

Trabajo Fin de Máster

Using Cooperative Learning Activities for
Teaching EFL in Secondary Education: Fostering
Students' L2 Communication Skills

El uso del aprendizaje cooperativo en la
Educación Secundaria para fomentar las
habilidades comunicativas de los estudiantes
de EFL

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Table of Contents

Abstract	3
1. Introduction	3
2. Purpose and Aims of the Dissertation	5
3. Justification, Theoretical and Curricular Framework, Methodology	6
3.1. Justification	6
3.2. Theoretical and Curricular Framework	7
3.3. Methodological Design of the Dissertation	12
4. Critical Analysis and Discussion of the Didactic Proposal	13
4.1. Presentation of the didactic unit and target learners	13
4.2. Contribution to the Development of Key Competences	14
4.3. Objectives and Contents	16
4.4. Instructional Sequence, Activities and Methodology	17
4.5. Materials and Resources	22
4.6. Curricular Evaluation Criteria, Evaluation Instruments and Grading Criteria	23
5. Conclusions	25
Works cited	28
Appendices	30
Appendix 1 Assignments used as evidence of the necessity of improvement	30
Appendix 2 Learning Objectives of the Unit	30
Appendix 3 Contents of the Unit	31
Appendix 4 Evaluation Criteria of the Unit	32
Appendix 5 Lesson Plans	33
Appendix 6 Materials	43

Abstract

This dissertation focuses on the use of cooperative learning structures in the EFL classroom as a way of enhancing students' learning and language skills, specifically, the development of their communication skills. For this, a unit plan in which students work together in cooperative teams during the whole process has been designed. This unit is based on Kagan's cooperative learning, but in order for students to make the most of their learning, it has been designed following project-based learning teaching. In fact, students will receive different types of input and information that will allow them to analyse and evaluate critically in order to put in practice that knowledge in the making of a final product, in this case, a commercial advertisement. Moreover, this commercial will be made in cooperative teams so that students will not only improve their language and communication skills in L2, but also, they will ease students' interaction, participation and autonomy in their own learning process. As a result, this might motivate and engage students to learn English in a stimulating and favourable environment.

1. Introduction

This dissertation focuses on the use of cooperative learning activities as a way of fostering and improving students' L2 communication skills in the English as a Foreign Language (EFL) classroom. As a student of EFL and a student teacher, I have always noticed that there is a lack of communication in the EFL classroom, which leads to a rare oral fluency in the L2, in this case, English. However, I have observed as a teacher and experienced as a student that cooperative learning activities facilitate students' progress in their L2 communication skills as students might gain confidence when speaking in small groups. For this reason, I have decided to create a unit plan where students may feel confident to interact with their classmates while learning the English language and lessening their anxiety to speak in public. In this way, this dissertation will critically analyse and comment on this unit plan proving the usefulness and relevance for students of cooperative learning in the EFL classroom.

This proposal and the following analysis have been made taking into consideration some theoretical concepts and theories that will be explained in detail in the 'Theoretical Framework' section of this piece of work. As I have already mentioned, Kagan's Cooperative Learning (CL) is going to be the basis of the unit as students will work in base teams throughout the unit in order to give each other support, help and guidance in their learning and process of speaking in English in front of their classmates and classroom. Moreover, Project-Based Learning Teaching (PBLT) follows CL as a methodology that is definitely increasing in popularity in second language classrooms. Thanks to PBLT, students might be interested in studying as they are involved in their own learning from the very first moment, in this case, they are asked to make a commercial for Coca-Cola's 2022 advertising campaign at the end of the unit. This methodology will be supported in those stages that involve passive language skills by Task-Based Learning Teaching (TBLT) so as to offer a more meaningful input and learning. Additionally, as the main objective of the unit is to make students communicate with each other in English, Communicative Learning Teaching (CLT) as well as the Communicative Competence (CC) are also going to be present in the unit.

This dissertation is divided into the following seven sections. After this introduction, I will point out the purpose and aims of this piece of work. Next, I will specify and explain the justification, methodology and theoretical and curricular framework, that is to say, the educational learning theories I have based on my unit plan

and analysis. This analysis will be carried out and explained in detail in the fifth section together with a discussion of the didactic proposal. This will lead to the final conclusions and limitations of the project. Finally, there will be a section for the works cited throughout the dissertation and six appendices where the learning unit, its materials, objectives, contents and evaluation criteria will be displayed.

2. Purpose and Aims of the Dissertation

The main purpose of this dissertation is to demonstrate the positive effects of cooperative learning on students' learning and language skills in the EFL classroom. Despite being used to working in pairs and groups, students do not usually know how to work in cooperative learning teams. Because of this, it is important to make them work towards a common goal in order to accomplish higher academic achievements and an effective learning in the L2.

Moreover, another objective of this learning unit and its respective critical analysis and discussion is to highlight the improvement in students' speaking skills in the EFL classroom thanks to cooperative learning activities. Students are usually afraid of speaking in front of the whole classroom, thus working in small groups and helping each other might be an excellent manner of trying and improving their speaking skills through interaction in a more positive environment where they may feel confident and motivated thanks to a greater social and emotional support from their classmates. In a cooperative classroom, communication is maximized as students have to practice and interact all the time in an active manner, but also in a passive manner as they have to listen to and understand what others say. In addition, this dissertation will also display that this environment might not only be reflected in students' English acquisition and progress as it also contributes to the fostering of students' motivation, creativity and thinking skills. This could be possible because of the fact that students are involved in their own learning so they might feel motivated to learn in order to carry out the different tasks proposed throughout the unit.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1. Justification

During my placement period in the school ‘Escuelas Pías’ in Zaragoza, I have observed that students did not like English nor the English class due to the traditional, individual, monotonous and ineffective classes of their teacher. After talking with students about their opinion on this, the majority of them agreed that they wanted to do some collaborative or cooperative work so that they might learn easily with the help of their classmates in a motivating and friendly environment. The reason for this could be the lack of cooperative and collaborative activities in the EFL classroom as the teacher did not do any of them because he thought the classes would be too noisy and a waste of time. Because of this, I decided to create a unit plan for them to improve their results in the L2 while working in groups. Moreover, as more and more companies and universities require working in groups to achieve a common goal, students have to learn how to work with other people as soon as possible, thus this may be a good starting point for them.

Due to this lack of group and pair work, students were in need of communicating in English, that is to say, there was not any kind of interaction between students, not even between the teacher and students. As a result, students were rarely fluent when communicating in English. This is clearly a problem as they were not fulfilling the objectives and contents from the Aragonese curriculum nor learning in spite of passing the subject. Additionally, this situation was not only a problem for them in the short term, but also in the long term. In other words, taking into account that English is used as a lingua franca as well as a requirement for many jobs, students will have to know English someday in order to communicate with foreigners, either for foreign travel or for work. Thus, this use of English for communication has to be fostered at school in the EFL classroom. Therefore, one of the most effective instructional approaches, when properly implemented, is cooperative learning, that is, working together while speaking in small groups. This might be really beneficial for those students who are not able to speak in public because of anxiety and pressure, which are obstacles many students have to overcome. This was one of the findings I found when working in my essay for the ‘Psychology’ subject of this Masters (Appendix 1). For this reason, I have tried to include some cooperative activities in many papers throughout the Masters so that students could practice and interact with each other in English in a non-threatening environment, for

example, this can be exhibited in the unit plan for the subject ‘Design of learning activities for EFL’ (Appendix 1).

This unit plan was created keeping the third year of secondary in the school ‘Escuelas Pías’ in mind. I chose these students over the other years because of several reasons. The first one is the fact that third year students are not bilingual as first and second year students are; thus, they know less English which leads to a lack of L2 competences and skills. Because of this, I wanted to provide them with the necessary tools so that they may improve their L2 language skills while being aware of their own progress. Also, the teacher did not pay enough attention to them as they did not have a high level of English nor show interest in the subject, which were mainly caused by his monotonous classes. Therefore, students were clearly in need of a change in the instruction in order to be engaged and, consequently, learn.

3.2. Theoretical and Curricular Framework

Cooperative learning, also known as CL, is an instructional approach and strategy in which students have to work together in order to achieve a common goal (Kagan, 2009, p.15.12¹). As Stiles (2006) asserts, each student has mainly two responsibilities: one of them is to learn the contents and materials, and the other is to support and help other students learn the materials and contents (p.134). Therefore, it differs from the traditional classroom in the inclusion of interaction and cooperation between students, namely, students are involved in their own learning process with the support of other students instead of competing with others (p.5.1). Moreover, the traditional classroom is not student-centred as the cooperative classroom but teacher-fronted, that is, the teacher is in charge of explaining the contents and helping students with their independent competitive work (p.5.1). In fact, in the traditional classroom, student-to-student interaction is generally not emphasised or encouraged. As the Aragonese Curriculum (2015) states, active methodologies, including cooperative learning, must be present in the EFL classroom since they facilitate students’ own learning as they identify and acquire different strategies used by their classmates in different types of tasks (p.7003). Moreover, the Order/ECD/2016 also specifies that one of the objectives and

¹ Note that the pages of Kagan and Kagan (2009) are written following the chapter and the page within it as in the original book; for example, p.15.12 means chapter 15, page 12. From here on, the pages of this book are going to be organised in this way.

methodological principles of EFL is to develop different strategies of cooperative and autonomous learning through diverse tasks so that students may develop and improve their English skills (p.13126 and 13127).

Additionally, cooperative work is also different from collaborative work, that is, group and pair work (Kagan and Kagan, 2009, p.5.1). In both cooperative and collaborative work, students are asked to work together in order to interact or do an oral presentation. However, the difference between them is their structure. According to Kagan and Kagan (2009), a structure 'describes the relationship of the teacher, the students, and the learning content - how interactions are structured' (p.5.2). Therefore, while group work lacks structure, in a cooperative classroom, the teacher organises the interaction in the classroom between students at any moment (p.5.2). This organisation should be content-free and repeatable, that is to say, the structure used can be applied several times with different content, which will result in different activities, tasks and learnings (p.5.3). Thus, each structure may perform a different function depending on the content, purpose and usage; for example, the structure's function may be useful for classbuilding, teambuilding, social skills, communication skills, decision-making, knowledge building, procedure building, processing information, thinking skills or presenting information (pp.6.10-6.19).

Besides being content-free and repeatable, a cooperative learning structure must also implement Kagan's basic principles of cooperative learning, also called PIES (Kagan and Kagan, 2009, p.6.2). If any of these four principles is not present in a group activity, it will be merely group work and not cooperative work. The first cooperative principle is positive interdependence, which refers to a positive correlation of outcomes as well as interdependence (p.12.2). In other words, students have to understand that outcomes are correlated so that if one of them succeeds, the whole team is beneficiary of it as all of them are on the same side. Thus, all members of the team have to work together as the participation of every member is necessary in order to achieve their common goal (p.12.4). Moreover, the second cooperative principle is individual accountability. Even though students work in cooperative teams, each of them is responsible for their own learning and performance (p.12.9). Kagan (2009) continues asserting that for that to happen, the performance of every individual is required and done without help, but also it has to be observed by someone so that the performance might be praised and rewarded (pp.12.9 and 12.10). The third principle is equal participation which refers to the fact that

every student has to have their turn to participate, either to receive or offer help (p.12.14). As student-to-student interaction is structured, every student has to participate since everybody has the same status, there is no voluntary participation. This is related to the fourth and last cooperative principle which is simultaneous interaction. Since everyone is equally participating, the interaction is simultaneous and frequent which actively engages students as everybody is part of the interactive activities (p.12.19 and 12.20).

Furthermore, as it has already been mentioned, students work in cooperative teams, rather than in groups. While a group is composed of indefinite members that might constantly change, a cooperative learning team has a 'strong, positive team identity, ideally consists of four members, and endures over time' (Kagan and Kagan, 2009, p.5.4). There are four different types of cooperative teams: heterogeneous, homogeneous, random and student-selected teams. However, this unit plan is only going to be focused on heterogeneous and homogeneous teams. On the one hand, heterogeneous teams are mixed teams, namely, they are composed of one high, two middle and one low achieving students as well as students of different genders and races (p.7.4). This type of team allows better learning opportunities to students such as support and peer tutoring and it facilitates classroom management (p.7.4). On the other hand, homogeneous teams are formed by students with shared interests or abilities; for example, groups of experts might be homogeneous teams as they are composed of students that share a common topic as well as the same or similar abilities (p.7.19-7.20).

Moreover, these cooperative teams not only ease students' learning, but they are also an essential part of the classroom dynamic. First, they promote a classroom where students might feel comfortable to speak and learn together, that is, they do classbuilding (Kagan and Kagan, 2009, p.9.1). Secondly, they create a supportive and safe team environment by creating a team identity that appreciates students' differences and similarities; this is called teambuilding (p.5.7). Thirdly, cooperative learning teams promote social skills and character virtues, specifically, responsibility, active listening, respect, patience, caring and cooperation (p.5.9). As students have to interact with each other, they have to respect others' ideas and opinions and encourage each other to work together in a positive and healthy environment (pp.5.9 and 11.2). This is also displayed in the Aragonese curriculum (2015) as it states that students have to understand and take into consideration the diversity awareness and the different learning styles and rhythms through cooperative learning activities (p.7002).

Cooperative learning is closely related to communicative learning teaching, also known as CLT, which is described by Brown (2007) as the approach to language teaching and learning that emphasises the communication and interaction between both students and the teacher in the classroom (p.46). In other words, CLT gives students the necessary tools to develop their linguistics skills so that they can communicate with others in real-life situations outside the classroom (Brandl, 2008, p.5). One of the characteristics of this approach to language is that students are active participants and autonomous learners in their own learning process thanks to collaborative and cooperative learning activities guided by the teacher (Brown, 2007, p.47). Moreover, CLT is also characterised by not only a focus on real-life or unrehearsed situations outside the classroom, but also by a close relationship between form and content as well as between fluency and accuracy in language use (p.46).

This focus on comprehension and production may be displayed in the main aim of CLT, which is to develop the communicative competence of students (Brandl, 2008, p.5). Richards (2006) defines communicative competence (CC) as the ability to know when and how to use the language appropriately in different contexts that might involve diverse purposes, participants, settings and social behaviours (p.3). According to the Order ECD/2016 of the Aragonese Curriculum, the communicative competence should be present in the EFL classroom as it involves several components such as the knowledge, skills and abilities of the linguistic, pragmatic and sociolinguistic competences (p.13124). The Modern Languages Division (2001) agrees with this as it states that, in order to develop the communicative competence, students have to be aware of lexis and grammar (linguistic competence), coherence and cohesion (pragmatic competence) and an appropriate use of language determined by the situation (sociolinguistic competence) (p.108). Therefore, thanks to the communicative competence, students might be able to identify and understand language as a system, the differences between accents and registers depending on people's culture and background, as well as the functional use of language in diverse communicative situations (p.13124).

Additionally, one of the most relevant educational approaches within the CLT framework is the Task-Based Language Teaching, also known as TBLT. According to Peter Skehan (1998; in Brown, 2007) and Ellis (2003), a task is an activity in which there is a focus on meaning, real-world processes of language use and a communication problem that has to be solved (pp.50; 9-10). It can be claimed that this task is carried out

as a result of understanding and using that language, in this case, English. Thus, it has to involve cognitive processes such as selecting, evaluating or analysing so that students may decide the appropriate language for each task and situation since language is not determined by the teacher nor the activity (Ellis, 2003, p.10). By the same token, a task also has to have a communicative outcome, that is to say, students must know and understand the goal of the task in order to complete it successfully (p.10).

In order to offer task-based language learning, a lesson should include and follow several stages around a central task, namely, a pre-task, a task and a post-task (Frost, 2021). This approach to language learning is commonly used in the input stage in which students are given new information so that they may identify and understand new knowledge. First of all, during the pre-task stage, the teacher introduces the topic to students and gives them instructions to follow so that students might be engaged in the future task they are going to carry out (Frost, 2021). After the pre-task, students should be ready for the completion of the central task, usually in pairs or groups. This stage is performed by using the target language students want and have to learn throughout the unit (Frost, 2021). In this case, the teacher does not give any instructions, in fact, he or she just monitors the students and offers help and encouragement to them while doing the task. Finally, after the completion of the task, students may either reflect on their work and give feedback to their classmates, or comment, analyse and discuss the previous task so that they can learn and improve for the future (Frost, 2021). Thanks to these three stages, students might feel motivated to learn a language, in this case, English, because their choice of language is relevant to them as they determine the language used from their needs and learnings (Frost, 2021). Also, students may feel engaged since they spend a lot of time communicating and interacting with others in order to carry out a task. Thus, they are in need of their classmates to complete the task and continue accomplishing the established goal in the unit.

Additionally, another approach that enables students to practice and improve their communication skills is Project-Based Language Learning, also known as PBLT (Gil, 2021). According to the Order ECD/2016 of the Aragonese Curriculum, project-based learning helps students to work on their learning of key competences as it looks for a practical result through an action plan (p.13127). This approach to language learning is characterised by seven stages that lead to the development of a final product. These seven stages are organised in the following order: activation, discovery, deepening, planning,

creation, publishing, and assessment and reflection (Gil, 2021). First of all, in the activation stage, the teacher presents the challenge and the topic to students and they recall previous knowledge and schemata about that topic (Gil, 2021). Secondly, students explore and internalise comprehensible input, that is to say, students are given new information they have to process in order to learn new knowledge and be able to put it into practice in the following stages of PBLT (Gil 2021). After processing this comprehensible input, students deepen their knowledge and understanding in the deepening stage, in which they have to analyse, apply and connect ideas previously presented (Gil, 2021). Gil (2021) continues explaining the fourth or planning stage as a stage in which students start organising and planning their future creation or product; moreover, they can also receive feedback from their teacher or classmates in this stage. Next, in the creation stage, students create the product that they will publish or share with others in the sixth or publishing stage (Gil, 2021). Finally, in the last stage, which is the assessment and reflection stage, students have to assess their own performance and reflect on the process as well as the unit (Gil, 2021).

3.3. Methodological Design of the Dissertation

For this unit plan and dissertation, I have followed Kagan's cooperative learning theory, specifically, his book *Kagan Cooperative Learning* in which he illustrates many different cooperative structures and activities. After reading and understanding all the structures he proposes, I created keeping students from 'Escuelas Pías' in mind the unit plan included in Appendices as it was supposed to be implemented in my second placement period. However, after discussing with my tutor if cooperative learning activities could be implemented in his class, his response was negative as he refused to do them by justifying that he was not going to be in control of the chaos students would create when speaking in groups. For this reason, I had to change my plans and, unfortunately, the implementation of this unit did not take place.

Furthermore, even though the unit was not possible to be carried out, I am going to comment on the steps to follow in order to implement the unit. First of all, the teacher should know his or her students quite well in order to create the stable heterogeneous base teams for the whole unit. These team formations will be composed of four students with gender, ethnic and linguistic diversities if possible as well as one high achiever, one high-middle achiever, one low-middle achiever and one low achiever student. Moreover,

students will be seated in teams since the classroom will be structured in such a way that interaction is fostered between students. These teams will be organised as a way that the high achiever is a shoulder partner of the low-middle achiever as well as a face partner of the high-middle achiever. In order to start the unit, the teacher will present the project to students so that they clearly understand what they are going to be participating in. Then, the teacher will announce the members of each team and assign roles to students in each of them. Students have to be aware of the fact that together in their teams everyone achieves more which is what makes teamwork effective. Finally, students will go to their teams and start working on the project.

Once the unit has finished, both the teacher and students will evaluate it as well as the project and cooperative teams so as to make sure the teacher knows the strengths and weaknesses of the whole process. The procedure of this evaluation is displayed in *Appendix 6*, concretely, in lesson 7, activity 3, which is called ‘graphic organiser for reflection on the unit and cooperative teams’. Here, students have to critically give their opinion on the unit, the variety of activities, the commercial project idea, their work on cooperative learning teams and their experience when speaking in English in groups, and finally, they have to evaluate the teacher. Thus, this will not only evaluate the unit and the cooperative teams but also the teacher’s role and performance in the classroom during the unit. In this way, the teacher may be able to repeat, modify or design several activities for future years as well as improve his or her own performance as an EFL teacher. Additionally, as students have to carry out different tasks throughout the unit, the teacher may be also able to observe and determine whether students are actually learning and performing successfully. Thanks to these activities where students have to upload the result to Google Classroom or to other ICT resources, the teacher may also discover and decide which activities are useful or suitable for students’ performance and progress in the EFL classroom.

4. Critical Analysis and Discussion of the Didactic Proposal

4.1. Presentation of the didactic unit and target learners

The learning unit that is going to be critically analysed and commented on is titled ‘Make it real’. It is included in *Appendix 5* (pp.33-42). The topic of the unit is commercial advertising since students have to make a commercial advertisement at the end of the unit.

In this way, the unit is going to provide students with the necessary tools and knowledge to identify, understand and learn different types of advertising and marketing. This will be possible thanks to the inclusion of cooperative learning in the EFL classroom. Thanks to CL, students will work together in small groups in order to improve their English and communication skills while making the commercial for the new Coca-Cola marketing campaign.

This unit plan was supposed to be implemented in the school ‘Escuelas Pías’ in Zaragoza. I have designed it bearing students from this school in mind, specifically those students of 3^o year of Secondary Education (E.S.O). The class is composed of 24 students, specifically 15 boys and 9 girls between fourteen and sixteen years old. Despite being a bilingual school with many students with a high level of English, students of the third and fourth year of Secondary Education are not part of bilingual education yet. Therefore, even though these students have been studying English for ten years, they have barely a B1 level of English in comparison with first- and second-year students that have almost a B2 level of English. This may be reflected in their lack of communication skills since all the students do not know how to communicate well with others in English as a result of the absence of speaking activities in the EFL classroom.

Regarding the contents of the unit, students are already familiar with modal verbs as they were introduced to them in the second year of secondary school. As a consequence, modal verbs are taught in the unit in an inductive manner so that students put in practice their previous knowledge so as to acquire new grammatical structures, in this case, new modal verbs. In addition, students from ‘Escuelas Pías’ are in need of working in groups, either in collaborative or cooperative groups, and third year students are not an exception. Therefore, it may be a good idea to include cooperative learning into the EFL classroom in order to facilitate students’ development of communication skills as well as learning of English as a second language.

4.2. Contribution to the Development of Key Competences

This learning unit is going to develop a total of six key competences stated on the Order ECD/65/2015, concretely, the competences developed are: linguistic competence, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression competence.

First of all, the linguistic competence is developed throughout the whole unit since one of the main objectives of the unit is to get students to interact in English with other people. For instance, every student is participating in the communicative act of activities such as activities 2 and 5 in lesson 1 (p.34), and activity 4 in lesson 3 (p.37) since they have to interact and communicate with each other in teams so as to reach consensus or give their opinion. Moreover, all the components of the linguistic competence are present in the unit. As to the linguistic and discursive pragmatic components, students discover and learn new lexis and grammatical structures in activity 2 in lesson 4 (p.38) as well as properly produce and receive messages in activities 3 and 2 in lesson 3 (pp.36-37), respectively. Regarding the sociocultural component of the linguistic competence, students are able to explore and identify different commercials in activities 2 and 4 in lesson 1 (p.34) so that they may illustrate their knowledge of the world and our intercultural society. In addition, in regard to the strategic component, activity 1 in lesson 5 (p.39) allows students to overcome their problems and difficulties during the communicative act because they have to reach consensus on their project ideas in order to start making the commercial. Finally, the personal component is also exhibited in activity 2 in lesson 6 (p.40) since students may adopt a positive attitude of curiosity, interest and creativity in order to make the commercial.

Additionally, students might also acquire the digital competence thanks to several activities in the unit that make students actively employ diverse technological resources or ICTs in a critical and creative manner. For instance, in activity 3 in lesson 5 (p.39), students have to create a mind map with 'MindMup' so as to write a draft with all the ideas they are going to include in their commercial. This usage of 'MindMup' implies students' participation and cooperation as all of them have to contribute to the draft. Subsequently, students have to make their own commercials in activity 2 in lesson 6 (p.40), thus they may use a digital resource such as 'Imovie', 'Wondershare', 'TouchCast Studio' or other resources they might know in order to record and edit the video of their commercial advertisement.

In relation to the learning to learn competence, students plan, supervise and evaluate the process and their results while demonstrating their knowledge and awareness of their own learning process. On the one hand, they revise their classmates' feedback making the most of their comments in activity 4 in lesson 5 (p.39) in order to improve their final product. On the other hand, students assess themselves and reflect on the unit,

the cooperative teams and their own learning process thanks to their critical thinking in activities 3 and 4 in lesson 7 (p.41). This reflects students' reflection and consciousness of their own learning processes, which leads to students' permanent and continuous learning.

In addition, the social and civic competence is reflected in students' attitudes and values when communicating with their classmates in the classroom. In other words, students must adopt a respectful, tolerant and honest attitude in their teams so that they can communicate in a constructive manner accepting others' differences, cultures, backgrounds and beliefs. This is possible thanks to activities such as activity 3 in lesson 2 (p.35) and activities 3 and 4 in lesson 4 (p.38), in which students give their opinions and ideas on commercials in diverse cooperative structures. Thus, they have to respect each other's thoughts and beliefs in order to reach agreements and actually be productive and learn.

Furthermore, students may also develop their abilities of analysis, organisation and planning as well as leadership and delegation when working in their cooperative teams as in activities 1 and 2 in lesson 5 (p.39). Because of this, students may develop their sense of initiative and entrepreneurship competence throughout the unit. As they have to make a commercial in activity 2 in lesson 6 (p.40), each team has to choose, plan and manage their interactions and work taking into account each other's roles and responsibilities.

Finally, the cultural awareness and expression competence is developed through the display of cultural heritage, concretely, diverse commercials that reflect society's different cultural and artistic expressions. For example, in activity 2 in lesson 3 (p.36), several advertisements are shown to students, thus they may identify some cultural diversities and discuss their impressions and thoughts about them afterwards. This discussion is clearly enriched by the diversity of opinions and beliefs, but also of students' backgrounds in the classroom as there are different races, ethnicities, religions, genders and sexes.

4.3. Objectives and Contents

The learning outcomes included in *Appendix 2* (p.30) have been formulated taking into consideration both the evaluation criteria from the Aragonese Curriculum and Allen's

variable focus syllabus framework (Finney, 2002). On the one hand, I unpacked some of the evaluation criteria, and then, I identified the most important ‘can do’ objectives taking into account that criteria. Because of this, the objectives and the evaluation are closely related so that students understand and are sure about what and how it is going to be evaluated from them. On the other hand, I have followed Allen’s flexible model for writing learning outcomes. This model is divided into three levels: an emphasis on structure and function, a target of function or skills, and a focus on tasks and learning processes (Finney, 2002). All these degrees are displayed in the unit so that students can place more emphasis on structures such as modal verbs, then on language use and linguistic functions and, finally on tasks in order to develop their L2 learning. Thus, the learning objectives of this unit have been formulated and ordered considering Allen’s level distinction. Moreover, I have also included several teaching aims in each lesson so that the teacher and students know what they are going to do and learn in every lesson.

Furthermore, the contents of this learning unit are displayed in *Appendix 3* (pp.31-32). After writing the learning outcomes of the unit, these contents have been carefully selected and specified from the Order ECD/2016 of the Aragonese Curriculum. I have followed an analytic syllabus, that is, I decided the topic and the final task of the unit, then the curricular criteria and the learning objectives and, finally, I have selected the corresponding curricular contents. Thanks to this procedure, everything is connected as it facilitates the organisation and progress of both the teacher and students. In addition, I decided to divide these contents into five blocks, that is, the four language skills (listening and reading comprehension, and oral and written production) and general contents. This allows students’ development of all their language skills and not only of one of them.

4.4. Instructional Sequence, Activities and Methodology

As it has been previously mentioned, the unit plan included in *Appendix 5* (pp.33-42) is structured following the seven stages of PBLT established by Gil (2021) and explained in the ‘theoretical framework’ section of this dissertation. The unit is organised so as to facilitate students’ comprehension and learning of the already stated contents and competences so that each activity and learning will contribute to the final product at the end of the unit, in this case, the making of a commercial. In addition, instead of including one stage of PBLT per lesson, I decided to devote one lesson and a half for the discovery, deepening and creation stages as I wanted to emphasise the importance of the

comprehensible input, its analysis and application, and finally, the creation of the final product as it is the unifying thread of the whole unit. It is important to point out that cooperative learning activities and structures are included in every lesson and stage in order to accomplish the proposed objectives of this dissertation.

First of all, the first lesson corresponds to the activation stage (pp.33-34). Thus, the unit starts with the presentation of the project through a challenge letter. This letter has been written by the Coca-Cola Company and it announces the next marketing campaign of the new Coca-Cola commercial to students in order for them to make the new commercial for 2022 in groups. This not only introduces the unit to students, but also engages them in the learning process as they might feel part of it. In fact, students have to fill out a compass point about the project itself so that they can express their thoughts and worries about the project. After this introduction, the teacher organises students into heterogeneous teams of four people, which will be their fixed teams for the whole process and unit and with which students will make the final project. Thus, the classroom is going to be physically divided into teams of four tables throughout the whole unit. These heterogeneous teams make classroom management easier since there are more opportunities for help and peer-tutoring (Kagan and Kagan, 2009, p.7.4). Moreover, after this announcement, the lesson continues with some cooperative learning activities that make students interact with each other in English while discussing their previous knowledge and opinion on advertising. For instance, activity 2 involves a discussion in teams about the relevance of commercials. This activity is structured by the teacher through a talking chips cooperative structure in order to get all students involved in the discussion. Thanks to this activity, everybody can and must participate equally and there is always simultaneous interaction as every team is discussing at the same time. Other cooperative structures employed in this lesson are RallyRobin and RallyTable so as to discuss subliminal messages and famous commercials. All these cooperative activities are proposed as a way for students to be active participants in their learning process while improving their communication skills as they interact with each other as if the situation was a real-life one. In addition, these activities also establish a good starting point for the unit as students start managing their fears and anxieties of speaking in public thanks to the constructive environment of the team formation.

The second lesson is connected with the discovery stage (pp.35-36). This lesson will develop students' reading comprehension skills thanks to a TBLT approach, that is,

I divided the lesson into four activities, concretely a pre-reading task, a reading task and two post-reading tasks. This approach lets students communicate by using the language from their needs and learnings as it is oriented to the context and the content of the unit but it is not determined by anybody (Frost, 2021). First of all, the pre-task involves students' reasoning as they need to point out the title and headings of the text they are going to read afterwards. This activity introduces the text to students and creates expectations and interest as they discover and guess what the text is going to be about. Then, students read the actual text about the essential elements of advertisements and answer some questions about it through *Socratic*. This text is the necessary comprehensible input given to students as the first step towards the making of the commercial since they may discover and identify the elements commercials must have. After the input, students comment and reflect on the text going one step further in activity 3 (p.35). This activity is done in expert groups as each member of the base teams has a specific role towards the final product, concretely, one student will be in charge of the visual illustrations, another of the script and dialogues, another student of the movement and action and the last one will supervise the timing, medium and direction of the commercial. Therefore, students go to these expert groups according to their roles in order to discuss the necessary information and elements of that category for the product. These homogeneous teams facilitate the flow of information and ideas because of students' inquisitiveness. Also, this discussion is done following a Jigsaw cooperative structure in which every student records each suggestion or thought so as to tell their actual teammates about them in activity 4 (p.36). In this way, all the students have to speak in English to their teammates which promotes interaction and an improvement of their communication skills. Also, this activity involves cognitive processes as students have to analyse and select the main ideas of the text so as to be able to express their own critical thoughts on commercials.

The discovery stage also comprises half of the third lesson as I want to make students explore and understand as much input as possible (pp.36-37). However, despite following a TBLT approach too, the comprehensible input of the third lesson involves listening comprehension skills. First, the pre-listening task prepares students to the videos of activity 2 by generating a list of characteristics of Coca-Cola commercials. Then, the teacher will show them several Coca-Cola commercial advertisements and, through a Carousel activity, each team will watch the commercials and fill out a see-think-wonder

think chart about each advertisement. This may guide their understanding on the video as they have to analyse and criticise it. Finally, students will carry out the post-task individually as they have to write a brief composition in activity 3 (p.37) about the importance in advertising of choosing the correct words and images taking into account the videos of the previous activity. The last 10 minutes of class will be devoted to a Jot thoughts cooperative activity that is associated with the deepening stage. Each team has to choose one of the commercials in activity 2 and fill out a discovery, strengths, weaknesses and future ideas for their upcoming advertisement. This activity is done through a cooperative activity so that each student has to write at least one idea for each category trying not to repeat his or her teammates' thoughts. This makes students more autonomous critical learners as they get used to actively participating in activities that deal with interaction; as a consequence, they improve their communication skills.

Next, the deepening stage continues in the fourth lesson as students need to deepen their understanding of the input by analysing, discussing and developing their knowledge and learnings in order to be able to put them into practice in the following stages (pp.37-38). This is displayed in activities 3 and 4 (p.38) in which students have to make a list in a stand-n-share cooperative structure in their teams depending on the requirement of the listing key: the how many ways can you key and the reverse listing key, respectively. This activity could be a collaborative group work, but I decided to replace it with a cooperative activity so that students may work on their interpersonal and intergroup skills as they need to speak with their teammates and with other teams. In addition, in this lesson, grammatical structures are included in activity 2 (p.38), in this case, modal verbs. In this activity, students have to discover the grammatical rule by themselves through an extract about advertising and then answer some questions about the function, structure and application of those modal verbs. This activity directly develops students' linguistic competence of the communicative competence as they have to discover and comprehend a specific grammatical structure, specifically, modal verbs. Therefore, grammar is taught in an inductive manner which makes the rule more relevant and meaningful for students as they might be more engaged and involved in their own learning process. Also, this focus on form that leads to a focus on meaning is linked with the communicative competence since grammar is part of the linguistic competence as it involves how to use grammar appropriately in order to communicate with others properly.

The fifth lesson is devoted to the planning and creation stages, that is to say, students will plan, organise and design the final product taking into account the feedback given by their classmates and the teacher (pp.38-40). Regarding the planning stage, students will create a mindmap with *MindMup* in activity 2 (p.39) as a draft of the final product. In order to create it, each team will discuss in a RoundRobin structure their ideas about the commercial. As every student has a different vital role, everybody must equally participate in the planning and making of the commercial. Also, students have to understand that they are a team so that if one of them succeeds, all of them will be successful, which is called positive interdependence. Moreover, after sharing the mind map, students will go to their expert groups in order to receive feedback of the draft thanks to a graphic organiser in which they will write the strengths, weaknesses, suggestions and questions of each commercial. This feedback will be pointed out and explained in the evaluation section of this dissertation. After revising this feedback, each group will start working on their commercials that will be finished in the following lesson. The commercial has to be creative, in a video format and it has to include some oral or written English text. In this way, students have to introduce and include all their learning and knowledge the unit has given to them. It is important to point out that every student has to participate in the commercial even though each of them is responsible for their own learning.

The sixth lesson will be dedicated to the creation and publication of the commercial, that is, the creation and publishing stages (p.40). Students will devote almost all the lesson to finish the commercial with the help and feedback of the teacher if needed and, at the end of the class, they will publish the commercial on the school's website so that everybody can see it and vote for one commercial to win the contest. This publication may engage and motivate students as they can see that their work is fruitful and rewarded with praise from other people. The results of the voting will be announced at the last lesson which will correspond to the assessment and reflection stage (pp.41-42). After the announcement of the winner, each team will briefly orally present to the classroom their commercial as well as the steps they have followed in the process. This will display the improvement in their communication skills as well as their engagement and involvement in the project. To finish the unit, students will reflect on the unit in activity 3 (p.41), their performance and the cooperative teams, thus the teacher will know their thoughts and consequently what they have learned and what can be improved for the future. Also, it is

important to make students reflect on their work and learning so that they can be aware of their own learning process. Finally, both the teacher and students will assess students' commercials with a rubric and a checklist, respectively. However, this will be explained in more detail in the evaluation instruments section of this dissertation.

4.5. Materials and Resources

The materials and didactic resources used in this unit plan are included in *Appendix 6* (pp.43-62). All the materials exhibited in *appendices* are authentic and original and most of them have been created considering the materials in Gil (2021) and Kagan and Kagan (2009). I decided to include materials as real as possible so that students become familiar with real-life language examples which may have a positive effect on students' motivation to learn English. For instance, the comprehensible input given to students in lessons 2 and 3 is taken from a real article about advertising (pp.47-49) and from the official Coca-Cola YouTube account (pp.51-53), respectively. Thanks to these examples, students may realise the usefulness of learning English as it enables them to read and listen to endless possibilities. Moreover, I have created many different materials, concretely, several graphic organisers and think charts so that students can actually organise what they are understanding as they may be able to establish their own connections which leads to a better comprehension and a more successful learning. This might be reflected on the see-think-wonder chart in activity 2 in lesson 3 (pp.50-51) and on the graphic organiser on subliminal messages on adverts in activity 5 in lesson 1 (pp.45-46).

Additionally, different ICTs resources are used in the unit; for example, Socrative, YouTube, PowerPoint, Kahoot, Google Classroom and MindMup. Students do not have their own chromebooks in the classroom, so the school provides them one once or twice a week, depending on demand. For this reason, the majority of technological resources are included in the fourth and fifth lessons as they would be the ones with access to computers. For instance, students have to create a mindmap with MindMup in lesson 5 (p.56), play a Kahoot about modal verbs and advertising, and answer some questions on PowerPoint, both in lesson 4 (p.55). As students are nowadays more in contact with technology than ever before, it is important to make them feel comfortable and motivated to learn English by using these resources. Also, learners have to be familiar with Google Classroom as many activities require them to upload their progress in the EFL classroom

so that the teacher can give feedback to them and assess their work. They can upload the activities either with the chromebook or with their mobile phones by taking a photo of the activity.

Furthermore, I have tried to include as much scaffolding as possible in the unit so that students can benefit from it and feel comfortable when interacting and doing the activities. The scaffolding provided in this unit is mainly linguistic, conceptual and sociocultural. On the one hand, I have included guiding questions, triggering structures, WAGOLs and input enhancement in the materials in order to facilitate students' learning process. For instance, the guiding questions in activity 2 in lesson 1 (p.44) and the triggering structures in activity 3 in lesson 3 (pp.53-54) will provide students with the necessary tools and topics to improve their interactions as well as guide them towards the outcome of the activities. Also, the WAGOLs in activity 1 in lesson 4 (p.54) and in activity 2 in lesson 5 (p.56) provide a good model to students so that they can follow them or, at least, take them into account in order to do the activities correctly. On the other hand, the teacher will monitor students' learning and progress as a facilitator and supporter by providing one-to-one assistance and explanation in the L1 if needed.

4.6. Curricular Evaluation Criteria, Evaluation Instruments and Grading Criteria

The evaluation criteria for this unit have been established following the Order ECD/2016 of the Aragonese Curriculum and the assessment and grading criteria of cooperative learning stated by Kagan and Kagan (2009, pp.15.1-15.12). All these evaluation and grading criteria as well as the evaluation instruments are included in the *Appendix 4* (pp.32-33) and *Appendix 6* (pp.43-62) of this dissertation, respectively.

As specified in the general provisions of the Aragonese Curriculum, the evaluation should be continuous, comprehensive and formative (p.14). In other words, the criteria should evaluate and assess the process of student learning and not only the final product. Therefore, the evaluation for the unit is mainly formative as it is ongoing so that the teacher may actually see their performance and progress while learning is occurring. However, I decided to evaluate the process but also the final product, in this case, the commercial, as I want to see students' improvement of instruction as well as their actual learning and results of that progress at the end of the unit. As a result, the evaluation of the unit is formative and summative as both of them are complementary.

Moreover, throughout the whole process, the teacher will observe, monitor and evaluate students' performance as he or she will support and help them during the cooperative learning activities. According to Kagan and Kagan (2009), cooperative learning structures facilitate the monitoring of each student because everybody has to participate and interact with each other, thus the teacher is able to see students' ideas, opinions, progress and even misunderstandings (p.15.3).

Regarding the curricular evaluation criteria, I have unpacked the evaluation criteria for 3^o year of secondary education of the curriculum, specifically, the evaluation standards, and I have made them more specific. I have chosen at least one criterion for each skill so that students can improve and learn all the language skills in the unit. It is important to highlight that I have included two evaluation criteria for oral production as one of the objectives of the unit is to promote interaction and the development of communication skills. Thanks to these curricular evaluation criteria, the teacher will be able to determine whether each student has met the curriculum objectives or not (Finney, 2002, p.77).

These criteria have been assigned to each language skill so that each skill is going to be evaluated and assessed along the unit. As it has already been mentioned, one of the aims of the unit is to make students speak and improve their communication skills; thus, speaking skills of students are going to get the highest percentage towards the final grade, concretely, a 55% of the final mark. As a result, listening, reading and writing skills are going to be the remaining 45%. The percentages of each skill and each criterion as well as the tools and procedures used to assess are exhibited in Appendix 4 (p.33).

In order to evaluate and assess these evaluation and grading criteria, I have taken into consideration several activities they have to upload to Google Classroom or share with the teacher. This could somehow be considered a sort of portfolio as it displays students' effort, progress and performance. Among these activities, we may find several think charts and graphic organisers, the written composition in lesson 3, the questions about the reading in lesson 2 through *Socratic* and the kahoot about modal verbs and advertising in lesson 4.

Furthermore, I have created several checklists and rubrics that are going to be used throughout the whole unit, either for evaluation purposes or as evaluation instruments to take into account. Moreover, the process of the final commercial is going to evaluate a draft in the form of a mind map through a graphic organiser the teacher is going to give

students for feedback in activity 5 in lesson 5 (p.40). This organiser shows the strengths, weaknesses, comments on grammar and vocabulary, suggestions for improvement, and questions about the commercial. Thus, it is going to be taken into account when assessing the final product with the teacher rubric in order to see students' progress. Moreover, the final product as well as the process are going to be evaluated and assessed through a self-assessment checklist and a teacher rubric, both of which are displayed at the end of *Appendix 6* (pp.60-62). On the one hand, students have to critically assess their own commercials thanks to a self-assessment checklist in activity 4 in lesson 7 (p.60). This checklist shows a list of performance-based criteria and students have to check whether they include those criteria or not. As a result of this, the student is not only an object of assessment but an active participant in their learning process. Thus, this assessment clearly promotes students' autonomy and critical thinking. On the other hand, the teacher will also assess students' commercials and oral presentations with the teacher rubric displayed in pages 60 and 61 of this dissertation. This rubric shares most of the criteria included in the checklist with the exception of oral presentation skills. The rubric presents descriptions of achievement level for each criterion in a scale of one to four, being 1 poor, 2 fair, 3 good and 4 excellent. Both checklist and rubric are given to students at the beginning of the unit so that learners know what is expected of them and how they are going to be assessed.

5. Conclusions

To conclude, this dissertation proposes a sequence of activities based on Kagan's cooperative learning through which students may develop their L2 communication skills in the EFL classroom. Thus, this sequence aims to demonstrate the potential effect of cooperative learning on students' L2 language skills as well as the development and improvement of learners' communication skills by increasing their motivation and engagement in the EFL classroom. This unit plan has not been able to be implemented in a real classroom, so the comments and analysis developed in this dissertation are based on language learning theories and on mere hypotheses based on my own experience as a student and teacher.

The topic chosen for this unit plan is advertising as students are continuously exposed to advertisements and commercials and they may have a big influence on them. Through PBL methodology, students are asked to make a commercial advertisement for

the Coca-Cola Company in cooperative teams. In this way, students may be more engaged and motivated to learn as they are working with their classmates. This learning unit has been proposed as a result of the lack of collaborative and cooperative work in the EFL classroom during my placement period. Therefore, the unit proposes a project-based learning unit in which students are organised in stable heterogeneous teams of four with which they will make a commercial at the end of the unit as part of a project. These cooperative teams and activities allow students to feel more confident when speaking in English because students work together towards a common goal, so they support and help each other throughout the whole process. This may be a satisfactory and efficient manner of lessening students' anxieties of speaking in public as they might be in a friendly and favourable environment. In addition, the unit plan does not only improve learners' communication skills, but it also attempts to develop and acquire almost all the key competences as well as all the language skills of the curriculum.

Moreover, this sequence of activities includes many cooperative activities, but also many authentic materials and resources so that students can feel motivated to learn real-life language as they observe their progress in the L2 outside the EFL classroom. In fact, students may learn more efficiently thanks to these unrehearsed situations. In addition, the unit also includes some ICTs resources as a way for students to support their learning process and for the teacher to follow learners' progress and performance. However, I was not able to include as much ICTs resources and games as I would like to because of the fact that the school did not have enough resources for everybody.

Furthermore, cooperative learning eases the evaluation process as every student is participating in all the activities. In fact, the teacher is able to determine whether students are actually improving and learning thanks to the ongoing interaction between students in each team. For this reason, the assessment is formative so as to evaluate the ongoing learning, but also summative as students have to make a commercial including all the knowledge they have acquired during the unit. In order to achieve good results, the unit provides them with some scaffolding so that students are supported in every moment of their learning.

It would have been interesting to implement this unit in a real school as it was planned in order to check whether students actually improve their L2 communication skills. Besides my tutor's indifference and apathy towards working in groups and doing something engaging, the current situation of social distancing did not facilitate this

implementation as students could not work properly in groups. However, even with these limitations, this unit has allowed me to realise the importance of collaborative and cooperative work in the EFL classroom as the lack of both leads to a monotonous, unproductive and uninteresting classroom in which students are not able to learn. For this reason, I would like to implement this unit in a school in the future, or at least, some of its activities as I would like to include more ICTs activities in order to engage students and ease their learning thanks to games and interactive activities.

Finally, it is also important to point out the difficulties this unit plan would have encountered when implemented. Even though cooperative learning activities allow all students to speak and participate despite their level of English, it might be difficult for the teacher to manage students' differences in terms of learning. Although the unit tries to ensure students' learning through differentiated instructional strategies, it can be claimed that it could have included more; for example, a diversity of multiple intelligences so that every student may build up their confidence as a result of the tools provided by the teacher to understand and succeed at learning. In addition, while working on this dissertation, I have encountered several limitations, for example, as the unit was not implemented in a real classroom, I was not able to identify some difficulties that would arise while working cooperatively or making use of ICTs. Even with these limitations, I believe that this dissertation has provided me with many different cooperative structures that will definitely equip me in order to become a competent EFL teacher in the future.

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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

1. Essay: 'Psicología del desarrollo y de la educación: una propuesta para reducir la ansiedad y el miedo a hablar en público'. Written for 'Psicología del desarrollo y de la educación'.

https://docs.google.com/document/d/1qc_BkBDHyq0qs2Ovws0MuVOPwcJ-RhZg3ceJVd42ugU/edit?usp=sharing

This essay deals with the anxiety students usually suffer when speaking in front of their classmates. It proposes several activities and different manners of lessening this feeling through cooperative and collaborative work.

2. Unit Plan: 'To Watch Next'. Written for 'Design of Learning Activities for EFL'.

https://docs.google.com/presentation/d/1W_C2yW1-QrH72LVnKoiIHGrwkue9Ms5lBZaStmwBkas/edit?usp=sharing

In this unit plan, my classmates and I started including cooperative activities so as to facilitate students' learning and understanding of a specific topic, in this case, film reviews. However, there were not enough cooperative activities as needed.

Appendix 2 Learning Objectives of the Unit

Regarding the specific learning objectives, at the end of this Unit, students will be able to:

- Use modal verbs to express probability, possibility, obligation and advice.
- Describe diverse characteristics of advertisements and commercials.
- Express likes and dislikes about advertisements.
- Identify the main ideas and elements of commercial advertisements.
- Give their opinion about the importance of commercials.
- Write a brief text about the importance of words and images in advertising.
- Cooperate in teams to make a commercial.
- Plan, design, create and present a commercial advertisement in groups.

Appendix 3 Contents of the Unit

The specific contents used in this Unit, which are presented in the specific provisions for the EFL area from the Order ECD/2016, 26th of May, are listed below:

→ General contents:

- ◆ Valuation of the foreign language as a tool for information, communication and intercultural understanding.
- ◆ Exchange of personal information, interests, opinions and points of view.
- ◆ The verb and the verb phrase. Modality: ability (*can, be able to, could*), possibility (*could, may, might*), prediction (*will*), obligation (*must, have to*), no obligation/no necessity (*don't need to, don't have to*), prohibition (*mustn't, can't*), advice (*should*) and permission/request (*can, could, may*).
- ◆ Lexis of common use: leisure and culture (television), and commercial activities.

→ Listening comprehension:

- ◆ Comprehension of general and specific information of diverse oral texts: commercial advertising.
- ◆ Interpretation of oral messages: identification of main and supporting ideas, distinction between data and opinions, intention of the speaker, humor and irony, etc.
- ◆ Contractions (e.g. *mustn't, shouldn't, can't*)

→ Oral production:

- ◆ Participation in conversations related to the activities in the classroom and students' interests and experiences.
- ◆ Use of ICTs to make oral presentations in teams.
- ◆ Adaptation of the text to the receiver, context and channel as well as the adequate register and discourse structure in each case.
- ◆ Reflection and application of self correction and assessment techniques in order to improve oral production (recognise the error as part of the learning process).
- ◆ Use of conventional extralinguistic sounds and prosodic characteristics (vocal intensity, tone, volume, laughs, pauses, etc.).
- ◆ Contractions (e.g. *mustn't, shouldn't, can't*)

→ Reading comprehension:

- ◆ Comprehension of general and specific information of diverse written texts: advertisements.
 - ◆ Interpretation of written messages: identification of main and supporting ideas, distinction between data and opinions, intention of the speaker, humor and irony, etc.
 - ◆ Prediction of information through textual and non-textual elements.
- Written production:
- ◆ Composition of creative written texts (advertisements) about topics of interest for the student.
 - ◆ Activate and coordinate the general and communicative competences in order to efficiently carry out the tasks (reflect on previous knowledge about a specific topic, generate options through brainstorming).

Appendix 4 Evaluation Criteria of the Unit

The curricular evaluation criteria of this unit are going to be presented below considering the standards for evaluation for each developed skill.

→ Listening Comprehension

- ◆ Est.IN.1.1.1.: Listen to aural texts broadcasted by one interlocutor (commercial advertising) with visual support, and comprehend them through different tasks. [CCL-CCEC]

→ Oral Production

- ◆ Est.IN.2.1.1.: Make a brief presentation about advertisements with visual support, describing different situations with clarity and pronouncing in an understandable manner. [CCL-CD-CAA-CSC-CIEE-CCEC]
- ◆ Est.IN.2.1.2.: Participate in informal conversations (face to face) in order to exchange information and express ideas and opinions in a simple and direct manner. [CCL-CAA-CSC-CIEE-CCEC]

→ Reading Comprehension

- ◆ Est.IN.3.1.1.: Comprehend authentic texts (advertisements) and identify the general and specific information by answering questions such as open, true or false and multiple-choice questions. [CCL-CAA]

→ Written Production

- ◆ Est.IN.4.1.1.: Write brief informal texts about topics of interest using the conventions of each written genre. [CCL-CAA-CCEC]

Next, the tools and procedures used to assess as well as the marking criteria will be displayed.

Curricular evaluation criteria	Tools and procedures used to assess	Making criteria (% of weight within the unit)
Est.IN.1.1.1	See-think-wonder chart about some videos of commercials	10%
Est.IN.2.1.1	Teacher rubric to assess the commercial and oral presentation	30%
Est.IN.3.1.1	Socratic with questions about the reading 'Five Essential Elements of an Advertisement'	10%
Est.IN.4.1.1	Writing on the importance of choosing the correct words and images	10%
Est.IN.2.1.2	Thinking chart (discoveries, strengths, weaknesses and so what) about a specific commercial	10%
Est.IN.2.1.2	Ongoing assessment: worksheet on subliminal messages on adverts	5%
Est.IN.2.1.1	Ongoing assessment: Self-assessment checklist to evaluate the commercial	5%
Est.IN.2.1.1 and Est.IN.4.1.1	Ongoing assessment: Draft of the commercial through a mind map (the assessment tool is a graphic organiser)	10%
Est.IN.3.1.1	Ongoing assessment: Kahoot on modal verbs and advertising	10%

Appendix 5 Lesson Plans

LESSON 1 (Stage: Activation)	
Teaching aims	<ul style="list-style-type: none"> → To present the project to students. → To introduce the topic of advertisements and commercials. → To help students to reflect on their previous knowledge of advertisements and commercials.
Materials	<ul style="list-style-type: none"> - Challenge letter (<i>activity 1</i>) - Compass point chart (<i>activity 1</i>) - Talking chips (<i>activity 2</i>) - Guiding questions for discussion about relevance of

	<p>commercials (<i>activity 2</i>) [scaffolding]</p> <ul style="list-style-type: none"> - Word Cloud on advertisements (<i>activity 3</i>). - Worksheet on subliminal messages on adverts (<i>activity 5</i>).
<p>List of activities and procedure (Timing) - [Interaction patterns]</p>	<ol style="list-style-type: none"> 1. Presentation of the challenge. Students receive a letter from The Coca-Cola Company telling them that they are part of the new marketing team for the next Coca-Cola commercial. They are expected to make a new persuasive advertisement for 2022 for this well-known company at the end of this unit plan. They are asked to read the letter carefully and fill out a compass point chart about the project and their feelings towards it. (7') - [T-S]. 2. Talking chips discussion about the relevance of commercials. Ss have to discuss in their respective teams the relevance that advertisements and commercials have in our society as well as their own preferences when seeing them (the heterogeneous teams have been previously made by the teacher). Each team has eight talking chips in the centre of the table (two chips each component) so that each student can only talk by using one talking chip. Ss have some guiding questions if needed. After discussing their ideas, each team will share them to the rest of the class. (15') - [S-S]. 3. Word Cloud on elements of advertisements. T shows students a word cloud with keywords related to advertisements that are going to appear many times throughout the unit. Ss are given a set of questions they have to answer in a piece of paper taking into account the words in the word cloud. After each question, the answers will be shared and discussed. (15') - [T-S and S-S]. 4. Rally Robin on famous commercials. In their respective cooperative teams, ss discuss orally with their face partners some famous advertisements they might remember and find effective. (8') - [S-S]. 5. Rally Table on subliminal messages in advertisements. Now, ss discuss with their respective shoulder partners about some ads showing subliminal messages. Each person has to give his or her ideas when it's his or her turn. Then, ss have to write on a worksheet what they think the advert is about and why it might be controversial. After writing their answers, each pair has to upload them to Google Classroom. (10') - [S-S].
<p>Key Competences</p>	<p>CCL, CSC and CCEC</p>

LESSON 2 (Stage: Discovery)	
Teaching aims	<ul style="list-style-type: none"> → To present and make students be able to describe different characteristics of advertisements. → To help students to notice and understand key ideas regarding advertisements. → To make students work cooperatively to discuss and share ideas.
Materials	<ul style="list-style-type: none"> - Headings from text ‘Five essential elements of an advertisement’ (<i>activity 1</i>) - Text ‘Five Essential Elements of an Advertisement’ (<i>activity 2</i>) - Questions in <i>Socratic</i> (<i>activity 2</i>) - Guiding questions for discussion about ads characteristics (<i>activity 3</i>) [scaffolding]
List of activities and procedure (Timing) - [Interaction patterns]	<ol style="list-style-type: none"> 1. Single RoundRobin to point out headings (Pre-reading). In their teams, each member has one turn to guess what each part of the text ‘Five essential elements of an advertisement’ is about thanks to its headings. After these rounds of sharing (one for each heading), they will try to write a title for the article. Each team will share this title to the rest of the class before the end of the activity. (10’) - [S-S]. 2. Reading ‘Five Essential Elements of an Advertisement’ and questions about the text. Ss read individually the text trying to understand it as it will give them the necessary input to make a commercial at the end of the unit. After reading the text, ss have to go to <i>Socratic</i> and there they will answer individually a total of 10 questions about the text, just to know if they understand it or not. (17’) - [T-S]. 3. Discussion in groups of experts about ads’ characteristics (Post-reading). Each member of the team will have a role towards the making of the final commercial, that is, one student will be in charge of the visual concept, other of the script, other of the action and movement and the last one will be in charge of the medium, timing and direction of the ad itself. The member of each category goes to a new group with the other members of that role, creating a group of experts. Each group will discuss its role so that they will have more ideas towards the final commercial of their own groups, this is done by taking into account what the text says about these matters. Each team will have some guiding questions

	<p>in case they do not know what to say. This discussion is done as part of a Jigsaw, in which each student records each answer on their own paper. (15') - [S-S].</p> <p>4. Back to their teams, discussion of their new ideas for their respective commercials. Students return to their cooperative teams and each member will share their ideas and thoughts, either positive or negative ones. This will help them to know a bit of everything and especially about the path their commercial is going to take. (13') - [S-S].</p>
Key Competences	CCL, CAA, CSC and CCEC

LESSON 3 (Stage: Discovery and Deepening)	
Teaching aims	<p>→ To present different Coca-Cola commercials to students.</p> <p>→ To help students to describe commercials and their characteristics.</p>
Materials	<ul style="list-style-type: none"> - See-think-wonder think chart (<i>activity 2</i>) - Videos of Coca-Cola commercials (<i>activity 2</i>): ‘Turn up your Rhythm’, ‘The Great Meal’, ‘New Coke Zero Sugar, Best Coke Ever?!’, ‘Emotions’, ‘New Coca-Cola Zero Sugar 30 Second Advert’ and ‘Hilltop - I’d like to buy the world a Coke!’ - Triggering structures for writing about the importance in advertising of choosing the correct words and images (<i>activity 3</i>) [scaffolding] - Multiple slips of paper (<i>activity 4</i>)
List of activities and procedure (Timing) - [Interaction patterns]	<ol style="list-style-type: none"> 1. Team Stand-N-Share about Coca-Cola commercials (Pre-listening). In teams, ss generate a list of characteristics they might remember of Coca-Cola commercials as well as their most famous ones. After this, one student in each team shares their ideas to the rest of the class. When all the ideas have been shared, the activity will end. (10') - [S-S]. 2. Videos of Coca-Cola and see-think-wonder think chart in a Carousel activity. The class is divided into six team tables, each table has a computer with a video (a Coca-Cola commercial). In their cooperative teams, ss rotate from table to table or from video to video. When a team watches the respective commercial, they discuss their impressions and thoughts and try to fill out two see-think-wonder think charts with those ideas (ss leave one in the table, and the other one will be uploaded to Google Classroom

	<p>at the end of the activity). After every team has filled out all the think charts, teams go back to their usual team tables with their six think charts (20') - [S-S].</p> <p>3. Writing about the importance in advertising of choosing the correct words and images (Post-listening). Individually, ss write in a piece of paper the most important words and ideas from the videos they have just seen. After this, ss write a brief composition with these words (a maximum of 100 words). The text has to not only include these words, but also show their opinion on the importance of choosing the correct words, images and script for a commercial. They have to upload it to Google Classroom, the feedback will be received a couple days after. (15') - [T-S].</p> <p>4. Jot thoughts (Deepening). In their cooperative teams, students choose one of the commercials of activity 2. Ss have to write some discoveries, strengths, weaknesses and ideas for their upcoming commercial in multiple slips of paper. It has to be pointed out that each student has to write at least one idea for each 'category'. Instead of filling out a thinking chart, ss have to talk to not to write the same ideas. These ideas will be uploaded to Google Classroom. (10') - [S-S].</p>
Key Competences	CCL, CSC, CIEE and CCEC

LESSON 4 (Stage: Deepening)	
Teaching aims	<ul style="list-style-type: none"> → To understand what a commercial is, its elements and their diverse functions. → To understand and know the structure and use of different modal verbs. → To apply their understanding to solve a quiz about advertising and modal verbs.
Materials	<ul style="list-style-type: none"> - Parts and whole thinking chart (Swartz) (<i>activity 1</i>). - WAGOLL of Parts and whole thinking chart (<i>activity 1</i>) [scaffolding] - Extract from '10 Characteristics of Effective Advertising' text (<i>activity 2</i>) - Google Slides for Modal Verbs in advertising (<i>activity 2</i>) [it includes scaffolding] - Kahoot: modal verbs and advertising (<i>activity 5</i>)
List of activities and procedure (Timing)	<p>1. Parts and whole thinking chart about advertisements. Individually, ss fill out a parts and</p>

<p>- [Interaction patterns]</p>	<p>whole thinking chart in which they have to briefly write those essential parts of adverts, what would happen if those were missing and their function. After finishing it, they have to upload it to Google Classroom so that the teacher may see if they have understood and remember the given information as well as if they are following the unit and its purpose. (10') - [T-S].</p> <p>2. Grammar: modal verbs. In a shared Google Slides, ss have to look for modal verbs in a text about advertising and then each of them has to answer individually some questions about their use, meaning and function in their own slide. (10') - [T-S].</p> <p>3. Team Stand-N-Share and Thinker key: The How Many Ways Can You Key. In their cooperative teams, ss make a list of 10 ways they can get consumers to hear about a product. They have to do this in a team stand-n-share cooperative structure, that is, after ss have discussed their ideas and made the list with the items, one student from each team will share one idea from their list. Then, another student will add another idea or check it off if they have written it too. (5') - [S-S].</p> <p>4. Team Stand-N-Share and Thinker key: The Reverse Listing Key. Following the previous activity, ss are structured in the same way, but this time they have to list 10 products no one would buy. After 5 minutes, the teacher will call other students to share and add their ideas on their lists. (5') - [S-S].</p> <p>5. Kahoot on modal verbs and advertising. As part of formative assessment, at the end of the lesson, ss will play a kahoot! about advertising and modal verbs so that the teacher will know what is clear and what needs to be explained again and to whom. Ss also have immediate feedback as they can see the correct answer afterwards and the teacher will explain the reason for those options after each question. (20') - [T-S].</p>
<p>Key Competences</p>	<p>CCL, CAA and CSC</p>

<p>LESSON 5 (Stage: Planning and Creation)</p>	
<p>Teaching aims</p>	<ul style="list-style-type: none"> → To apply their understanding on advertising to assess their classmates' work. → To apply their understanding throughout the unit to create a mind map on their own commercial.

	<p>→ To critically reflect on the feedback given by their classmates in order to create and improve the final product.</p>
Materials	<ul style="list-style-type: none"> - Mind map with MindMup [scaffolding] (<i>activity 2</i>) - Graphic organiser for feedback from expert groups (<i>activity 3</i>) - Graphic organiser for teacher feedback (<i>activity 5</i>)
List of activities and procedure (Timing) - [Interaction patterns]	<ol style="list-style-type: none"> 1. Brainstorming in AllWrite Consensus to start drafting their commercial. In their cooperative teams, ss discuss orally taking turns in a RoundRobin structure about the commercial they have to start making. After reaching consensus on their project, ss record their ideas on their own paper so that everybody knows what to do and how it is going to be made. (10') - [S-S] 2. First draft with MindMup in cooperative teams. After ss have written down the ideas discussed, they go to MindMup in order to create a mind map with all these ideas in a schematic manner. Each team has to include as much information as possible as long as it is presented through key words. As each student in the teams has a specific role in the making of the commercial (they are experts), they have to be in charge of that part without leaving the other parts aside as it is a cooperative group project. The mind map has to be shared with the teacher and the class through Google Classroom. (15') - [S-S]. 3. Feedback from expert groups of each mind map. Ss go to their respective expert groups. These groups give feedback on each team's mind map, especially in their category of experts. In RoundRobin, ss discuss their opinion on each mind map following these questions they have to write and give to the representative of that team: strengths and weaknesses of the commercial, suggestions for improvement and questions about the plan. (15') - [S-S]. 4. Cooperative teams revise feedback and start making the commercials. Ss go back to their base teams and they revise their classmates' assessment. This revision is done as a RoundRobin discussion following some questions the teacher will give them. Taking into account the given feedback, each team starts making their own Coca-Cola commercial. They can work on it at home as long as they finish it in class next lesson. The teacher will go to all the teams to help and guide ss in their creation process. Ss are totally free regarding creation, the only conditions are to be a video and to include oral or written English

	<p>text in it. (10') - [S-S].</p> <p>5. Teacher's feedback. Each team must share their work with the teacher so that he or she can monitor their progress and give feedback. After this lesson and before the next lesson, the teacher will give feedback to each team through Google Classroom in order to ensure that ss are doing the commercials right. [T-S].</p>
Key Competences	CCL, CD, CAA, CSC, CIEE and CCEC

LESSON 6 (Stage: Creation and Publishing)	
Teaching aims	<ul style="list-style-type: none"> → To reflect on the teacher's feedback to improve their commercial. → To make a commercial for Coca-Cola. → To publish the commercial to the school's website.
Materials	None.
List of activities and procedure (Timing) - [Interaction patterns]	<ol style="list-style-type: none"> 1. Reflection on teacher's feedback. Ss reflect on the feedback given by the teacher on their commercial. Ss in their teams discuss with each other how they are going to change and improve their commercials if needed. (5') - [S-S]. 2. Creation of Coca-Cola commercial. Ss in their cooperative teams continue making their respective Coca-Cola commercials. In order to ensure everyone's participation and work, the teacher will come around the teams and answer every question students may have. (45') - [S-S] and [T-S]. 3. Publishing of the commercial to the school's website. After finishing their commercials and uploading them into Google Classroom so that the teacher can assess them, each cooperative team has to publish its commercial to the school's website. The reason for this is because all the students and teachers of the school and the Coca-Cola staff are going to vote for one commercial to win, which will result in the winner commercial and team which means the next official Coca-Cola commercial. The voting will last 24 hours from this lesson. (5') - [T-S].
Key Competences	CCL, CD, CAA, CSC, CIEE and CCEC

LESSON 7 (Stage: Assessment and Reflection)	
Teaching aims	<ul style="list-style-type: none"> → To critically assess their own work, that is, the commercial. → To critically reflect on the cooperative process and teams for the unit. → To present orally in English their own commercials.
Materials	<ul style="list-style-type: none"> - Graphic organiser for the reflection on the unit and cooperative teams (<i>activity 3</i>) - Self-assessment checklist (<i>activity 4</i>) - Teacher-assessment rubric (<i>activity 5</i>)
List of activities and procedure (Timing) - [Interaction patterns]	<ol style="list-style-type: none"> 1. End and winner of the contest. The last lesson of this unit starts by announcing the winning team and commercial. The winning commercial will become the new Coca-Cola commercial for 2022. This commercial will be shown again in class. (5') - [T-S]. 2. Presentation of commercials to the classroom. The last activity cooperative teams have to do together is to briefly present orally their respective commercials. The commercial will be shown and ss will explain the process and comment on their ideas and influences. (18') - [T-S]. 3. Reflection on the unit and cooperative teams through a graphic organiser. Individually, ss fill out a graphic organiser that will help them to reflect on the unit as well as the cooperative learning process. After 5-7 minutes, all the students have to give their opinion on the process, unit, activities as well as the teacher's role. This will help the teacher in his or her evaluation of the teaching process, thus the teacher will know what to include and improve next year. (15') - [T-S] and [S-S]. 4. Self-assessment of the commercial and the unit. After reflecting on their learning and experience with cooperative teams, ss will assess themselves with a self-assessment checklist. They have to critically evaluate their team's commercial. This checklist will be uploaded to Google Classroom so that the teacher can take it into account for the final mark of the product. (10') - [T-S]. 5. Teacher assessment through a rubric and reflection on the unit. To finish this lesson and with it the unit, the teacher will give a complete rubric with comments and marks of their commercial and work throughout the unit. This rubric mainly assesses the commercial and the draft each cooperative team will have to make. This rubric is given at the end of

	<p>this lesson in order not to influence students' opinion and self-assessment. After uploading this rubric to Google Classroom, the teacher will comment on the unit and his or her experience and opinion of it as well as of the cooperative teams. (7') - [T-S].</p>
Key Competences	CCL, CD, CAA, CSC and CIEE

Appendix 6 Materials

LESSON 1:

Activity 1: Challenge Letter from the Coca-Cola Company



The Coca-Cola Company

Refreshing the World and Making a Difference

To: 3^o year of E.S.O. students of 'Escuelas Pías' (Zaragoza)

From: *The Coca-Cola Company* Product Management

Subject: Marketing for next Coca-Cola commercial

Dear students,

Our product management team has been monitoring your progress in the English classroom lately, thanks to which we have made a decision. We have decided that during the next two weeks you are going to be part of our exclusive international contest, in which the next Coca-Cola commercial will be selected!

In teams of four, you will make an advertisement for the next Coca-Cola commercial. You have no limits, so be creative! In order to facilitate your design of the marketing campaign to sell this product, your teacher is going to help, assess and follow your process closely.

Our research shows that our consumers are looking for a refreshing and quality product that reflects people's life in the 21st century. With this in mind, remember to take into account the consumers' demands and preferences at all times!

At the end of these two weeks, each team will present their respective commercial to the rest of the classroom before uploading them to Google Classroom. After this, the real contest will take place where all of you, your teacher and our management team will vote and decide the winning team and commercial, which will appear in your TVs in 2022.

As always, good luck and look to the future!




Sincerely,

James Quincey
Chairman and Chief Executive Officer

The set of questions given to students are the following ones:

1. Looking at these words, what do these words have in common? Are there any similarities or differences between them?
2. Choose the three most important words from the word cloud and make a sentence with them.
3. Write down three words you understand and explain them in your own words.
4. Write down three words you don't understand and try to guess their meaning with the help of your teammates.

Activity 5: Worksheet on subliminal messages on adverts

Advertisement(s)	Brand	What does the advertisement promote or sell?	Why is it controversial? (subliminal message)
			
			
			

LESSON 2:

Activity 1: Headings from text ‘Five essential elements of an advertisement’

Heading 1: GOOD ADS HAVE VISUAL IMPACT

Heading 2: GREAT COPY WITH STAYING POWER

Heading 3: PERFECT PLACEMENT FOR THE AUDIENCE

Heading 4: GET THE TIMING RIGHT

Heading 5: ACTIONABLE CALL-TO-ACTION

Activity 2: Text ‘Five Essential Elements of an Advertisement’

Five Essential Elements of an Advertisement

By Linda Emma

You know it when you see it. "Got Milk?" "Just Do It" are two excellent examples of famous ad campaigns that worked perfectly. But what makes an ad a good ad? It's a creative and scientific combination of great messaging, timing and targeting. Of course, you know great ad messaging when you see it. But how do you achieve it?

Good Ads Have Visual Impact

We live in a visual world. This means that whatever type of ad you produce, on whatever visual media, consider the ad's visual impact. From imagery and color scheme to the size, shape, depth and thickness of your font, consider how your ad will complement your overall message and how your target audience will react.

Do the people who appear in your ad represent the same target market as the people you hope to attract? Are the symbols you use symbols that your target market will relate to? Don't show a visual of the American flag waving proudly against a cloudless blue sky and a patriotic tune to an audience who will consider this to be exploitative or dismissive. Don't opt for diversity-first

images in a non-diverse neck of the woods. Choose images that work well with your brand and its target audience.

Great Copy With Staying Power

Whether it's a classified ad in a local newspaper, a full-page block in a glossy national magazine or a meme featured on Facebook, the words tell the story of your brand. What do you want the words to say? Sometimes, it's an actual story in which a single ad will then include a second installment of the original story, and a third,



then a fourth ad, as part of a series that leaves viewers at the edge of their seat. But more often, it's one ad that has extremely well-chosen words and a message that resonates well.

In 1971, that category was dominated by Coca Cola teaching the world to sing with its "I'd Like to Teach the World to Sing (In Perfect Harmony)." In the early 2000s, we all understood that "What Happens in Vegas, Stays in Vegas." So ask yourself, does your copy have staying power?

Perfect Placement for the Audience

And where are you going to place your ads? The medium you choose for any ad is a critical component to the ad itself. A network television ad needs to have a different look and feel than one that appears as a quick flash-by on a Facebook feed or a video on YouTube. Along with where the ad is placed, you also need to consider the audience. While the broad strokes of traditional media can offer effective brand lift, if you're looking for immediate, measurable results, you may want to consider digital ads. You can target those users who click on your messaging and follow them as they follow your brand and its products across the internet.

Get the Timing Right

It's the middle of a Tuesday night. What a ridiculous time to waste money on media spent for big-time TV ads! That is, unless your target is a nursing mom clicking through television stations with her newborn at her breast and your products are all things baby. And you probably can't afford a fraction of the cost for a \$5 million dollar Super Bowl Ads, but there is a time and place to spend big for your ads. Time your ads well and they could be worth every penny.

Actionable Call-to-Action

The call-to-action of your ad is one of its most important elements of your ad; sadly, it's frequently the most neglected element. If your ad's purpose is to sell widgets, then at some point in the ad you need to tell your customer to do just that: Buy my widgets! Customers need to know how to purchase what you're offering. Whether it's a call-to-action achieved via a click to learn more, dial a number or simply visit our showroom to purchase, the messaging needs to be crystal clear. After all, your ad is meant to sell something, right?

From: <https://smallbusiness.chron.com/five-essential-elements-advertisement-25767.html>

Activity 2: Questions in *Socratic* about the text

1. What makes an ad a good ad? Explain in your own words.
2. Which of these options do we have to take into account regarding the visual impact of an advertisement?
 - A. Intense colours, a big size, good images and movement.
 - B. Diverse colours, shapes, sizes, fonts and images.
 - C. Color scheme, shape, the type and size of the font and the depth of the images.
 - D. The audience, the customer, the images and the representation of the product itself.
3. What does 'an ad that has a staying power' mean?
4. Which of these two characteristics are essential to take into account when creating an ad?
 - A. Medium and mode
 - B. Mode and placement
 - C. Placement and medium
 - D. Material and placement
5. It doesn't matter if an ad is shown on a Tuesday night or a Saturday morning, the ad is always going to have the same effect on the audience. T True F False
6. What is a 'call-to-action'?

7. Find in the text a synonym of: OBJECTIVE
8. Find in the text a synonym of: LABEL
9. Find in the text a synonym of: TO SPEND WITHOUT THOUGHT
10. Find in the text a synonym of: CLIENT




<https://b.socrative.com/teacher/#import-quiz/59999703>

Activity 3: Guiding questions for discussion about ads characteristics in expert groups
[scaffolding]

- What type of advertisement attracts your attention?
- What is the most and least popular manner of advertising?
- What makes a commercial successful and memorable?
- What characteristics make you interested in advertising and adverts?
- What would make an advertisement more attractive?
- How would you advertise something you wanted to sell?

LESSON 3:

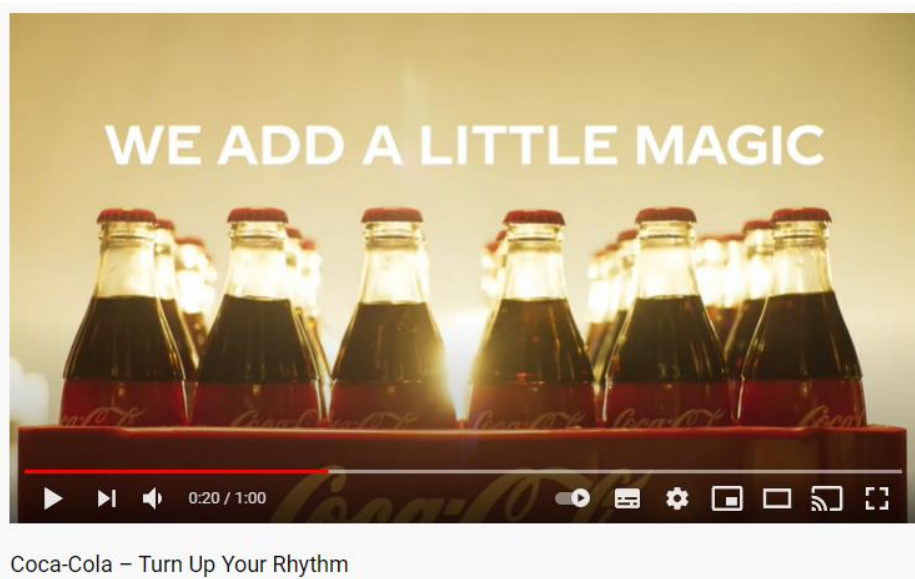
Activity 2: See-think-wonder think chart - Videos of commercials

SEE-THINK-WONDER CHART			
	SEE What do you see? 	THINK What do you think is going on? 	WONDER What does it make you wonder? 
TURN UP YOUR RHYTHM			
THE GREAT MEAL			
NEW COKE ZERO SUGAR, BEST COKE EVER?!			
EMOTIONS			
NEW COCA-COLA			

ZERO SUGAR 30 SECONDS ADVERT			
'HILLTOP - I'D LIKE TO BUY THE WORLD A COKE!'			

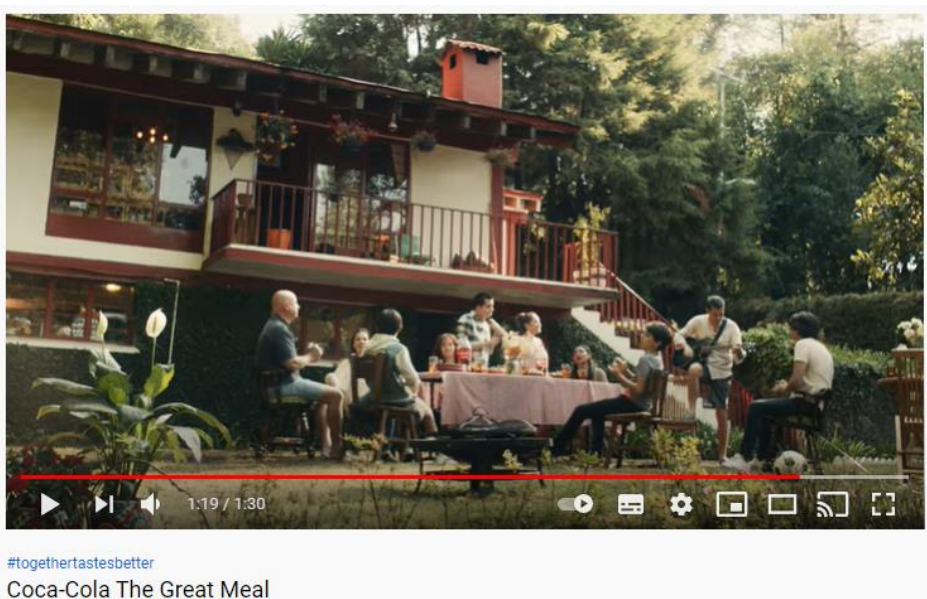
Activity 2: Videos of Coca-Cola commercials

1. 'Turn up your Rhythm'



From: <https://www.youtube.com/watch?v=4VR9Iemy8SM>

2. 'The Great Meal'



From: <https://www.youtube.com/watch?v=vUMQeNw2QDA>

3. 'New Coke Zero Sugar, Best Coke Ever?!'



From: <https://www.youtube.com/watch?v=PuBsGo9CObA>

4. 'Emotions'



From: <https://www.youtube.com/watch?v=zRRm1Kpx5zQ>

5. 'New Coca-Cola Zero Sugar 30 Second Advert'



New Coca-Cola Zero Sugar 30 Second Advert | Coca-Cola GB

From: <https://www.youtube.com/watch?v=l3mby1zvbe8>

6. 'Hilltop - I'd like to buy the world a Coke!'



Coca-Cola, 1971 - 'Hilltop' | "I'd like to buy the world a Coke"

From: <https://www.youtube.com/watch?v=1VM2eLhvsSM>

Activity 3: Triggering structures for writing about the importance in advertising of choosing the correct words and images [scaffolding]

- Advertisers/Advertising companies should think carefully about their choice of words and images for their advertisements because...
- ... must keep messages and images consistent and...

- If you want your audience/customers to buy your products, you should...
- By using the correct vocabulary/images...

LESSON 4:

Activity 1: Parts and whole thinking chart (Swartz) about advertisements

Object

Which are the main elements of an advert?

What would happen if these elements were missing?

What is the function of each element?

How do elements work together to make the whole what it is?

Activity 1: WAGOLL of Parts and whole thinking chart [scaffolding]

Object

ADVERTISEMENT

Which are the main elements of an advert?

IMAGES

CONTACT

MESSAGE

SLOGAN

PRODUCT

MUSIC

What would happen if these elements were missing?

Not attractive

Customers wouldn't contact the company

Ad is forgetful

Not memorable

It is not an advert

Not catchy

What is the function of each element?

Attract the audience

do not know where to go

To reach the audience

Be unforgettable

To sell and make money

To be remembered

How do elements work together to make the whole what it is?

All of them should work together to persuade and attract the customer to buy the advertised product.

Activity 2: Extract from '10 Characteristics of Effective Advertising'

While some may refer to advertising as "propaganda", they are in fact two separate concepts that should be distinguished. Propaganda seeks to influence a population's ideology and ways of thinking, while advertising focuses on influencing purchasing habits. A good advertisement is promotional in nature, though this promotion can be more or less subtle.

To achieve their main objective (to increase sales of a certain product or service), effective ads must convince consumers that a certain product or service is better than the competition's. Persuasive advertising assures that a product can solve a consumer's need or improve their life in some way.

The most visible side of advertising is undoubtedly creative features (like TV spots or social media ads), but behind a campaign there is also a lot of strategy. Advertising always responds to a specific marketing objective aligned with the global interests of the brand or company. Thus, a strong advertising strategy should be framed within the general marketing plan, like in Nike's Just Do It campaign.

Original text from: <https://www.cyberclick.net/numericalblogen/10-characteristics-of-effective-advertising>

Questions in the presentation about modal verbs:

1. Individually, select a slide, write your name and paste a photo of you as in the example in slide n°5.
2. Write all the modal verbs of the text in order. (You have to write the modal verb in bold and write between parentheses the line).
3. What do these modal verbs do in the text?
4. How are they used? Do they follow a verb, a noun or do they come before a verb, an adjective, a verb? How are they structured?
5. As you can see, there are different types of modal verbs. How does each of them help create different meanings? What is the difference between them?
6. Why do you think modal verbs are used in advertising? What is their effect?

Google Slides: Modal verbs in advertising:

<https://docs.google.com/presentation/d/16ztDSB8giWqRgluJYq0d1iPVa5yVKyiOndDkTlqcVu8/edit?usp=sharing> (the text is included twice as the second one helps students to find modal verbs [scaffolding]).

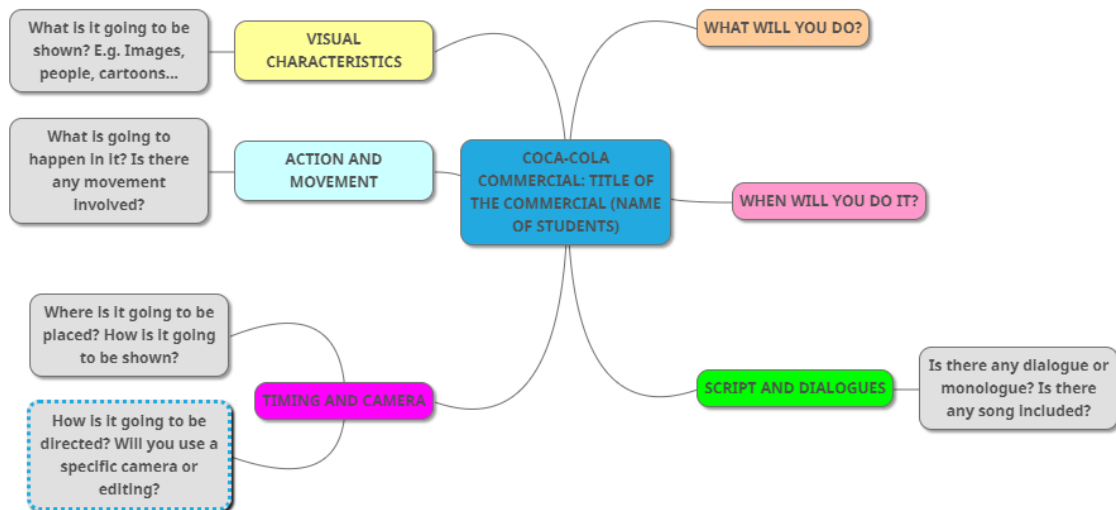
Activity 5: Kahoot about advertising and modal verbs

The screenshot shows a Kahoot quiz interface. On the left, there's a header with the title 'Deepening TFM: modal verbs and advertising', 0 favorites, 0 plays, and 0 players. Below that are 'Play' and 'Edit' buttons, and a 'A public kahoot' section with a user icon and ID '736607' and the text 'Created 2 minutes ago'. The main area contains two quiz questions. The first question is 'What is an advertisement?' with four options: 'information that the government spreads to influence people's opinions' (marked with a red X), 'a public statement that gives people information about something' (marked with a red X), 'a short film on television to persuade people to buy something' (marked with a green checkmark), and 'a large picture that you put on the wall to announce something' (marked with a red X). The second question is 'Which of these words is related to advertising?' and is partially visible.

<https://create.kahoot.it/share/deepening-tfm-modal-verbs-and-advertising/6077dac6-756e-4120-a442-82f3574c5f5c>

LESSON 5:

Activity 2: Mind Map of commercials in cooperative teams (scaffolding)



https://atlas.mindmup.com/nereagarciafraca/coca_cola_commercial_title_of_the_comme/index.html

Activity 3: Graphic organiser for feedback from expert groups

FEEDBACK FROM EXPERT GROUPS
EXPERT GROUP MEMBERS:
NAME OF COMMERCIAL:
Strengths of the Commercial
Weaknesses of the Commercial
Suggestions for Improvement
Questions about the Commercial

Activity 5: Graphic organiser for teacher feedback

FEEDBACK FROM EXPERT GROUPS
NAME OF COMMERCIAL:
GROUP MEMBERS:
Strengths of the Commercial
Weaknesses of the Commercial
Comments on Grammar and Vocabulary
Suggestions for Improvement
Questions about the Commercial

LESSON 7:

Activity 3: Graphic organiser for reflection on the unit and cooperative teams

	What did you find interesting? How did you feel?	What did you learn?	Strengths of...	Weaknesses of...	Something I have to work on is...
UNIT					
VARIETY OF ACTIVITIES					
MAKING THE COMMERCIAL					
WORKING IN COOPERATIVE TEAMS					
SPEAKING IN ENGLISH WITH YOUR CLASSMATES					
EVALUATION OF THE TEACHER					

Activity 4: Self-assessment checklist

SELF-ASSESSMENT CHECKLIST		
NAME OF STUDENT:	YES	NO
NAME OF COMMERCIAL:		
The name of the commercial has been specified.		
The commercial includes a clear and effective slogan.		
The topic is relevant to Coca-Cola customers.		
The commercial engages the customer appealing to him or her to buy the advertised product.		
Innovative and creative ideas have been created and included by the student.		
The commercial is visually attractive as it differentiates diverse ages, genders, ethnicities and customers.		
Different types of movement and action have been included in the commercial.		
The script is original, appealing and tempting to customers.		
The place and time of the commercial have been specified.		
The direction and editing of the commercial are fresh and authentic.		
The grammar structure of the unit (modal verbs) has been included.		
Vocabulary related to advertising has been incorporated in the commercial.		
The English written or oral text included is coherent and cohesive.		
Comments:		

Activity 5: Teacher assessment rubric

Rubric for teacher assessment				
1=poor; 2=fair; 3=good; 4=excellent	1	2	3	4
RELEVANCE	The topic is not relevant to customers. It does not differentiate different types of customers. It does not include an effective slogan.	The topic is quite common, but relevant. There are no differences between customers. The slogan included is not very effective.	The topic is relevant to customers. It differentiates some types of customers. It includes a clear and effective slogan.	The topic is relevant to customers from different ages, genders, ethnicities and religions. It includes a clear and effective slogan.
ENGAGEMENT	The commercial does not have a customer as a reference.	The commercial appeals to the customer, although this persuasion is not effective or evident.	The commercial includes the customer. It promotes his or her purchase of the product.	The commercial directly addresses the customer appealing to him or her to buy the advertised product.
ORIGINALITY	The commercial is not original nor innovative to the audience.	Some of the ideas of the commercial are innovative and attractive.	The commercial includes different ideas, many of them are creative or innovative.	Presents very original and innovative ideas that make the commercial attractive and persuading.
VISUAL FEATURES	The commercial and the images are not visually attractive. The colours do not make the text understandable.	The symbolism shown is not very convincing, although the colours and images are visually appealing.	The images shown are attractive. It includes different colours, letter forms and gestures that describe the customer and the product.	The commercial is visually attractive with different types of images, customers from different backgrounds and clear letters and bright colours.
ACTION AND MOVEMENT	The commercial seems to be static, there is a lack of movement and action, which bores the audience.	The movements included are original but they may distract the audience from purchasing the product.	Includes many images that are in motion.	Includes different types of movement and action that involve and persuade the audience.
SCRIPT AND DIALOGUES	Does not include any script, dialogue or song.	The script is original but brief. It does not appeal to the customer as the message is not clear with the written or oral	The script is innovative. It persuades the customers to buy the product.	The script is original. It persuades and appeals to the customer. The commercial includes a catchy jingle.

		text.		
TIMING AND CAMERA	The camera direction is ambiguous and imprecise. There is no editing nor transitions included.	Camera direction and editing are present, but without succeeding in persuading the audience.	The editing is fresh and authentic, although the camera direction is not as effective as the editing of the commercial.	The editing of the commercial is fresh and authentic. The camera direction clearly attracts the audience thanks to its power and influence.
GRAMMAR AND SPELLING	There are many errors that interfere in meaning and make the commercial difficult to understand and follow. Modal verbs have not been included.	Contains many errors but they do not interfere in meaning. There is a rare use of modal verbs.	Contains few errors, the majority of them are minor errors that do not interfere in meaning. A few modal verbs have been included.	There are few if any errors. Different types of modal verbs are used correctly.
VOCABULARY	There is no vocabulary from the unit included. Vocabulary related to advertising is not present in the commercial.	The vocabulary of advertising is rarely included. There are few mentions of the vocabulary presented throughout the unit.	The vocabulary included is related to advertising. Many of those words are presented in the unit.	The vocabulary of the commercial is related to advertising. Vocabulary from the unit is included and appropriately used.
COHERENCE AND COHESION	The information and the ideas are neither coherent or cohesive. The message is difficult to understand.	The information given is coherent, but there is no connection between the images and the information.	The ideas are coherent, but the information seems not to be connected, although the message is clear.	The ideas and information given are clearly connected and coherent.
ORAL PRESENTATION AND DELIVERY	The presentation is not clear nor brief. Student's gestures, volume and tone are inappropriate for an oral presentation. There is a lack of English skills in terms of accuracy and fluency.	The pace of the presentation was not appropriate although the message was clear most of the time. The student hesitates too much, which makes him or her depend on notes. He or she does not make eye contact nor speak loudly. Student's use of English is good.	The presentation is clear and well-presented. The student makes eye contact with the audience, but his or her voice volume is low. Fluency and accuracy regarding his or her English level are good.	The presentation is clear and well-presented in a concise manner. The student does not look at his or her notes. Student's presentation skills are excellent. His or her presentation is very fluent and accurate to 3º ESO level.
Comments:				

