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Trabajo Fin de Máster

Boosting the Participation of the Students in Class through the Use of Authentic Materials

Fomentando la participación de los estudiantes en clase a través de materiales auténticos

Autor

María Arévalo Villalba

Director

Ana Belén Egea Pérez

Table of Contents

Abstract

Over the years, different methods have been suggested for teaching second languages. Currently, the law in force in the Spanish education system (LOMLOE) advocates the promotion of communicative competence as a fundamental element in the classroom. Students must adopt an active role in the sessions and be social agents. They have to use the language to communicate with each other. During the practicum, a secondary school on the left bank of Zaragoza was observed a need. Some dynamic and interactive activities should be designed to encourage participation in the classroom through the communicative approach using authentic materials following the model of task-based learning. To solve this problem, an innovative teaching unit on the environment has been designed based on the principles, competences and objectives defended by the LOMLOE which, in turn, is based on the Common European Framework of Reference (CEFR) levels and methodology. Besides, it is a meaningful topic that tackles three of the goals of the 2030 Sustainable Development Goals. The aim is to bring real life closer to the classroom in order to make the students notice the usages they can do with the language learnt in class. To make the pupils aware of these appliances outside class, it has been used authentic materials that are expected to boost the participation of the teenagers in the lessons. To adequate the materials to them there has been proposed a series of thinking routines, cooperative activities and scaffolding with the aim of not modifying the materials.

Keywords: Participation, Communicative Language Teaching (CLT), Task(s), Cooperation, Authentic materials, Interaction.

Resumen

A lo largo de los años se han sugerido diferentes métodos para la enseñanza de segundas lenguas. Actualmente la ley que impera en el sistema educativo español (LOMLOE) defiende el fomento de la competencia comunicativa como elemento fundamental en el aula. Los alumnos deben adoptar un rol activo en las sesiones y ser agentes sociales, es decir, usar la lengua para comunicarse entre ellos. Durante el periodo de prácticas, en un instituto de la margen izquierda de Zaragoza se observó la necesidad de diseñar unas actividades más dinámicas e interactivas para fomentar la participación en el aula mediante el enfoque comunicativo usando materiales auténticos siguiendo el modelo del aprendizaje basado en tareas. Para solucionar este problema, se ha diseñado una unidad didáctica innovadora sobre medio ambiente basada en los principios, competencias y objetivos defendidos por la LOMLOE que, a su vez, se basa en los niveles y metodología del Marco Común Europeo de Referencia (MCER). Además, se trata de un tema significativo que aborda tres de las metas de los Objetivos de Desarrollo Sostenible 2030. El objetivo es acercar la vida real al aula para que los alumnos se percaten de los usos que pueden hacer con la lengua aprendida en clase. Para que los alumnos conozcan estos usos fuera de clase, se han utilizado materiales auténticos que se espera impulsen la participación de los adolescentes en las clases. Para adecuar los materiales a ellos se ha propuesto una serie de rutinas de pensamiento, actividades cooperativas y andamiaje con el objetivo de no modificar los materiales.

Palabras clave: Participación, Enseñanza comunicativa de idiomas, Tarea(s), Cooperación, Materiales auténticos, Interacción.

1. Introduction

Interaction and participation are two of the most essential elements of learning a language. However, they are the most difficult to develop due to their demands for the production of immediate output and, depending on the students' personalities or ways of learning, try to avoid them. Over the years there have been several approaches to language, but the current one from the 1990s is Communicative Language teaching (Richards, 2006: 22). It first appeared in the 1970s, as stated in Ellis and Shintani (2014: 43) in the theoretical level, however, it was not until the 1980s (Richards, 1986: 86) that started to be widely accepted. With time, it has suffered many transformations due to the need to adapt to the changing times, learners' needs and educational systems.

During my practicum period, I implemented the learning unit in a group of 4th of ESO of Diversificación in a high school on the left bank in Zaragoza. This program was designed to tackle diversity favouring those students who present some difficulties in achieving the minimum contents of a regular academic year. The groups are reduced and the students that take part in them have already received some academic orientations and assistance during the First and Second of ESO, then from the third, they are in this program to obtain a Certificate of Secondary Education. As a result, their level in the subjects is lower than the average, so, in English, there is a need to select properly the materials we teach in the class to transmit to the students a real purpose to use the language and the contents and apply them to their life outside the class. By observing them in class, it was noticeable the lack of utility of the contents that I taught with the student's real life. Some concepts were very abstract for them and they could not connect them to the real usage of the language. They seem to be disconnected from the lesson as they did not find the real application of the contents to their lives. A consequence of that was that they did not participate in class. When the teacher asked them their opinion about some questions about the contents of the lesson, they had not enough background knowledge or a solid opinion to give arguments defending their posture. Then, they did not speak in class even with a shoulder partner, so one of the tenets of LOMLOE which is the development of communicative competence, was not achieved.

To solve that problem, it has been designed a learning unit based on the CLT approach about the environment with contents more familiar and proximal to students' applications in real life. It is a relevant learning unit because the materials will be authentic to transmit to the students the importance of the contents they are studying in

class and their application in life outside the high school. By doing so, it is expected that they recognize the utility of the contents and as they may sound familiar to them, their participation in class will increase. In connection to that, as the tasks proposed demand cooperation between students, communicative competence will encourage due to some interaction between them is needed. Besides, concerning the topic, environmental issues are a Sustainable Goal that has to be achieved before 2030. So, it is a highly relevant unit that is present in any textbook or teaching sequence.

The approach to tackle the learning unit will be Communicative Language Teaching (CLT) based on the use and learning of the language to communicate with others. The methodology to do it will be Task-Based Language Teaching (TBLT). That is to say that the activities will be contextualized and the different skills will be seen as a holistic process. All of them will be interrelated. Besides, the learners will be at the centre of the organization of the class because they are seen following this method as social agents. They will study the elements of the language by using it for communicating. Thus, the materials will be meaningful to gain their participation thanks to the interesting topics that attract the attention of the learners (CEFR Companion Volume with New Descriptors, 2018).

It will be an innovative unit because there will not be adapted materials to the level of the students, but all the sources will be raw and non-adapted. Besides, teenagers will not have a textbook, but a "Cloud" in Classroom where all the materials will be uploaded. In consequence to that, some modifications attending to learners' needs may be done to provide a better explanation and assimilation of the contents. The factor of teaching through an online platform, also demands an ability and knowledge of the use and the of the new technologies so that it will also contribute to the required competence of the LOMLOE curriculum. Then, in the fourth of ESO, students are already old enough to have developed critical thinking about the world and the environment so it can lead to the introduction of a variety of activities with deeper content to reflect on.

The project is divided into five main parts. After this introduction, I will defend the purpose of selecting that topic and exposing the information of the dissertation. Then, there will be a theoretical part to base my assertions on empirical studies. Afterwards, I will propose a learning unit to solve the problem exposed all along the composition; and finally, a brief conclusion summarizing the implications of the project.

2. Purpose and Aims of the Dissertation

This dissertation aims to provide students with a learning unit more connected to the current use of the language that the students manage. The main objective of the project is to gain the participation of the students in class by using authentic materials without any graded text or audio. Teenagers then, will learn English by using the language. The contents of the lessons will be designed considering students' age and possible interests to attract their attention. Furthermore, as they will notice that what they are learning in class applies to their real life, they will participate more in class to give their opinion or to answer some teachers' questions. That participation implies an oral production that has to come instantly and it may cause some nervousness in the students. To avoid that feeling another consequent objective of the learning unit is to encourage the self-esteem of the students by giving corrective and reinforcing feedback showing that making mistakes is part of the learning process. In addition, as they will be dealing with authentic materials, I will show them that they are capable of understanding (with some scaffolding) those materials they would find on any webpage, video or newspaper. Doing that, the nervousness or anxiety caused by facing a normal-speed video or non-adapted text in a non-proficient learner of a Second Language will be reduced. To contribute to that, I want to teach them also the importance of skimming and scanning a text to understand the gist of the exposed content rather than trying to understand every single word. Besides, it will lead to a deduction of the meaning of some other words that the students will learn indirectly and that will contribute to the enrichment of their "vocabulary list". By understanding the general idea of several aspects related to the environment, students will also develop critical thinking thanks to having shown them different perspectives about the same topic.

The task sequences have been designed to integrate all the key and specific competences proposed in the LOMLOE curriculum (2022). All of them are necessary to achieve proficient knowledge in a second language. However, the emphasis will rely on the most important tenet of the former law which will be communicative competence. The gist and main idea of the proposal is to develop Communicative Language Teaching (CLT) and to get the participation of the pupils in the class. Interaction and oral production in the Second Language are crucial for the learning of a language. It implies on the one hand immediacy and a combination of both, accuracy and fluency; and some negotiation of meaning and agreements on the other. As a consequence of that, some other

secondary objectives will be completed through the development of the tasks. They will have an important cooperative factor between classmates to promote that interaction. This composes a key competence from the Curriculum, but with the avoidance of textbooks and the promotion of authentic materials online through platforms such as *Classroom*, also digital competence will be developed in the students. A direct consequence of all of that will be an increase in the motivation of students to attend the lessons and pay attention to the unit. If they notice that some contents are useful for their life and by learning them they are more proficient in using them, it will increase their motivation, so therefore, their attitudes towards the language will improve.

3. Justification, theoretical and curricular framework, methodological design

3.1 Justification

The didactic proposal will be a reformulation of the one that I implemented in the Practicum but with the need solved (*See Appendix 1*). That need is the lack of participation in class. As mentioned in the introductory part, the students were from the group of Diversificación, so the materials have been always adapted for them. Then, it is thought that with beginner students, it is not possible neither developing communicative competence nor understanding authentic materials. As a result, as the students have almost never practised their oral production skills, their implementation of them was almost impossible during my period in high school. It was very difficult to get the initiative to participate of the students as they did not use to do it. So, there was no interaction between them. Correspondingly, developing the CLT approach is fundamental in the EFL classroom and the topic of the Environment is present in most of the learning plans; so, presenting it from a different perspective and being more useful and familiar for the students is what is expected to get in that dissertation.

As explained before, the tasks are based on the action-oriented approach so that, they are based in a real-life context and they are meaningful for the students. Then, the plan for this dissertation is to bring real life closer to the contents of the students and teach them the real applications they may benefit from the lessons. Furthermore, students will be social agents. They will use the language both as a vehicle to convey meaning and to get an outcome, and to reflect on it learning new usages and applying the correct metalanguage. The learning unit aims to be innovative by using the technological devices

of the students, some thinking routines to prove their understanding of the contents and interrelating the elements of the law with a traditional topic. All of the former aspects are to get their participation and engagement in the English lessons.

3.2 Theoretical and Curricular Framework

All along the years, there have been plenty of methods and approaches to second language learning and teaching. As mentioned in the introduction, from the 1970s the Communicative Language Teaching (CLT) approach appeared in the theoretical field (Ellis and Shintani, 2014). Richards and Rodgers (1986) define the CLT as an approach rather than as a method whose main goal is the development of Communicative Competence on the one hand, and the teaching of the four skills that build the language within a context on the other (85). It has suffered some adaptations and it has passed through some stages. Ellis and Shintani (2014) exposed that firstly there was a weak version that did not differ from the methods that were used before the apparition of the CLT mentioned here because it was based on the Presentation, Practice, Production (PPP) method. The axis of that approach was the focus on the accuracy of the language. It was a model based on teacher-centred lessons where he or she explained some theory and then, the learner practised it by doing some drilling or some exercises focusing on form. However, there was another version, the strong one that shifted from the focus on accuracy to fluency where the target point was the usage of the language to communicate (43). It was an approach that introduced several innovative elements and established a shift from all the traditional methods that focused on form and demanded mastering the theoretical aspects of the language. With this strong version of the CLT, one of the tenets is that the focus on grammar comes from a communicative task because it should not be taught as a unit apart but within a context (Richards 2006: 23). By doing so, two principles of Second Language Acquisition (SLA) exposed in Ellis and Shintani (2014) are achieved. There is a focus on form due to students practising some grammatical contents, and also on content because the activities to use the contents seen in class are integrated within a context. This approach is what the LOMLOE curriculum demands to be implemented in the different high schools of Aragón and what is supported by the Common European Framework of Reference for Languages (CEFR). This latter one is "an international standard for describing language ability" (Cambridge Assessment English, n.d.). Therefore, at both the national and international levels CLT is the approach required and demanded to teach a language.

With this integration of skills and the emphasis on communication, traditional textbooks remained obsolete. Richards (2006) asserted that to put into practice the CLT there is no model or a universal syllabus (26). So, new ways of teaching and methods should arise to put into practice the principles and objectives of the CLT. The integration of skills mentioned above was tackled by Illes and Ackan (2017) in their article. They suggested that Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL) are two ways of teaching a language that elaborates on situations from which the students learn the language by using it in a real context (10). Focusing on the former one (TBLT), it was also supported by Richards and Rodgers (1986) and Brown (2007) because it was seen as a way of putting into practice the principles defended in the CLT. The process of learning then is articulated around tasks from which the communication emerges implicitly and in a natural environment (86). Besides, it is a way of generating learner-centred lessons that are prompted by the CLT, the LOMLOE and the CEFR. This latter one proposes in its companion volume (2018) the action-oriented approach which is a type of task where the contents have to be designed to simulate real-life situations. If the activities are not designed following that statement, it will not be possible for students to notice the real use of the language they are studying in class. To continue the theoretical explanation, I will include the Action-oriented approach within the general term of Task (TBLT). So, with this design of tasks, they present a series of requirements and features that make them different and keep in step with the principles of the CLT. First of all, as it has been previously exposed, the axis of the Communicative Language Approach is getting meaningful communication between students and developing this competence in them (Richards, 2006). To get so, the role of the learners has changed because they act as social agents and language, that is to say, they will use the language to communicate and to convey meaning rather than to study it (CEFR Companion Volume with New Descriptors, 2018). Richards and Rodgers define that "the primary function of language is to allow interaction and communication." (1986: 89). Therefore, students are now the centre of the lesson moving the teacher to the role of facilitator and monitor of the learning. The teacher has to create the correct environment in class to provide opportunities for interaction between students and control how are these situations going. Paying attention to the part of getting profitable communication, students have to interact between them, so that it implies that there has to be cooperation between them and active participation to produce the oral output. These three terms: **interaction**, **cooperation** and **participation** are crucial

principles in the approach we are referring to and the organization of the lessons to promote it into tasks. Indeed, Van Lier (2008 as cited in Evnitskaya, 2018) asserts that participation in an interactive pattern in class no matter between students working in groups or teacher-student is crucial for learning. Focusing on the teacher-student pattern Ellis and Shintani (2014) and Evnitskaya (2018) dare the Initiate-Respond-Feedback (IRF) present in most traditional English lessons has some advantages but also some disadvantages. They argue that despite it forces the students to express themselves in the Second Language and it helps the teacher to the management of the class, the time for answering is very restricted and limited to one person. It is true that in most of the lessons under the PPP organization, the majority of the interaction came from this model where the teacher asked a direct question to a student in front of the rest of the classmates. It may help to make the shy and non-talkative students produce an output. However, it is not a natural product because the questions are usually out of context and, it is only an answer that is forced and seen by the rest of the teenagers. Then, is debatable its effectiveness. On the one hand, the students are producing output, so they are using the language, but on the other apart from being very different from a natural context, it may affect the self-esteem, especially of those students who are shy. Sometimes this way of question-answer would indeed be useful especially if the contents are very specific. To use it to promote a more natural interaction Evnitskaya suggests the making of open questions (2018). It helps the students to reflect on the topic rather than answering yes or no. Besides, as the pupils have to contemplate different options to give their own, it is a way of developing critical thinking. Some students may feel ashamed to be pointed out to speak in front of others and be insecure about the use of the L2. The result of these questions will be varied, so what is crucial here is the feedback and the attitude of the teacher towards the students. This feedback has to be active and constructive to help them to construct the meaning they want to convey (Lyster, 2007 as cited in Evnitskaya, N., 2018:11). Then, here but also in the layout of the Communicative Language lessons, the factor of the teacher's response to the students is crucial. It will be discussed later, because the IRF as explained, may be effective in a set of situations, nevertheless, what the CLT demands is an interaction between students. Ellis and Shintani (2014) report in their book that most researchers in the field of interaction defend that the best way of organizing the class to practice oral production skills is into small groups (199). The approach that is defended in this dissertation to elaborate the learning unit is the CLT, so that the principles mentioned above and through which we have to base our lessons are: interaction between

students, achieved through their cooperation, and in a direct consequence, participation in class. The tasks designed to put into practice this approach have to be collaborative in which the construction of the meaning would be through the interaction of the learners (CEFR Companion Volume with New Descriptors, 2018). Ellis and Shintani (2014) expose two paradigms to approach speaking. The cognitive-interactionist and the socio-cultural. In the former one, there is a combination of internal and external factors and in the sociocultural paradigm, there is no separation between what happens in the mind and outside it. For the cognitive interactionist, the axis is the negotiation of meaning. It demands mastering several strategies such as asking for repetition or clarification or rephrasing what has been just said to understand the message (203). If it is combined with the production of output, students try to experiment with the L2 and develop their oral production skills. To explain the second paradigm which is the socio-cultural, the term Zone of Proximal Development gains some importance. Mcleod (2023), and Ellis and Shintani (2014) define it as the zone in between the contents one knows and the potential ones (15, 211). From the former to the latter, some assistance from an expert is needed in order to achieve the learning. Therefore, here again, appear the importance of the teacher monitoring the class and helping the students and creating situations for learning. Besides he or she has to act as a model to follow for the pupils creating some structures and examples for the students to take as a representation to look at. Again, with this paradigm, interaction is essential because knowledge is built from that. In fact, it is stated in Ellis and Shintani (2014) that the SLA theory exposes that interaction should be comprehended as something holistic, not as a skill to be taught (219). It is in concordance with the principles of CLT where all the tasks should be contextualized and they have to be meaningful for the learners. This interaction is referred to by Vygotsky (1978) as "collaborative dialogue" (as cited in Mcleod 2023). Then, it appears here again the importance of the cooperation between students and articulation of the tasks around it demanded in the LOMLOE, CEFR, CLT and TBLT. When the tasks are organized and carried out in small groups, students may present higher confidence to talk in English because they are not exposed in front of the class, but with a group of equals that will help them to produce the correct utterance to communicate in case of difficulty to create it. In a study carried out by Alghamdy, R. Z. (2019) to analyze the positive and negative aspects of cooperation in an English as a Foreign Language (EFL) lesson, the conclusions are highly revealing. With the organization of the class into cooperative learning the students stated that they have learnt more and easily than when they worked individually.

Besides it contributed to making the lessons more attractive than usual. Then, it is a way of boosting the self-confidence of the students because they feel capable of achieving the tasks and the activities they are asked to do. Their social skills to communicate with others and the relationships in the class also improved. Students developed a tolerance and respect for others' opinions, and they were able to accomplish different roles in class that they did not use to do. Finally, some pupils also contributed to the inquiry by saying that sometimes they learnt better with a classmate than with the explanations of the teacher. However, some disadvantages were also shown because some students were not accustomed to working in groups and it was difficult for them to adapt to the new dynamic of the lessons, and some others, prefer working alone (Alghamdy, 2019). By organizing the lessons following that model of working, the participation of the students to initiate the conversation and interaction is crucial. As explained with the conclusions of the previous inquiry, it is favoured because students are more prompt to talk with the other classmates and express their opinion. It may be thanks to the change in the role of the participants in the class already mentioned in the explanatory part of the dissertation. With this Communicative Approach to the language and the organization of the lessons into tasks following the TBLT, I have previously remarked that the learner is a social agent that uses the language to communicate and who is in the centre of the class. That does not imply that there is no teacher or that he or she is not controlling the class, but the role of the teacher with this approach is to control the class and to create opportunities for communication. More importantly, the students have to accomplish profitable communication, so as they have to produce an oral output they need some guidance because they will make some mistakes and it is needed for them to try and play with the language (Richards and Rodgers 1986: 105). Then the treatment of the error is the duty of the teacher and depending on the way he or she tackles them it may favour or hinder the learning process. When talking about the sociocultural theory and the Zone of Proximal Development, it was displayed that mostly when students are at a low level of proficiency in a second language, they need the scaffolding and guidance of someone with a higher level. In this case is the teacher who does it, and by doing it the student is able to assimilate and integrate the new structures and knowledge. Thereby, the input transforms into the intake. There is no agreement among linguists if intake is a product or a process, and the time of assimilation that the input requires to transform into intake is also debatable. However, what is gathered from all of the researchers present in Chi (2016) is a broad definition of intake. It is the input that students can understand, process

and assimilate and it is transformed into knowledge (Chi, 2016). With the definition of that term, it has been seen the important role of the teacher in class. Furthermore, it is important to create a comfortable environment in class to provide more opportunities for interaction. It is again the teacher's duty, with the treatment of error because it is also a topic open to debate. Some theorists defend its correction, but others do not find it necessary (Ellis and Shintani, 2014: 250). In truth, in the former document, there is a distinction between error and mistake. A mistake is something accidental that happens once and it is not something to worry about, but errors are something that happens repeatedly and means that a concept or an idea has not been understood (Ellis and Shintani, 2014: 251). Hedge (2000, as cited in Ellis and Shintani, 2014), Evnitskaya (2018: 12) and Ellis and Shintani (2014) suggest giving positive and corrective feedback to the students. It consists of several strategies adopted both by teachers to check if students have understood something, and treat the error of the students and for the students to correct their own errors. The teachers can do confirmation checks which implies asking the students if they have told something to assure that they are aware of their linguistic construction and if it is not correct, repeat it to them to force them to change it. Another way is by paraphrasing or reformulating what has been mentioned. By doing so, pupils may pay attention to the error and the teacher does not signal or embarrassed the student who has made that mistake. These are two among others but what really matters is not to highlight the errors in front of other students because it may affect the self-esteem of the teenagers avoiding them to participate in class. In connection with this idea, there is another way to boost students' participation which is by reinforcing their behaviour or responses when they are good. If they feel they are in the way of getting and achieving the hoped knowledge, they will feel more secure participating due to they are not going to be evidenced in front of others (Ellis and Shintani, 2014 and Evnitskaya, 2018).

To end with the theoretical part, the last factor to consider in the ELF classroom will be the use of the L1. The CLT demands the use of the L2 as a source of interaction between the learners, even so, there are some groups where the proficiency in the L2 is below the medium. As a result, the use of the L1 in the classroom sometimes is needed. It is suggested again by Evnitskaya (2018) that in those cases, some allowance over the use of the L1 should be handed in specific contexts (15). By doing so, those students with a lower level of proficiency are not excluded from participating in class. They are an

active part of it because they contribute with their ideas and both the rest of the classmates and the teacher help them to translate the message into the L2. That idea is supported by Ardianti (2017) who carried out an inquiry on the role of the teacher and participation in EFL classrooms. The results conclude that when speakers were allowed to use their L1, they become more talkative and participative. The reasons are the ones explained before. If the learners feel that they can use their mother tongue to express something that they do not know in the target language they feel more relaxed. To provide the learning of the required structure, the teacher can facilitate it in English in this case, and the student pays attention to it and learn it. If it is done in that way, the teenager would feel pleased and determined to participate again in class. Furthermore, that code-switching would be used by the teacher as a source of scaffolding or assistance in class (Ellis & Shintani 2014: 235, 242). Even so, it may benefit also to break the dynamic of the class and engage the students again in the flow of the lesson. If they are receiving constant L2 input and the teacher says a word or a sentence into the L1, they may feel reconnected to the lesson. To connect this aspect of code-switching, there is a last requisite for a task to be considered so. It is that the materials have to be based on a real-life context (CEFR Companion Volume with New Descriptors, 2018: 27). If they are not meaningful for the students, they will not be engaged to maintain a conversation and the Communicative competence required by the CEFR, LOMLOE, TBLT and CLT. Sometimes, some tasks for beginners are adapted and although there is interaction in the second language, it is very abstract and narrow. The students find it difficult to link the topic of the conversation with their real life. To avoid that, the tasks can be elaborated using authentic materials. However, more often than not, authentic materials can be very difficult to understand especially for beginners. To tackle that problem, the use of the L1 for specific explanations or for the students to express their ideas, if they do not know how to do it in English, would be allowed. It would be also a mode to develop plurilingual competence because students will use their mother tongue to convey and produce the meaning in the target language.

3.3 Methodology

During the observation period in the Practicum, I noticed that students were disconnected from the lesson because they did not find any applicability of the unit in their daily lives. As a result, they were not interested in participating in class and the Communicative Competence which is the axis of the LOMLOE and the CEFR was not achieved. I have created a learning unit with six sessions to solve that need. All the skills will be developed

through different activities following the TBLT explained above. Those tasks follow a structure which is known as the task-based cycle (pre-task, task and post-task). All of them have an introductory activity to put the students into the context and the contents of the lesson. Then, the main part of the lesson will be devoted mainly to a determined skill but with the integration of the others, using authentic materials all the time, and emphasising communication between peers. Finally, there will be some focus on form to wrap up the lesson. Furthermore, interaction and cooperation between classmates will be crucial in the lessons to provide a promotion to the CLT. In most of the activities, students will be required to share their conclusions or cooperate with the rest of their classmates to get a final outcome. Nevertheless, there will be also some focus on the form because the topic requires an extensive exposition of vocabulary. Then, again principles 2 and 3 coined by Ellis and Sintani (2014: 22, 23) are achieved.

As mentioned before, the learning situations will allow students to practice the language by using it in a determined and real context. Through the design of the tasks and the use of the language, some transversal pedagogical principles will be achieved. For instance, the knowledge to express themselves in English, respect for the rest of the students, or some skills to work collaboratively with their classmates. With that, students will engage in some cognitive processes because they will have to reach different agreements with their peers, reflect on their process of learning with self-assessments or even give peer assessments. At the end of the lessons, students will develop a clear idea of specific environmental issues that concern them, and they will have advised some other citizens about the threats and measures that can be taken to diminish the individual environmental footprint. Finally, to assess the learning unit, there will be a combination of summative and formative assessments. By doing that there will be an evaluation of both the process and some products they have to produce during the lesson.

4 Critical analysis and discussion of the didactic proposal

4.1 Contextualization and Topic of the Learning Unit

The learning unit (see *Appendix 5. Lesson plans*) is six lessons long and it is specifically designed for a group of 4th of ESO of Diversificación. The target group is the one in which I did my implementation of the lessons during the practicum period. It is a group of eight students non-bilingual who present a basic level of English with some lack of background knowledge that is needed to revise (especially the form). When it comes to a unit focused on form such as the present perfect it is needed to revise first the formation of the verb to

have and the past participles of some verbs. As a result, lots of scaffolding is required and the activities take more time than in other groups.

The learning unit is called "*Is it your home city sustainable?*" about the environment. It is a current topic that concerns any citizen of the world but more especially teenagers because they are growing and in 4th of ESO they are elder enough to take some decisions according to the consumption in their houses or what things to buy or transport to take. With this topic, three objectives of the Sustainable Development Goals (SDG) are achieved (seventh, eleventh and twelfth).

The objective of the learning unit is to make the students part of the unit considering their interests and their needs to adapt the contents to their normal uses of the language. Thanks to that, it is expected to get their participation and implication in the activities designed in class. To do so, I will take advantage of a school trip to Bilbao that students are preparing for the subject of arts. Students will visit the Guggenheim Museum and they will spend a night there. As a result, an idea to take benefit of this trip could be based on at least the first lesson from the learning unit about the Environment in that city. They will visit it before ending the unit so that learning facts and events that happened in the city would help them to be more interested and better understand the vocabulary and the content of the unit. Furthermore, with the explanation of some environmental facts, some history could be implicitly explained thanks to the important change that suffered the city in the 2000s. By doing so, some subjects are integrated and one of the principles of the TBLT is achieved which is the creation of tasks meaningful and applied to the real life of the students (CEFR Companion Volume with New Descriptors, 2018). Then, also some content based in Zaragoza which is the place where the majority of students live. Creating content proximal to students' interests uses and needs might contribute to an increase in their participation in class thanks to noticing its utility.

All the lessons have been structured following the Task-Based Learning Teaching Cycle. They have a pre-task to contextualize and raise awareness over the topic of the lesson. Then, the central part will be about the skill that the lesson is for, although integrating the rest of them too. Finally, to wrap up the lesson, there will be a focus on form. Besides, students will have to create an oral presentation for the last day and a portfolio that will be assessed together with other activities that will have to be handed to the teacher. A reason to structure the lessons following that model is that through TBLT the principles defended in the CLT are put into practice (Richards and Rodgers, 1986 and

Brown, 2007). With that, the communicative competence defended as well as the integration of the competences and the requirements of the LOMLOE curriculum will be the gist of this lesson plan. As mentioned in the theoretical part, students will be social agents because in these lessons they will use the language to communicate, although some reflection about their usage will be needed and emphasized. Each session focuses on one skill or another but always integrates the elements and explains them in a context. The tasks are varied and the way of assessing them is different to attend to the diversity and intelligence students may have. In some tasks, there will be an emphasis on the use of Chromebooks. In others, students will have to cooperate to reach agreements, develop their critical thinking and learn new things about the culture and the country we live in.

4.2 Contribution to Key Competences

The design of this learning unit has been following the TBLT and CLT. All of the activities have integrated more than one skill and apart from that the requirements and competences of the LOMLOE curriculum (2020) have been directly and indirectly addressed. Through this learning unit, all the key competences are developed except for the mathematics one. It has been tried to develop the majority of them in each lesson, however, in some cases, it could not be possible. In the end, all of them have been developed with a variety of activities. This lesson is innovative because it has been tried to solve the need.

First of all, there is an attempt to use all of them in all of the lessons, however, it was not always possible. To start with, to design the lesson plan, I took advantage of the ownership of Chromebooks of the students. I was not very sure about using them a lot because it is very disruptive, nevertheless, to break the flow of the class I consider they are useful. It is important in the world we live in to teach how to produce some sources online or how to produce a presentation. As a consequence, there have been proposed a variety of sources to use the technology in class and to develop digital competence (CD). Firstly, students can choose the platform to create a Portfolio. It has been assigned to do it online because, in their future lives, they will have to deliver some documents online, so it is a way to prepare them for that. Besides, the presentation is also online with the platform they prefer to let them the possibility to choose the one they feel more familiar with. Then there is an activity using *Mentimeter*, and another one using *Kahoot*; it is expected that they have already used them in other classes, but if not, I consider them good tools to dynamize the class. Besides, there will be some activities along the unit that

will be uploaded to *Classroom*. Instead of having a textbook, as we are moving with authentic materials, they will have to manage to enter into that platform to look for the materials and the exercises. As exposed, there have been a variety of activities where the digital competence of students is developed. The aim of that is to make the lessons engaging and attractive for them to promote their participation and to provide them with a variety of tools for their daily life.

Other competences that are developed in the learning unit are competence in linguistic communication (CCL) and plurilingual competence (CP). The former refers to the understanding and production of a variety of texts to enhance the knowledge and the repertoire that the students already have. It is narrowly linked with the second one because it is the extrapolation of that understanding in their mother tongue to the second language in this case English. In the case of the planned lessons, there is a variety of activities that promote this competence such as the oral reception on the first day, the written reception with the text about sustainable cities, and the deduction and analysis of the communicative purpose of the writing composition about the opinion essay, among others. Students are required to work autonomously in various activities trying to develop their critical thinking and understanding of the communicative purpose of the former texts to then, produce their speech, especially in the third lesson when they have to explain to their classmates what was their paragraph about. They have to use some strategies to adapt and negotiate the meaning because they have to be understood. The same happens with the writing component. They have to adapt their opinion to the register and the style of the required text. So, this lesson plan, it is required active participation in those activities to develop the student's skills in communication. In the end, the gist of the CLT is to achieve communication in the second language, so all the planned tasks have been designed taking that into account.

Personal, social and learn-to-learn competence (CPSAA) is also included in this set of lessons. Firstly, students have to reorganise their mental maps to be more open-minded and give some ground to consider another point of view about a topic which is the environment that they have been studying for years. Besides, with the Portfolio that they have to deliver to the teacher, they have to develop autonomy to have it on time. So, they have to organize themselves to do the activities. Then, as it is shown in Appendix 5, Lesson plans, most of the activities demand cooperation between students to get a common final outcome or decision. So, to get that, classmates have to interact to reach

agreements and it requires the development of respect, attention over the others' opinions and skills to express disagreement politely.

The citizenship competence (CC) is also put into practice in connection with cultural expression and awareness competence (CCEC). In this case, we are going to study in class some elements from the cities of Bilbao, Madrid or Zaragoza that then, teenagers are going to visit. So, we are going to study some academic content related to them, and then, they will have to respect and understand the culture of each city to bring to class some real pictures from the places they have visited. By doing so, there is a promotion of awareness of the environment that surrounds us knowing how to take profit from them and respecting all of their elements. Furthermore, the environment is a topic present in the 2030 Sustainable Development Goals, so it is a way of introducing the students to sustainability and the importance of being worried and acting to change the situation. They have the possibility to do it through the reflection on the measures that Zaragoza has taken in the second lesson, by knowing more about sustainable cities in the third one, and by reflecting on the situation in the opinion essay where they can express their perspective after having seen some factors that could contribute or affect to the functioning of the cities.

4.3 Specific contents and objectives

For this unit, the contents have been designed following the essential knowledge explicated in the LOMLOE curriculum (exposed in Appendix 3). Furthermore, I have designed a set of nine objectives that are included in Appendix 2 extensively developed and with relation to the specific competences exposed in the curriculum. Focusing on the design of the contents, it has been exposed many times in the dissertation that the aim of it is to get the participation of the students in class thanks to noticing the usefulness of the materials. That participation implies a development of the CLT because it is the approach it is followed throughout the unit. As mentioned before, the gist of that approach is the development of the interaction between students. So, one of the axes to which I took reference was the "Communication" essential knowledge in the curriculum. In the theoretical part, it has been exposed that to develop the CLT, students have to act as social agents in the EFL classroom. That is to say, teenagers will use the language as a vehicle to communicate. To do so, they will have to develop some strategies such as reformulation or negotiation of meaning to make themselves understood in front of others. They also have to contemplate the error as a source of learning together with the

corrective feedback from the teacher. Finally, students will have to analyze the communicative context and the target audience to adapt their speech to the affordances and constraints of the genre to do the debate, the written composition or the mediation. So, there has been an integration of the requirements of the law with the activities proposed in the unit. In addition, there is another essential knowledge that is plurilingual. Some other principles from that have been put into practice. Again, here is the required development of a series of strategies to fulfil the communication. The speaker has to transmit clearly the information and the audience be able to ask for some clarification if the message has not been understood. To do so, all of the pupils have to analyze the context of the class and adequate the discourse to it. In the case of the opinion essay, for example, the speech has to be personal and not too formal due to it is the individual's opinion about some measures in their home city. To do so, they will take benefit from the existing knowledge they have of their mother tongue. Besides the last point comments on the ways of correcting errors and controlling the learning process. It has been considered as well; in the evaluation criteria part it will be more extensively developed, but there have been proposed a variety of instruments to evaluate the teenagers where they are active participants. The other essential knowledge presented in the curriculum and from which some activities have been inspired in is interculturality. Through the use of authentic material in all of the tasks, there have been attempts to transmit to the learners the importance of English as a global language. The majority of web pages and documents they may find on the internet are in English, so they can deduce the utility of the language thanks to the materials provided in class. In addition, through the analysis of the example of an opinion essay, they are able to identify a series of features that are required in that genre and that are from the English culture. So, by offering them that instance, they can get closer to the English culture.

To plan the lessons apart from following the tenets mentioned above and the importance of the topic of the environment present in three of the Sustainable Development Goals (SDG). This unit has considered objective number seven: "Affordable and clean energy", number eleven "Sustainable cities and communities" and number twelve "Responsible consumption and production" (The 17 Goals / *Sustainable Development*. (n.d.).

Moving on to the objectives of the unit, are presented in Appendix 2. They have been designed following the specific competences of the LOMLOE curriculum. All of

them are observable and measurable in class. As it is a continuous unit, all the contents are interrelated, so they have been formulated following the "be able" structure. In most cases, are related to the production part. I have done it in that way following Bloom's taxonomy exposed in Armstrong (2010). In the pyramid, the highest point is the creation part, so it is assumed that when students are able to produce something, they have already passed all of the previous steps (remember, understand, apply, analyze and evaluate) (Bloom's taxonomy in Armstrong, 2010). They have been formulated by considering the final outcome of the lessons and the integration of all of the skills into them. Besides, those objectives are narrowly linked with the evaluation criteria. After having defined these objectives, to control that they have been fulfilled, there was designed a series of elements to measure their completion. Those instruments for measuring the progress are in Appendix 7.

4.4 Sequence of Activities

It has been designed as a lesson plan a set of 6 sessions. Their materials to implement them and the detailed structure of each class, are attached in Appendixes 5 and 6. In this part, I will analyse them critically contemplating the lessons in general and putting into practice all the theories explained in part 3 and the methodology. This learning unit aims to solve the need observed in the classroom and achieve the student's participation in class. It will be a way of developing the CLT to learn English as a Foreign Language through the use of authentic materials. It is an innovative approach because as mentioned in the theoretical part, Richards (2006) argued that to teach the CLT there is no universal syllabus. So, to design that sequence of activities, there have been considered students' needs and interests to promote that interaction among peers through the use of authentic materials. It is the axis of the lesson because students will act as social agents by using the language learnt in class as means of achieving real communication by both paying attention to its purpose, or meaning but also to its formal usage. Both of them are two principles exposed by Ellis and Shintani (2014). In addition to that, the lessons have been planned following the task-based cycle (pre-task, task and post-task). It is stated that is the best way of organizing the teaching of the communicative approach (Richards and Rodgers,1986 and Brown, 2007).

First of all, in this lesson plan, there have been included all of the specific competences present in the LOMLOE curriculum and the CEFR. There has been an attempt to offer a variety of activities attending to the student's interests and needs.

Besides, to present them, all the tasks use authentic materials that any person could find on the internet. To start with, as mentioned in the context of the target group, the students present some problems with their background knowledge, so that it is needed more guidance and scaffolding than usual. To do so, most of the activities are planned to do in couples or in groups to make the students work collaboratively and have the opportunity to help their classmates and be helped by them too.

There have been included several **thinking routines** such as: 'Think-Pair-Share', 'See-think-wonder', 'Compass points' and 'I used to think, now I think'. They are some sources of scaffolding proposed by Project Zero from Harvard University (PZ's Thinking Routines Toolbox | Project Zero n.d.). The first routine has been used in several lessons because as mentioned in the paragraph above, the gist of the activities is to organize the lessons around communication. Apart from that, the rest of them are to make the students reflect on their learning process. 'See-think-wonder' is included in the second lesson which students will have to imagine if they do not know what can be the area delimited in red and what for. Then the results and conclusions will be exposed to the rest of the classmates to develop communicative competence. Then one of the 'Compass points' is included in the fourth session because it is the middle of the session and for the teacher is important to control how is it going the learning process. The information from that thinking routine can be very revealing for the teacher to know if some contents have to be revised and what of them are assimilated. The last thinking routine 'I used to think, now I think' has been included in the last session. Students will have to analyse critically what they have learnt during the unit and it will be used as a comparison with the word cloud that they have to do the first day.

Then, the lessons have been planned to be collaborative and meaningful for the students as it is a requirement of the TBLT (CEFR Companion Volume with New Descriptors, 2018: 27). Firstly, that collaboration as mentioned boosts the communication and interaction between the classmates, that is what is tried with this learning unit. In the first lessons, the interaction is guided and somehow forced, but the last two sessions provide a freer path for interacting. For example, in the second lesson, students will have to prepare a debate and it is done in teams; so, they need to reach agreements and work all together. By the same token, in lesson three, with the jigsaw technique apart from practising the mediation specific competence in class, they have to collaborate between them with some strategies such as negotiation of meaning to fulfil the communicative

purpose. In lesson four which is devoted to the focus on form, the dynamic is also established in pairs to make the activity easier for students. Thus, there is implicit cooperation because the couple has to reach an agreement on the answer to share with the rest of the classmates. By organizing the lessons in that way, apart from promoting interaction and output production, students are thinking and learning current topics for them that can be extrapolated to their daily life. For that reason, as the contents are meaningful for them, they might be more interested and prompted to participate in class. One example of that is the introduction of Bilbao, Madrid and Zaragoza in the learning unit. We are taking benefit from a school trip they are going to do, and some elements present in Zaragoza that can be linked to the topic of the environment. So, they can feel part of the construction of the knowledge because they are going to see the places we are seeing in class. The images from that cities as well as the text of the third lesson, the video of the first one or the example of an opinion essay are authentic materials without any adaptation except the division of activities or some aid from the teacher. It is also a demand from the TBLT (Richard and Rodgers, 2014). Thanks to the use of authentic materials apart from increasing the self-esteem of the students making them notice that they are capable of understanding non-graduated materials, students use a language to refer to something real and meaningful.

Furthermore, and as explained before, with the design of this learning unit, there has been an attempt to use and promote digital competence. Students have a Chromebook each, so some activities have been done using these devices. I did not want to abuse its use because it distracts the students, however, all the lessons have a digital element to break the dynamic of the class. For instance, on the first day they have to create a word cloud using *Mentimeter*, then, for homework one day they have to investigate the price of the sticker that the cars should have to enter the centre of some cities. On the third day, they have to download some materials from *Classroom* and they have to manage to enter into the platform and download the needed materials. On the fourth day, they will play *Kahoot* which is a digital tool as if the students filled a page with their answers but online. Then, for making the oral presentation and the portfolio that will be mentioned afterwards, they need some control over the digital sources.

Another important aim of the learning unit is to develop the critical thinking of students. The environment is a topic that they have already seen in other subjects or other years. So, it is important to refer to it from another perspective. Considering that the age

of the students is around 16, they can think critically about some aspects around us. As a consequence, it tried to offer a wide overview of the situation specifically the country we live in and some measures that we can take as individuals rather than the global problem that has more to do with factories and it might be more disconnected from the reality of the students. Offering them authentic material that is another requirement of the TBLT (CEFR Companion Volume with New Descriptors, 2018: 26) it is easier for them to connect the contents seen in class with real life. Besides, there are two tasks for them to do outside the class that is: taking some pictures of the places and elements from Bilbao, and the signal post of "Zona de bajas emisiones" in Zaragoza. As they are two elements seen in class and then they have to bring a picture into class, they can notice the usefulness of the contents and the applicability to their lives. Also, with the debate, we are going to see the two sides of creating the low emissions zone in the centre of some cities. After knowing the benefits and disadvantages of both of them, students may build up a new opinion related to that based on objective arguments exposed in class. So, this debate develops the critical thinking of students and it is authentic material because it is something that concerns the teenagers as citizens of the city. Besides, these two ideas, are emphasized in the opinion essay of the fifth lesson. Students will have to give their opinion about if Zaragoza is a sustainable city or not (something authentic) considering the information seen in the previous classes on what are sustainable cities (lesson 4) and which measures have been taken by the town hall (lesson 2). This leads to the conception of the learning unit as something holistic. All the lessons have a connection with the previous ones. For that reason, there has been a strong emphasis on controlling if the students were understanding the concepts or not through the thinking routines and by asking them.

Continuing with the principles of CLT, there has been an attempt of presenting a diversity and integration of skills in the lessons. Any of the skills is in isolation but integrated into a real-world context as the CLT approach demands (Brown, 2007). Through the use of the authentic materials mentioned before, the communicative purpose of the tasks is meaningful and useful for students, so that participation is boosted. Apart from that, other features of this approach have been fulfilled such as the development of the autonomy of the students because, with this lesson plan, they have been placed in the centre of the lessons. The teacher is always controlling and monitoring them as the CLT demands, but they are active participants in the class. The teacher is always giving them

instructions, the time needed and some scaffolding when needed, but lessons are not teacher-fronted and magistral ones. They demand active participation to achieve the planned outcomes in each of the sessions. Furthermore, there is a combination of form and function which is another feature of the CLT (Brown, 2007) and two of the principles of Second Language Acquisition (SLA) exposed in Ellis and Shintani (2014). Principles 2 and 3 suggest that it is needed some focus on meaning, but also on form. With the presentation of the designed learning unit (Appendix 5), in the task part except from lessons four and five, there is a focus on the content of the unit. Students use the language to communicate and convey meaning, and the focus on form relies on the post-task part of the session. However, it is worth mentioning that all the activities proposed in the lesson plan have a purpose, for example in the case of the video of the first day, the focus is on the content to assimilate and revise it from the vocabulary learnt during the lesson. In this case, to pay attention to that there have been proposed a set of questions to make the students pay attention to the content rather than watching a video. The same happens with the text about sustainable cities. Apart from having to understand the paragraphs and reformulate the information to explain to the rest of their classmates, the others have to pay attention to the presenter to hand to the teacher the questions answered from their classmates' exposition. Going back to the principles, the focus on form (the third principle) is also needed to achieve a proficiency level in a second language. In this case, as the students need to revise some background knowledge, the fourth lesson was entirely devoted to that. Half of the class was focused on learning some new words of vocabulary, and the other half on the grammatical explanation of the conditionals. The exercises to revise if students understand the grammatical rule are very traditional, but it is needed in that case because although they are varied (See appendix 6) it is important to find if there is any problem with the understanding, where is it. Sometimes in this verbal tense, the difficulty comes from, the lack of understanding of the present, past or future formation rather than the conditional one. So, as the proposal of the exercises especially in the second conditional is very traditional, the theoretical explanation is inductive. Students need to discover the rule by themselves through real examples. Besides, there is a deductive part where the teacher reinforces their findings with a theoretical explanation. The same happens with the elaboration of the table in the writing composition. Through a real example, students have to analyse its components to copy them in their future compositions. Doing that way is expected to obtain more attention and more reflection on the formation than if the teacher explained at the beginning.

Afterwards, this lesson plan, it is required a continuous implication for the students in the classes. It is a way to develop their autonomy because, with the elaboration of the portfolio, they have to organize themselves to have all the activities completed and done. The teacher will ask the students to do a set of activities, but it will rely on the student's responsibility to do them gradually or not. They will have to hand in because it will be a part of the assessment. The evaluation will be extensively explained afterwards, but there will be formative with a numerical mark at the end. But what is important is that even in the oral presentations, there will be the evaluation of the peers through the Sandwich technique. By doing so, the classmates will pay attention to the presenter, it is demanded feedback from the audience, and they will notice the strengths and weaknesses while presenting to take them into consideration for their performance.

4.5 Material and Resources

The materials are included in Appendix 6. It has been an attempt to use very visual materials to attract the attention of the students in the class and to extrapolate the importance of the contents to their daily lives. In the first two lessons, the materials are real images from the internet from which the class is built (Appendixes 6.1.3 and 6.2.1, 6.2.4 and 6.2.5) The video from the first day is from Youtube (Appendix 6.1.4), the text (Appendix 6.3.1) and the example of the writing composition (Appendix 6.5.1) are also available on the internet, and the conditionals (Appendixes 6.4.3 and 6.4.4) are taken and adapted from two other web pages.

In the target group, there are no special needs, but thanks to the availability of the materials online, some adaptations may be possible if needed. All the materials are available online, so they allow the students with some difficulties to read or to watch any material, make the size of the letter bigger or also count with some reading assistance in case is needed. It is an advantage that electronic devices allow to their users. Knowing that some other groups could take these materials for further lessons because visual and aural adaptations would be done automatically.

Related to the level of the materials and their adaptations, while the critical analysis, I have already mentioned that materials are not transformed, but they are in their original form. It has been considered the input hypothesis coined by Krashen. The materials are more demanding than the level the students have in the second language, but it is needed to provide learning to teenagers (Krashen, 1985 as cited in Ellis and

Shintani, 2014: 9). What has been done in this learning unit is the introduction of thinking routines and cooperative working to the lessons. It is stated by Long (1996) that the best way to develop that input hypothesis is through interaction among peers (as cited in Ellis and Shintani, 2014: 9). With the thinking routines, students have more time to reflect on the activities and the theory. Cooperative working promotes apart from participation and interaction to development of Communicative competence and some assistance from peers. It enhances the assimilation of the concepts and it boosts the self-esteem of the teenagers because by doing the activities in couples or groups they avoid the nervousness of having done wrong an exercise or answering badly. Two clear examples of that are the text of sustainable cities (Appendix 6.3.1) and the example for the writing component (Appendix 6.5.1). As I noticed that the text was very long and difficult to understand, I decided to break it into pieces. Through the jigsaw technique, each student had to read only a paragraph and that was not very long. Besides, it practised the skill of mediation, but to help them, the questions also have next to them the paragraph they refer to in order to avoid any nervousness or demotivation because of not understanding the content. The same happens with the example to analyze before doing the writing composition, as analyzing all the elements on it is difficult, I have provided them with a table to fill and have all the requirements organized and clearly exposed. Examples like these, are very practical to avoid adapting the materials but give the students a chance to interpret and understand materials they could find anywhere.

4.6 Evaluation criteria

Finally, to assess the learning unit, there is a table in Appendix 4 that establishes the evaluation criteria of the unit. The criteria are from the LOMLOE Curriculum and they are linked with the objectives of the unit. The aim of this lesson plan is a fulfilment of the objectives to solve the initial need of the dissertation which was the lack of participation. Thus, to control the completion of those goals, the evaluation will be formative. The students will be aware of their progress at any moment. They will have access to the checklists and rubrics (Appendix 7) that are going to be used to assess them. That formative assessment will be transformed into a summative one with the completion of the rubrics. Besides the final mark will come from different sources. Some tasks will be evaluated with rubrics that have been designed specifically for each situation. Then, the rest of the mark will come through different thinking routines, observation tasks in class, and tasks that students will have to deliver to the teacher. The objective of that is

to attend to the different needs and intelligence of the students to give different options and opportunities to get the maximum potential of the learners.

To evaluate the students, they will have to deliver a set of elements: the portfolio, the answer sheet of the third day after the exposition of the information of each paragraph, the exercises of conditionals, the opinion essay and the oral presentation. So, with these five elements, the mark will be done. The corrections of each element will be done day after day for students to identify their weaknesses and strengths. The final outcome of the evaluation is for students to control their learning process rather than obtaining a final mark.

The oral presentation will count 50% of the mark because it is the final production task where they have to put into practice all of the previous knowledge. From that percentage, 15% will come from a self-assessment justifying the process of creation of the presentation and the delivery, and the 35% left will come from the rubric filled out by the teacher. Concerning that presentation, the classmates that are listening to the presentation will have to fill out a sheet doing the sandwich technique to give feedback to the presenter that will be included in the portfolio. Some of them will be asked by the teacher to give their findings to the presenter. The other remaining 50% will come from the portfolio (10%), the sheet of reading (10%), the conditional exercises (10%) and the opinion essay (20%). All the marks that count as ten per cent, will come from a checklist, what will be evaluated will be the effort rather than the correctness of the exercises because they will be checked in class. Finally, the mark from the opinion essay will also come from the combination of the self-evaluation (5%) and the rubric filled by the teacher (15%). By doing so, students reflect on all the elements that the oral presentation and the writing composition should have giving reasons for deserving the mark they suggest. Obtaining the final mark by working collaboratively between the students and the teacher, is expected that the teenagers feel an active part of the lesson and are more prompted to participate in the activities.

5 Conclusions

With this dissertation, there has been an attempt to promote the participation of the students in the EFL classroom by boosting the cooperation and interaction between them through the use of authentic materials. By doing so, it is expected to solve the need for intervention seen in the practicum period. Students did not interact with them due to the lack of familiarity and application of the contents seen in class to their real lives. To

design the learning unit, there has been followed the principles of the CLT and its two central tenets which are cooperation and interaction. It is an approach that is demanded by the LOMLOE Curriculum which is the law that we have to follow, and the CEFR that establishes the guidelines to teach a second language.

The project counts with a theoretical part that justifies with studies and investigations from renamed linguists the need for participation in the English class. Considering all that objective material, it has been designed a learning unit of six lessons tries to boost that participation by enhancing the interactional patterns and cooperative tasks in class. The target group counts eight students of 4th of ESO of Diversificación of a high school on the left bank of Zaragoza. The activities have been planned following the TBLT cycle including a variety of tasks that combines all of the key and specific competences from the curriculum. Besides, the materials are authentic, so, to help the students there are some elements of scaffolding in the activities and thinking routines to guide them in the learning process. With those materials, language uses and elements becoming more familiar to the students, it is expected development of communicative competence in class. They will be active agents in the lessons because they will have to be involved in the lesson to extrapolate the knowledge to their daily lives and use the language to convey meaning and to communicate. By the same token, as the objectives of the lesson plan are aligned with the different specific competences they are totally developed.

To evaluate the compilation of tasks, there has been designed a series of rubrics and checklists to do it. This evaluation will be formative because the emphasis apart that being in the oral presentation and writing a composition relies upon the completion of some tasks in between. What is important is not a final mark but the implication for the students in the class by using and learning the English language. Apart from that, the lesson plan can have some limitations because it is only six sessions long, however, it can be lengthened to adapt it to the lessons in other contexts. Besides, it poses another difficulty which is the use of the lesson plan in another city because it is based in Zaragoza or the lack of access to the internet in other high schools. These are three elements to contemplate if the lesson plan wanted to be used. Nevertheless, those adaptations could be done without much difficulty. In the end, the topic of the environment is repeatedly seen in all of the years of the ESO. So, all of the theories and the lesson plan have tried to be innovative and attractive for the students. They are studying concepts and elements

different from the typical units about the environment, the contents in this unit are familiar to them. They have to move and discover elements from their own city, and give their opinion about, among other activities. As they feel part of the unit thanks to the learner-centred approach to the lessons and the contents seen in class related to their real life, it is easier to gain their participation and meaningful interaction. The lessons are structured to give them enough information to engage them in a conversation, develop an opinion and obtain their participation in the class developing their communicative competence.

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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

1. The information extracted from the Prácticum II, especially in the part of the implementation, the analysis of materials. Through analyzing them, I noticed the need for intervention and innovation to activate the participation of the students in the class.

2. The creation of the poster on the subject of "Innovation and Classroom Research in EFL". It is about the arrangement of the classroom to boost the interaction between students. The results were very revealing because the majority of students preferred working in groups and I noticed the need of intervening in the lessons by creating more cooperative activities.

Appendix 2 Title and learning aims of the Unit

UNIT LEARNING OBJECTIVES	SPECIFIC COMPETENCES*
1. Be able to freely participate in class without nervousness and help the classmates if needed (all the lessons).	CE.LEI.3 CE.LEI.4 CE.LEI.5
2. Be able to understand the materials seen in class and ask the classmates or the teacher for any help if needed (all the lessons).	CE.LEI.1 CE.LEI.4
3. Be able to contemplate and respect the cultural diversity and the different measures in some cities of our country (Lessons 1 and 2).	CE.LEI.6

4. Be able to mediate a text and use some communicative strategies to do it (Lesson 3).	CE.LEI.3 CE.LEI.4 CE.LEI.5
5. Be able to elaborate convincing arguments to defend their opinion (Lessons 2 and 5).	CE.LEI.3 CE.LEI.4 CE.LEI.5
6. Be able to deduce the grammatical rule and apply it by analyzing a set of examples (Lesson 4).	CE.LEI.1 CE.LEI.2 CE.LEI.5
7. Be able to write a composition including all of the demanded elements analyzed in a WAGOLL (lesson 5).	CE.LEI.1 CE.LEI.2 CE.LEI.5
8. Be able to analyze critically what has been learnt in the unit (Thinking routine lesson 6).	CE.LEI.1 CE.LEI.2 CE.LEI.5
9. Be able to put into practice all the knowledge from the previous lessons in the final presentation (Lesson 6).	CE.LEI.1 CE.LEI.2 CE.LEI.4 CE.LEI.5

*KEY FOR UNDERSTANDING THE SPECIFIC COMPETENCES (From Orden ECD/1172/2022):

CE.LEI.1 Understand and interpret the general meaning and the most relevant details of texts expressed clearly and in standard language, seeking reliable sources and making use of strategies such as inference of meaning, in order to respond to specific communicative needs.

CE.LEI.2 Produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, to express relevant messages creatively, appropriately and coherently and to respond to specific communicative purposes.

CE.LEI.3 Interact with other people with increasing autonomy, using cooperative strategies and employing analogue and digital resources, to respond to specific communicative purposes in exchanges respectful of the rules of courtesy.

CE.LEI.4 Mediating in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to transmit information effectively, clearly and responsibly.

CE.LEI.5 Expand and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.

CE.LEI.6 Critically evaluate and adapt to linguistic, cultural and artistic diversity from the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act in an empathetic and respectful way in intercultural situations.

Appendix 3 Contents of the Unit

(From Orden ECD/1172/2022)

ESSENTIAL KNOWLEDGE
Communication
- Self-confidence and initiative. Error is an integral part of the learning process.   - Commonly used strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.   - Commonly used communicative functions appropriate to the domain and communicative context […].   - Knowledge, skills and attitudes that enable them to carry out mediation activities in everyday situations.

- Contextual models and commonly used discourse genres in the comprehension, production and co-production of oral, written and multimodal, short and simple, literary and non-literary: characteristics and recognition of context (participants and situation), expectations generated by the context; organisation and structure according to the genre and textual function.
- Learning resources and commonly used information search and selection strategies: dictionaries, reference books, libraries, digital and computer resources, etc.

Plurilinguism

- Strategies and techniques for responding effectively and with increasing levels of fluency, appropriateness and correctness to a specific communicative need in spite of the limitations derived from the level of proficiency in the Foreign Language and in the other languages of one's own linguistic repertoire.
- Commonly used strategies for identifying, organising, retaining, retrieving and creatively using linguistic units (lexical, morphosyntactic, sonic patterns, etc.), on the basis of a comparison of the languages and varieties of the languages and varieties that build up one's personal linguistic repertoire.
- Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analogue and digital, individual and cooperative.

Interculturality

- The Foreign Language as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment.
- Interest and initiative in carrying out communicative exchanges through different media with speakers or learners of the Foreign Language.
- Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relationships. Social conventions in common usage; non-verbal language, linguistic politeness and digital language, culture, norms, attitudes, customs and values of countries where the Foreign Language is spoken.

Appendix 4 Evaluation Criteria of the Unit

UNIT LEARNING OBJECTIVES	SPECIFIC COMPETENCES	EVALUATION CRITERIA*
1. Be able to freely participate in class without nervousness and help classmates if needed (all the lessons).	CE.LEI.3 CE.LEI.4 CE.LEI.5	CE.LEI.3 → 3.1 3.2 CE.LEI.4 → 4.1 4.2 CE.LEI.5 → 5.2 5.3
2. Be able to understand the materials seen in class and ask the classmates or the teacher for any help if needed (all the lessons).	CE.LEI.1 CE.LEI.4	CE.LEI.1 →1.1 CE.LEI.4 →4.1 4.2
3. Be able to contemplate and respect the cultural diversity and the different measures in some cities of our country (Lessons 1 and 2).	CE.LEI.6	CE.LEI.6 →6.1
4. Be able to mediate a text and use some communicative strategies to do it (Lesson 3).	CE.LEI.3 CE.LEI.4 CE.LEI.5	CE.LEI.3 →3.1 3.2 CE.LEI.4 → 4.1 4.2 CE.LEI.5 →5.1 5.2 5.3
5. Be able to elaborate convincing arguments to defend their opinion (Lessons 2 and 5).	CE.LEI.3 CE.LEI.4 CE.LEI.5	CE.LEI.3 →3.1 3.2 CE.LEI.4 →4.1 4.2 CE.LEI.5 →5.1 5.2 5.3
6. Be able to deduce the grammatical rule and apply it by analyzing a set of examples (Lesson 4).	CE.LEI.1 CE.LEI.2 CE.LEI.5	CE.LEI.1 →1.1 1.2 1.3 CE.LEI.2 →2.1 CE.LEI.5 →5.1 5.2

7. Be able to write a composition including all of the demanded elements analyzed in a WAGOLL (lesson 5).	CE.LEI.1 CE.LEI.2 CE.LEI.5	CE.LEI.1 →1.1 1.2 1.3 CE.LEI.2 →2.1 2.2 2.3 CE.LEI.5 →5.1 5.2 5.3
8. Be able to analyze critically what has been learnt in the unit (Thinking routine lesson 6).	CE.LEI.1 CE.LEI.2 CE.LEI.5	CE.LEI.1 →1.1 1.2 1.3 CE.LEI.2 →2.1 2.2 CE.LEI.5 →5.1 5.2 5.3
9. Be able to put into practice all the knowledge from the previous lessons in the final presentation (Lesson 6).	CE.LEI.1 CE.LEI.2 CE.LEI.4 CE.LEI.5	CE.LEI.1 → 1.1 1.2 1.3 CE.LEI.2 →2.1 2.2 2.3 CE.LEI.4 →4.1 4.2 CE.LEI.5 →5.2 5.3

*KEY FOR UNDERSTANDING THE EVALUATION CRITERIA (From Orden ECD/1172/2022):

CE.LEI.1 → 1.1. Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics of personal relevance or of public interest close to their experience, expressed clearly and in standard language through a variety of media.

CE.LEI.1 → 1.2. Interpret and evaluate the content and discursive features of progressively more complex texts related to the fields of interpersonal relationships, the media and learning, as well as literary texts appropriate to the level of maturity of the students.

CE.LEI.1 → 1.3. Select, organise and apply the most appropriate strategies and knowledge in each communicative situation in order to understand the essential general meaning, the essential information and the most relevant details of texts and interpret non-verbal elements; and seek, select and manage truthful information.

CE.LEI.2 → 2.1. Express orally simple, structured texts, understandable, coherent and appropriate to the communicative situation. On everyday matters, or of public interest

close to the learner's experience, in order to describe, narrate, argue and inform, in different media, using verbal and non-verbal resources, as well as strategies of planning, control, compensation and cooperation.

CE.LEI.2 → 2.2. Write and disseminate texts of medium length with acceptable clarity, coherence, cohesion, correctness and appropriateness to the proposed communicative situation, to the textual typology and to the analogue and digital tools used on everyday matters, of personal relevance or of public interest close to the learner's experience, respecting intellectual property and avoiding plagiarism.

CE.LEI.2 → 2.3. Select, organise and apply knowledge and strategies to plan, produce, revise and cooperate in the elaboration of coherent, cohesive and appropriate texts according to communicative intentions, contextual characteristics, socio-cultural aspects and textual typology, using the most appropriate digital resources according to the task and the needs of the interlocutor.

CE.LEI.3 → 3.1. Plan, participate and collaborate actively, through different media, in interactive situations of personal relevance or of public interest close to the learners' experience, showing initiative, empathy and respect, for linguistic politeness and digital etiquette, as well as for the different ideas, concerns, initiatives and motivations of the interlocutors.

CE.LEI.3 →3.2. Select, organise and use appropriate strategies for initiating, maintaining and terminating communication, taking and giving the floor, requesting and formulating clarifications and explanations, reformulating, comparing and contrast, summarising, collaborate, debating, problem-solve, and manage solve problems and managing compromising situations.

CE.LEI.4 →4.1. Infer and explain short and simple texts, concepts and communications in situations in which diversity is catered for, showing respect and empathy for interlocutors and for the languages used, taking part in the and for the languages used, and participating in the solution of incomprehension and understanding problems in the environment, using a variety of resources and media.

CE.LEI.4 →4.2. Apply strategies which help to build bridges, facilitate communication, explain and simplify texts, concepts and messages, and which are appropriate to the communicative intentions, contextual characteristics and text type. The contextual

characteristics and the textual typology, using physical or digital resources and digital aids according to the needs of the moment.

CE.LEI.5 →5.1. Compare and argue the similarities and differences between different languages, reflecting progressively and autonomously on how they work.

CE.LEI.5 → 5.2. Use in a creative way strategies and knowledge to improve the ability to communicate and learn the Foreign Language with the support of other participants and of analogue and digital media.

CE.LEI.5 →5.3. Record and analyse progress and difficulties in Foreign Language, selecting the most effective strategies to overcome these difficulties and consolidate learning, by carrying out self-learning activities for planning one's own learning, self-assessment and co-assessment, such as those proposed in the European Language Portfolio (ELP) or in a learning diary, making these progress and difficulties explicit and sharing progress.

CE.LEI.6 →6.1. Act appropriately, empathetically and respectfully in intercultural situations, building links between different languages and cultures, rejecting any kind of discrimination, prejudice and stereotyping in everyday communicative contexts and proposing solutions to those socio-cultural factors that hinder communication.

Appendix 5 Lesson plans

Lesson 1: Visiting Bilbao
Expected outcomes • To attract the attention of the students to the topic • To get their participation by filling out the portfolio • To learn new words • To raise awareness of cultural expressions
Specific competences: Written and oral production and reception.
Key competences: CC: citizenship competence. CCEC: cultural expression and awareness competence.

CD: digital competence.

CP: plurilingual competence.

CPSAA: personal, social and learn-to-learn competence.

CCL: Competence in linguistic communication.

Tasks-timing	Procedure
PRE-TASK 8-10 minutes	Students will have to create a word cloud writing what comes to their mind with the word "Environment" (Appendix 6.1.1). After doing so, the teacher will ask about the meaning of some of the words on the screen.
	Procedure
TASK 30 minutes	Students will be presented with a series of pictures of Bilbao before and after the huge change to learn some vocabulary. They will be asked if they know which city is it (Appendix 6.1.2).

After that overall introduction, they are going to work in couples and with the thinking routine 'Think-Pair-Share', showing the images again, they will analyse which changes they think are the most shocking for them.

After three-four minutes, they will share their conclusions to the rest of the class, and we are going to copy them in the blackboard. Besides, I have prepared a set of possible answers for them that are elements that have contributed to improving the city.

I am going to present them my findings that are from the first pictures, and that will be the elements that they will have to take a picture while their school trip. It is a PowerPoint presentation. I have rounded the elements that I want them to name, and then when you click it appears the solution (Appendix 6.1.3).

Afterwards, we will watch a short video about the transformation of the city in which appear the same places that we have seen in the pictures (Appendix 6.1.4). |

	Students will answer a series of questions. They are:
	- What are the two factors in the 1980s that triggered the change in Bilbao? - What improvements in the means of transport were introduced? (Name 3) - Which zone was cleaned and contributed to the environmental regeneration of the city? - What becomes a priority for the city? After watching twice, we will check the answers all together. On them there are new words that will be useful for the post-task part focusing on form.
	Procedure
POST-TASK 10 minutes	This part will consist on copying the new words learnt in the lesson to elaborate the portfolio of this unit. This portfolio will be done online (Google Sites, Google Slides, Canva or the platform the students prefer) In addition, I will explain them the procedure of the oral presentation for the last day of the unit. This section will be completed with some real images the students will take during their trip to this city. Then, they will have to think which two-three pictures they are going to take for presenting them to the rest of the classmates after the trip. For that presentation, the presenter will have to show the pictures to the classmates and they are going to guess what is it. Then, the presenter will need to explain the benefits that has that element or place, and how it has contributed to transform the city into a cleaner one. Apart from that, the last five minutes I will explain the different elements that the oral presentation should have although the instructions will be in Classroom. The presentations have to include a title and their name, and index and the following elements: for this session, the images from Bilbao taken from them and the brief

	comment mentioned before. Then for the fourth lesson, they will have to think in two words seen in that class and give their classmates a definition or an example of usage for the rest to guess which word could be. To end with, a brief summary of their opinion essay in front of the class with the justification of that and finally a conclusion thinking about the implications of the contents seen in class to their near future or their lives.
Materials	Access to internet to enter *Mentimeter* and fill the word cloud. A class with computer, projector and audio. A piece of paper and something to write.

Lesson 2: Some measures in Zaragoza
Expected outcomes   • To assimilate the new words from the first lesson   • To learn the procedure of a debate   • To develop a critical thinking   • To know how to build arguments and defend them   • To get participation in the elaboration of the portfolio and to contribute with their opinions in class   • To work collaboratively and respecting the opinions of the others   • To know the streets and measures of their home city
Specific competences: Written and oral production and reception.
Key competences: CC: citizenship competence.   CCEC: cultural expression and awareness competence.   CP: plurilingual competence.   CPSAA: personal, social and learn-to-learn competence.

CCL: Competence in linguistic communication.	
Tasks-timing	**Procedure**
PRE-TASK 5-8 minutes	Revision of the vocabulary from the previous class with the same slides plus the ones from the vocabulary of the video (Appendix 6.2.1). Students will be introduced to a series of images with the delimited zone of Madrid (Madrid central). They will be asked if they know what is this.
TASK 35 minutes	**Procedure**
	For the task I will be giving some input for the students showing them the image on the appendix 6.2.3. I will ask them to do the 'See-think-wonder' thinking routine in pairs. They will have to express interpret and express what they see in the picture, what they think about that and what does it make them wonder. After three-four minutes, they will have to share their answer to the rest of the class. After that, I will explain to them the real reasons: To diminish air pollution, to preserve historical buildings, to fight against climate change and to avoid traffic jams. Besides, they will be introduced to the 17 Sustainable Development Goals as it is something that concerns any citizen. Then, I will move on the explanation of the same concept in Zaragoza by showing them real examples of signal posts and the map (Appendix 6.2.4). After that, I am going to show them another measures that Zaragoza townhall has implemented to contribute to create an eco-friendlier city (Appendix 6.2.5). We will discuss in class the means of transport we usually use and their environmental footprint. Doing so, the vocabulary bank will increase. Besides, we will prepare a debate with all the steps to defend their postures over the topic. Hence, they will know the procedure of a

	debate. Half of the class will have to agree on creating zero emissions zones and the other half against suggesting a series of measures to reduce harmful gases. It is a way to defend their points of view through a series of consistent arguments to defend them. They will have to create at least two arguments per group defending their posture.
	Procedure
POST-TASK 10 minutes	Students will have to note down the words that they have learnt from this lesson to add them into their 'Vocabulary bank'. Then, for homework, students will have to take a picture of one of the signal posts of Zaragoza 'Zona de bajas emisiones' and look for the prize and the place to buy the sticker that the cars should have to enter in the city centre. It will be data to include in the portfolio.
Materials	A class with computer and projector. A piece of paper and something to write.

Lesson 3: Sustainable cities
Expected outcomes • To produce a correct output • To develop communicative competence speaking in front of classmates • To practice reading comprehension
Specific competences: Written and oral production and reception.
Key competences: CC: citizenship competence. CCEC: cultural expression and awareness competence. CD: digital competence. CP: plurilingual competence.

Tasks-timing	Procedure
	CPSAA: personal, social and learn-to-learn competence. CCL: Competence in linguistic communication.

Tasks-timing	Procedure
PRE-TASK 5-8 minutes	Firstly, a random student chosen by the teacher will have to tell the rest of the classmates where to buy the sticker and its prize. Then, in two groups of four students, they will have to brainstorm what they think a Sustainable City is and what features they think to define such a city and note down on a piece of paper to save it.
TASK 35 minutes	**Procedure**
	For the task, students will read a text about sustainable cities but with the jigsaw technique that it is a type of information gap activity. As the text is divided into some factors that contribute to creating a sustainable city (Appendix 6.3.1) students will be given a piece of text each. Two students will receive the part of the definition of sustainable city because there are only 7 parts. After reading each student their part, they will receive some questions: 1. Name three harmful factors that affect everyone. (Student 1) 2. What was the origin of the concept of sustainable cities? (Student 1) 3. What are the elements of a perfect sustainable city? (Student 2) 4. What are the three main principles of a sustainable city? (Student 2) 5. What is a detrimental element for creating sustainable cities? (Student 3) 6. Where do green spaces should be placed in the cities? (Student 4) 7. Name two benefits of encourage local purchase and trade. (Student 5) 8. What did impulse the use of renewable energy sources? (Student 6)

	9. Which benefit renewable energy has provided? (Student 6) 10. Can we collaborate as individuals to get a more sustainable city? How? (Student 7) To answer them, one by one the students will explain to the rest of their classmates what was his or her paragraph about to practice the skill of mediation. Then, he or she will have to tell to the rest of the classmates the answer to the question or questions that are from the paragraph. Some scaffolding is added with the indication of the paragraphs next to the questions because the text is not easy at all. At the end of the task, each student will have to have all the answers copied. Besides the one or ones that are from his or her paragraph have to be underlined in the text as a way of justification of the answer. That sheet will be given to the teacher as a way of assessment together with a checklist to evaluate it and the performance. In addition, it should be included in the portfolio.
	Procedure
POST-TASK 5-8 minutes	The teacher will upload to Classroom the text with some words in bold. It is time to focus on form by paying attention to those words. Students will have to guess or suggest the meaning of those words. They will complete the "vocabulary list" for the unit and from them will come some ideas for further sessions in which they will have to apply them (Appendix 6.3.2). Besides, there are two constructions that are underlined in the point 1 and 5 that refer to a conditional sentence. For homework they will have to think which construction is it and which types are they. If there is no time in class to suggest their meaning, the explanation of them will be for the following session.
Materials	Access to internet to enter to Classroom A class with computer and projector. A piece of paper and something to write.

Lesson 4: Form focus	
Expected outcomes • To be aware of the concepts that are assimilated and the one that need some revision • To infer the meaning of some words through real pictures • To reflect about the use of the language • To understand the functioning of the conditional structures	
Specific competences: Written and oral production and reception.	
Key competences: CC: citizenship competence. CCEC: cultural expression and awareness competence. CD: digital competence. CP: plurilingual competence. CPSAA: personal, social and learn-to-learn competence. CCL: Competence in linguistic communication.	
Tasks-timing	**Procedure**
PRE-TASK 5 minutes	The class will start with a thinking routine to know if students are understanding the content of the unit until the date and if not, which are the elements that are not understood. It is the 'Compass points' (Appendix 6.4.1) They will have to write one thing that excites them about the unit, another that worries them, needs for the unit and some suggestions. It will be handed to the teacher to take into account the students' answers for the following sessions.
	Procedure

TASK 10 minutes	For the task students we will be working into couples. They will have a set words that are the ones in bold from the previous lesson, and a set of images that correspond to the words (Appendix 5.4.1). They will have to match both, the images with the words and guess what is the meaning of them. After five minutes, the students will play a *Kahoot*. In the screen it will appear the images and each couple will have to write their answer.
TASK 2 20 minutes	Procedure
	For the second part of the class, we will be focussing on the suggestions from the students over the homework. They had to look for the underlined elements in the text. So, it is time to know which grammatical construction is it and the different types. The teacher will tell them that they are conditional sentences, but for the explanation, students will have uploaded six sentences in their classroom. They will have to deduce the formation of each type of conditional (zero, first and second) (Appendix 6.4.3). To do so, they will be working alone but then through the thinking routine of 'Think-pair-share' students will share their answers to the rest of the classmates. After the exposition of the students, the teacher will aid them and help with the explanation of the rule for them to copy.
POST-TASK 10 minutes	Procedure
	Students will do some exercises to practice with the conditionals (Appendix 6.4.4). With the words, student will have to select two and give its definition and create an example to use it. The day of the oral presentation they will present that to the rest of the classmates who are going to guess which word they are referring to. In addition, these words and its examples or definition will be part of the portfolio.
Materials	Access to internet to enter *Kahoot* and fill required elements.

	A class with computer and projector.
	A piece of paper and something to write.

Lesson 5: Opinion essay

Expected outcomes

- To guess the communicative purpose of a composition
- To understand the structure of an opinion essay
- To fill the table to have a clear idea of the structure of an opinion essay
- To put into practice the contents of all of the previous lessons
- To develop a critical thinking and an opinion over the statement
- To learn how to elaborate arguments to defend their opinon on something

Specific competences: Written and oral production and reception.

Key competences:

CC: citizenship competence.

CCEC: cultural expression and awareness competence.

CD: digital competence.

CP: plurilingual competence.

CPSAA: personal, social and learn-to-learn competence.

CCL: Competence in linguistic communication.

Tasks-timing	Procedure
PRE-TASK 10 minutes	Pupils will ask any doubt related to the previous sessions especially the last one. It is important to ensure they have understood the former content to use in the following lessons. They will have to hand in the conditional sentences to the teacher. It will be part of the assessment. Then, they will read an opinion essay (Appendix 6.5.1) without knowing that is an opinion essay. They are going to deduce which type of text is it, its purpose and the different features they have noticed to

	say that. To do so, students will do it in pairs following the thinking routine of 'Think-Pair-Share'.
TASK 30 minutes	Procedure
	For the task, we will share the suggestions of the text from the students, then we will analyze deeply with the previous WAGOLL (What a Good One Looks Like) some specific elements. Firstly, they will be given the following table to fill it (Appendix 6.5.2). Through the lesson, teenagers will have to complete it to save it as a model for their further compositions. The teacher will ask the students to analyze what verbal tenses are used, and what is the structure, and which are the linking words that fit better in that type of writing. First of all, they will reflect about the different statements in couples, then after sharing with the rest of the class, the teacher will show the solution (Appendix 6.5.3). By doing so, students will have a clearer idea of the elements they will have to use in their composition.
POST-TASK 10 minutes	Procedure
	Pupils will have to create their writing composition by giving their opinion and considering both all the previous sessions to develop some arguments and, the explanation in the task part, to write an opinion essay with all the needed parts. The statement will be the following:
	Zaragoza is a sustainable city. Do you agree or disagree with that? What global measures could be introduced in Zaragoza to make it a more sustainable city? Write an opinion essay about it (80-100 words). You could concentrate on transport, green zones, different types of pollution (water, noise, air) …
	Besides, to do it, students will have a set of requirements. They will have to include and underline the following elements:
	Linking words, 5 words from the unit, 2 conditionals, 2 arguments to justify their opinion. Before ending the class, students will have to have at least their opinion over the topic and the two arguments that

	justify their posture. The next day, it will be handed to the teacher because it will count as assessment and it will be part of the portfolio.
Materials	A piece of paper and something to write.

Lesson 6: oral presentations

Expected outcomes

- To reflect about the elements, they have learnt in the unit
- To correctly present to the classmates the required elements
- To use the vocabulary and the contents of the unit for their presentation
- To reflect and analyse critically their performance
- To peer assess their classmates

Specific competences: Written production and oral production and reception.

Key competences:

CC: citizenship competence.

CCEC: cultural expression and awareness competence.

CD: digital competence.

CP: plurilingual competence.

CPSAA: personal, social and learn-to-learn competence.

CCL: Competence in linguistic communication.

Tasks-timing	Procedure
PRE-TASK 5-6 minutes	Students will have eight minutes to fill the "I used to think, now I think" thinking routine. It will count as an assessment for the students. They will have to elaborate their answers saying what they have learnt from this unit.
	Procedure

TASK 5 minutes	Students will have five minutes to finish the preparation of the presentation.
	Procedure
POST-TASK 40 minutes	Presentations. Each student will present their oral presentation in front of the characters. They will have to include all of the elements explained the first day of the unit. To evaluate the presentation, the teacher will have a rubric, the presenters will have to fill another rubric as a way of auto-assessing their performance and the rest of the students will have a rubric to peer assess their classmates through the Sandwich technique.
Materials	A class with computer and projector. A piece of paper and something to write.

** Regarding the differentiation and scaffolding in the learning unit: There are not students in class with special needs, however, if it were needed some adaptation, the materials are available online, so the captions in the video, making the letters bigger or the aural assistance are possible in all of them. Regarding the scaffolding, the teacher will be monitoring the class, and the thinking routines will help students to guide and assist their learning process.

Appendix 6 Materials

6.1 Lesson 1

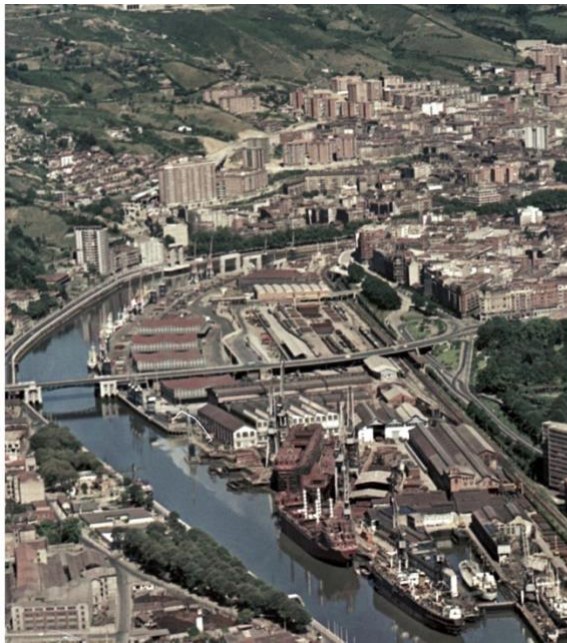6.1.1 Link to Mentimeter: https://www.menti.com/al9ucsdkmujn

6.1.2 Images to guess which city is it:

(Images from Google Images)

6.1.3 Same pictures with some words of vocabulary:

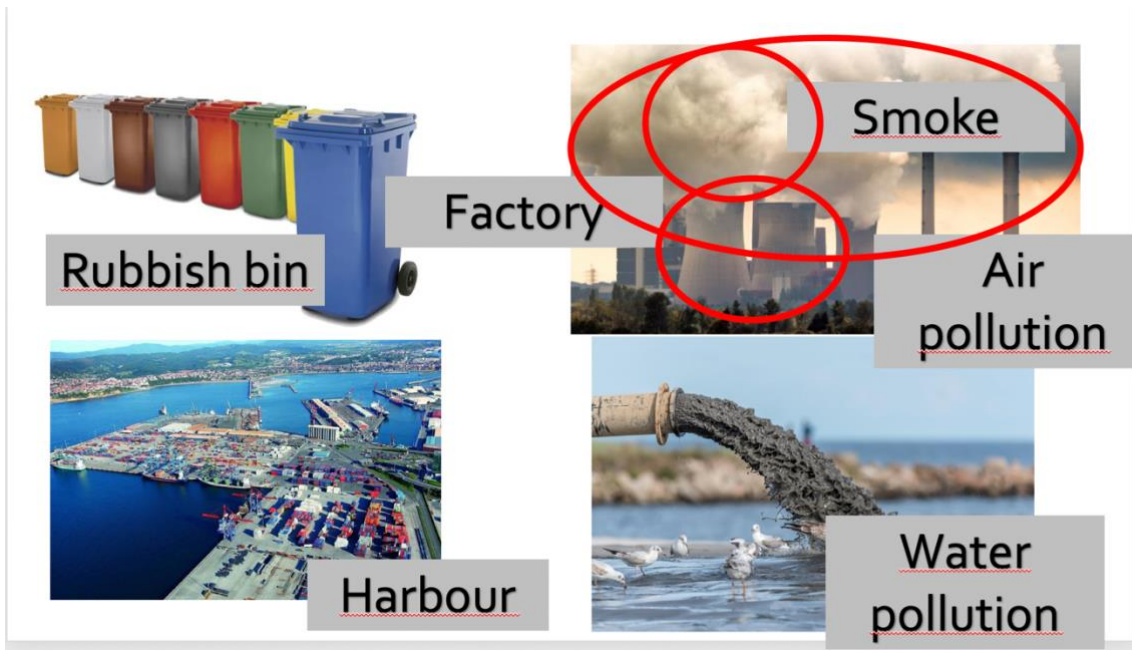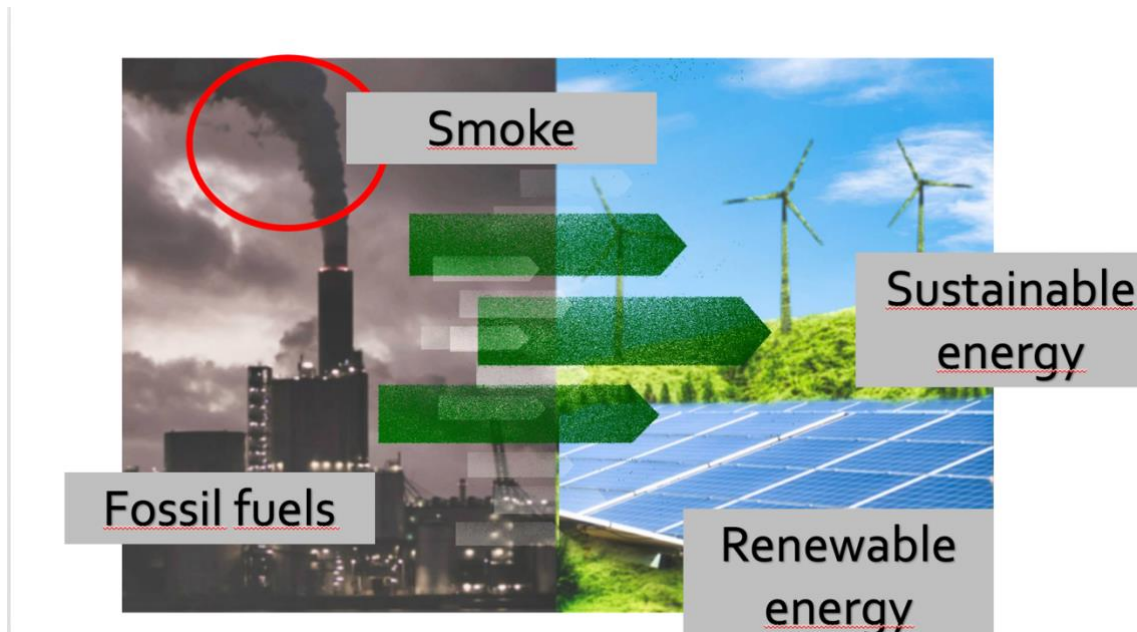(Images from Google images, headings and circles done with PowerPoint)

6.1.4   Video of Bilbao: https://www.youtube.com/watch?v=rQZ1FHLFF8U

6.2 Lesson 2

6.2.1 Revision of vocabulary (6.1.3) + these ones

(Images from Google images, headings and circles done with PowerPoint)

6.2.2 Image of Madrid Central (Screenshot from Google Maps)

6.2.3 Explanation of what Madrid Central is (Google Images)

6.2.4 Extrapolation of Madrid Central into Zaragoza (Google Images).

6.2.5 More measures from Zaragoza's townhall.

(Images from Google images, headings done with PowerPoint)

6.3   Lesson 3

6.3.1 Written reception text.

https://meep.app/blog/what-is-a-sustainable-city/#respond

6.3.2 Previous text with enhanced input of the words to focus in form and with the underlined conditional sentences.

(Text from the link attached above with some modifications by highlighting the words in the Word document)

What is a sustainable city?

by Beatriz Rey Manueco | Apr 21, 2022 | Blog, Smart Mobility | 0 comments

Overpopulation, **scarcity** of natural resources, excessive **consumption**, **pollution**, climate change and many other factors are a reality in today's society and their effects are increasingly noticeable and **detrimental** to everyone. For this reason, more and more people are deciding to **take action** and **take care** of the environment, leading a sustainable way of life and trying to reduce the adverse effects of all these factors. All these actions carried out by individuals have led to the emergence of environmental awareness and has led to the development of the concept of sustainable cities. Do you want to know what a sustainable city is and how you can join in? Read on and we'll tell you all about it!

Definition of a sustainable city

A sustainable city reduces environmental impacts through its activities and promotes sustainable consumption and production patterns in accordance with its own territorial, geographical, social, economic and cultural conditions. It is a city that is resilient to the impacts of climate change reducing the vulnerabilities of its population. The perfect sustainable city would be one that is **self-sufficient** in energy, manages **waste** to produce energy, has more sustainable transport, maintains green spaces and manages and uses its **natural resources** correctly. It would be a city that is built on the principles of ecology, education and equality. Below we will analyze the characteristics of sustainable cities and how you can do your part to **achieve** a clean and ecological city.

Characteristics of sustainable cities

1. Environmentally conscious inhabitants

A sustainable city can only exist when its inhabitants **are committed to** changing their old habits for new ones that are less **harmful** to the environment. There would be no point in taking action to promote recycling and investing in new energy and technologies if the people themselves do not intend to readjust their habits to contribute to and adopt these changes. Sustainable cities need citizens who **are committed to** the cause, who are environmentally aware and whose lifestyles can identify with environmentally conscious actions.

2. Regenerating and preserving natural spaces

The **renewal** of public spaces is necessary. This implies the adaptation of urban space in general; a sustainable city provides green spaces that are larger, more comfortable and integrated into cities, never isolated. The planning of cities nowadays incorporates these spaces, providing healthier air for citizens that can avoid exposure to high levels of pollution.

3. Mainly local city economy

Sustainable cities also encourage models that encourage **local purchasing** and networks of productive, environmentally friendly people. By creating sustainable productive systems and new jobs to ensure that everyone in the city has access to resources and a fulfilling life, the economy becomes stronger. By supporting **local trade**, we also reduce CO_2 emissions generated by transport.

4. Renewable energy techniques

Technological advances have created the possibility of using new renewable energy sources. They have made it possible to **supply** our energy consumption with cleaner and less polluting energies than those we used previously. In the same way, electric vehicles are also a great contribution and a great alternative to the polluting traditional ways of transport. This is why we must encourage both large companies and individual citizens to use these alternative energies.

5. The three R's: reduce, reuse, recycle

Actions should be developed to promote the importance of recycling and responsible consumption, thus avoiding the excessive abuse of natural resources. From your home, your family and you can help, contribute and encourage the implementation of these actions that will ultimately be of great benefit to society as a whole. In any case, counting on the involvement and willingness of all citizens will mean being able to have more sustainable, cleaner and more environmentally friendly cities. Small actions will mean a lot to society. Don't you want to join the sustainable development journey?
If you need more information, do not hesitate to contact us. We will help you to create your sustainable city.

6.4 Lesson 4

6.4.1 Template for the thinking routine of the Compass points.

(Done with Canva)

6.4.2 Images with their term to play the game (for students each element will appear separately, but this is the answer)

(Images from Google images, headings done with Power Point)

Overpopulation (n)

Scarcity (n)

Consumption (n)

Contaminación

Humo

Pollution (n)

Smoke (n)

Detrimental (adj)

Self-sufficient (adj)

To take action (v)

To take care (v)

Waste (n)

To achieve (v)

Commited (adj)

Harmful (adj)

| Renovación | Renewal (n) |
| Renovar | To renew (v) |

Local purchasing

Local trade

Responsible consumption

6.4.3 Sheet for deducing the rule of the formation of conditionals.

(Material adapted from allthingsgrammar.com and sheet done with Canva)

Conditionals
Zero, first and second

4th of ESO

Note down in your notebook which are the elements that you observe in the following sentences
- In which tense are the verbs?
- There are two sentences of each type could you group them?
- Is there any element that is repeated in all of the sentences?
- Could you imagine which is the purpose of each of the sentences?

1. The smoke of the factories affects the health of the citizens of a city especially when they are next to residential neighbourhoods.
2. I would buy an electric car If I lived in the city centre.
3. If we reduce the consumption of plastics, we will contribute to the fight against global warming.
4. The mountains get white when it snows.
5. We will help to reduce deforestation if we use recycled paper.
6. If I were you I would separate the waste into different rubbish bins.

Can you build the rule?

ZERO CONDITIONAL
Sentences:
Purpose:
Verbal tense of the MAIN CLAUSE -->
Verbal tense of the CONDITIONAL CLAUSE -->

FIRST CONDITIONAL
Sentences:
Purpose:
Verbal tense of the MAIN CLAUSE -->
Verbal tense of the CONDITIONAL CLAUSE -->

SECOND CONDITIONAL
Sentences:
Purpose:
Verbal tense of the MAIN CLAUSE -->
Verbal tense of the CONDITIONAL CLAUSE -->

6.4.4 Exercises of conditional sentences.

(Material adapted from allthingsgrammar.com and sheet done with Canva)

Conditionals
Zero, first and second

4th of ESO

Now, try to identify which sentence is the main clause and which is the conditional one. Then, use the **zero conditional** to

1. (you / mix water and electricity / you / get a shock)

If you mix water and electricity, you get a shock.

2. (The tea/taste sweet / you / add some sugar)

_____

3. (She always / take her umbrella / it / rain)

_____

4. (They / watch a movie / they / like to eat popcorn)

_____

5. (A fabric / is defective / you / do not sew it)

_____

6. (It / rain a lot / the river bank / flood)

_____

Correct the following sentences underlining where the mistake is and rewriting the appropriate form of the verb. Use the **FIRST CONDITIONAL**.

1. If it <u>will be</u> very cold, I will take my coat.

   If it IS very cold, I will take my coat.

2. Nobody will like you if you won't change your behaviour.

3. Suppose they will win the match; will they be in the finals?

4. We'll take some sandwiches with us in case we'll be hungry.

5. Sarah doesn't come to the party if you don't invite her.

Conditionals
Zero, first and second

4th of ESO

Circle the correct answer to build the SECOND CONDITIONAL

1. If she would live/lived in London, I wouldn't see her very often.
2. If you ate/eat more vegetables, your skin would look better.
3. Will / Would they play with us if we asked them?
4. He wouldn't read/didn't read that book if he didn't have to.
5. If they went to the theatre, will / would they invite you?
6. If she knew/knows how to drive, she would buy a car.
7. If I wouldn't call/didn't call, Mum would be very worried.
8. If we had / would have more pocket money, we'd go to the cinema.
9. If he wouldn't be/weren't so rude, people would like him.
10. If we didn't have time, we wouldn't watch / won't watch TV.
11. She would get/got the job if she spoke Spanish.

Complete with the **SECOND CONDITIONAL**

1. If he _____ (exercise), he _____ (be) healthier.
2. If I _____ (be) you, I _____ (call) the police.
3. I _____ (buy) a new jacket if I _____ (had) some money.
4. I _____ (help) him if I _____ (be) you.
5. I _____ (travel) around the world if I _____ (win) the lottery.
6. If she _____ (have) time, she _____ (go) to the gym.

Adapted from allthingsgrammar.com

6.5 Lesson 5

6.5.1 Sample of Writing Production of the opinion essay. From IELTS Practice online
https://ieltspracticeonline.com/ielts-writing-2020-environment-opinion-essay/

Environmental protection should be the responsibility of politicians, not individuals as individuals can do too little. To what extent do you agree or disagree?

Many people believe the responsibility for protecting the environment should belong to politicians rather than individuals who are hardly capable of doing anything. In my opinion, individuals can actually do a lot so they should share such responsibility with politicians.

To begin with, individuals can contribute greatly to environmental protection by doing it together. For instance, they can protect wildlife by encouraging each other to boycott companies that make money at the expense of animals. The effect of such an action could be little if performed by a few citizens but once everyone joins hands, their impacts on the environment would suffice to make changes. One single post on Facebook reporting Vaseline's use of rabbits and monkeys for testing purposes may not matter, but with thousands of shares, internet users across the globe have successfully forced this company to abandon animal testing and release those animals to the wild.

Therefore, not only politicians but also individuals should assume this responsibility. Because both of them are living on the same planet, any problem resulting from environmental degradation would negatively affect everybody no matter who they are. For example, in case of air pollution, people are all at higher risk of respiratory diseases regardless of their occupations. Even their children's well-being is also threatened if they are born and raised in such a polluted atmosphere. Therefore, preserving their habitats is synonymous with protecting their future generation.

In conclusion, the responsibility of safeguarding the environment should fall on all people in society whether they are politicians or not, as every individual is able to do this.

6.5.2 Table for organizing the formal elements of the opinion essay. (Done with Word)

Structure	Grammar	Vocabulary

6.5.3 Analysis of the structure of the opinion essay, linking words and verbal tenses.

(Adapted from the link attached above)

STRUCTURE

Many people believe the responsibility for protecting the environment should belong to politicians rather than individuals who are hardly capable of doing anything. In my opinion, individuals can actually do a lot so they should share such responsibility with politicians.

To begin with, individuals can contribute greatly to environmental protection by doing it together. For instance, they can protect wildlife by encouraging each other to boycott companies that make money at the expense of animals. The effect of such an action could be little if performed by a few citizens but once everyone joins hands, their impacts on the environment would suffice to make changes. One single post on Facebook reporting Vaseline's use of rabbits and monkeys for testing purposes may not matter, but with thousands of shares, internet users across the globe have successfully forced this company to abandon animal testing and release those animals to the wild.

Therefore, not only politicians but also individuals should assume this responsibility. Because both of them are living on the same planet, any problem resulting from environmental degradation would negatively affect everybody no matter who they are. For example, in case of air pollution, people are all at higher risk of respiratory diseases regardless of their occupations. Even their children's well-being is also threatened if they are born and raised in such a polluted atmosphere. Therefore, preserving their habitats is synonymous with protecting their future generation.

In conclusion, the responsibility of safeguarding the environment should fall on all people in society whether they are politicians or not, as every individual is able to do this.

LINKING WORDS

Many people believe the responsibility for protecting the environment should belong to politicians rather than individuals who are hardly capable of doing anything. In my opinion, individuals can actually do a lot so they should share such responsibility with politicians.

To begin with, individuals can contribute greatly to environmental protection by doing it together. For instance, they can protect wildlife by encouraging each other to boycott companies that make money at the expense of animals. The effect of such an action could be little if performed by a few citizens but once everyone joins hands, their impacts on the environment would suffice to make changes. One single post on Facebook reporting Vaseline's use of rabbits and monkeys for testing purposes may not matter, but with thousands of shares, internet users across the globe have successfully forced this company to abandon animal testing and release those animals to the wild.

Therefore, not only politicians but also individuals should assume this responsibility. Because both of them are living on the same planet, any problem resulting from environmental degradation would negatively affect everybody no matter who they are. For example, in case of air pollution, people are all at higher risk of respiratory diseases regardless of their occupations. Even their children's well-being is also threatened if they are born and raised in such a polluted atmosphere. Therefore, preserving their habitats is synonymous with protecting their future generation.

In conclusion, the responsibility of safeguarding the environment should fall on all people in society whether they are politicians or not, as every individual is able to do this.

Opinion: in my opinion, from my point of view, from my perspective
Organization or ordering: Firstly, secondly, to begin with, then, afterwards, to conclude, to sum up, in conclusion…
Examples: For example, for instance
Adding information: And, also, too, moreover, furthermore…
Cause-effect: Because, therefore, so…
Comparing: as, similarly, likewise…
Contrast: However, but, on the one hand, on the other hand…

VERBAL TENSES

Many people ==believe== the responsibility <u>for protecting</u> the environment <u>should belong</u> to politicians rather than individuals who are hardly capable <u>of doing</u> anything. In my opinion, individuals ==can== actually <u>do</u> a lot so they <u>should share</u> such responsibility with politicians.

To begin with, individuals ==can== contribute greatly to environmental protection <u>by doing</u> it together. For instance, they ==can== <u>protect</u> wildlife by encouraging each other to boycott companies that ==make== money at the expense of animals. The effect of such an action <u>could be</u> little ==if performed== by a few citizens but once everyone joins hands, their impacts on the environment ==would suffice== to make changes. One single post on Facebook <u>reporting</u> Vaseline's use of rabbits and monkeys <u>for testing</u> purposes <u>may not matter</u>, but with thousands of shares, internet users across the globe ==have== successfully ==forced== this company <u>to abandon</u> animal testing and ==release== those animals to the wild.

Therefore, not only politicians but also individuals <u>should assume</u> this responsibility. Because both of them ==are== living on the same planet, any problem <u>resulting</u> from environmental degradation would negatively affect everybody no matter who they ==are==. For example, in case of air pollution, people ==are== all at higher risk of respiratory diseases regardless of their occupations. Even their children's well-being ==is== also threatened if they are born and ==raised== in such a polluted atmosphere. Therefore, <u>preserving</u> their habitats is synonymous with <u>protecting</u> their future generation.

In conclusion, the responsibility of safeguarding the environment <u>should fall</u> on all people in society whether they ==are== politicians or not, as every individual <u>is able to do</u> this.

Appendix 7 Evaluation rubrics

Checklist for assessing the portfolio (Done with Canva)

Checklist for assessing the written reception of sustainable cities (Done with Canva)

Checklist for assessing the conditional sentences (Done with Canva)

CONDITIONAL CHECKLIST

Each item will count the 20% of the mark of the conditional exercises mark

☐ The questions are answered

☐ The rules are completed

☐ Students have worked cooperatively to reach an agreement

☐ Students have shared their conclusions with the rest of the classmates

☐ All exercises are done

Rubric to assess the writing composition

	4	3	2	1
Content and register (20%)	The content and the register of the composition are adequate for the statement.	The content tries to be similar to what is expected, but the register lacks from precision.	The content has some connection to the expected, but the register is not adequate.	There is no adequacy neither to the register nor to the content of the opinion essay.
Structure (20%)	The composition is clearly divided into three or four paragraphs with its introduction, argumentation and conclusion.	The composition is divided into paragraphs but there is some confusion with the information in each of them.	There are two paragraphs with incoherent ideas on them that do not fit with the genre of the opinion essay.	There is not a clear structure, only a piece of text without paragraphs.
Use of English (20%)	The verbal tenses of the composition are very accurate, varied and	The verbal tenses used are very simple although they are well used and fits into the communicative	Verbal tenses are simple and there is no precision in the use of them.	There is no connection between verbal tenses and they are

	adequate to the composition.	purpose of the composition.		very simple and misused.
Variety of vocabulary (20%)	It has been used the vocabulary of the unit with a dominance over the new terms.	There are some words from the unit, but they are included artificially because they do not match the context.	There are one or two words from the unit, but the majority of them are from previous years.	The words in the composition are not new from the unit.
All the requirements are included (20%)	All the requirements in the statement are included in the composition.	Out of the four requirements, only **three** have been included and (completely done) in the composition.	Out of the four requirements, only **two** have been included and (completely done) in the composition.	Out of the four requirements, only **one** has been included and (completely done) in the composition.

Rubric to assess the oral presentation

	4	3	2	1
Accuracy in the language	The verbal tenses of the presentation are very accurate, varied and adequate to the composition.	Verbal tenses used are very simple although they are well used and fit into the communicative purpose of the presentation.	Verbal tenses are simple and there is no precision in the use of them.	There is no connection between verbal tenses and they are very simple and misused.
Pronunciation and fluency	The presentation has been very fluid with a great pronunciation.	There have been some problems with the pronunciation,	The pronunciation was not accurate and the	The pronunciation has been very difficult to understand making the presentation very dense.

		but the presentation has been fluid.	presentation was dense.	
Variety of terms	It has been used the vocabulary of the unit with a dominance over the new terms.	There are some words from the unit, but they are included artificially because they do not match the context.	There are one or two words from the unit, but the majority of them are from previous years.	The words in the presentation are not new from the unit.
Structure	The presentation had a table of contents and a very clear structure easy to follow.	The presentation lacked a table of contents but it was clearly organized.	The presentation was organized although it was not a clear line to follow.	There has not be an order in the presentation and it was disorganized.
Body language	The presenter has not read from a paper and he or she has established eye-contact with the audience.	The presenter has read some concepts but he or she has established some connection with the audience.	The presenter has read long sentences and he or she has not established any connection with the audience.	The presenter has read the majority of the presentation and there was not any contact with the audience.

Peer feedback for the oral presentation (Done with Canva)

Peer feedback

Sandwich technique

_____ is reviewing the work of

_____

Something positive:

_____

_____

_____

_____

Constructive feedback:

_____

_____

_____

_____

Something positive:

_____

_____

_____

_____