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# Trabajo Fin de Máster

“Promoting motivation and interest in unmotivated students in 1st year of Secondary Education in the ESL classroom by means of group work, interaction and reducing anxiety”

“El fomento de la motivación y el interés en alumnos desmotivados de 1ºESO en la clase de ESL a través del trabajo en grupo, la interacción y la reducción de la ansiedad.”

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## Resumen

La motivación es un elemento clave en clase así como un elemento de calidad del sistema educativo. El objetivo principal de este Trabajo Fin de Máster es realizar un análisis sobre las actividades grupales, la interacción y la reducción de ansiedad para fomentar la motivación del alumnado a través de una unidad didáctica centrada en el tema de las apariencias físicas y el presente simple. La idea de esta propuesta de intervención proviene del análisis de unas áreas para mejora y una serie de intervenciones que el docente deberá ir implementando a lo largo de dicha unidad didáctica a través del tema de las apariencias y el presente simple. Por lo tanto el marco teórico trata sobre el tema de la motivación a través de los grupos de trabajo, interacción y la variedad para luego analizar en profundidad la unidad propuesta.

Durante la estancia en mi lugar de prácticas, pude observar que la falta de motivación de algunos alumnos es una de las áreas para mejorar relevantes con alumnos con falta de autoestima e interacción en la clase así mismo causa inseguridades que afectan con frecuencia a los alumnos de ESL. Además es necesario preguntarse por la validez y eficacia de las actividades para conseguir que todos los estudiantes logren desarrollar todas las competencias y presten atención en clase .

El título de la propuesta de unidad es *Cambio de aspecto y estilo: ¿es la primera cosa en la que te fijas?* que, como su nombre indica, trata el tema de las apariencias y la ropa. Uno de los principales objetivos de seleccionar este tema, no es solo que pueda ser de interés para los estudiantes, sino que también les permita pensar críticamente sobre la imagen personal, así como respetar las opiniones de los demás sobre diferentes looks y estilos y fomentar al mismo modo su creatividad y competencia comunicativa

*Palabras clave:* Motivación, interacción, trabajo en grupo, colaboración, reducción de la ansiedad

## **Abstract**

Motivation is a key element in both the classroom and the educational system. The main objective of this Master's dissertation is to analyse how group work, interaction and reducing anxiety foster motivation of the students through a didactic unit focused on the topic of physical appearances and the present simple tense. The idea of this unit proposal comes from the areas for improvement identified in the Practicum Placement and also the analysis of a series of specific interventions that the teacher must implement throughout this didactic unit. For this reason, an analysis of the theoretical framework relating to the subject was carried out.

During my Practicum II, I realised that lack of motivation is prevalent in students with low esteem who have problems with interaction in a second language, thus causing further insecurities. Therefore, it is necessary to question the validity and effectiveness of various tasks to develop the best key competences.

The title of the proposed unit plan is *Changing looks and styles: Is this the first thing you notice about a person?* which, as its name implies, deals with the topic of appearances and clothes. One of the main objectives of selecting this topic is not only that it may be of interest for students, but also will allow them to think critically about personal looks as well as respect others opinions about different looks and styles and foster their creativity and communicative competence

*Keywords:* Motivation, interaction, group work, collaborative work, reduction of anxiety.

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## **1. Introduction**

This postgraduate dissertation analyses group work, interaction and anxiety reduction in the ESL classroom to see how specific communicative tasks and other activities help students develop certain skills and foster student motivation and participation. This dissertation entitled "Promoting motivation and interest in unmotivated students in 1st year of Secondary Education in the ESL classroom by means of group work, interaction and reducing anxiety" consists of a unit proposal involving an inductive approach to address areas for improvement identified in IES Pilar Lorengar, a state secondary school in Zaragoza. These areas for improvement include low self-esteem and a lack of motivation in a group of ESL students.

The need for these improvements was identified during the observation period during Practicum II through direct observation of students who were off task and students who were reticent to answer questions voluntarily. After identifying said students, informal conversations were held with the students mentioned and other students in the class to determine motivating and demotivating factors.

Motivation is an essential component of any learning model, whether intrinsic or extrinsic. There have been at least four decades of academic debate about the importance of educational theory and its constituent parts; however, while there are schools of thought within academia, the approach to motivation is eclectic and non-definitive. This lack of congruence is not surprising given that motivations can and do shift over time; for example, what was a motivating factor for language learning in 1990 may not be in 2023. As a result, continuous analysis and academic debate of this particular stream of the educational theory are both necessary and unavoidable.

The importance of motivation, collaborative working, and interaction is evident and highlighted in the most recent version of Spanish educational law and Aragonese educational directives.

In chapter IV of the ECD/1172/2022, entitled Didactic orientations and methodology, the importance of group work is outlined with the assertion that teaching the English language involves "el diseño de tareas colaborativas para la producción de

textos orales, escritos o multimodales en los que se requiere la corrección formal" (2022, p. 16). In terms of the importance of interaction, it is necessary to provide "muchas oportunidades de producción e interacción que vayan más de la mera práctica controlada y guiada."<sup>1</sup> (ibid., p 17.) Moreover, "la investigación en las aulas demuestra que el alumnado produce más lenguaje y de mayor complejidad cuando son ellos mismos los que inician la interacción y tienen que buscar sus propias palabras".<sup>2</sup>(ibid. p17).

Over the last four decades, a large body of research has drawn parallels between effective second language learning and motivation. Dörnyei, one of the field's most influential authors, proposed various theories about the relationship between motivation and language learning; as with many contemporary scholars, Dörnyei served as a springboard for more nuanced research in this field over the last three decades. Nonetheless, while his peers, such as Gardner, agree on the critical role that motivation plays in language learning, there does not appear to be a unified response to how much importance motivation should be given and, more importantly, what aspects of teaching and learning motivate students of a second language. In the analysis of the innovation proposal, this dissertation will focus on the following theoretical frameworks: Dörnyei's (1994) motivational components and subcomponents in the ESL classroom; ", Ellis' (2008) with ten principles of second language acquisition, Krashen's (1982) Affective Filter Hypothesis and Richards(2006) in his discussion of the "Ten Core Assumptions of Current Communicative Teaching".

Following this initial introduction, Chapter 2 defines this dissertation's purpose and primary objectives. Chapter 3 justifies the need for this innovation proposal, outlining the criteria and procedure used in the design of the learning unit. It also illustrates the alignment of the learning unit to the current curricular framework and the evaluation of teaching and learning to assess this innovation proposal's effectiveness. Chapter 4 focuses on critical analysis. This chapter describes the proposal and critically assesses how well it meets the objectives and criteria outlined in Chapter 2.

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<sup>1</sup> "many opportunities for production and interaction that to beyond mere controlled and guided practice" *my translation*

<sup>2</sup> , "research in classrooms shows that students produce more and more complex language when they themselves initiate the interaction and have to look for their own words" *my translation*

Furthermore, chapter describes and evaluates the learning unit and its constituent activities concentrating on the provision and contribution to the Key Competences outlined in the current curricular framework and the alignment of learning objectives, outcomes, and contents with the current curriculum, activities, and materials.

## **2. Purpose, Objectives and Aims**

This study explores to what extent group work, interaction and a low anxiety classroom affect motivation and, thus, participation in disengaged students in the ESL classroom. The nature of this study necessitates a mixed approach to investigate how an innovative learning unit proposal affects the motivation of disengaged 12-year-old students in a public school in a working-class area of Zaragoza.

Therefore, the objectives of this dissertation are the following:

1. To develop an innovative learning unit to address the lack of motivation among this subset of students in this ESL classroom.
2. To develop a learning unit that aligns with the Aragonese government's statutory requirements, namely the content, key and specific competencies, and general objectives outlined in ECD/1172/2022.
3. To evaluate the effectiveness of this innovative learning unit in addressing the lack of motivation in this specific subset of students.
4. To critically evaluate the learning unit in light of the criteria outlined in the theoretical framework.

Regarding the curricular framework and the unit plan topic of "personal identification of people," the following secondary education pedagogical aims are addressed either implicitly or explicitly.

The unit proposal aims to boost self-confidence by reducing anxiety and providing ample opportunities for students to use the language spontaneously with their classmates. (Orden ECD/1172/2022, Appendix II, Chapter IV.1)

The unit promotes respect for peers' opinions, tolerance of individual differences and styles, and effective cooperation (Chapter II, Article 8b of Order ECD/1172/2022's



Operative Part). Furthermore, this unit expects learners to value and respect gender differences and to avoid or perpetuate gender stereotypes (Chapter II, Article 8c of Order ECD/1172/2022). The unit will also encourage students to think about the environment and natural resources by promoting ecological consumerism. Some of the unit proposal's tasks also aim to incorporate ethical values as a basis for purchasing new clothes and consumerism. (Chapter II, Article 8k of the Operative Part of Orden ECD/1172/2022).

### **3. Justification and Methodology**

#### ***3.1 Justification***

The need for this innovation proposal was identified during the observation period of Practicum II; I identified unmotivated students by markers such as being off-task, having minimal or no use of the second language in class, low class scores as assessed by the teacher, and informal conversations during said period of observation. These two students were easily distracted and struggled with the English language. Furthermore, the two students were timid, and their low self-esteem was evident due to their lack of interaction with their peers in some tasks. The teacher was also concerned about the academic performance of these two students. To better understand the components of student motivation, it is necessary to review the theory and educational rationale underlying them.

This dissertation discusses motivational theory through the prism of group work, interaction and the reduction of anxiety. The justification for this prism is that both group work and interaction are necessities of a modern approach to language learning; for too long, in Spain, foreign languages have been, and unfortunately, are still taught through antiquated mechanic, memory based approaches that do not require the student to effectively communicate but merely show knowledge. A review of the academic literature demonstrates a preferential trend towards a communicative approach to language learning both in terms of motivating the language learner and providing an environment to effectively develop language proficiency. This is also reflected in educational legislation that a communicative approach to language learning is both pedagogically necessary but also a requirement. The necessity to reduce anxiety is not a

phenomenon specific to language learning but to education in general; that said, there are subjects that provoke more anxiety and others less. Nonetheless, in ESL there are elements of learning that can leave the student vulnerable in front of their peers and methods which reduce anxiety are necessary to ensure effective engagement and maintain interest in the subject. A classroom is a sociocultural environment in which the teacher must be aware of all students' interests and provide a welcoming, respectful, and motivating environment. Student interests and needs in a topic assist the teacher in preparing different learning styles and areas for improvement. As a result, the research questions for this study were as follows:

1. What can teachers do to help unmotivated students overcome learner anxiety?
2. What impact do interaction and collaborative learning have on second-language acquisition engagement?

### ***3.2 Theoretical and Curricular framework***

The rationale for this line of research is clear, as there is a large body of research on the role of motivation in educational settings and, to a lesser extent, motivation in the ESL classroom. An integral part of the theory on the role of motivation in the ESL classroom focuses on particular elements of second language acquisition, such as creating the optimal environment for second language acquisition in terms of prescriptions for collaborative study, interaction, and reducing anxiety in order to maintain learners' interest and ensure relevancy. Concurrently, the theory also asserts the need for solid curricular design to cater to learners' expectancy and satisfaction.

Furthermore, Orden ECD/1172/2022, the Aragonese educational legislation derived from the state legislation Ley Orgánica 3/2020, de 29 de Diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación reflects elements of the contemporary theory.

#### **3.2.1 The optimal environment.**

In order to contextualise more recent research, it is necessary to examine Krashen's (1982) classification of the interaction of affective variables and success in

second language acquisition. Krashen focuses on the role of self-esteem, anxiety, and, more broadly, integrative motivation. He hypothesises that the abovementioned factors result in positive outcomes in terms of acquisition rather than simply learning. He extrapolates that when the affective filter is weaker, more acquisition occurs, and learners with a weak affective filter are more open to input.

The language learner must be comfortable with both the process and the task to acquire language more effectively. Anxiety plays a vital role in motivation and, consequently, L2 acquisition. Although many authors do not explicitly address the concept, the various approaches proposed by the various authors in this field are all ways of reducing the anxiety felt by language learners and thus reducing the affective filter so that learners are more open to input and thus acquisition.

Dörnyei (1994) shares and expands on this concept of creating an optimal environment by reducing anxiety, promoting intrinsic motivation, and increasing self-confidence. Dörnyei (ibid.) divides motivational components into three categories: language, learner, and learning situation. He discusses anxiety and self-confidence in general as well as components of learner-level motivation, claiming that these components result from self-perception and experience with second language learning. Most of his paper is devoted to the learning situation level, which he divides into three distinct motivational components: course-specific, teacher-specific, and group-specific. Two of these three subcomponents of Dörnyei's (ibid.) foreign language learning motivation theory are the most salient in terms of the context of this dissertation: group-specific components and course-specific components.

He discusses group dynamics while dealing with the concepts of group work and interaction; in his discussion of classroom goal structures, he emphasises how the cooperative goal structure promotes greater intrinsic motivation and thus decreases learner anxiety, lowers the affective filter, and promotes learning engagement.

He also discusses how materials, methods, and tasks all play a role in creating a motivating learning environment. In addition, he identifies interest, relevance, expectancy, and satisfaction as essential motivators with the ultimate goal of promoting intrinsic motivation.

Dörnyei, an eminent scholar on educational motivation in ESL teaching, is appropriately cited in Appendix II of Orden ECD/1172/2022. In chapter IV.1, the legislation both suggests and recommends that the ESL teacher should "diseñar diferentes tipos de actividades y emplear diferentes estrategias de instrucción, así como promover la motivación a sus distintos niveles" <sup>3</sup>(p. 19), specifically mentioning materials as a means of maintaining learner interest and personal, social and cultural relevancy.

### **3.2.2 Acquisition: interest, relevancy and interaction**

Fundamentally, researchers in this field are attempting to define the ideal environment for language acquisition. Gardner (2005) emphasises the importance of anxiety and intrinsic motivation as important motivational aspects of language learning in his discussion of his socio-educational model of second language acquisition. He argues that language ability and anxiety relate to achievement and that integrativeness, instrumentality, and attitudes toward learning situations are the key components of motivation. In terms of relevance, he prefers integrativeness to instrumentality as a component of motivation; in other words, he prefers intrinsic motivation to extrinsic motivation. The preference for intrinsic motivation is a common theme among most researchers in motivational psychology, motivation in education, and motivation in second language acquisition. The concept refers to interest as an essential motivator, and Gardner (ibid.) states that developing curricula that engage the language learner is critical.

Ellis (2008) is the author who, in discussing instructed second language acquisition, manages to incorporate the concepts of acquisition, interest, relevancy, and interaction into ten fundamental principles in a single article. Perhaps most importantly, the article can be seen as a resource for second-language teachers who want to create engaging curricula.

The article focuses on language acquisition and the components required to achieve this through curricular design. In terms of interest and relevancy, in principles 2

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<sup>3</sup> "design different types of activities and use variety of instructional strategies, as well as promote motivation at different levels"

and 3, Ellis (ibid.) asserts the necessity to focus on meaning and form; he favours the former in terms of its motivational ability. Although form and meaning are discussed in Chapter IV.1 of Appendix II Orden ECD/1172/2022, the Aragonese legislation does not explicitly mention motivation in that section; nor does it allude to Ellis' idea that while the teacher should not neglect teaching form, the focus should be on meaning. Instead, the legislation states that the teaching of form should not be overlooked and should be taught in terms of the connections between form and meaning to develop communicative competence. The element is reflected in Richards' (2006) discussion of the "Ten Core Assumptions of Current Communicative Teaching" (p. 22), where the first four assumptions all focus on the notion of meaning and meaningful communication, and specifically in assumption 4, where he asserts that meaningful communication is derived from relevant and engaging content.

Furthermore, in Principle 7, he asserts the need to provide opportunities for output to allow learners to explore topics of interest and interact with others in developing discourse skills. Additionally, Richards discusses the requirement to provide opportunities to interact in the second language as a central tenet to proficiency and as a means to maintain engagement through the provision of opportunities to initiate and control relevant topics and, more importantly, of interest to the learners. In terms of the CLT approach, Richards (2006) discusses the paradigm shift within the CLT approach itself. Citing Jacobs and Farrell (2003), he discusses how one of the critical components of the CLT approach is that teaching is learner-centred and that; as a result, a shift toward a more autonomous approach to learning allows learners to explore areas and ways of learning that are of interest to them. This idea is again reflected in Chapter IV.1 of Appendix II of Orden ECD/1172/2022, in the discussion of learning situations, where it asserts that second language acquisition requires "muchas oportunidades de producción e interacción que vayan más allá de la mera práctica controlada o guiada"<sup>4</sup> in terms of developing discourse skills and that learners produce <sup>5</sup>"más lenguaje y de mayor complejidad cuando son ellos mismos los que inician la interacción" in relation to the provision of opportunities to control topics.

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<sup>4</sup> "many opportunities for production and interaction that go beyond mere controlled or guided practice" *my translation*

<sup>5</sup> "more language and more complexity when they are the ones who initiate the interaction" *my translation*

Principle 9 focuses on motivation and the need to account for differences in learners. According to Ellis (2008), teachers have little to no influence on extrinsic motivation (instrumentality). However, flexibility in learning strategies and a focus on both analytical (formal instruction) and experiential learning (task-based learning and interaction) promote intrinsic motivation (integrativeness). Richards (2006) emphasises this again, citing Jacobs and Farrel's (2003) paradigm shifts in the CLT approach in his discussion of the need to accept diversity in learning styles and strategies and plan and teach accordingly.

### **3.2.3 Cooperative learning: expectancy and satisfaction**

As is evident in the previous 2 points, there is a large amount of crossover between the various elements of the theoretical framework; whilst the framework addresses each point separately, they are interrelated. For example, the authors agree that creating an optimal environment is critical to good learning, that good learning occurs by maintaining interest, relevancy, and reducing anxiety, and that cooperative learning is a means of reducing anxiety, ensuring acquisition, and thus prompting either intrinsic or extrinsic motivation. Balagiu et al. (2016, p.1) identify this concept in their definition of cooperative learning as a "type of group work" that involves small groups in order "to maximise their own and each other's learning" to promote motivation and interest among students and create an optimal environment where they feel confident.

Speaking to Dörnyei's idea of expectancy, Johnson and Johnson (1974) and Deci and Ryan (1985) address the notion of creating an environment where the student feels confident; they assert that promoting cooperative learning not only lowers students' anxiety but also engagement in the tasks improves due to the fact the students embrace "a positive emotional tone". (ibid., p.285)

In relation to relationship between satisfaction, and thus motivation and group work, Dörnyei (1994) observes that working in small groups in the ESL classroom provides students with the same responsibilities for achieving the goals and that students are "equally rewarded" (p. 279) upon task completion. Richards (1986) also prefers activities that require collaboration in the classroom over individual activities. In his discussion of pair work activities, he contends that working together allows students

to use language more effectively, which aids in developing second-language proficiency. Both authors argue that satisfaction derives from successfully using the second language as a task or developing proficiency. Again, this is reflected in Richards' (2006) discussion of the Emphasis on Pair and Group Work in the CLT approach. He claims that this cooperative learning style benefits students because they can learn form and meaning by listening to other group members and that the output from students is higher than in a teacher-centred activity; he asserts that having the opportunity to develop fluency results in an increase in students' motivation.

Chapter I of Appendix II of Orden ECD/1172/2022 also addresses cooperative learning; the Aragonese curriculum emphasises the importance of cooperative learning strategies for interacting with other second-language learners. In Specific Competence 3, the legislation asserts that "esta competencia específica es fundamental en el aprendizaje"<sup>6</sup> (p. 4); it discusses the importance of this competence in terms of second-language acquisition and proficiency and its broader significance as a social skill. The notion of cooperative learning is addressed more concretely in Article 10 of Chapter II of the Operative Part of Orden ECD/1172/2022 "el trabajo en equipo y el aprendizaje cooperativo como medios para favorecer la atención de calidad a todo el alumnado y la educación en valores" (p. 8) and is highlighted as one of the general methodological principles.

### ***3.3 Methodological Design***

With the above mentioned theoretical and curricular framework in mind, a didactic unit has been designed. As the usual class teacher follows the units proposed in the textbook, the collaborative school established the topic of the learning unit. In this case, the learning unit focus is "Appearance" or "personal identification of people" in the Aragonese curriculum.

The initial phase of the learning unit design involved the completion of a questionnaire in order to gain an understanding of the main interests of the students in general in order to create relevant activities correctly. The first phase of the learning unit design involved the completion of a questionnaire in order to gain an understanding of

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<sup>6</sup> "this specific competence is essential in learning" *my translation*

the main interests of the students in general in order to create relevant activities. This questionnaire was completed individually in the classroom, with the questions projected on the interactive whiteboard, to clear up any confusion that students may have had regarding the interpretation of the questions. I used the mixed method for this questionnaire, including quantitative and qualitative questions. The questionnaire included various question types, including open, multiple-choice, rank, and closed questions (see Appendix 7.1). The questionnaire was presented to the whole class to avoid overtly identifying the two unmotivated students' as the research focus. This questionnaire contained ten questions. As a result, although 44 questionnaires were submitted, only four will be analysed to extract data for the justification and analysis of the unit proposal and to determine whether the unit proposal aided the motivation of these two students. The non-randomised participants are referred to as Student A and Student B. I obtained permission from the headteacher of Pilar Lorengar Secondary School for the research study, and I distributed the questionnaire during class time after an explanation of the purpose of the study to ensure informed consent.

Following this, I planned each lesson to take into account the CLT approach as defined by Richards (2006), the relevant curricular framework in terms of both general secondary education objectives and specific English curricular objectives as presented in Orden ECD/1172/2022, and the guiding theories as described in the theoretical framework above.

According to the CLT approach, each lesson plan includes an element of pair or group work to promote interaction and communicative practice. The unit plan begins with meaningful practice and moves towards communicative practice. Each lesson includes at least one of the following activities to allow students to experiment with known language and develop fluency: task completion, information gathering, opinion sharing, and information transfer. To expose the learners to real-world language, the materials used in the sessions had to be either authentic or pseudo-authentic (i.e. adapted) (Richards, 2006).

In terms of theory, each session has both linguistic and communicative goals, emphasising the latter (Ellis, 2008; Richards, 2006). Group or pair work is predominant



in each session to mitigate anxiety through shared responsibility and reward (Krashen, 1982; Dörnyei, 1994; Johnson & Johnson, 1974; Deci & Ryan, 1985).

Given the nature of the interactional activities, the session plans strongly emphasise Competencies 3 and 4 of the English Language subject (Appendix II, Chapter I of Orden ECD/1172/2022). Specifically, in competency 3, learners must interact with others using cooperative strategies to meet the communicative purposes. In competency 4, learners must facilitate comprehension in a distinct language from their own by transmitting information effectively through simplification or rephrasing.

As this is a longitudinal study, a questionnaire is completed at the end of the innovative unit plan to assess the teaching-learning process and gauge whether any substantive change occurs. As with the initial questionnaire, it is completed individually in the classroom, with the questions projected on the interactive whiteboard, allowing students to clarify any doubts they may have had. The school offers the bilingual plan (BRIT ARAGÓN) in secondary education and Sixth Form (Bachillerato), where they have worked with the BRIT modality since 2019. The plurilingual option is available in English and French in secondary school, and the bilingual French program is available in Sixth Form. The school also offers the Cambridge, Official Language School and DELF official language exams at various points between the 4th year of secondary and the 2nd year of Sixth Form. As a result, IES Pilar Lorgengar is a school that places a high value on language learning and strives to provide students with the necessary tools and environment to learn and succeed.

The instruction took place in class B of 1ESO with 23 students from the bilingual stream. Regarding language proficiency, the CEFR levels in this class ranged from A2 to B1. Most of the students in the class were neurotypical and engaged in class activities. In addition, because they are accustomed to interacting in English in Physical Education, most students use English to ask the teacher questions and participate in the classroom.

The vast majority of the class was sufficiently proficient in interacting with others in a second language, and there was a low affective filter; achievement in listening and reading was appropriate given the context, so readiness was not an issue

for the vast majority of the group. However, two students needed help with the English language whilst performing speaking and writing tasks. I observed this phenomenon during Practicum I, said students were also unmotivated, and a lack of interaction with their peers was evident. While most of their peers were studying at B1, these two students were still studying at A2. The teaching staff told me that Students A and B might be moved to the non-bilingual plan at the end of the academic year.

In our role as educators in a society that demands equal opportunities, no student should be left behind; this is precisely what is happening with these two students. Students A and B are anxious and are disengaging from some, if not all, aspects of English language learning. Thus, while the unit proposal seeks to increase motivation and communication on a broad scale, it is especially relevant to these two students as a means of lowering their affective filter and working effectively and with interest within their current class group.

Another pertinent aspect of the initial questionnaire is that students of this age consider fashion one of the most relevant topics; however, gender preference was evident in the class. Hence, the topic of "Fashion and personal identification of people" is incorporated into the unit proposal. The unit looks at types of clothing, styles of clothes, and physical characteristics and endeavours to move from the general to the specific using the CLT approach.

The unit proposal is entitled "Changing looks and styles": Is this the first thing you notice about a person? .The importance of appearance is a big issue, especially with the age range, as they want to be accepted by their peers and in society. The beginning of puberty also calls for the development of one's physical and mental identity and the beginning of one's self-perception. As a result, on a larger scale, this unit proposal influences their English language learning and allows them to reflect on their self-concept.

An initial questionnaire distributed to students during Practicum II reveals that students enjoy learning when technology, gamification, project work, and collaborative activities are involved (see Appendix 7.1). Thus, the unit proposal included digital tools and media; this is necessary to complete the final project of "Going shopping" and to

play an interactive game such as Socrative or Baamboozle to maintain interest. Throughout the unit, students collaborate in games and activities that allow them to interact with their classmates. This unit proposal allows them to actively participate in the tasks by interacting and proposing different ways of performing them, sharing information, opinions, and project work such as the video presentation. In addition, the unit proposal integrates students at various levels to add homogeneity to the classroom, particularly in the final project, where they must plan a role-playing video so that more advanced students can assist those who are having difficulty completing the tasks.

#### **4. Analysis of the unit proposal**

##### ***4.1 Context and topic learning unit***

This section of the final dissertation focuses on the context and topic of the learning. The target audience for the unit proposal is the group in the first year of secondary education in the bilingual plan at IES Pilar Lorengar (see Appendix IV). IES Pilar Lorengar is a state school in the La Jota neighbourhood of Zaragoza. The school offers the bilingual plan (BRIT ARAGÓN) in secondary education and Sixth Form (Bachillerato), where they have worked with the BRIT modality since 2019. In addition, the plurilingual option is available in English and French in secondary school, and the bilingual French program is available in Sixth Form. The school also offers the Cambridge, Official Language School and DELF official language exams at various points between the 4th year of secondary and the 2nd year of Sixth Form. As a result, IES Pilar Lorengar is a school that places a high value on language learning and strives to provide students with the necessary tools and environment in which to learn and succeed.

The instruction took place in 1ESO B class with students from the BRIT ARAGÓN modality. The group consisted of 23 students with MEQR levels ranging from A2 to B1. The majority of the students in the class were neurotypical and active participants. Most students use English to ask the teacher questions and participate in the classroom because they are accustomed to interacting in English in Physical Education.

The vast majority of the class were sufficiently proficient in interacting with others in a second language, and there was a low affective filter; achievement in listening and reading was appropriate given the context, so readiness was not an issue for the vast majority of the group. However, two students struggled with the English language while performing speaking and writing tasks. I observed this during Practicum I; these students needed to be more motivated, and a lack of interaction with their peers was evident. While most of their peers were studying at B1, these two students were still studying at A2. It was brought to this author's attention by the teaching staff that a proposal was made to move said students to the non-bilingual plan at the end of the academic year.

In our role as educators in a society that demands equal opportunities for all, no student must fall behind; this is precisely what was happening with these two students. Students A and B were anxious and were disengaging from some, if not all, aspects of English language learning. Thus, while the unit proposal sought to increase motivation and communication on a broad scale, it was especially relevant to these two students as a means of lowering their affective filter and working effectively and with interest within their current class group.

Another relevant aspect of the initial questionnaire was that students from this age find fashion one of the most relevant topics; nonetheless, gender preference was evident in the class. Hence, the topic of "Fashion and personal identification of people" was incorporated into the unit proposal. The unit looked at types of clothing, styles of clothes, and physical characteristics and endeavoured to move from the general to the specific using the CLT approach.

The unit proposal is titled "Changes in Looks and Styles: Is this the first thing you notice about a person?". As they want to fit in with their peers and society, the importance of appearance is a significant issue, particularly with the age range. The beginning of puberty also calls for the development of one's physical and mental identity and the beginning of one's self-perception. As a result, on a larger scale, this unit proposal influenced their English language learning and allows them to reflect on their self-concept.

An initial questionnaire distributed to students during Practicum II reveals that students enjoy learning when technology, gamification, project work, and collaborative activities are involved (see Appendix 7.1).

Taking the initial questionnaire into consideration, I included using ICTs to complete the final project of "Going shopping" and to play interactive games such as *Socratic* or *Bamboozle* to maintain interest. Throughout the unit, students collaborated in games and activities that allowed them to interact with their classmates. This unit proposal allowed them to actively participate in the tasks by interacting and proposing different ways of performing them, sharing information, opinions, and project work such as the video presentation. The unit proposal integrated students at various levels to add homogeneity to the classroom, particularly in the final project, where they had to plan a role-playing video so that more advanced students could assist those who were having difficulty completing the tasks.

#### ***4.2 Contribution to Key Competencies***

This section explains the main Key Competencies and the curricular links presented in this unit proposal through different activities. Orden ECD/1172/2022 explains that there are eight key competencies that students must acquire during secondary education: Linguistic Communicative Competence (CCL), Digital Competence (CD), Plurilingual Competence (CP), Personal, Social and Learning to Learn Competence (CPSAA), Entrepreneurship competence (CE), Civic Competence (CC) Mathematics, Science, Engineering and Technology (STEM) and Cultural awareness and expression competence (CCEC).

The Linguistic Communicative Competence is always present in ESL classes and, as one would expect, it was present in each lesson of this unit proposal. Every lesson required students to express themselves orally or in writing to exchange or present information (CCL1-LEI.2.1-LEI2.2). Furthermore, every lesson enables students to understand and interpret information while carrying out one or more of the activities proposed, whether this information was delivered orally by a resource or a speaking partner or through the use of a textual resource (CCL2-LEI.1.1-LEI.1.2). The majority of the activities that develop linguistic communicative Competence were CLT

activities such as information gathering, opinion sharing, and information transfer. In contrast, the remaining activities developed this competence through *gamification*<sup>7</sup> (see Appendix V: Lessons 1, 2, 3, and 4) and the final video project (see Appendix V: Lessons 5, 6, and 7). CCL3, CCL4, and CCL5 are outside the scope of the unit proposal's activities.

The Plurilingual Competence necessitates using at least two languages, in this case, English and Spanish, as a communicative tool in learning. This competency is present in the unit proposal's activities and lessons. As one of the primary goals of this unit proposal is for students to interact with one another, students use English as a learned and vehicular language and Spanish as a vehicular language in all activities (CP1-LEI.3.1-LEI.3.2). In lesson 2, students are required to take notes in either Spanish or English, or both, in preparation for a whole-class debate, resulting in language transfers, furthermore, in lesson 3, students take notes in order to expand their linguistic repertoire (CP2-LEI.4.1-LEI.4.2). Furthermore, because the majority of the activities followed the CLT approach, students had to be aware of the difficulties and tolerant of their peers' linguistic diversity, which was beneficial for interaction and social cohesion (CP3-LEI.4.1-LEI.5.2). This aspect was especially relevant to the study focus of this dissertation because their partners had to adapt to their linguistic repertoire in order to effectively communicate and not alienate the weaker, unmotivated students, allowing them to participate in spontaneous L2 speech without fear of ridicule.

The Science, Technology, Engineering, and Mathematical Competence is the least prevalent in ESL teaching; in terms of this unit proposal, this competence refers to the ability to solve a problem using inductive or deductive reasoning. In lesson 3, I presented the students with a jumbled dialogue of a shop-setting role play, and they had to use deductive reasoning to order the sequence (STEM1-LEI.2.3).

The Digital Competence aims to allow students to become digitally literate; the unit proposal developed this competence in two ways. Students used the digital tools *Socratic* and *Baamboozle* in lessons 2 and 3; this enabled students to use digital mediums to engage in learning and assess their progress in the unit (CD2-LEI.5.3).

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<sup>7</sup> The use of games as a didactic tool.

Second, students created content and shared information using digital media. For example, in lesson one, students used Padlet to reflect on and share their thoughts on second-hand clothes shops with the rest of the class. Similarly, in lessons 5 and 6, students created a video presentation using Google Slides and video editing software such as Bender or Lightworks to complete the final project (CD3-LEI.4.2).

This unit proposal developed the Personal, Social, and Learning to Learn Competence through activities that required an equitable distribution of responsibility in group work and the ability to evaluate their learning process and plan accordingly. This competence is palpable in the written task and reading comprehension in Lessons 1 and 3, where students had to share responsibility for task distribution in order to complete the CLT approach tasks, and in Lessons 5 and 6, where students had to complete the video role-play project (CPSAA3-LEI.5.2). In lessons 5, 6, and 7, students had to assess the strengths and weaknesses of the video role-play project's product and process (CPSAA4, CPSAA5-LEI.5.3).

The Civic Competence requires students to collaborate with others in a respectful, equitable, and empathetic manner, all of which are essential for cooperative tasks. The unit proposal included tasks in which students collaborated in all lessons. Respect for classmates' opinions (CC1-LEI.3.1) and democratic decision-making played an essential role in almost every communicative situation in the unit proposal (CC2-LEI.5.2). This Competence also required students to consider the importance of sustainability in the context of society's eco-social responsibilities, the post-task exercise in lesson addressed this issue (CC4-LEI.6.3).

The ability to plan and manage projects through the development of ideas with a sense of creativity, innovation, and collaboration with others is associated with the Entrepreneurship competence. For example, the unit plan fostered this competence in the video role-play project, lessons 5 and 6, by requiring students to plan, make decisions, and collaborate in order to meet the project's requirements (CE3-LEI.5.2).

### ***4.3 Objectives and Specific Contents***

Article 8 of Chapter II of the Operative Part of Orden ECD/1172/2022 outlines 12 general objectives of compulsory secondary education, which must be met across the entire curriculum, not just the English curriculum. However, the unit proposal contributed to eight of these general objectives, briefly summarised below and more concretely illustrated in Appendix II.

All activities or tasks that required two or more participants addressed objectives a) and b). Objective c) was addressed primarily in the activity that required gender-neutral language (lesson 3); however, it was also an underlying theme in the topic of fashion and stereotype avoidance. Objective e) required students to develop and use technology as a learning tool, which was evident in the video role-play project (lessons 5 and 6) but also in the Socrative (lesson 2) and Padlet activities (lesson 1). While addressed generally in activities or tasks with two or more participants, objective g) was highlighted in the video role-play project (lessons 5 and 6) in the equitable distribution of responsibilities, planning, and decision-making. Objective i) is present in all activities, tasks, and lessons in the unit plan, as understanding and expressing oneself in a second language is fundamental to the subject. The task that reflected on using second-hand clothing (lesson 1) addressed objective k) regarding sustainability and responsible consumerism. Finally, the video role-play task (lessons 5 and 6) addressed objective l), which required students to use digital media and corporeal means creatively to complete the project.

Chapter III.2.1 of Appendix II of the Orden ECD/1172/2022 outlines the essential knowledge, skills, and aptitudes required of students in their first year of secondary school; these are to be achieved throughout the English curriculum over the academic year, and thus, while I made every effort to include these, some elements were beyond the scope of the unit plan. Orden ECD/1172/2022 divides the fundamental knowledge, skills, and aptitudes into three categories: communication, multilingualism, and interculturality. Their contribution to the unit plan is summarised below and expanded upon in Appendix III.



In terms of communication, the essential communicative functions, the lexicon of common use and basic linguistic units outlined in Chapter III.2.1 in Appendix II of Orden ECD/1172/2022 are addressed in the topic itself, as information exchange, opinion exchange with regard to appearance and fashion as well as personal description were integral to the activities presented in the unit proposal. Contextual modelling was evident in lesson 3 with the dialogue ordering exercise, which the students later used to complete the video role-play project. The CLT activities required mediation (lessons 1, 2, 3, and 4) to complete the task successfully. In the CLT activities and the video role-play project, students could experience and discover strategies for task planning and execution. The unit proposal aimed to motivate learners, which necessitated the development of self-confidence through a positive feedback loop in which students could practise and correct their language use while also observing their progress; as a result, this element was present throughout all activities in the unit plan.

In terms of multilingualism, the students used rubrics and checklists to evaluate the process and product of their work (lessons 5 and 6), thus addressing strategies and tools for self, group, and peer assessment. CLT tasks and teacher modelling addressed strategies for responding to basic and specific communicative needs, as did basic strategies using identifying, organising, and linguistic units and metalanguage (lessons 1, 2, 3, and 4). By modelling the process in the dialogue task from lesson 3, the video role-play project also enabled students to respond effectively to a specific communicative need.

Concerning interculturality, the second language was used throughout the unit plan as a means of communication and learning, with the CLT activities (lessons 1, 2, 3, and 4) and the video role-play project (lessons 5 and 6) demonstrating the most communicative exchange. In order to effectively maintain the required interpersonal relationships that communicative tasks entailed, these communicative exchanges necessitated the observance of basic social conventions and linguistic courtesy.

#### ***4.4 Methodology and Sequencing of Activities***

It is critical to outline this author's understanding of the relationship between the theory presented in section 3.2 and this study's purpose to understand best the

methodological approach to the design of the unit proposal. In this study, the dependent variable is motivation and interest. In contrast, group work, interaction, and anxiety reduction are independent variables. I created the unit plan with the understanding that these variables are cyclical and interconnected, with the ultimate goal of creating a positive feedback loop.

Krashen (1982), Dörnyei (1994), Johnson and Johnson (1974), Gardner (2005), and Deci & Ryan (1985) all focus on the role of self-confidence in anxiety reduction and draw parallels between how small group collaborative tasks help to reduce anxiety by sharing responsibility for task outcomes. Small group collaborative tasks, by definition, necessitate interaction. Interaction requires students to use language in a meaningful context (Richards, 2006; Ellis, 2008); these opportunities allow students to practice what they have learned in pairs and small groups, and their success in doing so increases engagement and intrinsic motivation (Richards, 1986; Dörnyei, 1994). Learner-centred communication, according to Ellis (2008) and Richards (2008), is critical for maintaining engagement and, thus, motivation. As a result, when students are assigned low-anxiety tasks like communicative group work, they are more open to interaction; through interaction, they can succeed and see the fruits of their labour. Success, in turn, increases student engagement and motivates them to learn more. They interact more as their anxiety decreases, creating a positive feedback loop.

The unit plan accomplished this by providing students with low-anxiety, small-group communicative activities based on the CLT approach. There were only two instances of whole-class activities that could appear to increase anxiety; however, one task, the Snake Game, requires vocabulary retention, a fundamental linguistic skill, and the other task required students to work in a larger, but not a whole-class, group to debate a topic. The nature of the CLT tasks allowed for differentiation by outcome, allowing all students to thrive in a low-anxiety environment. However, these tasks mentioned above were crucial for the study's participants, the two unmotivated students, because they allowed them to communicate at a level they were comfortable with and enabled them to effectively engage in learning because the level of anxiety the tasks induced did not dissuade them, which introduced them into the aforementioned positive feedback loop.

The unit plan had two sections in terms of activity sequencing. Lessons 1–4 were a series of tasks or activities, with each lesson having its own linguistic and communicative outcome; and each lesson containing at least one CLT approach activity. The onus was on the students in lessons 5 and 6 to plan and complete the task; however, I did not directly dictate the sequence and the timing of the tasks.

In Lesson 1, students practised listening, mediation, and reading; speaking was addressed in the pre-task and writing was addressed in the post-task in Activity 2. All tasks, except the post-task, were collaborative and thus low-anxiety activities. Lesson 1 began with a five-minute warm-up Activation task in which students answered questions about second-hand shops, which was then linked to sustainability and fashion, making learning meaningful by providing learners with an authentic context. Given that the primary goal of the task was based on the principles of Cooperative Learning, the reading comprehension activity promoted greater intrinsic motivation and thus decreased learner anxiety, lowered the affective filter, and promoted learning engagement because students worked in small groups (Dornyei, 1994; Krashen, 1982). To foster interdependence, individual responsibility, participation, and simultaneous interaction with their peers students worked in small groups of three on the main task. Students also maximised their own learning by working in small groups (Balagiu et al., 2016) by acquiring knowledge from their peers and making their own mistakes, making language acquisition an real experience.

Students practised speaking and mediation in the pre-task, tasks 2 and 3. In the pretask, students had to summarise and take notes in response to aural stimuli. The pretask was also an individual task in the style of interactive reading comprehension with visual cues. The post-task entailed mediation, speaking, and taking notes as part of a whole-class debate. Except for the post-task and activity 1, all tasks were collaborative and thus low-anxiety activities. Activity 1 was also a low-anxiety task because only the teacher could access the results. The purpose of the Rotation Task was to encourage all students to participate in a variety of activities. The Rotatation Station Activity reduced not only student anxiety but also increased student engagement because the task setup was novel in the context of this particular class. Deci and Ryan's (1985, p. 285) "positive emotional tone" was achieved by peaked interest in the new task type and the

fact that two of the three tasks were small-group collaborative tasks. To avoid monotony, the post-task, a whole class debate, served as a break from the pair tasks in the Rotation Station Activity, providing a variety of different activities within the class and promoting student interest. Dorynei and Csizer (1998) discuss keeping classes interesting as one of the ten commandments for motivating learners. The group discussion in the post-task allowed students to reflect on the topic of appearances, decide their position in the debate, and use communicative strategies to complete the task effectively.

In lesson 3, students practised note-taking skills in the pre-task. The memory game involved speaking, and vocabulary recall, activity 2 involved a CLT logical sequencing task and the post-task involved writing. I gave the students a worksheet containing expressions and questions from a hypothetical dialogue; they had to put them in the correct conversation sequence between the shop assistant and the customer. As outlined in Richards (2006), students were required to make meaningful choices; thus, it was meaningful practice in this context when ordering the sequence. In contrast, the memory game was mechanical practice which students could complete without "necessarily understanding the language" they were using. (ibid., p. 16)

In lesson 4, students practised reading based on their partner's written task from the previous lesson (describing a person without naming them or assigning gender); the fact that students read their peers' writings from the previous lesson allowed students to feel satisfaction such as "enjoyment and pride" (Dornyei, 1994: p. 278) when their partners correctly guessed about whom they were writing. This sense of accomplishment boosted motivation to learn and participate, contributing to the positive feedback loop. In the main task, students practised speaking and mediation; this CLT approach task allowed learners to explore areas and learning modes that interested them. The two communicative activities (The information-gathering task and the Who am I (Post-It) game) allowed students to ask questions about their areas of interest in fashion and styles while also developing their grammatical repertoire. Finally, students completed a written summarising task (Exit ticket) in the post-task. This exit ticket allowed students to reflect on and express their feelings about the topic they have just

learnt while also providing the teacher with an informal assessment of the student's understanding of the topic.

Lesson 5 started with a presentation of the video project in Google slides. Ellis (2008) discusses the concept of oscillation between formal instruction presentation and experiential learning. I gave students the project requirements and two rubrics and suggested they plan the video and write the dialogue for the remainder of the lesson; I also reminded the students of the dialogue task from lesson 3 and that it could be used as a contextual model for planning their video role-plays.

Lesson 6 continued from lesson 5, with students being reminded briefly of what they needed to complete before the start of the next lesson. The video role-play project allowed students to engage in meaningful and communicative practice (Richards, 2006). Students used the vocabulary from the unit to describe clothes and styles in the final video role-play project and used it in a real communicative context.

Furthermore, the video project emphasised group work, allowing students to listen actively to their peers. At the same time, effective engagement and motivation created an optimal learning environment.

In lesson 7, students received corrective feedback from their teacher and peers using a rubric and reflected on their performance using a self-assessment checklist. These types of self-evaluations and peer evaluations are paramount. They are incorporated into students' learning in the unit proposal because they necessitate metacognitive thinking and good language skills to provide feedback to their peers in L2. Rubrics positively impact students' performance and "self-regulation" in formative assessment tasks (Panadero & Jonsson, 2013, p. 2). Students learnt to be responsible for their projects because they knew the evaluation criteria ahead of time.

#### ***4.5 Resources and Materials***

In his discussion of the effective use of materials when teaching EFL, Srinivas Rao (2019) states that authentic materials and media as an authentic material are crucial in motivating learners. Among other authentic materials, he mentions "computers, games, audio-visuals, graphs, pictures, and so on"; with this in mind, materials are used

or created to realise their potential of motivating all students, especially the unmotivated.

According to Srinivas Rao's (ibid) recommendation, the unit plan incorporates digital materials because today's students spend at least half of their time in a digital world; it is their preferred method of interacting with society. Engagement and motivation were evident in activities requiring the use of technology, such as mobile phones or video editors. In addition, I used songs from websites, YouTube videos, and reading texts. In the unit plan, I attempted to use authentic or pseudo-authentic materials; where I used pseudo-authentic materials, I made every effort to make them as aesthetically pleasing as possible. I designed these materials with the pedagogical goal of attracting students into the learning experience through various mediums used in both presentation and application of learning, with the end goal of ensuring that unmotivated students do not leave the learning environment without having engaged with at least some of the material presented in the unit proposal.

In the first lesson, I adapted an online article from a Berkshire newspaper to discuss the "Second-hand shop in Oracle shopping mall," which deals with the benefits of shopping in second-hand shops and their inherent environmental consequences. I chose this article because it is an authentic material that deals with a real-world topic related to the unit and, having been adapted, was easy to understand. In the same lesson, Baamboozle, an interactive whiteboard game, was used as a digital formative assessment tool; teams of students competed to win; furthermore, there were some gifts and forfeits in the game, much to the amusement of the students. I created this game as a revision tool for the topic of clothing. Finally, Paddle, an online information-sharing app, was used so that students could express their thoughts on second-hand shops and discuss their benefits and drawbacks.

In the second class, students watched a YouTube video called What are they wearing in London?, which featured interviews with real Londoners about their fashion and style choices. Once again, I used a Socrative (an online formative assessment application) to evaluate students' progress in the unit. In the rotation task, hand-drawn

flashcards and Fashion Interview worksheets I designed were pseudo-authentic materials. Finally, the final debate worksheet was an adaptation of a Canva template.

In lesson 3, I used another YouTube video, a shopping role-play video targeted explicitly at the ESL genre; because the video is designed specifically for ESL teaching, it is pseudo-authentic. The memory snake and "Can I help you?" worksheets in the main task were also materials I created to be inviting and aesthetically pleasing. The session concluded with a writing worksheet I created with the same objectives in mind.

The presentation of learning materials is also crucial for student motivation. The Google slide presentation used in the sessions used vibrant colours and humorous images to keep students interested and motivated. Except for the adapted fashion interview (see Appendix IV), worksheets were designed not to overwhelm students with excessive text and to be accessible to all learner levels; that is, they were differentiated by outcome so that academically adept and less academically adept students could engage meaningfully with them depending on the depth to which they completed the task.

#### ***4.6 Evaluation Criteria***

Appendix II, Chapter I of Orden ECD/1172/2022 outlines the evaluation criteria for English as a second language and can be described as follows:

Criteria 1 is for reading and listening, Criteria 2 is for writing and presenting, Criteria 3 is for speaking, and Criteria 4 is for mediation. Criteria 5 focuses on Learning Strategies, while Criteria 6 focuses on Communication and Society. I based the evaluation criteria for this unit on the Aragonese curriculum linking each sub-criteria to a specific learning outcome, its respective Key Competence, and the assessment tool used (see Appendix IV). The preface of the Operative Part of Orden ECD/1172/2022 states that the evaluation characteristics should be "continua, formativa e integradora", so I made every effort to do so in this unit proposal. Furthermore, in Chapters IV.2 and IV.3 of Appendix II of Orden ECD/1172/2022, rubrics, direct observation, project work, oral and written presentations, exit tickets and digital or analogue formative tools are recommended to evaluate learning formatively.

One of the primary goals of the unit plan was to reduce anxiety. With this in mind, the evaluation criteria for this unit plan adhered to both the Aragonese curriculum and theorists' assertions. With this in mind, the evaluation criteria for this unit plan followed the instructions of the Aragonese curriculum and the theorists' assertions.

For criterion 1, the reading exercise in lesson 1 and the Socratic task in lesson 2 are evaluated and have a weight of 10%, while listening activities have a weight of 10%.

I assessed Criterion 2 through two writing activities and an information-exchange task; the first was the written post-task in Lesson 1, and the second was a description of a classmate or teacher in Lesson 3. I used a rubric to evaluate both writing tasks with specific criteria. The overall weight for this task was 20% of the final mark.

For criterion 3, I evaluated speaking in the video presentation (lesson 7) and the "fashion interview" in lesson 2, each worth 10% of the final grade, 5% from the self-assessment checklist, and 5% from the peer-assessment rubric. This evaluation format encouraged students to collaborate and take responsibility for their projects by evaluating their and their classmates' performance (see Appendix VII, assessment tools 2 and 3). The "Fashion interview and other CLT tasks were worth 10% of the final grade, and I used direct observation to evaluate these tasks.

For criterion 4, mediation skills in CLT activities accounted for 30% of the final mark, while the teacher assessed learning strategies and communication and society through direct observation and explanatory feedback; each skill was worth 5% of the final mark.

#### 4.7 Brief Analysis of Student Feedback

The feedback analysis is both anecdotal and quantitative; however, some data is missing and relies on my direct observation; nonetheless, information gathered at the start and end of Practicum II and during the completion of the unit plan supported the theoretical assertions. While data for the entire class is available, given the study's



focus, the data analysis focuses on the two students at risk of being moved out of the bilingual program due to suboptimal acquisition due to engagement and learner anxiety.

The initial questionnaire (see Appendix I), as discussed in section 3.3, outlined the students' needs, habits, and preferred activities; given the nature of the study, I considered the results of the two primary foci when designing the unit plan. Finally, at the end of the unit, all students were given a Unit Effectiveness Questionnaire (see Appendix VIII.1); I used a variety of Linkert statements to determine whether elements of the educational theory were present in the unit plan from the student's perspective. Given the starting point of the two students identified for this study, the results of this questionnaire are positive.

I used three continuous assessment strategies but failed to record data for two of these strategies. The informal conversations that took place throughout the unit plan incorporated the following questions: 1) "What have you learnt today?" 2) "Did you find/Are you finding this activity difficult?" 3) "Did you/Are you enjoying the lesson?" The anecdotal evidence supports the theory; by the end of lesson 2, the two unmotivated students had responded positively to questions 2 and 3. Only at the end of lesson 3 were the students able to articulate their answers to question 1.

In each activity, I used the thumbometer assessment system to assess motivation: Thumbs up correlated with motivated/low anxiety, thumbs down with unmotivated/high anxiety, and thumbs held horizontally with a feeling in between the two extremes. Once again, the findings supported the theory. Thumbs down and thumbs horizontal were present in the first few lessons, but by the third lesson, this had changed to thumbs horizontal and thumbs up. Nonetheless, this is anecdotal evidence because I did not record the evidence, and it is based on my direct observation.

The third continuous feedback strategy was direct observation (see Appendix VIII.2); I used direct observation to assess the two students' engagement in the communicative process using a simple table with yes/no answers. Again, the results supported the theory that as their anxiety decreased, their motivation increased, and they engaged in more meaningful and communicative practice.

## 5. Conclusion

I developed this unit proposal in response to a need identified in a small group of first-year secondary students in a bilingual program at a state school in Zaragoza.

Through analysis of the theoretical framework regarding motivation in educational settings, it is evident that, although there are a plethora of factors that play a role in second language acquisition, learner anxiety plays a critical role in motivation, interest and language acquisition. The creation of an optimal learning environment is the one concept on which theorists agree; how this is accomplished, however, is where theory diverges. What is also clear from the theory is that the concepts examined in this study are inextricably linked; that is, motivation influences and is influenced by interest, interaction and collaboration influence and are influenced by motivation, learner anxiety influences and is influenced by motivation and all of the above influence engagement and subsequent second-language acquisition.

Two research questions were posed in section 3.1 of this dissertation. Firstly, what can a teacher do to reduce learner anxiety in unmotivated students? Secondly, what effect do interaction and collaborative learning have on engagement in second-language acquisition?

In answer to the first research question, this dissertation shows that the CLT approach to task design reduces anxiety as students share both the process and the product equitably; to use an old English idiom, "a problem shared is a problem halved". Students are less anxious about learning when they have support, constant feedback, and a partner dealing with the same issue; as a result, the student does not feel alone in their learning and is not solely responsible for the end product. Formative assessment is another method for reducing learner anxiety. More discrete and varied assessments allowed students to excel in different ways and were not judged solely on their ability to prepare for an all-encompassing final exam. Finally, using authentic or pseudo-authentic materials reduces anxiety because the student can relate to the materials, affecting task interest.

In order to answer the second research question, one must also consider the answer to the first research question. This dissertation contends that interaction and collaborative learning lower the affective filter, allowing students to engage more effectively with the learning experience. As a result, a student who is more open to learning is likely to gain more knowledge. Furthermore, this dissertation demonstrates the cyclical nature of motivation, engagement (via low-anxiety tasks and settings), and acquisition and how this essentially forms a positive feedback loop. That is, the more a student is motivated, the more they learn, and the more they learn, the more motivated they are.

Concerning the objectives stated in section 2 of this dissertation, it is clear that the learning unit is aligned with the requirement and follows the recommendations outlined in the Aragonese curriculum (see Appendix IV: Evaluation criteria and Appendix V: Lesson plans). The effectiveness of the learning unit in addressing the lack of motivation can be seen by the positive answers to anecdotal data collected from informal conversations with the study's principal participants (see section 4.7) and quantitative data collected on the effectiveness of teaching and learning via questionnaire (see Appendix VIII) demonstrate the learning unit's effectiveness in addressing a lack of motivation. Concerning the unit plan's innovative nature, the unit plan uses a theoretical framework to inform instructional design and addresses the lack of motivation as outlined above. The innovation in this plan must be seen in context; it is a shift away from the more prevalent traditional teacher-led lessons involving individual work with summative evaluation to a more learner-centred, formatively assessed, collaborative, and communicative approach to learning.

This study has two external and one internal limitation. First, the external limitation of the time available to study the class and impart the lessons is limited; thus, only summary statements can be made based on the data collected. Second, the unit plan is extremely context-specific because it is limited to only one class studying the bilingual model. The internal limitation is data collection planning; statements about the effectiveness of the unit plan could be more empirical if not for anecdotal data.

Finally, in terms of research avenues, it would be interesting to see how effective this unit plan would be in non-bilingual streams and whether the novelty of this approach to teaching and learning would eventually wear off.

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## 7. Appendices

### *7.1 Appendix I: Assignments used as evidence of the necessity of improvement*

During my placement, I was able to interact with the students on a more personal level and learn about their likes and dislikes outside of the ESL classroom. Furthermore, my tutor warned me about some students' lack of motivation. However, during my placement at Pilar Lorengar Secondary School, I focused on good practices rather than areas for improvement. As a result, the use of anecdotal data is required to demonstrate a lack of motivation.

Nonetheless, the assignment I use as evidence that can show what the students are looking for in the unit proposal is from the module "Innovation and classroom research in EFL". The development of an initial questionnaire was required in order to gather information about various aspects, such as their opinions on favourite topics and their preferences for different types of activities. Following the data collection, my group created a poster in which we presented the results to the rest of the class, allowing me to connect the unit proposal, resources, and hypothetical analysis of the results with the unmotivated students.

The following is the link to the questionnaire:

<https://docs.google.com/document/d/1hcSUz6bqqDoY0LLB1XTwzy44OLUMwSev/edit?usp=sharing&oid=106669160991300654725&rtpof=true&sd=true>

This is the link for data collection and analysis:

[https://drive.google.com/file/d/1Y\\_rNkkW6CpD0K0ZxYdQpIPB8khOMkncN/view?usp=share\\_link](https://drive.google.com/file/d/1Y_rNkkW6CpD0K0ZxYdQpIPB8khOMkncN/view?usp=share_link)

Initial questionnaire (Data collected):

Completed in google forms by every student in 1° ESO B. For better visualisation, the responses have been transposed below. The students written responses are show in italics.

**Student A Questionnaire (Assigned number 6 in the class)**

**MASTER DE PROFESORADO DE SECUNDARIA, BACHILLERATO, FP y ENSEÑANZA DE  
IDIOMAS, ARTÍSTICAS Y DEPORTIVA**

**Students Interests and needs in the ESL classroom**

**General information**

This survey will take between 5 and 10 minutes to complete. Please share your thoughts on what motivates you to learn English. The goal of this confidential and anonymous survey is to provide teachers with relevant data to explore students' areas of interest. This survey also determines students' learning style preferences. Understanding learning styles and areas of interest can aid in the creation, modification, and development of a more efficient curriculum and better educational programs that appeal to students and make the learning process more enjoyable.

1. What are your favourite in-class activities? Mark all that apply.

- Kahoot! , Socrative ✓
- Board games ✓
- Memory games ✓
- Role Plays
- Others: \_\_\_\_\_ (Please specify)

2. From 1 to 5, how do you prefer to work in classroom activities?:

	1. Really like it	2. Like it	3. Neutral	4. Do not really like it	5. Completely dislike it
Individually				x	
In pairs		x			
In small groups (3 or 4 people)		x			
In big groups(class divided into 2 or 3 groups)		x			



3. In class, do you prefer to work with? (choose one option)

- Books
- Visual materials ( pictures, posters, flashcards) ✓
- Electronic devices: interactive board, apps. such as Kahoot, phones, computers, e-books, and google classrooms.

4. What types of games do you enjoy playing in English classes? (Mark all that apply)

- Guessing game ✓
- Crosswords
- Mime
- Role plays
- Word search
- Board games ✓
- Memory games ✓
- Other: \_\_\_\_\_ (Please specify)

5. Name three topics you talk about with your friends the most:

1. *Life in general*
2. *Love*
3. *Sports and health*

6. When I learn something new in English class, I prefer to...(Choose one option)

- Have someone show me how to do it ✓
- Have someone tell me how to do it
- Figure it out myself
- Other: \_\_\_\_\_ (Please specify)

7. How often do you listen to music in English? (Choose one option)

- Never
- Hardly ever
- Sometimes ✓
- Every day

8. Do you search for information on the Internet?

- Yes ✓
- No

9. If you answered "Yes" in the previous question, please answer the following question:

- How do you think searching for the information could help you?

*To get the appropriate information about news and get better marks in projects.*

10. In your opinion, what is the best way of being evaluated? (Choose one option)

- Exams
- Projects ✓
- Daily work
- Other \_\_\_\_\_ (Please specify)

Student B Questionnaire (Assigned number 12 in the class)

**MÁSTER DE PROFESORADO DE SECUNDARIA, BACHILLERATO, FP y ENSEÑANZA DE  
IDIOMAS, ARTÍSTICAS Y DEPORTIVA**

**Students' interests and needs in the ESL classroom**

**General information**

This survey will take between 5 and 10 minutes to complete. Please share your thoughts on what motivates you to learn English. The goal of this confidential and anonymous survey is to provide teachers with relevant data to explore students' areas of interest. This survey also determines students' learning style preferences. Understanding learning styles and areas of interest can aid in the creation, modification, and development of a more efficient curriculum and better educational programs that appeal to students and make the learning process more enjoyable.

1. What are your favourite in-class activities? Mark all that apply.

- Kahoot! , Socrative ✓
- Board games ✓
- Memory games
- Role Plays
- Others: \_\_\_\_\_ (Please specify)

2. From 1 to 5, how do you prefer to work in classroom activities?:

	1. Really like it	2. Like it	3. Neutral	4. Do not really like it	5. Completely dislike it
Individually			x		
In pairs		x			
In small groups (3 or 4 people)	x				
In big groups(class divided into 2 or 3 groups)		x			

3. In class, do you prefer to work with? (choose one option)

- Books
- Visual materials ( pictures, posters, flashcards)
- Electronic devices: interactive board, apps. such as Kahoot, phones, computers, e-books, and google classrooms. ✓

4. What types of games do you enjoy playing in English classes? (Mark all that apply)

- Guessing game ✓
- Crosswords ✓
- Mime
- Role plays
- Word search ✓
- Board games ✓
- Memory games ✓
- Other: \_\_\_\_\_ (Please specify)

5. Name three topics you talk about with your friends the most:

1. *Sports*
2. *Clothes and fashion*
3. *Holidays*

6. When I learn something new in English class, I prefer to...(Choose one option)

- Have someone show me how to do it ✓
- Have someone tell me how to do it
- Figure it out myself
- Other: \_\_\_\_\_ (Please specify)

7. How often do you listen to music in English? (Choose one option)

- Never
- Hardly ever
- Sometimes
- Every day ✓

8. Do you search for information on the Internet?

- Yes ✓
- No

9. If you answered "Yes" in the previous question please answer the following question.  
How do you think searching for the information could help you?

*To look for information to complete projects easily and faster.*

10. In your opinion, what is the best way of being evaluated? (Choose one option)

- Exams
- Projects ✓
- Daily work
- Other \_\_\_\_\_ (Please specify)

## 7.2 Appendix II: Objectives

### General objectives of Secondary Obligatory Education in the Unit proposal. “my translation”

Objectives (where the entirety of the objective is not achieved, the pertinent section is underlined)	Presence in Unit proposal
<p>a) Responsibly assume their duties, know and exercise their rights with respect to other people, practice tolerance, cooperation and solidarity between people and groups, exercise dialogue, strengthening human rights as common values of a plural society and prepare for the exercise of democratic citizenship.</p> <p>b) Develop and consolidate habits of discipline, study, and individual and teamwork as a necessary condition for the effective completion of learning tasks and as a means of personal development.</p>	<p>Lessons 1, 2, 3 and 4: CLT Activities. Lessons 2 and 3: Whole Class Activities.</p> <p>Lessons 5: ACTIVITY 1: Students plan their videos (props etc.) and write their dialogues. Students who don't finish writing their dialogues must finish them for homework before the next session.</p> <p>Lesson 6: ACTIVITY 1: Students record the dialogues and record their reflections. Students begin to edit their videos (using mobile devices). Students who haven't finished the video must do so for homework.</p>
<p>c) Value and respect the difference between the sexes and equal rights and opportunities between them. Reject stereotypes that imply discrimination between men and women.</p>	<p>Lesson 3 (Post-task): Write a description of somebody in the room or a teacher without mentioning their name. Describe their physical appearance and what they are wearing. Use present simple and present continuous tense. Don't use gender.</p>
<p>e) Develop basic skills in the use of information sources, with a critical</p>	<p>Lessons 1: Post-task: Reflect on the article and create a Padlet to express</p>

<p>sense, and acquire new knowledge. <u>Develop basic technological skills and advance in an ethical reflection on its operation and use.</u></p>	<p>your opinion about the advantages and disadvantages regarding the use of second-hand shops to buy new clothes.</p>
	<p>Lesson 2: ACTIVITY 1: Individual // Socratic APP: “How do they look?” Students answer questions about clothes and physical appearance using mobile/digital devices.</p>
	<p>Lessons 5 and 6: Use of Google Slides and video-editing software to complete the project.</p>
<p>g) Develop an entrepreneurial spirit and self-confidence, participation, a critical sense, personal initiative, and the ability to learn, plan, make decisions, and assume responsibilities.</p>	<p>Lesson 5: Activity 1: Students plan their videos (props, etc.) and write their dialogues. Students who don’t finish writing their dialogues must finish them for homework before the next session.</p>
	<p>Lesson 6: Activity 1: Students record the dialogues and record their reflections. Students begin to edit their videos (using mobile devices). Students who haven’t finished the video must do so for homework.</p>
<p>i) Understand and express themselves in one or more foreign languages appropriately.</p>	<p>Lessons 1, 2, 3, 4, 5, 6, and 7. All tasks and activities.</p>
<p>k) Know and accept the functioning of one's own body and that of others, respect differences, strengthen habits of care and bodily health and</p>	<p>Lesson 1: ACTIVITY 2: Pairs // <u>CLT: Task-completion activity</u></p>

<p>incorporate physical education and the practice of sport to promote personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically assess social habits related to health, <u>consumption</u>, care, empathy and respect for living beings, especially animals, and <u>the environment, contributing to their conservation and improvement</u>.</p>	<p>Students read an article regarding shopping in second-hand- shops in Oracle shopping mall and complete the two activities.</p>
	<p>Lessons 1: Post-task: Reflect on the article and create a Padlet to express your opinion about the advantages and disadvantages regarding the use of second-hand shops to buy new clothes.</p>
<p>l) Appreciate artistic creation and understand the language of the different artistic manifestations, <u>using various means of expression and representation</u>.</p>	<p>Lessons 5: Activity 1: Students plan their videos (props, etc.) and write their dialogues. Students who don't finish writing their dialogues must finish them for homework before the next session.</p>
	<p>Lesson 6: ACTIVITY 1: Students record the dialogues and their reflections. Students begin to edit their videos (using mobile devices). Students who have not finished the video must do so for homework.</p>

### 7.3 Appendix III: Contents of the Unit

Source:

<https://educa.aragon.es/documents/20126/2773111/%5B02.23%5D+Lengua+extranjera%2C+Ingle%C2%B4s.pdf/5bc004c4-0de8-7c3f-05b0-ca81265e5408?t=1661254606239>

*“my translation”*

A. Communication	
Knowledge, skills and attitudes	Presence in the Unit proposal
– Self-confidence. The error as an instrument for improvement and a proposal for reparation.	All the tasks in every lesson.
– Basic strategies for the planning, execution, control, and repair of comprehension, production and co-production of oral, written and multimodal texts.	Written tasks Reading task completion. Video role-play
– Knowledge, skills and attitudes that allow detecting and collaborating in mediation activities in simple everyday situations.	Video role-play

<p>– Basic communicative functions appropriate to the environment and the communicative context: greeting, saying goodbye, introducing and introducing oneself; describe people, objects, <del>and places</del>; <del>situate events in time</del>; <del>locate objects, people and places in space</del>; request and exchange information on everyday issues; give and ask for instructions and orders; offer, accept and reject help, propositions or suggestions; partially express taste or interest and basic emotions; <del>narrate past events</del>, describe present situations, and state future events; express the opinion, <del>the possibility, the capacity, the obligation and the prohibition</del>.</p>	<p>Video role-play  CLT Activities:  Information-transfer activity (Lesson 2)  Opinion-sharing activity( Lesson 2)  Debate (Lesson2)  Reasoning gap activity (Lesson 3)  Who am I (Post-It game)(Lesson4)  Information-gathering activity(Lesson 4)</p>
<p>– Contextual models and basic discursive genres in the comprehension, production and co-production of oral, written and multimodal, short and simple, literary and non-literary texts: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function and structure.</p>	<p>Video role-play   Writing tasks</p>
<p>– Basic linguistic units and meanings associated with such units such as expression of the entity and its properties, quantity and quality, <del>space and spatial relations, time and temporal relations</del>, affirmation, negation, interrogation and exclamation, and basic logical relationships.</p>	<p>Video role-play  CLT Activities:  Information-transfer activity (Lesson 2)  Opinion-sharing activity( Lesson 2)  Debate (Lesson2)  Reasoning gap activity (Lesson 3)  Who am I (Post-It game)(Lesson4)  Information-gathering activity(Lesson 4)</p>



<p>– Lexicon of common use and interest for students related to personal identification, <del>interpersonal relationships, nearby places and environments, leisure and free time, daily life, health and physical activity, housing and home, climate and natural environment, information technologies and communication.</del></p>	<p>CLT Activities:  Information-transfer activity (Lesson 2)  Opinion -sharing activity( Lesson 2)  Debate (Lesson2)  Reasoning gap activity (Lesson 3)  Who am I (Post-It game)(Lesson4)  Information-gathering activity(Lesson 4)</p>
<p>– Basic sound, stress, rhythmic and intonation patterns and meanings and general communicative intentions associated with these patterns.</p>	<p>Video project  CLT activities  Information-transfer activity (Lesson 2)  Opinion-sharing activity( Lesson 2)  Debate (Lesson2)  Reasoning gap activity (Lesson 3)  Who am I (Post-It game)(Lesson4)  Information-gathering activity(Lesson 4)</p>
<p>– Basic spelling conventions and meanings and communicative intentions associated with formats, patterns and graphic elements.</p>	<p>Writing tasks  Video role-play</p>

<p>– Basic conversational conventions and strategies, in synchronous or asynchronous format, to start, maintain and end communication, take and give the floor, ask for and give clarifications and explanations, reformulate, compare and contrast, summarize, collaborate, debate, etc.</p>	<p>CLT Activities:  Information-transfer activity (Lesson 2)  Opinion -sharing activity( Lesson 2)  Debate (Lesson2)  Reasoning gap activity (Lesson 3)  Who am I (Post-It game)(Lesson4)  Information-gathering activity(Lesson 4)  Video role-play project  Whole Class debate</p>
<p>– Basic analogue and digital tools for oral, written and multimodal comprehension, production and co-production; and virtual platforms for educational interaction, cooperation and collaboration (virtual classrooms, videoconferences, collaborative digital tools, etc.) for learning, communication and the development of projects with speakers or students of the Foreign Language.</p>	<p>Padlet  Baamboozle  Socrative  Video role-play project</p>
<p><b>B. Multilingualism</b></p>	
<p><b>Knowledge, skills and attitudes</b></p>	<p><b>Presence in the Unit proposal</b></p>
<p>– Strategies and techniques to respond effectively to a basic and specific communicative need in an understandable way, despite the limitations derived from the level of competence in the Foreign Language and in the other languages of the own linguistic repertoire.</p>	<p>CLT tasks  Information-transfer activity (Lesson 2)  Opinion-sharing activity( Lesson 2)  Debate (Lesson2)</p>

	Reasoning gap activity (Lesson 3) Who am I (Post-It game)(Lesson4) Information-gathering activity(Lesson 4)  Video role-play project
– Basic strategies to identify, organize, retain, recover and creatively use linguistic units (lexicon, morphosyntax, sound patterns, etc.) from the comparison of the languages and varieties that make up the personal linguistic repertoire.	CLT tasks Information-transfer activity (Lesson 2) Opinion-sharing activity( Lesson 2) Debate (Lesson2) Reasoning gap activity (Lesson 3) Who am I (Post-It game)(Lesson4) Information-gathering activity(Lesson 4)  Video project  Writing tasks
– Basic strategies and tools for self-assessment and peer-assessment, analogue and digital, individual and cooperative.	Rubrics and self-assessment checklist (7) Exit ticket (Lesson 4)
– Commonly used vocabulary and expressions to understand statements about communication, language, learning and communication and learning tools (metalanguage).	CLT tasks Information-transfer activity (Lesson 2) Opinion-sharing activity( Lesson 2)

	<p>Debate (Lesson2)</p> <p>Reasoning gap activity (Lesson 3)</p> <p>Who am I (Post-It game)(Lesson4)</p> <p>Information-gathering activity(Lesson 4)</p>
<b>C. Interculturality</b>	
<b>Knowledge, skills and attitudes</b>	<b>Presence in the Unit proposal</b>
– The Foreign Language as a means of interpersonal and international communication, a source of information and as a tool for personal enrichment.	All activities, all lessons.
– Interest and initiative in carrying out communicative exchanges through different media with speakers or students of the Foreign Language.	<p>CLT Activities:</p> <p>information-transfer activity (Lesson 2)</p> <p>Opinion-sharing activity( Lesson 2)</p> <p>Debate (Lesson2)</p> <p>Reasoning gap activity (Lesson 3)</p> <p>Who am I (Post-It game)(Lesson4)</p> <p>Information-gathering activity(Lesson 4)</p> <p>Video role-play project.</p>
– Basic sociocultural and sociolinguistic aspects related to daily life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic courtesy and digital etiquette; culture, customs and values of countries where the Foreign Language is spoken.	<p>Video role-play project</p> <p>CLT:</p> <p>Opinion. sharing activity</p>

<p>– Basic strategies to understand and appreciate linguistic, cultural and artistic diversity, taking into account ecosocial and democratic values.</p>	<p>CLT Activities:  Information-transfer activity (Lesson 2)  Opinion-sharing activity( Lesson 2)  Debate (Lesson2)  Reasoning gap activity (Lesson 3)  Who am I (Post-It game)(Lesson4)  Information-gathering activity(Lesson 4)</p>
<p>– Basic strategies for detection and action against discriminatory uses of verbal and non-verbal language.</p>	<p>Video project  CLT Activities:  Information-transfer activity (Lesson 2)  Opinion-sharing activity( Lesson 2)  Debate (Lesson2)  Reasoning gap activity (Lesson 3)  Who am I (Post-It game)(Lesson4)  Information-gathering activity(Lesson 4)</p>

**7.4 Appendix IV Evaluation criteria “my translation”**

<p>CE.LEI.1 – READING &amp; LISTENING</p>	<p>WEIGHT: 20%</p>
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Curricular Framework LOMLOE	Learning Outcomes and Key Competences	Assessment Tool
1.1. Interpret and analyze the global meaning and the specific and explicit information of brief and simple oral, written and multimodal texts on frequent and daily topics, of personal relevance and close to their experience, typical of the fields of interpersonal relationships, learning, the media and fiction expressed clearly and in the standard language through various supports.	Students can identify a person by reading or listening to a description.  CCL1/CCL2/CP1/CP2/ CP3/ CC1	Direct observation (in-class). Socratic.
1.2. Select, organize and apply in a guided way the most appropriate strategies and knowledge in everyday communicative situations to understand the general meaning, the essential information and the most relevant details of the texts; interpret non-verbal elements; and search and select information	Students can identify true and false statements.  Students can select and paraphrase statements from a written text.  CCL1/CCL2 CP1 / CC1/CPSAA3	
<b>CE.LEI.2 – WRITING &amp; PRESENTING</b>		WEIGHT: 20%
Curricular Framework LOMLOE	Learning Outcomes and Key Competences	Assessment Tool

<p>2.1. Orally express short, simple, structured, understandable texts appropriate to the communicative situation on daily and frequent issues, relevant to students, in order to describe, narrate and report on specific topics, in different supports, using resources in a guided way verbal and non-verbal, as well as production planning and control strategies.</p>	<p>Students can ask and answer questions about fashion preferences and about physical appearance. CCL1/CCL2/CP1/CP2/ CP3/ CC1</p> <p>Students can describe a picture and relay that information to a 3rd party. CCL1/CCL2 CP1 / CC1</p>	<p>Direct observation (in-class) Speaking rubric: Teacher, peer and self-assessment.</p>
<p>2.2. Organize and write short and understandable texts with acceptable clarity, coherence, cohesion and adaptation to the proposed communicative situation, following established guidelines, through analogue and digital tools, on daily and frequent issues of relevance to students and close to their experience.</p>	<p>CCL1/CCL2 / CP1 / CP2 / CP3 CC1 / CC2 / CC3</p>	<p>Direct observation (in-class) Writing Rubric: teacher and self-assessment.</p>
<p>2.3. Select, organize and apply knowledge and strategies in a guided way to plan, produce and review texts that are understandable, coherent and appropriate to the communicative intentions, the contextual characteristics and the textual typology, using with the help of the most appropriate physical or digital resources depending on the</p>		

task and the needs of each moment, taking into account the people to whom the text is addressed.		
<b>CE.LEI.3 - SPEAKING</b>		WEIGHT: 20%
Curricular Framework LOMLOE	Learning Outcomes and Key Competences	Assessment Tool
3.1. Plan and participate in brief and simple interactive situations on everyday topics, of personal relevance and close to their experience, through various supports, relying on resources such as repetition, leisurely rhythm or non-verbal language, and showing empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.	Students can take part in a role play based on interaction between a shop assistant and a customer.  CCL1 / CCL2 CD2 CPSAA3 / CPSAA5 CE2 CCEC4	Direct observation (in-class). Self-assessment checklist. Video presentation rubric.
3.2. Select, organize and use, in a guided way and in close environments, appropriate strategies to start, maintain and end communication, take and give the floor, and request and formulate clarifications and explanations.	Students can ask and answer questions about fashion preferences and about physical appearance. CCL1/CCL2/CP1/CP2/ CP3/ CC1	
<b>CE.LEI.4 - MEDIATION</b>		WEIGHT: 30%
Curricular Framework LOMLOE	Learning Outcomes and Key Competences	Assessment Tool




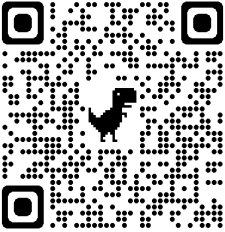

<p>4.1. Infer and explain texts, concepts and brief and simple communications in situations in which to attend to diversity, showing respect and empathy for interlocutors and for the languages used, and interest in participating in the solution of problems of incomprehension and understanding in the immediate environment, relying on various resources and supports.</p>	<p>Students can work effectively in groups to plan the video project. CCL1/CCL2CP1/CP3 CD1/CD2 CE1/CE3 CPSAA3/ CPSAAA4 CPSAA5 CC1</p> <p>Students can select and communicate descriptions of images in order to successfully transfer information to a 3rd party. CCL1/CCL2/CP1/CP2/ CP3/CC1</p>	<p>Direct observation</p>
<p>4.2. Apply, in a guided way, strategies that help create bridges and facilitate the understanding and production of information and communication, appropriate to the communicative intentions, using resources and physical or digital supports depending on the needs of each moment.</p>	<p>Students can summarise learning and share this with their peers. CCL2/CP1</p>	<p>Direct observation (in-class)</p>

CE.LEI.5 – LEARNING STRATEGIES		WEIGHT: 5%
Curricular Framework LOMLOE	Learning Outcomes and Key Competences	Assessment Tool
5.2. Use and differentiate the knowledge and strategies to improve the ability to communicate and learn the Foreign Language with the support of other participants and analogue and digital supports.	Students can take notes whilst receiving oral input. CCL2 / CP1 / CP2 / CP3	Direct observation (in-class).
5.3. Identify and record, following models, the progress and difficulties in learning a Foreign Language, selecting in a guided way the most effective strategies to overcome these difficulties and progress in their learning, carrying out self-evaluation and peer-evaluation activities, such as those proposed in the European Portfolio of Languages (EPL) or in a learning diary, making those progress and difficulties explicit and sharing them.	Students can use rubrics to evaluate their own progress and/or that of a group. CPSAA3 CPSAA4 CPSAA3  Students can use a rubric to evaluate their peers. CPSAA3	Video presentation rubric: self, peer and teacher assessment.
CE.LEI.6 Communication and Society		WEIGHT: 5%
Curricular Framework LOMLOE	Learning Outcomes and Key Competences	Assessment Tool
6.1. Act empathetically and respectfully in intercultural situations, building links between different languages and cultures and rejecting any type of discrimination,	Students can use gender-neutral language when writing a description. CCL1 / CP1	Direct observation (in-class).

prejudice and stereotype in everyday communication contexts.		
6.2. Accept and adapt to the linguistic, cultural and artistic diversity typical of countries where the Foreign Language is spoken as a source of personal enrichment and showing interest in sharing cultural and linguistic elements that promote sustainability and democracy.	<p>Students can formulate reflective statements about the advantages and disadvantages of reusing clothing in order to promote sustainability.</p> <p>CCL1 / CCL2</p> <p>CP1</p> <p>CD1/CD2/</p> <p>CC4</p>	Direct observation (in-class).

## 7.4 Appendix V: Lesson Plans

<b>Lesson 1</b>			
<b>Learning aims of the lesson:</b>			
<p><b>Linguistic:</b> Identify and select general and specific information from both oral and written texts related to clothes and fashion.</p> <p>Produce an accurately written reflective text.</p> <p><b>Communicative:</b> Discuss and reach an agreement on the topic, by means of interacting with their peers.</p>			
<b>Timing</b>	<b>Activity &amp; Evaluation Criteria</b>	<b>Exit Profile</b>	<b>Resources</b>
<p><b>Pre-task</b> 5'-10'</p>	<p>Pair work // <u>CLT: Opinion-sharing activity</u></p> <p>The teacher strategically asks several questions to elicit background knowledge from the students related to the topic of the main task's reading. Students infer the topic of the reading and the author's opinion by just listening to the song and interacting in pairs whilst answering the following questions. LEI.1.1/LEI.3.1/LEI3.2/LEI.4.1</p> <ul style="list-style-type: none"> <li>• What is the song about?</li> <li>• What kind of clothes do you like to wear?</li> <li>• Do you buy clothes in Second-hand shops? Why?</li> </ul>	<p>CCL1/CCL2 CP1 / CP2 / CP3 / CC1</p>	<p>Song:</p> <p> <a href="#">Second Hand Clothing (Pt. 1)</a></p>
<p><b>Task</b> 25'-30'</p>	<p>ACTIVITY 1: Groups of 3 // Baamboozle: What are they wearing? LEI.1.1/LEI.1.2</p> <p>ACTIVITY 2: Pairs // <u>CLT: Task-completion activity</u></p>	<p>CCL1/CCL2 CP1 /CD2 CC1/CPSAA 3</p>	<p>Baamboozle:</p>

	<p>Students read an article regarding shopping in second-hand- shops in Oracle shopping mall and complete the two activities (see Appendix 5).</p> <p>Task 1: True or False exercise (reading comprehension) LEI 1.1</p> <p>Task 2: Information selection (reading comprehension) LEI.1.1/LEI.1.2</p>		<p><a href="https://www.baamboozle.com/game/1386661">https://www.baamboozle.com/game/1386661</a></p>  <p>The article:  <a href="https://www.getreading.co.uk/whats-on/shopping/i-went-second-hand-shop-24666489">https://www.getreading.co.uk/whats-on/shopping/i-went-second-hand-shop-24666489</a></p> <p>Tablet or Mobile Phone</p>
<p><b>Post task</b> 15'</p>	<p>Individually</p> <p>Reflect on the article and create a Padlet to express your opinion about the advantages and disadvantages regarding the use of second-hand shops to buy new clothes. LEI.2.2/LEI4.1/LEI.6.2</p>	<p>CCL1 / CCL2 CP1 CD1/CD2/ CC4</p>	<p>Padlet:  <a href="https://padlet.com/albertomartinez562/rqoqr5n7l4wte2np">https://padlet.com/albertomartinez562/rqoqr5n7l4wte2np</a></p> 


## Lesson 2

### Learning aims of the lesson:

**Linguistic:** Identify and select general and specific information from both oral and written texts related to clothes and fashion.

Produce accurately written texts including the advantages and disadvantages of second-hand clothes.

**Communicative:** Describe an image orally to a partner; participate effectively in a fashion interview.


Tasks	Activity & Evaluation Criteria	Key Competencies	Resource
<b>Pre-task</b> 10'	Pairs / <u>CLT: Task-completion activity</u> Oral questions to introduce the topic of the main task. The teacher introduces note-taking as a real-life skill and gives clues to help them. Students must agree or disagree and give a reason why. LEI.3.1/LEI.3.2 -Do you wear designer clothes? Why? -Name some of the brands you wear. -Do you use accessories normally? Why? -Do you wear unique clothes? Why?	CCL1/CCL2 / CP1 / CP2 / CP3 CC1	 <b>WHAT ARE PEOPLE WEARING IN LONDO..</b>
<b>Task</b> 25'	Socrative Station Rotation Activities.	CCL1/CCL2/C P1/CP2/ CP3/CD2/ CC1	Socrative: <a href="https://api.socrative.com/rc/P73JKS">https://api.socrative.com/rc/P73JKS</a> Flashcards (printed)

	<p>ACTIVITY 1: Individual // Socrative APP: “How do they look?” Students answer questions about clothes and physical appearance using mobile/digital devices. LEI.1.2/LEI.1.1</p> <p>ACTIVITY 2: Pairs // <u>CLT: Information-transfer activity</u>: Each member of the pair has both a picture and a blank piece of paper. The students take turns describing and drawing what the other has on the paper. LEI.3.1/LEI.3.2/LEI.2.1/LEI.1.1</p> <p>ACTIVITY 3: Pairs // <u>CLT: Opinion-sharing activity</u>: Fashion interview Each member of the pair takes turns asking the questions from the worksheet and their partner writes down their responses. LEI.3.1/LEI.3.2/LEI.2.1/LEI.1.1</p>		Fashion interview paper (printed)
<p><b>Post task</b> <b>20’</b></p>	<p>Whole class // Debate. The class is divided into 2 groups and the topic of the discussion comes from the YouTube video from the beginning of the class. Does wearing different /unique clothes reflects your personality? LEI.3.1/LEI.3.2 Groups are arranged heterogeneously to defend an opinion. Students have 5 minutes to make notes. LEI.2.2</p>	<p>CCL1/CCL2 / CP1 / CP2 / CP3 CC1 / CC2 / CC3</p>	Oral discussion paper (printed)

**Lesson 3:****Learning aims of the lesson:**

**Linguistic Objective:** Identify and select general and specific information from both oral and written texts related to fashion and physical appearances.

**Communicative Objective:** Discuss and reach an agreement for a reasoning gap sequence, using expressions previously learnt.

Timing	Activity & Evaluation Criteria	Key Competencies	Resources
<b>Pre-task</b> 5'-10'	Students watch a video about people going shopping and take notes about expressions and vocabulary related to the topic. LEI.1.1/LEI.1.2/LEI.5.2	CCL2 / CP1 / CP2 / CP3	 <b>ESL - Shopping for clothes</b>
<b>Task</b> 20'-25'	<p>ACTIVITY 1: Whole Class // Memory-snake game: Student starts a sentence with “In my wardrobe I have .....” followed by an item of clothing, they then name another student who has to repeat what has previously been said and add another item of clothing. This carries on until a mistake is made. Repeat 2-3 if there are mistakes. LEI.2.1/LEI.3.2</p> <p>ACTIVITY 2: Groups of 3 // <u>CLT: Reasoning-gap activity</u> Students in pairs complete a task where they have to guess the sequence in which the dialogue takes place. LEI.3.2/LEI.1.2</p>	CCL1/CCL2 CP1 / CC2 / STEM1 CPSAA3	Google slides  Worksheet: “Can I help you?”



<b>Post task</b> 20'	Write a description of somebody in the room or a teacher without mentioning their name. Describe their physical appearance and what they are wearing. Use present simple and present continuous tense. Don't use gender. (i.e. This person is tall...) LEI.2.2/LEI.2.3	CCL1 / CP1	
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**Lesson 4:**

**Learning aims of the lessons**

**Linguistic:** Use adjectives and the present simple tense in the discussion of clothing preferences and physical attributes.

**Communicative:** Express and give opinions in relation to the topic of clothes and physical appearances.

Timing	Activity & Evaluation Criteria	Key Competencies	Resources
<b>Pre-task</b> 5'-10'	Read the description written by another student at the end of the previous session and guess who it is. LEI.1.1	CCL2 / CP1	
<b>Task</b> 25'	ACTIVITY 1: Pairs // Who am I (Post-It game): Students write another student's name on a post-it and stick it on their partner's forehead. Students have to ask exploratory questions to work out the name of the person written on the post-it. LEI.3.1/LEI.2.1	CCL1/CCL2 CP1 / CC1	Post-It notes.  "Find someone who" table. (Printed)

	ACTIVITY 2: <u>CLT: Information-gathering activity</u> “Find someone who”: Students have a table of likes, dislikes, items of clothing they own, and physical appearance. etc. Students have to go around the class, asking questions in English in order to fill in the whole table. LEI.3.1/LEI.3.2/LEI.1.2		
<b>Post task</b> 15’	Exit ticket: Summarise the topic studied so far in 5 sentences – reduce to 5 words – reduce to one word. LEI.2.2/LEI.4.2. Share with the rest of the class. LEI.2.1	CCL2 / CP1	Worksheet

**Lesson 5:**

**Learning aims of the lesson:**

**Linguistic:** Recall and use the structures and vocabulary learnt in lessons 1 to 4.

**Communicative:** Use the model from lesson 3 to effectively plan and write a script for the role-play

<b>Timing</b>	<b>Activity &amp; Evaluation Criteria</b>	<b>Key Competencies</b>	<b>Resources</b>
<b>Pre-task</b> 15’	Exposition of Video-project: Students have to plan, write and record a role-play dialogue. LEI.3.1/LEI3.2/LEI.4.2 The situation is a clothes shop assistant(s) and a customer(s).	CCL1/CCL2/C P1/CP3/ CD1/CD2/	Google Slides

	<p>The video must last between 3-5 min. It must include a self/group evaluation at the end of the video; discussing the strengths and weaknesses of the video and its planning. Rubrics are shared with the class. LEI.5.3</p>	<p>CPSAA3/ CPSAA4/ CPSAA5 CC1</p>	
<p><b>Task</b> <b>40'</b></p>	<p>ACTIVITY 1: Students plan their videos (props etc.) and write their dialogues. LEI.3.1/LEI.3.2/LEI.2.2/LEI.2.3. Students who don't finish writing their dialogues must finish them for homework before the next session.</p>	<p>CCL1 / CCL2CP1 / CP3 CD1 / CD2 CE1 / CE3 CPSAA3/ CPSAA4/ CPSAA5 CC1</p>	

**Lesson 6:**

**Learning aims of the lesson:**

**Linguistic:** Recall and use the structures and vocabulary learnt in lessons 1 to 4.

**Communicative:** Record the oral presentation of the role-play video. Discuss strengths and weaknesses as a group.

Timing	Activity & Evaluation Criteria	Key Competencies	Resources
Task (55')	ACTIVITY 1: Students record the dialogues LEI.3.1/LEI.3.2 and record their reflections LEI.5.3  Students begin to edit their videos (using mobile devices). Students who haven't finished the video must do so for homework.	CCL1 / CCL2 CD2 CPSAA3 / CPSAA5 CE2 CCEC4	

**Lesson 7:**

**Learning aims of the lesson:**

**Linguistic Objective:** Assess their peers' and own performance through criteria taken from a rubric.


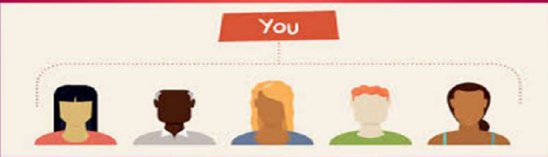
**Communicative Objective:** Present and explain their project to the rest of the class.

Timing	Activity & Evaluation Criteria	Key Competencies	Resources
Task ( 55')	Video presentations. Feedback and peer assessment at the end of each video presentation	CD3 CPSAA4 / CPSAA5	computer, and projector. Self-assessment checklist and peer-assessment rubric (printed)

## 7.5 Appendix VI: Materials

Lesson plan: Google slides [https://docs.google.com/presentation/d/1giROLcjhRisDAIHR-oWO-raPFqbGxO7\\_OglSAseOZEo/edit?usp=sharing](https://docs.google.com/presentation/d/1giROLcjhRisDAIHR-oWO-raPFqbGxO7_OglSAseOZEo/edit?usp=sharing)

Changing looks and styles:  
Is it the first thing you notice about a person?  
(PERSONAL IDENTIFICATION OF PEOPLE)



Second-hand clothes Reading


Lesson 1

PRETASK

Second-hand clothing (2)\_1

★ Listen to the song and answer these questions in pairs:

- What is the song about?
- What kind of clothes do you like to wear?
- Do you buy clothes in Second-hand shops?



TASK

1. **Bamboozle**  
Scan this CODE QR:



1. Read the text called *Second-hand shop in the Oracle shopping centre*

1. Answer the questions in groups of 3

- True and false question
- Open questions



## POST-TASK

Go to the URL:  
<https://podkit.com/ai/ser/omar/linez562/rqoq6n7Aukv8np> or

Scan the code QR:



★ Reflect on the advantages and disadvantages of second-hand shops and express your opinion.

This quote is a clue for your answer:

"Shopping second hand is not only a way to have new clothes in your wardrobe for an affordable price, but it also gives the clothes a second chance to shine"

## What are they wearing?

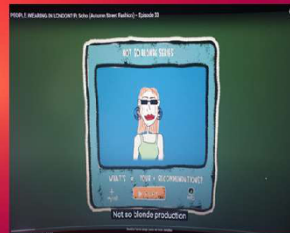


Lesson 2

## PRETASK

WHAT ARE PEOPLE WEARING IN  
LONDON? (1) SUN, (2) NEON STREET  
FASHION - (1) PART 1

1. Listen to these people talking about the clothes they are wearing and take notes of the vocabulary
1. Share the information with your partner



## TASK


- ★ ROTATION TASK:
1. Activity 2:
    - MEMBER 1: has to describe the picture below to your partner.
    - MEMBER 2: has to draw the image on a separate piece of paper.
  1. Activity 2:
    - Interview your partner
    - Write his/her answers on the sheet. Justify your answer

## POST-TASK


**★ GROUP DISCUSSION:**

Does wearing different/unique clothes reflect your personality?

Use the worksheet (if necessary)



## Can I help you?




Lesson 3

## PRETASK

*10. Shopping for clothes*

1. Listen to the Role-play video
1. Write expressions the shop assistant-customer use
1. Share the expressions with your partner



## TASK-ACTIVITY 1

### THE MEMORY SNAKE GAME

Start the sentence "In my wardrobe I have..."

Mention an item of clothing you have in your wardrobe and pass to the next student. The next student must repeat the sentence and add a new item of clothing.

Note: If they get it wrong they lose their turn.






## TASK -ACTIVITY 2



CAN I HELP YOU?- REASONING GAP ACTIVITY

1. Review the expression in the shop setting
2. Order the sequence in pairs

Work out which sentences go together and then put them in the correct order.

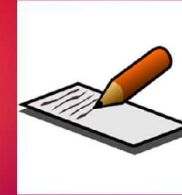


## POST-TASK

Write a description of somebody in the room or a teacher without mentioning their name.

1. Describe their physical appearance and what they are wearing.
1. Use present simple and present continuous tense.

Note: Don't use gender. (i.e. This person is tall...)



## How do I look?



Lesson 4

## PRE-TASK

Read the description written by another student at the end of the previous session and guess who it is.

Use the rubric to evaluate



## TASK-ACTIVITY 1

### Who am I (Post-It game)

1. Students write another student's name on a post-it and stick it on their partner's forehead.
1. Students have to ask exploratory questions to work out the name of the person written on the post-it.
1. Use the interrogative in present simple:  
Am I .....? / Do I .....? Have I .....?



## TASK -ACTIVITY 2

### ★ CLT: Information-gathering activity

#### "Find someone who"

1. Students have a table of likes, dislikes, items of clothing they own, and physical appearance, etc.
1. Students have to go around the class, asking questions in English in order to fill in the whole table
2. Give the reasons of your answers. Why?

Note: Use the worksheet

Find someone who...

1. Walk around the classroom and ask your classmates questions to find someone who matches each statement below.

2. You can only ask one question for each category.

3. You cannot use the same person twice.

likes wearing grey trousers	dislikes wearing bracelets	doesn't like wearing a grey hat
likes wearing a watch	likes wearing a necklace or earring	likes wearing jewellery
likes wearing shoes	likes wearing a headscarf	likes wearing a watch
likes wearing a white shirt	likes wearing a watch	likes wearing a watch
likes wearing a white shirt	likes wearing a watch	likes wearing a watch

## POST-TASK

Exit ticket:  
Summarise the topic studied  
far in 5 sentences

Reduce to 5 words –

Reduce to one word.



## Video role play Going shopping clothes

Group project  
Lesson 5



## + REQUIREMENTS OF THIS VIDEO PROJECT +

1. A slide structure based on a GOOGLE SLIDE presentation, which you can easily adapt to your needs and use any video creation or editing tool
2. Specify the title and names of the members of the group
3. An introduction with a narrator introducing what you show in the video. +
4. The video edited is between 3' and 5' minutes and 2 or three scenes. +
5. A **thank you** or **end slide**, which you must keep so that proper credits for your design are given.
6. A reflection of the strengths and weakness of the project (its process and product)

## + TABLE OF CONTENTS +



**01**  
**Theoretical lesson**  
You can use the reasoning gap exercise as an example

**02**  
**Features of the main topic**  
You can describe the clothes : colours, size.

**03**  
**Tips from experts**  
You can describe deeply the clothes, the patterns

**04**  
**Practical exercise**  
You can use the expressions watch in the video

**05**  
**Extra information**  
You can look for more expressions on internet

**06**  
**Important Self assessment**  
You can provide a self assessment evaluation with your strengths and weaknesses

## + 1,2,3.....ACTION! +

Do you know what helps you make your point clear?

Lists of thing to do:


- Create a simple dialogue
- Organise your ideas clearly
- Prepare the materials and location in advance

You'll never forget **HOW** to buy **NEW CLOTHES!**

And the most important thing:  
The audience won't miss the point of your video presentation



## + INTRODUCTION +



1. Present your names.
1. Explain what you show in the video

Example: We are... the video is about....  
We show....

## IMPORTANT ROLE -PLAY PLAN

Create between 2-3 scenes



**Scene 1**


Example 1: A Girl buys a pair of trainers in a shop but they haven't got the size




**Scene 2**

Example 2: A boy goes to shop to change a t-shirt and he buys a pairs of jeans and a new t-shirt instead.


## WHAT IS the role play about?



**SHOE SHOP**




**CLOTHES SHOP**



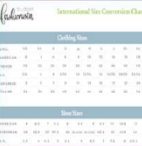
**ACCESSORIES SHOP**

## FEATURES OF THE ROLE PLAY




**Colours**

I am looking for RED boots.



**SIZE**

Despite being red, the boots are SIZE 12



**Price**

It costs 50 POUNDS.

## IMPORTANT TIPS

**PATTERNS**

Flowery, buttoned, skipped...

**SPECIFIC VOCABULARY**

Casual, Formal, Business, Vintage orientated, Sporty, comfortable

**New expressions or words**

Boner, dress camper...

## RECOMMENDATIONS



**BE CLEAR IN PRONUNCIATION AND INTONATION**


**REPEAT AS MANY TIME AS YOU NEED TO**

**REVIEW THE RUBRIC**

**BE ORIGINAL**


TO MAKE SURE YOU UNDERSTAND WHAT THE TEACHER AND YOUR PEERS EVALUATE

## “AN IMAGE IS WORTH A THOUSAND WORDS”.

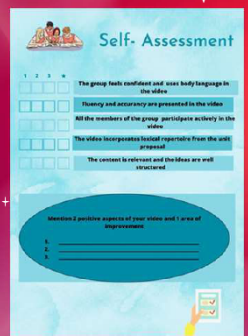


Prepare the materials and the location in advance to film the role-play

## PEER ASSESSMENT RUBRIC



## SELF-ASSESSMENT RUBRIC



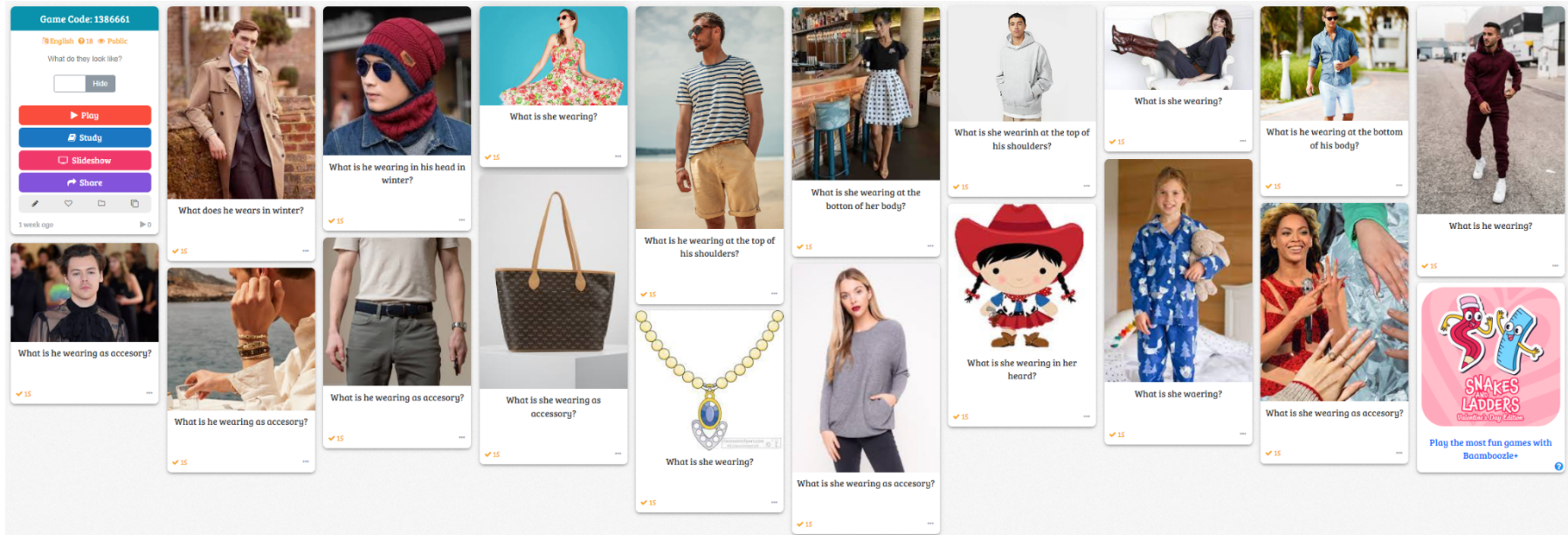
# Lesson 1

## “My own elaboration”

Bamboozle Game: <https://www.baamboozle.com/game/1386661>



Scan Code QR:



The screenshot displays a Baamboozle game interface for game code 1386661. The interface includes a sidebar with options to 'Play', 'Study', 'Slideshow', and 'Share'. The main area contains a grid of 20 cards, each featuring a question about clothing or accessories and a corresponding image. Each card has a '✓ 15' score indicator and a '...' menu icon. The questions and images are as follows:

- Card 1: "What do they look like?" (Image: A man in a tan trench coat)
- Card 2: "What does he wears in winter?" (Image: A man in a red winter hat and scarf)
- Card 3: "What is she wearing?" (Image: A woman in a floral dress)
- Card 4: "What is he wearing at the top of his shoulders?" (Image: A man in a striped t-shirt)
- Card 5: "What is she wearing at the botton of her body?" (Image: A woman in a black top and white skirt)
- Card 6: "What is she wearinh at the top of his shoulders?" (Image: A man in a grey hoodie)
- Card 7: "What is she wearing?" (Image: A woman sitting on a chair)
- Card 8: "What is he wearing at the bottom of his body?" (Image: A man in a blue shirt and white shorts)
- Card 9: "What is he wearing?" (Image: A man in a maroon tracksuit)
- Card 10: "What is he wearing as accessory?" (Image: A man in a black jacket)
- Card 11: "What is he wearing as accessory?" (Image: Hands wearing a watch and bracelet)
- Card 12: "What is he wearing as accessory?" (Image: A man in a white t-shirt and grey pants)
- Card 13: "What is she wearing as accessory?" (Image: A brown handbag)
- Card 14: "What is she wearing at the top of his shoulders?" (Image: A man in a striped t-shirt)
- Card 15: "What is she wearing as accessory?" (Image: A gold necklace with a blue gemstone)
- Card 16: "What is she wearing as accessory?" (Image: A woman in a grey sweater)
- Card 17: "What is she wearing in her heard?" (Image: A cartoon girl in a red cowboy hat)
- Card 18: "What is she woering?" (Image: A child in blue pajamas)
- Card 19: "What is she wearing as accessory?" (Image: Hands wearing rings)
- Card 20: "What is he wearing?" (Image: A cartoon character in a red hat)

At the bottom right, there is a logo for "SNAKES AND LADDERS" and a text prompt: "Play the most fun games with Bamboozle+".

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer these questions in pairs



Listen to the song

1. What is this song about?
2. What kind of clothes do you like to wear?
3. Do you buy clothes in second-hand shops? Why?/Why not?

Read the article about the from the Berkshire live website and answer the following questions (in pairs)

1. Answer true or false to the statements below:

- |  |     |
|--|-----|
| A. Reading town centre offers the best high street brands of second-hand shops | T/F |
| B. Body Shop in Reading's Oracle Shopping Centre has second-hand clothes       | T/F |
| C. The shop values most of its clothes by weight.                              | T/F |
| D. You can buy a kilogram of clothes for £10 per kilogram.                     | T/F |
| E. The shopper saved £159.   | T/F |

2. Answer these questions in groups of three using phrases from the text:

Why is the Body Shop in Reading's Oracle Shopping Centre a success?

---

Why is the Body shop in Reading's Oracle Shopping centre a success among young people?

---

What is the main problem the shopper finds in the shop?

---

What is the best thing about going shopping in this shop?

---

Final Task



Padlet

Reflect on the advantages and disadvantages of second-hand shops and express your opinion. This quote must be a clue for your answer:

"Shopping second-hand is not only a way to have new clothes in your wardrobe for an affordable price, but it also gives the clothes a second chance to shine"

## Shopping Preview

### **A SECOND-HAND SHOP IN THE ORACLE IN READING SELLS DESIGNER JEANS WITH OVER £100**

People that live or like to travel to Reading town centre then you know that it's a great place to shop. Offering the best high street designer clothes alongside some secondhand shops, the town is perfect if you're searching for clothes.

The shops in Reading's Oracle Shopping Centre are set to reopen. With a turn to online fashion, the high street seems to be in need of a change. A new shop that is just over the old Topshop unit has the answer to reviving in-person shopping through "second life fashion". This centre of Second Life Fashion opens its doors for the first time this week. According to a staff member, the shop is only here for another four or five weeks before moving on. Young people seem to be very interested in the new shop.. It seems to sell just about everything from dresses to denim, ski jackets, shoes and sports t-shirts. The denim jeans section has a wide variety of Levi jeans and I there's a 'VIP' section at the back that stocks designer items. Among the clothes, there are Calvin Klein T-shirts, Armani Jeans, and items from Hugo Boss.



The unique element of the shop is not only the fact that it sells second-hand clothes, but also that it values most of its clothes by weight. Inside the shop, posters show that you can buy a kilogram of clothes for £25. Clothes in the shop are being sold for £10 per kilo. A lightweight top weighs around 100 grams, which means that you can potentially buy 10 t-shirts for £25 or £2.50 each. Now that's not something you see on the high street.

The only problem I encounter is the fact that the shop doesn't seem to have changing rooms which means that I can't try them on. However, one of the staff members assures me that I can return them if they don't fit. As everything is weighed by the kilo I was unsure as to how much they cost. Turns out the jeans weighed in at a mere £11.

Buyers can compare this to what you usually pay at Hugo Boss, this is a big sale. On the Hugo Boss they are selling similar jeans and the women's slim-fit black straight-leg jeans currently cost £159. This means a discount of £139.

Trying them on at home I can feel they are very good quality as well. The clothes are still very comfortable and the best thing about buying them is that most of the money in my pocket is still there.

Source of the text: <https://www.getreading.co.uk/whats-on/shopping/i-went-second-hand-shop-246664>



## Lesson 2 “My own elaboration”



### Physical appearances & clothes (APP)



1. What does she look like?

- (A) She has got curly hair.
- (B) She has got straight hair.
- (C) She has got blonde hair.
- (D) She has got wavy hair



2. My sister is wearing leggings and a .....

- (A) jacket
- (B) cardigan
- (C) hoodie
- (D) top



3. Eddie is.....

- (A) short and slim with curly blonde hair and thin lips
- (B) tall and slim with straight brown hair and thick lips
- (C) tall and slim with wavy brunette hair and thin lips
- (D) tall and thin with wavy ginger hair and thick lips



4. Can you describe what Margaret has got?



5. The boy is wearing....

- (A) Trousers, jumper, blue trainers and helmet.
- (B) Jeans, scarf and trainers
- (C) A hat, a t-shirt, brown shoes
- (D) A wool hat, a scarf, brown boots and a jumper.



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6. Can you describe your teacher?
- (A) Ginger medium hair, a snub nose, full lips.
  - (B) Dark haired, big nose and thin lips.
  - (C) Long blond hair, a snub nose and thick lips.



7. Andrew is wearing a .....
- (A) Pyjamas and socks
  - (B) Sandals and socks
  - (C) Underwear and socks
  - (D) Trainers and socks

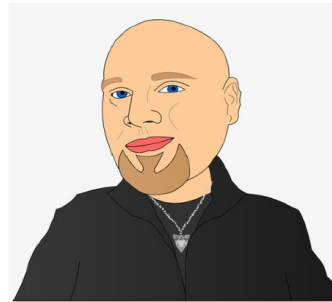


8. Bertie is wearing ....
- (A) hoodie and trainers
  - (B) T shirt and shorts
  - (C) Top and trousers
  - (D) T-shirt and trainers



9. John, the boyfriend of my sister has ....

- (A) short hair and a moustache
- (B) straight hair and a moustache
- (C) no hair and a beard
- (D) no hair and a moustache



10. The robber who is wearing ....., is running to escape from the policeman.

- (A) A woolen hat, a blue shirt, trousers and black shoes.
- (B) A mask, trousers, a blue shirt and shoes
- (C) A hat, trousers and a patterned t-shirt
- (D) a mask, jeans, a woollen hat and stripped t-shirt



11. The cashier who is wearing...is robbing the bank.

- (A) brown jeans, a hoodie, a woollen mask and trainers
- (B) brown trousers, a tie and a red jacket and black shoes
- (C) a brown coat, a brown suit and black boots



12. Marian has a party tonight and she is wearing...

- (A) a black skirt, blouse and a necklace
- (B) a black scarf, shirt and a red hat
- (C) black trousers, a red shirt and a red hat
- (D) a plain black dress, neckless and a redhat



13. Is Rose wearing a stripped skirt and a white blouse?

- (T) True
- (F) False

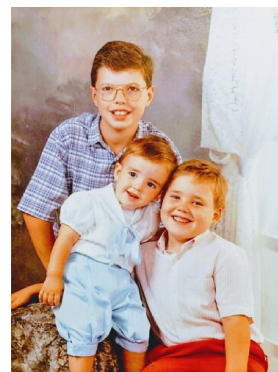


14. Can you describe Tom?



15. The boys are wearing.....

- (A) The first boy is wearing a blue checked t-shirt, the second boy is wearing blue shorts, and the third boy is wearing a white striped shirt and red shorts.
- (B) The first boy is wearing a plain blue t-shirt, the second is wearing red trousers and a white t-shirt, and the third is wearing a white patterned shirt and red shorts.
- (C) The first boy is wearing a plain blue shirt, the second is wearing blue trousers and a white t-shirt, and the third is wearing a flowery shirt and red shorts.



**WHAT ARE PEOPLE WEARING IN LONDON? Ft Soho (Autumn Street Fashion...**

*“My own elaboration”*

- ❖ You have to describe the picture below to your partner.
- ❖ Your partner has to draw the image on a separate piece of paper.



- ❖ You have to describe the picture below to your partner.
- ❖ Your partner has to draw the image on a separate piece of paper.



- ❖ You have to describe the picture below to your partner.
- ❖ Your partner has to draw the image on a separate piece of paper.





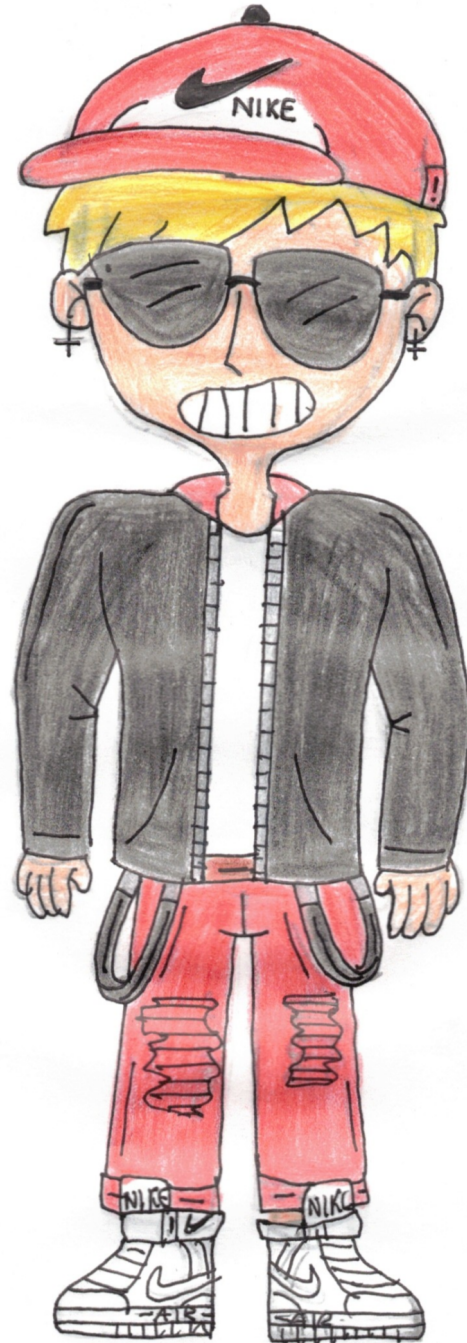
- ❖ You have to describe the picture below to your partner.
- ❖ Your partner has to draw the image on a separate piece of paper.



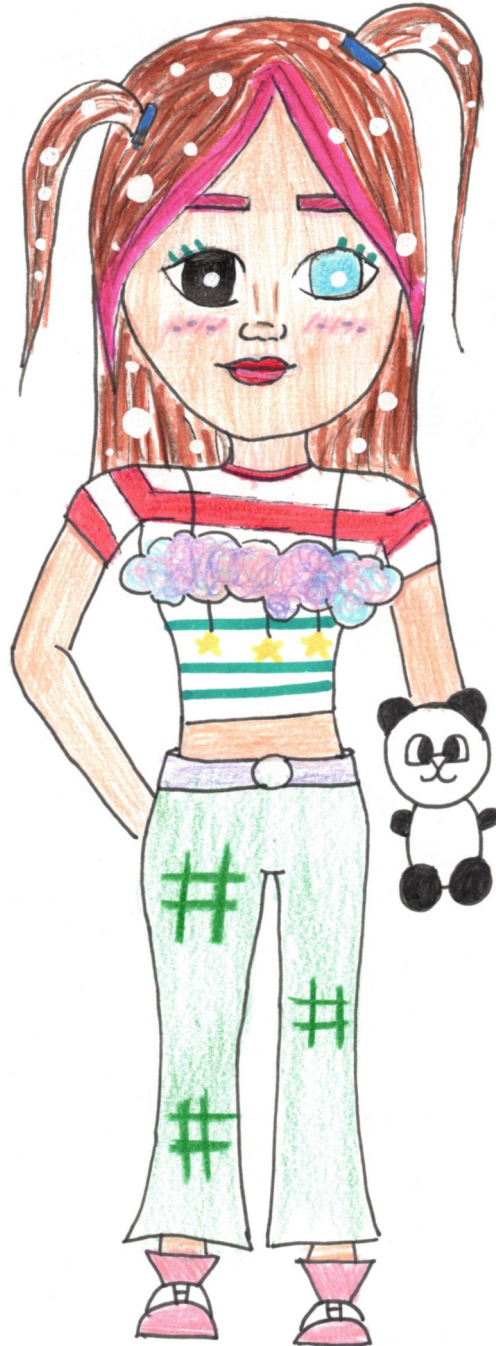
- ❖ You have to describe the picture below to your partner.
- ❖ Your partner has to draw the image on a separate piece of paper.



- ❖ You have to describe the picture below to your partner.
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- ❖ You have to describe the picture below to your partner.
- ❖ Your partner has to draw the image on a separate piece of paper.



# FASHION INTERVIEW



**Interview your partner. Write your answers on this sheet. Justify all your answers.**

**1. What do you think about these K-Pop singers' clothes?**

---

**2. What does fashion mean to you?**

---

**3. What styles do you like or dislike?**

---

**4. Do you ever buy clothes and only wear them once?**

---

**5. What is your favourite brand, colour and fabric?**

---

**6. What is your favourite item of clothing in your wardrobe?**

---

**7. Describe your style**

---

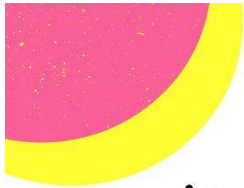
**8. What do you think about designer fashion?**

---

**9. Do you think people are judged by the way they dress?**

---

*"My own elaboration"*



## GROUP DISCUSSION- DOES WEARING UNIQUE/DIFFERENT CLOTHES REFLECTS YOUR PERSONALITY?



Ask your group the following question and write down their arguments

**MEMBER 1:**

**MEMBER 2:**

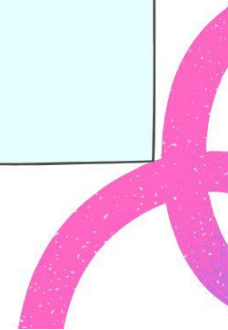
**MEMBER 3:**

**MEMBER 4:**

Write down the common answers in the box



*“Adapted from CANVA template”*

### Lesson 3

#### *“My own elaboration”*

▶ ESL - Shopping for clothes



### THE MEMORY SNAKE GAME

Start the sentence **“In my wardrobe I have...”**

Mention an item of clothing you have in your wardrobe and pass to the next student. The next student must repeat the sentence and add a new item of clothing. If they get it wrong they lose their turn.



## CAN I HELP YOU?

You have two halves of a shop conversation between a shop assistant and a customer. The sentences are not in the write order. Work out which sentences go together and then out them in the correct order.



### SHOP ASSISTANT

- \_\_\_ Yes, we have these
- \_\_\_ Yes, but they are a designer brand.
- \_\_\_ What colour would you like?
- \_\_\_ Oh, wait a minute! We do have these.
- \_\_\_ Yes, no problem. I'll put them in a bag for you.
- \_\_\_ Yes, but they are a designer brand. They're Timberland.
- \_\_\_ Blue, I see. What size of boots do you take?
- \_\_\_ They are 90 pounds.
- \_\_\_ Hello, how can I help you?
- \_\_\_ I'm afraid these are the only two shades of brown we have.
- \_\_\_ Yes, of course, try them on.

### CUSTOMER

- \_\_\_ OK. how about these ones?
- \_\_\_ brown, please.
- \_\_\_ They are nice. How much are they?
- \_\_\_ HMMM. Have you got them in a lighter shade.
- \_\_\_ What's a pity!
- \_\_\_ Thank you very much.
- \_\_\_ OK. how about these ones?
- \_\_\_ OK. I will take them. Can I pay by credit card?
- \_\_\_ 90 pounds! That's a bit expensive.
- \_\_\_ I need size 7, have you got it?
- \_\_\_ No, I don't like these ones



**“My own elaboration”**

Name \_\_\_\_\_ Date \_\_\_\_\_

*My BFF*

OR

**MY  
FAVOURITE  
TEACHER**

Choose one of the following options:

• Option A: You have a classmate who you won't forget!  
Write a description of your bestie of 80 or 100 words. The text must contain things you like about them, what they are like physically and things you do together. Use the present simple and present continuous.

• Option B: You have a favourite teacher you won't forget!  
Write a text of 80 or 100 words about your favourite teacher. The text must contain things you like about them, what they are like physically and things you do together. Use the present simple and present continuous.

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Finished early? Try translating these quotes



## Lesson 4 “Adapted from Canva”

### Find someone who...



- Walk around the classroom and ask your classmates questions to find someone who matches each statement below.
- You can only find one person for each category.
- You cannot use the same person twice.

likes wearing grey hoodies _____	dislikes wearing bracelets _____	doesn't like wearing a pony tail _____
dislikes wearing formal shoes _____	likes wearing a tracksuit to school _____	likes wearing jewellery _____
likes wearing hats _____	likes wearing ripped jeans _____	likes to colour their hair _____
dislikes sports t-shirts _____	dislikes leggings _____	likes striped clothing _____

## 7.6 Appendix VII Assessment tools

### 1. Rubric for writing

<b>Rubric for Writing</b>				
	<b>Outstanding 2pts</b>	<b>Good (1.75 pts)</b>	<b>Satisfactory (1 pt.)</b>	<b>Requires improvement (0.5 pts)</b>
<b>Communicative Competence</b>				
<b>Organisation</b> CELEI 2.2 CELEI 2.3	The text is well organised with a logical flow of ideas.	The text is organised and requires little effort to understand	The text is organised but in places, the meaning is not entirely clear.	The text is disorganised and difficult to read.
<b>Purpose and content</b> CELEI 4.1 CELEI 4.2	The entirety of the text focuses on the communicative purpose. Responds completely to the task.	The communicative purpose of the text is clear. Introduced with a topic sentence.	The purpose of the text can be inferred by the reader. Content is relevant to the task but at times irrelevances exist.	The purpose of the text is unclear to the reader. Content is more irrelevant than relevant.
<b>Focus</b> CELEI 2.2 CELEI 2.3	The topic is clear and the main ideas are well justified.	The topic is clear but some of the main ideas are not (well) justified.	The topic is clear. Main ideas can be inferred.	The topic is unclear
<b>Linguistic Competence</b>				
<b>Linguistic Conventions</b> CLI 2.1	Grammar, spelling, and punctuation are almost error-free and the format is appropriate.	There are some errors in grammar, spelling, and punctuation but these do not impede comprehension.	There are errors in Grammar, spelling, punctuation and format which at times impede comprehension.	Systematic mistakes in grammar, spelling, punctuation and format seriously impede comprehension.
<b>Linguistic Content</b> CELEI 2.1 CELEI 2.2	Students use a lot of the adjectives and vocabulary from the unit.	Students use most of the adjectives and vocabulary from the unit.	Students use some adjectives but they are the basic ones. They use an	Students use one or two basic words from the unit. Vocabulary is very

<b>CE.LEI.4.2</b>	The language is entirely relevant to the task.	The language is mostly relevant to the task.	acceptable amount of the vocabulary presented in the unit.	limited and often very similar or the same as vocabulary in L1. When attempting to use the new vocabulary, they use the L1 form rather than L2 form (e.g. puenting instead of bungee jumping.)
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*“Adaptation and amalgamation of”:*

<https://www.csudh.edu/Assets/csudh-sites/fdc/docs/instructional-design/teller-writing-rubric.doc>

<https://valenciacollege.edu/academics/academic-affairs/learning-assessment/documents/communicaterubrics.pdf>

<https://www.readwritethink.org/sites/default/files/Essay%20Rubric.pdf>

## 2. Peer-assessment rubric for video presentations

<b>Rubric for Video Presentation</b>				
	<b>Outstanding 2pts</b>	<b>Good (1.75 pts)</b>	<b>Satisfactory (1 pt.)</b>	<b>Requires improvement (0.5 pts)</b>
<b>Communicative Competence</b>				
<b>Audience</b> <b>CE.LEI.5.2</b> <b>CE.LEI.5.3</b> <b>CE.LEI.6.2</b> <b>CELEI 6.3</b>	The video project is creative, clear and well-structured. The audience is fully engaged.	The video project is clear and well-structured.	The video project is well-organised but lacks creativity.	The video project lacks structure and does not hold the audience's attention.
<b>Fluency</b> <b>CE.LEI.3.1</b> <b>CELEI 3.2</b> <b>CE.LEI.4.2</b>	Pronunciation is barely influenced by L2.	Some words are influenced by L1 but this doesn't impede meaning. Inconspicuous use of notes.	Pronunciation is influenced by L1 but speech is understandable. Obvious use of a script.	There is a marked influence of L1 on pronunciation. The student reads from a script.
<b>Interaction and Engagement</b> <b>CELEI 3.2</b> <b>CE.LEI 4.2</b>	Tone and intonation are used effectively to enhance meaning.	Tone and intonation are appropriate.	Sections of speech are monotonous and distracting.	Speech is monotonous and fails to maintain audience engagement.
<b>Linguistic Competence</b>				
<b>Linguistic Accuracy</b> <b>CELEI 3.1</b> <b>CELEI 3.2</b> <b>CELEI4.2</b>	Few to no grammatical errors.	Some grammatical errors which do not impede comprehension.	Some grammatical errors which at times impede comprehension.	Frequent grammatical mistakes impede comprehension.
<b>Linguistic Content</b> <b>CE.LEI.2.1</b>	Uses learnt vocabulary and	Uses learnt vocabulary and	Some inaccurate use of vocabulary and/or	Inaccurate use of vocabulary and

<b>CE.LEI.2.2</b> <b>CELEI 4.2</b>	structures to excellent effect.	structures to satisfactory effect.	structures learnt.	structures learnt.
---------------------------------------	------------------------------------	---------------------------------------	--------------------	--------------------

***“Adaptation and amalgamation of”:***

<https://valenciacollege.edu/academics/academic-affairs/learning-assessment/documents/communicaterubrics.pdf>

3. Self-assessment checklist “My own elaboration”



# Self- Assessment

1	2	3	★	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>The group feels confident and uses body language in the video</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Fluency and accuracy are presented in the video</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>All the members of the group participate actively in the video</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>The video incorporates lexical repertoire from the unit proposal</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>The content is relevant and the ideas are well structured</b>

**Mention 2 positive aspects of your video and 1 area of improvement**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



4. Exit ticket (Lesson 4) “*My own elaboration*”



**SUMMARISING THE LAST 4 SESSIONS**

**Write 5 sentences to summarise the topic of the last 4 sessions.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Turn this into 5 words**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Write 1 key word:**



## 7.7 Appendix VIII: Data collected

### Unit Effectiveness Questionnaire

#### Student A

##### Student questionnaire (Post Plan)

How do the tasks interest you?

Not motivated at all

1

2

3

4

5

Very motivated

How do you feel during the tasks?

Very anxious and nervous

1

2

3

4

5

Very Relax and calm

How often do you participate and collaborate during the tasks?

Never/hardly ever

1

2

3

4

5

Always when necessary

Do you think the lesson will help you to achieve the objectives in the unit ?

Disagree

1

2

3

4

5

Completely agree

<https://docs.google.com/forms/d/1Gz2VJ0QAvaMuziIObz-afF8hpM4LpiPOMIAXF4oz2iedt#response=ACYDBNhg1y-Kr9lyzXeurMAW1yY11...> 1/3

<https://docs.google.com/forms/d/1Gz2VJ0QAvaMuziIObz-afF8hpM4LpiPOMIAXF4oz2iedt#response=ACYDBNhg1y-Kr9lyzXeurMAW1yY11...> 2/3

Do you think the lesson helps you to use the L2 to use the language spontaneously.

Disagree

1

2

3

4

5

Agree

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

**Student B**

**Student questionnaire (Post Plan)**

How do the tasks interest you?

Not motivated at all

1

2

3

4

5

Very motivated

How do you feel during the tasks?

Very anxious and nervous

1

2

3

4

5

Very Relax and calm

How often do you participate and collaborate during the tasks?

Never/hardly ever

1

2

3

4

5

Always when necessary

Do you think the lesson will help you to achieve the objectives in the unit ?

Disagree

1

2

3

4

5

Completely agree

<https://docs.google.com/forms/d/1Gs2VJIOQAvMuziIObz-aoF0pM4lpP0rMIAXF4oz0/edit#response=ACYDBNjHjA87zVvK3x77bBTLdS4dZH...> 1/3

<https://docs.google.com/forms/d/1Gs2VJIOQAvMuziIObz-aoF0pM4lpP0rMIAXF4oz0/edit#response=ACYDBNjHjA87zVvK3x77bBTLdS4dZH...> 2/3

Do you think the lesson helps you to use the L2 to use the language spontaneously.

Disagree

1

2

3

4

5

Agree

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

## 1. Direct observation (Notes)

Lesson	Criteria	Student A		Student B	
		Yes	No	Yes	No
1	Student participates in the collaborative task (Peerwork)		x		x
	Student interacts using L2 with their peers during tasks (Interaction)		x		x
	Student seems anxious and nervous when participating (Motivation/anxiety)	x		x	
2	Student participates in the collaborative task (Peerwork)	x		x	
	Student interacts using L2 with their peers during tasks (Interaction)		x		x
	Student seems anxious and nervous when participating (Motivation/anxiety)	x		x	
3	Student participates in the collaborative task (Peerwork)	x		x	
	Student interacts using L2 with their peers during tasks (Interaction)	x		x	
	Student seems anxious and nervous when participating (Motivation/anxiety)	x			x
4	Student participates in the collaborative task (Peerwork)	x		x	
	Student interacts using L2 with their peers during tasks (Interaction)	x		x	
	Student seems anxious and nervous when participating (Motivation/anxiety)		x		x

5	Student participates in the collaborative task (Peerwork)	x		x	
	Student interacts using L2 with their peers during tasks (Interaction)	x		x	
	Student seems anxious and nervous when participating (Motivation/anxiety)		x	x	
6	Student participates in the collaborative task (Peerwork)	x		x	
	Student interacts using L2 with their peers during tasks (Interaction)	x		x	
	Student seems anxious and nervous when participating (Motivation/anxiety)		x		x