

ASSURE Lesson Plan SPAIN

ASSURE Step	Lesson Plan
Analyze learners	General Characteristics: The target group is High School English Prep students in a public school at the A2 level in Türkiye. The class consists of 15 male, 15 female students. Entry Competencies: Students have enough foundational knowledge (what language Spanish people speak, where the country is, its climate...) to understand deeper cultural aspects (their landmarks, cuisine, important museums...) of Spain. Students have basic technology competence (scanning QR codes, using mobile devices, how to direct their movements in AR/VR tools.) to execute the given tasks effectively. They can form basic sentences orally and written form as well as understand simple spoken and written texts. Learning Styles: The class consists of students with multiple learning styles; however most of them fall into the category of visual (viewing landmarks in VR, watching visually supported Youtube videos) and kinesthetic (exploring the cultural environment through VR components) learner.
State objectives	Learning Objectives By the end of the lesson, high school prep students at A2 level will be able to give simple advice to first-time museum visitors using “should”, “in” and appropriate vocabulary, describe museum artworks and landmarks, express simple opinions, identify landmarks and popular artworks in Madrid and give advice to first-time visitors after watching 360° virtual tours and reading short texts, with clear ideas and minimal grammatical errors. Language Skills Reading: Students will be able to understand short informational texts about Madrid landmarks, the Prado Museum, and Spanish culture. Listening: Students will follow information from 360° virtual tours and short videos. Speaking: Students will be able to share opinions about paintings, discuss virtual tours, and give recommendations.

	Writing: Students will be able to write a short email describing a day in Madrid using sequence markers and advice expressions Integration The lesson integrates multiple skills by having students listen to and watch 360° virtual tours; reading some brief descriptions then discussing and finally writing an e-mail. These tasks include different cultural insights, personal reflections and making suggestions. Therefore, the students will be able to activate their schemata by using their listening, reading, speaking and writing skills in an interconnected manner.
Select instructional methods, media, and materials	The City: -Madrid / Spain is a city that students must explore and discover virtually. AR/VR Materials Selection: - Landmarks: -Almudena Cathedral and Royal Palace of Madrid which are culturally important landmarks of Spain are selected to explore and discover. They are available to view on 360 Stories which offers an immersive 360-degree panorama and a virtual tour experience. - Museum: -Prado Museum which is one of the most important museums in the world is selected to explore and discover and is available to view on the website of Museo Del Prado which offers an immersive 360-degree panorama and a virtual tour. - Cultural Aspect: -Spain is also famous for its cuisine, streetfoods and chefs. Traditional Spanish street food culture is renowned for both its significance in tourism and its taste. -To understand the culture of street food, a Youtube video is provided to students. Relevance: -The 360-degree panorama on 360 Stories is selected to allow students to explore and discover the real scale and architectural details of the landmarks which are limited in a standard textbook.

	-It offers an immersive experience that allows students to look around freely, unlike static photos in a book. -The virtual tour on the website of Museo Del Prado is selected to allow students to explore and discover the artworks within their physical gallery context. -It offers high-resolution views to inspect details like brushstrokes which offers a better experience than small printed images -The Youtube video "Incredible Top 10 Spanish Foods" is provided to allow students to explore and discover the visual richness and preparation of iconic dishes like Paella and Tapas. -It offers a vivid display of the textures, colors, and ingredients of the cuisine, which allows students to visualize the food better than a simple text description or a static recipe.
Utilize media and materials	Previewing the Material: All video links and QR codes are checked in before class to make sure they work properly on students' mobile devices. The virtual tours play smoothly, do not require logging in, and the YouTube link is easily accessible. Preparing the Environment: Students work in groups of 3–4 and use their own mobile devices to scan QR codes on the handout. Headphones are not necessary for the virtual tours, and the YouTube video can be watched with subtitles, although headphones are recommended. Headphones are recommended for the YouTube video, but subtitles can be used instead. The Handout: Next to each picture, there is a QR code or link that directs students to the virtual tours or the video. The handout physically connects printed images with digital content.

Require learner participation

Activity 1: Landmark Exploration (Step 1)

- Prompts: Students scan the QR codes on the worksheet to see the Almudena Cathedral and Royal Palace. They explore the places and answer simple questions like "When was it built?" and "Who built it?".
- Interaction: After the virtual tour, students work in pairs. They share their ideas with a friend and discuss questions like "How should you behave in this cathedral?"

Activity 2: Museum Visit (Step 2)

- Prompts: Students click the QR code to visit the Prado Museum virtually. They look at the paintings and answer questions like "What paintings should you see?".
- Interaction: Students choose their favorite painting. They answer "Whose paintings was your favorite?" and "What did you see?" to express their own feelings about the art.

Activity 3: Cultural Immersion (Step 3)

- Prompts: Students watch a YouTube video about Spanish Cuisine. They answer questions about the visual details, such as "What ingredients do you see?"
- Interaction: Students compare Spanish culture with their own culture. They answer: "Are these foods similar to the food in your country?"

Activity 4: Final Project (Task 4)

- Task: Students writes an email (80-120 words) to a friend. They have to provide suggestions concerning the landscapes, museum, and food that they experienced.They should be able to use sequence words (First, Then, Finally) and the structure "You should..." to give advice.
- Scenario: Students imagines that they have been in Madrid a day. They write to a friend who is intending to visit it next week to advise him or her on what to do.
- Student-Centeredness: "In the Plan Your Ideas" section, students first plan their own ideas. After that, they do a "Pair Check" activity. . They discuss/write e-mails and check the work of their partner in the aspect of words, usage of you should, grammar with the help of a checklist.

Evaluate and revise	Student Assessment: The final project is assessed based on email content, whether it meets the criteria (landmarks, museum, cultural aspect), use of sequence words, correct use of “should,” and basic grammatical accuracy. The instructions are clear, semi-controlled, and appropriate for A2 learners. Evaluating the Media: The AR/VR elements increase motivation by allowing students to explore real places visually and interactively. The technology provides a dynamic learning experience beyond simple descriptions. Exposure to the target language is maximized through visual input, task instructions, discussions, and written production. Corrective Feedback: Form-focused feedback is provided during pair check and after the writing task. The teacher corrects common grammar and vocabulary errors through brief individual and whole-class feedback. Evaluative Framework: The materials and use of AR/VR have clear pedagogical objectives, the virtual tours provide information and the video is descriptive and engaging. They focus on specific language skills and integrate listening (video), reading (handout), speaking (pair work), and writing (email). The lesson supports task-based learning as students explore AR/VR content and complete meaningful, real-life tasks. Form-focused feedback is included through peer check and teacher correction, emphasizing sequence words and suggestions. Learners are at the center of the process, discussing ideas, sharing opinions, and giving recommendations. Motivation is increased through interactivity and authentic input, maximizing language exposure.
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