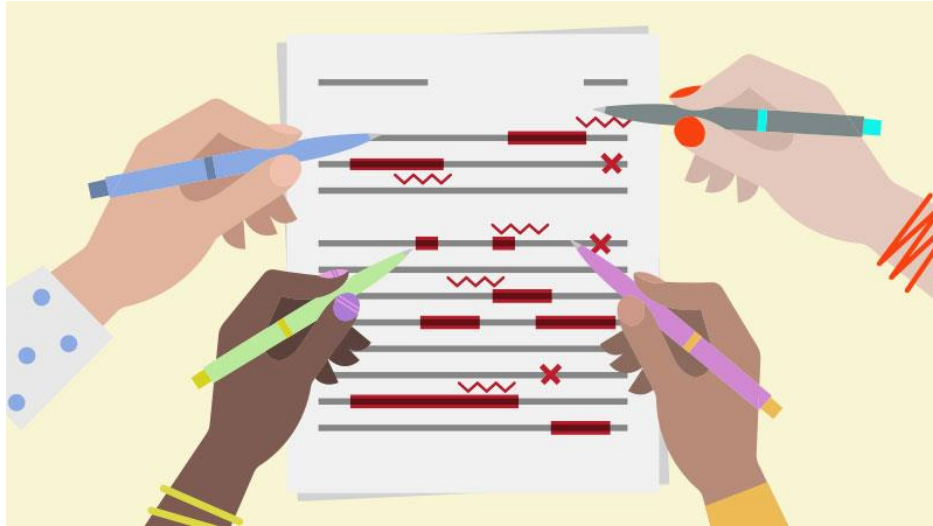
Materials: Worksheet.

Description: The teacher will return the first corrected version of his or her review of the city of Jaén to each student. Students have to upload this first version of their writing to Moodle for the teacher to correct it. Afterwards, the teacher will create five homogeneous groups composed of five people each (these will be the final groups for the final project). In a collaborative way, students have to look at the mistakes they have made and try to correct them all together.

The main objective of this activity is that all the members of the group rewrite a common review which will be part of the final project of each group. In addition, through this technique students learn from each other both to correct their mistakes and to praise the things they and their peers have done well.

Figure 15

Collaborative writing image



Note. Adapted from Collaborative writing and how to implement it in your application [image], by Gökçe, T., 2020, CKeditor <https://ckeditor.com/blog/Collaborative-writing-and-how-to-implement-it-in-your-application/>

Activity 2: Choosing our monument

Time: 10 minutes.

Group: GW

Skills: Speaking interaction

Materials: List of topics.

Description: Students choose which monument or tourist attraction they like the most for their projects. In order to make the students responsible for their choice, the leader of each group negotiates with the other leaders in order to choose the monument or touristic attraction they like the most. All the monuments or touristic attractions are related to the city of Jaén.

Figure 16

Screenshot Monuments for the project genially



Note. Monuments for the project; own elaboration Designed with <https://view.genial.ly/60ae7983e1999d0d63cf8fff/interactive-content-tfm-eleccion-monumentos>

Activity 3: What do you know about...?

Time: 10 minutes.

Group: IW+GW

Skills: Reading, listening, speaking and interaction

Materials: Texts about the monuments and touristic attractions of Jaén city.

Description: Once each group has chosen their monument, they will read a text about their monument or tourist attraction and they will underline the vocabulary they do not know. Moreover, students will also debate with their groups about what they have read, their opinion about it and main reasons to visit them.

These are the materials for the different texts:

Text 1

3 things you have never imagined about the Jaén Cathedral

Jaén, the great unknown of Andalusia, has much to boast about. For example, its cathedral. The Asunción Cathedral is the cathedral of Jaén. It is located in the Plaza de Santa María, in front of the Municipal Palace and the Episcopal Palace. The present cathedral was designed in the 16th century to replace the previous Gothic temple of the 15th century. Moreover, it is considered as one of the most wonderful gothic works of Spain. For this reason, in 2008, the procedure for the cathedral of Jaén to be declared a World Heritage Site was initiated. Thereby, we give you three interesting facts about the Asunción Cathedral of Jaén.



1. It is the only cathedral in Spain surrounded by balconies.

The main facade has nine balconies, although it has 62 in total. It has balconies all around its perimeter, both inside and outside, and that makes it unique. All connected by a central corridor that completely surrounds the temple and through which the public can walk safely, thus reaching views towards the interior that show a different perspective to what we are used to. The same goes for the outside, where the low roofs of the houses give way to fields of olive trees on the horizon.

2. It keeps one of the most ancient faces of Christ.

That Holy Face, which determined the existence of the balconies in the cathedral, is kept under a maximum security safe with seven keys in the Main Chapel. People do not know who brought it from Rome to Jaén. It is said that it was the first bishop of the city, although it is also possible that it was King Ferdinand III the Saint himself. What is known, it is the oldest image of Christ that we have in the Iberian Peninsula. It dates back to the 5th century.

3. The pipes of its organ deceived the Condor Legion.

On April 1, 1937, six planes of the Condor Legion bombed by surprise part of the city of Jaén. The cathedral was one of the few monuments left standing. There were two reasons why the Germans did not aim at the cathedral: the first was that inside the monument the Nationalist prisoners were locked up. The other reason was the anti-aircraft batteries placed in the cathedral and in the keep of the Castle of Santa Catalina, which could have prevented a greater attack.

Adapted from

<https://www.guiarepsol.com/es/viajar/nos-gusta/curiosidades-de-la-catedral-de-la-asuncion-de-jaen/>

My own translation

Text 2

The Castle of Santa Catalina

On the top of the Cerro de Santa Catalina an ancient town of Caliphate origin was built in the IX century. Centuries later, after the conquest of the city by Fernando III in 1246, the Christian castle that has survived to the present day was built. In the 19th century, due to the invasion of Napoleon's troops, the castle underwent a series of reforms in order to reinforce the defensive structures. Very close to the castle, in the 60's the building that houses the Parador Nacional was built.



This medieval castle or Christian defensive fortress is one of the main attractions of a visit to the city of Jaén. Although a large part of the castle is now in ruins, the towers of the Homenaje, the Vela and other towers and viewpoints are in perfect condition and can be visited. In addition, in the surroundings and in part of the castle is located the Parador de Jaén, another good reason to visit it. From the top there are spectacular views of the city and its surroundings, particularly from the viewpoint of the Cross. Therefore, the cross, which is located left side of the castle, is considered the highest point of the city. It is famous not for its intrinsic value, but for being a perennial symbol of the city.

Without any doubt, the castle of Santa Catalina, an element of identity for Jaén It has been transformed into a visitable monument of tourist interest, a key place for the city, a symbol and a cultural space where history comes to life through explanatory exhibitions. In this way, the visitor will leave the castle knowing the uniqueness of the hill of Santa Catalina.

Adapted from <http://www.turjaen.org/es/lugar-interes/castillo-de-santa-catalina> and Wikipedia

My own translation/

Text 3



Arab baths

Built in the 11th century, the Arab Baths are located in the basements of the Villardompardo Palace. They have an area of 450 square meters, which makes them probably the largest of those that can be visited in Spain. Judging by the remains of

Almohad decoration that are preserved in some of its rooms, they must have been restored towards the end of the 12th century.

At the end of the 16th century Don Fernando de Torres y Portugal, Count of Villardompardo and Viceroy of Peru, built his Palace over the Baths. At the beginning of the 20th century, the Palace became part of the real estate assets of the Diputación Provincial de Jaén, an institution that, between 1901 and 1903, freed the space of several houses adjacent to the building in order to build a Chapel for the Hospicio de Mujeres (Women's Hospice). These works must have affected the remains of the baths.

In 1913, during the inspection of the factory of the Palace of Villardompardo, on the occasion of the realization of the Monumental Catalogue of Jaén, a small part of the Baths was discovered by Don Enrique Romero de Torres. Barely four years later Mr. Manuel Gómez Moreno, who, after taking the appropriate data, proposed the building as a National Monument. This proposal was accepted and in 1931 the remains were declared a National Monument with the General Register number 528.

The rooms that make up the Arab baths are:

- **Lobby:** a transverse room with alcoves at both ends separated from the rest of the room by horseshoe arches on half columns, a scheme that will be repeated in all the other rooms.
- **Cold Room:** very similar to the previous one although of smaller size. This room is also covered by a half barrel vault with 12 lanterns. The alcove located on the far right is covered with a dome with 5 lights.
- **Temperate Room:** It consists of a large square room measuring 11.30 m x 11.30 m which, in turn, encloses another central square, this one covered by a large hemispherical dome on pendentives.
- **Hot Room:** the hot room is very similar to the previous rooms. It is covered with a half barrel vault with 15 lanterns and with two alcoves at the ends with 5 lanterns each.

Adapted from <https://www.xn--baosarabesjaen-rnb.es/work/banos-arabes/>

My own translation

Text 4



San Ildefonso church

The Church of San Ildefonso is a Catholic Christian temple in Jaén. The first news that exist about the primitive building date from 1248, when it was created as a chapel for the service of the cathedral. Two centuries later, in 1430, it became the scene of the famous miraculous event of the descent of the Virgin Mary to the city of Jaén. From this fact, it becomes a sanctuary to worship the image of the Virgin that was inside, under the invocation of Capilla. In the sixteenth century the Virgin of the Chapel is named patron saint of Jaén. Finally in 2010 Pope Benedict XVI declared it a Minor Basilica.

Concerning its style, the temple is composed of three façades: the oldest, Gothic style, is the one located at the back of the church. The lateral portal, of Renaissance style, has a relief with the imposition of the chasuble to San Ildefonso. The last to be built was the main neoclassical doorway, which is crowned with the image of the saint after whom the building is named.

Around this emblematic monument of the city of Jaén, there is a curious legend known as The Head of the Church of San Ildefonso. This legend is based on a real fact narrated by Antonio Becerra. In the Church of San Ildefonso, on one of the buttresses that flank the doorway that opens onto the square, right at the eaves of the roof, there is a head carved in stone. It is said that it is the living portrait of a young man, son of the city's main person, who one night, at the end of the 16th century, hid in the temple and stole the silver lamps that illuminated the Virgin of the Chapel.

He left the city with his booty, but his bad conscience disoriented him and he was captured in Los Villares. Summarily tried in Jaén, he was condemned to death without his parents, in spite of their high influence, being able to defend him. He was hanged and then ordered to be quartered and his remains exposed on the buttresses of the temple to serve as a lesson to possible sacrilegious thieves. When the remains were consumed with time, it was ordered that the head, sculpted in stone, would remain eternally exposed on the buttress closest to the tower.

if you want to know this wonder and its most impressive legends do not hesitate to visit it!

Adapted from <http://www.turjaen.org/es/lugar-interes/basilica-menor-iglesia-de-san-ildefonso>
and Wikipedia

My own translation/

Text 5

Bombshelter

Located in the Plaza de Santiago in the city of Jaén, the Santiago Air Raid Shelter is one of the many air raid shelters that were built in the city after the bombing of the civilian population in April 1937. It is a reminder of the Jaén of the 1930s and the consequences of the bombing.

The shelter today is a space for peace that pays tribute to the victims and tries

to explain to the visitor through photographs and explanatory texts the historical context and the circumstances in which these events took place. Moreover, it is considered as an example of military architecture during the war period, an enclave of the tourist-artistic itinerary of the city, and, as a Center for the recovery of the Historical Memory.

Among its best-known curiosities are the following:

- The name of the refuge comes from the old Church of Santiago that was located above where the refuge is today.
- According to the story, one of the pilots of the escort of the bombers was from Jaén and when he saw that the objective was his native city, he withdrew from the operation.
- The clock of the Church of San Ildefonso was marked for a long time at 5.20 p.m., the time when the bombs fell.
- The poet Miguel Hernandez, after knowing these events, wrote several articles about the bombing in *Frente Sur*.
- Due to the fear caused by these events, a large part of the population fled to the Cerro de Santa Catalina and to the surrounding orchards and olive groves. The owners of the farmhouses moved to them, some of them until the end of the war.
- The reference point given to the pilots when dropping the bombs was the cathedral of Jaén.
- The operations order indicated to the pilots that the reference point from which the bombing had to be carried out should be the eastern part of the cathedral.

Adapted from <http://www.turjaen.org/es/node/2295>

My own translation



Activity 4: KEEP CALM AND MEET JAÉN!

Time: 15 minutes.

Group: WC

Skills: Listening and Speaking interaction.

Materials: electronic whiteboard and projector (Genially).

Description: In the last part of the session, the teacher will explain to the students what the final project is about and what tasks they will have to perform to complete it.

The project is called *KEEP CALM AND MEET JAÉN!* The aim of this project, first and foremost, is for students to learn about their own cultural and historical heritage. Further to this, to promote the city of Jaén and its tourism because in the last few years it has been quite forgotten. Finally, yet importantly, students are able to connect the

two aspects mentioned above with the learning and actual use of the English language since they will interact with real English native speakers.

Apart from explaining to the students the tasks they will carry out during the project; the teacher will tell the students that during the whole project each group will be accompanied by a representative of a travel agency from the city of Jaén. In this way, the students will connect with the activities and will carry them out in a more real way and with professional help.

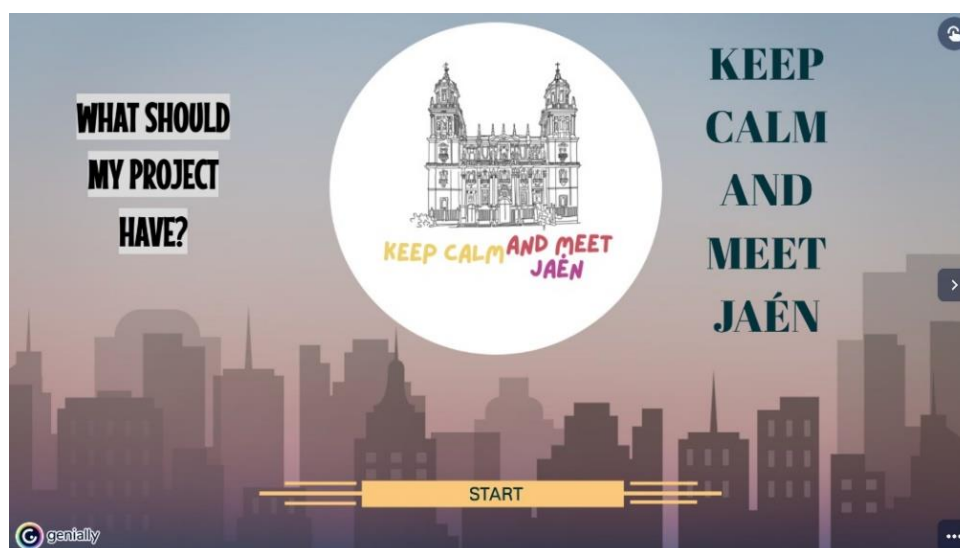
As mentioned in the theoretical part of our didactic unit, the main methodology on which the project would be based is Project Based Learning. However, we would combine it with another active methodology, Service Based Learning. For this reason, it may be beneficial for the students to have someone to serve as a link between the project and the service to be provided to the city of Jaén.

The project will be divided in three main different parts:

1. **Instagram's post**
2. **Elaboration of a guidebook of the chosen monument/tourist attraction + oral presentation**
3. **Prepare their real tours with/for English native speakers.**

Figures 17 & 18

Screenshot project explanation





Note. Project explanation; own elaboration designed with
<https://view.genial.ly/60ae804d90ef300d2bed8e33/presentation-presentacion-metropolis>

SESSION 5: PUT PEN TO PAPER!

Activity 1: Listening: 'Tour of London'

Time: 10 minutes.

Group: IW+GW

Skills: Listening, writing and Speaking interaction.

Materials: Electronic whiteboard, projector and paper.

Description: This session will start with a listening activity. The main objective of this activity is that students take notes about how the travel guide conducts the tour. First, individually, students will listen to the audio and they have to take notes about new useful vocabulary related to culture or tourism, but also the structure of the tour. Then, with their project group, they will share their notes in order to create their Instagram's post, and, especially, their guidebook. Besides, this activity is also useful for students to have a reference for their oral interaction as travel guides with real English speakers for the final part of their project.

Figure 19

Tour of London listening activity

Take a tour of London by listening to this tour guide and do the exercises to improve your listening skills.

► Instructions

► Preparation



► 0:00 / 2:43



Note. Adapted from Tour of London [image], British Council, 2013
<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/tour-london>

Activity 2: Promoting our favourite monument: Instagram's post

Time: 15 minutes.

Group: GW

Skills: Writing and Speaking/Collaborative interaction.

Materials: Laptops.

Description: It is the first task of the final project. Once the students have properly acquired the contents of the unit as far as grammar and vocabulary are concerned with the idea of implementing them naturally in their oral/written interactions and they have chosen the monument/tourist attraction they will promote (Session 4, act. 2), they have to create a post to the Instagram account previously created by the teacher together with the travel agency of the city that will accompany the students throughout the process of creating the project. It is crucial to mention that during the elaboration of the project in the classroom, this account will be private and only the teacher, the travel agency and the students will have access under the supervision of the teacher.

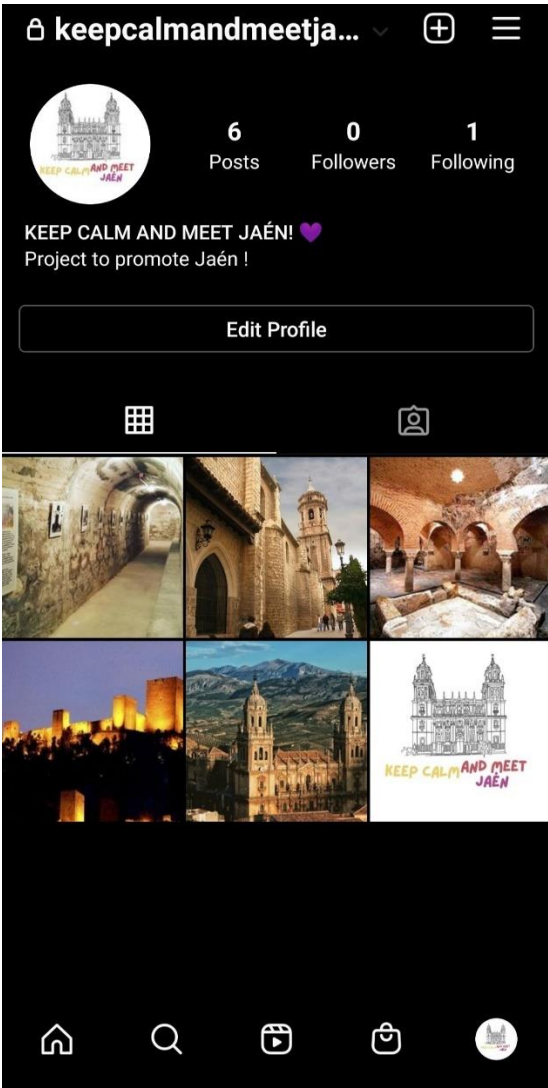
Each group has to create a striking post about their monument to promote it and catch the tourists' attention. They can use images, hashtags and catch phrases which include vocabulary learnt in this unit as well as the use of the passive voice. With this activity, students are also connected with the use of social networks and ICTs.

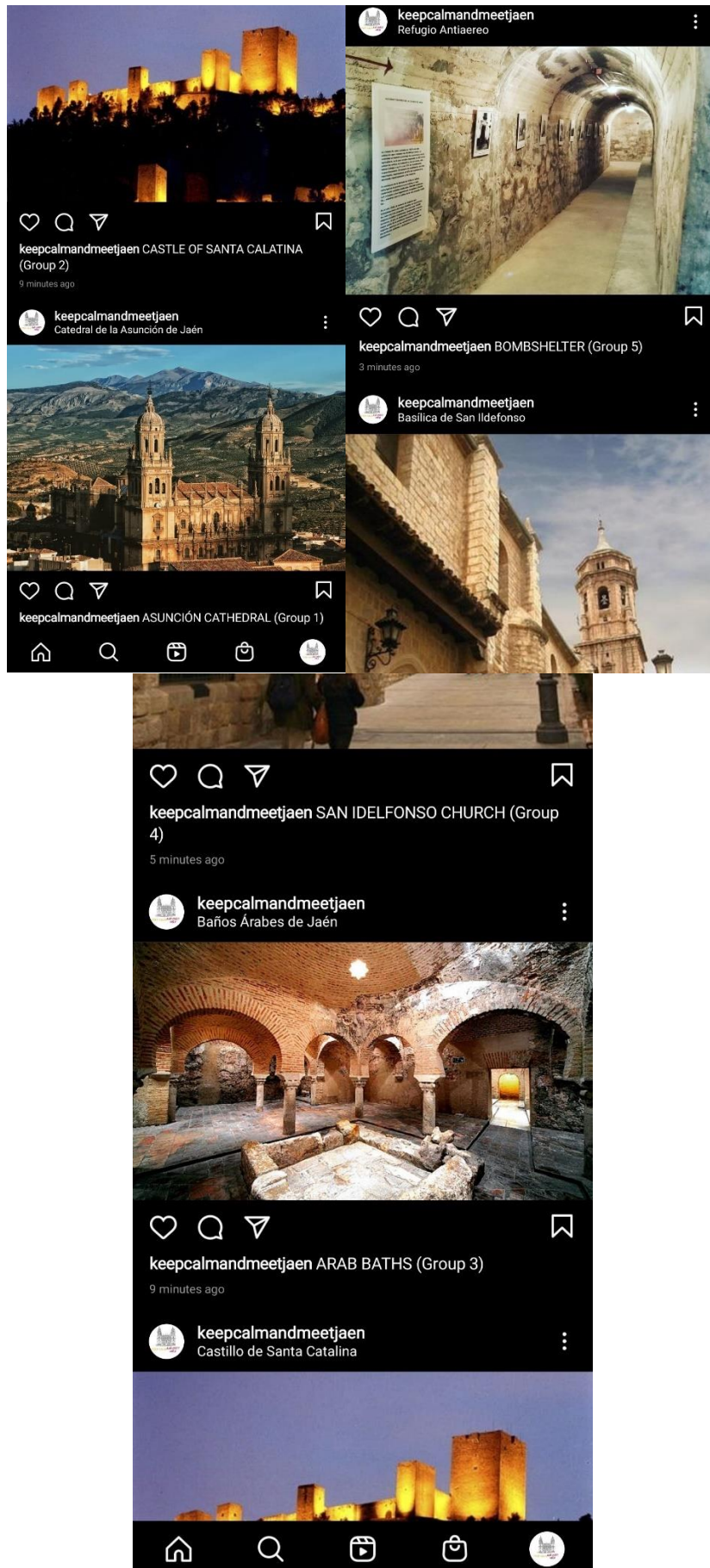
Alongside with the application of what they have learnt in the unit, the aim of this first task of the project is for students to start creating a service for the community, in this case to promote tourism in Jaén. Nowadays, social networks are a great platform to give and spread information as well as to reach all kinds of audiences in a faster way. In order to carry out this project, we have previously investigated whether there was any social network that promoted tourism in the city of Jaén and we have found several accounts about it. However, all the accounts are in Spanish so it is more difficult for foreign tourists to access them if they do not know the language well. So, this is where the implementation of service-based learning in the classroom comes in.

With the creation of this Instagram account and the posts made by the students, the aim is to bring Jaén closer to tourists, especially English-speaking tourists, through language. As the account is in English, tourists could show a greater interest in getting to know Jaén. Once the project is finished in an educational sense, the travel agency will have the possibility to use this account for their benefit and, above all, for the benefit of tourism in Jaén.

Figures 20, 21 & 22

Screenshot What the Instagram account should look like.





Note. What Instagram account should look like; own elaboration with <https://www.instagram.com/>

Activity 3: CREATE OUR GUIDEBOOK!

Time: 30 minutes.

Group: GW

Skills: Writing and Speaking/Collaborative interaction.

Materials: Laptops.

Description: The last part of this session will be devoted to beginning their guidebooks. The guidebook must have different sections, so each group has to decide what task each member of the group is responsible for. Although each member has a task, it is a group project. They have to help each other in all tasks to create a good final product.

The guidebooks have to be divided into different sections. The teacher will give the students an example of how they should do their guidebooks based on the listening they took at the beginning of this session. To do it, students can use Canva since they have to present it to their classmates, but also, they have to download it and print to offer it to the English tourists during the tour. Moreover, to create the QR CODE the teacher will recommend them to use an online resource called 'QR Code generator'. The teacher will explain in advance how to use both Canva and the QR Code generator.

During these sessions of preparation of the guidebook, each group will have the help of different representatives of the travel agency to help them create the guide as real as possible. It should be remembered that this guide will be offered to the tourists in the final task of the project (Jaén tour). In addition, these guides will also be available for the tour operator for later use as a resource to offer to tourists visiting Jaén.

Once again, we can see the service (SBL) that the students would provide to the city of Jaén with the realisation of their project since they are going to create a useful resource with the intention that it will continue to be used in the future so that those agencies of the city get an innovative guide adapted to foreign tourists.

Figures 23 & 24

Screenshot What the guidebook should look like



Note. What the guidebook should look like; own elaboration designed with <https://www.canva.com/>

SESSION 6: PUT PEN TO PAPER! (2)

Activity 1: CREATE OUR GUIDEBOOK! (Continuation)

Time: 15 minutes.

Group: GW

Skills: Writing and Speaking/Collaborative interaction.

Materials: Laptops.

Description: The teacher will dedicate the first part of the class for students to finish their guide and review their oral presentation.

Activity 2: Oral presentations: *Being travel guides!*

Time: 40 minutes.

Group: GW+WC

Skills: Speaking/Collaborative interaction.

Materials: Electronic whiteboard, projector and peer-evaluation sheet.

Description: Each group has to present their guidebooks to the rest of the class. The main objective of this activity is that students practise how they will go on their tour with the English native speakers. In addition, when a group is doing its presentation, the rest groups have to take notes on the intervention of their peers. Then, they have to praise what their classmates have done right, but also, they have to comment on the errors or mistakes they partners have made and give some recommendation to solve them.

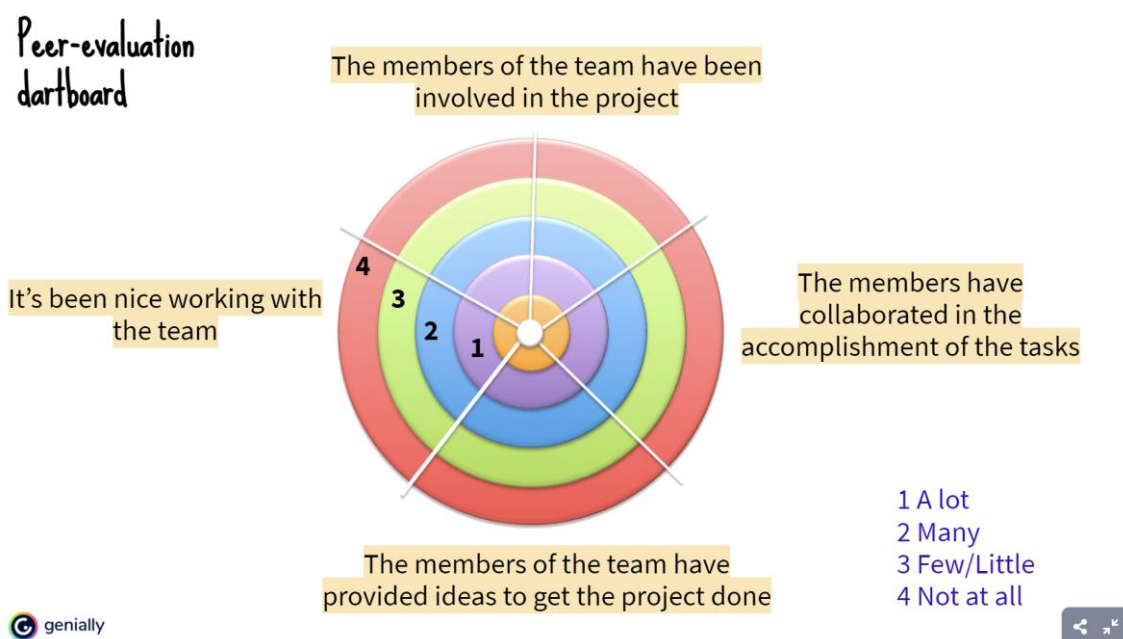
With this activity, students learn from each other's mistakes as well as from the positive things. In addition, having presented the performance they will have to do with the English native speakers will make the students more confident.

At the end of the session, the teacher will give each student a peer-evaluation sheet. With this peer-evaluation sheet, each member of the group has to evaluate the rest of the members of the groups in an objective way. Besides, this task can also help students to make an evaluation of the project. It is worth mentioning that the peer-evaluation sheet will be an evaluable task.

The peer-evaluation dartboard is the following:

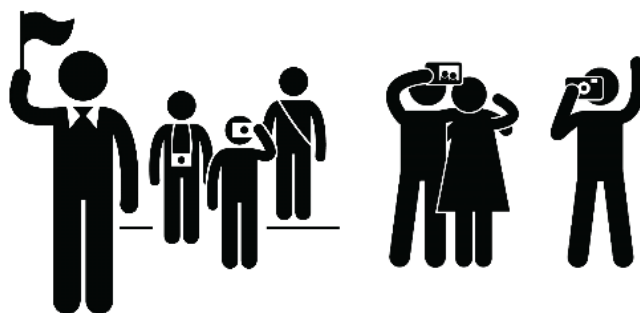
Figure 25

Peer-evaluation dartboard



Note. Peer-evaluation dartboard; own elaboration designed with <https://app.genial.ly/>

SESSION 7: FINAL DESTINATION!



In this final session, students will demonstrate and put into practice everything they have learned throughout the unit and with the realization of their project. During a whole morning, each group will have to prepare a tour of the monument previously chosen for their project. These guided tours will be arranged with the travel agency that has accompanied and helped them during the realisation of the project so that the students have professional assistance. The teacher, with the help of the school's management team and the travel agency, will arrange guided tours with native English speakers (such as Erasmus students in the capital or English people currently living in the city).

This final task of the project is where Service-based learning comes into play. As mentioned above, throughout this project the students have been acquiring some knowledge about the English language in a different way. At this moment, will have to apply what they have learned to real life. Furthermore, they will perform a service to the community of Jaén as they are promoting and attracting international tourism to the city through their guided tours.

In short, the aim of this project is that students are able to learn the English language through projects to encourage their autonomy and teamwork, but also, students will be able to use the English language in real context helping to the community at the same time.

3.9. Materials and Resources

The necessary materials and resources for the development of this didactic unit are:

- Digital blackboard or projector
- Internet connection
- Laptops or tabs
- Canva
- Asana
- YouTube
- SimpleMind
- Basic material (pen, pencil, notebook, etc)



3.10. Evaluation

The evaluation process allows both teachers and students *to know to what extent the objectives we initially aimed for are being and have been achieved (with the purpose of controlling and regulating the learning and teaching situation). It also assists them in interpreting and acting on the results obtained.* This process tries to answer what, how and when to evaluate. Furthermore, evaluation concerns four important aspects: evaluation criteria, assessable learning standards, instruments of evaluation and marking criteria.

3.10.1. Evaluation criteria

Concerning the Order of Jan 15th 2021, the evaluation criteria which will be developed in this didactic unit are, id est, the specific referents to evaluate students' learning as they describe both what is intended to be assessed and what students must reach in terms of both knowledge and competences:

BLOCK 1: COMPREHENSION OF ORAL TEXTS

1.1. To identify essential information, main points and most relevant details in texts brief and well-structured oral statements, dealing with cultural and historical heritage topics. (CLC, CAE)

1.3. To know and use, for the comprehension of the texts, aspects relating to sociocultural, sociolinguistics, and, also, social conventions (customs, traditions, attitudes, values). (CLC, CAE)

1.6. To understand essential and specific information out of different videos about cultural and historical heritage issues. (CLC, L2L)

BLOCK 2. PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION

2.1 + 2.6. To take part in comprehensible conversations and interactions about the importance of both the cultural and historical heritage. (CLC, CAE, L2L).

2.3. To incorporate into the production of oral texts monologic or dialogic texts knowledge, selecting and providing necessary and relevant information, adjusting necessary and relevant information, adjusting expression to the target audience, the communicative purpose, the subject matter and the communicative purpose. (CLC, CAE)

2.9. To interact simply but effectively in clearly structure clearly structured exchanges, using simple messages s or simple gestures to take or yield the floor, even if this turns to speak. (CCL)

BLOCK 3. COMPREHENSION OF WRITTEN TEXTS

3.1. To identify key or relevant information together with particular details out of written texts on cultural and historical subject-matters. (CLC, CAE)

3.3. To know and use, for the comprehension of the text, the sociocultural and sociolinguistic aspects, and, also, general cultural issues present in the text (e.g., historical or literary). (CLC, CAE)

BLOCK 4. PRODUCTION OF WRITTEN TEXTS.

4.3. To incorporate socio-cultural knowledge appropriate to the target audience's expression, the communicative purpose, the subject matter the communicative purpose, the subject matter and the textual medium, and points of view with the necessary courtesy. (CLC, CAE)

4.6. To produce brief written texts about the culture and history of the main monuments of the city including the use of the passive voice. (CLC, CAE).

3.10.2. Assessable Learning Standards

Concerning the Royal Decree 1105/2014, the assessable learning standards which will be used as the benchmarks to specify the different evaluation criteria account for the definition of the learning results are:

BLOCK 1: COMPREHENSION OF ORAL TEXTS

1.3. Recognizes and identifies the main points of formal and informal conversations between two or more interlocutors dealing with cultural and historical heritage.

1.6. Distinguishes, with image support, the ideas and relevant information in presentations related to culture and history topics.

1.7. Understands the global sense of discourse-video.

BLOCK 2. PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION

2.1. Makes brief presentations, well-structured and visually supported on issues of interest or related to the topic.

2.3. Takes part in conversations, gives and shares opinions using IT vocabulary and conditional sentences.

BLOCK 3. COMPREHENSION OF WRITTEN TEXTS

3.6. Understands specific information about culture and tourism in written texts.

BLOCK 4. PRODUCTION OF WRITTEN TEXTS.

4.3. Writes brief messages (e.g., blog, social networks) about how to improve their own culture and create a travel guide of Jaén city.

3.10.3. Instruments of evaluation and marking criteria

The evaluation of this Lesson plan is based on of the following marking criteria established:

❖ Final project:

- Instagram's post (writing)
- Guidebook (grammar, writing, vocabulary)
- Tour with real English native speakers (speaking)



- ❖ Writing "A review of Jaén"
- ❖ Peer-evaluation
- ❖ Participation and class notes

As extra-evaluation tools, we will use different rubrics (see Appendix, page 78): the first rubric will be used to evaluate the video presentation asked as homework in session 1. The second rubric will be used to evaluate the writing task related to how to be a good influencer. The third rubric will be used to assess the teaching process. The final one will be used to evaluate the final oral presentation, but also as peer evaluation since students have to evaluate their classmates' presentations too.

4. Conclusions

Improving the quality of English language teaching in the classroom is the goal that all English teachers and education in general have to achieve. To this end, introducing new methodologies can be a perfect way to get it. For this reason, I have chosen Project-Based learning, but also Service-Based learning as the theoretical basis of this Master's Dissertation. In this regard, I have done some research on the teaching of the English subject, especially in Spain, and on the main learning methodologies that have been and are being used. In this way, I have been able to see how language teaching methodologies have evolved over time. In the same vein, the most traditional and new approaches have been studied. To conclude, I have made an in-depth research on Project-Based learning and Service-Based learning to see its main characteristics and which the strengths and weaknesses of these methodologies are. Likewise, I have briefly commented on how our own cultural heritage is developed in the English classroom.

In addition, throughout this MA Thesis a didactic unit or lesson plan has been designed for the fourth year of Compulsory Secondary Education (CSE). This paper presents the importance of using PBL and SBL methodologies in the teaching process. With the research carried out on this subject, I have realized that these types of learning approaches can be highly beneficial for students in order to develop their skills and capacities. Thereby, this didactic unit is intended to prepare the students to use the English language in real-life situations and proactive classes.

Apart from these methodological aspects, I have introduced and explained all the contents of the course according to objectives and key competences set out in the *Royal Decree 1105/ 2014* and the *Order of Jan 15th 2021*. Furthermore, I have also established

the corresponding evaluation criteria, which will provide us with information about the students to measure all the skills (reading, listening, writing and speaking) and abilities.

From my personal consideration, the importance of this project is pivotal since new learning and teaching methodologies are shown in its application in the classroom. This project also shows how the English language can be learnt in connection with the students' reality, especially their cultural and historical heritage, and how language can be used in real contexts. Besides, it also shows how the learning process and community can be intertwined.

To conclude, the introduction and application of new learning and teaching methodologies in the classroom, especially in the English one, can lead to a wealth of benefits for our students. Throughout these methodologies, the learning process can be funnier and more motivating for students. Nevertheless, innovative learning approach, especially PBL and SBL, may have certain limitations. Since students are used to learning through more traditional methods, they may have some problems in adapting to the new methodologies. In this way, teachers must be available and help students to develop the project in the most positive way.

As a prospective English teacher, I intend to apply this kind of innovative learning and teaching approaches in my lessons. I strongly believe that thanks to these methodologies students will be more interested and motivated on toward learning the English language.

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6. Appendix

PROJECT RUBRIC

EVALUATION STANDARDS	EXCELLENT 10-8 😊	GOOD 7-6 😊	NEED IMPROVEMENT 5 😊	UNSATISFACTORY <4 😞
USES OF UNIT CONTENTS	Use a wide of unit vocabulary. Perfect use of the passive voice.	Use a range of unit vocabulary. Good use of the passive voice.	Use a very limited unit vocabulary. Use the passive voice with several mistakes.	Doesn't use unit vocabulary. Doesn't use the passive voice.
STEPS FOLLOWED	Fully covers all the tasks required for the project.	Covers most of the tasks required for the project.	Only a few of the tasks required for the project have been carried out.	Doesn't cover the steps required for the project.
CREATIVE PROCESS AND CRAFTMANSHIP	The work is unique.	The work is not completely original.	The work is quite similar to other projects in the class.	The idea has been copied.
FINAL WORK QUALITY	Excellent	Good	Need improvement	Low performance

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KEEP CALM AND MEET JAÉN PROJECT

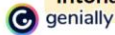
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RUBRIC ORAL PRESENTATION/PART OF THE PROJECT



ORAL PART: KEEP CALM AND MEED JAÉN PROJECT

EVALUATION STANDARDS	EXCELLENT 4	GOOD 3	NEED IMPROVEMENT 2	LOW PERFORMANCE 1	OBSERVATIONS	MARK
Organization	The speech is always organized sequentially. The main ideas are shown first, and then, the secondary ones.	The speech is not always organized sequentially. The main ideas are normally shown first, and then, the secondary ones.	The speech is organized but not in the logical order: first the main ideas, and then the rest.	The speech isn't organized sequentially. The main ideas are not shown first, and then, the secondary ones.		
Vocabulary and grammar	The student uses a wide range of vocabulary and grammar there is no repetition.	The student uses quite a wide range of vocabulary and grammar there is not a lot of repetition.	The student uses some new vocabulary and grammar a few new expressions.	The student tends to repeat words and same sentences all the time.		
Body language	The student is continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is not continuously orientated to the audience. The student tries to keep eye contact during the speech. No nerves expressions.	The student is continuously orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.	The student isn't orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.		
Pronunciation, Rhythm and Intonation	The pronunciation is nice and both rhythm and intonation correspond to those expected in an interview, which contributes to it being followed easily.	The pronunciation is often nice and both rhythm and intonation usually correspond to those expected in an interview, which contributes to it being followed quite easily.	The author makes an effort for adopting the adequate rhythm and/or intonation but it does not often match that expected in an interview. Pronunciation must improve quite a lot.	The author does not try to match the rhythm or the intonation expected in an interview. Pronunciation must improve a lot.		



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WRITING RUBRIC

WRITING PRODUCTION



EVALUATION STANDARDS	EXCELLENT 4	GOOD 3	NEED IMPROVEMENT 2	LOW PERFORMANCE 1	OBSERVATIONS	MARK
CONTENT/IDEAS	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.	Writes related, quality paragraphs, with little or no details.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writing is limited in communicating knowledge. Length is not adequate for development.		
ORGANIZATION	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	Uses correct writing format. Incorporates a coherent closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Writing is brief and underdeveloped with very weak transitions and closure.		
VOCABULARY / WORD CHOICE	Effective and engaging use of word choice.	Uses a variety of word choice to make writing interesting.	Shows some use of varied word choice.	Language is trite, vague or flat.		
SENTENCE FLUENCY	Consistent variety of sentence structure throughout.	Frequent and varied sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.		



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REINFORCEMENT ACTIVITIES

 Discover America
California

1 San Francisco

Fisherman's Wharf is a historic marketplace on the seafront with trendy restaurants, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice Cream and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise round the Bay.

3 Alcatraz Island

Once a high-security prison, Alcatraz Island is one of the Bay Area's most interesting tourist attractions. Take the ferry from Pier 41 and visit the dark cell blocks that were home to America's most wanted criminals.

5 Venice Beach



This is where skateboarding started, so you must visit the famous skate park right on the beach. Also watch the bodybuilders at Muscle Beach Gym, which is where Arnold Schwarzenegger started his career.

6 Hollywood

You can stand in the footprints of Johnny Depp at Grauman's Chinese Theatre and then meet his strangely accurate wax model, along with Hugh Jackman, Lance Armstrong, and Brad and Angelina, all at Madame Tussauds Hollywood. Discover how films are made at the working movie studio at Universal Studios Hollywood, where there are also exciting park rides and shows.



2 Golden Gate Bridge

Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous Californian landmarks. As you cross the 4200-ft bridge below the famous orange towers, you'll enjoy awesome views of the entire Bay Area.



4 Santa Cruz

Go to the Santa Cruz Surfing Museum, which is in a lighthouse, and see classic boards including one eaten by a shark – the surfer survived! Next stop, the Santa Cruz Beach Boardwalk for a ride on the Giant Dipper rollercoaster.



7 Los Angeles

Have you ever wanted to record yourself? Now you can at the fascinating Grammy Museum. You can also learn how to dance like Michael Jackson, and find out about the links between blues and rap.



8 Disneyland

One of the most magical places in the world, Disneyland Park has hundreds of rides such as Space Mountain, Indiana Jones Adventure, Matterhorn and Pirates of the Caribbean. A day in Disneyland is a day you will never forget!

1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|----|--|-------------|--------------|
| 1. | Fisherman's Wharf, Ghirardelli Square and Pier 39 are all in San Francisco. | <i>True</i> | <i>False</i> |
| 2. | The Golden Gate Bridge is the shortest suspension bridge in the world. | <i>True</i> | <i>False</i> |
| 3. | Alcatraz is still a prison today. | <i>True</i> | <i>False</i> |
| 4. | You can see a surfboard damaged in a shark attack in the museum in Santa Cruz. | <i>True</i> | <i>False</i> |
| 5. | Ice skating is a popular activity on Venice Beach. | <i>True</i> | <i>False</i> |
| 6. | You can meet real film stars at Madame Tussauds in Hollywood. | <i>True</i> | <i>False</i> |
| 7. | The Grammy Museum in Los Angeles is dedicated to music and dance. | <i>True</i> | <i>False</i> |
| 8. | Space Mountain is the name of one of the hotels in Disneyland. | <i>True</i> | <i>False</i> |

2. Check your understanding: matching

Match the person with the place they would enjoy most. Write a recommendation for them in the box.

Santa Cruz Surfing Museum	San Francisco	Golden Gate Bridge
Madame Tussauds Hollywood	Grammy Museum	Alcatraz Island

	Recommended place to visit
1. 'I love ferry rides. They're so much fun. I also like visiting places with an interesting and unusual history.'	
2. 'I'd love to have my photo taken with all my favourite film stars!'	
3. 'I really want to go on some exciting rides. I've just taken up surfing too so I'd like to learn more about that.'	
4. 'I'm a keen photographer so I want to go to the place with the best views.'	
5. 'When I'm on holiday, two things are most important for me: great shopping and great food.'	
6. 'I'm a music lover and my dream is to record a song.'	

Discussion

Which place in California would you like to visit?

www.britishcouncil.org/learnenglishteens

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Cultural heritage



Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

CIVILIZATION

FOLKLORE

VALUES

CUSTOM

CUISINE

PRACTICES

DANCE

MONUMENTS

OBJECTS

MUSIC

TRADITIONS

ARTWORKS

CULTURE

iSLCollective.com

Retrieved from iSLCollective.com

Imagine visitors coming to one of the World Heritage Sites. They have never been here before and they do not know their way around. Answer the questions; then tell the class about the place you've chosen. Be sure to include necessary vocabulary!



1. List the name of the site chosen by your group.

2. Give reasons for choosing this very place.

3. Describe the World Heritage Site.

4. Why might tourists enjoy visiting this place?

5. List not less than 3 rules for visitors.

1.

2.

3.



Retrieved from iSLCollective.com

EXTENSION ACTIVITIES

Apart from the proposed activity for fast-finishers (cf. Attention to diversity, page 31), other extension activities can be carried out in this unit such as:

- Activity which can help students with their final project. this activity is similar to one proposed as a reinforcement activity.

<https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/my-city>

- Role-play activity

The teacher divides the students into pairs. Each member of the pair has a role: Member A: a tourist who has just arrived in the city of Jaén and knows nothing about it; Member B: receptionist at the hotel where the tourist is going to stay during his trip. The aim of this activity is for students to establish a conversation using the vocabulary (tourism, culture) and grammatical content (the passive voice) seen in class.

