

Notes from the Classroom: An Orbital Study Abroad

Sergio Ruiz Pérez
Texas Tech University

Abstract: This short-form article proposes the suitability of orbital studies, a kind of project-based language learning, as a pedagogical option for study abroad instructors to provide students with an immersive process during their language and culture learning experience. As a practical example, it describes the orbital study designed and facilitated by the author in Sevilla (Spain) during the summer of 2021, its pedagogical implications, and suggestions for future practice. By implementing orbital studies in study abroad contexts, language programs can meet the culturally inclusive needs of today's college students while allowing educators to articulate goals beyond language learning and promoting second language learners' independence in a community of practice.

Keywords: Study Abroad, Project-based Language Learning, Orbital Study, Second Language

Introduction

Studying abroad is often one of the most formative experiences for a second language (L2) learner. When someone studies abroad, they have the opportunity to interact with the target language (TL) and its accompanying culture from fresh perspectives. Precisely, one of the main objectives of many study abroad (SA) programs is to foster learners' cultural awareness and intercultural communicative competence (ICC) as a preparation for their future professional careers in a globalized economy (Kubota 2016). Therefore, it is the role of the SA instructor to facilitate the transition from classroom practice into real-life situations to bring students' knowledge to the next level. Recent literature (e.g., Goertler and Schenker 2021) has suggested that one way for students to improve their skills holistically in a SA context is to provide them with a way to work independently in research. A means to do this is to scaffold the development of independent research in the TL within a content course. In this short-form article, I propose the suitability of orbital studies (OSs) or orbitals, a kind of project-based language learning (PBL), as a pedagogical option for instructors to provide students with a more nuanced language learning experience during SA. For this, I first provide a general overview of SA, PBL and OSs; second, I describe the OS I facilitated in Sevilla (Spain) during the summer of 2021; third, I present its practical implications and suggestions for future practice.

Study Abroad, Project-based Language Learning, and Orbital Studies

Study Abroad

Several researchers have claimed that SA is an impactful modality of L2 learning thanks to the blend of its formal language instruction in a classroom

setting and informal learning out of the classroom through interaction with, for example, host families and locals (e.g., Allen et al. 2006; Davidson 2007). Further, students who have received education abroad have perceived personal development both in short-term and long-term SA modalities (Gates 2014).

While abroad, students gain both linguistic and non-linguistic abilities. On the one hand, SA researchers have often studied the development of oral production and concluded that it is the area that students improve the most (Davidson 2010; DeKeyser 2007; Llanes and Muñoz 2009), although fluency seems to be more benefited than accuracy, and vocabulary more than grammar (DeKeyser 2014). Favorable results have also been found in listening comprehension (Cubillos et al. 2008; Llanes and Muñoz 2013). Further, reading and writing have been less explored, although reading seems to prove conclusive results (Davidson 2010) and writing has provided mixed results, with either clear gains (Pérez-Vidal and Juan-Garau 2009; Sasaki 2009) or no remarkable improvements (Freed et al. 2003). Other areas with encouraging results have been pragmatics and sociolinguistics (DuFon and Churchill 2006; Regan et al. 2009). On the other hand, beyond language skills, students immersed abroad develop personal agency, self-confidence, independence, and strategies to navigate unfamiliar situations in the host community (Allen et al. 2006). Also, their empathy, curiosity, creativity, and worldview increase (Goertler and Schenker 2021). Thus, the intercultural communicative competence (ICC) aspect of an experience abroad is crucial for students to develop aspects such as respect, tolerance, mutual understanding, or intellectual, social, and affective knowledge (Byram et al. 2001; Martín-Rojo 2003).

However, mere immersion in a foreign country's local language and culture for some months does not provide students with instant ICC. In fact, students require explicit strategy training, awareness-raising, and reflective activities before and during the program (Goertler and Schenker 2021). If students do not carry out critical analysis, they will hardly develop language proficiency and intercultural development. According to Pedersen (2010), "We need to add intercultural effectiveness as a learning outcome for students in study abroad and develop a curriculum (regardless of academic content) that incorporates opportunities for such learning and development of students" (77). It follows that the successful SA course should aim to develop both linguistic skills and intercultural communicative competence (ICC), where the target culture is discussed as a way to foster pluralistic and relativistic views (Byram et al. 2001; Council of Europe 2007; Skopinskaja 2003).

Project-based Language Learning

Students abroad find themselves in a place where they need to complete tasks of different nature independently in unknown environments. For example, they

must navigate a new city, buy groceries with a foreign currency, communicate with their host families, or join a sport or cultural venue for entertainment. As a result, they grow personally and emotionally, one of the most critical aspects of their SA escapade (Gray et al. 2002; Johnson and McKinnon 2018). These experiences are not unlike the projects that can be encouraged in the classroom by project-based language learning (PBL). As such, “once the students are on site, perhaps the most crucial intervention is to give them assignments that force them to interact meaningfully with [native speakers] and overcome their fear of speaking” (DeKeyser 2007).

PBL is “a social practice [that] requires language and content learning through planning, researching (empirical and/or document), analyzing and synthesizing data, and reflecting on the process and product orally and/or in writing” (Slater et al. 2006). Therefore, PBL is a student-centered pedagogical approach to content-based language instruction (CBI) that integrates subject learning with language acquisition. Through PBL, students examine open-ended issues and work toward the goal of creating a product for an authentic audience. In this context, language is a means of achieving autonomy in the L2, fostering lifelong learning.

Some researchers have considered PBL to be more effective than traditional instruction and improve the retention of content knowledge (Larmer et al. 2009). It emphasizes student implication through communication, collaboration, creativity, critical thinking, problem-solving, and global awareness (Bell 2010; McCollister and Sayler 2010; Neo and Neo 2009). Additionally, its interdisciplinary nature makes it suitable to be applied to any content area to teach content knowledge while developing authentic learning (Breen and Fallon 2005), which, at the same time, can increase student motivation to continue studying the L2 (Cammarata et al. 2016). As for the language instructor, their role is to promote learner independence in a community of practice to allow students to carry out open-ended research and develop skills such as “time management, decision-making, and collaborative dialogue—all aspects that enhance learner cognition” (Ferry 2021).

Orbital Studies

Orbital studies (OSs) (Stevenson 1992; Tomlinson 1999) are independent investigations, of typically three to six weeks long, which “orbit,” or revolve, around some aspect of the curriculum. Students select their own topics rather than develop one from a prescribed list, whereas teachers guide and coach students to help them develop expertise on both the topic and become independent investigators. According to Stevenson (1992), OSs are ideally designed for middle-level students. Further, Gomez et al. (2012) adapted OSs to the L2 context by implementing them at the Spanish high school level in the United

States. For Tomlinson (1999), however, they can be “easily adapted to learners at all levels” (71) and provides a comprehensive description of the process:

Successfully completing an orbital includes keeping a log of time spent on the study, resources, and ideas and skills gained. It also requires that students provide a written overview of what they have learned during the process. In addition, each student must make a 10 to 20-minute presentation to at least 5 peers, providing a 1-page handout for the audience and using a display or demonstration. The student also must develop and use a way to get peer feedback on the content and presentation. (71)

Therefore, OSs are one way to implement PBL in the language classroom since they emphasize learning through tasks that encourage students to experience their L2 as a meaning-making tool instead of an object to be studied, practiced, and learned and so, acquire linguistic knowledge incidentally (Ellis 2003). Further, OS involve students in cultural and global awareness through interdisciplinary research applied to their personal experience. Thus, by crafting an OS, learners can develop both linguistic competence and ICC in their TL while connecting their individual topics of interest to other content areas (Gómez et al. 2012). Granted that OSs were originally applied at the middle school L1 English level by Stevenson (1992) and studies such as those by Gómez et al. (2012) revealed that they could be transferred to L2 English learning in secondary classrooms, at the time when I designed one for the Spanish SA college level, I was not aware of any other article or research endeavor that had carried out one in such context.

An Orbital Study in Sevilla

When I was assigned to teach two SA courses during Summer 2021 in Sevilla (Spain)—*Cultures of the Spanish Speaking World* and *Spanish Language Studies*—I considered it an excellent opportunity to design one of the two based on PBL principles. Thus, while the former was explicitly directed to general linguistic practice and cultural knowledge development, I constrained the latter to the context of the city of Seville, where students would situate their research project (i.e., orbital study). In my estimation, an OS was particularly apt for this SA context because it would provide “a unique classroom experience that explores the affective domains of second language acquisition, scaffolds the development of communication in the target language, creates interdisciplinary connections, and fosters a community of learners” (Gómez et al. 2012).

The *Spanish Language Studies* Course

Spanish Language Studies is an intermediate-level intensive special topics SA course taught in Seville (Spain) aimed to help students develop an overall command of the Spanish language and culture through classwork and an organized field project. It is this generic delineation that allows the different instructors who impart it every semester ample freedom to cater to their students' needs. Therefore, for me, the procedure of an OS fitted perfectly in this context to implement PBL in the classroom because, among other things, there were five weeks of classes, students would be able to research any topic of their interest about the city they were immersed in, and they would produce an artifact (i.e., a final, creative product of their labor at this task) and share it with an audience. To design and describe the SA orbital, I closely followed Tomlinson's (1999) guidelines, only making minor adaptations.

Following are some of the fictitious examples of OSs topics I offered in the course syllabus based on the ones described by Tomlinson (1999):

- Takisha worked on a "talking mural" of unsung Sevillian heroes and heroines. That tied her love of art and portraiture to the study of Spanish history. She researched little-known male and female heroes of varied races and ages who made a difference for Sevilla and Spain. Her mural reflected that research. Her flair for the dramatic inspired her to write a script that she recorded herself to accompany the mural.
- Jesse built a Las Setas 3D model, which called on him to extend his knowledge of architecture, science, and math. It also let him use his hands in the process, an opportunity he finds too little of in school.
- Louis learned Andalusian cooking. This connects with studies of geography and culture. He also felt it's important to learn to cook so he can entertain friends when he gets older and has his own apartment. He tried out what he learned on his host family and friends, and he developed his own digital cookbook.
- Other possible topics are as wide-ranging as superstition and ghost stories, the roots of flamenco, the history and evolution of the port of Seville, or the rivalry between Sevilla FC and Real Betis.

Upon completion of this course, students were expected to:

- Plan an independent study about a chosen topic of the Sevillian culture.
- Carry out an independent investigation from multiple sources.
- Develop expertise and share knowledge on a chosen topic.
- Display specific knowledge of the Sevillian language and culture.
- Create an artifact to showcase their gained knowledge.
- Design a process to present and evaluate their artifact.

To that end, over the five weeks of classes¹ (see abridged calendar in Appendix I), the ten students in the course completed daily activities (“ *tarea/ entregas*”) related to Sevillian cultural aspects (e.g., exploring web pages, watching informative videos, or listening to podcasts), which were then discussed in class. Furthermore, I clarified each element of the OS (“ *pasos*”) before students worked on them and allotted some in-class time for individual work at least twice a week. At the end of each week, students submitted a part of the OS via Blackboard. The OS contained a total of four submissions: (1) *Pregunta, plan y método*; (2) *Fuentes*; (3) *Artefacto*; (4) *Handout, presentación oral, reflexión escrita y peer feedback tool*. Throughout the last week of classes, students presented their orbitals in front of their peers and received their feedback through the feedback instrument each had designed for this purpose. Students were assessed through daily class participation and the corresponding rubrics I created for each part of the orbital.

Implications and Suggestions for Practice

Implications

One of the main objectives I had in mind when bringing an OS to the SA classroom was to foster learners’ cultural awareness and ICC as a preparation for their future professional careers in a globalized economy. For this, I created a classroom environment that would promote learner agency in a community of practice by having students carry out open-ended research and develop decision-making, time management, and collaborative dialogue (Allen et al. 2006). Employing the social practice of the OS, students performed language and content learning through the planning of their topic, empirical and documentary research, analysis and synthesis of data, and reflecting on the process and product orally and in writing (Slater et al. 2006).

In my class, students chose their topics based on their future studies or careers (e.g., the Spanish healthcare system; the history and architecture of the Alcázar); hobbies or interests (e.g., the flamenco dress; rowing in the Guadalquivir River; olives); or topics they wanted to explore further (e.g., the Sevillian accent; social art during and after the Francoist dictatorship). The accompanying artifacts produced ranged from a poem to the Guadalquivir River; a commented video interview to a host mom about the Sevillian accent; a map of available public and private medical services in the city; drawings such as a watercolor of El Archivo de Indias or portraits of musicians; to an annotated catalogue of the various sweets made at convents throughout the city. This variety of research topics and artifacts proves the interdisciplinary nature of OSs and their suitability to apply them to L2 Spanish while developing authentic learning (Breen

1 The class met Monday through Friday from 11 am to 1 pm.

and Fallon 2005). For example, the student who researched the history and architecture of the Alcázar expressed in her final reflection that, through her sources (i.e., books, videos, interview with a University of Sevilla professor), she was exposed to many technical terms that she did not know in English. Also, the student who interviewed her host mom and analyzed the Sevillian accent recognized having learned how to conduct research effectively in Spanish and be a more confident researcher. She further mentioned being happy to have chosen this handy topic since their accent is an intrinsic part of Sevillians' identity and it is important for people to recognize and appreciate that.

Moreover, the OS served as a vehicle to build community among SA participants through practicing Spanish both in informal and academic settings. When my students shared their progression over the weeks (e.g., pair discussions, micro lab protocol) and their artifacts in their final oral presentations, they conversed about their interests and how their ideas evolved, listened to their peers, and shared what they have discovered through their research. Therefore, it can be claimed that similar to Gómez et al. (2012)'s students, this atmosphere of iterative collaborative exchanges provided a safe space for SA students to communicate their thoughts and reduce their anxiety as a preparation for their individual research process and final product presentation. Furthermore, this venue allowed all students to express their voices and perspectives on cultural topics while honing their speaking skills. As a result, my students were motivated to listen to others' project ideas and developments, speak about the stimulating resources they had encountered, and develop personal bonds and academic admiration for each other. For example, the student who researched the Maria Luisa Park explained the process of narrowing out her topic, starting from the idea of how Spanish people interact in public spaces, which led her to nature and open-air activities, to finally get to one specific park as a metaphorical depiction of Spanish leisure. This same student expressed having had less anxiety speaking in front of a large group of people after the project.

Preliminary in-class discussions also seem to have reduced barriers to communication outside of the classroom. By means of their orbitals, my students interacted meaningfully with native speakers and worked on overcoming their fear of speaking (DeKeyser 2007; Gómez et al. 2012). For instance, the student who contrasted Spanish public and private healthcare services interviewed a physician and watched her care for her patients. According to her final reflection on the project, this unique personal conversation opened her eyes to how Europe handles its healthcare compared to the United States. Furthermore, at the end of the semester, several students expressed how this experience had motivated them to continue studying their L2 in the future (Cammarata et al. 2016). For example, the student who researched the impact of Christopher Columbus in the city of Seville and the General Archive of the Indies recognized being proud of her personal and linguistic development during the semester and could not wait to

see how her Spanish would improve in the future. These two student reflections may also serve as examples of how OSs can develop creativity, critical thinking, reasoning, and global awareness (Bell 2010; McCollister and Sayler 2010; Neo and Neo 2009) among L2 SA students. The following quote by another student can be an accurate summary of what an OS can inspire: “En total, este proyecto me permitió salir a la ciudad, hablar con los lugareños y aprender sobre la maravillosa cultura de Sevilla. Realmente disfruté produciendo un proyecto de investigación como este. Siempre estaré agradecido por las cosas que aprendí a lo largo de este viaje y el idioma español que obtuve de él.”

Suggestions for Future Practice

In this section, I present suggestions for potential future implementations of orbitals in a SA context based on my personal experience and reflections during the facilitation and after my students had completed their projects. As previous literature has shown (see, for example, Gómez et al. 2012), they can be adapted to other modalities of L2 learning and proficiency level, based on specific curricula.

Be repetitive. Iteration is a necessary practice for students to understand every component of an OS, especially at the beginning of the semester. Therefore, clarify elements and assignments frequently as they will be new for learners. For instance, continue to remind them to add entries to their log of time every week, keep their general plan and understanding of the procedure in mind, or make progress with the final product they are creating.

Scaffold research questions. Provide examples of good questions for students to explore their topic. Encourage them to be as specific as possible. For example, it is more fitting to research one precise location, such as a park or a building, than parks or architecture in general. You can use the “creative questions” thinking routine for this purpose. Also, inspire questions that can be answered in the assigned time frame.

Discuss components. Before explaining each component of the OS, have students brainstorm how they would approach them. For instance, have them reflect on how they would create a plan for their investigation or multimodal ways to craft their artifact. Further, ask them to explain the good quality of those components, referring to the rubrics used to assess their performance.

Encourage peer support. While discussing OS components, allow students to assist each other on tasks such as narrowing their topics, finding sources (including potential interviewees), or creating a peer review tool. In addition, invite students to receive support and feedback from other individuals outside of the classroom, such as their host families or other members in the SA program. They may also find valuable information during their daily activities and field trips.

Require a variety of sources. Ask students to have at least five sources of different nature. For instance, (1) books, periodicals, and magazines; (2) social media and webs; (3) interviews, conversations, and testimonies; (4) videos, news reports, and footage; (5) songs and podcasts. Make interviews a mandatory source so everyone interviews a native speaker. Allow one source in English or a different language as a means to compare and contrast information.

Nurture patience. Hesitation and changes of mind are normal in open-ended research. Reassure students that they will go through a process of creative discovery where they will need to persevere and be patient. Some will find their topic earlier than others; some will modify their research interest, sources, or structure at several points of their orbital.

Provide an example of oral presentation. Ask another instructor in the program to model an oral presentation (with a PPT, artifact, and peer review tool) at the beginning of the semester to show students what you expect from theirs. This example will be a rich source of authentic input and minimize questions and anxiety toward the end of the orbital. Record the presentation and make the recording, PPT, and script available for students' future reference. Moreover, guide students' attention toward different aspects of the modeled presentation such as structure, multimodal elements, language, gestures, effectiveness, etc. Finally, ask them to grade the overall performance based on the rubric you will use to assess their performance.

Engage the community. Allow students to invite other students from the program, faculty, and even friends to attend the presentations as a way of sharing their product to an authentic audience beyond the classroom and celebrate their efforts. Consult with the whole class beforehand if they would feel comfortable presenting in front of a larger audience.

Conclusion

Orbital studies may powerfully impact student learning in an experience abroad. Integrating PBL with SA allows language programs to meet the culturally inclusive needs of today's college students since it engages them in deep inquiry about a topic of their interest to reshape their ways of thinking and acting in a global arena (Pujolar et al. 2011). Further, it allows educators to articulate goals beyond language learning, such as individual and collaborative work, critical thinking, and problem-solving strategies. Thus, the SA classroom can be an excellent scenario to challenge student beliefs, values, and behaviors regarding the country they are uncovering, as well as a springboard to propel them into the TL community, confident in their own L2 communicative abilities.

Works Cited

- Allen, Heather, et al. (2006). "Cultural Learning Outcomes and Summer Study Abroad." *Identity and Second Language Learning: Culture, Inquiry, and Dialogic Activity in Educational Contexts*, edited by Miguel Mantero. Information Age Publishing, pp. 189-215.
- Bell, Stephanie. (2010). "Project-based Learning for the 21st Century: Skills for the Future." *Clearing House*, vol. 83, no. 2, pp. 39-43.
- Breen, Ellen, and Hellen Fallon. (2005). "Developing Student Information Literacy Skills to Support Problem and Project-based Learning." *Handbook of Enquiry and Problem-based Learning: Irish Case Studies and International Perspectives*, edited by Terry Barrett, et al. Centre for Excellence in Learning and Teaching, pp. 179-188.
- Byram, Michael, et al. (2001). *Developing Intercultural Competence in Practice*. Multilingual Matters.
- Cammarata, Laurent, et al. (2016). "Content-based Instruction and Curricular Reforms: Issues and Goals." *Content-based Foreign Language Teaching*, edited by Laurent Cammarata. Routledge, pp. 1-21.
- Council of Europe. (2007). *Framework of Reference for Pluralistic Approaches to Languages and Cultures*. Graz: European Centre for Modern Languages.
- Cubillos, Jorge, et al. (2008). "The Impact of Short-term Study Abroad Programs on L2 Listening Comprehension Skills." *Foreign Language Annals*, vol. 41, no. 1, 2008, pp. 157-186.
- Davidson, Dan E. (2007). "Study Abroad and Outcomes Measurements: The Case of Russian." *Modern Language Journal*, vol. 91, no. 1, pp. 276-280.
- . (2010). "Study Abroad: When, How Long, and with What Results? New Data from the Russian Front." *Foreign Language Annals*, vol. 43, no. 1, pp. 6-26.
- DeKeyser, Robert. (2014). "Research on Language Development during Study Abroad: Methodological Considerations and Future Perspectives." *Language Acquisition in Study Abroad and Formal Instruction Contexts*, edited by Carmen Pérez-Vidal. John Benjamins, pp. 313-327.
- . (2007). "Study Abroad as Foreign Language Practice." *Practice in a Second Language. Perspectives from Applied Linguistics and Cognitive Psychology*, edited by Robert DeKeyser. Cambridge University Press, pp. 208-223.
- DuFon, Margaret, and Eton Churchill. (2006). "Evolving Threads in Study Abroad Research." *Language Learners in Study Abroad Contexts*, edited by Margaret DuFon and Eton Churchill. Multilingual Matters, pp. 1-30.
- Ellis, Rod. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
- Ferry, Megan M. (2021). "Project-based Language Learning: Addressing Cultural and Linguistic Diversity Issues in Climate Action." *Education for Sustainable Development in Foreign Language Learning*, edited by María J. de la Fuente. Routledge, pp. 50-64.
- Freed, Barbara et al. (2003). "Language Learning Abroad: How Do Gains in Written Fluency Compare with Gains in Oral Fluency in French as a Second Language?" *ADFL Bulletin*, vol. 34, no. 3, pp. 34-40.
- Gates, Lisa. (2014). "The Impact of International Internships and Short-term Immersion Programs." *New Directions for Student Services*, vol. 2014, no. 146, pp. 33-40.

- Goertler, Senta, and Theresa Schenker. (2021). *From Study Abroad to Education Abroad: Language Proficiency, Intercultural Competence, and Diversity*. Routledge.
- Gómez, Diane, et al. (2012). "The Orbital Experience: Building Community through Communication and Connections in High School Spanish Classes." *American Secondary Education*, vol. 41, no. 1, pp. 96-117.
- Gray, Kimberly S, et al. (2002). "Assessing Study Abroad's Effect on an International Mission." *Change*, vol. 34, no. 3, pp. 45-51.
- Johnson, Penny, and Simon McKinnon. (2018). "Positioning Year-long Study Abroad at the Centre of the Modern Languages Curriculum: Supporting and Assessing Learning." *Second Language Study Abroad: Programming, Pedagogy, and Participant Engagement*, edited by John L. Plews and Kim Misfeldt. Palgrave Macmillan, pp. 24-47.
- Kubota, Ryuko. (2016). "The Social Imaginary of Study Abroad: Complexities and Contradictions." *Language Learning Journal*, vol. 44, no. 3, pp. 347-357.
- Larmer, John, et al. (2009). *PBL Starter Kit: To-the-point Advice, Tools and Tips for your First Project in Middle or High School*. Buck Institute for Education.
- Llanes, Angels and Carmen Muñoz. (2009). "A Short Stay Abroad: Does it Make a Difference?" *System*, vol. 37, no. 3, pp. 353-365.
- . (2003). "Age Effects in a Study Abroad Context: Children and Adults Studying English Abroad and at Home." *Language Learning*, vol. 63, no. 1, 2013, pp. 63-90.
- Martín-Rojo, Luisa. "Dimensiones Principales de la Comunicación Intercultural." *Educación y Futuro: Revista de Investigación Aplicada y Experiencias Educativas*, vol. 8, no. 1, pp. 81-90.
- McCollister, Karen, and Micheal Saylor. (2010). "Lift the Ceiling." *Gifted Child Today*, vol. 33, no. 1, pp. 41-47.
- Neo, Mai, and Tse-Kian, Neo. (2009). "Engaging Students in Multi-mediated Constructivist Learning—Students' Perceptions." *Educational Technology & Society*, vol. 12, no. 2, pp 254-266.
- Pedersen, Paula J. (2010). "Assessing Intercultural Effectiveness Outcomes in a Year-long Study Abroad Program." *International Journal of Intercultural Relations*, vol. 34, no. 1, pp. 70-80.
- Pérez-Vidal, Carmen, and Maria Juan-Garau. (2009). "The Effect of Study Abroad (SA) on Written Performance." *EUROSLA Yearbook*, edited by Leah Roberts, et al. John Benjamins, pp. 269-295.
- Pujolar, Joan, et al. (2011). "Language, Culture and Identity in the Global Age." *Digithum*, vol. 1, no. 13, pp. 79-84.
- Regan, Vera, et al. (2009). *The Acquisition of Sociolinguistic Competence in a Study Abroad Context*. Multilingual Matters.
- Sasaki, Miyuki. (2009). "Changes in English as a Foreign Language Students' Writing over 3.5 Years: A Sociocognitive Account." *Writing in Foreign Language Contexts: Learning, Teaching, and Research*, edited by Rosa Manchón. Multilingual Matters, pp. 49-76.
- Skopinskaja, Liljana. (2003). "The Role of Culture in Foreign Language Teaching Materials: An Evaluation from an Intercultural Perspective." *Incorporating Intercultural Communicative Competence in Language Teacher Education*, edited by Ildikó Lázár. Council of Europe, pp. 39-68.

- Slater, Tammy, et al. (2006). "Assessing Projects as Second Language and Content Learning." *Project-based Second and Foreign Language Education: Past, Present, and Future. Information Age*, edited by Gulhabar H. Beckett and Paul Chamnes Iida. pp. 241-262.
- Stevenson, Chris. (1992). *Teaching Ten to Fourteen Year Olds*. Longman.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the Needs of all Learners*. Ascd.

Appendix I

SPAN 3309 Calendar; Summer 2021, Sevilla (abridged)

Fecha	Pasos	Tarea/Entregas
Semana 1	Introducción al curso	
Semana 2	Semana de planificación <ul style="list-style-type: none"> • Desarrollar una pregunta para el estudio • Plan de investigación • Método de presentación • Criterios de calidad 	Pregunta, plan, y método de presentación due
Semana 3	Semana de investigación <p>Fuentes:</p> <ul style="list-style-type: none"> • Libros, periódicos, revistas • Redes sociales, páginas web • Entrevistas, conversaciones, testimonios • Vídeos, reportajes 	Fuentes due
Semana 4	Semana de creación <ul style="list-style-type: none"> • La presentación oral • Aspecto lingüístico • Aspecto audiovisual • Handout and peer feedback 	Artefacto due
Semana 5	Semana de presentación <ul style="list-style-type: none"> • Handout • Presentación oral • Reflexión 	Written overview due of: <ol style="list-style-type: none"> 1. Log of time spent on the study 2. Resources used 3. Ideas and skills gained