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**Project-Based Teaching:
*Organising an Irish Event***

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Abstract

The search for the ultimate and effective method for teaching foreign languages has been one of the main pursuits of all teaching professionals. For this reason, the present work is dedicated to a study on one of the most recent methods in the teaching of languages within the communicative approach: Project-Based Teaching (PBT). We will analyse firstly the internal and external factors that operate in the process of learning a second language, and then both what the communicative approach and Project Based Teaching consist of and how they can bring great advantages in the classroom as opposed to traditional methodologies. The work also presents a proposal for a didactic unit whose development is based on the Project-Based Teaching methodology and which is focused on the teaching of English as a foreign language for learners of intermediate level.

Keywords: *Language teaching, Communicative approach, Project-Based Teaching, English teaching, Didactic unit.*

Resumen

La búsqueda del método definitivo y eficaz para la enseñanza de lenguas extranjeras ha sido uno de los principales objetivos de todos los profesionales de la enseñanza. Por ello, el presente trabajo está dedicado a un estudio sobre uno de los métodos más recientes en la enseñanza de lenguas dentro del enfoque comunicativo: el Aprendizaje Basado en Proyectos (ABP). Se analizarán primero los factores internos y externos que intervienen en el aprendizaje de una segunda lengua, y seguidamente en qué consiste tanto el enfoque comunicativo como el Aprendizaje Basado en Proyectos y cómo éstos pueden aportar grandes ventajas en el aula en contraposición con las metodologías tradicionales. El trabajo también cuenta con una propuesta de una unidad didáctica cuyo desarrollo está basado en la metodología del Aprendizaje Basado en Proyectos y que está enfocada para la enseñanza del inglés como lengua extranjera para alumnos de nivel intermedio.

Palabras clave: *Enseñanza de lenguas, Enfoque comunicativo, Aprendizaje por Proyectos, Enseñanza del inglés, Unidad didáctica.*

1. INTRODUCTION

Our society is constantly changing and we must necessarily adapt ourselves to these changes. Since there is a point in which old ways are considered old-fashioned, the world has been evolving and innovating continually according to the different needs that society demands. We can consider how different aspects such as politics, technology, economy, etc. were years ago and how they are nowadays.

The educative field is another aspect that has been changing over the years. However, it is said that the rhythm in which education has evolved is not the same pace as that of society. The old way of teaching in which the teacher gives the lesson and students listen, take notes and then make exams is no longer working in the classroom. Because traditional methodologies perceive learning as an accumulation of knowledge that students are likely to forget after the exam, whereas society demands an educative system focused on the development of skills such as independence, creativity, problem-solving, teamwork, criticism, etc.

Focusing on the teaching of languages, different transformations have taken place over the past years. Nevertheless, some experts claim that this is not enough, and still, there is a current paradigm regarding the methodologies used in the classroom. The idea of a method conceived as the universal solution has been fading away. Instead, approaches that assume the process of teaching and learning as a dynamic procedure based on the dialogue and the exchange of experiences between teachers and students are gaining more prominence: teachers must adapt the different goals and teaching procedures according to the students' interests, expectations and specific characteristics.

Within these new approaches, Project-Based Teaching (henceforth, PBT) is considered as an evolved proposal inside the Communicative approach. It is a method based on the creation of a final product. This final product is a project developed in a real context, so that students may find the process of creation practical (Fried-Booth, 1993). It is important to bear in mind that the main aspect of this method is the process of creation in itself, rather than the result. The intention is to achieve that students develop confidence and independence: learners will be involved in a series of real communicative and contextualized situations in which they will be encouraged to use the target language.

1.1. Justification

Since my idea for the future is to become an English teacher, I have chosen this topic for my research because I want to explore in more detail about the newest methodologies which are focused on students rather than on the teacher. I believe that those approaches in which there is a special attention on learners' needs and characteristics, and where they feel the real protagonists of their own learning process are more effective than traditional methodologies.

Therefore, the current research is delivered to the study of Project-Based Teaching for the teaching of English as a foreign language in the classroom together with a proposal for a didactic unit based on this methodology, in which students will be guided throughout different activities that will have as a final product the organization of an Irish event.

1.2. Objectives

The objectives of this research are distinguished between general objectives and 'future' objectives. The general objectives, which will be related to the theoretical part of this research, are the followings:

- To give a brief overview of what factors operate during the process of learning a language.
- To illustrate the Communicative Approach throughout its features and outline the different approaches based on communicative language teaching.
- To define and explain in what Project-Based Teaching consists.
- To put forward a proposal of a didactic unit based on this methodology in which students have to organise an Irish event as a final product.

Since the didactic unit presented in this work will not be implemented in the classroom, we have established the following so-called 'future' objectives, which we expect to fulfil throughout further research:

- To consider the fact that students can learn English in a more realistic and useful way thanks to PBT rather than throughout traditional methodologies.
- To make students develop a series of skills such as confidence, fluency and responsibility by means of PBT.

1.3. Structure

The structure of this work will be divided into the following parts:

- The first part, corresponding to the previous introduction with the justification, objectives and the current structure of the research.
- The second part will be delivered to the theoretical framework, in which we will cover: the learning of a second language (internal and external factors affecting this process); the Communicative approach and Project-Based Teaching.
- The third part will be the development of the didactic unit proposal called *Organising an Irish Event*. Inside this section we will explain the linguistic and non-linguistic objectives that this project pursues, to whom this is addressed, the contents, the different activities proposed and the assessment.
- The last part will be delivered to the conclusions obtained throughout this research, followed by the list of references used during this investigation. Finally, we will also provide the annexes used at the end of this research.

2. THEORETICAL FRAMEWORK

2.1. The learning of a second language

When talking about the process of acquisition of a second language (henceforth, L2), the concepts of *acquisition* and *learning* must be taken into account. According to Krashen (1983), there are two systems, known as subconscious language *acquisition* and conscious language *learning*, which are independent and in charge of developing the corresponding ability in second languages. Language *acquisition* is a similar process we use when learning our mother tongue, in which interaction is needed as part of the natural communication (Krashen, 1983). On the other hand, language *learning* is the type of learning associated with formal instruction. Quite on the contrary to language acquisition, this process is a conscious one, and as a result, learners are encouraged to know ‘about’ the language, like for instance grammar rules (Schütz, 2007).

All children – except for those with a speech disorder or something similar – can master their first language during a specific period of time. Nevertheless, that is not the case for second language learners, who may differ in the way they acquire a second language (Lightbown & Spada, 1993).

When thinking about the possible reason(s) of this variety of proficiency among different L2 learners, it is said that second language learners start much later to acquire the

second language as opposed to first language learners (Larsen-Freeman & Long, 1991). However, as we will see later on, there are other factors apart from age involved in the process of second language learning. These factors may explain why there are learners who acquire the L2 easily whereas some others have struggled with it (Larsen-Freeman & Long, 1991). Throughout numerous researches and studies on the topic, linguists have been trying to answer the following premise: if we had information about learners' personality, intelligence, motivation, or age, could it be possible to predict the level of success in second language acquisition? (Lightbown & Spada 1993).

Therefore, in this section, we will revise those factors and until what point they influence on the process of the second language acquisition. They are categorised into two different types: internal factors, which has to do with the learner (age, personality, intelligence, etc.) and external factors, related to the learner's context (educational or natural context).

2.1.1. Internal factors

2.1.1.1. Age

The first internal factor that must be taken into account is age. As we will see later on, age is considered easier to explain and measure than the other internal factors below. Nonetheless, the relationship between age and success in second language acquisition has been quite controversial (Lightbown, 1993).

The concept of age in language acquisition is necessarily linked to the Critical Period Hypothesis, which suggests that our brain is predisposed to acquire a language during a specific period of time (Lightbown & Spada, 1993). According to this hypothesis, we may infer that children are more predisposed to learn successfully a second language than teenagers or adults:

“Language learning which occurs after the end of the critical period may not be based on the innate structures believed to contribute to first language acquisition or second language acquisition in early childhood. Rather, older learners depend on more general learning abilities - the same ones they might use to learn other kinds of skills or information (...) adolescents and adults are no longer able to call upon the innate language acquisition capacities that work so well for young children.” (Lightbown & Spada, 1993, p. 42)

Researches delivered to the study of speaking skills in second language learning concluded that the period of time in which a learner can master a second language is before the age of 15 (Lightbown & Spada, 1993).

Nonetheless, Critical Period Hypothesis has been criticized lately, since by means of different studies it has been proved that older learners were better than younger ones in the early stages of second language development (Lightbown & Spada, 1993).

Therefore, older learners have an initial advantage in the learning of a second language, especially on grammar. However, they will be overtaken by younger learners who have been exposed enough to the second language, and they will be the only ones able to master a native-like accent in informal contexts.

2.1.1.2. *Intelligence*

Different researches have been carried out to the study of until what point intelligence and second language learning are related. The conclusions of these studies were rather interesting, since intelligence may be connected to some second-language skills than others (Lightbown & Spada, 1993).

According to these researches, intelligence plays an important role in skills related to reading and writing, but it is not the case in oral skills such as listening or speaking. Thus, intelligence seems to be a strong factor when it comes to learn second languages in classrooms (Lightbown & Spada, 1993).

2.1.1.3. *Aptitude*

Aptitude is another factor that may play an important role in the learning of a second language. It is described as the so-called natural ability that makes individuals doing something very easily and well done if they are motivated. Presumably, this ability depends on some combination of more or less enduring characteristics of the individual (Carroll, 1981).

Experts have been studying this factor and have oriented their researches for the creation of a series of tests to predict the success in language learning. The most outstanding ones are known as the Modern Language Aptitude Test (MLAT) and Pimsleur Language Aptitude Battery. These tests analyse characteristics such as the identification and memorization of new sounds, the capacity of understanding the grammatical function of words, memorization of words, etc. (Lightbown & Spada, 1993).

Therefore, taking all these aspects into account, we can consider the fact that learners will be more successful in language learning if they possess these characteristics. Although those tests for aptitude have been quite acknowledged, other experts (Larsen-Freeman & Long, 1991) think that these tests do not really measure aptitude and language learning; as a result, it can be stated that there are no conclusive results about this issue.

2.1.1.4. *Personality*

Personality is another factor that is thought to influence on the process of language learning, but there have been difficulties regarding their effects by means of empirical studies (Lightbown & Spada, 1993). Throughout different researches, personality has been studied in order to measure until what point it is considered as a factor that affects language learning. Larsen-Freeman and Long (1991, pp. 184-192) establish seven different criteria related to personality and language acquisition:

- *Self-esteem*: it is related to the feeling of how valuable a person thinks s/he is as an individual. Self-esteem and their relation with language acquisition were studied, concluding that there is a certain correlation between the level of self-esteem and the performance on the second language.
- *Extroversion*: it has always been said that extroverted people are better than introverted ones in language learning. Nevertheless, there are no empirical studies that can prove this popular belief.
- *Anxiety*: the feeling of anxiety varies from an individual to another. In the researches made to study the relation between anxiety and language learning, results were not quite consistent. In other words, whereas in some cases, anxiety was considered a negative effect, in some others it was seen as a positive factor that improves performance. These ambiguous results can be explained thanks to the concepts of *facilitating* and *debilitating anxiety*. According to Scovel (1978), when anxiety is facilitated, learners are willing to face the task they are asked to do because they feel excited about being challenged. Quite on the contrary, in debilitating anxiety learners are asked to ‘avoid’ the task they are asked to do, leading to an “avoidance behaviour” (p. 79).
- *Risk-taking*: some of the risk-taking attitudes that characterize a good language learner are related to those who are more adventurous, shameless in the sense that they do not care about appearing foolish in order to speak. They will use all the knowledge they have about the language without feeling embarrassed.
- *Sensitivity to rejection*: this can be considered as the counterpart of the previous feature of risk-taking. There are learners who are more sensitive to people’s opinions or comments. They may feel embarrassed when it comes to speak in a different language because they are afraid of what others may say if they make some mistake while speaking, for instance.

- *Empathy*: People are considered as empathic when they can put themselves in another's shoes. Some of the researches developed to measure the relation between empathy and language learning were inconclusive, whereas other different studies proved that empathy was positive. However, Larsen-Freeman and Long (1991, p. 189) refer to a study made by Guiora, Lane, and Bosworth (1967) in which positive correspondences were found between the marks students got on the Micro-Momentary Expression (MME) test and their pronunciation.
- *Inhibition*: Lightbown and Spada (1993, p.38) cite Guiora, Brannon, and Dull (1972) who carried out some researches about the effects of alcohol in pronunciation. The results were that those who received a small amount of alcohol did better on pronunciation than those who were sober. Nevertheless, it was also noticed that when the amount of alcohol increased, the level of pronunciation got worse.

2.1.1.5. *Motivation & attitudes*

The concepts of motivation and attitude have been the subject of numerous researches in language learning. There is, indeed, a correlation between the success in second language learning and a positive attitude, whereas as far as motivation is concerned, there is no way of predicting until what point motivation affects learning (Lightbown, 1993).

According to Gardner and Lambert (1972), there are two distinguished types of motivation in language learning: *integrative motivation* and *instrumental motivation*. The former type is related to the learner's wish to identify with the ethnolinguistic group, whereas in the latter type the learner is motivated to learn the language due to functional reasons, for instance obtaining an official language certificate (Larsen-Freeman & Long, 1991).

Furthermore, related to the concept of context in language learning, Larsen-Freeman and Long (1991, p. 133) quotes Cooper (1981), who assures that most of learners will be willing to learn a foreign language if they had to accomplish significant goals to them by doing so.

2.1.1.6. *Learning styles*

The study of learning styles has been quite important in the educative field. These studies reflect that every learner employs different strategies or skills in order to approach a given task (Lightbown, 1993). For instance, let us consider as an example those people who have 'visual' memory, and they just need to see something to retain it in their heads, whereas some others are more likely to retain information if they just listen to it. Another example would be learners that prefer to work individually versus those who rather work in pairs or groups.

Thus, the issue of learning styles has led to the conclusion that learners who carry out tasks in which they have some freedom and feel comfortable with their learning style are going to work better than those whose way of learning has been imposed (Lightbown, 1993).

2.1.2. External factors: contextual variables

The process of acquisition of a second language can take place in different educative and sociolinguistics contexts. Even though the study of the influence of the context in the process of acquisition is relatively new, it is widely recognized that the role of contextual variables may affect to the process (Ellis, 1994).

Second language acquisition may take place in natural/informal contexts or in educative/formal contexts. In the former one, the process of L2 acquisition is similar to the process of the first language (henceforth, L1) acquisition, that is, acquisition occurs as the result of the interaction with native speakers of the L2. In educative/formal contexts, learners receive formal instructions about the language together with feedback about specific or general aspects of their results during the instruction (Cenoz & Perales, 2000). It is noteworthy that in formal contexts the L2 acquisition takes place mostly in the classroom.

Cenoz and Perales (2000) refer to Ellis (1990) for explaining the main differences between both contexts. These differences are related to the location, participants, topics, and the communicative purpose. As a general rule, the formal context is more limited as far as the diversity of factors involving the use of language is concerned. However, although natural and educative contexts seem to be quite different, there are situations in which features from both contexts can meet. That is why it is considered the idea of a continuum of these contexts, whose endpoints are the educative and the natural contexts but with the possibility of accepting intermediate positions. There is a scheme of the continuum of natural and educational contexts in the following image (figure 1) translated from the article of Cenoz and Perales (2000, p. 2).

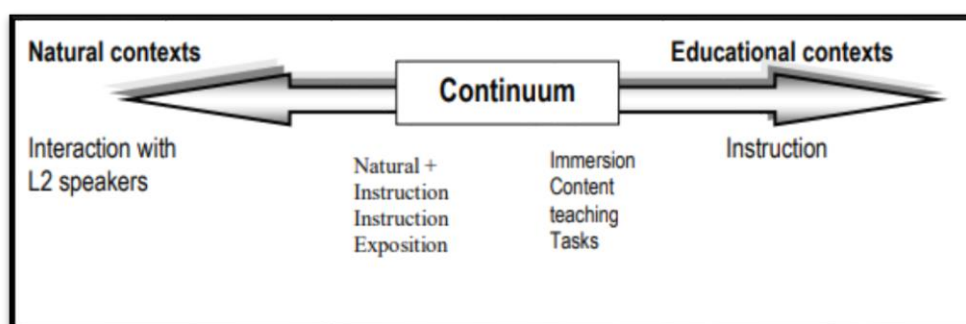


Figure 1. The concept of “continuum” in natural and educational contexts

As we can see in the figure, natural and educational contexts are presented at each end of the image, and in the middle, we have the continuum of both. Therefore, there is a possibility of using elements from the two contexts in the process of learning a language, rather than just focusing on one unique context.

2.2. The Communicative approach

The Communicative approach for the teaching of languages first appeared in the early 70s (Savignon, 2018). While traditional and structuralist approaches were focused on the correct use of the language and its linguistic structures, communicative approaches are more concerned with the communicative competence, that is, the capacity to communicate in the L2 (Font, 1998). There are three main principles upon which the communicative approach is based (Richards & Rodgers, 1986, p. 90):

- Communication principle: those activities that imply real communication promote learning.
- Task principle: those significant tasks in which the target language is used also promote learning.
- Meaningfulness principle: if the language is significant, it helps as a support to the process of learning.

According to this approach, language is considered as a system for expressing meaning and the main purpose of language is interaction and communication (Richards & Rodgers, 1986). Structural aspects of the language are not set aside, but rather, they are recycled as pre-communicative activities aimed at the learning of the linguistic system. Those activities will be followed by communicative tasks (Littlewood & William, 1981).

Hence, the arrival of the communicative approach implied the reconsideration of many different issues, for instance the necessity of defining new linguistic units or the integration of sociolinguistic elements of each linguistic community (Giovannini, Martín, Rodríguez & Simón, 1996). In other words, communicative approaches are focused on the communicative aspects of a language, although its linguistic or structural aspects are taken into account as well. The main discussion in the teaching of languages in communicative approaches has been until what point teachers should focus on the structural elements of the language.

2.2.1. Communicative competence

Bagarić and Djigunović (2007) mention Canale and Swain (1980) to define communicative competence as “a synthesis of an underlying system of knowledge and skill needed for communication.” (p. 96). This knowledge, according to Canale and Swain, is related to both the conscious and unconscious one that the learner has about language together with different aspects of the use of language. Furthermore, Canale and Swain identified four skills that constitute the communicative competence and that summarise the way learners can use the knowledge they have about the language in real communication (Bagarić & Djigunović, 2007). Those skills are:

- Grammatical skills: consisting of the ability to use the grammar and lexicon appropriately.
- Sociolinguistic skills: related to the ability to comprehend the social context in which communication is taking place (for instance, the content shared between the speakers or the purpose of interaction).
- Strategic skills: consisting of the ability to start, end, maintain or redirect the communication.
- Discursive skills: related to the ability to interpret the individual elements of a message by means of coherence and cohesion.

2.2.2. Communicative language teaching: key features

In communicative language teaching, we can distinguish six different features that summarise the way formal instruction takes place within this approach. Those features are:

1. The role of the teacher and the student

In communicative approaches, there is a change between the role of the teacher and the student. In a traditional classroom, the teacher was in charge of transferring the knowledge, organising the class, preparing the material, asking and answering questions, saying what to do, correcting, evaluating etc. (Fernández, 2001). Meanwhile, students just listen and do what the teacher asks them to do.

However, within these approaches, the teacher functions as a mere guide or consultant (Tsiplakides & Fragoulis, 2009). Therefore, teachers will be focused on motivating the students, helping them with their doubts, giving clues so that they may infer the answer etc. Teachers must be prepared and adapt themselves to different situations, laying aside the textbook and

focusing on the students' needs. They go from giving orders - as it happens with traditional methodologies - to suggest how things should be done in the classroom. Fried-Booth (2002) establishes a series of instructions about how the teacher's role should be:

“Wherever you teach and in whatever circumstances, your role remains fundamentally the same - that of a participant and coordinator when necessary, responding to a language point that may need presenting or revising, and anticipating linguistic or logistical problems (...) you are a figure in the background evaluating and monitoring the language being used. Your role is perhaps most vital in trying to maintain an overview and inspiring confidence so that your students feel they are learning by working towards their objectives.” (p. 18).

Conversely, students are aware of what they have to do, when and how; they do not need either orders or commands from the teacher. They work hard, value their own difficulties, ask for help if needed, evaluate the different resources, assume the responsibility of their own learning and develop confidence in themselves (Fernández, 2001). They feel motivated because they are learning how to do useful things with the language. Besides, they are encouraged to express their individuality by sharing ideas and opinions, so that confidence is reinforced through cooperative communication between the teacher and students (Larsen-Freeman, 1986).

2. Learners' autonomy

One of the main ideas inside the communicative approach is that students must be able to control their own learning process. This concept is known as learners' autonomy (Holec, 1980). The concept of autonomy is associated with terms like responsibility, maturity, and personal development (Fernández, 2001).

Autonomy plays a decisive role since the idea of a classroom in which the teacher is the central figure is now changed for a more student-centred classroom. Hence, the development of autonomy in the learning process acknowledges students as the protagonists of their own learning (Fernández, 2001).

3. Learners' training

As we have previously said, the concept of autonomy implies that the teacher must assume a new role in the communicative classroom as facilitators. Since the idea in this approach is to push students so that they can be responsible of their own learning, teachers' duty will consist on helping them be more autonomous by means of a variety of learning strategies that take into account students' individual learning styles (Fernández, 2001).

4. Learners' errors and evaluation

Within communicative approaches, errors are conceived as part of the natural process of learning, and, therefore, they are accepted in the classroom. It is also accepted the fact that although some students may have limited linguistic knowledge, they can be still good communicators (Zanón, 1995).

As far as the evaluation is concerned, an evaluation only focused on the contents or students' general capacities may lose touch with the main objectives of the course. The evaluation must be centred on what students do, how and with what contents. Besides, teachers have to evaluate the different decisions that constitute the classroom: tasks, students' pronunciation, the materials they produce, etc. In other words, the evaluation gathers a set of reports during the class that allow teachers to improve regularly the process of learning (Zanón, 1995).

5. Working in pairs and small groups

In communicative approaches, students are encouraged to work in pairs or small groups. Cooperative learning is conceived as a key element in the development of competence in a language. Therefore, although students may be able to create meaning in an individual way – that is, in their minds –, it does not make sense until they are presented, either written or spoken, in social interaction (Nunan, 1992). Working in pairs or small groups potentiates the time each student has to communicate and, hence, they learn by means of using the language.

6. The use of authentic materials

Needless to say that, if the main objective in communicative approaches is that students are able to master a language for communicative purposes, the use of authentic materials has to be considered indispensable. The use of authentic materials in the classroom can be either written or spoken: newspapers, books, dialogues or monologues with native speakers, etc. By means of authentic materials, students are exposed to the language native speakers really use (Zanón, 1995).

Finally, to conclude with this section, we would like to appoint in more detail the main differences between structuralist or traditional approaches and communicative approaches in the following chart translated from Font's article (1998, p. 5):

STRUCTURALIST / TRADITIONAL APPROACHES	COMMUNICATIVE APPROACHES
Priority to the significant and its structures.	Priority to meaning.

Memorisation of dialogues based on grammatical structures.	Dialogues have communicative functions and they are not memorised.
Language elements are not contextualized.	Contextualization is essential.
Learning a language consists of learning words, sounds or structures.	Learning a language consists of learning how to communicate.
Intend the mastering of the language.	Intend efficient communication.
The use of the L1 is forbidden.	The use of the L1 is allowed.
The linguistic system is learnt by means of the teaching of rules.	The linguistic system is learnt by means of the communicative process.
The teacher monitors the classroom.	The teacher encourages and helps in the classroom.
Errors and mistakes must be avoided.	Errors and mistakes are considered part of the learning process.
Correction as an objective.	Fluency as an objective.
Students interact with the language by means of controlled materials.	Students interact with other people by means of working in pairs or small groups.

Table 1. Comparative chart of traditional and structuralist methodologies versus the communicative approach.

By comparing both pedagogical methodologies, we might conclude that in traditional methodologies the motivation comes from the interest of the language structures and their rules, whereas in communicative approaches the motivation comes from the eager to communicate using the language in real contexts. Therefore, whilst traditional approaches search for linguistic competence as a final goal, communicative approaches are mainly focused on the development of the communicative competence as a final result.

2.2.3. First communicative approaches: Notion-functional approach

The first communicative method was the so-called notion-functional approach, which arose as an answer to the necessity of knowing what to do with the language that students were learning.

Wilkins (1976) was one of the most influential linguists in the development of the notion-functional approach. He analysed the linguistic system in terms of those meanings students may need in order to communicate, and those meanings were conveyed as notions (concepts such as “localisation”, “frequency”, “time”, “sequence” etc.) and functions (“ask”,

“reject”, “offer” or “complain”). Both combinations of notions and functions lead to a set of linguistic exponents that constitute a list of expressions that students should be able to use correctly in order to practice their communicative intentions.

Furthermore, in the middle of the 70s, the Council of Europe commissioned to a group of experts the task of studying the basic communicative needs that European adults may have when learning a new language. Those researches were aimed to find a series of common necessities and goals in order to settle a specific syllabus based on these aspects (Font, 1998). As a result, Trim (1978) established an applicable scheme of European policies in the field of adult language learning.

2.2.4. Current communicative paradigms: Lexical approach & Project-Based Teaching

The Lexical approach and Project-Based Teaching are included in the so-called current communicative paradigms. Both approaches reflect ways of teaching and learning in consonance with the present conceptions about language acquisition.

In the Lexical approach, there are two authors known as the most influential ones in the expansion of this approach: Dave Willis, who published *The Lexical Syllabus* in 1990, and Michael Lewis, author of *The Lexical Approach* in 1993.

This approach consists of neglecting a linguistic perspective purely structural. The lexicon plays a more important role in language acquisition than grammar, as Lewis (1997) points out. This author refers to Krashen and Terrell’s work (1983) to highlight the fact that those activities focused on the lexical part of language are more likely to develop students’ learning process since they acquire language by understanding utterances and messages. Hence, lexical items should be in the centre of the syllabus, followed by the grammatical ones, and not the other way round.

The next approach in the current paradigm of language acquisition is the so-called Project-Based Teaching. Since this approach constitutes the centre of this research, the following section will be delivered to the explanation of PBT in more detail.

2.3. Project-Based Teaching

2.3.1. Definition and origins

“Have you ever heard a child beg to do work? In a project-based learning classroom, it is a routine!” (Bell, 2010, p. 39).

When trying to approach a definition of what is PBT, we have come across with the fact that it has been defined in many different ways. In the variety of researches on which we have based our investigation, it has been defined as a ‘method’ (Tsiplakides & Fragoulis, 2009), ‘approach’ (Bell, 2010), or ‘model’ (Thomas, 2000). That is why, according to Baş (2011) there is no a solid or unique definition agreed yet.

PBT was born inside the philosophical trend known as Pragmatism, developed in the middle of the 19th century. This movement encourages the practical use of our knowledge in our everyday life (Tsiplakides & Fragoulis, 2009). Dewey and Kilpatrick were one of the first pragmatics to promote PBT (‘The Project Method’, 1918), and whose work made an impact in the Europe of that time (Font, 1998).

As it was previously mentioned in the introduction, PBT is a method based on the creation of a final product. This final product is a project developed in a real context, so that students may find creating practical (Fried-Booth, 1993). One of the main aspects of this method is the student-choice, that is, learners are somehow responsible for their learning and they make decisions, while teachers are in charge of observing every step of the process and accept each decision before the students begin to work (Bell, 2010).

This approach is classified in the so-called experiential learning, in which students experience in a practical way during the whole process of learning by means of the creation of something new; that is, ‘learning by doing’. As Tsiplakides and Fragoulis (2009) appoint: “experiential learning is defined as the exploitation and processing of experience, aiming not only at acquiring knowledge but also at transforming the way of thinking and changing attitudes.” (p. 113)

Therefore, students throw questions about what final project they may work in the classroom or outside, teachers adapt different activities and tasks according to the students’ needs in order to carry out this final project, whilst they perform the role of assistants during the whole process. This provides students with opportunities to develop personal features such as independence or confidence, to work in groups in a real-world context and most of all, to work on something that they have chosen and that has not been imposed by someone else (Fried-Booth, 2002).

It is important to consider and emphasize on the idea that PBT cannot be considered as an ‘extra’ activity in the process of learning, but rather as the central core of the curriculum (Bell, 2010).

In his book, García (2016) quotes Resnick (1987) who states that "the traditional school often fails to prepare students for the type of learning, behaviour and attitude that is needed outside the school environment." (p. 101). That is why PBT is "a response to the lack of contextualization and over-simplification and excessive abstraction of learning in schools." (García, 2016, p. 101).

2.3.2. Benefits of Project-Based Teaching for second language teaching

Project-Based Teaching is a student-centred method whose activities are focused on real-world situations (Fried-Booth, 2002). By means of these authentic activities students can reinforce their abilities of collaboration and reflection so that when they are doing a given task, a variety of points of view and outcomes can be gathered (Tsiplakides & Fragoulis, 2009). Students are encouraged to prove that they have understood the contents of the subject with the development of a final product (Poonpon, 2017). PBT "enhances the quality of learning and leads to higher-level cognitive development through the students' engagement with complex and novel problems" (Baş, 2011, p. 2). Those problems are considered somehow comparable to the same ones that they will face in a working environment (Vogler et al, 2018).

In PBT, students develop different linguistic skills due to the use of real language in authentic situations - natural contexts - throughout a variety of meaningful tasks (Tsiplakides & Fragoulis, 2009). Furthermore, students learn other non-linguistic skills such as problem-solving, teamwork, critical thinking, or creativity (Poonpon, 2017), so that social learning is developed through collaboration, communication, and negotiation between students (Bell, 2010).

PBT empowers, motivates and challenges students throughout the whole process of learning; they do not learn only about the contents of the subject or improve their linguistic skills, but they also develop a certain level of autonomy, as well as an increase in their confidence and self-esteem (Poonpon, 2017). Different learning styles and students' preferences are taking into account due to the variety of tasks presented, so that every learner is confident and productive while working in the classroom (Bell, 2010), and anxiety is reduced (Tsiplakides & Fragoulis, 2009). Students work in groups so that each student has their own position and function: they feel they are essential, so self-esteem and responsibility are encouraged (Fernández, 2001). Likewise, teachers notice an improvement in participation, attendance and a higher enthusiasm to work (Baş, 2011). As a conclusion about the benefits of PBT, Bell (2010) states that:

“Students flourish under this child driven, motivating approach to learning and gain valuable skills that will build a strong foundation for their future in our global economy (...) when we implement PBL, we allow children to discover who they are as learners. They become able to make better choices, whether relating to process, environment, or outcome, which enables them to become more independent and responsible for their own learning.” (pp. 39 - 41)

2.3.3. Stages of a project

We have established four different stages in which a project can be divided, based on the article by Tsiplakides and Fragoulis (2009, p. 114) and the book by Fried-Booth (2002, p. 8 - 11):

1. Speculation

In this part of the process, the teacher has to negotiate with the students about the final project, either through a debate or inquiries. Students are the ones in charge of deciding what final project they are going to develop, whereas the teacher anticipates the possible language needs.

2. Designing the project activities

In this stage, the roles and groups will be formed, as well as the kind of methodology, sources of information, tasks, tools, or even the possible places students would have to visit if needed. In this stage, the role of the teacher will be a monitor.

3. Conducting the project activities

Once the activities have been settled in the prior stage, in this part the students carry out the different tasks proposed. They will have to collect, work, and categorize the information. Once all of the tasks have been developed, the final result would be the end-product. This product has to be something palpable, like for example a website, a video, a poster, a craft etc.

4. Evaluation

In the end, there is an evaluation, which might be either formal or informal, together with the feedback. There is also a discussion related to the achievement of the objectives and the end-product proposed in stage 1. This discussion is both at individual and group level and is attempted to gather information about the students' experience and opinions about the work they have done - what they have learnt, what they would change, difficulties etc. -

2.3.4. Organising a project

When approaching the organisation of a project, different aspects should be taken into account. In this section we will cover those aspects related to the project framework, taken from the book of Fried-Booth (2002, p. 8 - 11):

- 1) **Level:** Teachers should establish the language level of the project (elementary, intermediate or advanced).
- 2) **Age range:** Students' age is another aspect to take into account just as the language level when it comes to the creation and development of a project.
- 3) **Time:** In this part, teachers have to take into account how long a project is going to last approximately (one term, the whole course, one month etc.). They also include here the number of lessons and their length as well.
- 4) **General aims:** One of the general aims is related to the final product in itself, but also other aspects such as the increase of students' motivation, encouraging teamwork etc.
- 5) **Language aims:** They are related to language skills (writing, speaking, listening, reading, grammar, vocabulary, etc.) the students will work and learn throughout the whole project process. There will be some aspects of the language students are already familiar with, and some others which they are not. Bearing that in mind, there will be certain moments in which teachers must be prepared in case they need to stop the project and give a teacher-centred classroom on those structural aspects of the language in which students are struggling with.
- 6) **Location:** Location is related to the place(s) in which the project may take place, either in the classroom or outside the classroom or the school.
- 7) **Resources:** Resources will be related to the materials that will be necessary for carrying out the tasks and the final product.
- 8) **Teacher preparation:** This will be related to the activities that teachers have to prepare once the project has been decided. Besides, teachers must be prepared with extra materials in case students struggle with structural aspects of the language.
- 9) **Student preparation:** That is, the work students are asked to do, like for instance the formation of groups or the preparation of certain materials beforehand.
- 10) **Procedure:** The procedure is related to the different stages of the project, from the very beginning up to the creation of the final product.

11) **Follow-up:** It is related to the continuous monitoring that teachers should carry out during the development of the project.

2.3.5. Case studies

Once all the theoretical aspects concerning PBT have been revised, in this section we will focus our attention on how PBT is taken from theory to practice by means of two case studies. The following case studies have been selected based upon two factors: the type of project and age of the participants. Hence, the first project is a short-term one whose participants are around 20 years old, whereas the second project is a long-term one and their participants are 11-12 years old. We will provide a brief description of what are the projects about, students' opinions and their results, together with positive and negative aspects.

***ENHANCING ENGLISH SKILLS THROUGH PROJECT-BASED LEARNING*, by Kornwipa Poonpon (2017)**

The first case study we are about to present was developed in the Khon Kaen University, in Thailand. The research questions of this study were aimed to know about students' opinions on the implementation of an interdisciplinary project and how this method could improve their mastering of the linguistic skills. The research included a total of 47 undergraduate students, 36 females and 11 males (ages around 20), cursing a Bachelor's Degree in Information Science.

The project was carried out inside the *English for Information Science* course, constituting 20% of the total score of the subject. The professor in charge of the course asked their students to work in groups and create a presentation based on the topic *The Role of Information Science in Our Society*. Students could choose freely how to present the project, the only requirement was to demonstrate the use of both Information Science and English skills. Once the topic was presented, students organized in different groups, decided the format of the presentation and worked for two weeks on this. As a final product, some students created a website about digital libraries and some others presented a TV show in which they interviewed students about the role of Information Science in their daily life, among other different projects. Once the project had finished, all the groups were asked about their work throughout different guided questions in order to know about their opinions on the project and how they felt working on this. The results were divided based on two types of opinions: "students' opinions about the implementation of PBL in the form of the Disciplinary-based project" and "students' opinions about how the implementation of PBL enhanced their language skills".

Therefore, based on students' impressions about the implementation of PBL we observed that one of the main constraints that students faced when working on the project was time: due to the lack of time plus the fact of having additional tasks from other subjects, some students felt stressed and frustrated, as some of them appointed: "we had a lot of work and many other assignments from different courses to do"; "We're not happy with it. We didn't have much time to prepare and rehearse. There were a lot of assignments to do" (Poonpon, 2017, p.6). By contrast, as a positive point we can see that some groups found the process of working and the consequent final presentation of the project really useful since they applied all the knowledge they had already learnt in the classroom and turned it into something tangible and real: "Yes, I think it's beneficial and applicable. It relates to what we have studied"; "Doing the final project like this is useful because content knowledge we learned could be applied in this project"; "We intended to do the presentation at our best. We were so proud" (Poonpon, 2017, p. 6)

On the other hand, regarding the language skills, we observed on a general basis that all groups of students noticed an improvement in their language skills by working on the project, especially in reading, writing and speaking: "[We used] translation, writing, and reading both Thai and English texts"; I haven't thought that many skills can absolutely apply for it. In the past, my English was not really good. It's now better, and it's really fun... Our language skills are better, I suppose" (Poonpon, 2017, p. 7). Nevertheless, none of them mentions the use or improvement in the listening skill.

PROJECT-BASED LEARNING IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN GREEK PRIMARY SCHOOLS: FROM THEORY TO PRACTICE, by Iakovos Tsiplakides & Iosif Fragoulis (2009)

The second case study that we are going to present was developed in a Primary School in Achaia, a village from Greece. The participants were a total of 15 students (11-12 years old) and the duration of the project was established for six months. The main pursuit of the project was to make students get closer to the village in which they live and also encourage the use of the new technologies. Under the title of *local history*, the topic was established by both teachers and students throughout the negotiation and the project was settled in different stages.

Thus, students worked in groups in different tasks such as gathering information from several sources about the area and even a field trip. As a final product, students presented projects like the development of a topographic map, album photos and PowerPoint

presentations. All these projects ended up in a presentation in which students displayed their work to the people of the village.

As far as the results of the project work are concerned, the three main goals that were established in terms of *cognitive*, *emotional* and *psychomotor* aims were achieved by most of the students according to Fragoulis and Tsiplakides. There was a clear enthusiasm from students in getting involved in the different activities proposed in the project, and thus, in using the target language in real contexts. On the contrary to the previous case study, in which students noticed the improvement in reading and writing skills mainly, in this one pupils felt that they had developed best their speaking and listening skills. The motivation was one of the main aspects where students flourished the most; they noticed an increase in their sense of self-esteem, even for those who had low performance. Besides, not only they improved their linguistic skills in the target language, but also learnt about the local history of their village, developed social skills by working in groups and computer skills by gathering information using the Internet.

Dealing with the negative aspects of the project work, Fragoulis and Tsiplakides appointed that precisely students struggled the most when working in groups since sometimes it was found that some students were doing all the work and some others did not work enough. Another matter that they noticed was a few instances of students using their mother tongue for communication instead of English. Likewise, another issue in which students struggled at the beginning of the project was related to the new role of the teacher as a facilitator rather than as the central figure of the classroom. Some of the students' opinions about the project were related again with time: in this case, they mentioned that its duration was quite extended. This is another difference that could be highlighted regarding the previous case study, in which students complain about the short period of time to develop and perform the project. Therefore, maybe it should be interesting to consider the fact that short-term projects are better for Primary schools, whilst long-term projects could be addressed to upper levels.

3. DIDACTIC UNIT PROPOSAL: ORGANISING AN IRISH EVENT

3.1. Introduction

Once we have reviewed all the theoretical parts concerning Project-Based Teaching, this section will be delivered to the development of a project work proposal based on this approach. The following proposal, called *Organising an Irish Event*, is addressed to the students of intermediate level. In this didactic unit, the students will be encouraged to know about different aspects of Ireland such as its music, history, customs, typical food, etc. As a final product, the students will create an Irish event based on the different tasks in which they have been working throughout the unit. This didactic unit has been created for being developed in a total of 15 sessions (4 weeks approximately).

The teacher's role will change from being the source of knowledge and the centre of the lesson to being a guide and an adviser so that their position will be more secondary and the students will become the protagonists of their own learning. However, we have included in the annexes a document with different questions that may help teachers establish some kind of monitoring whilst the students perform the different tasks proposed inside the didactic unit (*see annexe I*). During the whole process, the students will work independently in groups. Nevertheless, the teacher needs to be prepared in case the students are struggling with some part of the tasks. In that case, it will be advisable to pause the course of the project and to give a class using 'traditional' methodology so that the students can continue with confidence the rest of the activities.

This whole unit is divided into different stages. The connection of all stages will lead to the final product which is the Irish event. However, this didactic unit can be also used separately, meaning that depending on the time teachers may dispose, they can work with the whole unit or they can choose only just one stage and work with it since this didactic unit is a compilation of 'mini-projects' that lead to a major project: The Irish event. In the following chart we can observe how the unit is divided according to the different stages, the number of sessions, activities and end-product each stage have:

Stage	Number of sessions	Title	Activities	End-product
1st	1	<i>Project work: negotiation</i>	1, 2 and 3	-

2nd	5	<i>The Emerald Island</i>	4 and 5	
3rd	3	<i>Irish Music</i>	6 and 7	Role-play
4th	1	<i>Irish Food</i>	8 and 9	Music playlist
5th	4	<i>Organizing the Irish Event</i>	10, 11, 12 and 13	Cooking tutorial
6th	1	<i>Project work: evaluation</i>	14 and 15	The Irish Event

3.2. Objectives

In this proposal, two types of objectives have been established: linguistic and non-linguistic objectives. On the one hand, linguistic objectives will be related to those general objectives presented in the Common European Framework of References for languages (CEFR) for a B1 level in the four skills - reading, writing, speaking and listening -. On the other hand, non-linguistic objectives will be those based in the key competencies established by the Spanish educative law LOMCE in 2015 inside the ECD/65/2015 Order.

3.2.1. Linguistic Objectives

Competence in Linguistic Communication (CLC) according to the Spanish law LOMCE is described as:

The result of communicative action within certain social practices, in which the individual acts with other interlocutors and through texts in multiple modalities, formats and supports. These situations and practices may involve the use of one or more languages, in different fields and individually or collectively. For this, the individual has his multilingual repertoire, partial, but adjusted to the communicative experiences s/he experiences throughout life. The languages he uses may have had different ways and times of acquisition and therefore constitute learning experiences of the mother tongue or of foreign or additional languages.

(O. ECD/65/2015, January, 21th)

The following linguistic objectives are taken from the *Common European Framework of References for Languages: Learning, teaching and assessment*. They have been divided into global scale, listening comprehension, oral production, reading comprehension, and written production. All these objectives have been settled for an independent user, B1 level. We will

present the different objectives and also we will provide a brief description of how this proposal will address them:

Global scale

Independent user	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on familiar topics or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
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Table 2. Common reference levels: global scale (p. 25)

Therefore, based on the global scale of the B1 level, the different tasks and the end product will be focused on topics that are familiar to students - food, music, travelling etc.-. Throughout the unit they will be encouraged to accomplish those objectives, the teacher will be guiding them and since they are going to work in groups, they will have the support of their classmates as well.

Listening comprehension

Independent user	B1	Can understand straightforward factual information about common everyday topics or job related topics, identifying both general messages and specific details, and the provided speech is clearly articulated in a generally familiar accent.
		Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

Table 3. Overall listening comprehension (p. 67)

The students will be encouraged to develop their listening comprehension especially in activity 7, where they will have to search and listen to songs in order to create a playlist. Nonetheless, since we are dealing in this specific case with Irish music, we have to be aware that the English accent will be a non-standard one so that it would be an upper-level. Another activity in which the students will be specifically working on the listening comprehension is in activity 9, in which the teacher will show a YouTube video about how to make Brownies. Since the vocabulary is about food it will be easy for the students to understand and follow. Besides, during the whole unit, they will be encouraged to talk in English, so listening comprehension will be developed as well in this context.

Oral production

Independent user	B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
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Table 4. Overall oral production (p. 59)

Since this proposal is focused on the communicative approach, oral production will be encouraged and developed substantially throughout all the tasks. The students will have to use the English language as much as they can, but the use of their mother tongue in certain cases is also permitted. Some of the specific activities in which oral production will be used are activity 1 (a dialogue), activity 5 (a role-play), activity 9 (a cooking tutorial) or activity 14 (giving an opinion). The students will develop their oral production so that they will be able to speak fluently about basic topics. The teacher will be guiding the students in order to help them creating sentences grammatically correct in a natural way as much as possible. The pronunciation will be taking into account and evaluated as well, but it will not be a determining factor.

Reading comprehension

Independent user	B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
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Table 5. Overall reading comprehension (p. 70)

Reading comprehension will be developed throughout different tasks such as activity 4 (in which the students will read a formal email) or activity 5 (where they will have to search for information about Ireland on the Internet). Since in the activity 4 the students will be working with materials from a B2 level, the teacher may work with the groups more closely because of the extra difficulty. The students will be working using both authentic and graded materials as well as different types of texts and registers. As in listening comprehension, in the activity 7 apart from listening to the song they will have to read the lyrics, and based on the peculiarity of music lyrics, this can be considered an activity of upper-level. Bearing this in mind, the teacher must be prepared to provide all the possible assistance the students may need in this task.

Written production

Independent user	B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
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Table 6. Overall written production (p. 62)

Written production will be developed on different tasks such as activity 4 (writing a formal email), activity 7 (a short writing), or activity 10 (creating a ‘to-do list’). They will be encouraged to exploit their skills by using grammatically correct structures and discursive connectors in order to create coherent and cohesive texts.

3.2.2. Non-Linguistic Objectives

Non-linguistic objectives have been established according to the educative law LOMCE in 2015 inside the ECD/65/2015 Order from January the 21th, which is found in seven different competences. These competences have a transversal nature that is focused on the personal and professional development of students. From the seven competences, in this didactic unit the different activities will cover a total of five:

Digital Competence (DC)

Digital competence is one that involves the creative, critical and safe use of information and communication technologies to achieve objectives related to work, employability, learning, and use of free time, inclusion and participation in society. This competence supposes, besides the adaptation to the changes that introduce new technologies in literacy, reading and writing, a set of new knowledge, skills and attitudes necessary today to be competent in a digital environment.

(O. ECD/65/2015, January, 21th)

Digital Competence
● Use of computers / laptops / smartphones with access to the Internet. ● Use of editing video software. ● Use of cameras and microphones. ● Use of programs such as Microsoft Word, PowerPoint, Prezi, etc. ● Use of media platforms such as Spotify or YouTube.

Table 6. The approaching of DC in this didactic unit.

Learning to Learn (L2L)

The competence of learning to learn is fundamental for lifelong learning that occurs throughout life and that takes place in different formal, non-formal and informal contexts. This competence is characterized by the ability to initiate, organize and persist in learning.

(O. ECD/65/2015, January, 21th)

Learning to Learn
• Awareness of their weaknesses and strengths. • Awareness of their own learning process. • Timing organization about the different tasks. • Ability to work independently or as a team. • Identifying the veracity of the information. • Knowing how to synthesize information.

Table 7. The approaching of L2L in this didactic unit.

Social and Civic Competencies (SCC)

Social and civic competences imply the ability and capacity to use knowledge and attitudes about society, understood from different perspectives, in its dynamic, changing and complex conception, to interpret social phenomena and problems in increasingly diversified contexts; to develop answers, make decisions and resolve conflicts, as well as to interact with other people and groups according to norms based on mutual respect and democratic convictions. In addition to including actions at a level closer and mediate to the individual as part of civic and social involvement.

(O. ECD/65/2015, January, 21th)

Social and Civic Competences
• Teamwork • Cooperation. • Problem-solving. • Contribution of ideas. • Predisposition to work. • Mutual respect. • Ability to negotiate respectfully. • Ability to appreciate other classmates' work.

Table 8. The approaching of SCC in this didactic unit.

Cultural Awareness and Expression (CAE)

Competence in cultural awareness and expression implies knowing, understanding, appreciating and valuing critically, with an open and respectful attitude, the different cultural and artistic manifestations, using them as a source of enrichment and personal enjoyment and considering them as part of wealth and heritage of the peoples.

(O. ECD/65/2015, January, 21th)

Cultural Awareness and Expression
• Knowing and appreciating the culture, music, gastronomy etc. of a different country - in this case, Ireland-. • Respect for cultural manifestations or lifestyles of other countries. • Knowing how to appreciate the differences between each student's own culture and the Irish culture without establishing any relationship of superiority or inferiority.

Table 9. The approaching of CAE in this didactic unit.

3.3. Contents

The contents that have been established in this didactic unit proposal are the followings:

ORGANIZING AN IRISH EVENT: List of contents
• Project work: negotiation (activities 1-3) • The Emerald Island (activities 4 & 5) • Irish Music (activities 6 & 7) • Irish food (activities 8 & 9) • Organizing the Irish event (activities 10 -13) • Project work: evaluation (activities 14 &15)

This section also establishes the evaluation criteria that will be taken into account in this didactic unit in addition to the competences that will be developed in each of them: Competence in Linguistic Communication (CLC), Social and Civic Competence (SCC), Cultural Awareness and Expressions (CAE), Digital Competence (DC), and Learning to Learn (L2L). Taking all these elements into account, we show a table in which the contents to work on, the evaluation criteria, the evaluable learning standards and competences are specified:

Contents	Evaluation criteria	Learning standards	Competences
Project work: negotiation	To acknowledge the ability to express an opinion, to negotiate on different issues and to listen respectfully to the teacher and other classmates' ideas or opinions.	The students can acknowledge the ability to express an opinion, to negotiate on different issues and to listen respectfully to the teacher and other classmates' ideas or opinions.	CLC, SCC

The Emerald Island	To use a variety of research resources in order to develop the knowledge about a different country and to present that information in front of an audience by means of a role play performance.	The students use a variety of research resources in order to develop the knowledge about a different country and can present that information in front of an audience by means of a role play performance.	CLC, L2L, CAE	DC, SCC,
Irish music	To explore the folklore of a different country by listening to different songs, creating a music playlist using platforms such as Spotify or YouTube and present a writing activity about the songs.	The students can explore the folklore of a different country by listening to different songs, creating a music playlist using platforms such as Spotify or YouTube and present a writing activity about the songs.	CLC, L2L, CAE	DC, SCC,
Irish food	To appreciate tastes from a different country by cooking a plate and recording the process on video as a cooking tutorial. To use appropriately video editing software.	The students can appreciate tastes from a different country by cooking a plate and recording the process on video as a cooking tutorial. The student can use appropriately video editing software.	CLC, L2L, CAE	DC, SCC,
Project work: evaluation	To acknowledge a sense of self-criticism, analyse the strong/weak points and bring suggestions or ideas to improve.	The students can acknowledge a sense of self-criticism, analyse the strong/weak points and bring suggestions or ideas to improve.	CLC, L2L, SCC	

3.4. Activities

FIRST STAGE - PROJECT WORK: NEGOTIATION

The first stage will be devoted to the negotiation of the project work. In this stage is when the teacher negotiates with the students about the course of the project. It will take a total of 1 session.

Comment: notice that in this didactic unit the activities have been already developed. However, as a teacher in charge of guiding the course of the final project you have the possibility of doing slight changes so that the different tasks may be more appealing to the students once you have taken into account their opinions.

Title	Activity 1: dialogue teacher - students
Description	The teacher will debate with the students about their interests, likes, hobbies, etc. All this information will be gathered in order to choose different activities in which the students will feel motivated and interested in the development of the final product.
Objectives	Linguistic: oral production, listening comprehension Non-linguistic: SCC
Contents	Project work: negotiation
Location	Classroom
Grouping	Whole group
Time	15 minutes
Materials & resources	Board, paper, pens
Evaluation	Speech fluency and the respect of the speaking time will be evaluated through the observation.

Title	Activity 2: what do you know about Ireland? (driving question)
Description	The teacher will display a slide (<i>see annexe II</i>) in which the students will see different elements related to Ireland (a shamrock, a harp, a leprechaun, etc.). The students will be asked to guess what these images are referring to. Once they guess that the images are about Ireland, they will work in small groups and will write down everything they know about the country. Each group

	will choose a person that will read all the information they have gathered to the whole class. This is known as the ‘driving question’, which is used by the teacher in order to get the students’ attention. It will help the teacher to arise interest and drive the path of the project.
Objectives	Linguistic: oral production, listening comprehension, reading comprehension, written production Non-linguistic: SCC, CAE
Contents	Project work: negotiation
Location	Classroom
Grouping	Small groups (4 - 5 people)
Time	15 minutes
Materials & resources	board, projector, paper, pens
Evaluation	Participation and the corresponding skills to express what they know will be evaluated throughout the teacher’s notes.

Title	Activity 3: presentation of the project & grouping
Description	In this activity, the teacher will explain to the students what the project consists of: <i>organising an Irish Event</i>. The teacher will explain step by step the different contents of the project in which the students will have to work on, an overview of the activities they will have to do and the time this will take. In addition, in this activity, the teacher will also ask the students to group in small groups of 4 - 5 people. This groups will be the same throughout all the activities proposed in the project. Once the teacher concludes the explanation, the last 5 - 10 minutes of the class will be delivered to solve any possible doubts the students may have.
Objectives	Linguistic: listening comprehension, oral production Non-linguistic: SCC
Contents	Project work: negotiation
Location	Classroom
Grouping	Whole group
Time	30 minutes

Materials & resources	Computer, projector
Evaluation	The teacher will evaluate the students' attention throughout the observation.

SECOND STAGE - THE EMERALD ISLAND

In the second stage, the students will start working in groups in the different contents that will lead to the final product. The first one is the so-called 'The Emerald Island'. This stage is aimed at getting the students to know a bit deeper about the country in terms of geography, history, culture, etc. During the whole process, the students will work independently in groups and the teacher will remain as a mere guide. Nevertheless, the teacher needs to be prepared in case the students are struggling with some part of the tasks. In that case, it will be advisable to pause the course of the project and give a class using 'traditional' methodology so that students can continue with confidence the rest of the activities. This stage will take a total of 5 sessions.

Title	Activity 4: writing a formal email asking for information
Description	The first activity in this stage is going to be developed traditionally, using materials from the British Council website (<i>see annexe III</i>), since it is important to ensure first that the students are able and confident to write a formal email that will be necessary for activity 5. – link to the activities: https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/more-formal-email The students will work on the first document in which they have a formal email and they have to do exercises related to this email in groups and it will be corrected afterwards. Once the first document is finished and corrected, they will work on the second document in which they will have to write a formal email based on the information the document provides. This second task will be done individually. In case the students do not have enough time to finish the task, the writing can be sent as homework. Since this activity is thought for learners of B2 level, the teacher must be prepared to guide the students and give them the 'extra' help they may need and adapt the activity if necessary.
	Linguistic: reading comprehension, written production Non-linguistic: SCC
Contents	The Emerald Island

Location	Classroom / Home
Grouping	Project groups / Individually
Time	55 minutes
Materials & resources	The activities are found in the following link: https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/more-formal-email
Evaluation	The first document will be corrected in class as a whole group. The email written by the students will be corrected throughout the teacher's notes.

Title	Activity 5: Travel with me to...
Description	This activity will be delivered to the students' approach to a deeper understanding of Ireland in terms of geography and culture. The teacher will display an image of Ireland and its provinces - Leinster, Munster, Connacht and Ulster -, together with the capital of each province - Dublin, Cork, Galway and Belfast -. Each group will be assigned one province and its capital. In the task, the students will work on the area of Ireland they have and they will present it to the rest of the class by means of a role play. In that role play, they will act as travel agents trying to convince the audience to visit that part of the country. The students can choose freely how they want to present it – PowerPoint presentation, a poster, etc. Although the students will work independently as a group, the teacher will provide a document with some information that has to appear in the presentation (<i>see annexe IV</i>). This document will be useful as a template in which the students can rely on to start working. Extra information will be positively taken into account. The teacher will provide the students with the email of the tourism office of each capital so that the students have the chance to contact them and ask for advertising leaflets that they can use in their presentation. Therefore, we ensure the students are working with authentic materials and that they can explore more ways of researching apart from the Internet. The teacher must revise all the emails to make sure they are well written before sending them to the tourism offices. The role play will be performed at the Irish event that the students will prepare once all the contents of this didactic unit are finished. The presentation will take a maximum of 15 minutes per group.

Objectives	Linguistic: listening comprehension, oral production, reading comprehension, written production Non-linguistic: DC, L2L, SCC, CAE
Contents	The Emerald Island
Location	Classroom / Computer room / Home
Grouping	Project groups
Time	The teacher will leave the students a total of 4 sessions (4 hours approx.) to work in class, the rest of the task will be organized and done by the groups at home.
Materials & resources	Computers with access to the Internet Tourism office: Dublin → http://www.touristofficedublin.com Belfast → https://visitbelfast.com/ Galway → https://www.galwaytourism.ie/ Cork → https://purecork.ie/ Other useful links: • https://www.discoverireland.ie/home • https://discovernorthernireland.com/
Evaluation	The teacher will evaluate group work, searching skills and speech fluency throughout the observation and their notes.

THIRD STAGE - IRISH MUSIC

In the third stage, the students will come into contact with more cultural aspects of Ireland throughout its music. It will take a total of 3 sessions.

Title	Activity 6: ‘A song for Ireland’ by The Dubliners
Description	This activity involves different tasks: First of all, the teacher will show the title of the song and will ask the students to think and to talk about what the title suggests to them. After that little discussion about the title, the teacher will ask the students to close their eyes and to relax while they listen to the song for the first time. Then, the teacher will give the students a paper with the lyrics (<i>see annexe V</i>), in which there are some missing words that they will have to complete whilst they listen to the song for the second time. The students will also highlight those words that they do not understand and the teacher will translate those words

	so that they can fully understand the song. After that, in groups, the students will think about the song - the melody, the lyrics, etc. - and will try to explain with their own words about how they felt while listening to the song, about the meaning they think it has etc. To conclude with this activity, the students will work again in groups to write two verses on their own that could be included in the song.
Objectives	Linguistic: listening comprehension, oral production, reading comprehension, written production Non-linguistic: SCC, CAE
Contents	Irish music
Location	Classroom
Grouping	Project groups
Time	50 minutes
Materials & resources	Computer or play recorder; paper with the lyrics
Evaluation	Their ability to listen and understand the lyrics of the song will be evaluated, together with the appreciation of music as a strong cultural component of a nation.

Title	Activity 7: Creating an Irish playlist (*)
Description	Once the students are familiar with the Irish music throughout the song of the previous activity, now it is time for them to explore and discover for themselves more about it. For that purpose, the students will have to search and select different songs that will be included in a Spotify or YouTube playlist and played during the Irish event. Each group will choose a total of 5 different songs. Taking into account that this is thought for 4 groups, it would make a total of 20 songs. Once the songs are selected, each group will have to answer the following questions (120 - 300 words): - <i>Why have you chosen these songs?</i> - <i>What are the lyrics of each song about?</i> Bear in mind that songs cannot coincide in two or more groups. In order to avoid unpleasant coincidences, the teacher will hang in the noticeboard a list in which the different groups will write the songs they are choosing so that the rest of the groups can check whether the song they want to include is already taken or not.

Objectives	Linguistic: listening comprehension, reading comprehension, written production. Non-linguistic: DC, L2L, SCC, CAE
Contents	Irish music
Location	Classroom / Computer room / Home
Grouping	Project groups
Time	The teacher will leave the students a total of 2 sessions (2 hours approx.) to work in class, the rest of the task will be organized and done by the groups at home.
Materials & resources	Computer, laptops, smartphones, headphones, access to the Internet
Evaluation	The teacher will evaluate that the students are committed to the searching of songs and working in groups throughout the observation, whereas the final writing will be evaluated through notes.

() Comment: in this didactic unit we are approaching the contents of music throughout the playlist. However, if in the class there are students that can play instruments, it would be an interesting activity to propose that they group to perform some of the songs in a concert the day of the event.*

FOURTH STAGE - IRISH FOOD

In this stage, as in the previous one, the students will be encouraged to know more about Ireland, in this case, the Irish food to be more specific. It will take a total of 1 session.

Title	Activity 8: describing Irish plates
Description	In this activity, the students will be introduced to the typical Irish food. Firstly, the teacher will ask the students if they have some previous knowledge about the Irish cuisine and will establish a short talk - no more than 5 minutes-. After that, the teacher will display photos of different famous plates (<i>see annexe VI</i>) and the groups will have to observe and note in a paper as many ingredients as they can identify. They will have 90 seconds per photo. Once they have finished, the teacher will show the ingredients of each plate and groups will count how many ingredients they have correct. The teacher will work with the students with the new vocabulary may appear if necessary.
Objectives	Linguistic: listening comprehension, oral production, reading comprehension, written production

	Non-linguistic: SCC, CAE
Contents	Irish food
Location	Classroom
Grouping	Project groups
Time	35 minutes
Materials & resources	Projector, paper, pens, photos taken from the website https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-ireland
Evaluation	The teacher will evaluate teamwork, cooperation and participation throughout the observation.

Title	Activity 9: how to make....
Description	Once the students are familiar with the typical Irish food, in this activity the main task of this stage will be presented. The teacher will first play a video whose title is <i>how to make Chocolate Brownies</i>. Link to the video: https://www.youtube.com/watch?v=KETPZPm6148 Using this video as an example, the teacher will explain that project groups should choose one plate of the previous activity and they will have to search the recipe, prepare it at home and record every step on camera. The final video will be played at the Irish event. The video should be between 7 - 15 minutes and MUST include: - An introduction of the group members and the name of the plate they are going to prepare. - The list of ingredients. - All the steps that lead to the final result. - A short personal opinion: <i>We liked/did not like this plate because....</i> - A closing scene in which the final plate can be perfectly observed. The different plates they can choose are: Boxty / Coddle / Barmbrack / Champ / Irish stew / Shepherd's pie. Once each group have chosen their plate, they will search on the Internet the recipe in class, so that in case they have any doubts concerning the vocabulary they can ask the teacher.
Objectives	Linguistic: listening comprehension, oral production, reading comprehension Non-linguistic: DC, L2L, SCC, CAE
Contents	Irish food

Location	Classroom / Home
Grouping	Project groups
Time	The explanation of the task, the sample video and the search of recipes will be done in class (20 minutes). The video recording will be done at home.
Materials & resources	Computer, projector, access to the internet, Video <i>How to make Chocolate brownies</i> https://www.youtube.com/watch?v=KETPZPm6148
Evaluation	The teacher will evaluate the final video throughout notes.

FIFTH STAGE - ORGANIZING THE IRISH EVENT

This is the final stage that will lead the students to the development of the end product, which the Irish event. It will take a total of 4 sessions.

Title	Activity 10: Creating a ‘to-do list’ & schedule
Description	In this activity, both the teacher and the whole class will decide the aspects that should be taken into account when preparing the event. First of all, they will establish different arrangements as the decoration of the space that will be used or the technical issues such as lights, music, videos etc. In this activity, there will be a different way of grouping from the previous activities, by taking into account the students’ preferences: those students who are better in arts & crafts will be in charge of the decoration, whereas the ones who are more skilled in technical stuff will be in charge of that, etc. Therefore, we ensure the students are working on areas in which they feel comfortable and where they can exploit their skills. Nonetheless, these new groups will not be fixed, meaning that they will work on every area if required. Once the groups are formed they will create a ‘to-do list’ with the materials that will be necessary and the things that need to be done for the upcoming event. All this information will be gathered using a template (<i>see annexe VII</i>). They will also work on the schedule for organizing the different presentations that the project groups will have to do.
Objectives	Linguistic: oral production, written production Non-linguistic: L2L, SCC
Contents	Organizing the Irish event

Location	Classroom / Assembly hall
Grouping	-
Time	50 minutes
Materials & resources	paper, pens
Evaluation	The teacher will evaluate teamwork, participation, cooperation throughout the observation.

Title	Activity 11: preparing the Irish event
Description	Once the ‘to-do list’ is created and the new groups are formed, the students will work on the preparation of the event according to what they have established. They will decorate the space dedicated to the event, prepare the technological stuff etc.
Objectives	Linguistic: listening comprehension, oral production, writing production Non-linguistic: DC, L2L, SCC
Contents	Organizing the Irish event
Location	Classroom / Assembly hall
Grouping	Arrangement groups
Time	The teacher will leave students a total of 2 sessions (2 hours approx.)
Materials & resources	the ones from the ‘to-do list’
Evaluation	The teacher will evaluate teamwork, cooperation and that everything is being done according to the list throughout the observation.

Title	Activity 12: checklist
Description	In this activity, the students will have to make sure that all the things necessary for the development of the event are prepared. For instance, they will have to make sure that the projector is working and the videos can be played, the decoration is well placed, etc.
Objectives	Linguistic: - Non-linguistic: DC, L2L, SCC

Contents	Organizing the Irish event
Location	Classroom / Assembly hall
Grouping	Whole group
Time	10 minutes
Materials & resources	-
Evaluation	The teacher will evaluate that everything is well prepared and that the students are collaborating and working as a group throughout the observation.

Title	Activity 13: rehearsal of the Irish event
Description	The students will perform a rehearsal previous to the actual event in front of the teacher in order to correct possible mistakes or to improve certain aspects. The teacher will guide and advise the students during the whole process.
Objectives	Linguistic: listening comprehension, oral production Non-linguistic: L2L, SCC
Contents	Organizing the Irish event
Location	Assembly hall
Grouping	Project groups
Time	50 minutes
Materials & resources	projector, computer, access to the Internet, music player, speakers
Evaluation	The teacher will evaluate that the students are well prepared for the final event throughout the observation.

Once the students have done all these tasks and completed the stages, they will be ready to carry out the Irish event. The teacher in charge of the project can decide whether the event should be done during class hours - in that case, it would probably take longer than one session, so the teacher has to make sure s/he can book the space to use it for more than one session - or not. That decision can be up to the teacher or s/he can negotiate with the students.

SIXTH STAGE - PROJECT WORK: EVALUATION

The final stage of this unit will be delivered to the evaluation of the project work. Throughout two activities, a spoken and a written one, the students will evaluate themselves as individuals and as a group in order to become aware of their learning process, level of success etc. It will take a total of 1 session.

Title	Activity 14: Students' self-evaluation (spoken)
Description	The teacher will establish a debate in which the students will think about the whole process of the project and will express their own opinion. This debate will be an informal one since the aim is to encourage the students to participate as much as possible.
Objectives	Linguistic: listening comprehension, oral production Non-linguistic: L2L, SCC
Contents	Project work: evaluation
Location	Classroom
Grouping	Whole group
Time	20 minutes
Materials & resources	Board
Evaluation	The teacher will evaluate the students' oral skills and the ability of self-criticism throughout the observation and notes.

Title	Activity 15: Students' self-evaluation and peer assessment (written)
Description	In this self-evaluation, the students will be provided with a document with different questions in order to know better their opinion and perception about the project work (<i>see annexe VIII and IX</i>). All the answers must be as detailed and honest as possible since this will help the teacher to know whether both the process and the final project have been successful or not, and how this could be improved for the development of future projects. They will also evaluate their teammates with a questionnaire (<i>see annexe X</i>) The document will be done in the classroom, but it can be also done as homework so that students have plenty of time to think about the answers.
Objectives	Linguistic: reading comprehension, written production Non-linguistic: L2L, SCC
Contents	Project work: evaluation
Location	Classroom / Home

Grouping	Individual
Time	30 minutes
Materials & resources	Paper and pens
Evaluation	The teacher will evaluate the accuracy of the students' answers throughout notes.

3.5. Assessment

In this section, the different assessment tools for evaluating the students will be presented. These assessment tools include a series of different rubrics for the tasks that the students will have to perform throughout the project work:

Writing assessment (activities 4, 7, 10 and 15)

Evaluation criteria	Achievement level			
	1 (0 - 4.9)	2 (5 - 6)	3 (7 - 8)	4 (9 - 10)
Content	The contents of the writing do not conform to what the task required at all.	The contents of the writing are adapted in an acceptable way to what the task required.	The contents of the writing are adapted in a very appropriate way to what the task required.	The contents of the writing are adapted in an exceptional way to what the task required.
Communicative achievement	The writing is not appropriate in terms of style and register.	The writing is appropriate in terms of style and register.	The writing is very appropriate in terms of style and register.	The writing is exceptional in terms of style and register.
Organisation	The writing is not logical and is not well structured. There is a lack of coherence and cohesion.	The writing is logical and well structured. There is some kind of coherence and cohesion.	The writing is very logical and is very well structured. There are cohesion and coherence.	The writing is very logical and is perfectly structured. Coherence and cohesion are impeccable.
Language: grammar	Uses English grammar incorrectly and with many mistakes.	Uses English grammar acceptably. It has some mistakes but they are slight mistakes.	Uses English grammar properly. It has few mistakes but they are slight mistakes.	Uses English grammar perfectly. It has hardly any notable mistakes.

Language: vocabulary	The use of the English vocabulary is hardly non-existent or very poor.	The use of the English vocabulary is acceptable.	The use of the English vocabulary is good.	The use of English vocabulary is perfect.
Length	The writing does not reach the minimum of words (120 words).		The writing reaches the minimum of words (120 words).	The writing reaches the maximum of words (300 words).
Delivery	The writing is not presented.	The writing is presented but late.		The writing is presented on time.

Table 10. Writing assessment

Role play assessment (activity 5)

Evaluation criteria	Achievement level			
	1 (0 - 4.9)	2 (5 - 6)	3 (7 - 8)	4 (9 - 10)
Length The role play is performed within the time established (max. 15 minutes).				
Quality The student maintains attention and avoids reading the written material line by line.				
Voice tone The student modulates the tone of voice correctly and appropriately. Oral communication flows naturally and correctly.				
Role play The student clearly presents the essential elements of the task confidently and creatively.				
Content The student shows that s/he understands and masters the topic that is presenting and can answer questions that are asked by the teacher or the classmates.				
Organization and sequence The presentation of the task is organized and logical.				

Non-verbal communication The student maintains an appropriate attitude towards the audience (eye-contact, adequate tone, confidence, etc.)				
Involvement The students are involved in the role play.				

Table 11. Role play assessment

Music playlist assessment (activity 17)

Evaluation criteria	Achievement level			
	1 (0 - 4.9)	2 (5 - 6)	3 (7 - 8)	4 (9 - 10)
Content	The songs presented by the group do not meet the requirements of the task (they are not Irish songs; they are not in English, etc.).	The songs presented by the group meet the requirements of the task but not all of them.	The songs presented by the group meet most of the requirements.	The songs presented by the group meet all the requirements.
Number of songs	The group does not reach the minimum of songs required (5 songs).			The group reaches the minimum of songs required (5 songs).
Repetition	All of the songs the group have selected coincide with the songs from other groups.	There are 1 or 2 songs the group have selected that coincide with the songs from other groups.		None of the songs coincides with the songs from other groups.
Delivery	The songs are not presented.	The songs are presented but late.		The songs are presented on time.

Table 12 Playlist assessment

Video assessment (activity 9)

Evaluation criteria	Achievement level			
	1 (0 - 4.9)	2 (5 - 6)	3 (7 - 8)	4 (9 - 10)
Length	The video does not reach the minimum duration (7 minutes).	The video reaches the minimum duration but is considered to have irrelevant content.	The video exceeds the maximum duration (15 minutes) but has relevant content.	The video lasts between 7 and 15 minutes, showing relevant content.

Quality	The video and sound quality are very poor. You can barely see or hear the members of the group.	The video and sound quality are acceptable. You can hear and see the members of the group but paying close attention.		The video and sound quality are excellent. Group members can be seen and heard perfectly without trying too hard.
Ingredient list	The ingredient list does not appear in the video.	The ingredients list appears in the video but it cannot be seen properly or is mistaken.		The list of ingredients appears in the video, can be seen perfectly and they are correct.
Instructions	Group members do not properly follow any of the recipe instructions.	Group members follow some of the recipe instructions, but not enough.	Group members generally follow almost all recipe instructions properly.	Group members follow all recipe instructions and carry out them to perfection.
Contents	Group members do not explain the steps to follow to prepare the food.	Group members explain very poorly the steps to follow to prepare the food.	Group members adequately explain the steps to follow to prepare food.	Group members explain perfectly the steps to follow to prepare the food.
Oral production	The level of oral production is null or almost non-existent.	The level of oral production is acceptable but with many mistakes and lack of fluency.	The oral production level is good, with very slight flaws.	The oral production level is perfect and the fluency is excellent.
Involvement	Group members do not appear explaining the contents.	Only one of the team members appears in explaining the content.		All members of the group appear explaining the contents.
Final plate presentation	The presentation of the final plate does not appear.			The presentation of the final plate appears.
Delivery	The group does not deliver the video.	The group delivers the video but late.		The group delivers the video on time.

Table 13. Video assessment

Irish Event assessment (end product)

Evaluation criteria	Achievement level
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	1 (0 - 4.9)	2 (5 - 6)	3 (7 - 8)	4 (9 - 10)
Content All the contents worked in class during the previous sessions are well presented in the event.				
Technical issues All the technological components needed for the event has worked perfectly.				
Decoration The decoration of the space is adequate according to what was established by the groups.				
Involvement Project groups have been involved in the development of the event and they have accomplished the final project adequately.				
Schedule The schedule presented by the students to organize the event has been followed correctly.				
Organization The presentation of the event has been well structured and organized.				

Table 14. Event assessment

Oral production assessment (activity 1, 2, 13 and 14)

Evaluation criteria	Achievement level			
	1 (0 - 4.9)	2 (5 - 6)	3 (7 - 8)	4 (9 - 10)
Participation The student participates, gives his/her opinion and brings ideas to improve.				
Fluency The student speaks fluently, with good pronunciation.				
Communication achievement The student expresses his/her ideas or opinions adequately using the English grammar and vocabulary correctly.				

Content The student's contributions are logical and are related to the content of the task.				
Speaking time The student respects the speaking time and does not interrupt other classmates.				
Non-verbal communication The student maintains an appropriate attitude towards the audience (eye-contact, adequate tone, confidence, etc.).				

Table 15. Oral production assessment

4. CONCLUSIONS

When approaching a series of possible conclusions, it is important to bear in mind the immature nature of this research: the real work is still pending, since until this didactic unit is brought to a real classroom and provides tangible data, the effectiveness and real viability of the proposal will not be proved.

Notwithstanding, this research was conceived with the idea of deepening in both the learning and teaching of foreign languages throughout communicative approaches, and to be more specific, throughout Project-Based Teaching. On the one hand, my knowledge about how the different internal and external factors operate in the learning of a language has grown exponentially, allowing me to take all this into account when dealing with the teaching of the English language. On the other hand, thanks to the theoretical parts of PBT, the bases to establish and design this didactic unit proposal have been possible.

The use of PBT in English teaching is highly useful because it provides the possibility of establishing life-related learning and integrates daily knowledge into deeper general learning resources. Furthermore, PBT encourages students to develop a series of skills such as problem-solving, teamwork, creativity, autonomy etc. that society nowadays demands and that they will have to face someday in future environments.

As a future teacher, my major conclusion is that this research will be useful to me as a starting point and it will help me when the time of implement this proposal comes, as well as the possibility of creating new ones for future projects.

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6. ANNEXES

Annexe I: Monitoring the project work.

The following questions will help the teacher to settle and guide appropriately the course of the project. The teacher should bear in mind all these questions while observing the students performing the tasks:

1. Do students understand this? Are my instructions clear and understood?
2. Is this too difficult / easy for them?
3. Should I try teaching this differently?
4. Is this taking too much time?
5. Is this activity going as planned?
6. Do students need more information?
7. Do they have the vocabulary necessary to carry out this task?
8. Are all groups working collaboratively?
9. Do you think the students are interested and motivated with the tasks?

Annexe II: What do you know about Ireland?

ACTIVITY 2

WHAT DO YOU KNOW ABOUT IRELAND?



Annexe III: Writing a formal email asking for information

ACTIVITY 4

WRITING A FORMAL EMAIL ASKING FOR INFORMATION

BRITISH COUNCIL LearnEnglish Teens
Writing skills practice: A more formal email – exercises

Look at the exam question and email and do the exercises to practise and improve your writing skills.

Preparation
Circle True or False for these sentences.

- You should use polite expressions and more formal grammatical structures. True False
- You don't have to include all the points mentioned in the question. True False
- You can use contractions in a formal email. True False
- You should avoid using conventional expressions for starting and finishing the email. True False
- You should use this style for a person you don't know. True False

Exam question
You are interested in studying English in the UK. Read the advertisement (right) which you saw in an international magazine and some notes you have made in red. Write an email to Jane Black using all the notes. You should write approximately 150 words.

Central School of English
Come and study English at our school!

- Two-week courses for all levels
- Highly qualified, experienced teachers
- Reasonable prices
- Accommodation with host families
- Extensive social programme

For further information contact Jane Black: j.black@central-school.co.uk

Notes:
- I am writing in response to the advertisement I saw for your English school in 'World Teens Today' magazine. I am interested in doing one of your courses and I would be grateful if you could provide some further information.
- It says in the advertisement that the courses are two weeks long. Would it be possible to do a three-week course? I would also like to know how much your courses cost exactly.
- Secondly, your advert mentions accommodation with host families. Could you tell me if I would be staying on my own with the host family or if there would be other students staying there as well?
- Finally, I have a question about the social programme. Would you mind sending me more details about this? I am very keen on sport and I would like to know if there are any sports activities included in the social programme.
- I look forward to hearing from you.
- Yours sincerely,
- Li Li Song

Top Tips for writing

- If you know the name of the person you're writing to, use it for a man and Mrs for a woman.
- Start by saying who you are writing to and what you are responding to.
- Use indirect questions such as 'I would be grateful if you could...' to ask for information politely.
- Underline the names, addresses and phone numbers in your notes.
- Use the standard phrases to finish a formal letter or email.
- If you begin the email with Dear and the name of the person, finish with Yours sincerely. If you have used Dear or similar, finish with Please Reply.

www.britishcouncil.org/learnenglishteens

BRITISH COUNCIL LearnEnglish Teens
Writing skills practice: A more formal email – exercises

1. Check your writing: gap fill – indirect questions
Rewrite the direct questions as indirect questions.

- When does the course start? Could you tell me
- Do I need to do a level test? Please let me know
- How much does the course cost? Would you mind telling me
- Do you have native teachers? Could you tell me
- When do your courses begin? I would be grateful if you could tell me
- Is the accommodation near the school? I would like to know if
- How many students are in each class? Could you tell me
- Which book will we use? Would you mind telling me

2. Check your writing: gap fill – useful phrases
Write a word to fill the gaps and complete the email.

I am interested ¹ Mr Cotton,
studying at your language school and I am writing
² request further information about your courses.
Please could you tell me ³ there are still places available on the
summer courses? I ⁴ also like to know how much a three-week course
costs. Finally, I would be ⁵ if you could send me details
of the accommodation that is available.
I look ⁶ to ⁷ from you.
Yours ⁸
Amit Khan

Discussion
Would you like to study in a different country?

www.britishcouncil.org/learnenglishteens

BRITISH COUNCIL LearnEnglish Teens
Writing skills practice: A more formal email – writing practice

Read the exam question and write your email below.

Exam question
You are interested in doing some volunteer work during your school holidays. Read the advertisement (right) which you saw on the internet and some notes you have made in red. Write an email to Caroline Robinson using all the notes. You should write approximately 150 words.

Looking for something fun to do during the school holidays?
Ever thought about volunteering? Come and join one of our volunteer projects! First-time volunteers welcome – no experience required.

- One-day and two-day projects
- Wide range of projects and locations
- Morning and afternoon work, with a break for lunch
- Highly experienced group leaders
- No admin fees

For further information email volunteer coordinator Caroline Robinson: caroline@volunteer.org

Notes:
- I am writing in response to the advertisement I saw for your volunteer projects in 'World Teens Today' magazine. I am interested in doing one of your projects and I would be grateful if you could provide some further information.
- It says in the advertisement that the projects are one-day and two-day projects. Would it be possible to do a three-day project? I would also like to know how much your projects cost exactly.
- Secondly, your advert mentions a break for lunch. Could you tell me if I would be having a break for lunch or if there would be other students having lunch there as well?
- Finally, I have a question about the social programme. Would you mind sending me more details about this? I am very keen on sport and I would like to know if there are any sports activities included in the social programme.
- I look forward to hearing from you.
- Yours sincerely,
- Li Li Song

www.britishcouncil.org/learnenglishteens

Taken from: <https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/more-formal-email> (last visit: 10/06/2020)

Annexe IV: Travel with me to...

ACTIVITY 5: TRAVEL WITH ME TO...

In the following document, you will find several questions that may help you when preparing your presentation. As a group you are free to do your presentation based on some of these questions, you can include extra information on your own, or you can do both. The questions in **bold** are the only ones obligatory.

1. **Where is the province located?**
2. **What is the capital of the province and where is it located?**
3. What is its extension / population?
4. How is the wildlife and flora of the area?
5. **Choose different famous landmarks - like castles, cliffs, monuments, etc- and provide a brief description together with photos or videos.**
6. What is the economy of the region based on?
7. Choose one or two historical facts that are relevant in the region and provide a brief description of them.
8. Search for some local food or drink.
9. **The country is very famous for its legends, try to find at least one.**
10. Search for different idioms, expressions, proverbs etc. typical from the region.
11. **Different festivities are celebrated in the whole country, as it is for instance St. Patrick's Day. Try to find festivities or popular traditions that are typically from the region you have.**

Annexe V: 'A song for Ireland' by The Dubliners

ACTIVITY 6: 'A SONG FOR IRELAND' BY THE DUBLINERS

Listen again to the song and complete the lyrics with the missing words from the chart

Galway	crying	freedom	pubs	fight	sea
sky	towers	bass	run down	jokes	western

Walking all the day
near tall _____ where falcons build their nests
Silver wings they fly,
They know the call for _____ in their breasts,
Saw Black Head against the sky
Where twisted rocks they _____ to the sea

Living on your western shore,
 Saw summer sun sets, I asked for more,
 I stood by your _____ Sea,
 And I sang a song for Ireland
 Drinking all the day,
 In old _____ where fiddlers love to play,
 Saw one touch the bow,
 He played a reel that seemed so grand and gay,
 I stood on dingle beach and cast,
 In wild foam for Atlantic _____,
 Living on your western shore,
 Saw summer sunsets, I asked for more,
 I stood by your Atlantic Sea,
 And sang a song for Ireland
 Talking all the day,
 With _____ friends who try to make you stay,
 Telling _____ and news,
 Singing songs to while the time away,
 Watched the _____ salmon run,
 Like silver dancing, darting in the sun,
 living on your _____ shore,
 Saw summer sunsets, I asked for more
 I stood by your Atlantic Sea,
 And I sang a song for Ireland
 Dreaming in the night,
 I saw a land where no-one had to _____,
 Waking in your dawn,
 I saw you _____ in the morning light,
 sleeping where the falcons fly,
 They twist and turn all in your air-blue _____,
 Living on your western shore,
 Saw summer sunsets, I asked for more,
 I stood by your Atlantic sea,
 And I sang a song for Ireland.

Lyrics taken from: <https://www.azlyrics.com/lyrics/dubliners/songforireland.html> (last visit: 10/06/2020)

Annexe VI: Describing Irish plates

ACTIVITY 8: DESCRIBING IRISH PLATES	
PLATE - NAME	INGREDIENTS
 BARMBRACK Taken from: https://www.irishtimes.com/life-and-style/food-and-drink/recipes/the-perfect-traditional-irish-barmbrack-1.2842588 (last visit: 10/06/2020)	Ingredients Serves eight Makes one 900g loaf 225g plain flour 2 tsps of baking powder 375g packet of fruit mix 250ml cold tea 50ml of whiskey 125g light brown sugar 1 large egg 1/2 tsp of mixed spice A ring to place inside



BOXTY

Taken from:

<https://www.bbcgoodfood.com/recipes/boxty-bacon-eggs-tomatoes> (last visit: 10/06/2020)

4 large baking potatoes

1 bunch spring onions, finely sliced

100g plain flour

1 egg white

150ml buttermilk

1 tsp bicarbonate of soda

3 tbsp butter (or more if you need)

2 tbsp vegetable oil (or more if you need)

For the tomatoes

6 small bunches cherry tomatoes

To serve

12 rashers back bacon

6 eggs, cooked how you like them



CHAMP

Taken from:

<https://www.bbcgoodfood.com/recipes/5531/mustard-champ> (last visit: 10/06/2020)

1kg potato, peeled and quartered

200ml milk

50g butter

1-2 tbsp wholegrain mustard

2 bunches spring onion, washed and sliced



CODDLE

Taken from:

<https://www.bbcgoodfood.com/recipes/irish-coddled-pork-cider> (last visit: 10/06/2020)

small knob butter

2 pork loin chops

4 rashers smoked bacon, cut into pieces

2 potatoes, cut into chunks

1 carrot, cut into large chunks

½ small swede, cut into chunks

½ large cabbage, cut into smaller pieces

1 bay leaf

100ml Irish cider

100g chicken stock



IRISH SODA BREAD

Taken from:

<https://www.bbcgoodfood.com/recipes/rustic-oat-treacle-soda-bread> (last visit: 10/06/2020)

oil or butter, for greasing

250g plain flour, plus extra for dusting

200g wholemeal flour

50g porridge oats, plus extra for sprinkling

1 tsp bicarbonate of soda

150ml pot live bio yogurt

1 tbsp black treacle

1 tbsp clear honey

Annexe VIII: Self-evaluation (I)

ACTIVITY 15: SELF-EVALUATION (I)				
Name: The following questions are aimed to know your opinion about the project. Please answer all of them and try to be as detailed and honest as possible. There is no wrong answer! (if you find difficulties to express yourself, you can use your mother tongue)				
1.	In your opinion, do you think the project was successful? Why (not)?			
2.	What were the main strengths and weaknesses of the project?			
3.	Did you learn the way you expected to learn things?			
4.	What did you get out of the project?			
5.	Did the project address your language needs?			
6.	Do you think the tasks and the final project were too difficult or easy for your level?			
7.	Do you think all the members of your group were involved in the project?			
8.	Did the different tasks and final project arouse your interest and motivation?			
9.	Did the teacher do enough preparation for the different tasks?			
10.	Have you noticed an improvement in your English skills?			
11.	Are you happy with the final result? Would you like to do more projects like this one?			

Annexe IX: Self-evaluation (II)

ACTIVITY 15: SELF-EVALUATION (II)				
Name: In the following questionnaire, you will evaluate yourself about your implication in the project work. Try to be as honest as possible, since your other team partners will evaluate you as well. 1: never 2: rarely 3: usually 4: always				
Criteria				
I have been involved in the information research.	1	2	3	4
I have been involved in the preparation of the role play.	1	2	3	4
I have been involved in the research of songs.	1	2	3	4

I have been involved in the creation of the playlist.	1	2	3	4
I have been involved in the cooking.	1	2	3	4
I have been involved in the video editing.	1	2	3	4
I have been involved in the tasks related to the creation of the event.	1	2	3	4
I have collaborated with the rest of the group.	1	2	3	4
I have shown a respectful attitude towards the rest of the group.	1	2	3	4

Annexe X: Peer assessment

ACTIVITY 15: PEER ASSESSMENT												
Name: Partner's name 1: Partner's name 2: Partner's name 3: Evaluate your teammates from 1 to 4 1: never 2: rarely 3: usually 4: always												
Criteria	Partner 1				Partner 2				Partner 3			
S/he has been involved in the information research.	1	2	3	4	1	2	3	4	1	2	3	4
S/he has been involved in the preparation of the role play.	1	2	3	4	1	2	3	4	1	2	3	4
S/he has been involved in the research of songs.	1	2	3	4	1	2	3	4	1	2	3	4
S/he has been involved in the creation of the playlist.	1	2	3	4	1	2	3	4	1	2	3	4
S/he has been involved in the cooking.	1	2	3	4	1	2	3	4	1	2	3	4
S/he has been involved in the video editing.	1	2	3	4	1	2	3	4	1	2	3	4
S/he has been involved in the tasks related to the creation of the event.	1	2	3	4	1	2	3	4	1	2	3	4
S/he has collaborated with the rest of the group.	1	2	3	4	1	2	3	4	1	2	3	4
S/he has shown a respectful attitude towards the rest of the group.	1	2	3	4	1	2	3	4	1	2	3	4