



The **OLOA** Project: **O**n **L**ine and **O**n **A**ir

A competency-based learning sequence designed as a webquest for
EFL learners

Teacher's Guide



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1. Introduction

[The OLOA Project](#) is a learning sequence structured as a **webquest** designed for learners of English as a foreign language. We have taken level **A2** from [The Common European Framework of Reference](#)¹ as the starting reference for the design of activities and adaptation of web resources. The final task to accomplish in this project, a **radio news bulletin to be posted to a team's blog**, is pre-recorded and has to follow a given model suitable for basic users. Having said that, you should consider your own teaching **context** when deciding the school year where to implement this sequence. We have designed the learning objectives, contents and assessment criteria according to the [language curriculum for 4th of ESO students in Catalonia](#).

The final task is not only language-related. It is part of a wider context which will give it full meaning. Integrating **ICT** and **radio** into the sequence is what gives name to the project: **On Line** and **On Air**. Learners follow the learning path of the webquest (On Line) to create a news bulletin to share and exchange with a real audience (On Air).

[The OLOA Project](#) guides the students throughout this process of pre-recorded radio news reports in English transforming the information into knowledge and activating **thinking skills** in order to find, relate, interpret, analyse, synthesize and deduct at different levels of complexity promoting **reflection** and **self-assessment** as learning tools.

Our **main aims** are, on the one hand, to equip students for the challenges of a competency-based curriculum helping them develop the skills, abilities and attitudes needed for the fast changing society we're living in and, on the other hand, to promote the use of **ICT** among teachers to enhance planning, teaching and learning.

¹ [The Common European Framework of Reference for Languages](#) provides a common basis for language learning across Europe. It describes what learners have to learn to do in order to use language for communication and what knowledge and skills they have to develop to use this learning in a real context. It also defines levels of proficiency which allow learners' progress to be measured. The CEF establishes six broad levels (A1, A2, B1, B2, C1 and C2).



2. Learning objectives and competencies

The **learning objectives** of [The OLOA Project](#) are closely related to this specific competence development. From the 8 competencies that learners should attain during their compulsory secondary education we will basically contribute to the development of:

- 1) Linguistic and audio-visual communicative competence.
- 2) Information handling and digital competence.
- 3) Learning to learn competence.
- 4) Autonomy, initiative and decision taking competence.
- 5) Social and civic competence.

By the end of the sequence learners **will be able to**:

Learning objectives	Competence
1. Communicate and interact in English with reasonable ease in structured situations showing a receptive attitude and trying to use an adequate pronunciation, stress and intonation.	1
2. Create a short news radio report or a short interview following the model given and reflecting on how English works by taking the language as object of observation and analysis in order to elaborate the final radio bulletin.	1
3. Listen, read and understand general and specific information from oral and written texts about the process of news creation showing a cooperative, responsible and critical attitude with a certain level of autonomy.	1, 4
4. Integrate and use the radio format as learning and communication tool by using new technologies with creativity, confidence, responsibility and critical thinking.	1, 4
5. Search, select and transform the information from the sources on the web into knowledge by activating thinking skills to analyse, synthesise and transform it in order to create a report to be read aloud and be part of the final cooperative bulletin.	2
6. Develop the final task with creativity, confidence, responsibility and critical thinking by organizing individual work together with the editorial team.	3, 4
7. Gain, process and assimilate new knowledge and abilities accepting reflection and self-evaluation as part of the learning process showing a receptive, responsible and confident attitude.	3, 4
8. Interpret news in sources by choosing relevant stories that help understand the social context where the learner lives in order to share democratic values and engage effectively with others in its improvement.	5



3. Contents

We present contents divided into **knowledge**, **skills** and **attitudes and values** as we think this division clearly matches the competence learning approach our schools are currently implementing.

Contents		
Knowledge	Skills	Attitudes and values
<ul style="list-style-type: none"> • Oral language: expressing opinion, agreeing and disagreeing, showing interest. Autonomous use of communication strategies to start, maintain and finish interaction. • Information sources: description, interpretation and contrastive analysis. • The 3 C's of journalism writing. • The news report: parts and content (the 5 W's). Spelling and punctuation. • Simple sentence structure. • Basic connectors. • Present, past and future tenses. Contrast with their own languages. • Reading aloud: clarity and speed. • Pronunciation: difficult phonemes. • Intonation of simple sentences. • Rhythm of the English sentence: stressed key words. 	<ul style="list-style-type: none"> • Comprehension of instructions to create the bulletin. • Comprehension of subtitled videos and semi-authentic texts to get general and specific information about news creation. • Radio words grouping to create a mind map. • Analysis and transformation of information from the web using models provided. • Use of Audacity and web 2.0 tools (Blogger, Esnips, CmapTools /Exploratree). • Responsible and autonomous use of digital resources. • Organization of individual and team work as a strategy to become autonomous learners. • Use of mistakes as a tool to improve the learner's own performance. • Use of self-assessment and team assessment as a tool to improve the learning outcomes. 	<ul style="list-style-type: none"> • Acceptance and integration of English as the language of communication and access to information. • Interest in cooperation and responsibility in team work. • Integration of radio and new technologies as learning and communication tools. • Acceptance of interaction in English with a certain level of accuracy to contribute to successful communication. • Positive attitude towards reflection and assessment of individual and team work. • Positive attitude and initiative taking towards pronunciation, stress and intonation as a means to improve communication. • Acceptance of mistakes as part of the learning process. • Awareness of the importance of being critical with the information found on the web.



4. Methodology: webquests

When you plan to use this webquest, you should pay special attention to:

1. The learner's **linguistic competence**. Remember that we are dealing with students whose first language is not English. Minimum level recommended: A2, pre-intermediate.
2. The **time** of the year when to implement the sequence. We recommend this sequence be integrated within a **broader scheme of work** (when working the news or means of communication, for example) as this will help learners place the project in a familiar context.
3. The **previous information** about **radio** and the **news** provided in the first sections of the webquest and in Step 1 of the Process. This will engage students in their final task. Most students are not aware of the power radio can have.
4. The large amount of **scaffolding provided**: language related ([basic radio glossary](#), [reference links](#), [useful language](#)) and other resources that will help students become autonomous in their learning process (tapescripts that go with listenings, subtitles in videos, adaptation from BBC reports and so on). It is essential to know all the scaffolding provided by the webquest to be able to guide each student through his own learning path. You may find useful to add **extra links and/or resources** more appropriate to your classroom context and this can be done by posting extra links to the team blogs.

4.1- ICT and Web 2.0

Webquests are learning projects where resources and scaffolding are basically supplied from the internet. They were launched in 1995 by Bernie Dodge. We have respected [Dodge's clearly-defined structure](#) (Introduction, Task, Process, Evaluation, Conclusion) and have merged it with [web 2.0 technologies](#). This **Web 2.0 environment** helps webquests become more learner-centred in the sense that these tools promote autonomous learning.

Some **ICT teacher competencies** are involved in the project. You should know how to use [Audacity](#) and be familiar with the concept of [Web 2.0](#). The web 2.0 tools in the project are [Blogger](#) to create the blogs, [Esnips](#) to upload audio and text files to the blog and [CmapTools](#) or [Exploratree](#) to build a mind map or any collective brainstorming activity. You can use the tutorials in the webquest to learn more about them. All these tools are easy to use and the final products can be easily modified. However, these tools can be changed if you feel more comfortable working with other environments. Another possibility is to upload the students' audio and text files to the school virtual environment and link them to each of the blogs but the drawback with this is that it will possibly become your responsibility. If you want to learn how to do it, have a look at <http://www.xtec.cat/xtecmedia/radio/suportmat.htm>.

Activities 4 and 5 have been designed using [Hot Potatoes](#), an authoring tool which enables you to create interactive exercises. It is particularly interesting if you embed it into a meaningful context.

Some **technical requirements** are essential for the project to be successful. A good choice is to ask for advice to the **school technician**. Good **internet connection** is basic. Before you start make sure



learners can download all the resources needed (videos and text files). Documents have been saved as **.rtf**. As you probably know, this allows you to open them with most word processors (Openoffice, Microsoft word,...). **Microphones** and **headphones** will be constantly in use.

You should also consider the **layout** of the classroom you teach in as it will affect the way in which students interact. The active learning required in the sequence may be difficult because of space restrictions. If the school has good wireless internet connection, the ideal situation is for each team to work using **laptops** and be grouped in tables in fours. This implies that more student-centred learning will take place and will also allow to work without computers (or maybe just one to check something). This will also make recording files easier as they can move their computers to a quieter area if necessary.

It is advisable to implement the project with a **split group** as one of the keys to successful learning is individual feedback on the teacher's part, especially when ICT is embedded.

4.2 - The role of the teacher and learner autonomy

A **learner-centred** approach to learning implies a different role for the teacher. We should act as **facilitators** and **guides** to learning. As **facilitators**, we provide direct language help, we direct learners to specific resources in the webquest, we answer specific questions and support the editor/presenter in his role as coordinator. Technical help may be needed so, as previously said, knowing Audacity and the other web 2.0 tools used here is highly advisable. As **guides**, we help students form their teams and assign roles, check learners understand activities and tasks, supervise individual and team work and redirect them in their learning performance by building in direct feedback. You should make sure students follow the models provided in the Workshop to transform the information and create their own radio script.

Fostering **learner autonomy** is one of the key issues of a competency-based approach. On the one hand, the webquest format promotes learner autonomy in the sense that it includes specific **scaffolding** for the students' different needs. On the other hand, **reflection** on their learning process contributes to the development of the abilities that will help them act responsibly outside the context of learning. Our role is to make them see that success on learning mainly depends on them and their acceptance of responsibility and reflection. Reflection also involves an affective dimension that we cannot forget.

4.3 – Cooperative work

Cooperation is inherent to webquests. **Teams** are formed and individual roles assigned. Each team has the challenge to create a final task where everybody is important and which will be successful only if each member contributes. This is why it is so important to form teams and organize the work from the very beginning. **They have to know WHAT their final task is, WHO they are working with, WHICH role they have, WHERE and HOW they are going to work, HOW they are going to be evaluated**




and **WHEN** activities have to be done. Creating solid **working teams** where students complement each other is also advisable. The **roles** in **The OLOA Project** are:

1. **Editor/presenter.** Designed for those students more able to develop their skills and abilities in different contexts. They are responsible for the team's coordination. As an optional activity, they can make an interview together with another member of the team.
2. **Local news journalist.** Person in charge of the local news desk. This can include any story related to their town/city or a general piece of news which clearly affects the area.
3. **World News journalist.** Person in charge of the international news desk. This can include any story related to a foreign country.
4. **Entertainment journalist.** Person in charge of the entertainment desk. This can include any story related to films, books, extra activities in the school, sport, etc.

5. Learning activities and timing

Teaching **time** given is **approximate**. Some of the activities can take longer than expected with some of the learners and we should respect that. Although we devote 26 hours to the sequence you may consider variations or decide that some of the activities are to be done at home (that's why we talk about hours and not sessions). Bearing in mind each **school context** is essential in this respect. Activities alternate **Individual Work** (IW), **Pair work** (PW), **Team work** (TW) and **whole group work** to enhance interaction.

Progression is a key word when planning the activities. We always have to take account of the learning that has occurred previously. As such, there is an ordered hierarchy of the activities which implies a movement for the learner from 'low order thinking' (mainly knowledge recall and comprehension) to 'high order thinking' (mainly application, synthesis and evaluation). Learners are constantly encouraged to engage in **metacognition** to ensure that they understand and contribute to their learning process. An icon of a light bulb  indicates a **reflective** moment.

The **Process** of the webquest, where most of the activities take place, has been divided into **four** different **steps**. The introductory activities are in Step 1. Step 2 helps students develop the knowledge, skills and attitudes necessary for facilitating a successful project. Finally, in Steps 3 and 4 learners apply their knowledge into individual news creation and cooperative bulletin elaboration.

The following **chart** describes the sequence of activities, the resources provided, the recommended social organization and the approximate time devoted to each section.



Webquest	Sequence of activities	Description and resources	Organization	Timing
Home		The Home page introduces the webquest format. The short multimedia OLOA (1:12) can be used to warm-up and to elicit answers about the meaning of the initials OLOA. Learners observe and start focusing on the project.	Whole group	2h.
Introduction	Open questions and images to introduce the theme of the webquest.	The introduction has been designed to capture students' interest and involve them in the theme. The World of the News is introduced by images. It is mainly a shared looking activity. Students look at the TIME selection of Pictures of the Week and discuss about current news. The radio world is introduced with a short Youtube video about The War of the Worlds (2:19). The objective is to tell them about Orson Welles and the way he used radio . You can use the video just to introduce the story and as a visual help.	Whole group	
Task	The final task is introduced: a pre-recorded radio news bulletin to be created in teams using Web 2.0 tools.	The theme is placed into the learners' context. The icons introduced will guide them through the webquest. Explain clearly and precisely what they have to do, how they have to do it (using all the scaffolding provided and alternating individual, pair and team work) and how they will be evaluated (self-assessment grids, editorial meetings and final rubric). Emphasize the fact that becoming a reflective learner is an essential part of the project. A collective brainstorming activity can be started (and completed throughout the process) using CmapTools or Exploratree . Learners can use them later in activity 6.	Whole group	
Process	Section where the main activities are done. Learners are guided through a set of internet –based and web 2.0 activities using all the predefined resources. They have been structured into a Process introduction and 4 different steps.			
	Team roles			
	This is the Process introduction. Here students learn about roles and role distribution. The Individual Process Diary is introduced.			2h.
	1. A Journalistic Team	Students watch how a group of British students form an editorial team . (0:52). They answer three general comprehension questions. Insist on the concept of roles and the need to cooperate and work together to get the final task done. Tell the students about some of the specific scaffolding for EFL on the top-left hand corner: basic radio glossary , reference links and useful language .	TW	
	2. Your roles	Students choose their individual roles and fill in the role grid . The four roles are introduced: editor/presenter , local news , world news and entertainment .	TW	
	Individual process Diary	The Individual Diary is introduced. It will guide the students and help them reflect on their work. It's important that they understand how it works. Remind them to fill it in after each session.	IW	



Step 1	Radio world			6h
The introductory activities included in Step 1 have been conceived as a process which ends up in the team's blog creation. Here students observe, find, discuss, compare, classify, relate, comprehend, explain, write, judge and assess.				
	3. Discussion	Students choose some questions from this questionnaire and discuss about their radio habits.	TW	
	4. Radio Days	Students read three texts and do this online Reading Comprehension exercise . The objective of this activity is to make them think about radio: its social use, its future and the influence it has had on history.	PW	
	5. Radio Words.	Its main aim is to focus students' attention to the Basic Radio Glossary . They relate words with their definitions doing this exercise .	PW	
	6. Radio World. A Mind map.	It is an optional activity. As part of this introductory process, students can create their own mind map using CmapTools or Exploratree , grouping words and the ideas behind them. Specific instructions on how to create it are included on the page A Mind Map .	IW/PW	
	7. Your first audio: radio and you.	Following the model , students write 4/5 lines about their experience in the first part of the webquest. They have to record it. Audacity is introduced.	IW	
	8. Your team blog	A team blog is created with Blogger . Esnips is also introduced. They upload the role grid of exercise 2 and the four audio files of exercise 7.	TW	
	Reflection	Self-assessment 1 . Radio world and introductory activities.	IW	
		Editorial meeting 1 . Team organization. Its main objectives are: to think of their team organization, to share things they've learned and to discuss about their team blog.	TW	
Step 2	From a report to a script			6h
In Step 2 learners classify, solve, complete, deduct, examine, use, analyse, compare, contrast, explain, identify, judge and assess.				
	9. Treasure Hunt: how can you create your report?	The slight difference between report and script is introduced. The Treasure Hunt is divided into three parts. To be able to create their script students will get to know sources where to find their stories and how to plan, write and broadcast their script. Browsing through the web, they have to fill in the Source chart , and answer the questions in Start your report and Write your report .	PW	
	10. Workshop: from a written report to a script.	Students analyse a written news report on Violent games and transform it into a script following the templates provided. First, they analyse the report with the Report analysis . Then, they plan their script with their Script planning and the Script template . Finally, they transform it with the Script creation , they record it and upload it to the blog.	PW	
	Reflection	Self-assessment 2 . From a report to a script.	IW	
		Editorial meeting 2 . From a report to a script. Its main objectives are: to think of their team organization, to share things they've learned and to listen to their team mates' audio to see how they can improve.	TW	



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<p>Step 3</p>	<p style="text-align: center;">Your script</p> <p style="text-align: center;">In steps 3 and 4 learners analyse, examine, compare, interpret, explain, select, plan, create, solve problems, take decisions, elaborate, design, synthesize, judge and assess.</p>			<p>4h</p>
	<p> Reflection</p>	<p>Editorial meeting 3 should take place when each journalist has chosen his story. The main objective here is to share their stories and decide on the structure of their scripts and the bulletin.</p>	<p>TW</p>	
	<p>11. Your roles. Script creation.</p>	<p>Using the documents provided in the workshop, each student creates and records his own script, adding all music and background effects necessary.</p>	<p>IW</p>	
	<p> Reflection</p>	<p>Self-assessment 3. Your script.</p>	<p>IW</p>	
<p>Step 4</p>	<p style="text-align: center;">Your news bulletin</p>			<p>4h</p>
	<p> Reflection</p>	<p>Editorial meeting 4. Your news bulletin. The main objective is to listen to the team mates' scripts and comment on them to make any necessary changes and to elaborate the final bulletin. They can follow the Model bulletin. When done, they have to upload it to the blog.</p>	<p>TW</p>	
	<p>12. Bulletin creation</p>			
<p>Evaluation</p>	<p> Final reflection and evaluation</p>	<p>Students fill in the Self-assessment and Team assessment grids. It includes the Teacher's grid so that students can see it.</p>	<p>IW /TW</p>	<p>2h</p>
<p>Conclusion</p>	<p>Final thought.</p>	<p>It states what learners should have got out of doing the webquest. Includes a webquest survey for students to fill in online.</p>	<p>Whole group</p>	



6. Assessment and evaluation

Evaluation takes place at different times during the sequence. Getting to know the group we're working with will let us know our **starting point**. Activities 1 to 8 have been designed to check the learners' **previous knowledge** and to bring up controversy and create **cognitive challenges**. These initial activities should also incite **collective brainstorming** and be used to detect students' **language performance**.

Formative assessment is closely linked to self-assessment and team assessment. To start with, each student has an [Individual Process Diary](#) to fill in after each session. Additionally, there are 3 self-assessment **grids** and 4 team assessment grids, which take the form of Editorial meetings. These meetings are used as a way to bring students together to explore and reflect on their team work. All the grids are integrated into specific moments of the sequence and modified according to the learning priorities in each step. They have been designed respecting the different dimensions specified in the evaluation rubric in order to facilitate summative evaluation. Reflective moments are important in allowing you to assess whether students are meeting your planned learning objectives. As previously said, they act as formative assessment opportunities, highlighting not only what the students have learnt, but also pointing out to the learners how they have learned and what the next steps in their learning might be.

A [rubric](#) has been set up for **summative evaluation**. This rubric in the evaluation section should be known by the students before they start the project because then, when working on the project, they know what they are reading for or trying to accomplish. To create the rubric we have related the knowledge, skills and attitudes needed for the elaboration of the bulletin to the assessment criteria, our learning objectives and to each of the competences learners should develop. As a result, specific descriptors for each of the six dimensions evaluated have been designed and they vary depending on the quality of the students' performance. Finally, we have related each level of performance with traditional grades (from 1 to 5). These are the documents that will support summative evaluation: [self-assessment grid](#), [team assessment grid](#), and [individual diary](#). A [teacher's grid](#) will help you specify a final grade for each student.

Project evaluation is essential if we want to improve the quality of our teaching materials. The Conclusion of the webquest includes [an online survey for students](#) to evaluate The OLOA webquest and the Teacher's page includes [another one for teachers](#).



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- <http://www.bbc.co.uk/cbbc/presspack/index.shtml> (tools to create news reports)
- <http://www.teachers.tv/> (education videos).
- <http://www.sxc.hu/> (Royalty-free stock images).