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Aprendizaje Colaborativo, herramienta para equiparar el nivel lingüístico de la clase:

Una solución significativa para equiparar la producción escrita y oral en clase

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Co-learning, the tool for class language levelling:

A meaningful solution to different writing and speaking performances

Autor

Adrián TORRALBA GRACIA

Directora

Rebeca DÍEZ MORRÁS

MODALIDAD A

Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas

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Abstract

During the observation process in the Practicum II in IES Felix de Azara, a clear difference of participation and written aptitude was detected. All the students passed the B1 exam in the EOI1. However, their performance in class clearly differed. Those who participated less in class had a better written performance, whereas those whose speaking abilities were better presented more difficulties in the written part. Therefore, the design of this dissertation and this learning unit will prioritise pair work and collaborative learning as the basis for the students' learning processes and will present peers as scaffolding and evaluation instruments, while the teacher remains as the source of guidance and linguistic assistance, which clearly aligns with the curricular principles compiled in the LOMLOE. Activities will be designed to combine this approach with the prescribed task-based learning and communicative approach, prioritising real-life situations that enhance students' use of the language with a purpose. Students will face different tasks related to product creation that will enhance their competence to face the 21st century challenges and their linguistic skills, using the target language effectively to describe, promote, and market their products. This will contribute to their language proficiency, as they will practise vocabulary and grammar in authentic and purposeful ways. Furthermore, the collaborative nature of the tasks will provide opportunities for students to interact with their peers, exchanging ideas, giving and receiving feedback, and enhancing their interpersonal and teamwork skills. Overall, these tasks will empower students to develop their competencies in various domains and prepare them for the challenges of the 21st century.

Key Words: Co-learning, LOMLOE, peer, written performance, speaking abilities, learning process.

Resumen

Durante el proceso de observación en el Practicum II en el IES Félix de Azara, se detectó una clara diferencia en la producción oral y aptitud escrita de los y las estudiantes. Todo el alumnado aprobó el examen de nivel B1 en la EOI1. Sin embargo, el desempeño de las mismas difería claramente. Quienes participaban menos oralmente en clase tenían un mejor rendimiento escrito, mientras que aquellos cuyas habilidades de expresión oral eran mejores presentaban más dificultades en la producción escrita. Por lo tanto, el diseño de esta disertación y esta unidad de aprendizaje prioriza el trabajo en parejas y el aprendizaje colaborativo como base para los procesos de aprendizaje de los estudiantes y presentan a los compañeros y compañeras como *scaffolding* e instrumentos de evaluación, mientras que el profesor se mantendrá como fuente de orientación y apoyo lingüístico, lo cual se alinea claramente con los principios curriculares recopilados en la LOMLOE. Las actividades se han diseñado para combinar este enfoque con el aprendizaje basado en tareas y el enfoque comunicativo prescritos, priorizando situaciones de la vida cotidiana que mejoren el uso del lenguaje con un propósito por parte de los estudiantes. Estos afrontan diferentes tareas relacionadas con la creación de productos que mejorarán su competencia para abordar los desafíos del siglo XXI y sus habilidades lingüísticas, utilizando el idioma meta de manera efectiva para describir, promocionar y comercializar sus productos. Esto contribuirá a su competencia lingüística, ya que practicarán vocabulario y gramática de manera auténtica y con un propósito. Además, la naturaleza colaborativa de las tareas proporcionará oportunidades para que los estudiantes interactúen con sus compañeros, intercambien ideas, den y reciban feedback, y mejoren sus habilidades y relaciones interpersonales y de trabajo en equipo. En general, estas tareas permitirán a los estudiantes desarrollar competencias claves y específicas en diversos ámbitos y prepararlos para los desafíos del siglo XXI.

Palabras clave: Co-aprendizaje, LOMLOE, compañeros, producción escrita, habilidades de expresión oral, proceso de aprendizaje.

1. Introduction

This dissertation introduces co-learning as the main methodology to solving different levels in written and oral production in a class, presenting peer-scaffolding as the main technique to tackle the different communicative action-oriented tasks.

Each SL learner has their strengths and weaknesses regarding the different linguistic competences that are compiled in the LOMLOE curriculum. As a class, there are some prominent necessities that need to be tackled and some silver lining points that need to be further enhanced. The teacher should detect these issues and adapt the learning units to address them accordingly. During the placement in IES Felix de Azara, the target class was a 4th ESO group that took part in the bilingual program of the school. It is the first promotion of students in the high school that has completed the whole stages in the BRIT Aragon program. All of the students in the class passed the B1 exam in the EOI1, according to the CEFR standards compiled and updated in 2020. Some of them are preparing for the B2 exam on their own. Therefore, it can be stated that their level of English is outstanding and over the average of the rest of the school. However, during the first days of implementation of the learning unit, a difference in performance could clearly be seen regarding the CE.LEI.2. These differences could be observed in the production of written and oral texts.

Taking that into consideration, the approach to the learning situation was modified so that co-learning was key to their learning processes. It emphasises integrating new and existing knowledge through meaningful language experiences, allowing learners to actively construct their understanding of the language. Embedded in this constructivist perspective of the social and collaborative nature of knowledge construction, co-learning has gained significant attention in educational research and practice. It refers to an instructional approach that promotes active engagement, collaboration, and shared knowledge construction among students, in which the teacher's function is more of a scaffolding aspect of guidance and support. The benefits of co-learning prepare students not only for the academic spheres but also, according to the principles in the LOMLOE regarding shaping active citizens, social and emotional domains, contributing to positive learning outcomes and the development of essential skills.

In order to enhance language learning outcomes, the methodological approach should align with the curricular design and contents. TBLT emphasises the practical application of language through real-life tasks, promoting fluency and accuracy. By engaging learners in meaningful activities, TBLT fosters their motivation and provides opportunities for authentic language use. CLT complements TBLT by focusing on communicative competence, encouraging learners to actively participate in conversations and interactions. This approach emphasises the use of language in real-life situations, promoting meaningful communication and language proficiency. An analytic curriculum further strengthens language learning by providing a systematic framework for language analysis. By breaking down language components, learners gain a deeper understanding of grammar, vocabulary, and pronunciation. This knowledge enables them to apply the language effectively in their communicative tasks. When combined, these approaches create a comprehensive language learning environment. TBLT and CLT promote meaningful communication by creating an environment that promotes interaction and is focused on students —not on teachers— where learners are actively engaged in using the language to convey their ideas and express their thoughts and feelings. Moreover, the analytic curriculum provides a structured foundation for language analysis. Learners benefit from engaging in authentic tasks, developing their communicative skills, and acquiring a solid understanding of the language structure.

This theoretical framework is linked to the methodology applied to the learning unit and it is critically analysed following the different principles and concepts addressed in the LOMLOE curriculum. This dissertation describes the content that should be included in the presentation of the designed didactic unit. It includes the context and characteristics of the target group (prior knowledge, needs, and other relevant aspects) and a demonstration of how the didactic proposal can contribute to the development of specific competences and key competences established in the learning profile. It also involves identifying the operational descriptors addressed in the proposal, along with a critical comment on the learning objectives and essential knowledge contents of the unit. Additionally, there is a synthetic critical comment on the learning situations and activities, their sequencing, and implementation methodology. The document includes a brief critical comment on the materials and resources used and provides a justification of how what was forementioned aligns with the formative evaluation criteria established by the law.

2. Purpose and aims of the Dissertation

This paper aims at creating a meaningful solution to the detected problem and highlighting the usefulness of co-learning on the student's learning processes. The purpose of this learning unit and this dissertation is to boost the student's written and oral production performance by scaffolding the competence that presents most difficulties for some while they find strategies to learning to learn in the one in which they stand out. Students will face diverse challenges related to creating a sustainable fashion campaign, which involves exploring topics such as ethical sourcing, fair trade, eco-friendly materials, and supply chain efficiency in the technological era. Once their branding is created, following the different steps that each lesson caters, students will develop an impactful marketing message that effectively communicates the importance of sustainable fashion to their target audience. They will need to consider how to raise awareness, inspire behaviour change, and promote sustainable fashion practices through their campaign. This requires creative thinking, persuasive communication skills, and the ability to tailor their message to different audiences and different text affordances as well as working collaboratively with peers. Time management, teamwork, and problem-solving skills will be essential in navigating these practical challenges. By facing and overcoming these challenges, students will not only develop a deeper understanding of sustainable fashion but also cultivate valuable linguistic skills and specific competences that can be applied to future endeavours in their personal and professional lives. Colearning is a win-win approach to the problem that clearly aligns with the communicative transversality on the curriculum and can be applied to this learning unit and that has sufficient backup research to prove its efficiency. The dissertation aims at creating competent students and citizens of the future, which follow the democratic values and know how to respectfully relate to themselves, to others and to the natural world that is around them.

3. Justification, theoretical and curricular framework, methodological design

During the observation process in the school placement, there were different opportunities to detect several problems in different groups of the school. There is much literature and other papers that reflect most of the detected problems but, in the class where the implementation

of the learning unit took place, it could be observed an underlying necessity that was not being addressed and that needed a response. It was not as problematic as disruptiveness or lack of motivation, but, due to the circumstances that are discussed in the following paragraph, differentiated instruction was needed —this concept does not only refer to the students that have difficulties in their learning process but to the different ways of learning in class as a whole, even though their level is advanced compared to the rest of the groups of their age, and to the other classes in the school.

3.1. Justification and Description of the Detected Necessity

This high school joined the BRIT Aragón project 4 years ago, which is especially relevant as the students to which teaching has been implemented are the first promotion in the centre to have attended, in addition to their English lessons, other subjects in English for the whole secondary education period. That justifies their advanced level and it can be proven as the whole class have passed the B1 exam in the Languages Official School (EOI, for its Spanish acronym) according to the CEFR scale (2020). The class is composed of 17 students, a small rate compared to the rest of the classes in the school, and the students come from two different groups, as the law stipulates that BRIT classes cannot be an isolated group but should join other non-bilingual classmates in the rest of the subjects that are not included in the project. This fact did not entail any problem of cohesion in the class. However, during attendance to their English classes, a clear difference in their interactions and interventions in class and in their written performance could be observed.

In the reflection process, this difference could not be attributed to the previous teacher, as the group has remained the same for 4 years but the deficient SLA process can rather be attributed to the traditional methodology used in class and the potential lack of differentiation.

As well during the observation process, the methodology of the classes was identified as Presentation, Practice and Production (PPP). Following the book, the teacher focuses on form as the main aspect of communication. However, following TBL –the chosen approach to this learning unit–, "the focus on language form comes at the end. The communication task itself is central to the framework. Such a task may involve student production of language and/or may be linked to a spoken or written text" (Willis, 1996, p.1). As it can be seen in the

analysis of materials that was carried out in the master's degree and in the observation tasks, the books created before the passing of the current law were designed to suit that methodology. Therefore, the students had little opportunity to develop the skills in which they find most difficulties and enhance those in which they are most proficient. The choice of this necessity is justified and based on the Inform to the Practicum II and the Analysis of Materials for Instructional and Curricular Design class, linked both in the Appendices Section (Appendix 1).

In order to put this learning unit into practice, the curricular and instructional design should be aligned with the new education law, the LOMLOE, compiled in the ORDEN ECD/1172/2022. Moreover, these principles should be approachable from the co-learning strategies. Therefore, the opportunities that co-learning offers were contrasted with the main objectives of the LOMLOE, implementing this methodology into this learning unit, as can be seen in learning aims compiled in the Appendices Section (Appendix 2).

3.2. Theoretical Framework: TBL, CLT, Analytic Syllabus & Action-oriented Approach

The LOMLOE promotes an educational approach focused on the development of competencies as the central goal of language teaching, and learning in general. Task-based learning (TBL) aligns with this objective by providing students with opportunities to apply their knowledge and skills in authentic, real-life tasks that mirror the competencies they need in the world beyond the classroom (Willis, 1996).

Willis (1996) also claims that tasks involve learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on meaning rather than form. The sequence ensures that students are actively involved in tasks, have opportunities for reflection and interaction, and receive language support as needed. This will be essential for tackling the detected necessity as interaction will serve as the main scaffolding technique for improving written and oral production. The tasks are designed to be authentic and engaging, requiring learners to negotiate meaning, solve problems, and interact with others. Therefore, language learning occurs naturally through the need to use language to complete the task, with a focus on both fluency and accuracy. TBL promotes active

learning and learner engagement, as students work collaboratively to achieve the task objectives. These objectives are individual but collaboration is needed for them to achieve their goals. Activities incorporate pre-task, task cycle, and post-task (language focus) stages, where language is addressed as it arises during the task performance. The main goal of TBL, according to Willis (1996), is to create a "learner-centred" (p.10) environment where students actively engage in meaningful communication.

This concept is framed in the Communicative Language Teaching. Brandl (2008, p.6) claimed that "TBLT is generally considered a 'strong' form of CLT", as it embodies many of the principles and goals of communicative language teaching. The approach prioritises the development of communicative competence and the use of language in meaningful contexts, providing opportunities for learners to engage in meaningful communication, focus on meaning rather than form, and develop their language skills in an authentic context. The analytic syllabus that the law proposes, along with the action-oriented approach, combines the principles of communicative language teaching with the focus on learners' ability to use language for meaningful communication in real-life situations. CLT often makes use of task-based learning, where students engage in purposeful activities. Co-learning supports this approach by encouraging students to work together in completing tasks. Collaborative tasks include problem-solving activities, information-sharing exercises, and project work, which the following learning unit uses as the main tasks. By working in groups, students can exchange ideas, negotiate meaning, and learn from each other's perspectives, enhancing both their communication skills and content knowledge, as well as pluricultural competence. This combination of CLT, TBL and the action-oriented approach enhances students' language proficiency, intercultural competence, and overall learning experience.

3.3. Methodological Design: Co-learning

Based on this curricular framework, the methodology that best suits the necessity that was encountered is collaborative learning. Co-learning fosters collaboration, communication, and teamwork, which are essential skills for acquiring and demonstrating these competences, especially the ones that this unit focuses on: learning to learn as the main key competence, and production (CE.LEI.2) and interaction (CE.LEI.3) as the main specific competences. Therefore, the different task sequences that Willis proposed will be carried out from a peer-scaffolding view that enhances the learning outcomes. This collaborative learning

promotes deeper understanding and retention of knowledge through active discussions, peer teaching, and collaborative problem-solving, following the pedagogical principles, which also aligns with the communicative approach that the law is framed on.

Together with the linguistic communication competence, one of the main competences that are compiled in the curriculum refers to the social, personal and learning to learn abilities (Europaea, 2018). Students will develop important interpersonal skills such as communication, negotiation in pairwork, empathy, and misunderstanding resolution, which are essential for their personal and professional growth, fostering their holistic growth as individuals. They are social agents and active participants in their learning process, as it is reflected in the analytic syllabus that the law is based on. This learning unit is designed so that in their exit profile they can be competent citizens in the future who can face the 21st century challenges. For that very purpose, active learning and student participation are essential facts. Task-based learning engages students in meaningful activities and tasks enhancing their understanding and acquisition of knowledge. But not only it engages students in their own learning process but in their classmates' learning process, constructing common knowledge, critically analysing information, adjusting their language to the specific needs of their peers and reformulating, among others; that is, developing student's social competence.

This collaborative perspective also offers diversity in terms of knowledge, perspectives and experiences, promoting a broader understanding of the topic and encouraging critical thinking. Students with different backgrounds, interests and knowledge can offer new ideas and views on a topic, always in a respectful manner. Co-learning will foster these abilities, which align with the plurilingualism (CE.LEI.6) and with the transversal interculturality that are included as specific competence and essential knowledge content, respectively. However, what is also highly important, co-learning can also deal with different learning styles.

The law recognizes the need for personalised learning experiences designed according to individual students' needs and interests. Co-learning allows for flexible and adaptable instructional approaches, enabling students to actively contribute to the learning process and pursue their own learning goals. Peers can contribute to one's SLA process as scaffolding for the weaknesses, as supporters for the strengths and evaluation technique for checking the progress. Class atmosphere is essential to foster communication and a successful SLA process and this will translate into an increased motivation and engagement, as claimed by

Clément, Dörnyei & Noels (1994): "English achievement is related significantly to self-confidence, the evaluation of the learning environment and the motivational indices" (p.439). Creating a positive learning environment is precisely one of Dörnyei's (1994) three spheres of motivation. Therefore, internal and external circumstances should align in order to create a comfortable space for learning, which clearly align with the collaborative learning approach: "the cooperative goal structure is more powerful in promoting intrinsic motivation (in that it leads to less anxiety, greater task involvement, and a more positive emotional tone), positive attitudes towards the subject and a caring, cohesive relationship with peers and with the teacher" (Dornyei, 1994, p.279). Therefore, the learning level and the learner level are also addressed in this switch for the traditional approach to teaching. Language learners can develop a more positive attitude towards their language learning journey, which in turn can lead to lower anxiety levels and a greater willingness to ask for clarification or express doubts. Creating a supportive and inclusive learning environment that values learners' aspirations, acknowledges external expectations, and promotes a positive learning experience can further enhance motivation and it will translate into better results in the individual learning process and more bonding fellowship.

Another relevant point of this methodology lies in the use of digital tools integrated in the classroom, which is not only a key competence in the curriculum but also an essential aspect for students' exit profile and future work. In this regard, teachers should provide ample opportunities for students to interact, exchange knowledge, and jointly construct understanding. Additionally, the incorporation of digital tools offers learners unrestricted access to a vast amount of information and resources beyond the limitations of the physical classroom, which should be tackled developing students' digital risks awareness and promoting a responsible use of the internet. Online research tools, digital libraries, educational websites, and multimedia materials can effectively support co-learning by providing students with diverse and relevant content outside the space of a classroom. Furthermore, the integration of digital tools enriches co-learning experiences as learners gain the autonomy to independently explore resources, gather information, and share their findings with their peers, thereby fostering a collaborative and inquiry-based learning environment. Digital tools often provide adaptive and customizable features that cater to learners' individual needs and interests. By using learning management systems, educational apps, or online platforms with personalised learning pathways, co-learners can actively engage in self-directed learning, further enhancing their overall learning experience.

This methodological approach also presents some challenges that should be tackled for a successful result and for the students to be a meaningful source of scaffolding for their peers. Managing group dynamics, ensuring equal participation, and resolving conflicts can be challenging for teachers, requiring effective facilitation skills.

Therefore, the role of the teacher, its training and willingness to continue learning and the support that they offer to the students is very relevant for this methodology. Willis (1996) emphasises the role of the teacher as a facilitator in TBL, guiding students through the task process, providing necessary support, and promoting interaction and collaboration. The teacher should provide meaningful task sequencing, error correction, and assessment. For that purpose, teachers need adequate training and support to effectively implement co-learning strategies, as it requires a shift from traditional instructional methods, which is also linked to the curricular concept of the teaching practice. The teacher establishes clear guidelines, facilitates discussions, and encourages active participation among students. For it to be successful, the teacher should design and structure co-learning activities that promote critical thinking and problem-solving that require the use of language for communication —and not as the outcome. They should carefully select tasks and resources that align with the learning objectives, ensuring that students have opportunities to contribute, learn from each other, and construct their knowledge, always in a respectful and inclusive atmosphere that encourages diverse perspectives. The choice of all these aspects is developed in the following section of this dissertation.

In addition to the teacher's function, there may be an unequal contribution in group dynamics and there lies the relevance of good task sequence choice. Some students may contribute more or less than others, leading to an imbalance in the collaborative process and potentially affecting learning outcomes. Teachers should collate oral and written production activities so that each of the students receive input and provide output in every lesson equitably. In addition, teachers can provide students with independent learning materials, such as online resources, self-study books, or language learning apps, that cater to their individual needs and interests. Teachers should encourage students to set learning goals and explore topics at their own pace. Co-learning tasks promote collaboration in group projects, pair work, or language games, where students can exchange ideas and practise English together, showing their own strengths while scaffolding their peers.

Another major problem, linked to the previous one, is that co-learning may not suit every student's preferred learning style, as some of them may thrive better in individualised or independent learning environments. The solution is linked to what has been exposed in the previous paragraph. Teachers should make use of digital tools –which can be used, as mentioned before, for collaborative learning– to tackle this problem and introduce, if necessary, the Flipped Classroom model. Students are assigned pre-class activities such as watching videos, reading texts, or completing online exercises to acquire foundational knowledge. In the classroom, there will be time dedicated for co-learning activities where students can discuss, apply, and deepen their understanding together. The balance between peer support and independent practice is essential for co-learning to be effective.

Peer-scaffolding can be tricky as students have to receive sufficient support and meaningful help. Offering appropriate support, feedback, and guidance to students during the co-learning process facilitates their learning and promotes success. Teachers are a great source of scaffolding as, according to the law, they act as facilitators, guides, and mentors in the collaborative learning process. However, co-learning promotes peer interaction and support. They may not be prepared for such a relevant function in their learning processes. Form the constructivist point of view that was analysed in the video compiled in the Appendices section (Appendix 1) for the Evolutive Psychology, students in that stage of their adolescent development have reached a point of maturity in which their aim for independence facilitates their relationship with their peers. By integrating constructivism and considering the psychological development of 4th of ESO students, educators can create a collaborative learning environment that fosters active participation, critical thinking, and social interaction. This approach nurtures students' cognitive and socio-emotional growth, leading to a deeper understanding of the subject matter and a more enriching educational experience, which are key aspects in the curriculum. Therefore, it would be perfect to apply co-learning into the class as they will find the needed support in their classmates, together with the scaffolding provided by the teacher.

Students can engage in peer feedback, where they actively review and provide constructive suggestions on each other's language production, fostering a collaborative learning atmosphere. This process promotes reflection, self-correction, and a sense of shared responsibility. If any issues arise, adjustments can be made to the pairing of students to

ensure a smooth collaborative dynamic. As it was mentioned before in the reference to Dörnyei (1994), the class atmosphere will be one of collaboration. In this context, peer feedback becomes a powerful tool for creating a supportive and cooperative learning environment. Through constructive criticism and encouragement, students learn from one another and take shared responsibility for their language development. The teacher will play a crucial role in facilitating and guiding this methodology, providing support, and ensuring effective implementation. The teacher encourages active participation, monitors the progress of students, and offers guidance when needed. Additionally, the teacher models effective feedback strategies, emphasising the importance of constructive criticism and creating a safe space for students to engage in meaningful discussions.

Assessment and evaluation also may imply a problem regarding the guidelines that formative assessment presents. The LOMLOE highlights the importance of authentic assessment methods that evaluate students' abilities to apply knowledge in real contexts. Task-based learning incorporates authentic tasks that allow for meaningful assessment, enabling teachers to assess students' competencies and skills beyond traditional exams and tests. However, assessing individual contributions within a pair setting can be complex, requiring careful consideration of fair evaluation methods, especially when a single teacher cannot be present in every interaction and evaluate the effort put in the process. Formative assessment encourages evaluation of the process, as gathered in the IV.2 Section in the ORDENECD/1172/2022 . The most convenient solution would be encouraging students to reflect on their co-learning experiences and assessing both individual and group achievements, which can provide valuable insights for improvement. Therefore, the teacher assesses and evaluates individual achievements in co-learning whereas the groupmates evaluate the effectiveness, cooperation and the working of the group. Teachers need to establish clear criteria and rubrics to assess the quality of students' contributions, their collaboration skills, and the outcomes of the co-learning activities. Therefore, the teacher provides constructive feedback and recognizes the individual and collective progress made by students, with the outlines compiled in the peer-assessment techniques.

Despite the difficulties that it may imply, the benefits include enhanced learning outcomes, increased motivation and engagement, improved critical thinking and problem-solving skills, and the development of social and emotional competencies. Co-learning also promotes a sense of belonging and community among students, fostering positive attitudes towards

learning and creating a supportive learning environment. All of this aligns with the action-oriented approach and with the other principles compiled in the LOMLOE curriculum. These aspects have been translated into a learning unit that is critically analysed in the following section.

4. Critical analysis and discussion of the didactic proposal

This dissertation and the didactic proposal that it comprises focus on highlighting the power of collaborative learning to improve students' oral and written production skills while fostering an understanding of sustainable fashion. Through engaging in collaborative research, discussions, writing, oral presentations, and a culminating campaign, students develop language skills, critical thinking abilities, and a sense of social responsibility. The unit also promotes digital competence by making use of different digital tools for research, presentation, and fashion campaign creation. By the end of the unit, students will have a deeper understanding of the influence of sustainability on fashion and will be equipped with the skills to express their opinions effectively in oral and written form, as can be observed from the Appendices section.

4.1. Context and Group Characteristics and Learning Unit Choice

4.1.1. Context and Group Characteristics

The starting point in the learner's SLA process is quite advanced and there is homogeneity in the class level. As it was mentioned before, they all belong to the BRIT Aragon project and passed the B1 level according to the CEFR standards (2022). In addition most of them are currently preparing to sit the B2 exam. Given their previous knowledge and language proficiency, these students have a solid foundation in the target language, enabling them to engage in complex linguistic tasks and express their ideas effectively. They possess a good understanding of grammar and vocabulary, allowing them to comprehend and produce more sophisticated language. In terms of their specific needs and goals, these students are eager to continue their language learning journey and advance to higher levels of proficiency.

Despite the fact that the students primarily followed the traditional Presentation-Practice-Production (PPP) methodology during the observation process, they were still provided with opportunities for free as well as controlled production. The documents compiled in Appendix 1 demonstrate this, which typically involved presenting new language concepts, engaging in practice activities, and then allowing for independent production. There was a need for improvement in this area and the learning aims, mentioned in the Appendices section, align with it. Despite their homogeneity in the level, they present different skills regarding written and oral production. Individuals who excel in written production may have deficiencies in oral production, and struggle to express themselves fluently and naturally in conversations. Other students have a good command of oral language and its nuances but may encounter more challenges in written production in English. Therefore, teachers should promote overall language development. For that purpose, students are encouraged by the means that have been exposed in the previous section —co-learning and peer-scaffolding— to further develop their production skills. They are motivated to improve their communication skills, expand their vocabulary, and refine their grammatical accuracy and the grouping that this learning unit aims at will contribute to the motivational aspect. By addressing this need for improved production skills, the learning unit not only meets the students' specific goals but also contributes to their overall motivation and engagement in the language learning process.

Considering their advanced language skills and their aspirations to reach higher proficiency levels, the proposed sustainable fashion campaign can serve as a meaningful and challenging learning experience for these students. It provides them with a real-life context to apply their language skills, develop their critical thinking abilities, and explore their creativity. The campaign also enhances their understanding of sustainable fashion, allowing them to become more informed and conscious consumers and advocates for positive change in the industry.

Based on the analytical curriculum and the action-oriented approach that TBL is framed on, following the CLT approach, and bearing in mind the characteristics of the described group, specific contents were selected that would suit all of these principles and that could motivate students and enhance their interaction.

4.1.2. Learning Unit Choice

The chosen topic for the learning unit focuses on the creation and commercialization of a new product. Whether it is a fashion garment, technological device, or accessory item, students are tasked with developing a brand-new product and guiding it through the process of production, shipment, marketing, and distribution. Therefore, the title chosen for the unit is "Eco-Tech Creations: Fashioning a Sustainable Future". As the methodology included collaborative tasks, most of the activities are carried out in the couples that are useful for the final product. This unit aims to also equip students with entrepreneurial skills and foster critical thinking about the needs of their target audience while making them agree on the characteristics of the project and looking for solutions in group to the problems that may arise.

By allowing students to explore their interests and passions, the topic of creating and commercialising a new product not only fosters self-expression but also personalises their learning experience. This personal connection to the topic increases their motivation and engagement and makes them active participants in the learning process. This experiential learning promotes a deeper understanding of the subject matter and encourages students to take ownership of their learning journey. While not all students may aspire to be influencers or entrepreneurs, the language skills acquired through this topic have real-life applications. They learn to describe objects, engage in discussions about sustainability, and provide advice on different products.

4.2. Development of Key and Specific Competences

4.2.1 Key Competences addressed and Students' Exit Profile

Throughout the entire unit, the primary focus is on developing Linguistic Communication Competence (CCL) as it pertains to language acquisition in Second Language classes. This key competence is prioritised due to its direct relevance to language learning and proficiency. Activities and tasks are designed to enhance students' language skills, as compiled in Europaea (2018). They provide opportunities for students to engage in meaningful communication, both in spoken and written form, that allow them to analyse (CCL2) and produce (CCL1) texts with coherence, correctness, and appropriateness in different social contexts, and participates in interactions with a cooperative and respectful attitude (CCL5),

both to exchange information, create knowledge, and convey opinions, and to build personal connections. These activities include discussions, presentations, and written assignments, enabling students to express themselves effectively and accurately in the target language. Students are also provided with different sources of information that they have to read (CCL4) and contrast (CCL3) the evidence in order to transform it into knowledge to communicate.

Teachers also focus on developing students' receptive skills, such as reading and listening comprehension, which contribute to their overall linguistic competence. Students are exposed to different readings about new ways of marketing and the rising power of influencers whereas listening abilities are developed using different videos about the production process in the fast fashion industry. By exposing students to diverse sources of oral, written, and multimodal input, students expand their vocabulary, improve their understanding of grammar, and develop their ability to comprehend and produce language in various contexts. They generate their own learning by inferring rules and vocabulary. Furthermore, language support and a focus on form are integrated into the teaching process. Teachers provide guidance and feedback to help students improve their language accuracy, monitor their progress, and address specific linguistic challenges they may encounter.

In addition to this one, due to the selected methodology to approach this unit, Plurilingual Competence (CP) and Social, Personal and Learning to Learn Competence (CSPAA) are also highly relevant. Throughout the unit, students are exposed to various languages and cultural elements, encouraging them to make connections between their own language and the target language and performing language transfers as a strategy to communicate and expand their individual linguistic repertoire (CP2). This exposure enhances an appreciation for linguistic diversity (CP3) and enhances students' intercultural awareness and sensitivity, making an effective use of the language to respond to their communicative needs (CP1). As the project is a pair-based one, collaborative activities and group discussions are implemented to promote effective communication, teamwork, and interpersonal skills, employing cooperative strategies (CSPAA3). Additionally, students are encouraged to reflect on their learning, set goals, and apply effective learning strategies, fostering autonomy and metacognitive skills by managing challenges and changes and harmonising them with their own personal objectives (CSPAA1). They learn to identify their strengths and areas for improvement (CPSAA4), adapting their strategies accordingly to achieve their language learning objectives (CPSAA5).

In the world we are living in and with the development of social media, Digital Competence (CD) is essential in every unit, but more significantly in one that deals with fashion and branding. Most of the marketing strategies that are used in our days appear on digital platforms. That is why, for the oral presentation part, students have to create a video using the strategies learnt in class to sell their product. Students choose the digital format that best suits their product and it should adjust to the conventions and affordances of each platform. This aspect is included in the rubric for the oral presentation (Appendix 5). The resulting multimodal text takes into consideration the combination of visual, linguistic and digital modes as an ensemble. This is linked to the Competence in Cultural Awareness and Expression (CCEC) as students creatively use various media and platforms for the creation of artistic products (CCEC4). Moreover, most of the activities that compose the task sequence include digital tools for the understanding of fast fashion production, the new ways of delivering, and the new technologies used for the marketing strategies. These videos encourage comprehension while enabling students to acquire loads of vocabulary that can be used for the different tasks.

As the topic promotes eco-consciousness for the future, Citizenship competence (CC) arises and builds up some of the main SDGs for a responsible 21st century citizenship: 9. Industry, innovation and infrastructure; 11. Sustainable cities and communities; 12. Responsible consumption and production; as well as 13. Climate action. As working conditions in undeveloped countries is a major issue for the fast fashion industry, students have to show awareness of human rights and children's rights (CC2), understanding the social dimension of fashion (CC1) and adopting, consciously and motivated, a sustainable and eco-socially responsible lifestyle (CC4). This competence is directly linked to the Entrepreneurship Competence (CE). Students should critically analyse the production of the products, assessing their sustainability and evaluating the impact they may have on the environment (CE1), bearing in mind its implications and acting accordingly, designing situations that contribute to the sustainability profile of their brands, developing the process of generating valuable ideas and solutions and makes reasoned decisions (CE3).

This unit additionally works on the Scientific, Technological, Engineering and Mathematical Competence (STEM) as students should interpret graphics and percentages, as occurs in the video task that is used in lesson 2 to reflect on the quantities of harmful products to the environment that are used in the fast fashion industry. They should reflect on those data

(STEM 4), highlighting their understanding for the natural environment (STEM 2), valuing the importance of sustainability (STEM 3) and undertaking scientifically-based actions to preserve the environment and living beings; and applying principles of ethics and safety in carrying out projects to transform their immediate environment in a sustainable manner, valuing their global impact and practising responsible consumption (STEM 5).

All these key competences establish a framework that aligns the development of knowledge, skills, and attitudes in various domains of learning that are essential for their personal, academic, and professional growth in today's rapidly changing world.

4.2.2. Development of Specific Competences

When addressing the six specific competences that are included in the curriculum, some may stand out depending on the aspects that have to be enhanced. It is evident that the one that is mostly developed is CE.LEI.2 Production. This is based on the observation process that was carried out, as this unit addresses the difficulties in written and oral production.

When addressing written production, it is important to be able to transmit and emphasise the importance of the writing and the collaborative process: "the supportive interaction in peer writing can provide the ground for the further development in individual writing skills" (Gholami & Tahriri, 2017, p.148). Students are introduced to different writing strategies that help in their production process scaffolding —closely linked to CE.LEI.5 Plurilingualism, as students are able to recognise and apply the differences between their mother tongue and the L2— and follow the 5-step writing process.

Pre-writing is the initial step which involves brainstorming ideas, gathering information, and planning the writing. This is carried out in class in most of the pre-tasks. In the drafting step, students put their ideas into written form. They begin writing sentences and paragraphs based on their pre-writing plans. Most tasks deal with this aspect, as they are encouraged to prepare the different paragraphs —one paragraph in each class, which corresponds to the topic of each lesson— that compose the final written assessment. According to Gholami & Tahriri (2017), it is during the planning and drafting phases of the writing process where scaffolding is most effective. The revision step involves reviewing and reworking the draft to improve clarity, coherence, and effectiveness. Students consider the overall structure, organisation,

and flow of the writing. Editing involves a detailed review of the writing to correct errors and check for consistency. As the unit aims at creating a collaborative environment, students are able to engage in peer review and feedback, exchange drafts, provide constructive criticism, and offer suggestions for improvement. "Although the mediator provided scaffolding in the majority of cases, the less competent writer also tried to contribute to the text construction [...] and provided some scaffolding behaviours" for the most advanced student (Gholami & Tahriri, 2017, p.164) This promotes active engagement and helps students develop a critical eye for their own writing. This is carried out mainly through the post-tasks, where students have to focus on the use of the language in, maily, their written but also oral production.

The final step is preparing the writing for it to be published —sent to the teacher and published into the class magazine with all the compiled products and ideas. Students may also consider design elements, such as adding visuals or illustrations, to enhance the presentation, increasing the multimodal aspect of the writing.

Regarding the oral production and speaking abilities, students not only study the language in isolation but as a text with its intonation patterns, which is the main aspect that make advanced students consolidate their abilities when speaking and those who find more difficulties will find useful tools for improving. For that purpose, suprasegmental features such as English syllable-stress pattern and rhythm are introduced to the students. They are provided with examples and exercises to help them understand the impact of rising and falling intonation, as well as the correct placement of stress within words and sentences. In addition they are exposed to the syllable and sentence stress patterns, highlighting also CE.LEI.5.

As speaking is not phonemes in isolation, but it is about the combined sounds, the segmental and suprasegmental features should be bared in mind. Therefore, students have many opportunities, as it can be seen in Appendix 5, for dialogue practice, where they are encouraged to focus on accurate pronunciation while also paying attention to intonation, stress, and rhythm. Students face challenging segmental and suprasegmental elements that have to be solved collaboratively, addressing both individual sounds and larger prosodic features. By incorporating both segmental and suprasegmental features into oral production classes, students can develop more accurate and natural pronunciation skills, improving their overall spoken English proficiency.

By doing that, students are exposed to real-world listening and speaking as they receive input from different authentic English materials (e.g., TED Talks, videos, speeches) and appreciate the different speakers' pronunciation, intonation, and rhythm, especially in session 3. This unit provides them with some instances of what the concept World Englishes implies. This new approach to native-like speaking is linked to the appreciation of the language used in all of Katchru's circles. Therefore, CE.LEI.5 Plurilinguialism stands out.

However, for this competence to be successful, students should engage in meaningful interaction that enables peer-scaffolding and support. Therefore, CE.LEI. 3 Interaction stands out. Linked to the methodological approach, as most tasks are developed in pairs, the students are able to share their ideas, find inspiration in their classmates and get their opinion and advice. As part of each other's learning process, students provide meaningful support to their pairmates in the form of characteristics that may also suit their products, formats that may adjust better to their proposal, affordances of the different digital platforms, and other linguistic aspects in which collaboration plays a key role.

In this context of interaction for better production, students share values and experiences, making use of their different backgrounds to express their ideas. Therefore, CE.LEI.6 Pluriculturalism is also developed in this unit. Not only that but also dealing with poor labour conditions and polluting industries in undeveloped countries may raise awareness on the implications of their shopping habits and consumption patterns. This process helps cultivate a sense of responsibility and encourages them to make informed and ethical decisions as consumers. By incorporating these elements into the unit, students become more culturally aware, socially conscious, and responsible global citizens.

For being able to produce, it is essential that students understand what they are being said and how language works. Therefore, CE.LEI.1 Comprehension is also embedded in this learning situation. By developing strong comprehension skills, students are able to grasp the meaning of spoken and written language, comprehend different types of texts, and interpret information accurately. This comprehension serves as the foundation for their ability to produce language in a meaningful and coherent manner.

Lastly, once students have understood the message, they are able to reproduce it, developing the CE.LEI.4 Mediation. By summarising, translating and paraphrasing, students further develop their language proficiency and enhance their overall communicative competence. Most of these activities are carried out as pre-task in order to get familiar with the vocabulary of the lesson and to activate their previous knowledge on the subject-matter. These activities provide valuable opportunities for students to demonstrate their comprehension, linguistic versatility, and cultural understanding, ultimately fostering their growth as effective mediators in diverse linguistic and cultural contexts.

4.3. Formulation of the Essential Knowledge Contents

All of these specific competences are directly linked to the three different Essential Knowledge Contents of the Aragonese Curriculum: Communication, Plurilingualism and Interculturality. Communication is linked to the selected methodology and the prescribed approach in the curriculum and is inherent to the subject, as students make use of the language to share knowledge, interact and produce; that is, communicate. This is directly linked to Plurilingualism as students make use of their mother tongues to construct their languaging, establishing comparisons and contrasts. Learners develop techniques to overcome linguistic limitations and effectively communicate. Specially linked to collaborative learning, interculturality fosters facing other perspectives and realities, being exposed to respectful debate. Language serves as a powerful tool for communication, allowing individuals to connect with others on a personal and global scale through conversations, exchanges, and online interactions. This holistic approach prepares individuals to navigate and thrive in an increasingly interconnected and diverse global community. All of these aspects are reflected in the learning objectives that are included in the Appendices Section (Appendix 2).

4.4. Learning Situation

The unit plan is described following the different sequences, as it can be seen in Appendix 5 and has been titled "Eco-Tech Creations: Fashioning a Sustainable Future". The lessons mirror the order of the process of creation of the product. Students are encouraged to identify, develop and share the most relevant characteristics of their product and reflect on the

obstacles that they may find as entrepreneurs to foster their critical thinking and the entrepreneurial view. They will also consider the specific audience they intend to reach with their item, thus understanding the importance of market research and consumer analysis. Students get deeper into the production process, taking into consideration the eco-values that are necessary to exert a responsible citizenship. They explore various aspects such as the location of production, the materials used for the product creation, and the labour conditions involved. This promotes awareness of ethical production practices, sustainable sourcing, and responsible manufacturing, encouraging students to make informed choices during the production phase. As the law also promotes digitalization, students are introduced to new methods of shopping and delivery through video presentations related to new technologies. These videos showcase different approaches to shipping and delivery, and students have to assess which method best aligns with their product and target audience. This exercise develops their critical thinking skills and enables them to make practical decisions based on the specific requirements of their product and market. In addition, students engage with readings that explore the origins of influencers and examine different marketing strategies employed by these influential figures. By studying the rise of influencers and their impact on consumer behaviour, students gain insights into effective marketing techniques and the power of social media in promoting products as well as into the importance of responsible consumerism. Therefore, ethical and democratic values and informed choices are essential to develop criticism in the process of creation of the product.

Having all these concepts in mind, students are encouraged to adapt their written content to fit different multimodal texts. Firstly, it will be transformed within a magazine cover design. This exercise enhances their ability to select and extract relevant information from their texts while also allowing them to compose a visually appealing image that effectively conveys and highlights their product's unique features. The cover serves as a representation of the tasks completed throughout the unit, showcasing the students' understanding and creativity. However, multimodality also applies to videos. Students watch videos that illustrate both good and bad selling attitudes and advice. By analysing these examples, students extract useful expressions to describe their own products and gain an understanding of the different platforms available for their marketing video presentations (Instagram stories, Tiktok videos, billboards…), enabling them to make informed decisions on how to promote their products effectively. For the final task, students use different strategies to present the contents to their school classmates, aiming to effectively convey the desired meaning and engage their

audience. This exercise strengthens their communication skills and encourages them to think critically about the most effective ways to convey information about their products, adapting their language to different students' level.

Finally, all the products created by the students will be uploaded to the school blog. This platform allows other students to interact with the products, share their opinions respectfully, and appreciate the affordances of blogs as a means of communication and collaboration. Moreover, students engage in metacognitive reflection, analysing their performance, and identifying areas for growth, which promotes self-awareness, critical thinking, and continuous improvement in their oral presentation skills, enabling them to communicate their ideas more effectively to their classmates and other schoolmates.

In conclusion, this learning unit on product creation and commercialization provides students with a comprehensive understanding of the entrepreneurial process, bearing in mind eco-values and labour conditions. By actively engaging in various activities and tasks, students develop essential skills such as critical thinking, market analysis, effective communication, and ethical decision-making. Through practical application and reflection, students gain valuable insights into the complexities of bringing a product to market, preparing them for future entrepreneurial endeavours.

4.5. Analysis of Materials

For the materials used in the unit, they should align with what has been said along this dissertation and facilitate the students' independent learning process in a collaborative learning atmosphere. Therefore, they should be meaningful enough for them to learn but comprehensible enough for a proper understanding. Materials should be designed to align with Vygotsky's Zone of Proximal Development (ZPD), which refers to the range of tasks that a learner can accomplish with guidance and support to reach the Z+1. The materials should provide appropriate scaffolding and challenge for students, helping them bridge the gap between their current level of ability and their potential for growth. This can be achieved by incorporating activities and resources that are slightly above the students' current proficiency level, encouraging them to stretch their skills and knowledge. The materials should also include opportunities for collaborative learning, where students can engage in social interaction and receive support from their peers and the teacher. This collaborative

environment helps students to actively participate in their own learning, develop higher-order thinking skills, and achieve deeper understanding. Additionally, the materials should be flexible and adaptable, allowing for individual differences and catering to students' diverse learning needs.

The materials used in the language learning environment include a variety of resources to enhance the students' language proficiency and cultural awareness. The analysis of materials reveals the incorporation of videos featuring different speakers with diverse accents and nationalities. This inclusion exposes the students to authentic language use and helps them develop listening comprehension skills while familiarising themselves with different cultural contexts and the concept of World Englishes, away from the nativist superiority view. Videos for mediation also play a significant role in this language learning environment as they serve multiple purposes. These videos not only introduce new technologies and innovations but also provide a platform for students to reflect on social affairs. The ample vocabulary presented in these videos enables students to expand their lexical repertoire and develop their ability to discuss and analyse complex topics.

Furthermore, the use of authentic texts for reading provides students with exposure to real-world materials, such as articles and news reports that are not specifically designed for English lessons. This allows students to engage with genuine language use and exposes them to a wider range of vocabulary, idiomatic expressions, and language structures commonly found in real-life situations.

Other materials include WAGOLLs for the students to see what they are expected to achieve in their own work. These examples take various forms, such as visual examples of the product, written samples, the multimedia project and the final presentation. These WAGOLLs demonstrate the desired structure, content, language use, and overall effectiveness of a successful performance in each task.

By incorporating materials that feature different speakers and accents, as well as authentic texts and videos for mediation, the language learning environment fosters linguistic diversity and cultural understanding. It offers students the opportunity to engage with a variety of voices and perspectives, enhancing their language skills, broadening their cultural knowledge, and preparing them for real-world language use and intercultural communication.

4.6. Evaluation Criteria and Formative Feedback

For the selection of the evaluation criteria, the specific competencies were aligned with the contents of the unit to create two rubrics that evaluate the different aspects that the dissertation deals with and that the learning unit works on.

In the pre-writing process and the preparation for the video and the oral exposition, students develop the production competence. They have to select the content, organise it and adequate it for the different formats, and deliver the information accordingly (2.1, 2.2 and 2.3). As the methodology is based on interaction, students have to plan and participate in interactive situations (3.1), by selecting and applying elementary strategies to ask questions and answer them efficiently (3.2). When sharing their opinions, they have to select and apply basic strategies that facilitate the understanding and production of information and communication (4.2). For that purpose, they compare and contrast the similarities and differences between different languages (5.1) so that they can adequate their ability to communicate and learn a foreign language, with support from other participants (5.2) while being able to keep a record of the progress and difficulties in learning the foreign language, recognizing aspects that help improve and engaging in self-assessment and co-assessment activities (5.3). Students have to recognize, interpret, and analyse the different types of text (1.1) the discursive particularities (1.2) and its affordances (1.3) to react to them to infer and explain texts, concepts, and short and simple communications (4.1) in situations that require peer-scaffolding, showing respect and empathy. Not only will they be able to act with respect in intercultural situations, building connections between different languages and cultures (6.1) but to appreciate the linguistic, cultural, and artistic diversity inherent in countries where the foreign language is spoken as a source of personal enrichment (6.2), sharing eco-values and democratic principles (6.3).

The rubric is designed following the evaluation criteria mentioned before and that are linked as follows. The "Organisation" section includes the criterion 1.1, 1.2, 1.3 and 2.3, focusing on the organisation of ideas and coherence in the students' work. It assesses the clarity and logical flow of ideas, the use of headings and subheadings, and the overall coherence of the written content. Students are expected to present their ideas in a well-organised manner, with a clear introduction, body paragraphs that develop the main points, and a concise conclusion. This is one of the main points in which this unit aims at improving the student's written

skills. The sections "Vocabulary" and "Grammar" cover criteria 2.1, 2.2, and 5.1, assessing the students' language proficiency in terms of It their ability to choose relevant words and phrases to express their ideas accurately and effectively and related to the specific topic of the unit— which will be developed in class— and to coherently use verb forms, tenses, and punctuation. The "21st Century Challenges" reflects the criterion 6.1, 6.2 and 6.3, evaluating the students' ability to address current social, environmental, and technological issues and their ability to critically analyse and provide insights on these challenges. The "Collaboration" section includes 3.1, 3.2, 4.1, 4.2 and 5.2 and 5.3, examining the students' collaborative skills and their ability to work effectively in a team setting. It evaluates their ability to work together effectively, share responsibilities, and integrate their individual contributions into a cohesive piece of writing. Students should demonstrate a sense of teamwork and show evidence of effective communication and coordination in their collaborative effort. This last point is also essential and not only assesses the students but the methodology used in class.

Regarding the other rubric, the one created to evaluate the couple oral presentation, it comprises the following evaluation criteria for a two-person (2 p.) performance. "Content" section assesses the quality and relevance of the content presented in the oral presentation. It considers factors such as the clarity of the main ideas, the depth of analysis, the use of supporting evidence, and the overall coherence of the presentation (6.1, 6.2, 6.3). This criterion is linked to the "Use of English", which focuses on the students' language proficiency and their ability to use English effectively (2.1, 2.2, 2.3). The "Oral Skills" evaluates the students' oral communication skills, including their ability to use appropriate intonation and stress, and effectively manage their speaking time showing fluency (5.1, 5.2, 5.3). Students have to demonstrate a certain level of "Engagement" with the audience. Using the strategies like the ones developed in class, they have to present their contents effectively so that they are appealing for the audience (3.1, 3.2, 4.1, 4.2). Related to this the "Visual Mode" criterion focuses on the effective use of visual aids or multimedia elements. It assesses the presenters' ability to choose and incorporate relevant visual materials, use them to enhance the understanding of the content, depending on the affordances of each platform (1.1, 1.2, 1.3).

5. Conclusions

Students who demonstrate strong writing skills may face difficulties when it comes to speaking fluently and expressing themselves naturally. Conversely, there are students who possess a solid grasp of oral language and its subtleties but encounter obstacles when it comes to producing written English. Therefore, co-learning emerges as a powerful methodology for addressing the different levels of written and oral production in the classroom and enhancing the different pedagogical principles such as differentiation, meaningful scaffolding and formative evaluation. Grounded in constructivist principles and the collaborative nature of knowledge construction, co-learning promotes active engagement, collaboration, and shared knowledge construction among students. This approach, coupled with task-based language teaching (TBLT), communicative language teaching (CLT), and an analytic curriculum, creates a comprehensive language learning environment.

TBLT emphasises the practical application of language through real-life tasks, while CLT focuses on communicative competence and meaningful communication that are grounded in the LOMLOE curriculum. The analytic curriculum provides a structured foundation for language analysis, enabling learners to understand and apply language components effectively. It provides a framework for active learners to engage with and analyse complex concepts, while students, as social agents, play a key role in supporting and facilitating each other's learning processes. Therefore, learners can develop their language skills, apply them in authentic contexts, and support each other's learning. By integrating these approaches, students benefit from meaningful communication, the development of essential skills, and a solid understanding of language structure. Ultimately, this enhanced language learning environment aligns with the exit profile that is included in the LOMLOE, preparing students for academic success, active citizenship, and social-emotional growth.

By engaging in activities that are directly connected to the essential knowledge contents, students have the opportunity to develop their language skills in a contextualised manner. This approach fosters the acquisition of specific competences related to language use in context. It empowers students to effectively communicate, comprehend, and produce language in real-life situations, preparing them for their future democratic citizenships. Through collaborative learning experiences and the application of knowledge in group activities, students can develop and strengthen their key competences, enabling them to

navigate and thrive in diverse linguistic and cultural environments that are included in the learning aims.

Through the incorporation of multimodal texts and activities, students will gain valuable insights into the process of creating a product. These diverse tasks will enable them to acquire and expand their vocabulary, build upon their existing knowledge, and receive support from their peers, ultimately leading to the development and demonstration of their learning. All their acquired knowledge and skills will be compiled into a final project that encompasses the tasks that were developed in class.

The final project will comprise all the work done in class and it is a manifestation of the learning process. It consists of a class magazine which will have all the students' cover design, which will be created by incorporating the essential aspects of the product discussed in the main written text, mediating it to the affordances of the platform. The written description of the product will also be included in the magazine and will serve as a comprehensive overview, highlighting its unique features and characteristics. Students will delve into the eco-friendly production process, exploring sustainable and environmentally conscious methods of manufacturing. They will also investigate innovative aspects related to the stores where the product will be sold, considering factors such as the target audience, market trends, and customer preferences. Furthermore, students will explore effective marketing strategies that can contribute to the product's success, aiming to make it a bestseller. In addition to the written components, the final project will include a marketing video presentation, which will serve as an oral summary, effectively conveying the key aspects of the product to potential consumers. Orally mediating the most relevant aspects for the target audience. Students will articulate, in pairs, contemporary marketing strategies employed in the digital era, where online platforms play a significant role in product promotion and sales. Through this activity, students will refine their oral communication skills, ensuring they can effectively present and persuade an audience.

Throughout the process of engaging with multimodal texts and activities, students will gather a wealth of vocabulary. They will encounter and explore terminology and concepts related to product creation, marketing, and sustainability. This newly acquired vocabulary, combined with their prior knowledge, will form the foundation for their learning. The collaborative nature of the tasks will provide opportunities for peer support, allowing students to engage in

meaningful interactions and learn from one another. It provides students with different perspectives and ideas. Each student brings their unique background, experiences, and knowledge to the table, allowing for a rich exchange of ideas. This diversity of perspectives enhances the learning experience, as students gain insights and learn from one another's viewpoints. However, it is important to acknowledge that challenges may arise in the group dynamics, such as a lack of collaboration or difficulties in fostering creativity. Group members may encounter conflicts or struggle to find common ground, hindering the overall progress and effectiveness of the tasks. Additionally, encouraging and nurturing creativity can be a complex process, as students may face obstacles in generating innovative ideas or thinking outside the box. It is crucial for educators to provide guidance, support, and create a conducive environment that fosters collaboration and stimulates creativity among the students.

In conclusion, the integration of multimodal texts and activities in the learning process empowers students to gain a comprehensive understanding of product creation. By completing various tasks, they will expand their vocabulary, draw upon their previous knowledge, and receive support from their peers. The final project, comprising the different multimodal texts —the magazine cover, the written components and a marketing video presentation—, will provide a platform for students to showcase their learning and apply their skills in a practical and creative manner, enhancing the different competences compiled in the LOMLOE curriculum. Through this comprehensive and motivating approach, students will develop their language proficiency and critical thinking abilities while engaging in a collaborative and dynamic learning experience. This will prepare them to be active participants in their life-long learning experience, social agents that can promote cooperative actions showing respect and embracing diversity, and prepared citizens for the future that can face the 21st century challenges.

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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

1. "Portafolio Practicum II", Practicum II (Esp Lengua Extranjera: Inglés)

   This document reflects on the observation process that is grounded in this dissertation and the implementation process that gave me an insight of what the problems of the class were.

2. "Analysis of Materials", Instructional and Curricular Design

   This document comprises the analysis of a book, following the criteria that align with the law and that could be also applied to this unit.

3. "Psicología y Desarrollo de la personalidad durante la adolescencia", Psicología del desarrollo y de la Educación

   This project comprises the physical evolution and its relation to the consequent psychological evolution and maturity of the teens. (script for the project)

Appendix 2 Title and learning aims of the Unit

Title: Eco-Tech Creations: Fashioning a Sustainable Future

Learning Aims:
- Oral Communication Skills:
  To engage in collaborative discussions on the influence of fashion on sustainability.
  To express opinions, ideas, and arguments related to sustainable fashion using appropriate language and fluency.
  To listen actively and respond to peers' contributions during discussions.

- Written Communication Skills:
  To produce well-structured and coherent opinion articles on sustainable fashion.
  To use persuasive language and supporting evidence to convey ideas effectively (marketing).
  To revise and edit written work collaboratively, incorporating peer feedback and self-reflection.

- Foster Collaborative Learning:
  To collaborate effectively in small groups to conduct written and oral texts production
  To respectfully exchange ideas, actively listen, and provide constructive feedback to peers.
  To develop skills in negotiation, compromise, and division of tasks within the group.

- Understand the Relationship Between Fashion and Sustainability:
  To analyse the environmental impact of the fashion industry and the importance of sustainable practices and reflect it in the texts.
  To identify and evaluate sustainable fashion brands and initiatives.
  To reflect on personal choices as consumers and the potential influence on sustainable fashion trends.

- Enhance Digital Competence:
  To use digital tools for research, presentation, and campaign creation.
  To access and evaluate the platforms' affordances for a marketing campaign.
  To apply digital skills to effectively communicate ideas and findings.

Appendix 3 Contents of the Unit

Essential knowledge contents

Communication
- Self-confidence and initiative. Error as an integral part of the learning process.   - Common strategies for planning, executing, controlling, and repairing comprehension, production, and co-production of oral, written, and multimodal texts.   - Knowledge, skills, and attitudes that enable mediation activities in everyday situations.   - Common communicative functions suitable for the context and communicative setting: asking and exchanging information, giving and asking for advice, offering, accepting, and refusing help or suggestions, expressing interests and emotions.   - Contextual models and discourse genres commonly used in comprehension, production, and co-production of brief and simple oral, written, and multimodal texts, both literary and non-literary: recognizing characteristics and expectations generated by the context, organising and structuring according to genre and textual function.   - Common vocabulary of interest to students related to personal identification, interpersonal relationships, places and environments, natural environment, information and communication technologies.   - Common sound patterns, stress, rhythm, and intonation, and general communicative meanings and intentions associated with these patterns.   - Common orthographic conventions and meanings and communicative intentions associated with formats, patterns, and graphic elements.   - Common conversational conventions and strategies, in synchronous or asynchronous formats, for initiating, maintaining, and terminating communication, taking and giving turns, requesting and providing clarifications and explanations, reformulating, comparing and contrasting, summarising, collaborating, debating, etc.   - Resources and common strategies for searching and selecting information:

dictionaries, reference books, libraries, digital and computer resources, etc.

- Common analog and digital tools for oral, written, and multimodal comprehension, production, and co-production, and virtual platforms for interaction, cooperation, and educational collaboration (virtual classrooms, collaborative digital tools, etc.) for learning, communication, and project development with speakers or learners of the foreign language.

Plurilingualism

- Strategies and techniques to effectively respond to basic and specific communicative needs in a comprehensible manner, despite limitations in the proficiency of the foreign language and other languages in one's linguistic repertoire.

- Strategies for identifying, organising, retaining, retrieving, and creatively using linguistic units (vocabulary, morphosyntax, sound patterns, etc.) through comparison among the languages and varieties in one's personal linguistic repertoire.

- Self-assessment and peer-assessment strategies and tools, both analog and digital, for individual and cooperative learning.

- Common vocabulary and expressions for understanding statements about communication, language, learning, and communication and learning tools (metalanguage).

- Basic comparison between languages based on elements of the foreign language and other languages.

Interculturality

- Foreign Language as a means of interpersonal and international communication, a source of information, and a tool for personal enrichment.

- Interest and initiative in engaging in communicative exchanges through various means with native speakers or other learners of the foreign language.

- Sociocultural and sociolinguistic aspects related to everyday life, living conditions,
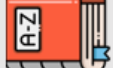
and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness, and digital etiquette; culture, customs, and values of countries where the foreign language is spoken.

- Strategies to understand and appreciate linguistic, cultural, and artistic diversity, taking into account eco-social and democratic values.

- Strategies for detecting and responding to discriminatory uses of verbal and non-verbal language.

Appendix 4 Evaluation criteria of the Unit

The evaluation criteria that are included in this learning unit are 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2 and 6.3.

Rubric for the Written Task:

		1 - Poor	2 - Pass	3 - Good	4 - Excellent
Organisation	The text is organized in different sections, one for each of the aspects that were worked on in class.				
	The text shows cohesion and coherence.				
Vocabulary	The vocabulary used proves the acquisition of the words related to shopping, marketing and product production that were tackled in class.				
	The verbal word choices reflect the learning of complex phrasal verbs				
Grammar	The texts shows grammatical adequacy and there is a good use of different tenses accordingly and whenever it corresponds.				
	The texts includes complex grammatical structures.				
21st Century Challenges	The texts offers original ideas related to product, production, shopping or marketing creation.				
	The product is an eco-friendly choice that follows and reflects the democratic values.				
Collaboration	Students contributed to each other learning process and collaboration was essential for a successful result.				

Rubric for the Oral Presentation:

	1 - Poor ★	2-Pass ★★	3- Good ★★★	4-Excellent ★★★★
Content (2 p.)	The presentation does not outline the **contents** and its **order** is not clear. Therefore, it makes understanding difficult.	The presentation outlines the **contents** but the **order** is not very appropriate or cannot be followed throughout the presentation.	The presentation outlines the **contents** and has an **order**. This sequence is generally followed throughout the video, although transitions are not clear.	The presentation outlines the **contents** and their **order**. This sequence is followed throughout the presentation, and transitions from one section to the next one are clearly established
Use of English (2 p.)	The presenter makes recurring mistakes in the choice and use of **grammar, syntax, lexis or discourse** throughout the presentation.	The presenter makes frequent mistakes in the choice and use of **grammar, syntax, lexis or discourse** during most parts of the presentation.	The presenter makes a few mistakes in the choice and use of **grammar, syntax, lexis or discourse** at some points.	The presenter makes correct and appropriate choices and use of **grammar, syntax, lexis and discourse**.
Oral Skills (2 p.)	**Pronunciation, rhythm and intonation** are not accurate and the speaker sometimes makes speech unintelligible. Unnatural **pace** and constant hesitation.	**Pronunciation, rhythm and intonation** are intelligible despite frequent inaccuracies. Generally slow **pace**, frequent hesitation.	**Pronunciation, rhythm and intonation** are fairly accurate and appropriate. Good **pace** despite some hesitation. **Pauses** are effectively used.	**Pronunciation, rhythm and intonation** are accurate and appropriate. Natural and confident **pace**. **Pauses** are effectively used to enhance meaning.
Engagement (2 p.)	Poor use of **rhetorical strategies**. The speaker does not **engage** the audience.	Acceptable use of **rhetorical strategies**. The speaker has trouble **engaging** the audience.	Good use of **rhetorical strategies**. The speaker **engages** their classmates to a certain extent.	Excellent use of **rhetorical strategies**. The speaker **engages** their classmates through different resources.
Visual mode (2 p.)	Poor or no **visual support** provided at some points in the presentation.	Fair **visual support** is provided which partially contributes to the understanding of specific points in the presentation.	Significant **visual support** is provided which contributes to understanding of specific points developed in the presentation	Excellent **visual support** is provided throughout which effectively supports the specific points developed in the presentation.

Appendix 5 Lesson plans

	Task Seq.	Competence	Objective	Description	Interaction Patterns	Time
Lesson 1- PRODUCT	Pre-task		To activate previous knowledge on the vocabulary of the unit.	Students will brainstorm the characteristics that products may have (size, target audience, fabric, price…), activating their previous knowledge.	Whole class dynamics	10'
	Task	CE.LEI.2 Oral Production

CE.LEI.2 Written Production | To share opinions respectfully for reaching an agreement, choosing product characteristics and details, enhancing students' decision-making. | Students decide with their pairmates which product and characteristics are most convincing and expose to their classmates what the ideas about the product are. | Prescribed pairs for the whole unit | 30' |

	Task Seq.	Competence	Objective	Description	Interaction Patterns	Time
	Post-task		To reflect on the language used and to contribute to each other's knowledge.	Students will add one idea to each of the classmates' proposals, to foster the use of the vocabulary and share their knowledge with the others.	Individual work	10'
Lesson 2 - PRODUCTION	Pre-task	CE.LEI.1 Comprehension	To respectfully share ideas and activate previous knowledge on environmental issues.	A debate on sustainability will be carried out, indicating aspects that may be relevant for taking eco friendly decisions.	Whole class dynamics	20'
	Task	CE.LEI.6 Pluricultural	To critically analyse and show understanding of the implications of the production process	Using the video linked in the following Appendix, students will understand the implications of the production process for the environment and for the labour hand.	Individual work	20'

	Task Seq.	Competence	Objective	Description	Interaction Patterns	Time
	Post-task		To reflect on the vocabulary learnt and its relevance for the writing and oral tasks.	Students will reflect on their use of the resources and the informed decisions they took during the production phase, making use of the new vocabulary acquired, and highlighting it.	Prescribed pairs work	10'
Lesson 3 - SHOPPING	Pre-task	CE.LEI.1 Comprehension CE.LEI.2 Written Production CE.LEI.2 Oral Production	To alternatively work on paraphrasing and making themselves understood and to ask questions to make proper explanation.	Students will be asked to explain to their classmates what the videos that are projected in class are about, mediating the muted images and inferring meaning. The students that receive the information will have to reformulate the information.	Pair work	20'
	Task	CE.LEI.4 Mediation	To reflect about the implementation of	With all the information that is compiled in the videos, students	Prescribed pairs work	20'

	Task Seq.	Competence	Objective	Description	Interaction Patterns	Time
			future technologies into shopping and to appropriately apply them to their product.	will have to include the newest technologies into their shopping and delivery processes, as it is exemplified in the powerpoint for this session (in Materials Section, Appendix 6)		
	Post-task		To share their ideas with their classmates to contribute to their learning.	Students will write, as it appears in the materials appendix, their own shopping characteristics, and share with another group to add one extra idea.	Pair work	10'
Lesson 4 - MARKETING	Pre-task	CE.LEI.1 Comprehension CE.LEI.2 Written Production	To activate their knowledge on marketing strategies.	Videos will be projected showing good and bad selling utterances that students had to differentiate, applying their own digital knowledge.	Whole group dynamics	10'

	Task Seq.	Competence	Objective	Description	Interaction Patterns	Time
	Task			Students will extract the information for the reading about influencers' history, efficiency, value… etc. They will extract conclusions about which type of marketing strategy suits their product best, based on the information that is provided in the text.		25'
	Post-task		To reflect on the relevant lexicon acquired and its relevance for the task.	Students will highlight essential vocabulary related to this aspect in the production process.	Prescribed pairs work	15'
Lesson 5 - GRAPHIC DESIGN	Pre-task	CE.LEI.4 Written Mediation	To activate students' previous knowledge and to explore the	Students will brainstorm the main aspects included in a Magazine Cover and its affordances, based on	Whole group dynamics	15'

	Task Seq.	Competence	Objective	Description	Interaction Patterns	Time
			different marketing platforms and its affordances.	the different examples proposed by the teacher.		
	Task		To transform the content into the specific platform.	This activity consists of a digital written mediation. With all the available information about the product, they will have to summarise and transform it so that it fits the digital affordances of the platform.	Prescribed pairs work	20'
	Post-task		To recognise and select the most relevant information of the product as a whole.	Highlighting in bold/bigger font the most relevant information, students reflect on their use of the language and evidence the most important information about their product.	Prescribed pairs work	5'

	Task Seq.	Competence	Objective	Description	Interaction Patterns	Time
Lesson 6 - MULTIMODAL VIDEO	Pre-task	CE.LEI.2 Written Production	To activate previous knowledge and share ideas with classmates.	Brainstorming about different formats and its affordances based on the different examples proposed by the teacher, students will identify what is useful in their campaign to sell their own product.	Whole group dynamics	10'
	Task		To creatively produce multimodal texts within its affordances and available tools.	Students will face the script writing and design of the multimodal aspects (hashtags, colours, movements…), as a controlled production activity.	Prescribed pairs work	30'
	Post-task		To include effective marketing strategies for communication.	Students will include some of the sentences used in lesson 4 or others that they may create to recommend their products in the multimodal video.	Prescribed pairs work	10'

	Task Seq.	Competence	Objective	Description	Interaction Patterns	Time
Lesson 7 - SELLING PRODUCT	Pre-task	CE.LEI.2 Oral Production CEL.LEI.4 Oral Mediation CE.LEI.5 Plurilingualism	To understand what they should and shouldn't do.	Students will be presented with what they are supposed to do to the rest of the classmates.	Whole group	5'
	Task		To deliver their message adapting to different circumstances that may arise.	Students will try to sell their whole product to the classmates in the school, using the strategies to mediate and adapt the information to the different questions that other students may ask and adjusting their level accordingly.	Exposition in the prescribed pairs	40'
	Post-task		To consciously reflect on the language used in the exposition.	Students will reflect on which strategies they used to convince their classmates and argue whether they worked in context following the KISS thinking routine.	Individual work	5'

Appendix 6 Materials

<table>
<tr><td>Lesson 1</td></tr>
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Pretask: **Guess the Price** (my ppt.)

This powerpoint presents different products that students will describe, activating their previous knowledge on the subject matter. The activity is really appealing as the prices of the garments that appear seems inadequate and they will have to discuss the reason for that.

https://docs.google.com/presentation/d/1YnId12GgJuVy2CXGMqKmQTtEYDtDcuTIXpaXj56qBHU/edit?usp=sharing

Task: **Images for Product Brainstorming** (Instagram resource)

This short video will give an insight of what a good example would look like. The brand created a different idea, that aligns with the diversity aspect and ecovalues and offers a description of what they are expected to do on that first lesson: describing the product, the target audience, and the purpose of their creation.

https://www.instagram.com/reel/CtEUMJpOZ4z/?igshid=MTc4MmM1YmI2Ng==

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| Lesson 2 |
| --- |
| Task: **TED Talk Video** (YouTube resource)

This video analyses the process of the production of a single white t-shirt and reflects about the climatological and labour issues that it implies. Students will have to understand the text and recognise the alarming consequences of this fast fashion industry, creating, at the same time, an alternative production process for their products.

https://www.youtube.com/watch?v=BiSYoeqb_VY |
| Lesson 3 |
| Pretask: Shopping Oral Mediation Videos (incl. in the class ppt.)
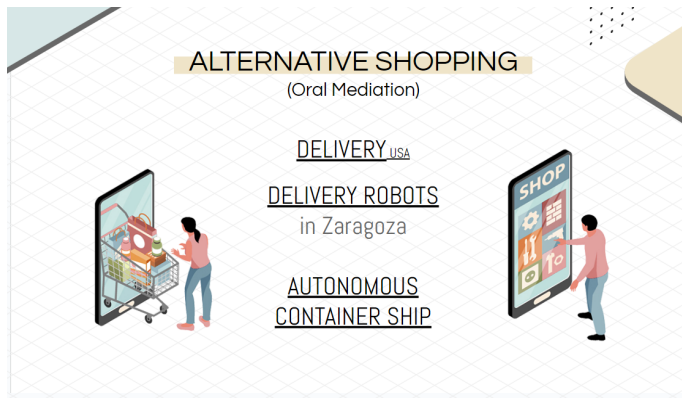
This powerpoint comprises the whole pretask, task and post-task.The videos included in the caption are an intended oral mediation activity in which each pair of students, in turns, will have to watch a video and explain it to their peers. The task is explained in the following picture. The post-task consists of a reflection on their shopping characteristics. Students will add one idea to another group's project that they may find interesting and check their use of the language.

https://docs.google.com/presentation/d/1NEmrmdPYaDVQQrGIOguC13sPzup55a7t1-_4Duj0OC4/edit?usp=sharing |

Task: **Video on the newest technologies** (also incl. in class ppt., from McKinsey.com)

Students will analyse the new way of shopping and integrate them into their own product, having as examples the ones provided in the slides.

https://www.mckinsey.com/featured-insights/the-next-normal/shopping

Lesson 4

Task: **Reading Influencers** (my adaptation)

The role of the influencer in the marketing campaign is a matter-of-fact nowadays. This text provides an insightful view on the origin of this trend and the real application of this strategy compared to others. Students will have to select relevant expressions that they will include in their own marketing campaign.

https://docs.google.com/document/d/1YU3vcnD0tMBSRou_wFVf4B2K4-Fi9vpzHs-IFZkFed0/edit?usp=sharing (Extracted and adapted from

https://www.forbes.com/sites/theyec/2018/07/30/understanding-influencer-marketing-and-why-it-is-so-effective/?sh=1a30d16771a9)

Lesson 5
Pretask: **Images for Magazine Covers** (different Internet sources)   These images will give them an idea of the different affordances of a magazine cover and different themes according to the product that they want to advertise. They will extract common patterns regarding formal aspects such as text organisation, titles, subheadings, colours, font size… They will have to use this information for later tasks.

Lesson 6
Task: **Videos on Reviews** (YouTube resource)   Students will identify, after having watched the videos, good and bad communication strategies and efficient utterances that are included in the multimodal marketing campaigns in order to include them in their own video for selling their products.   https://youtu.be/U_TzOQz6YoA

Post-task: **List for key phrases** (my creation)

GIVING ADVICE

☐ "If you're looking to level up your fashion game, here's a pro tip for you..."
☐ "Trust me on this one, ..."
☐ "I've got some game-changing advice for you:..."
☐ "Believe me, ..."
☐ "Here's a little secret I swear by..."
☐ "From one fashion enthusiast to another, ..."
☐ "I'm all about ..."
☐ "It's a clever way ..."
☐ "Here's my go-to advice for nailing that effortlessly chic look:.."
☐ "Listen up, fashionistas! ..."
☐ "Remember, ..."
☐ "Here's my go-to advice ..."
☐ "Don't be afraid to..."
☐ "When it comes to fashion, ..."
☐ "One piece of advice I can't stress enough is ..."
☐ "It can even make ..."
☐ "It's a great way to ..."

The list of good starting key phrases will make them reflect on the use of the language and on how to improve their communication and to enhance their message.

https://docs.google.com/document/d/11ZmUDhR8ZP3iyW2jKsoi1GPPYAnBQtimCLawCDXfkB0/edit?usp=sharing

Lesson 7

Post-task: **Visible Thinking Routine** (my creation)

KISS (Visible Thinking Routine)

KEEP STRENGTHS AND POSITIVE ELEMENTS OF THE PRESENTATION	COMMENT	COMMENT
IMPROVE WEAKNESSES OR CHALLENGES ENCOUNTERED	COMMENT	COMMENT
START NEW STRATEGIES OR TECHNIQUES TO INCORPORATE	COMMENT	COMMENT
STOP PRACTICES TO STOP OR AVOID IN THE FUTURE	COMMENT	COMMENT

After the oral presentation to the schoolmates, students will have to reflect on what they did well and what they should improve and take ideas from others that may be useful for them in the future.

https://drive.google.com/file/d/1Dao3p6K7CtIrKT9-R34xmFVRnjreboEf/view?usp=sharing