Promoting Oral Interaction in the EFL Classroom: A Didactic Proposal Based on Cooperative Learning in First-Year Secondary Education

La interacción oral en el aula de Inglés como Lengua Extranjera: una propuesta didáctica basada en el aprendizaje cooperativo en 1º ESO

AUTOR

ALBA OROZCO CALLEJA

DIRECTOR

ALBA PEQUERUL MUR

Table of Contents

Abstract

Training students to communicate with confidence, fluency, and accuracy is one of the current matters in teaching English as a foreign language. The goal of this academic paper is to find a theoretical foundation for the idea of employing cooperative learning to help students in the first year of Secondary Education strengthen their oral communication skills in a foreign language (English). The overall goal of the project is to develop an intervention proposal that would encourage oral interaction among students in the first ESO through cooperative learning based on Dewey's cooperative learning and teaching method. The theory relies on adopting a cooperative learning strategy to build speech abilities, taking into account how this methodology encourages interdependence among equals. Since the students themselves will be responsible for promoting both their own and their classmates' learning, an autonomous and motivation-oriented learning process will be put into reality. Similarly, oral abilities will be emphasized as a vital component, creating an environment that is conducive to both group learning and the genuine study of the foreign language (English).

Keywords: Oral interaction, student-centered teaching, cooperative teaching/learning, group cohesion, and learning unit.

1. Introduction

We live in a world of immediacy; we demand instant gratification, and anything that requires a lengthy process is disregarded in favor of a faster alternative to obtain what we desire. This is mirrored not only in society but also in education. For many years, written exercises structured in a synthetic way and closed answer "readings" (A, B, C) have gained attraction in education. These are systems of learning and education in which the person who completes or corrects them feels as if he/she has done them satisfactorily and in a very short time. It is strange how students in Baccalaureate and ESO leave high school with excellent written skills but poor oral and interactional skills. In Spain, people spend more time writing and less time speaking, listening, and interacting in the L2. But, the most accurate idea would be to strike a balance, i.e. not to focus only on one skill while diminishing the rest.

On the other hand, the "Action Oriented Approach" has gained traction in new teaching visions, particularly with the new educational LOMLOE law. This action-oriented approach has the commitment to interaction, and calls the learners as "social actors" (C.E.F.R., 2000, p. 9), as foreign languages are learned by duties and actions, learners are meant to fulfill some performances (Delibaş, 2013, p. 1).

As a result, the new educational view devotes more time to oral production through innovative systems such as project-based learning by means of cooperation, obtaining different results. This is a skill that requires more time to show results and so is more difficult to adopt or implement. Furthermore, it emphasizes the significance of the input learners receive in L2 foreign language training, as the teacher plays a significant role in setting an example. It is, therefore, critical to emphasize the importance of the teacher communicating in the foreign language in the classroom with the learners, rather than in their mother tongue or L1, as it has been gradually increasing in education throughout the twenty-first century, particularly in the last decade.

On the other hand, after my second placement observation session in the educational institution and discussions with many of my classmates who shared my experience, I came to the conclusion that communicative techniques, learner-centered instruction, and cooperative learning are still urgently needed. Additionally, digital competence, which many schools are emphasizing, is one of the competences that is currently in the main focus. There were not enough resources available at the school

where I was working to completely cover the competences. Despite having digital boards in every classroom, this school only had one computer lab, making it difficult to enhance students' digital competence. We may claim that by increasing this feature, we would attain better cooperation outcomes given that we could simultaneously put cooperation through digital media into practice. Unfortunately, all of the classes depended heavily on mechanical exercises and individual work mainly focused on form. As a consequence, I found the need to promote interaction and group cohesion in class in order to bring students the opportunity to practice English in future daily life situations they will encounter.

Teachers may be self-conscious of new teachers who have recently entered the teaching profession because they have been using English more frequently in the classroom to address their students, resulting in higher interaction in L2. These factors make it necessary to develop a didactic unit that satisfies the demands of the students right now. Through cooperation, there will be an increase in interaction in the classroom. In addition, even if oral and interpersonal communication skills are crucial to the project, this does not imply that other skills and use of language such as writing, listening or grammar, and vocabulary will be ignored. Indeed, these will be completely included in the project-based teaching technique.

To that end, in this paper, it will be demonstrated that by implementing these recent incorporations to the secondary classroom, in this case, 1st of Secondary Education, students will improve their written and oral communication skills, as well as their self-confidence to present ideas with conviction and motivation in the classroom. Students will feel more accomplished and will comprehend what they are learning and why they are studying it in great detail, i.e. they will know what they are learning for since they will put it into practice in the classroom with the rest of their peers. All that said, interaction will be promoted and, therefore, the classroom atmosphere will be more peaceful to students and teachers. Additionally, this learning unit will be applied during the first two weeks of the academic year. Certain students may struggle in their first year of high school due to the significant transition, consequently, it will be highly advantageous for them in certain ways. As a result, students will have the opportunity to communicate with one another at the start of the academic year and thanks to this

cooperative learning unit, they will have the opportunity to form strong bonds and relationships with their classmates.

To sum up, in this academic paper, I will examine significant issues like group cohesion and interaction and how to foster them. Additionally, there will be an effort to develop a didactic unit with this work that satisfies the criteria for boosting classroom involvement. In order to do this, a quick summary of the work's conclusion, the goals of this academic endeavor, as well as the essential defenses of the curriculum and methodology will all be provided. The produced didactic unit proposal will be thoroughly analyzed and given constructive feedback at the end of the project.

2. Purpose and Aims of the Dissertation

The present dissertation has been proposed with a social purpose which is the increment of *interaction* and *group cohesion* with a linguistic function, involving the promotion of oral production in the English as a Foreign Language (EFL) Classroom, in which the L2 will play a fundamental communicative role. Thusly, the main objectives of this thesis are:

- To detect the importance that interaction and cooperative work have in education, more specifically in the EFL classroom.
- To investigate the motivational factor in education, more specifically in an EFL classroom.
- To create some materials, within a unit plan proposal, that help to promote interaction and increase time for oral production in the classroom.

In order to achieve these objectives, it has been necessary to accomplish some

secondary aims such as:

- To define the concept of cooperative learning and its influence on the EFL classroom, especially on oral production skills.
- To foster students' motivation in the EFL classroom.
- To explain the practical operation of the Project Based Teaching methodology.
- To evaluate how students feel after working with cooperative learning and compare it to non-cooperative learning feeling.

3. Justification, theoretical and curricular framework, methodological design

3.1 Justification

As previously stated, this didactic unit was developed to address a need identified in a secondary school classroom: the requirement to develop various communicative modes in an EFL classroom in order to improve student learning, as well as other factors that must be taken into account (motivation, inclusion, class cohesion, etc.). Since students in first-year ESO begin to mature and therefore have more complicated cognitive processes and start to develop social skills, this didactic proposal has been created to be applied in this class. These abilities are important for the development of various tasks.

Additionally, this didactic unit has been developed taking into account the observations made during the second Practicum period, where it was noted that students in English classes always followed the textbooks, depriving them of the chance to practice communication in English or interaction with one another in the L2. Additionally, it is a fact that students find English lessons boring because they do not see the reason for studying it for their future, therefore, students lack the motivation to learn it. Even if the didactic unit is adapted for a bilingual group, it is also possible to adapt this didactic unit to meet the demands of a non-bilingual group. The evaluation criteria students are used to following are based on the grammar- and vocabulary-oriented teaching strategy employed in Spanish High Schools basically focused on form, which is mainly pointing to the utilization of L2 texts. Students are advised to just memorize many lexical words and structures; but, by failing to use them afterward, they fail to develop their cognitive processes, which would allow them to improve their conversational skills and competency with L2.

As a result, this method of instruction is incompatible with the Aragonese curriculum and does not follow the Communicative Language Teaching (CLT) and Second Language Acquisition (SLA) ideals. Because the teacher discourages classroom discussion, students are less motivated to study and participate in English. Additionally, the lack of communication and low motivation in the class results in little to no coherence, which also affects how students improve in their learning process. The

targeted students that were selected to complete this project displayed a generally low level of English.

Furthermore, the idea of multiple intelligences contends that students may have diverse intelligence among themselves, whereas the L2 textbooks and standard approach do not take this into account. Since students only need to fill in the gaps in exercises, which in most cases implies automatic responses, this is another factor that affects motivation because some students are unable to recognize their strengths and cannot see themselves reflected in their learning process. This may be upsetting for some students because they are capable of learning through methods other than repetition and memorization.

On the other hand, cooperative learning "has long been of interest to practitioners of communicative teaching since it offers a body of widely tested classroom procedures for implementing group-based activities in the language classroom" McCafferty, S. G. (Ed.) (2006) Language activities are not frequently included in L2 textbooks. Most exercises are completed by students individually; only at the conclusion of some sections, they are given the option to complete one task in pairs using stated sentences. This is unproductive because they are unable to improve their communication skills, freely communicate their actual views, attitudes, and beliefs, and cooperate to work toward a common objective.

This didactic plan is founded on the tenets of CLT and SLA's ideas for encouraging students to build their communicative competence and, as a result, their motivation and social skills, in an effort to fulfill all of the aforementioned requirements and problems. Additionally, the use of cooperative learning methodologies has been deemed crucial in this proposal since it views students as active learners and can help them develop the social and cognitive abilities necessary for effective learning.

3.2 Theoretical and Curricular Framework

The legal requirements of the Aragonese curriculum and the LOMLOE have guided the construction of this didactic unit. This section will be separated into two parts to clarify those legal provisions: general provisions (those pertaining to secondary education and

the level of First of ESO) and specialized provisions (pertaining to the subject of English as a Second Language at that level).

This section will discuss the different theories and ideas that are closely related to the standards acknowledged in the classroom and stated in the preceding section, as well as to the core goals of this didactic proposal. All of them will focus on encouraging the students' communicative abilities and, more specifically, their interaction with one another in the EFL classroom. Other factors such as motivation and cooperation will also benefit and attend inclusion in this way. Furthermore, the unit's structure and methodological design were developed in accordance with the ideas of second language acquisition, task-based language teaching, communicative language teaching, and Project-Based- Learning.

The Action-Oriented Approach and the Cooperative work, which this course is built on, emphasize the value of interaction within a learning unit. The course will be totally focused on completing tasks analytically rather than synthetically through projects because its main objective is to improve student interaction. Since it is also required to encourage interaction and discovery learning, the student will gain the ability to handle commonplace circumstances or moments that come up in daily life. Students must have a prior understanding of the subject matter covered in class during the course in order to successfully acquire the competences. In addition to helping students follow the class steps, this kind of teaching fosters a certain level of knowledge independence that benefits the students' personal growth. The tasks are placed in various locations, and the teacher will assemble the teams focusing on the group necessities to be productive. After the unit is finished, the team members assess their own final project as well as that of the other groups. The teacher concludes by giving a formative assessment using a rubric that has been made available to the students since the start of the unit.

Furthermore, Universal Design for Learning focuses on meeting the requirements of various learners while taking into consideration their academic skills and the competences they need to fulfill to become skilled and reflective learners as mentioned by Lopes-Murphy (2012). This is a new view of the teaching system and design, very

accurate in this Action Oriented Approach Learning process because both systems focus on promoting learners' competences and skills in various scenarios.

When developing the aforementioned didactic unit, the requirement for communicative skill development in EFL classrooms was taken into account. Additionally, the cooperative learning approach has been regarded as crucial for developing this course. Finally, a description of the steps taken to develop and evaluate this proposal unit is given.

Oral interaction in the EFL classroom

Due to oral interaction's predominant role in communication and the publication of the Common European Framework of Reference for Languages (2002), the relevance of oral interaction in the foreign language education process significantly rose over the first two decades of the twenty-first century. The oral interaction was taken into account in this curriculum framework as follows: "During oral interaction activities, speakers of languages alternate their roles of speaker and listener with one or more interlocutors in order to engage jointly in conversation through the negotiation of meaning in accordance with the principle of cooperation." (CEFR, 2002, p.74) Given the definition of spoken interaction, it should be highlighted that speaking and listening are two competences that are required. Therefore, these skills must be born in mind when practicing verbal engagement.

The development of communicative ability in the teaching of foreign languages, according to Oradee (2012), depends heavily on oral engagement. Nevertheless, despite its importance, oral interaction is given less attention during the learning of a foreign language compared to the other skills because learners appear to make more progress during oral interaction. This is because, notwithstanding the importance currently given to oral interaction, it has been neglected for a considerable amount of time from the perspective of teaching foreign languages as Thamarana mentioned in 2015. Similarly to this, according to Aliakbari and Jamalvandi (2010), oral contact has been overlooked in the teaching of foreign languages using conventional methods for years. From a practical standpoint, learners must be able to interact in the language, claimed Dörnyei and Thurrell (1994).

Even when knowing the grammar of a foreign language, learners may not be able to communicate orally in that language, according to Gass (2013). As Oradee (2012) mentions, when a foreign language is taught in class, it is not used as a real-life situation language, and according to that, this causes students to lack confidence and avoid speaking the foreign language. Zhang (2010) contends that teachers should look for solutions to support students' oral contact in a foreign language when they lack suitable oral interaction strategies. Cooperative learning, which is a working technique in which a group of learners collaborates to achieve common goals, is one of the methodologies that strengthen the skill of conversational contact in a foreign language, according to Johnson, Johnson, and Holubec (1999).

Cooperative learning

Cooperative learning and teaching in the classroom have received a lot of attention recently as a resource or approach to EFL classes. But it is not a new concept in education. John Dewey, an American academic, is credited with developing cooperative learning in the early 20th century. Dewey's central ideas are aligned with 21st-century principles. These were active learning, intrinsic motivation, students taking initiative, knowledge being fluid and not static, learning being the base of needs and learners' needs and interests, and learning how to collaborate with respect and comprehension. Moreover, democratic processes must be followed and learning ought to be relevant to the outside world and advance that world as Jacobs, George M. stated in 1991.

There are some issues in English language teaching due to the fact that lessons are primarily teacher-centered and "teachers play important roles in the learning process. Teachers are information providers or evaluators to monitor students to get the right answers, yet students are viewed as learners who passively receive information", (Emaliana I, 2017, P. 60), rather than students centered where students' activities are important indicators in the learning process and quality of a learning product.

Furthermore, as Bagheri, Dabagahmanesh, and Zamanian (2012) stated, classes are structured in such a way that students compete with one another rather than cooperate with the purpose of obtaining a common final goal. Nevertheless, even if cooperative teaching/learning is considered a new and innovative teaching technique, it is attributed to the American teacher John Dewey in the early 20th century. It was him who proposed

the idea of adding cooperation to foreign language learning (Rodgers, 1988). Landone (2004) proposes a definition for cooperative learning and argues that this approach prioritizes interaction and evaluation. Cooperative learning, according to the author, is a strategy for learning that places an emphasis on group and collaborative efforts between teachers and students, where the educational process is aided by peer contact, assessment, and collaboration (Landone, 2004). Therefore, it is clear that cooperative learning has many positive effects on both the individual and the community, in addition to its educational advantages. Similarly to this, Zhang (2010) contends that small group work, which involves activities like knowledge sharing, bargaining, and interaction, has a good impact on learner relationships as well as self-esteem and involvement. Thus, cooperative learning is the process of working in groups to come to the same conclusion

To sum up, it is a teaching style in which small groups of first-year English language learners use a variety of learning activities to improve both their own and one another's learning (Johnson, Johnson, & Holubec, 1994). Additionally, Kaur (2017) adds that the transition from traditional lecture-style classrooms to cooperative learning environments benefits pupils. In a similar vein, according to Chen (2021), cooperative learning provides a novel approach to working in the classroom, where responsibility is shared by the entire class of students as well as the teacher.

Motivation

As a matter of fact, motivation is an essential factor for exceeding when trying to catch the attention of students. Students will offer to participate in class and collaborate with other students if teachers highly focus on their interests. In this way, both a high level of work output and the acquisition of the competencies outlined in the LOMLOE by the students will be realized. However, it is not always simple to motivate students because not everyone will be particularly interested in the subject matter covered in class "for most individuals motivation is a complex, evolutionary process. Levels and intensity of motivation rise and fall over time" (Ryan, S., & Dörnyei, Z. page 97 (2013).

First and foremost, it is necessary to view each individual as a whole when learning languages permanently, even more so than in official educational settings. As has already been said, it is not possible to only consider the academic environment of

language students while ignoring other aspects of their lives that may involve family issues outside of the educational setting. For the majority of us, events in a variety of areas of our lives seem to have an impact on our motivation to do anything. We cannot separate the student from the person, thus before deciding how to focus the lessons, we must have a thorough understanding of the student.

Shoaib and Dornyei made one attempt to implement such a strategy in 2005 to better understand the participants' motivational stories, and qualitative interviews were conducted. The results revealed six key motivational transformations that frequently appeared in the data: "maturation and gradually increasing interest; stand still period; moving into a new life phase; internalizing external goals and 'imported visions'; relationship with a 'significant other'; and time spent in the host environment" Dornyei, Z., & Ryan, S. (2015).

Action-Oriented Approach

As the Council of Europe explains, the constructivist-based action-oriented approach elevates task-based learning to the point where the classroom and the outside world are fully merged in authentic communicative activities. The strategy also places a strong emphasis on learner agency. The action-oriented method encourages learning organization through believable, connecting situations that span multiple sessions and end up in a final group work or project. Action-oriented scenarios are typically created using phases that draw on CEFR descriptors and involve communicative activities of receipt, production, interaction, and the mediation of concepts and/or communication.

The collaborative creation of performance is the scenario's last stage. Students choose how to complete the assignment or project meanwhile, teachers offer language input, resources, and assistance as needed to the class, group, or individual. Furthermore, as the CEFR mentions, the Action-Oriented Approach represents an evolution from traditional syllabuses based on a linear progression through language structures, or towards syllabuses based on needs analysis, oriented towards real-life tasks and constructed around selected notions and functions.
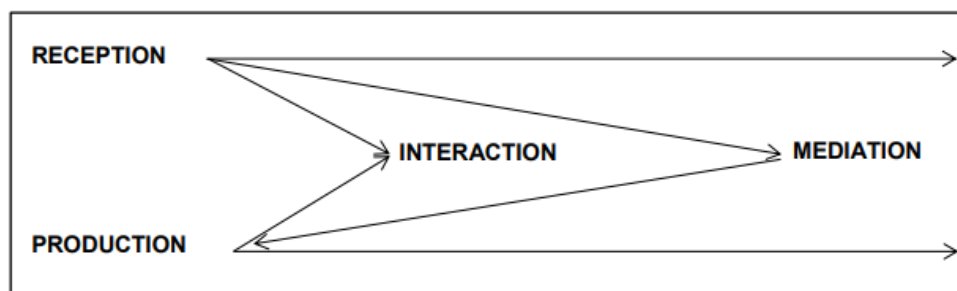
Figure 1. *The Relationship Between Reception, Production, Interaction and Mediation* (Council of Europe, 2020, p. 34)

As the article *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* mentions on Page 34, CEFR – Companion volume, these four linguistic abilities are viewed as complementary and interrelated by the CEFR. All of these skills should be developed by language learners in order to become effective communicators. For instance, during language learning and evaluation, people are required to show that they can comprehend (*reception*; duties that involve listening to discussions, seminars, or reading documents and comprehending their significance), reply to (*production*; how crucial it is to be able to speak clearly and accurately when speaking), and interact with messages in various situations (*interaction*; the capacity to interact meaningfully with others), all while using the proper tools or resources (*mediation*; mediation's significance in multilingual and multicultural settings) to improve communication. In conclusion, the CEFR recognizes the connection between reception, production, interaction, and mediation and emphasizes the significance of mastering all of these language abilities for effective communication

Competences

The Aragonese curriculum on English with the new LOMLOE reflects the goals on which this course plan will be built. According to the exit profile that students should have at the end of the course, this didactic proposal covers all the main competences and essential information specified in the Aragonese curriculum for Secondary Education of First of ESO. The competences are in line with the problems of the twenty-first century to do this.

Key competences

The goals underlying this course plan are reflected in the new educational law, LOMLOE in an English Language Teaching Program in Aragon. This goal is characterized in terms of critical competences in secondary education. This relevant segment aims to give a concise description of the key competences of the LOMLOE that are fulfilled by the didactic unit and how the curriculum contributes to the development of these skills.

According to the Literacy Competence (LC), students find and contrast information from a variety of sources in an increasingly autonomous manner, assess its reliability and relevance according to reading goals, and risk manipulation and misinformation. avoid, consolidate, and transform, such as looking for videos as sources for their final project in order to transform it into knowledge to apply later in the final work.

Multilingual competence (MC) allows learners to switch between different languages to communicate, expand their individual language repertoire, and support, for example when they listen to different language influencers exposing their outfits.

With regards to Digital Competence (DC), students develop simple computer applications and creative and sustainable technical solutions to solve concrete problems or respond to proposed challenges, and master digital technologies, in this case, students will work with cooperative digital tools like *Padlet* and *Word Cloud*, which re cooperative applications in which students expose their projects and see others' at the same time.

With respect to Personal, Social, and Learning Competences (PSLLC), students conduct self-assessments of their own learning processes and seek reliable sources from which to validate, support, contrast information, and draw relevant conclusions, this is done by making commentaries on other students' projects, with the sandwich technique. In addition, Citizen Competence (CC) is fulfilled as learners explore the importance of intercultural community building and constructive participation. Here, in this unit, students have to work in groups and therefore create strong bonds with the rest of the students.

Stage objectives

The stage objectives indicated in the ORDER ECD 217/2022 of the Aragonese curriculum on the subject of English for Secondary Education (section 2, article 8, pp. 5-6) serve as the foundation for this didactic unit. Through the suggested unit, it is expected that students will be able to acquire the capacity for intercultural communication and the comprehension of both written and oral materials.

By correctly understanding and expressing themselves in a foreign language, understanding and making decisions about their own work individually and in groups, and using a variety of technological resources to create collaborative *Padlets*, murals etc., students will take the initiative in their own learning (objectives b, e, f, g, i, and l). Along with studying women's rights, students will also learn about gender discrimination and stereotypes, and how to use their rights with respect for others, cooperate with one another, and reject them. They will also learn about various cultures, all human rights, and principles, as well as how to accomplish goals without using violent or sexist, or racist behavior.

Specific competences

The specific competence CE.LEI.3 is present in the development of all the activities since this unit views improving interaction as being particularly significant for addressing a need that is present in the class group. In this didactic unit, the CE.LEI.1, CE.LEI.2, and CE.LEI.3 are taken into consideration in relation to the fundamental knowledge content of communication. They deal with the production, interaction, and comprehension of both written and spoken materials. The characteristics of spoken and written language as well as the tools and resources for learning are also significant components of these particular talents.

The use of the language itself, through which the students practice using the language, is the main focus of this core knowledge topic. The second crucial knowledge content is polyglottism. It includes engaging learning techniques, language comparison, metalanguage, and communicative language techniques. The CE.LEI.3 and CE.LEI.5 include this material in their didactic unit. Additionally, mastering one language imparts

abilities that can be applied to learning others, which in turn encourages the growth of additional languages.

Interculturalism is linked to the specific competencies of CE.LEI.3., CE.LEI.4. and CE.LEI.6. in which students gain social skills, such as respect for other people's opinions and cultures, in addition to language knowledge. These qualities encourage students to interact with the language and to comprehend its significance as a tool for creating a multicultural society. Therefore, it is a fact that "pedagogical innovations must be implemented and adapted according to local conditions including the strengths of individual teachers and students, the available resources" (Lightbown, P. M. 2003 page 10) as the SLA principles and theories consolidate.

3.3 Methodological design

As previously stated, I decided to create this unit plan after realizing the need for cooperative work during my teaching practice sessions. Speaking with some of my peers led me to the realization that this need was even greater than I had initially believed, as I learned that the class I had observed during my practice sessions was not an isolated example. I focused my dissertation on my Prácticum II in order to support what I saw during my placement. I was able to start creating my learning unit after reading a lot of books about cooperative teaching and the action-oriented approach. I discovered the aims and objectives of CLT and their connections to cooperative learning and 21st-century skills, two other tenets on which I intended to construct my dissertation.

I made an effort to include all the points and requirements in my dissertation, as can be seen in the preceding section. I decided to center my research on communicative language teaching (CLT) as soon as I realized how important activities like actual discourse, meaningful involvement, and group and pair work were. I, therefore, started reading Brown (2007) and Richards (2006) whose ideas have been thoroughly discussed during the master's program. Naturally, my educational design was built on the Aragonese Curriculum. As explained in the preceding part, I tried to address all the topics and requirements in my dissertation. In addition to the readings I used to create the foundation for my dissertation, I also used the notes from the courses "Design of

Learning Activities for EFL" and "Communicating in English" to arrange my lesson plan.

This lesson plan has been examined in light of the LOMLOE and the Aragonese Curriculum. The Action-Oriented Approach, which this course is built on, emphasizes the value of interaction within a learning unit. The course will be totally focused on completing assignments analytically rather than synthetically through projects because its main objective is to improve student interaction. As Morrow (1981) stated,

> A synthetic procedure would involve students in learning forms individually and then practicing how to combine them; an analytic procedure would introduce complete interactions of texts and focus for learning purposes on the way these are constructed (page 61).

Since we also want to encourage interaction and cooperation, the student will gain the ability to handle commonplace circumstances or moments that come up in daily life. Students must have a prior understanding of the subject matter covered in class during the course in order to successfully acquire the competences of the course. In addition to helping students acquire basic knowledge and fostering its use outside of the classroom, this kind of teaching encourages a certain level of knowledge independence that benefits the students' personal growth. The tasks are placed in various locations, and the teacher will assemble teams at random.

Regarding the evaluation of the teaching-learning process, the team members assess their own final project as well as those of the other groups. The teacher concludes by giving a formative assessment which puts more of an emphasis on inquiry, or finding, identifying, and comprehending, as well as fostering the opportunities assessment offers for bettering teaching and learning, using a rubric that has been made available to the students since the start of the unit, as Lee, I. mentioned in 2011.

This didactic unit is designed to promote group cohesion and interaction in a first-year ESO classroom, as was previously mentioned. As a result, this didactic unit suggests various methodological tools that guarantee their learning process (acquiring the aforementioned key competencies, essential knowledge, and specific competencies), as well as their motivation, which leads to them becoming active participants and

improving the environment in the ESL classroom. In this suggestion, group cohesion and cooperative learning are the suggested methodological instruments.

3.4 Materials and Sources

The instructional resources for this didactic unit were developed to encourage group collaboration in secondary English classes. Multimodal texts will be made available to the students, such as the subtitles in films such as "*10 Items You Need to Build a Wardrobe*" (see appendix 6.2, 1st session, *Youtube*, page 50) or the video they will watch in the second session of the OOTD (see appendix 6.2, 2nd session, *Youtube: OOTD video,* page 50) video. Students will practice reading and listening comprehension using these videos. Digital tools will also be used both to check previous knowledge and to check if what has been learned in class has been understood, such as Wordcloud (see appendix 6.1,1st session, *word cloud*, page 49). In addition, they will have to jointly complete charts where physical descriptors are mentioned, such as in the "Differences task" (see appendix 6.1, *Differences task,* page 50) or in the "Physical descriptions" (see appendix 6.3, *Physical descriptions,* page 51), all from their own elaboration.

4. Critical analysis and discussion of the didactic proposal

This instructional material was developed for a group of first-year ESO students at a high school in Zaragoza's San José neighborhood. As previously mentioned in the justification of the unit, the students at the school follow the structure of the book in the English lessons. For this reason, the unit presented in this work has an innovative approach, as it is based on cooperative work to encourage interaction. In this way, students will coordinate with the rest of their classmates with the aim of contributing their knowledge and skills in order to create a final project with the lexical features and structures acquired in class. Since not all students have the same tastes and skills, the final project, in this case the preparation, creation, and exhibition of a collage to describe physical appearances, will have as its main focus cooperative work that will require strong interpersonal communication among students. In this final project, each student will have contributed different ideas and knowledge with the aim of creating something new together.

The target group, as said, is a class in the first of ESO. There are 25 students in this group including two students who are retaking the year. As described in the context of the unit, this is precisely focused to be implemented in the first year of Secondary Education, as the students do not know each other and it is a great opportunity to establish strong bonds. In this way, students who have repeated will be able to join the classroom without feeling excluded. Since the group of bilingual students may have a high level of English (B1 according to the CEFR), the current didactic approach was developed for them. But, not all students are at the same level (some are lower or higher), and some may have additional needs that have to be addressed.

For these reasons, this didactic plan provides a variety of possibilities for making accommodations. Additionally, this particular set of students is accustomed to completing assignments from textbooks and lacks the motivation to study English as a result. Students are not used to working in teams or being in circumstances where getting along with others is important in this classroom. Following the book and its activities prevents students from fostering classroom engagement, which averts them from having opportunities to strengthen communication. Only the students with high marks are willing to respond after they finish the exercises; the others remain mute and correct the activities. Since the development of interaction in EFL classrooms can improve their learning process and be advantageous for other aspects like group cohesion and motivation in learning English, promoting interaction has been the motivation for creating this didactic unit.

The unit is made up of ideas that appeal to Secondary Education students. With this, it can be reaffirmed that besides being a proposal with a new approach, by giving priority to the students' interests, it is a Learning Unit that welcomes new proposals from the learners, as in the case of describing celebrities, where the participants could propose different characters of interest to the class to be described. The adaptation of the content requires the instructor to take into consideration the characters and clothing items fashionable in the students' actual environment. This way, students will benefit from applying it outside of the classroom in this way. Therefore, this is another factor that makes the execution of this unit innovative.

Moreover, some tasks will encourage cooperative work because of the final aim they require to be achieved. The task Adjectives (see appendix 6.3, 3rd session, *Adjectives*,

page 52) requires cooperation and good group cohesion. Students will have to decide which adjective suits the image and if they get it right they will go for the next image and this will be completed till all images have found an adjective. There will also be a writing skill task, this is the Final Project guide (see appendix 6.2, *Final project guide*, page 50) where students will write down their ideas, the materials they need, and the roles each of the students will accept. This is a very complete task because students need to cooperate while completing different tasks, such as brainstorming ideas, drafting, writing, and editing them. But reading is also inserted in the fourth session. Here, students will have to complete the OOTD (see appendix 6.2, 2nd session, *Youtube: OOTD video*, page 50) reading, which contains many grammatical mistakes. Students will have to show what they have learned through the sessions, correcting the mistakes and then improving the text in a way that may be helpful to them for the last task.

Regarding linguistic needs and previous knowledge, the unit will provide what is needed to be implemented and worked on for the final project. Therefore, no prior knowledge of the unit is necessary. In this way, all students, whether at a higher or lower level, can be incorporated into the unit. Moreover, it should be noted that as the students will work in teams and will be able to use technologies such as mobile phones, they will be able to make use of it for any questions regarding the dictionary. In this way, the teacher is left in the background, leaving the students as the "leaders" of their own work, giving formative feedback when necessary.

4.1 Objectives

The curricular objectives for the interest phase are described based on the curricular objectives set forth in Article 7 of Real Decreto 217/2022, dated March 29, which establishes the organization and minimum instruction requirements for Secondary Obligatory Education. The present dissertation has been proposed with a social purpose which is the increasement of *interaction* and *group cohesion* with a linguistic function, involving the promotion of oral production in the English as a Foreign Language (EFL) Classroom, in which the L2 will play a fundamental communicative role. Thusly, the main objectives of this thesis are:

Bearing in mind that the students are responsible for acquiring the knowledge necessary for their final proposal, learners must take into account which vocabulary they will need, and this is important because one of the main objectives is for a proposal is that students need to be responsible for their work as well as working in a peaceful environment where learners can practice tolerance, cooperation, and solidarity among people. In addition, students should form groups and work together with their peers with the final project in mind. Thus, in the task "Adjectives" (see appendix 6.3, 3rd session, *Adjectives*, page 51) in the third session, the learner will have to demonstrate one's own emotional capacities and relationships with others while they cooperate to find the accurate adjective.

Furthermore, students will have to show development with basic skills for working with information sources as they will do it in the Padlet task (see appendix 6.6, 6th session, *padlet-final writings*, page 54), where students have to present some information gathered to expose their final collage. Nonetheless, to develop confidence, participation, critical thinking, initiative, and ability to learn is another objective to be fulfilled, and this will be done in a collaborative Wordcloud (see appendix 6.1,1st session, *word cloud*, page 49) where learners will make brainstorming of ideas that come up to their minds without being evaluated or judged, just for a prior knowledge check and motivation to the introduction of the task. As to understand one or more foreign languages and to express themselves correctly is essential that students are provided with some videos of people presenting their outfits (see appendix 6.2, 2nd session, *You tube: OOTD video,* page 50) speaking in English, therefore, students will be able to listen to various English speakers with different accents and be aware that all accents are good and the importance of intercultural diversity too..

Regarding the *didactic objectives* presented, to understand and produce oral and written texts in everyday situations relevant to personal and social environments, and using English as a means of communication is also introduced in this proposal with the sixth session (see appendix 6.6, 6th session, *padlet- final writings*, page 54) where students must upload the description of their final project and finally give peer feedback to the rest of the students. Therefore, it is very clear that multimodal texts are fully oriented to be used in class and thus one of the key ideas for exposing English as a Second Language. This last peer feedback is done orally so students can make

commentaries on their colleagues' works and therefore, they have to produce both, an oral commentary and a written text.

According to the development of skills and abilities that promote independent learning, all tasks are planned to be done without the help of a teacher. Even if the sources and the explanations are enough to fulfill the tasks, the teacher will be there as a strong support. This way, the tutor will only be in class for general explanations and for constant formative evaluation.

4.2. Methodology

This proposal of cooperation in the Learning Unit is the basis of the methodology. Based on the discussion so far, cooperative learning is a resource that offers many advantages, not only academically, but personally and in society. Similarly, in the context of cooperative learning, suggestions of tasks are being tested to encourage interaction among students in the classroom, as in the final project where students cooperate in groups to create a final mural together. As explained earlier, this is a cooperative task in which all learners work together to achieve an end result, as each member of the group has the necessary knowledge to solve the group task in the foreign language classroom.

This is a unit composed of 6 sessions that will be focused on providing the knowledge and skills necessary to perform the final work. The unit is located in Appendix 5 *Lesson Plans,* page 42, where the fully organized tables can be found.

Following the Universal Design for Learning (UDL) guidelines, the students will have the autonomy to choose specific aspects to pique their interest, such as the type of grouping in which to work, the number of members in each group (3 or 4), the digital or analog tools with which to work, and the form of the final product to carry out the theme of the mural. The students' work will be presented in their final projects in accordance with the principles in order to give it meaning and relevance as can be seen in appendix 6.6, 6th session, *Mural composition example,* page 54. Different degrees of complexity will be provided to students for their jobs.

Once the task is finished, the students will mimic the teacher's vocabulary and help the other students form their ideas without correcting them directly until specifically asked to do so. Working in groups and setting distinct responsibilities and objectives for

each of the components in this circumstance favors interaction between equals and fosters cooperative learning. In order to activate the students' prior knowledge when starting a new session, it is advised to prepare some pre-task activities, such as brainstorming or the usage of a graphic organizer (*word cloud*, see appendix 6.1 page 49) to collect the information ideas. When doing the activity, the students will use the language already being used by the teacher. The teacher will walk around the groups during the preparation stage of the project presentation giving advice to students on how to properly use English by suggesting phrases or assisting students in honing and correcting their oral and written production.

Following the presentation of the work, the learning environment should include an analysis phase to aid students in exploring the English language, clarifying ideas, and paying attention to new elements. This analysis phase is implemented by scheduling an inductive activity to aid students in noticing salient or frequent linguistic features or regularities in the input or output (see appendix 6.2, *Final project guide,* page 50), here students will have to complete the task and lastly with the post-task and the formative feedback, students will be able to improve their work.

Students will see instances of what they are working on, for instance, when learning how to choose internet information sources wisely and determining the communicative function of linguistic components like the present continuous and terminology associated with physical appearance. The interdisciplinary nature emphasized by the LOMLOE around competency development must be considered when programming. Projects might be planned in conjunction with other topics that produce linkages. In this situation, we can work together with the ICT department to develop digital skills and the Arts Department to concentrate on creative skills. This will make motivation and information transfer easier.

4.4 Formative and continuous assessment

The assessment of students will be continuous and formative, taking into account the degree of development of the key competences and their progress in the learning processes as a whole. In order to carry out the assessment, this project has more than one learning tool: rubrics and peer feedback tools. The teacher will provide them with a teacher assessment with a rubric that contains specific and key competences. Meanwhile, students will be assessing their peers' works with the Sandwich technique

(see appendix 6.4, *Peer feedback*, page 52) that aims to be given a positive commentary on the task, then a negative one, and lastly another positive feedback. The Two Stars and a Wish technique (see appendix 6.6, *Two Stars and a Wish,* page 54) is also applied, here students will be giving two positive aspects of the task and something they wish to improve. Thanks to this peer evaluation, students pay attention to any feedback and can improve it in the future. These are instruments that allow students to reflect on the assessment in depth while promoting evaluation and self-evaluation. To this end, students will be first given formative feedback on each task finished. They will also be given the opportunity to repeat any desired task to check if their comprehension and learning have developed. There will not be a final assessment but a rubric that encompasses all key and specific competences collected in the LOMLOE and the stage objectives established for the lesson plan.

Contribution to the LOMLOE and the Aragonese Curriculum

This pedagogical concept follows the Aragonese curriculum. As a result, the many key competences and essential knowledge contents (of the first ESO course) as well as the specialized competences (of the English topic) are being studied in this section, along with how they are being implemented in this didactic proposal.

The following competences are developed in this didactic unit in relation to key competences and as a result of the promotion of communicative skills (and particularly, interaction): literacy, digital, personal, social, and learning to learn; citizenship; and cultural awareness and expression. The following specific competences have been established in relation to this didactic proposal: CE.LEI.1, CE.LEI.2, CE.LEI.3, CE.LEI.4, CE.LEI.5 and CE.LEI. 6 as seen in appendix 5, *Lesson Plan*, page 42. The essential knowledge contents (as they appear in the Aragonese curriculum) are taken into consideration because the didactic proposal's main goal is to foster interaction in an ESL classroom as it is applied in the peer feedback techniques: Sandwich technique (see appendix 6.4, *Peer feedback,* page 52) and Two Stars and a Wish technique (see appendix 6.6, *Two Stars and a Wish*, page 54).

The use of the language itself, through which students practice using it, is the main focus of this core knowledge topic. The second crucial knowledge component is

multilingualism. It includes engaging learning techniques, communicative language techniques, metalanguage, and language comparison. This didactic unit includes this material, which is covered by CE.LEI.3 and CE.LEI.5. The development of other languages is furthered by the acquisition of knowledge and abilities that can be applied to learning additional languages. Interculturalism is related to the core competencies of CE.LEI.3, CE.LEI.4, and CE.LEI.6, where students not only learn language skills but also social skills like respect for diverse viewpoints and cultures. These qualities encourage students to use the language and comprehend its significance as a tool for fostering cross-cultural understanding through interaction, as it is applied in the Adjectives tasks where students work on different cultural characters' physical aspects (see appendix 6.3, *Physical descriptions*, page 51).

5. Conclusions

The primary goal of this study, as stated above, was to produce an intervention plan in the area of English as a foreign language for first-year ESO students with the intention of promoting the growth of oral interaction through cooperative learning. The objectives of the curriculum have been the center of all activities. Additionally, the practice of oral interaction has been incorporated such that it has become a crucial tool in the classroom for carrying out various tasks and the final presentation. Regarding the study's specific objectives, the first one was to review the literature on the evolution of oral contact in the context of teaching foreign languages. Overall, it was shown that there is broad agreement regarding the necessity of devoting greater classroom time to the development of oral engagement in the teaching of foreign languages.

It may be claimed that the application of a cooperative methodology with an approach of Project-Based Learning to the study of English is particularly intriguing in terms of the research of this approach. It can be regarded to be particularly fascinating in the field of English for a number of reasons. To start, it is a cooperative learning technique in which all students cooperate to produce a final product since each learner in the group has a piece of knowledge that may be used to produce the final product. Thus, the application of cooperation in foreign languages is beneficial for students, as it

allows them to critique the importance of knowing how to communicate properly in order to live together, get involved, and have an impact on society. It also encourages a proactive and participatory attitude, both during activities and in everyday life.

In order to properly conclude, it is important to add that it would have been able to employ more effective techniques if the subject of computer science had been included when creating the final presentation. As a result, the project's end outcome would be more favorable, and the evaluation of the entire project would be reflected in multiple subjects, which would be advantageous in terms of the student's level of dedication. Finally, it would be required to put the project into practice in order to determine the results, which would have been a practice that was enriching.

Several academic texts on subjects of the master's degree have been very enriching for the creation of this academic work. Throughout the course, we have acquired new knowledge and experience in education centers that have been of great inspiration for the composition of the work. To complete this academic work, bibliographic materials from *Communicating in English, Instructional and Curricular Design in EFL*, and *Designing of Learning Activities for EFL*, as well as Communicating in English, were of great assistance.

These subjects have given the students access to some extremely intriguing bibliographies that have helped us investigate the kind of Learning Unit we intended to design. In my case, the Instructional subject has given me the necessary academic papers required to comprehend Dewey's original use of *Cooperative Learning*. The development of tasks and their sequencing has benefited greatly from the subject *Designing of Learning Activities for EFL*, and communicating has given me a fresh perspective on the usability of multimodal texts. But the practicum experience was certainly the turning point in the Learning Unit, as the stay at the center made me rethink several things. I have collaborated extensively with experts in my field of study during the practicum.

Moreover, I had the chance to take part in various tasks which deepened my understanding of the obligations and difficulties that my line of work entails. I developed my technical, practical, communication, and collaboration abilities over this period. And I improved my ability to adjust to shifting circumstances and make wise judgments under pressure. The *Practicum II* also gave me the chance to consider my

accomplishments and opportunities for growth, which has inspired me to keep learning and developing throughout my professional career. Additionally, I had the chance to make worthwhile relationships in the industry, which may lead to new career chances in the future.

It would be extremely fascinating to see how all the various units are combined to create final projects in order to continue cooperative work in secondary school in the future and relate it to the Learning Unit. Exams are becoming merely unuseful, and while it is true that students remember the concepts they worked on in a project much better and longer, it would be a great idea to apply the learning with projects through cooperation and implement them on subsequent occasions, giving English teaching at the secondary level a new future and fostering oral interaction and cooperation.

Works cited

Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia; Zaim, M.; Refnaldi; Arsyad, Safnil; International Journal of Instruction, v13 n3 p587-604 Jul 2020 https://eric.ed.gov/?id=EJ1259521

Chen, R. (2021). *A review of cooperative learning in EFL Classroom. Asian Pendidikan,* 1(1), 1-9.

Common European Framework of Reference for Languages (2000). Strasbourg Council of Europe. Council for Cultural Co-operation. Education Committee. Modern

Languages Division. (2001). *Common European framework of reference for languages: Learning, teaching, assessment. Cambridge University Press.*

Delibaş, M. (2013). *Yabancı dil öğretiminde ortak eylem odaklı yaklaşıma göre sınıf içi hedef ve etkinliklerin hazırlanması* (Yenilenmiş Bloom Taksonomisi). Turkish Studies, 8/10, p. 241-249. Doi: 10.7827/TurkishStudies.5925

Dornyei, Z. (1994). *Motivation and Motivating in the Foreign Language Classroom. The*

Modern Language Journal, 78, 273-284.

Dörnyei, Z., & Thurrell, S. (1994). *Teaching conversational skills intensively: Course*

content and rationale.

Dörnyei, Z. 2010. "*Researching Motivation: from Integrativeness to the Ideal L2 Self*", in Hunston, S. and D. Oakey, eds., Introducing Applied Linguistics: Concepts and Skills. London and New York: Routledge, pp. 74-83.

ELLIS, R. and SHINTANI, S. (2014). *Exploring language pedagogy through second language acquisition research*. Routledge, 5-28.

Emaliana, I. (2017). *Teacher-centered or student-centered learning approach to promote learning. Jurnal Sosial Humaniora (JSH)*, *10*(2), 59-70.

Gass, S. M. (2013). *Input, interaction, and the second language learner.* Routledge. Jacobs, G. M. (1991). *Foundations of Cooperative Learning.*

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *The new circles of learning*: Cooperation in the classroom and school.

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1999). *El aprendizaje cooperativo en el aula*. Buenos Aires: Paidós.

Kaur, M. (2017). *Cooperative learning: An effective teaching strategy. International. Educational Journal,* 4(1), 9-20.

Key aspects of the CEFR for teaching and learning

https://moodle.unizar.es/add/pluginfile.php/7351212/mod_resource/content/1/Key_aspects_CEFR_Companion.pdf

Landone, E. (2004). *El aprendizaje cooperativo del ELE: propuestas para integrar las funciones de la lengua y las destrezas colaborativas*. RedELE: revista electrónica de didáctica español lengua extranjera.

Las destrezas orales en el Aula de Secundaria: speaking, listening e interacción.

https://repositorio.unican.es/xmlui/bitstream/handle/10902/4038/PenaGarciaMaria.pdf?sequence=5

Lee, I. (2011). *Formative assessment in EFL writing: An exploratory case study. Changing English,* *18*(1), 99-111. https://doi.org/10.1080/1358684X.2011.543516

Legislation booklet

Lightbown, P. M. (2003). *SLA research in the classroom/SLA research for the classroom. Language Learning Journal,* 28(1), 4-13.

LOMLOE

https://educagob.educacionyfp.gob.es/ensenanzas/secundaria/informacion-general/objetivos.html

LOMLOE   KEY   COMPETENCES

https://www.boe.es/buscar/act.php?id=BOE-A-2022-4975&p=20220330&tn=1#a1-3

Lopes-Murphy, S. (2012). *Universal Design for Learning: Preparing secondary education   teachers in training to increase academic accessibility of high school English learners.*

The Clearing House: A Journal of Educational Strategies, Issues and Ideas,   85(6), 226-230. doi: 10. 1080/00098655.20 12.693549

Morrow, K. (1981). *Principles of communicative methodology*. In K. Johnson & K. Morrow (Eds.), Communication in the classroom (pp. 59–69). Harlow, England: Longman.

McCafferty, S. G. (Ed.). (2006). *Cooperative learning and second language teaching*. Cambridge University Press.

Namaziandost Ehsan, Shatalebi Vida, & Nasri Mehdi (2019). *The impact of cooperative learning on developing speaking ability and motivation Toward learning English. Journal of Language and Education,* 5 (3 (19)), 83-101.

Oradee, T. (2012). *Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing)*. International Journal of Social Science and Humanity, 2(6), 533. *Relationship Between Group Seating Arrangement in the Classroom and Student Participation in Speaking Activities in EFL Classes at a Secondary School in Chile*.

Richards, J. and W. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: CUP: 69-79.

Rodgers, T. (1988). *Co-operative Language Learning: What's News?*. ERIC Clearinghouse.http://www.scielo.org.co/scielo.php?pid=S0123-48702017000100011&script=sci_arttext&tlng=en

Thamarana, S. (2015). *A critical overview of communicative language teaching*. International Journal of English Language, Literature and Humanities, 3(5), 90-100.

The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives; Fahad Saud Albahlal http://www.jallr.com/~jallrir/index.php/JALLR/article/view/971

The long-term evolution of language motivation and the L2 self. 14(1), 89-100. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=47b592d71460511892232f9055484358c81b2b03

The types of speaking assessment tasks used by Korean Junior Secondary school English teachers https://www.asian-efl-journal.com/main-editions-new/the-types-of-speaking-assessment-tasks-used-by-korean-junior-secondary-school-english-teachers/

Zhang, Y. (2010). *Cooperative language learning and foreign language learning and*

teaching. Journal of language teaching and research, 1(1), 81-83.

Zohrabi, M., Torabi, M.A., Baybourdiani, P. (2012). *Teacher-centered and/or Student-centered Learning: English Language in Iran*. English Language and *Literature Studies   2(3).* https://pdfs.semanticscholar.org/f778/1abe95f7f3189d4c2e7ac23276f87185acbe.pdf?_gl=1*17fmlqg*_ga*ODk3OTA2NzA2LjE2ODU2NDA4NTA.*_ga_H7P4ZT52H5*MTY4NTY0MDg1MC4xLjAuMTY4NTY0MDg1NS41NS4wLjA.

Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

I gained a better understanding of the value of group projects in the classroom thanks to the *Practicum II*. After the Learning Unit was put into practice in the practicing period, I had a number of ideas for how to make it better in order to boost the needs and interests of the students. This is why the practicum was one of the main factors in my decision to concentrate on cooperative learning and classroom engagement in my Master's Final Paper. *Practicum II Link to the document* https://docs.google.com/document/d/14FHGKQscGfQyGLmiPYrGWcHC5I81HL0enIkwtQlksrc/edit?usp=sharing.

Additionally, the Subject *Communicating* helped me to understand the significance of multimodal texts. How crucial it is to design stimulating and inspiring assignments, as well as the many resources that can be utilized in the classroom to educate and provide students with formative and continuous evaluation. I gained knowledge about evaluation techniques like the "sandwich" and "two stars and a wish". I have used these methods in my paper and I will undoubtedly use them in my future as a teacher. *Link to Communicating in English* https://docs.google.com/presentation/d/1WAMiE6IfKxAVwLoV3cdJ-H7AtSGigsEZ/edit?usp=sharing&ouid=104287124840321228485&rtpof=true&sd=true.

Furthermore, thanks to *Design of Learning Activities for EFL* *https://docs.google.com/presentation/d/1DTWB4WNRNN6Z8zh2XBQLs-I-lybhXjbKINTa84Tcnsw/edit?usp=drive_link* I have gained the confidence to create attractive and innovative material for a Learning Unit, as my colleagues and I did in the subject.

Appendix 2 Title and learning aims of the Unit

Exploring Appearances: A Learning Unit on Physical Diversity

This unit aims to get students to interact and work cooperatively, with a learning approach in which students work together in small groups to achieve a common goal or complete a task. Instead of working individually, students cooperate with each other to share their knowledge, skills, and perspectives to achieve a joint goal and the success of the group while learning with autonomy students acquire the lexical feature in real-life situations, thus respecting others' ideas and emotions. Moreover, students are required to complete all the tasks because they will be given constant formative evaluation for being helpful in the last final project. Furthermore, students must be able to work and brainstorm in groups some ideas in small groups of three or four students but also be able to do it in class as a general group. Additionally, students will be required to expose their final works fully composed by the lexical features (present continuous, and clothing items) provided in class.

Another aim of the unit is that learners should be able to provide peer feedback in a respectful and formative way so that the rest of the students can take notice of classmates' contributions.

Appendix 3 Contents of the Unit

The content is to be applied in the intervention in the first year of ESO in the subject of foreign language in accordance with Royal Decree 217/2022, of 29 March, and the LOMLOE recent educational law foundations and principles which establish the organization and minimum teaching of Compulsory Secondary education (ESO).

A.2. Groupings: Students will be divided into groups of up to four to promote empathy and teamwork. Since this school is situated in a multiethnic neighborhood, it is intriguing to create groups to foster tolerance for cultures other than their own.

A.3. Spaces: For the activities to develop, many environments are required. Students are asked to utilize their own classroom as well as others, the school's ICT room, the library, and the playground.

A.4. Resources: It is important to note that there are digital settings. For instance, students are required to have a school email. Additionally, the classroom has a digital whiteboard as well as an audio system adapted to the classroom. The center has a wifi system installed in addition to optic fiber, so that the technological devices work optimally.

B. Attention to diversity:

The classroom does not have any students with special needs. All students follow the same continuous formative evaluation plan.

C. Formative evaluation:

This didactic unit proposes a formative evaluation since it is considered more beneficial for the students' learning process. This formative evaluation is presented by a rubric that is available for teachers and for students. It is relevant to remark that this rubric does not offer a numeric mark but provides a formative evaluation and feedback for improvement in any necessary case. The rubric registers all the essential knowledge that students have to acquire, from the simplest to the most complex ones. Furthermore, originality, creativity, cooperation or autonomy are considered essential for the evaluation, considering the school context and that the students' profile is diverse and multicultural.

Assessment criteria: 1.1., 1.2, 1.3. 2.1, 2.2,2.3, 3.1, 3.2, 4.1, 4.2, 5.2, 6.1, 6.2, 6.3

D. Strategies for reinforcement and retaking planning: The students will be able to redo any of the activities corrected and returned by the teacher. In this way they will be able to improve, reinforce what they have learnt, increase their marks and pass activities that did not previously meet expectations.

Specification of the stage objectives for the course:

The stage objectives indicated in the ORDER ECD 217/2022 of the Aragonese curriculum on the subject of English for Secondary education (section 2, article 8, pp. 5-6) serve as the foundation for this didactic unit. Through the proposed unit, it is hoped that students would gain the ability to communicate in a variety of languages and comprehend both written and oral materials. The same goes for objectives b, e, f, g, i, and l, where students will take the initiative in their own learning by correctly understanding and expressing themselves in a foreign language, planning and making decisions about their own work individually and in groups, and using a variety of technological resources to create videos, padlets, etc. Additionally, students will learn about and practice their rights while respecting others, cooperating with one another, and rejecting all forms of gender discrimination and stereotypes. They will also learn about various cultures, all human rights, and principles, as well as how to accomplish goals without using violent or sexist or racist behavior.

Competences

Key competences: Linguistic competence, Plurilingual competence, STEM competence, Digital, Personal/Social/Learning to learn competence, Citizenship competence, Entrepreneurial competence and cultural and artistic competence.

Specific competences:

CE.LEI.1 Understanding the texts that are being provided and sifting out the key ideas or points will be required of the students in order to complete the tasks.

CE.LEI.2 Through the various suggested exercises, students will be required to develop their own written compositions. They will also need to study and apply learning methods to finish these activities.

CE.LEI.3 For idea exchange and even with other group members, students will need to engage within their own groups. Additionally, they will be permitted to deliver this material using a variety of media (including audio, video, and presentations).

CE.LEI.4 Learners will improve communication skills for message simplification or information reporting through the use of mediation assignments. Students will be able to get ready for any future scenarios thanks to this.

CE.LEI.5 Along with learning the language itself, students will also understand how a language system functions. Learning one language also equips you with transferrable information and abilities that will help you learn other languages, which in turn encourages the growth of other languages.

CE.LEI. 6 Not only do students learn language, but they also grow in their social skills, such as respect for other people's viewpoints.

Appendix 4 Evaluation criteria of the Unit

4.1 Teacher assessment

TOTAL 100%	🍀 6 POINTS	🍀🍀 2 POINTS	🍀🍀🍀 1 POINT
SUMMARY OF THE KEY CONCEPTS AND FACTS ✍️ Fulfilled competence: linguistic communication.	The content is straightforward but challenging 😟 to comprehend. There are not many instances .👇 1POINT	The information is straightforward but occasionally a little challenging. 😵 . There are a few examples ✔️. 0.3 POINTS	The data is clear and filled with specifics. 🙂. There are numerous instances and the information is easy to understand.💯 0.15 POINTS
ORGANIZATION ✔️ Fulfilled competence: linguistic communication.	There aren't many ordered concepts, but if there were a structure, they could be simpler to follow. 🙁. 1POINT	Some concepts are well ordered. It is a little challenging to determine what framework they adhere to.🤔 0.2 POINTS	The information is well structured and everything is well-organized. 📄😁 0.1 POINTS
CREATIVITY AND ORIGINALITY 🖌️🎨 Fulfilled competence: digital and cultural awareness and expression.	Although creative aspects are included, it might be challenging to understand how they relate to the concepts being delivered. 🙀 1POINT	Although the information is presented in a unique fashion, it can occasionally be challenging to understand how it relates to the other aspects. 😵‍💫 0.3 POINTS	The project is extremely innovative and unique. There are many innovative and creative tools available (such as the use of special edition programs💻, photos, and colors🎨, etc.). Additionally, the concepts are fresh and presented in an original manner. In addition, there is a connection between the concepts and how these creative aspects are used. 🧩 0.15 POINTS
VOCABULARY AND GRAMMAR 🔤 Fulfilled competence: linguistic communication.	Little command of the simplest and most basic grammar structures and vocabulary. A few inaccuracies that obstruct understanding are there. 😖 1POINT	Although there are a few mistakes, the grammar and vocabulary are under control. Despite this, it is not difficult to understand despite the flaws. 😵 0.2 POINTS	Excellent command of the vocabulary and grammar. 👌 0.1 POINTS
ORAL PRODUCTION 🗣️ Fulfilled competence: linguistic communication and social.	There is poor communication. L1 language(s) are heavily used, yet there is little emphasis, intonation, or rhythm. It's challenging for the audience to pay attention. 😶 1POINT	Occasionally trustworthy sources and effective emphasis, intonation, and rhythm. maintains the audience's interest occasionally. 🧐 0.6 POINTS	Excellent use of emphasis, intonation, and rhythm as well as trustworthy sources. It keeps the audience's interest. 🤩 😻 0.3 POINTS

WORKING AS A TEAM, RESPONSIBILITY, AND SOCIAL SKILLS 👫	The group's effort was distributed unevenly, or some members were thought to have contributed less. Members argue more than they debate, and arguments start when other people's ideas are brought up. 😨	Despite the fact that the work was divided across the team, one person is thought to have received an unfairly disproportionate amount of it. The participants attempt to talk respectfully, but occasionally they are less accepting of other people's opinions. 🧐	The job is divided and distributed equally among the team. Members respectfully debate and consider opposing viewpoints. 🏆
Fulfilled competence: Personal, social and learning to learn and citizenship ones.			
	1POINT	0.4 POINTS	0.2 POINTS

Own elaboration

4.2 Peer feedback:
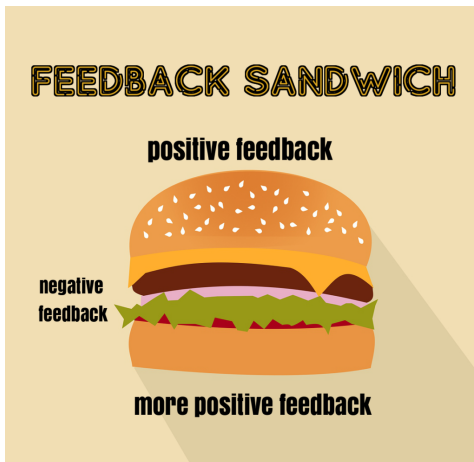
- **SANDWICH TECHNIQUE**
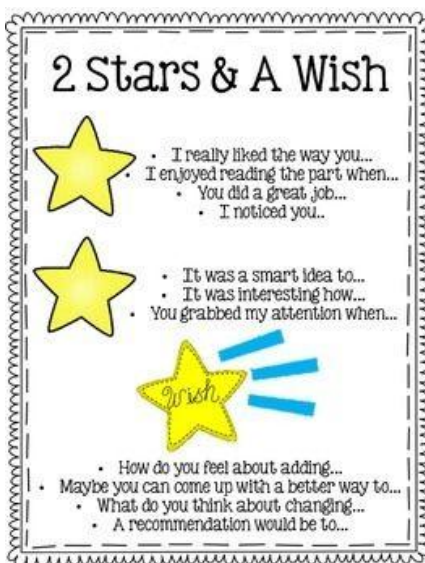
- **TWO STARS AND A WISH**

Appendix 5 Lesson plans

ENGLISH AS A FOREIGN LANGUAGE (EFL)
Educational establishment: Salesianas, Zaragoza
Grade: 1st ESO
Title of the Learning Unit: Exploring Appearances: A Learning Unit on Physical Diversity

EXPLORING APPEARANCES: A LEARNING UNIT ON PHYSICAL DIVERSITY 1ST SESSION 50'		
Learning outcome At the end of the lesson, students should be able: - to use the present continuous - to make a brainstorming on group ideas - to expose their sentences - to incorporate descriptive adjectives and clothes items - to respect others' ideas - to work in groups - to interact freely in class		
CURRICULAR DESIGN		
Specific competences	**Operational descriptors of key competences. Output profile.**	**Evaluation tools**
CE.LEI.1 CE.LEI.2 CE.LEI.3 CE.LEI.4 CE.LEI.5 CE.LEI. 6	- Multilingual competence -Digital competence -Personal, social and learning -Literacy competence	- Final project rubric - Formative evaluation
METHODOLOGICAL BACKGROUND		

TASKS	Spaces	Resources
1st. An exposition of the final project to be carried out (physical appearance mural). Afterwards a video of clothes to complete a wardrobe: collaborative padlet that consists of writing vocabulary of clothing items on the digital board in order to expose all students' previous knowledge. 2nd. When the pre-task is finished, it is time to complete the main task, which will take approximately 20 minutes. It is time to gather in groups of 3 to 4 to complete the worksheet on clothing changed from the 2000 to	Classroom **Grouping** Groups of 3 to 4 students	- Digital board - Projector - Speakers - Internet connection - Clothing video - differences worksheet (see **appendix 6 materials,** 1st session)

| nowadays using the present continuous.

3rd. Lastly, the teacher will provide them with a recap task as an exit ticket; this will consist of a word cloud (a collaborative digital tool to expose the learned linguistic features). Students and the teacher will see if the lexical features were well understood here.		
Implementation period	Dates: 4th-15th of September	First term
Link with other areas/subjects/fields:	As students are shown a video on fashion in the last decades, it is linked to the subject History.	

EXPLORING APPEARANCES: A LEARNING UNIT ON PHYSICAL DIVERSITY **2ND SESSION 50'**

Learning outcome

At the end of the lesson, students should be able:

- to use the present continuous
- to make a brainstorming on group ideas
- to expose their works
- to incorporate descriptive adjectives and clothes items
- to respect others' ideas
- to work in groups
- to interact freely in class

CURRICULAR DESIGN		
Specific competences	**Operational descriptors of key competences. Output profile.**	**Evaluation tools**
CE.LEI.2 CE.LEI.3 CE.LEI.4 CE.LEI.5 CE.LEI. 6	linguistic competence multilingual competence digital competence personal learning to learn competence citizenship competence	- Final project rubric - Formative evaluation

METHODOLOGICAL BACKGROUND		
TASKS	**Spaces**	**Resources**
1st. The second session begins with a pre-task of 15 minutes in which students will be provided with a video of a person introducing their outfit of the day. Learners will watch it and brainstorm an idea of what their final	Classroom **Grouping**	- Digital board - Projector - Speakers

| project will consist of (outfit, set, and roles of the groups: camera, model, and voice/s).

2nd. Therefore, to continue with the task taking twenty minutes of the time: students will be provided with a flashcard, some may have a word and others will contain a figure of a clothing item. Students will have to look for their partner asking with the corresponding verb "Are you my partner?". After finding their couples students will be gathered in their corresponding groups to complete all items of an outfit.

3rd. The session will end up with a 15 minutes post-task in which students will stand up per group and say aloud what their outfit is composed of by using the present continuous. (John is wearing shorts, a T-shirt and trainers)	Groups of 3 to 4 students	- Clothing flashcards - Internet connection
Implementation period	Dates: 4th-15th of September	First term

EXPLORING APPEARANCES: A LEARNING UNIT ON PHYSICAL DIVERSITY 3RD SESSION

Learning outcome

At the end of the lesson, students should be able:

- to use the present continuous
- to make a brainstorming on group ideas
- to expose their works
- to incorporate descriptive adjectives and clothes items
- to respect others' ideas
- to work in groups
- to interact freely in class

CURRICULAR DESIGN		
Specific competences	**Operational descriptors of key competences. Output profile.**	**Evaluation tools**
CE.LEI.1 CE.LEI.2 CE.LEI.3 CE.LEI.4 CE.LEI.5 CE.LEI. 6	linguistic competence multilingual competence digital competence personal learning to learn competence citizenship competence	- Final project rubric - Formative evaluation

METHODOLOGICAL BACKGROUND		
TASKS	**Spaces**	**Resources**
1st. Students will have to say how their English teacher is physically. What she is wearing and how she is, using present continuous tenses. 2nd. For the following twenty minutes, students will be gathered in their groups. There will be 4 working corners in class. All of them will have 4 flashcards and 1 adjective. Students will have to solve which one suits with their adjective. If they complete it correctly the groups will go on with the second adjective. 3rd. As a fifteen-minute post-task, students will have to sit down in groups and describe some famous people (provided by the teacher) with the corresponding adjectives, clothing items and present continuous form.	Classroom **Grouping** Groups of 3 to 4 students	- Adjectives flashcards - Describing famous people worksheet
Implementation period	Dates: 4th-15th of September	First term

EXPLORING APPEARANCES: A LEARNING UNIT ON PHYSICAL DIVERSITY 4TH SESSION 50'

Learning outcome

At the end of the lesson, students should be able:

- to use the present continuous
- to make a brainstorming on group ideas
- to expose their works
- to incorporate descriptive adjectives and clothes items
- to provide peer feedback
- to respect others' ideas
- to work in groups
- to interact freely in class

CURRICULAR DESIGN		
Specific competences	**Operational descriptors of key competences. Output profile.**	**Evaluation tools**
CE.LEI.1 CE.LEI.2 CE.LEI.3	linguistic competence multilingual competence digital competence	- Final project rubric - Formative evaluation - "Sandwich technique" peer feedback

CE.LEI.4	personal learning to learn	
CE.LEI.5	competence	
CE.LEI. 6	citizenship competence	

METHODOLOGICAL BACKGROUND		
TASKS	**Spaces**	**Resources**
1st. Students will be set in their groups and the teacher will provide them with a text with some errors where they in groups have to think of the most suitable verb. This task will only take them 15 minutes. And they will review if they remember the grammar structures previously applied in other lessons without any teacher explanation. 2nd. With the previous texts finished it is time to use the grammar structures to describe the outfit for the final project. Therefore, they will have to write down more ideas and details related to the description in their notebooks. These will be models of what they will have to expose at the end of the sessions. 3rd. Lastly, students will have to exchange their texts and read other students' papers with the final intention of giving feedback to their peers with the sandwich method (1st a good thing, 2nd something to improve, 3rd a good thing).	Classroom **Grouping** Groups of 3 to 4 students	- Digital board - Projector - Speakers - Internet connection

Implementation period	Dates: 4th-15th of September	First term

EXPLORING APPEARANCES: A LEARNING UNIT ON PHYSICAL DIVERSITY 5TH SESSION 50'
Learning outcome At the end of the lesson, students should be able: - to organize their ideas in groups - to make drafts on writings - to incorporate descriptive adjectives and clothes items - to respect others' ideas - to work in groups - to interact freely in class

CURRICULAR DESIGN		
Specific competences	**Operational descriptors of key competences. Output profile.**	**Evaluation tools**
CE.LEI.1	linguistic competence	- Final project rubric
CE.LEI.2	multilingual competence	- Formative evaluation

CE.LEI.3	digital competence	
CE.LEI.4	personal learning to learn	
CE.LEI.5	competence	
CE.LEI. 6	citizenship competence	

METHODOLOGICAL BACKGROUND		

TASKS	Spaces	Resources
1st. A pre-task lasting no more than 15 minutes will begin the sixth session. This will be a preliminary draft of their ultimate project. They must organize their thoughts before they write anything. For this, they will use the worksheet where they started brainstorming ideas. They will think about the terms they want to use after completing the pre-task. 2nd. The next step is to organize their thoughts, after which they will choose a few key ideas and questions. This will take 20 minutes to be completed. 3rd. Students will then go on to edit their drafts, looking for mistakes and making corrections in the last fifteen minutes.	Classroom **Grouping** Groups of 3 to 4 students	- Digital board - Projector - Speakers - Internet connection - Paper and pen
Implementation period	Dates: 4th-15th of September	First term

EXPLORING APPEARANCES: A LEARNING UNIT ON PHYSICAL DIVERSITY 6TH SESSION 50'

Learning outcome

At the end of the lesson, students should be able:

- to complete a complex writing
- to create a collaborative padlet
- to incorporate descriptive adjectives and clothes items
- to respect others' ideas
- to work in groups
- to interact freely in class
- to provide peer feedback

CURRICULAR DESIGN		
Specific competences	**Operational descriptors of key competences. Output profile.**	**Evaluation tools**
CE.LEI.1	linguistic competence	- Final project rubric

CE.LEI.2	multilingual competence	- Formative evaluation
CE.LEI.3	digital competence	- 2 stars and a wish (peer feedback)
CE.LEI.4	personal learning to learn	
CE.LEI.5	competence	
CE.LEI. 6	citizenship competence	

METHODOLOGICAL BACKGROUND		
TASKS	**Spaces**	**Resources**
1st. Students will publish their work on a collaborative padlet (a collaborative technique where they will exhibit their work and will be able to see the rest of the class projects, moreover they will be shown ideas for the following collage). 2nd. During the sixth session in the first fifteen minutes, and after they have finished, they will proceed to decorate their collage and description, in order to be presentable to be exposed on the mural. 3rd. In the last fifteen minutes, as a post-task, students will present their finished product presentation to the group as if they were in a museum, this means that students will be able to see other works as well in order to give some peer feedback to the corresponding groups. Students are required to create group remarks by uploading feedback audio to the padlet about other classmates' collages after looking at the projects in which they must say what they enjoyed and what they would like to see improved (grammatically or in terms of vocabulary) as an oral two stars and a wish.	Classroom and ICT room **Grouping** Groups of 3 to 4 students	- Digital board - Projector and speakers - Outfit papers - Glue and scissors - Computers and internet connection - Mural

Implementation period	Dates: 4th-15th of September	First term
Link with other areas/subjects/fields:	Since it is an exhibition of projects on a mural, it is related to the subject of art.	

Appendix 6 Materials

Appendix 6.1 1ST SESSION

Youtube: https://www.youtube.com/shorts/Qsju-Oi1w3Y

Word cloud

https://www.mentimeter.com/app/presentation/aldmtvyzypyd3kjw33b64n4akbc8ej9g/14
3nvt35tqji (own elaboration)
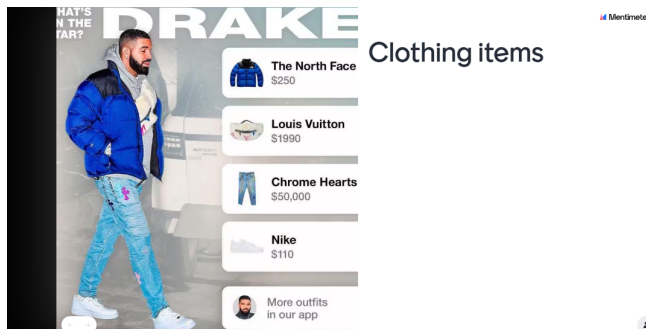
DIFFERENCES TASK: (own elaboration)

https://drive.google.com/file/d/1TnEpgzPcFJ0LMJFusYOpnKiXLVOTo7Qs/view

Appendix 6.2 2ND SESSION

You tube: OOTD video https://www.youtube.com/shorts/cjtCnfbE6Xc

Final project guide:

https://drive.google.com/file/d/1dpe2Pmfv4plgpph28qfiSgTFI8p7AnB0/view (own elaboration)

Appendix 6.3 3RD SESSION

Adjectives: (own elaboration)
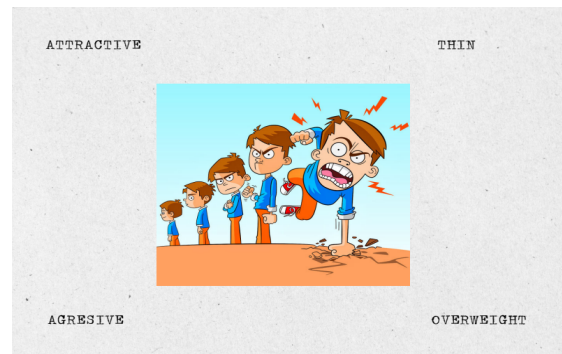
https://drive.google.com/drive/folders/1vi7RzOhXYU_gjTEuT07VYwMwEDCTaztI?u
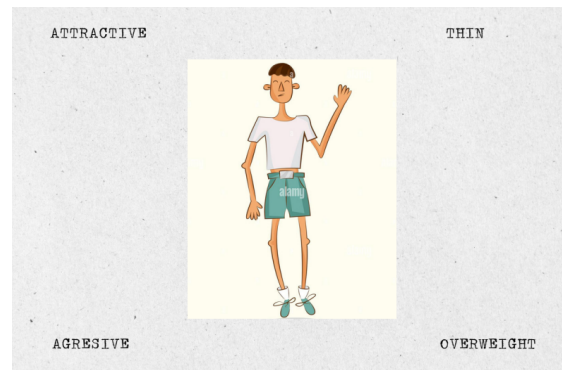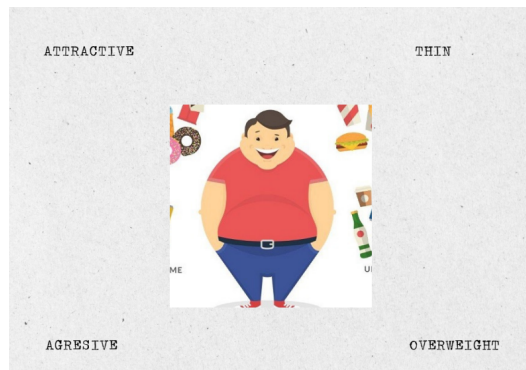
sp=sharing

Physical descriptions: (own elaboration)
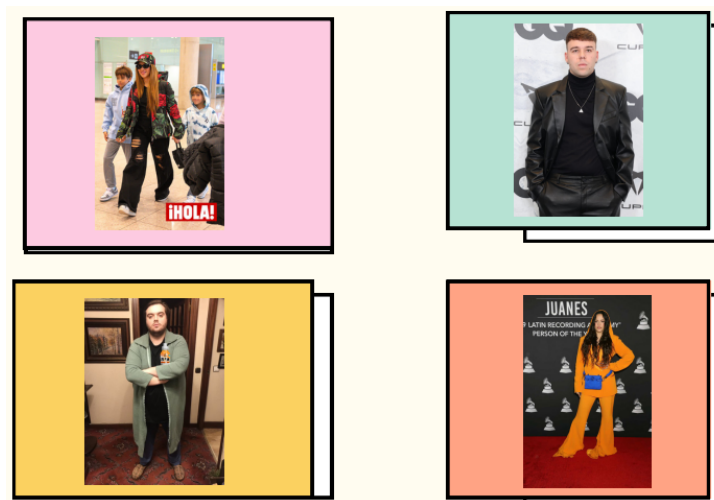
https://drive.google.com/drive/folders/1TsgSuqlvywp5ooDd_eHXdQRpKrQA8gNM?us

p=sharing

Appendix 6.4 4TH SESSION

OOTD

OOTD
I'm *WORE* a comfortable, light gray cotton t-shirt with a simple pattern on the front. The shirt fits loosely and is ideal for a chill day. I ARE WEARED a denim jacket with a light faded wash over top to give the look a bit of coolness. I've got a pair of slim-fit dark blue jeans on the bottom that are both fashionable and functional. I ARE WEARS a pair of white canvas sneakers to finish the look because they give the whole ensemble a relaxed and carefree feel. WE 'm WORE a plain silver watch on my left wrist as an accessory. In addition, my dark blue jeans look great with a black leather belt I have.

Own elaboration

Peer feedback: **https://theblacklight.co/2019/08/01/feedback-sandwich-stale-af/**
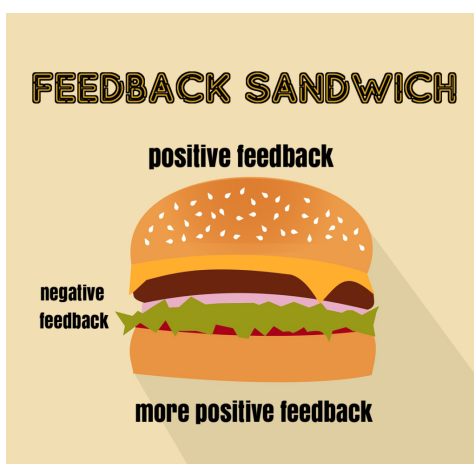
Appendix 6.5 5TH SESSION:

Final project

guide:h[ttps://drive.google.com/file/d/1dpe2Pmfv4plgpph28qfiSgTFI8p7AnB0/view](https://drive.google.com/file/d/1dpe2Pmfv4plgpph28qfiSgTFI8p7AnB0/view)

Appendix 6.6 6TH SESSION

PADLET- FINAL WRITINGS: (own elaboration)

https://padlet.com/885593/final-writings-wryfu1is5vkpa93a
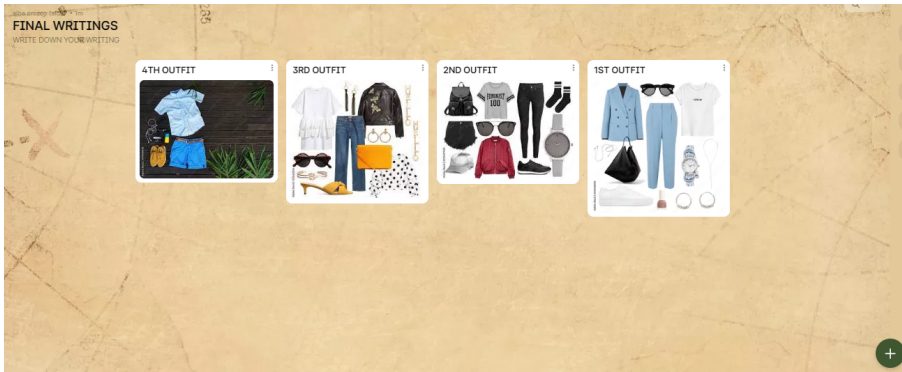
Mural composition, example

(Retrieved from Pinterest)

2 STARS AND A WISH POST IT:

https://www.pinterest.es/pin/181058847496671066/
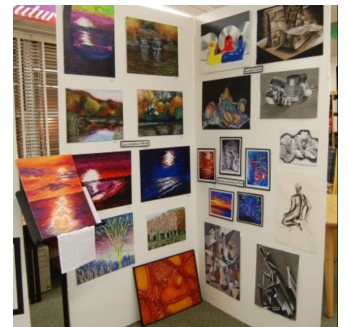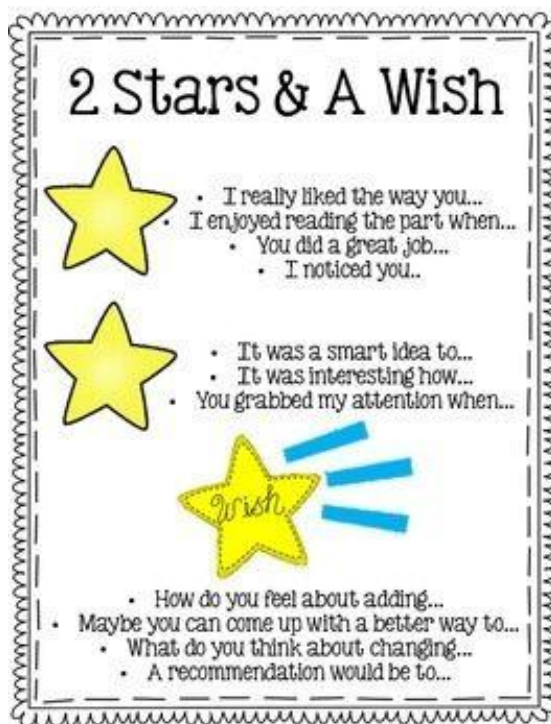
Appendix 7 Class schedule:

SEPTEMBER 2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
				1
4	**5**	**6**	**7**	**8**
11	**12**	**13**	**14**	**15**
18	**19**	**20**	**21**	**22**
25	**26**	**27**	**28**	**29**

Appendix 8- Submission Checklist

Link to the document:

https://docs.google.com/document/d/1tIn8t4cslhp7n4eyUfqFgUC8uMjcTAhLVjHaJxvmb-0/edit?usp=sharing

SUBMISSION **CHECKLIST**	**Checked** ✓
1. Incluyo portada oficial, con título en inglés y español y especialidad.	✓
2. El título de mi Trabajo es informativo e incluye una referencia al contexto específico de la enseñanza del inglés como lengua extranjera en Educación Secundaria al que va dirigido.	✓
3. Incluyo la *Table of Contents* (en forma de lista multinivel numerada) y el abstract.	✓
4. Al final de la introducción, incluyo un resumen de lo que el lector se va a encontrar, de tal manera que desde el principio sepa a dónde va mi Trabajo y no haya sorpresas o cambios de tema o de enfoque.	✓
5. Incluyo la lista de *Works Cited* y el formato utilizado es coherente (e.g., APA o ver 63265 *ICD*).	✓
6. La lista de *Works Cited* incluye las referencias completas de todos aquellos autores o documentos que he citado en el texto (incluidos documentos legales o fuentes digitales) y no incluye otras que simplemente he leído pero no citado o usado.	✓
7. Los materiales en apéndices llevan títulos informativos a modo de cabecera para que el lector entienda qué tipo de documento es cada material y para qué se utiliza.	✓
8. En cada apéndice se indica la fuente empleada o autoría del mismo: indico si un apéndice es de elaboración propia, adaptación de otra fuente, o ha sido tomado de otros autores.	✓
9. Para ser revisado por el/la tutor/a, envío o entrego el Trabajo o borrador del mismo completo (con su Tabla de Contenidos) y en un único documento (los apéndices pueden ir en un segundo documento, pero único).	✓
10. El texto está bien revisado y he utilizado un corrector de textos. Es decir, en general, no hay erratas o errores gramaticales. Si los hubiera, entiendo que el tutor o tutora me lo devuelva sin revisar o evaluar.	✓
11. He usado un sistema de citas y referencias abreviado y coherente (e.g., APA o ver 63265 *ICD*).	✓

12. He integrado todas las citas textuales en el discurso principal, incluso las que se colocan en un párrafo independiente. Es decir, las he introducido y comentado, y no las uso para sustituir a mis argumentos, sino para fundamentarlos o apoyarlos.	✓
13. Las citas textuales de más de tres líneas se incluyen en un párrafo independiente y he aplicado los cambios tipográficos necesarios para destacarlas (ausencia de comillas, sangría, separación de los párrafos anterior y posterior).	✓
14. La presencia de citas textuales de más de tres líneas es ocasional.	✓
15. Cito en el idioma original y traduzco la cita en nota a pie de página, añadiendo entre paréntesis "*my translation*".	
16. He enumerado las distintas secciones y subsecciones del Trabajo en función de su nivel y no hay huecos en blanco entre ellas.	✓

17. Separo los párrafos entre sí para que sea más fácil distinguirlos o uso sangría en la primera línea de cada párrafo (excepto en el primero de cada sección o capítulo).	✓
18. Los párrafos no ocupan casi toda o toda una página, sino que son más cortos para facilitar su lectura, y están bien cohesionados entre sí.	✓
19. Al final de cada sección o subsección recapitulo e introduzco la sección o subsección siguiente.	✓
20. He concebido el marco teórico como la caja de herramientas que sirve para elaborar mi propuesta didáctica y su análisis crítico y no he incluido aquellos conceptos, teorías o autores que no voy a usar para elaborar la propuesta y su comentario crítico.	✓
21. Utilizo principalmente la bibliografía proporcionada en el Máster y de forma significativa (en vez de hacer búsquedas rápidas en internet para hacer un uso de fuentes menos relevantes).	✓
22. He creado secciones en el marco teórico para que sea más fácil ver los distintos temas.	✓
23. No hago afirmaciones generales que no se puedan comprobar con la evidencia que ofrezco o que estén fuera del alcance del tipo de trabajo que estoy realizando o sean irrelevantes para el mismo.	✓
24. He evitado cualquier tipo de valoración meramente personal y subjetiva, y utilizo un lenguaje descriptivo para demostrar mi argumento, en vez de lenguaje valorativo.	✓

25. Demuestro las afirmaciones que hago describiendo y comentando críticamente aquello que afirmo, utilizando principios o criterios que ya he identificado en el marco teórico y proporcionando ejemplos concretos.	✓
26. Mis afirmaciones no contradicen principios teóricos básicos del enfoque orientado a la acción y de adquisición de la segunda lengua, ni directrices del currículo vigente.	✓
27. El análisis crítico de mi propuesta didáctica es sistemático, porque lo realizo usando criterios que he identificado y comentado claramente en el marco teórico.	✓
28. El análisis crítico de mi propuesta es sintético, porque no voy actividad por actividad o lección por lección, sino que llamo la atención sobre características comunes para demostrar cómo mi propuesta responde a los principios teóricos que la sustentan.	✓
29. Teniendo en cuenta que los apéndices no son el texto principal del TFM, he comprobado que para entender mis afirmaciones o explicaciones el lector no necesita obligatoriamente consultar un apéndice.	✓
30. No incluyo nada en apéndice a lo que no me haya referido en el texto principal (“*See Appendix X*”).	✓
31. No incluyo ideas nuevas en la conclusión. Sí puedo identificar algunas limitaciones de mi propuesta y líneas de mejora que se deriven del análisis crítico realizado.	✓
32. He tenido en cuenta al lector a lo largo del trabajo: el estilo es fluido y conciso (no utilizo palabras vacías de contenido y las oraciones no son muy largas); el texto sigue una dirección clara y el nivel de explicación y detalle que proporciono sobre los conceptos, teorías o recursos que utilizo es el adecuado para un trabajo académico.	✓
33. No he incurrido en plagio. Es decir, no utilizo ideas o palabras textuales de otros autores u organizaciones, documentos legales, páginas web, materiales didácticos, etc., sin hacer referencia a la fuente de información o inspiración.	✓