

Trabajo Fin de Máster

**Action-Oriented Approach (AoA) in Third-ESO EFL:
a videocall project with French EFL learners to design
multimodal antiwar posters**

**Action-Oriented Approach (AoA) in Third-ESO
EFL: a videocall project with French EFL learners to
design multimodal antiwar posters**

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Abstract

The present dissertation exemplifies the implementation of an Action-Oriented Approach (AoA) for the first unit plan of Third-ESO EFL. This proposal fulfills an innovation need that stems from pedagogic deficiencies detected during the Master's learning activities. The most critical deficiency is teachers' restriction of their learners' *agency*, which is the autonomy to mobilize all resources strategically and accomplish real-world tasks. Such autonomy critically draws on *self-regulation*, which includes learners' awareness of learning strategies, reflexive thinking, and self-efficacy.

The intercultural scenario of the unit is an 'eTwinning' telecollaboration with French EFL learners in order to compose multimodal antiwar posters about reconciliatory events from the Franco-Aragonese history. All the competences that this scenario requires are developed through a series of preparatory tasks, learning inductively 'by doing', so that by the last session students can autonomously *plan, execute, and self-assess* their projects. The language functions worked in the unit are 'give instructions, suggestions and opinions' and 'give reasons by expressing purpose and result'. Furthermore, the preparatory tasks are *peer-scaffolded* by reflective discussion in small groups, in line with the Vygotskian concept of mediation of learning within the 'Zone of Proximal Development'. Thus, this proposal attends for *inclusive education* and *learner diversity*.

The second part of this dissertation concerns a critical commentary on the unit plan according to the criteria laid in the theoretical and curricular framework. The unit is entirely included in the appendices. Finally, the section of conclusions summarizes the critical analysis and proposes future lines of research and action.

1. Introduction

This TFM project is conceived as demonstration of learning during the Master, and concerns the **critical report** of an original educational innovation. This report comprises the **design** of a unit plan according to theoretical and curricular criteria and a **critical commentary**. The teaching unit is devised as an innovative intervention proposal for a significantly positive change in the learning-teaching process. Such proposal responds to a number of pedagogical needs detected during the Master's learning activities, and the commentary demonstrates the knowledge, skills and attitudes acquired, particularly in the Master's *practicum* (i.e., a period of observation of teaching and supervised practice, which seeks to connect theory, research, and practice).

The present dissertation exemplifies the implementation of the **Action-Oriented Approach** (AoA) in the **first unit plan** of **Third-ESO EFL**¹, calibrated at the B1 level of proficiency in the 'Common European Framework of Reference for Languages' (CEFR). The key postulate of the AoA is that learners are *social agents* who, as language users, can strategically mobilize all their *competences* (both, communicative language and general competences, [Appendix 7.1](#)) in order to accomplish real-life tasks.

However, contrary to the AoA tenets and learners' wishes, teachers utterly restrict students' *agency*, which is the reflective autonomy to mobilize all competences and act strategically in order to accomplish real-world tasks with peer learners. This is the foremost pedagogical deficiency detected during the Master, which in turn entails the neglect of student's **self-regulatory** capacity. Additional deficiencies are identified in [section 3.1](#).

Particularly, the unit plan of this proposal consists of eight sessions dealing with the *planning, execution* and *assessment* of an antiwar campaign against the current Russo-Ukrainian conflict. The competences that this project requires are developed through a number of preparatory tasks, learning inductively 'by doing'. Drawing on Vygotsky's concept of mediation of learning within the 'Zone of Proximal Development' ([3.2.1.2.2](#)), the preparatory tasks are *peer-scaffolded* through reflective discussion in small groups, a strategy that caters for *learner diversity*.

Following the curricular emphasis on *multiliteracies*, the pacifist campaign concerns the collaborative design of a **multimodal poster** (that is, an ensemble composed

¹ 'English as a Foreign Language' (EFL) is the curricular title. Therefore, no theoretical notions are implied in its use regarding the learning environment ([3.2.3](#)).

by multiple ‘semiotic modes’ such as *text*, *image*, and *design*). In line with the European ‘eTwinning’ framework for *intercultural dialogue*, and English being the **lingua franca** in Europe, the posters are created in the final session through a videochat, in pairs, with peer EFL learners from France, and the topics of the posters reflect reconciliatory events from the Franco-Aragonese history.

The following sections include a recapitulation of the main purposes of the proposal. Next, after a brief justification of the main features of the unit plan precedes the comprehensive theoretic-curricular framework and the steps followed in the methodological design. The second part of this dissertation is devoted to a critical commentary on the unit plan, in a systematic fashion, following the criteria laid out in the framework. The section of conclusions summarizes the critical analysis and proposes future lines of research and action. The unit plan is entirely included in the final appendices.

2. Purpose and Aims

This dissertation exemplifies an implementation of the AoA, a researched-based approach to ‘Second Language Acquisition’ (SLA²) that develops learners’ **agency** and its correlate *self-regulation*, for the first unit plan in Third-ESO EFL³.

For this purpose, the unit establishes a series of preparatory tasks to develop all the competences that its project scenario requires for accomplishment, so that by the last session students can autonomously *plan*, *execute*, and *self-assess* their projects.

The inductive teaching-learning methodology rests on reflective peer-scaffolding, with particular emphasis on the strategic competence (i.e., process-oriented instruction). Thus, the unit inherently caters for learner diversity and lessens the need of additional remedial measures.

Finally, further aims include the development of plurilingual and intercultural competences in a *lingua-franca* context, and particularly pragmatic competence, emphasizing the curricular ‘multimodal turn’ that seeks to develop multiliterate citizens.

The following sections elaborates such purpose and aim in depth.

² ‘SLA’ and ‘L2’, where *acquisition* and *second* might suggest a once-and-for-all process in monolingual speakers, refers to the formal field of research (3.2.3)

³ Secondary EFL consists of two stages, each divided into two yearly courses that share common curricular content; therefore, this is a key juncture.

3. Justification, Theoretical and Curricular Framework, and Methodological design

3.1 Justification

Contrary to the curricular action-based principles, language teachers stifle students' reflective autonomy to mobilize all their resources, act strategically, and accomplish real-world tasks with peer learners. This is the foremost deficiency observed during the Master's practicum, since the 'action turn' has been understood, at best and marginally, as 'information-gap' interaction in disconnected role-play exercises. This flaw was reflected in an analysis of the students' textbook ([Appendix 1.1](#)). Moreover, an academic research corroborates that active methodologies, such as collaborative project-based learning, are missing across different secondary levels and schools ([Appendix 1.2](#)), negatively affecting students' interest and motivation. These action-oriented methodologies rest on mediation of learning by peers.

Additionally, the curriculum considers **pluriculturalism** as complementary to the communicative dimension of plurilingualism (i.e., a conglomerate of "linguacultures", [3.2.3](#)), thereby seeking to promote intercultural dialogue that contributes to **democratic citizenship**. Yet, contrary to such pluralistic perspective, the abovementioned textbook analysis reveals a product-oriented monolingual instruction that disregards learners' awareness of any lingua-cultures other than English as well as their capability of strategic reflection. Such unfounded methodology can never cater for learner diversity, as inclusive education necessitates process-oriented approaches.

Therefore, in addition to the restriction of learners' agency, and the correlated neglect of self-regulatory learning ([3.2.6](#)), this proposal tackles an English-only methodology, product-oriented and with an ethnocentric view of interculturality, all of which ignores the principles of inclusive education

3.2 Framework

3.2.1 Action-Oriented Approach

In the following two sections, a description of action-oriented *scenarios* precedes the AoA theoretical underpinnings.

3.2.1.1 Action-oriented scenarios

The AoA regards learners as language users who, as *social agents*, are capable of drawing upon all their **competences** strategically to accomplish **real-life tasks** collaboratively. Therefore, the AoA represents an improvement on the ‘task-based’ communicative approach (TBLT), for the latter holds a transactional view of language use as exchange across an ‘information-gap’. Critically, learners in TBLT are not agents but *actors* who play fictional roles unrelated to their experience and with limited responsibility. That is, *action* in TBLT is only preparatory for future real-world *Action*, while in AoA learners act as themselves in order to learn in authentic scenarios. In short, the AoA is not so much a question of *interaction* as of *co-action*.

A *scenario*⁴ creates a *project*, understood as a macro-task approachable through less complex sub-tasks. As Di Pietro (1987, in Piccardo and North 2019) states, scenarios must be related to the experiences that learners already have in the form of genre-specific mental ‘scripts’ or schemata (e.g., the steps, knowledge and skills needed for a videocall with classmates to do homework projects together during the pandemic). Thus, the videocall scenario of this proposal determines the competences necessary for achievement that students need develop along the unit.

Besides, Bachman and Palmer (1996, in Piccardo and North 2019) point out, scenarios guarantee the two types of similarity in relation to real-world tasks, namely ‘situational’ and ‘interactional’ authenticity. *Situational authenticity* implies similar communicative language activities (contexts of use), while *interactional authenticity* refers to conditions and constraints that activate similar competences and strategies for language use.

As van Lier (2007, in Piccardo and North 2019) explains, AoA scenarios represent an ecological model in which, rather than linguistic *input* (i.e., the old computational metaphor of language as a fixed code), teachers prepare a landscape of affordances for

⁴ In the LOMLOE curriculum (3.2.2), an action-based scenario is called *situación de aprendizaje* (‘learning situation’. All translations from Spanish into English are done by the author of this dissertation).

task-performance, and ‘scaffold’ learners’ capitalization on such affordances through reflection.

Reflection occurs throughout task-performance, so a triphasic distinction is made between **reflection-for-action**, **reflection-in-action**, and **reflection-on-action**. During *planning*, reflection-for-action anticipates project prerequisites such as technical issues (e.g., the configuration and features of videoconference software), or subject-specific ‘language-of-learning’ (e.g., the multimodal framework in [3.2.7](#)). Reflection-in-action is process-oriented, by *monitoring* during sub-tasks in order to ‘feed forward’ into a subsequent *repairing* phase. Finally, reflection-on-action occurs in the *evaluating* phase after performance. This three-step reflective action is carried out throughout the unit of this proposal so that by the last session students can autonomously plan, execute and self-assess their project performance

Thus, Piccardo and North (2019) allege that task performance must be **iterative** and include rehearsal: when learners are aware of such reflective phases for adjustment they are less afraid of taking risks and consider errors and mistakes as an **inherent** part of learning. Moreover, an iterative approach helps promote learner’s **self-efficacy**, which is the confidence of being objectively capable of achieving a specific task. Self-efficacy is especially relevant for language learning, as performance-based outcomes are progressively approached through the units and courses.

Summing up this section, the AoA supersedes the task-based approach because scenarios assure both situational and interactional similarity to real-world tasks. Secondly, reflection throughout projects enables the planning, monitoring and assessment of accomplishment. Finally, an iterative approach to performance makes learners less afraid of mistakes and promotes their self-efficacy.

3.2.1.2 Theoretical Underpinnings of the AoA

The following two sections offer an account of the main research-driven principles that guide SLA according to **cognitive-interactionist** and **sociocultural/sociointeractional** theories.

3.2.1.2.1 Cognitive-Interactionist Theories

According to Long’s (1996, in Ellis and Shintani 2013) ‘Interaction Hypothesis’, acquisition is especially fostered by **negotiation of meaning** when interlocutors deal with

a communication problem or seek to prevent it. The lesson unit of this proposal prioritizes the strategic competence by emphasizing the role of communication strategies for negotiation of meaning (3.2.3).

Furthermore, Long (1991, in Ellis and Shintani 2013) defines **focus-on-form** as the attention to items that arise spontaneously during communication. Doughty (2001, in Ellis and Shintani 2013) recommends that focus-on-form take place within a ‘window of opportunity’ while learners struggle with their message. The videochat app used for the collaborative project plays a decisive role for assessment within such opportunity window without interrupting students’ flow of communication.

Additionally, Ellis and Shintani (2013) affirm that, according to the ‘weak interface position’, explicit instruction can increase, through practice, the rate of conversion of declarative knowledge, which is conscious and effortful, into automatic skills. In this regard, the authors highlight the role of ‘**consciousness-raising tasks**’ for a naturalistic development of explicit knowledge, discovering rules and patterns inductively from language examples in use. The lesson unit particularly resorts to such awareness-raising in the homework tasks for the induction of explicit grammar patterns.

Finally, Larsen-Freeman (1995, 2003, in Ellis and Shintani 2013) distinguishes three dimensions of grammar knowledge: **form**, **meaning** and **function**. *Form* concerns the phonographological, morphological and syntactic features, *meaning* refers to semantic notions, and *function* applies to communicative intentions. The learning materials of the unit, provided for learners’ inference of meaning, systematically specify such three grammatical dimensions.

3.2.1.2.2 Sociocultural Theory (SCT)

The ‘social turn’ in SLA is informed by the **Sociocultural Theory** (SCT), which rests on Vygotsky’s ‘Zone of Proximal Development’ (ZPD, [Appendix 7.1](#)). Ellis and Shintani (2013) defines the ZPD as the new cognitive state of learners who are helped to perform at levels of task-difficulty that they are not able to reach independently. That is, the ZPD promotes ‘**scaffolding**’ of learning as *guided discovery*, so that acquisition is demonstrated when less assistance is needed over time. A popular way to apply scaffolding between peers is the reflective strategy ‘**think-pair-share**’, in which tasks are divided in three phases: individual performance, monitoring in a small group (‘peer-scaffolding’), and final reporting for evaluation (discussion and correction) with the

whole class. Such tri-phasic scaffolding permeates the tasks of the unit in order to promote reflective discussion between students.

In SCT, assessment is done *with* learners (not just *to* them). Such diagnostic assessment, known as *formative* assessment, comprises ‘assessment-*for*-learning’ and ‘assessment-*as*-learning’. In ‘assessment-*for*-learning’ (process-oriented), teachers inform students about their learning and performance, especially through reflexive diaries and *portfolios*. In ‘assessment-*as*-learning’ it is the self-directed students who, being aware of the criteria (e.g., instruments like scoring **rubrics** and **checklists**), can evaluate their own and their peers’ learning (i.e., self-assessment and peer-assessment, respectively). The lesson unit resorts to four instruments, namely teacher’s observation quadrant, web-based homework forms, rubric for the videocall performance, and checklist for the posters; of these, the first two are exclusively ‘assessment-*for*-learning’, but the latter two are can also be used by students.

Summarizing the two foregoing sections, cognitive-based theories argue that acquisition is particularly promoted by prompt attention on the items with which learners have difficulty during negotiation of meaning, but also reinforced by explicit knowledge (form, meaning and function) that can be inductively inferred from exemplars in use. On the other hand, in SCT acquisition is scaffolded by *guided discovery*, which can be carried out between peers through the strategy ‘think-pair-share’, and accordingly, assessment must be diagnostic, including the teacher’s feedback from reflexive diaries and *portfolios*, but also self-assessment and peer-assessment through rubrics and checklists.

3.2.2 LOMLOE Curriculum (CEFR-informed)

The ‘LOMLOE’ curriculum embraces the CEFR philosophy and resources. First, the chief curricular EFL elements and how they are aligned in language teaching, and next, the crosscurricular/transversal content of the proposal precedes the principles of inclusive education.

The Curriculum establishes eight ‘**Key Competences**’ (KCs, [Appendix 7.2](#)) as higher-order learning aims to be developed through six EFL ‘**Specific Competences**’ (SCs, [Appendix 7.3](#)). In turn, SCs are divided into ‘communicative language activities

and strategies’⁵ (SC1-4), ‘plurilingual competence’ (SC5), and ‘intercultural competence’ (SC6).

Activities and strategies (SC1-4) are organized in four ‘modes of communication’⁶: **reception**, **production**, **interaction**, and **mediation**. *Reception* and *production* focus on personal expression, *interaction* introduces the co-construction of meaning, and *mediation* deals with the facilitation of understanding.

Plurilingualism (SC5) does not equal ‘bilingual in multiple languages’, but a holistic repertoire for mediation of meaning, using **intercomprehension** strategies that exploit similarities across languages (*cognates*, *borrowings*, and *internationalisms*). Although dissociable in practice, plurilingualism (SC5) and interculturality (SC6) are two sides of the same coin (notion of ‘linguaculture’, [3.2.3](#)). Thus, the Curriculum remarks that instead of ‘native speakers’ the reference point is the *intercultural mediator* who contributes to ‘**democratic citizenship**’: “[L]os procesos democráticos requieren del diálogo intercultural... [L]a comunicación en distintas lenguas resulta clave en el desarrollo de esa cultura democrática” (2022:28427)⁷. This is exactly the point of reference in the intercultural collaboration to design the antiwar posters of the unit ([Appendix 7.8](#)).

SCs are attributed a general set of *notional-functional* syllabus content (‘**basic savoirs**’, [Appendix 7.4](#)) and ‘**Evaluation Criteria**’ (EC, [Appendix 7.3](#)). These EC need to be contextualized in scenario-specific ‘can-do’ descriptors of performance to facilitate *constructive alignment* between assessment and the teaching objectives that implement curricular aims. In language teaching constructive alignment is achieved through Richard’s (2013, in Piccardo and North 2019) **backward design**. First, a cluster of descriptors is selected to signpost the *intended learning outcomes* (ILOs, the ‘end objectives’). ILOs must be SMART, an acronym that stands for ‘specific, measurable, achievable, realistic and time-based’. Secondly, the assessment evidence for such goals is determined. Thirdly, the learning tasks and materials (‘enabling objectives’) are designed. Backward design and constructive alignment of EC, learning goals and basic savoirs are the keystone in the methodological design of the present proposal.

⁵ The CEFR ‘strategic dimension’ consists of ‘learning strategies’ (*savoir apprendre*) and ‘communication strategies’, but only descriptors for some of the latter are provided. Therefore, literature needs be drawn from elsewhere to fill the gaps ([3.2.3](#), [3.2.5](#)).

⁶ In turn, these appear in different ‘semiotic modes’: *oral*, *written*, or *audiovisual*, [3.2.6](#)

⁷ “Democratic processes require intercultural dialogue. [C]ommunicating in different languages is a key for the development of democratic culture” (my translation).

Such standards-based assessment guarantees both **reliability** and **validity** ([Appendix 7.5](#)): criterion-referenced assessments are *reliable* in consistently assigning precise levels of performance, and *valid* because the constructs being assessed are accurately interpreted from the results. These two properties are met by the grading rubric of the unit, as it defines four precise levels of performance for six accurate assessment constructs.

To recapitulate, the main points of the section so far, an analysis of learners' needs personalizes unit plans. In EFL, Key Competences are developed through three blocks of 'Specific Competences', namely 'communicative language activities and strategies' (divided into *reception*, *production*, *interaction*, and *mediation*), 'plurilingual competence' (mainly based on *intercomprehension* strategies), and 'intercultural competence' (i.e., learners as *intercultural mediators* who contribute to 'democratic citizenship'). As the first step of backward design, 'basic savoirs' and 'Evaluation Criteria' have to be contextualized in 'can-do' descriptors of the Intended Learning Outcomes, ILO, which guarantees both reliability and validity of assessment. Finally, the next two paragraphs concern the crosscurricular content of the proposal and the principles of inclusive education.

Section 4.4 specifies mandatory **crosscurricular** content for the ESO stage. In this regard, the EFL Curriculum emphasizes the '**Sustainable Development Goals**' (SDGs), which include 'SDG5: Gender Equality', 'SDG16: Peace', 'SDG12: Responsible Consumption and Production', and 'SDG13: Climate action'. Relatedly, Section 5.2 urges to **contextualize** learning concerning the *Aragonese* territory and sociocultural heritage. The comprehension task in session 6 concerns the Spanish app to fight the gender gap in the housework, while a debate to choose the type of campaign for the posters revolves around the different CO2 footprints of traditional or digital publishing.

The Curriculum intrinsically embraces **inclusive education** through its 'general methodological principles' (Section 10.2), which encapsulate the features of this proposal: a) *Universal Design for Learning* (UDL) by providing multiple means of *engagement*, *representation*, and *action/expression*. Multimodal representation constitutes the common vector of the teaching materials, particularly through pictograms. b) *Meaningful learning*, elaborated onto one's previous knowledge d) *Autonomy* and *intrinsic motivation* e) *Creativity* f) *Real-life contexts*. g) *Self-regulation*. j) *Digital*

technologies. k) *Active methodologies* such as project-based learning. l) *Formative assessment*. m) *Heterogeneous grouping, collaborative learning, and peer tutoring*.

Additionally, Order 1005/2018, of measures for inclusive educational intervention, includes as non-significant accommodations the adjustment to minimum curricular contents and the adaptation of assessment criteria. These curricular accommodations are applied to the assessment rubric, the former as a general measure and the latter for the student suffering from attention deficit.

To sum up the last two paragraphs, transversal content in EFL aligns with certain ‘Sustainable Development Goals’, and the Curriculum urges contextualizing learning concerning the sociocultural heritage of Aragon. Furthermore, besides Order 1005/2018, inclusive education is intrinsic to the curricular ‘general methodological principles’ (e.g., the Universal Design for Learning), which encapsulate the characteristics of this proposal.

3.2.3 Lingua-Franca Context: Communication Strategies

As Seidlhofer (2011, in Jafari 2020) remarks, in SLA literature ‘English-as-a-*Foreign-Language*’ refers to the conception of classrooms as ‘acquisition-poor’ environments, in which learners are forced to imitate native-speaker linguacultural norms. Instead, the Curriculum considers English as a lingua franca (ELF) for intercultural dialogue. The collaborative videochat of the unit establishes an intercultural scenario, with English as the common international language, that is, intended to break with the traditionally isolated environments of EFL.

Jenkins defines ELF as “the common language of choice among speakers with different linguacultures” (2009, in Jafari 2020:3). In such intercultural scenarios, negotiation of meaning considerably relies on **communication strategies** (CSs).

According to Jafari (2020), CSs make understanding a collaborative achievement, publicly displayed through the speakers’ mutual monitoring of the conversation. Accordingly, the author establishes a participant-oriented classification into **self-initiated** and **other-initiated** CS. *Self-initiated* CSs include ‘explicitness’ (preemptive explanation, synonymification, exemplification, and paraphrasing) and ‘comprehension checks’. *Other-initiated* CSs are divided into a) Confirmation requests (asking for confirmation and paraphrasing), b) Clarification requests (asking for clarification and repetition), c) Cooperative repetition for listenership, and d) Anticipatory co-production of the message (lexical suggestion and lexical replacement).

The lesson unit features a specific consciousness-raising task to induce explicit knowledge of all these types of CSs, but adapted to learners' language ([Appendix 6.1.2](#)).

3.2.4 Pragmatic Competence: assertive and directive illocutions

CEFR's 'pragmatic competence' refers to the principles according to which messages are structured, used to perform communicative functions, and sequenced based on interactional schemata. Owing to learners' shared experience as L2 speakers, in *lingua-franca* contexts, such as the scenario of this proposal, sociolinguistic appropriateness is subordinated to comprehension.

Illocutions are utterances that attempt to perform an action *in* speech, beyond their literal meaning (e.g., uttering "can you pass the salt?" at the dinner table as a request). Searle's (1979, in Glaser 2014) five 'speech acts' distinguish **assertive** from **directive** illocutions. *Assertives* intend to convince interlocutors of something being true (such as *opinions, justifications, and agreement*), whereas *directives* try to persuade hearers to take an action (e.g., *requests, instructions, and suggestions*). Assertives and directives excellently define the language functions predictable in the collaborative project videocall, which are iteratively practiced throughout the unit.

Illocutions usually form 'adjacency pairs', which are two-turn sequences with second pairs such as opinion and agreement/dissension, or request and fulfillment/refusal. According to Leech (1983, in Glaser 2014), 'incongruent second pairs' are 'face-threatening acts', which elicits much interaction in the form of discussion, argumentation and justification, especially when interlocutors have a similar *relative power*, or as Brown and Levinson (1987, in Glaser 2014) term it, an 'equal **status**', as do the learners at whom this proposal is aimed. Therefore, scenarios prone to incongruent seconds, as is the videocall project of this proposal, are of great pedagogical interest.

Finally, Glaser (2014) elaborates a comprehensive classification of strategies used to perform adjacency pairs that exceeds the scope of this dissertation; yet, all have the following grammar forms in common. Epistemic and deontic modalities (that is, the speaker's view of the probability and the degree of duty, respectively), the imperative mood (including *let's*), and hortative interrogative adverbs (*how/what about doing...?*, *why don't we/you... ?*). Additionally, all these forms are usually accompanied by justifying expressions of purpose and result. Accordingly, the linguistic focus of the teaching proposal centers on such grammatical forms.

Summing up, assertives (*opinions, justifications, and agreement*) and directives (*requests, instructions, and suggestions*) are predictable illocutions in the project scenario of this proposal, as is argumentative discussion due to the similar status between students. This *suasive* function of language is usually performed by epistemic and deontic modalities, the imperative mood and hortative interrogative adverbs, and justified with expressions of purpose and result.

3.2.5 Strategic Self-Regulation Learning (S²RL)

Self-Regulation is a prerequisite to exert autonomous agency. Besides the daily post-performance reflection, the first session of the unit is devoted to the self-regulating competence, beginning with an introductory video about learning styles.

Weiner (1986, in Oxford 2016) establishes four attributional causes for task performance: **ability, effort, difficulty, and luck**. *Difficulty* and *luck* are learner-external characteristics, while *ability* and effort/motivation are learner-internal, so only *effort* would seem controllable (i.e., learner-internal and changeable). Session 1 of the unit includes a task to infer and discuss the internal and external causes of learning failure from a short narrative.

Despite the foregoing, learning strategies help students render their performance more controllable. Oxford (2016) establishes four self-explanatory ‘learning domains’, viz. ***cognitive, motivational, social, and affective-emotional***. Each domain is regulated with a set of common metastrategies and specific strategies. Relevantly, strategies become *skills* after being automatized, resulting in a curvilinear pattern of awareness that is highest for intermediate-level learners, such as the students this proposal is aimed at. Thus, the organization of the sections in the students’ Language Biography follows the four domains of learning.

Metastrategies regulate general executive-control through overarching reflection in three phases: *planning, monitoring, and evaluating* (that is, the reflective process ‘for-action, in-action and on-action’, [3.2.1.1](#)). The next four paragraphs focus on the specific strategies for each learning domain, respectively.

Cognitive strategies deal with inference of meaning, and are classified in **bottom-up** and **top-down**. Bottom-up processing starts with *intelligibility* within a word’s immediate co-text, segmenting text into phonemes and graphemes, and reconstructing the

text into increasingly complex units of the linguistic subsystems (syllables, stresses, morphemes, words and phrases, etc.). Yet, for *comprehension*, bottom-up strategies need to be simultaneously mediated by top-down processing, which deals with *contextual knowledge* by activating conceptual schemata about the discursive genre, as well as experiential and encyclopedic knowledge. Furthermore, organizing knowledge into **higher-level labeling**, that is, mental schemata, especially if visually through *mind maps* and *schematic diagrams*, makes information more memorable. Accordingly, the lesson unit always asks students to specify the strategies used for comprehension, and require diagrammatic slides are regularly required to support their messages.

Dörnyei and Ryan (2015, in Oxford 2016) adapt *intrinsic motivation* for SLA in the notion of ‘**Ideal L2-Self**’. Instead of avoiding the negative outcomes of not meeting external expectations, learners aspire to certain L2 because they *envision* themselves enjoying specific activities that only such L2 will enable. Thus, in the second task of the unit, students guess the languages of each other’s ideal L2-selves by describing the activities that knowledge about such languages enables.

In the social domain, scaffolding strategies like ‘think-pair-share’ (3.2.1.2.2) allow collaborative performance to outstrip individual competence, while communication strategies (3.2.3) assist negotiation of meaning.

Lastly, the main affective-emotional strategies aim at lowering anxiety, reinforcing self-efficacy and monitoring stress. The specific strategies of this domain are brainstormed and discussed about in ‘Session1_Task3’ of the unit.

Summing up, task-performance is regulated by strategies from the four domains of learning: cognitive strategies, such as bottom-up and top-down, and visual organization of information in diagrams; long-term motivation, by imagining the ideal self enjoying the specific activities that the L2 makes possible; social collaboration, such as peer-scaffolding and communicative language strategies; and affective-emotional control of anxiety, self-efficacy and stress. Finally, metastrategies are employed across-domain through three-step reflection for *planning*, *monitoring*, and *evaluating*.

3.2.6 Multimodal Multiliteracies

The EFL Curriculum adopts the ‘multimodal turn’ to learning materials, seeking to develop learners’ multiliteracies. Session 5 of the unit constitutes a mini-course for the

inference and discussion of multimodal principles of design, which are included in the criteria of the checklist to (self-)assess their posters.

Multimodal ensembles are composed by different ‘semiotic modes’, such as *text* (oral or written), *image* (e.g. photography, icons or graphs), and *design* (such as typography or border-frames). In response to such complexity, the reconceptualized notion of **multiliteracies** encompasses a set of competencies for different social practices (e.g., the *visual*, *(multi)media*, or *critical* literacies). Consequently, traditional comprehension strategies based on logocentric literacy do not suffice to interpret today’s compositions, and this urges the integration of the *cognitive-skill* perspective into a **critical pedagogy** of multimodality.

Serafini (2014) offers a tripartite framework of **visual literacy** for configurational elements from *visual art*, *ensembles* and *visual grammar*.

Visual art heavily relies on relative **size** and **position**, so that centric large elements are noticed first, while the elements positioned above overpower the rest.

Ensembles constitute the second level of complexity, featuring **framing**, **typography**, and **symbolology**. Thus, compositions are delimited by framing borders that highlight specific elements. In turn, text itself can be highlighted with different typographic fonts (e.g., *italics*), but typefaces must be coherent to the *textual formality* (e.g., modern Calibri is more informal than traditional Times New Roman). Finally, symbols connote *figurative* meaning, like red roses as a sign of love, and the recurring use of symbols evokes a *general* theme.

Visual grammar occupies the third tier and mirrors the Hallidayan **representational/ideational** and **compositional** metafunctions. Ideation affords conceptual structures that serve as visual classifications (e.g., headings or schematic diagrams), while different compositional zones correspond to different *meanings*: the upper half represents the ideal or spiritual, while the left half suggests old information.

Finally, Nikolajeva and Scott (2006, in Serafini 2014) distinguish *symmetry* from *enhancement* in the modal interplay: *symmetrical* interactions contribute similar meaning, reinforcing global the message, while *enhancing* modes elaborate further each other’s semiotic contributions.

3.3 Methodological design

As the aphorism goes, ‘nothing is as practical as a comprehensive theory’, so extensive researched-based literature and curricular precepts were consulted to adapt the proposal of pedagogic innovation to its socio-educational context.

Secondly, *backward design* was followed for constructive alignment of the unit plan. First, the curricular Evaluation Criteria and basic savoirs were contextualized in scenario-specific *intended learning outcomes* (ILOs). These ILOs determine the competences to be developed in the preparatory tasks throughout the unit. Secondly, the types of assessment to evidence achievement of the ILOs. Finally, the learning tasks and materials were designed in alignment with both the ILOs and the assessment tasks.

The efficacy of a proposal is uncertain until it is enacted. Yet, the AoA can only entail an objective improvement in *communicative* language learning, as is the purpose of this proposal. This is so because performance-based outcomes are only achievable progressively, through the tasks, units and courses. Therefore, in action-oriented approaches the assessment of the teaching-learning process implies an iterative approach to performance, through different real-world scenarios that require the development of similar competences and strategies nonetheless.

4. Critical Analysis and Discussion of the Proposal

The critical commentary on the lesson unit, according to the criteria and principles laid out in the theoretic-curricular framework, comprises six sections. First, the general characteristics of the proposal and the learners it is aimed at. Secondly, the lesson plans. Third, Specific Competences and Key Competences. Fourth, learning objectives and basic savoirs. Fifth, teaching materials and resources. Sixth, assessment instruments.

4.1 Topic, Main Features and Purpose, and Learners’ Characteristics

The self-explanatory title of the unit is “**#stopwar** poster campaign: reconciliatory examples from the *Franco-Aragonese* history”, which works towards the SDG 16.1 ‘Reduce violence everywhere’. The proposal consists of eight classroom sessions, each 55 minutes long, dealing with the *planning*, *execution* and *evaluation* of a videocall with peer EFL students from France. The goal of the videocall is the collaborative composition

of a digital poster against the current Russo-Ukrainian conflict following the principles of multimodal design ([Appendix 7.8](#)).

Accordingly, the main teaching aim of the unit is to scaffold learners' development of all the competences necessary for task-achievement, so that by the end of the unit students are autonomously able to plan, execute and assess a real-life project with peer learners.

In alignment with the project scenario, the characteristic type of activity throughout the unit is reflective discussion, which entails strategy-based justification of learners' directions, suggestions and conclusions. This is reflected in the functional language worked through the sessions: "ask for and give instructions, suggestions and opinions" and "give reasons by expressing purpose and result".

Each session comprises five class tasks plus a homework task that harmoniously form a thematic unit. Sessions are scaffolded through a slideshow presentation that acts as a visual aid for students' comprehension. Generally, the typology and duration of the tasks follow a regular pattern. First, whole-class discussion and correction of the previous session's homework (5:00). Homework tasks focus on language forms worked during the session, and involve the induction of grammar patterns followed by rule application in rephrasing exercises. Second, comprehension questions about a video that is introductory to the session's topic (15:00). Comprehension tasks involve three phases for as many views, namely planning, monitoring, and evaluation. Third, two interconnected tasks preparatory of the steps, skills and knowledge necessary for project performance in the final session (15:00 each). Finally, guided self-regulatory reflection regarding learning and performance during the session, which is written in the students' Language Biography (5:00).

The unit plan is aimed at the same group where the innovative necessity was detected, so the pedagogical deficiencies mentioned earlier are applicable here too. The main additional socioeducational characteristics relevant for the proposal are as follows. The antiwar project takes place during the first unit of the third-ESO level. Students are digital natives who show no 'digital divide' regardless of their socioeconomic background, so they can bring their own mobile devices to class for learning purposes ('BYOD' environment). Still, any equipment necessary for learning is provided by schools, especially for refugee students after the Russo-Ukrainian in 2022. Relevantly for task grouping, learners are classified in three proficiency levels ([Appendix 6.12](#)): B1

(four), A2 (eight), A1+ (four). Regarding neurodiversity, one student presents conspicuous attention deficit.

4.2 Lesson plans

The following paragraphs critically comment on the lesson plans ([Appendix 5](#)) according to the criteria and principles laid out in the theoretic-curricular framework (section 3).

The real-world task for the assessment of the unit consists in a videocall to design an antiwar poster collaboratively with peer EFL learners from France. This scenario contributes to ‘democratic citizenship’ by requiring students to act as *intercultural mediators*, working towards the SDG 16.1 ‘Reduce violence everywhere’. Relatedly, the content of the posters addresses reconciliatory examples from the Franco-Aragonese history, which contextualizes learning in relation to Aragon.

This international scenario naturally establishes an English-as-lingua-franca context (in replacement of Spanish or French). Given the similar status of all the interlocutors, their interaction will expectedly entail assertive and directive illocutions with some incongruent second pairs, that is, dissenting discussion consisting of argumentation and justification. Such language functions are reflected in the can-do descriptors of the assessment rubric: “ask for and give instructions, suggestions and opinions” and “give reasons by expressing purpose and result”. Besides the pervading reflective discussion scaffolded by ‘think-pair-share’ strategy, the expectable communicative functions are practiced, quite straightforwardly, in three ‘interpret-and-give-instructions’ tasks (3:2⁸, 3:3, 7:1), two debates in teams (2:3, 7:2), and the composition of a discussion essay (6:2). This iterative approach promotes self-efficacy before the final assessment performance by making students experience a sense of achievement in the successive attempts.

The main AoA tenet highlights learners’ **agency**, which is the *reflective autonomy* to *act strategically* in order to accomplish real-world tasks with peer learners. Therefore, the following paragraphs analyze how the lesson unit complies with the definitional elements of ‘agency’.

⁸ “Session3_Task2”. This is the reference system used henceforth.

Though scaffolded by the teacher's landscape of affordances, learners exert agency for project-accomplishment. First, they decide the competences necessary for achievement according to the project-scenario (2:2), which determines the preparatory tasks of the proposal. Secondly, they hold two debates to decide the most appropriate topic of the posters and the type of campaign, respectively (2:3, 7:2). Finally, in the last session, students *autonomously* plan, execute, and self-assess their project.

Any action-based approach rests on a reflective process throughout performance. 'Reflection-*for*-action' takes place in (2:2) to justify the competences needed, and in the planning-phase of the videocall proper (8:1). Students carry out daily 'reflection-*on*-action' about their learning and performance during the session. This reflective retrospection, scaffolded by the teacher's guiding questions, is written in their Language Portfolio. 'Reflection-*in*-action' occurs more steadily in each preparatory task, internally through peer-scaffolding. For example, the introductory comprehension tasks involve the three reflective phases, in as many video views, that match the different groupings of the 'think-pair-share' strategy.

The first session is entirely dedicated to the *self-regulation* of learning. The topic is introduced in the audiovisual-reception task by a video about learning styles. In the second task, students draw their language portraits as an imagery-enhanced strategy for intrinsic motivation through their ideal L2-selves. Finally, the third task revolves around the discussion of learning strategies: first, inference of learner-internal and external causes of learning failure from a short narrative, and second, brainstorm of personal strategies for motivation and anxiety.

Additionally, the daily final reflection always includes strategic regulation of the learning domains, ranging from graphing one's anxiety and motivation levels and explaining the reasons behind them (2:5), through the classification and description of useful cognitive strategies (3:5), to using diagrams as graphic organizers of declarative knowledge (6:5).

The proposal is *strategy*-based. For example, the audience in the debates is asked to explain what arguments were more convincing for their vote. The comprehension questions for the audiovisual tasks ([Appendix 6.9](#)) also require the specific strategies followed for understanding, as well as justification of answers with excerpts from the video.

The final paragraphs of this section exemplify additional theoretic-curricular principles, namely guided discovery with peer-scaffolding, and focus on language.

The teacher's 'instructional style' consists in guided discovery followed by explicit feedback, but task-phases are peer-scaffolded with the 'think-pair-share' strategy from the social domain of learning. Thus, the teacher's questions and materials firstly guide students' individual induction, which is a higher-order thinking skill crucial for critical thinking. Next, reflective discussion in small groups (two or four members). Finally, students share their conclusions for whole-class discussion and correction.

A prime example of the aforementioned methodology is session 5, with inference of principles for multimodal design. Another exemplary type is the audiovisual comprehension tasks (1:1, 3:1, 4:1, 6:1). First, before the individual watch, the teacher scaffolds schemata activation about the structure of the text-type (*genre-driven*), prediction of the language forms likely to appear in the video, and key language necessary for performance by inference of meanings from examples. Secondly, students pair with a classmate to discuss their answers and plan together new strategies for the questions that remain uncertain. Finally, during the third view, students report their answers, and the strategies used, to the class. Verification and focus-on-form is carried out with the aid of video transcripts and a second list of contextualized language.

Alternatively, in homework tasks the induction of grammar patterns from contextualized exemplars is followed by a deductive step with rule application in rephrasing exercises. This two-step sequence caters to learner diversity by covering the two main learning styles, *induction* and *deduction*.

As reflected in the teacher's slides, focus on language concerns the three dimensions of grammatical knowledge, namely *form* (part-of-speech, IPA pronunciation, and word family), *meaning* (definition, synonyms, and pictographic representation of the sign) and *function* (exemplars in contextualized samples with specific communicative intentions).

Additionally, the linguistic focus of the unit features one-to-many directionality, in which one language function maps into many forms. For example, orders are not given only in the imperative mood, but also with deontic modality, such as auxiliary verbs (*must, have to*), non-auxiliary verbs (*tell to, instruct*), nouns (*obligation*), adjectives (*required*), or adverbs (*necessarily*).

4.3 Development of Specific Competences (SCs) and Key Competences (KCs)

4.3.1 Specific Competences (SCs)

The following paragraphs exemplify how all the SCs are developed along the tasks of the unit through the Evaluation Criteria (EC). Alignment is achieved through task-specific Intended Learning Outcomes ([Appendix 3](#)) that fully adapt and contextualize the EC ([Appendix 7.3](#)) and basic savoirs ([Appendix 7.4](#)) in the form of task-performance descriptors.

SC1 Reception

The unit requires learners to understand messages in different modes and supports. For example, orally by listening of a podcast (6:1), in writing when reading paper-based articles as a basis for their argumentation in the debates (2:3, 7:2), or the short narrative about two students' failure at a foreign language task (3:1), and multimodally when watching the videos introductory to the sessions' topic (1:1, 3:1, 4:1).

Learners need to understand texts at three different levels, as each requires a different type of strategies for comprehension. For example, the scaffolding questions for the video about learning styles (1:1) classify as follows ([Appendix 6.9.1](#)). Q1 is a specific detail (h-dropping in the weak form of determiner *his* /ɪz/). Q2, Q3, and Q7 concern the global message (namely, there is no one-to-one correspondence between styles and learners, online tests and self-reflection aid in finding one's preferred styles, and genre characteristic of the text type). Finally, Q4, Q5, Q6, and Q8 deal with details of each of the four main types of learning styles.

EC1.2. The genre-driven methodology of the proposal requires learners to interpret and assess the discursive features of texts. For example, during the planning phase before audiovisual reception (1:1, 3:1, 4:1; 6:1), a text-type analysis is carried out through the 'four wh-questions': What? topic, Why? speaker's goal or aim (request, suggest, inform), Who? power relationship between speakers (equality or inequality), How? textual characteristics (written or spoken; expository or conversational; scripted or spontaneous).

EC1.3. The process-oriented approach of the unit is strategy-based. E.g., in the introductory comprehension tasks (1:1, 3:1, 4:1, 6:1), learners must select, apply, and modify if necessary, strategies and previous knowledge during the planning and

monitoring phases. Furthermore, its inductive methodology encourages the interference of meanings, explicitly during the focus on language before the first and during the third watches, as well as in various consciousness-raising tasks (such as 3:4, 3:6, 1:5).

Search, selection and organization of information is done in web researches. For example, concerning the historical influence of French in English (4:2), or about the topics of the debates in order to support argumentation further (2:3, 7:2).

SC2 Production

EC2.1. The unit requires learners to express messages orally with different communicative functions. For example, when reporting proposals and conclusions face-to-face in the ‘pair’ and ‘share’ phases of the ‘think-pair-share’ strategy, or when presenting arguments in the debates (2:3, 7:2).

Oral production is planned by drafting one’s speech for rehearsal (1:2, 2:3, 7:2), and monitored by communication strategies.

EC2.2. Learners express messages in writing on varied supports. For example, the paper-based essay to discuss whether schools should include homework as a subject (6:2), the web-based homework forms, or the supporting slides composed for the debates.

Coherence and cohesion are the explicit focus session 6: structural layout and paragraph organization of discussion essays, ‘linking adverbs’, and ‘reference words’.

The sixth criterion of the poster checklist concerns copyright for creative works ([Appendix 6.6.3](#))

EC2.3. Students must select and apply strategies in their text production, such as the ‘5 steps of good writing’ (6:2).

SC3 Interaction

EC3.1. Students interact on various media by different modes. Audiovisual interaction occurs, for example during the negotiation of meaning in face-to-face instructions (3:2, 3:3, 7:1), preparatory for the final videocall (8:2). All interactants need to collaborate proactively by giving and asking for instructions, clarifications and explanations, Furthermore, digital etiquette is required to compose an invitation email in (3:2).

Interaction is preceded by a planning phase, e.g., to draft one's initial speech (1:2) or to schedule the structure, steps, and times of the final videocall (8:1).

EC3.2. Besides asking for the floor politely in discussions by raising hands (1:3), students use bidirectional communication strategies such as backchanneling, comprehension checks, holding the floor, and negotiation of meaning through reformulation, synonymification, and exemplification ([Appendix 6.1.2](#)).

SC4 Mediation

EC4.1. It is presupposed that students' inferencing thought occurs in their L1 and is translated into English for the formulation and explanation of patterns in consciousness-raising tasks like the homework forms. Students also streamline expository texts into graphic organizers, like the note-taking of the teacher's explanations (5:2).

EC4.2. Learners need to apply communication strategies that facilitate concept explanation, e.g., paraphrases, exemplification, synonyms, description of characteristics (2:2, see slide 10). Note-making strategies include organizing notes into mind-maps by employing different shapes, colors, and linking lines.

SC5 Plurilingualism

Students research the similarities (e.g., Latinate borrowings like 'construct vs build') and differences (e.g., false friends like *realize* or 'food pairs' like pig/pork) between English and Spanish after a web research about the historical influence of French in English (4:2, 4:5). The strategy used for the research is the distribution of keywords about the topic and subsequent report of findings.

Students record and reflect about their learning and task-performance daily, and the self- assessment and peer-assessment of both the poster and performance wrap the unit (8:3, 8:5).

SC6 Interculturality

The assessment task of the unit is a videocall to design an antiwar poster collaboratively with peer EFL learners from France (session 8). This scenario contributes to democratic citizenship by requiring students to act as intercultural mediators, and the

topic of the posters, concerning historical collaborations between the French and Aragonese peoples, helps build links between both regions.

The digital poster designed in (1:7) includes two pie charts about the origin of immigration in Aragon and France as a strategy to appreciate linguacultural diversity in European societies.

4.3.2 Key Competences (KCs)

The following paragraphs exemplify how all the KCs are developed along the unit through the operational descriptors ([Appendix 7.2](#)). One caveat is on point though. Although the Curriculum links each SC with the development of certain KCs ([Appendix 7.7](#)), such connections are merely guiding in nature, for the Curriculum never specifies what ECs are referred to anyhow.

Linguistic communication (CCL)

It has been comprehensively demonstrated how the CCL, especially **CCL1** and **CCL2**, is thoroughly developed through the SCs.

CCL3. Information from different online sources is contrasted, integrated, streamlined, and shared with the class to support learner's arguments in the debates (2:3, 7:2), and to research the historical influence of French in English (4:2).

CCL5. Besides the big-group debates (2:3, 7:2), small-group reflective discussion is a key characteristic of the unit. Moreover, 'democratic coexistence' is the aim of the antiwar poster campaign.

Plurilingualism (PC)

CP1. This descriptor is inherently developed in the unit through two languages: English and French.

CP2 Plurilingualism appears in the language portraits (1:2), continues in the web research about the historical influence of French in English (4:2), and reaches the assessment rubric (8:5) with awareness of cognates and 'false idioms' as an intercomprehension strategy.

Science, Technology, Engineering, and Mathematics (STEM)

STEM1. Inductive inference is inherent to the proposal, and homework tasks require an inductive-deductive process: inductive inference of grammar patterns and subsequent deductive application of rules in exercises.

STEM4. Mathematical competence, key for critical thinking, is needed for – achievement in several tasks. For example, in addition to the conversion of values between the imperial and decimal systems, the creation of students’ Language Passports requires the Pythagorean Theorem to calculate its length from its diagonal (3:3). Another example is the creation of pie charts in (7:1) from tabulated values. Finally, self-regulatory reflection requires charting one’s anxiety and motivation levels regularly in a graph (e.g., 2:5).

STEM5. Students work out the respective CO₂ footprints of paper-based posters and social media posts for the final arguments in the debate about the type of campaign for their project (7:2). This task works towards SDG12.2 ‘Sustainable use of natural resources’ and SDG13.3 ‘Build knowledge and capacity to meet climate change’.

Digital competence (CD)

CD1. Web searches already mentioned in (2:3, 7:2, 4:2).

CD2 and **CD3.** Students explicitly practice the creation of digital slides from graphic guidelines (7:1, 3:3), and use of a videocall app (8:2, 3:2).

Personal, Social, and Learning to Learn (CPSAA)

CPSAA1. Besides the daily post-performance reflection, self-regulation is the explicit topic of session 1.

CPSAA3. Exchange of opinions occurs regularly through the scaffolding strategy ‘think-pair-share’ (e.g., in the audiovisual comprehension tasks).

CPSAA4 and **CPSAA5.** Students assess their performance and learning at the end of each session, and the unit ends with the self-assessment of the whole project (8:3, 8:4, 8:5). Future learning is scheduled in the planning section of students’ Language Biography ([Appendix 6.5](#)), and metastrategic feedback is the aim of the reflective phases ‘planning, monitoring, and evaluating’.

Citizenship (CC)

CC1. The civic-social dimension of students' identity, and the historical and cultural facts that determine it, are reflected upon through the article on the Franco-Aragonese history (2:3) and the final poster design (8:2).

Entrepreneurship (CE)

CE1. In the discussion essay (6:2), students critically analyze the pros and cons of introducing housework as a subject in schools, while in the second debate to choose the type of campaign for the project (7:2), the carbon footprint is a decisive factor of sustainability.

Cultural Awareness and Expression (CCEC)

CCEC1. The article on the Franco-Aragonese history narrates, among others, the origin of the Aragonese counties from the Hispanic March, the siege of Zaragoza during the Spanish War of Independence, the 1908 Hispano-French Exhibition, and the building of the Canfranc station ([Appendix 6.7.1](#)).

CCEC3 and **CCEC4.** Students express their ideas, opinions, and emotions creatively through the artistic production of the multimodal antiwar poster.

4.4 Learning Objectives and Basic Savoirs

The scenario of the project requires specific competences that learners need for task-accomplishment, so the development of such competences automatically become learning objectives of the unit. Moreover, in AoA it is learners themselves who plan the steps, knowledge, and skills necessary for achievement ([Appendix 6.1.2](#)).

Crucially, constructive alignment between the objectives and assessment is achieved with task-specific Intended Learning Outcomes ([Appendix 3](#)) that fully contextualize and adapt the Evaluation Criteria ([Appendix 7.3](#)) and basic savoirs ([Appendix 7.4](#)) in the form of task-performance descriptors. This alignment is the first step of backward design. A succinct exposition of learning goals is presented here.

1. Collaborate actively in face-to-face interactions to give and ask for instructions and explanations, and if necessary resort to communication strategies (such as *backchanneling*, *comprehension checks*, *holding the floor*, and *negotiation of meaning through reformulation, synonyms, and examples*)

2. Design and use schematic visual organizers, such as mind maps, diagrams, and slides in order to support one's message.

3. Choose, use, and modify if necessary, the strategies and knowledge necessary for the comprehension of a short information-report video (e.g., *using own schemata to predict likely language, inferring unknown meanings, and discussing new comprehension strategies for unclear details with a classmate before successive watches*).

4. Reflect shortly in writing about learning and performance during the session.

5. Plan, execute and self-assess a 30-minute videocall project with peer learners.

6. Carry out an online research about the historical influence of French in English as the origin of differences (e.g., 'false friends' like *actually* or 'food pairs' like *cow/beef*) and similarities (e.g., Latinate borrowings like *insect*. vs. Germanic *bug*) between English and Spanish

7. Follow the 5_steps of good writing. 1. *Planning of research and organization of ideas* 2. *Drafting of paragraph organization* 3. *Revising coherence and cohesion*. 4. *Editing of spelling, grammar and punctuation*.5. *Publishing of the final copy*.

8. Apply the principles of multimodal design in the composition of a digital poster with the help of a checklist.

9. Become aware of and appreciate one's cultural identity through the historical events in the history of Aragon

10. Argue in favor of and against opposing topics in a debate by turns in teams.

11. Infer, formulate, and explain grammar patterns from examples of use

12. Apply basic mathematical operations, such as the conversion of values between the imperial and decimal systems, the Rule of Three and the Pythagorean Theorem.

Secondary EFL consists of two stages, each divided into two yearly courses with common curricular content. Therefore, the first units of the third course must be a hinge into the higher-level second stage, which implies progressive gradation of basic savoirs. A concise exposition of the main basic savoirs of the unit is presented here.

A1. Self-confidence and error as part of learning. Learning strategies to regulate the four domains of learning, and post-performance reflection for self-assessment of learning and self-repair.

A2. Strategies to plan, monitor, assess and repair communication

A3. Mediation strategies. Communication strategies (e.g., preemptive comprehension checks, exemplification, synonymification, and description of characteristics.) and streamlining of texts into mind maps.

A4. Communicative functions. Simple argumentation; certainty, possibility, obligation, and prohibition; ask for and give instructions, suggestions and opinions; purpose and result.

A5. Functional analysis of discourse genres. ‘Four wh-questions’: What? Topic, Why? Speaker’s goal or aim (request, suggest, inform), Who? Power relationship between speakers (equality or inequality), How? Textual characteristics (written or spoken; expository or conversational; scripted or spontaneous).

A6. Common linguistic units and associated meanings. Logical relations:

a) Expression of cause: *because, because of, due to, as, since*. Also other parts of speech: adverbs (*for that/such reason*), nouns (*origin*), verbs (*to make*). b) Expression of effect: conjunction *so (that)* and “infinitive of purpose” (*not to*). Also other parts of speech: adverbs (*as a result*), nouns (*effect, cause, reason*), verbs (*result in*). c) Coherence and cohesion: linking words and reference words.

A7. Common lexicon of interest to students. Personal identity (*learning styles and strategies, Aragonese history*), education (*the European Language Portfolio and the CEFR modes of communication*), and ICT (actions to configure a videocall, design a digital slide, and edit a word document).

A8. Pronunciation of vowels: general patterns. a) Vowel’s name: 'VCV (+C/V) and 'VV (+C). b) Vowel’s secondary pronunciation: 'VC (+C). c) Schwa in unstressed syllables.

A9. Common orthographic conventions. Suffix *-er* (agentive vs comparative), plural of words ending in *-o*, Latinate endings in BrE (*-our, -re, -ise*), article *a/an* before vowel and consonant sounds, respectively.

A10. Common communication strategies. Backchanneling, comprehension checks, holding the floor, and negotiation of meaning through reformulation, synonyms, and exemplification.

A11. Learning resources and strategies to search and select information. Web searches in group through keywords about the topic, and lexicographic lookup of idioms.

A12. Respect for intellectual property. Attribution of creator of images.

A13. Digital tools for projects with EFL students. MS Teams (videochat app).

B1. Communication Strategies despite proficiency limitations.

Intercomprehension: awareness of cognates, borrowings, and potential false friends.

B2. Strategies to identify, organize, retain, and use linguistic units based on the comparison of Spanish, French and English. Distribution of web searches in groups through sets of keywords, and colored Venn diagrams to contrast the spelling, meaning and pronunciation of cognates.

B3. Common strategies and instruments for self-assessment and peer-assessment: post-performance reflection diary (in Language Biography), rubrics and checklists.

B5. Origin and relationships between English, French and Spanish. Germanic vs. Latinate synonyms (*put off - postpone*), ‘food pairs’ (*pig – pork*), and ‘false friends’ (*realize – (Fr.) prendre conscience / (Sp.) darse cuenta*).

C1. English as an international means of communication. Lingua-franca context of the videocall.

C2. Interest and initiative in exchanges with peer learners. Collaborative videocall to design an antiwar poster online.

C3. Sociocultural (imperial system of units) and **sociolinguistic** (net-etiquette).

4.5 Materials and resources

Materials are the last step in backward design ([Appendix 6](#)). The assessment instruments are commented on in the next section ([4.6](#)).

Unless otherwise specified, all materials are own-elaborated. The principle of multiple representation (UDL) is thoroughly followed, as such multimodal illustration facilitates the perception, especially through pictograms that accompany text (composed with images freely resourced from [flaticon.com](#)). Being designed digitally, the display of materials is fully customizable, so regular typographical patterns aid comprehension by highlighting key textual features and relationships. For example, time limits appear in red, right answers in green, and strategies in blue, while bold, italics, and underscoring mark process verbs, objects, and circumstances, respectively.

Difficulty is CEFR-calibrated with the English ‘Reference Level Description’, freely available online through two lexicographic instruments: a dictionary and a text analyzer (englishprofile.org). Thus, any language at or beyond level B1 (i.e., the threshold level for independent users) is scaffolded before (e.g., reviewing language needed for performance by the inference of meaning from examples during the planning phases), during (through paraphrasing and synonyms), or after performance (focus-on-form).

Pictographic cards. Multimodal pieces of paper that display a pictogram that reinforces straightforward instructions (action verb + direct object). These cards serve as a tangible reminder that the teacher puts on the learner’s desk, aimed at mitigating attention deficit in activities that require individual performance. Their design follows the recommendations of the ‘Aragonese platform for alternative communication systems.’

List of students’ proficiency levels. Three-tiered classification that guides groupings in tasks in order to maximize peer scaffolding and interaction, so that pairs and small groups feature a one-level difference at most.

Language Biography. It follows the structure of the Spanish ‘European Language Passport’ for secondary education developed by the [SEPIE](http://sepie.es), but is fully adapted to the unit. It facilitates learners’ planning, reflecting on, and assessing their learning (sections 3, 2, and 1, respectively).

YouTube videos. Audiovisual resources for the comprehension tasks that introduce the theme of the session. They feature authenticity inasmuch as they are not designed for EFL teaching. Importantly, YouTube channels offer relevant information for learners to activate topic-specific schemata and plan their views (such as chapter thumbnails, description sections, and uploaders’ profile pages).

Comprehension questions. Following the chronological order at which information appears in the videos, they scaffold students’ self-assessment of audiovisual reception. They include pictograms to ensure that the construct being assessed is audiovisual reception of the videos, not the written questions themselves. Critically, several question types are used (multiple-choice, true-or-false, matching, cloze, short answer, etc.), but all require justification with excerpts from the video as well as the specific strategies followed for understanding.

Microsoft forms. Online hosts for the homework tasks that are collected in the teacher’s account after fulfillment. These web-based templates are richly editable (sections, typography, image embedding, etc.).

Written articles. “Franco-Aragonese history” and “Pollution of viral campaigns: traditional paper vs social media posts”. In order to maintain their authenticity, both are adapted rather than ‘simplified’, i.e., edited for length but keeping language, layout, and genre structure. Their reading serves as foundation for the arguments in the debates (2:3, 7:2).

Videochat app ‘Teams’. This app is the key factor for individual assessment of performance because the whole project is recorded as a downloadable video file.

Graphic guidelines. Sequential screenshots that represent time-limited digital actions to perform. Thus, no language model is suggested: instead, ‘multimodal mediation’ is elicited for students to give accurate instructions.

Teacher’s slides. Primarily a visual aid to scaffold students’ comprehension. Firstly, the slides serve as a permanent reminder of instructions, groupings, and time limits. Particularly, guiding questions scaffold the planning of audiovisual comprehension. This scaffolding consists in schemata activation about the structural organization of the text-type (genre-driven analysis), prediction of the type of language likely to appear, and focus on form by inference of meanings from language examples in use. Secondly, the slides serve as a diagrammatic representation of explanations and corrections. Finally, blank slides act as a digital blackboard to collect students’ proposals for whole-class discussion.

PowerPoint. The teacher’s slides are designed with this software. It allows fully animated compositions, so its elements can show up and disappear at the user’s discretion. Crucially, PowerPoint caters for accessibility by setting a reading order of its elements and the addition of ‘alt text’. Alt text is descriptive captions for objects that screen readers cannot render, such as textboxes, images, or groupings of elements.

Pedagogic texts: Unauthentic samples own-elaborated for teaching purposes, enhanced by increasing the frequency of specific textual features and by highlighting them typographically. One example is the conversation transcript for the inference of communication strategies ([Appendix 6.14](#)). Another prime example is the worksheet with a *Venn diagram* ([Appendix 6.13](#)).

Mini-course on the principles for multimodal design. Authentic multimodal exemplars are used throughout session 5. The principles are inducted from online quizzes.

Online questionnaires and quizzes. These web-based services help increase the interest and motivation of digital natives. ‘Mentimeter’ is used in quick surveys for real-

time feedback on the general opinion. ‘LearningApps’ hosts game-based quizzes because it offers dynamic operations such as ‘grab-and-drop’ and ‘drop-down lists’ totally free of charge (unlike other freemium services like ‘Kahoot!’ or ‘Quizizz’). Besides, the app enables rich [html formatting](#), alt-text, and a text-to-speech. Finally, ‘Padlet’ is a popular collaborative platform where all the posters of the campaign are publically shared.

Quick visual class assessment. It provides a general feeling about the understanding of the class, physically expressed by putting one’s thumbs up (full comprehension), sideways (partial grasp), or down (lack of understanding).

Telegram channel. An online means to share and store the materials after class.

Classroom layout. Desk arrangement places the learner suffering from attention deficient at the central front position.

4.6 Assessment instruments

In language learning, action-based outcomes are progressively approached through the units and courses (unlike modular subjects like history). Accordingly, formative assessment, which provides students feedback for improvement, is understood as continuous needs-analysis.

The first two instruments are the observation quadrant ([Appendix 6.6.1](#)) and web-based homework forms ([Appendix 6.6.2](#)), which belong to the ‘assessment-*for*-learning’ carried out by the teacher. The observation quadrant monitors learners’ performance throughout the sessions. Parallel to the typology of the Specific Competences, this quadrant is divided into three sections, namely communicative activities, competences, and strategies, and each features two columns for positive (achievement) and negative (difficulty) annotations, respectively. Homework tasks are individually fulfilled in online forms, and collected by the teacher for their discussion and correction in class.

After identifying the ILOs, the second decision in backward design concerns assessment evidence. The unit resorts to two assessment instruments: a checklist (product-oriented) and a rubric (process-oriented). Both are fully adapted and contextualized to be used by the teacher and the students (that is, ‘assessment-*for*-learning’ and ‘assessment-*as*-learning’, respectively). Therefore, both instruments are thoroughly reviewed in the latter part of session 7.

The checklist assesses the antiwar posters according to the principles of multimodal composition ([Appendix 6.6.3](#)). This assessment is threefold, as students also self-assess and peer-assess their posters (8:3).

The rubric is a criterion-referenced instrument for task-specific performance, which guarantees the validity and reliability of assessment. It is reliable in defining four precise levels of performance, of which level 2 is the minimum satisfactory standard. Further, it is valid in that it accurately tabulates six criterial constructs in a multiple-trait grid (i.e., analytically rather than holistically). The first four constructs focus on communicative language competences during the videocall, the fifth construct assesses the daily reflection-*on-action*, and the final construct refers to the checklist.

Crucially, the key to use the rubric lies in the fact that the online project is recorded as a video file by the videocall app. Only such technological advantage can enable specific focus-on-form within the ‘window of opportunity’ while learners are struggling with their message, but without disrupting their communicative flow.

Finally, non-significant curricular accommodation is applied through two measures for learner diversity. First, only curricular minimum requirements are assessed. Secondly, the percentage weights assigned to each construct are modified for the student with attention deficit, prioritizing communicative competences over prescriptive grammar rules.

5. Conclusions

The main pedagogical deficiency detected is the restriction of learners’ agency, which is “the reflective autonomy to mobilize all competences and act strategically in order to accomplish real-world tasks with peer learners”. Therefore, the innovation of this AoA proposal consists in the development of all the definitional elements of ‘agency’ itself, so that by the end of the unit students are capable of planning, executing, and assessing a real-world project. Crucially, the methodological design of the unit follows *backward design*.

The first decision in backward design involves the learning goals, which in AoA correspond with the development of the competences that a project requires for achievement. The formulation of goals is facilitated by *constructive alignment*, in which task-specific Intended Learning Outcomes contextualize both the curricular Evaluation Criteria and basic *savoirs* in the form of performance descriptors. Thus, the unit develops

all the Specific Competences, which is critically proven by explaining how the EC define specific tasks. Moreover, the proposal also develops all the Key Competences, which is demonstrated by describing how the tasks satisfy specific operational descriptors.

The second step in backward design concerns assessment evidence. Formative assessment is understood as continuous needs-analysis through two instruments, namely an observation quadrant for monitoring of communicative performance (i.e., activities, competences, and strategies), and web-based homework forms for induction of grammar knowledge about the language functions performed during the session. On the other hand, the assessment of the unit also resorts to two instruments, namely a checklist (product-oriented) and a grading rubric (process-oriented), both adapted to the learners' language for self-assessment and peer-assessment. Crucially, the videochat app used for the collaborative project plays a decisive role for focus-on-form while each student struggles with their message, but without disrupting the communicative flow. Finally, two non-significant measures for inclusive diversity are applied: first, only curricular minimum requirements are assessed, and secondly, the relative weights of the assessment constructs prioritize communicative competences for the student with attention deficit.

Tasks and materials are the last step in backward design. The tasks of the unit are aimed at developing all the competences that the project requires for accomplishment, including learners' self-regulation. For this goal, the unit features an iterative approach with performance rehearsal, which strengthens students' self-efficacy for the final videocall. This videocall consists in a collaboration with EFL learners from France in order to compose anti-war posters featuring reconciliatory examples from the Franco-Aragonese history. In such intercultural scenario, students act as intercultural mediators who contribute to democratic citizenship, the theme of the posters contextualizes learning about the Aragonese sociocultural heritage, and the principles for the multimodal design of the posters promote learners' multiliteracies. The project scenario also intrinsically establishes a plurilingual environment, in which communication strategies are a fundamental resource for the negotiation of meaning, as is the awareness of cognates and false friends between English and Romance languages (i.e., intercomprehension strategies).

The instructional methodology consists of guided discovery for the induction of patterns and subsequent explicit feedback for the deductive rule-application. The characteristic activity type throughout the unit is reflective discussion in small groups, which seeks to promote learners' strategy-based justification of opinions, conclusions and

instructions. Reflective discussion greatly rests on the peer-scaffolding strategy ‘think-pair-share’, which inherently caters for learner diversity. This type of activity completely aligns with the functional language expectable from the videocall scenario, namely “ask for and give instructions, suggestions and opinions”, and “give reasons by expressing purpose and result”. For the focus on linguistic units, such language functions map into several language forms (i.e., one-to-many directionality).

Materials thoroughly follow the principle of multiple representation from the Universal Design of Learning, with typographically highlighted text and accompanying pictograms. Difficulty is CEFR-calibrated with the English ‘Reference Level Description’, so any language at or beyond the level B1 is ‘scaffolded’ for learners’ inference of meaning.

The most relevant features of the main materials are the following. *Teacher’s slides* are primarily a visual aid to scaffold students’ comprehension by supporting explanations and corrections, and showing task instructions, groupings, and time limits. Slides also display *pedagogic texts*, with specific textual features typographically highlighted, and their frequency of appearance increased, to facilitate students’ inferencing. *Comprehension questions* scaffold students’ self-assessment of audiovisual reception from YouTube videos introductory to the topics of the sessions. *Written articles* serve as foundation for the arguments in debates. A *mini-course on multimodality* features authentic exemplars for the inference of principles of design. *Graphic guidelines* represent project-related actions that students have to interpret in order to direct their partners to perform them, namely the configuration of a *videochat app*, edition of a word document, and design of a digital slide. The videochat app is the key element for assessment because the online project is entirely recorded as a video file; only such technological asset can enable individual focus-on-form within the ‘window of opportunity’ while learners are struggling with their message, but without interrupting their communicative flow. *Pictographic cards* feature pictograms that reinforce task-related instructions, aimed at lessening deficit of attention in individual performance.

To conclude, three lines of future research and action are suggested.

Corrective feedback. Teachers’ focus-on-form reactive to learners’ errors is known as corrective feedback (CF). In line with the inductive-deductive paradigm of the proposal, CF should explicitly prompt learners’ self-repair. Therefore, a possible strategy advanced here is metalinguistic comments about their errors without providing correction.

Negotiated Syllabus. In this proposal, needs-analysis is understood as objective linguistic needs of students. However, for a truly agency-driven approach, learners' subjective wants must also be taken into consideration in order to promote autonomous learning, interest and motivation. Yet, the appropriate balance for the negotiation of the yearly course plan is to be investigated.

Assessment of the teaching practice. The efficacy of a proposal is uncertain until it is enacted. The Curriculum mandates to self-assess one's own teaching practice. This is the first step for continuous professional development, and it could be reinforced with peer-assessment of colleagues' praxis. The instrument proposed here is 'e-grid', the web-based version of the European Profiling Grid (EPG, <https://egrid.epg-project.eu>), which offers performance descriptors through six development phases in language teaching competences and quality.

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Appendices

1 Assignments used as evidence of the necessity of improvement

1.1 Criteria-based Analysis of a Textbook Unit for EFL in ESO

CLT-principled Analysis of a Textbook Unit for *EFL in ESO*

Instructional and Curricular Design in EFL (2021/2022)

Code: 63265

Criterion-based analysis of the students' textbook during a Master's practicum.

Together with a matching workbook, this textbook was the exclusive source of teaching materials (the publisher's series resorted to throughout the four ESO levels).

Instead of a communicative research-based approach to SLA, such analysis reveals monothematic units with 'controlled practice' of predetermined linguistic items in fill-in exercises, exceptionally followed by some 'free-production' in situational grammar activities. In short, students' agency is restricted to the extent that even interaction among students is missing from teaching (see the 'Conclusions' of section 6, page 13).



https://drive.google.com/file/d/1irxZiA27ksAsBCJt-uyQYYC_2mDH0nJI/view?usp=share_link

1.2 Academic Research Poster: Implementation of Active Learning Methodologies such as Collaborative and Project-based Learning

Active methodologies: research poster

Innovation and Classroom Research in EFL (2021/2022)

Code 63267

A research questionnaire filled in by learners themselves confirmed that, despite being the kind that learners prefer the most, active methodologies such as Collaborative and Project-based Learning are missing across both secondary levels (vertically) and schools (horizontally). The three research questions were answered in the conclusions section, namely,

- I. Active methodologies are NOT being implemented in the classroom
- II. Students make use of their L1 during the majority of the lessons
- III. Students considered active methodologies would increase their participation in class, especially for oral interactions (traditional ‘speaking skill’).



https://drive.google.com/file/d/1Jlnadi7HMsZ6hLNu1MqYqWzt5tBOj92_/view?usp=share_link

2 Title, overview and purpose of the didactic sequence

The self-explanatory title of the unit is “**#stopwar** poster campaign: reconciliatory examples from the *Franco-Aragonese* history”, which works towards the SDG 16.1 ‘Reduce violence everywhere’. The goal of the videocall is the collaborative composition of a digital poster against the current Russo-Ukrainian conflict following the principles of multimodal design. Accordingly, the main teaching aim of the unit is to scaffold learners’ development of all the competences necessary for project-achievement, so that by the end of the unit students are autonomously able to plan, execute and assess a real-life task with peer learners.

3 Intended Learning Outcomes (ILOs): learning aims, evaluation criteria (EC), key competences (KCs), and basic savoirs (BSs).

3.1 Session 1

Intended Learning Outcomes (ILOs): learning aims, evaluation criteria (EC), key competences (KCs), and basic savoirs (BSs).

3.1.1 Session1_Task1

EC1.1 Understand the main ideas, specific details and examples from a three-minute video in Standard/General AmE about the different learning styles, select the specific fragments that justify my answers to comprehension questions, and report them to the rest of the class.

EC1.2 Interpret and verify the discourse characteristics and text-type structure of the information-report video.

EC1.3. Choose, use, and modify if necessary, the knowledge and strategies necessary to plan, monitor, and verify my comprehension, and report them to the rest of the class (*for example, using my previous knowledge to predict likely language, making logical guesses at unknown meanings, discussing new strategies for unclear details with a classmate before a second view*).

KCs: CCL 2; CP 1,2; STEM 1; CPSAA 5.

A2. Strategies for the planning, execution, control, and repair of audiovisual receptive comprehension

1. Think- pair-share (collaborative learning): three views in three different types of grouping (namely, *individually, in pairs, and whole class*):

- Planning (before 1st watch). Resorting to different sources of information, including one's own previous knowledge, about the text-type regarding the four wh-questions (see **A5** below), in order to predict the text structure/organization and expectable vocabulary and grammar.

- Monitoring (before 2nd watch). Discussion with classmate to choose new specific strategies for the type of info. that is still unclear.

- Evaluating and repairing (during 3rd watch). Discussion of comprehension and the strategies followed with the class, correction, and focus on language forms with the help of Closed Captions and transcripts.

2. Self-assessment through comprehension questions (true or false, fill in the blank, multiple-choice) but answers must be justified with text excerpts.

3. Bottom-up strategies (e.g., *minimal-pair discrimination, word segmentation, morphosyntactic classification, semantic relationships, linking and reference words*) and top-down strategies (such as *schemata from world or encyclopedic knowledge*).

A4. Communicative functions: simple argumentation for justifications (*because, because of, due to, as, since*).

A5. Analysis of discourse genre. ‘Four wh-questions’: What? topic, Why? speaker’s goal or aim (request, suggest, inform), Who? power relationship between speakers (equality or inequality), How? textual characteristics (written or spoken; expository or conversational; scripted or spontaneous).

A7. Common lexicon of interest to students regarding personal identity and education: *learning styles and learning strategies*.

3.1.2 Session1_Task2

EC3.1. Plan and collaborate in face-to-face conversations to guess each other’s language portraits, showing initiative to ask for and give additional information, and respecting my classmates’ interests and goals.

EC3.2. Choose, use, and modify if unsuccessful, communication strategies (*such as asking for and giving further clarifications and examples, or explaining myself with different words*).

KCs: CCL 1; CP 1,2; STEM 1.

A2. Strategies for the planning, execution, control and repair of speech. Drafting and practicing of speech before one’s speaking turn.

A4. Communicative functions: introducing one’s plurilingual identity, expressing interest in languages, and describing present and future language-related activities (e.g., *could/would; like/love to learn...; If I..., I could/would/will be able to...*).

A6. Common linguistic units and associated meanings: logical relations of cause and effect (*if I learned... I could ...; I want to study... because I'd like to...; Since/as I enjoy... I plan to learn...* See session's homework for a comprehensive list of exponents).

C1. English as a means of interpersonal communication and personal enrichment: ideal plurilingual future-self.

C2. Interest and initiative in face-to-face exchanges with peer learners.

3.1.3 Session1_Task3

EC3.1. Interpret the reasons for learning failure from a short narrative of foreign-language learners, explain them to the class, and share my own strategies (or propose alternatives) for successful learning and performance.

EC3.2 Use appropriate strategies to make my and everybody's point of view understood (such as listening quietly to others, raising my hand and wait my turn, and respect my classmates' opinions).

KCs: CCL 1; CP 1,2; STEM 1; CPSAA 1,3.

A1. Self-confidence and initiative. Strategies from the four domains of learning to reduce the effects of unfavorable situations: a) Cognitive (*how we make sense and remember*): top-down (learner's previous knowledge) and bottom-up (grammar and vocabulary in the text), b) Emotional, c) Motivational, d) Social (*collaboration and interaction with others*), e) Metacognitive (*strategic reflection*): selection of the best strategies for each situation.

STRATEGIES	Long-term	Short-term
Motivation	- Re-visiting one's language portrait	- Multisensorial memories of previous successes - Taking one's motivation temperature in a chart
Emotional-affective	- Self-efficacy - Self-encouragement	- Deep breathing following an iterative gif - Taking one's anxiety temperature in a chart

3.1.4 Session1_Task4

EC5.3 Reflect shortly and coherently in my Language Biography about my learning in today's session by answering the teacher's guiding questions.

KCs: CCL 1; CP 1,2; STEM 1; CPSAA 1,4,5.

A1 Self-confidence and initiative. Error as an inherent part of learning.

A4. Communicative functions: opinion and simple argumentation (*because, because of, due to, as, since*).

B3. Strategies for individual self-assessment and self-repair through analog instruments: Reflection diary (within the European Language Portfolio) about today's tasks.

3.1.5 Session1_Task5

EC4.1, EC4.2. Use suitable strategies to find out, formulate, and explain to the rest of the class, grammar patterns from examples (*for example, deducing them logically by contrasting meanings, and organizing them in a diagram*).

KCs: CCL 1; CP 1, 2; STEM 1.

A6 Logical relations of cause and effect: giving reasons (*because, because of, due to, as, since*) and expressing result (*so, therefore*). Also, other parts of speech such as adverbs (*as a result, consequently, for that/such reason,...*), nouns (*effect, cause, reason,...*), verbs (*to cause, to make, to change,...*).

3.2 Session 2

Intended Learning Outcomes (ILOs): learning aims, evaluation criteria (EC), key competences (KCs), and basic savoirs (BSs).

3.2.1 Session2_Task1

EC1.2 Interpret the different content and text-type structure of two documents dealing with language learning (Passport and Biography) in order to recognize which is which and identify their sections.

EC2.1 Identify, classify, and share with the class, the conversational strategies used in a short dialogue about the historical events leading to Russia's invasion of Ukraine

(such as backchanneling, comprehension checks, negotiation of meaning, and hold of one's turn).

KCs: CCL 1, 2; CP 1, 2; STEM 1.

A7. Common lexicon of interest to students regarding education: The European Language Portfolio (Passport and Biography) and CEFR modes of communication.

A10. Common synchronous conversational conventions and strategies 1. Backchanneling 2. Understanding checks 3. Negotiation of meaning. 4. Holding one's speaking turn.

B4. Lexicon and expressions commonly used to exchange ideas about communication, language, learning and tools of communication and learning (metalanguage). *ELP's CEFR vocabulary about types of communication, proficiency levels, and conversational strategies.*

3.2.2 Session2_Task2

EC2.1. Share verbally, in a small group, briefly and clearly, the reasons that support my proposal of the steps, skills and knowledge needed for our antiwar project.

EC2.3. Select and use strategies to plan and control my speech (such as drafting briefly my speaking turn), and to collaborate with classmates (for example, brainstorming ideas politely).

KCs: CCL 1,5; CP 1,2; STEM 1.

A4. Common communicative functions: opinion in the form of propositions or suggestions, simple argumentations.

3.2.3 Session2_Task3

EC2.1 In a debate, clearly and briefly, give coherent reasons in favor of my group's argumentation and against the other team's topic, or explain what arguments persuaded me as a member of the audience.

EC2.3. Select and use strategies to plan and control my speech (for example, drafting the speaking turns and creating a common simple slide as visual support), and to collaborate with my teammates (such as dividing an online research about the topics).

KCs: CCL 1,2,3,5; CP 1,2; STEM 1; CD 1; CPSAA 3; CC 1 ; CCEC 1.

A4. Common communicative functions: simple argumentations.

A5. Common discursive genres for the understanding and coproduction.

Phases of debates in teams with the support of a diagrammatic slide: organization and structure of turns.

A6. Common linguistic units and associated meanings. Common logical relations of cause and effect: a) Giving reasons and expressing results (*because, because of, due to, as, since, so, therefore...*). b) Expression of purpose (conjunction *so (that)* and “infinitive of purpose” (*not to*). Sequential adverbs: *first, now, secondly, next, finally*.

A7. Common lexicon of interest to students regarding personal identity:

Aragonese history and cultural heritage.

3.2.4 Session2_Task4

See [Appendix 3.1.4](#).

3.2.5 Session2_Task5

EC4.1, EC4.2. Use appropriate strategies to find out grammar rules from contextualized examples (*comparing and contrasting examples, using a visual organizer such as diagram*), and explain such patterns to the rest of the class.

KCs: CCL 1; CP 1,2; STEM 1; CPSAA 4,5.

A4. Common communicative functions appropriate to the collaborative project. a) ‘Give and ask for instructions, suggestions and opinions’: the imperative mood, including *let’s*, and the hortative interrogative adverbs *how/what about...?*, and *why don’t we/you... ?*. b) ‘Give reasons by expressing purpose and result’: conjunction *so (that)* and “infinitive of purpose” (*not to*).

A6 Common logical relations. Action and result: expressing purpose.

3.3 Session 3

Intended Learning Outcomes (ILOs): learning aims, evaluation criteria (EC), key competences (KCs), and basic savoirs (BSs).

3.3.1 Session3_Task1

EC1.1 Understand the main ideas, specific details and examples from a three-minute video in Standard/General AmE about the copyright of online images, select the specific fragments that justify my answers to comprehension questions, and report them to the rest of the class.

EC1.2 Interpret and verify the discourse characteristics and text-type structure of the information-report video.

EC1.3. Choose, use, and modify if necessary, the knowledge and strategies necessary to plan, monitor, and verify my comprehension, and report them to the rest of the class (*for example, using my previous knowledge to predict likely language, making logical guesses at unknown meanings, and discussing new strategies for unclear details with a classmate before a second view*).

KCs: CCL 2; CP 1,2; STEM 1; CPSAA 5

A2. Strategies for the planning, execution, control, and repair of audiovisual receptive comprehension. See [Session1 Task1](#).

A4. Communicative functions: simple argumentation for justifications (*because, because of, due to, as, since*).

A5. Analysis of discourse genre. ‘Four wh-questions’: What? topic, Why? speaker’s goal or aim (request, suggest, inform), Who? power relationship between speakers (equality or inequality), How? textual characteristics (written or spoken; expository or conversational; scripted or spontaneous).

A12. Respect for intellectual property and copyright.

3.3.2 Session3_Task2

EC3.1 Collaborate actively in face-to-face interactions to give and ask for instructions from a visual guideline in order to make a video call.

EC3.2 Use, and change if unsuccessful, appropriate strategies to interpret visual guidelines, and give and ask for instructions, clarifications and explanations (*such as negotiation of meaning through reformulation, description of characteristics, and exemplification*).

KCs: CCL 1,2; CP 1,2; STEM 1,4; CD 3.

A4. Common communicative functions appropriate to the communicative domain and context: give and ask for instructions and orders; express opinion, possibility, ability, obligation, and prohibition.

A6. Common linguistic units and associated meanings: common logical relations of cause and effect a) Giving reasons and expressing results: *because, because of, due to, as, since, so, therefore...* b) Expression of purpose: conjunction *so (that)* and “infinitive of purpose” (*not*) *to*.

Sequence adverbs: *first, now, secondly, next, finally...*

Deontic and epistemic modality: auxiliary verbs (*can, have to, should, must, etc.*), verbs (*allow, suggest, ban*) nouns (*obligation, rules, necessity*), adjectives (*forbidden, optional, obligatory*) and adverbs (*necessarily, optionally*).

A7. Common lexicon of interest to students regarding information and communications technologies *Configuration setup, unfold the menu of settings, create a chat room, launch an app, press and drag a tab, double-tap, left-click, watermark, section break...*

A10. Common synchronous conversational conventions and strategies 1. Backchanneling 2. Understanding checks 3. Negotiation of meaning 4. Holding one’s speaking turn.

A13. Common digital tools for communication and the development of projects with speakers or students of English. Videochat app (Microsoft Teams).

C3. Sociocultural aspects. Digital etiquette (Net-etiquette): a short subject title describing the topic is crucial, all-caps represents yelling, emoticons/emoji help express nonverbal characteristics in writing.

3.3.3 Session3_Task3

EC3.1 Collaborate actively in face-to-face interactions to give and ask for instructions from a visual guideline in order to create a document in a word processor.

EC3.2 Use, and change if unsuccessful, appropriate strategies to interpret visual guidelines, and give and ask for instructions, clarifications and explanations (*such as negotiation of meaning through reformulation, description of characteristics, and exemplification*).

KCs: CCL 1,2; CP 1,2; STEM 1,4; CD 3

A4. Common communicative functions appropriate to the communicative domain and context: give and ask for instructions and orders; express opinion, possibility, ability, obligation, and prohibition.

A6. Common linguistic units and associated meanings: common logical relations of cause and effect a) Giving reasons and expressing results: *because, because of, due to, as, since, so, therefore...* b) Expression of purpose: conjunction *so (that)* and “infinitive of purpose” (*not to*).

Sequence adverbs: *first, now, secondly, next, finally...*

Deontic and epistemic modality: auxiliary verbs (*can, have to, should, must, etc.*), verbs (*allow, suggest, ban*) nouns (*obligation, rules, necessity*), adjectives (*forbidden, optional, obligatory*) and adverbs (*necessarily, optionally*).

A7. Common lexicon of interest to students regarding information and communications technologies *Configuration setup, unfold the menu of settings, create a chat room, launch an app, press and drag a tab, double-tap, left-click, watermark, section break...*

A10. Common synchronous conversational conventions and strategies 1. Backchanneling 2. Understanding checks 3. Negotiation of meaning 4. Holding one’s speaking turn.

A13. Common digital tools for communication and the development of projects with speakers or students of English: word processor (Microsoft Word).

C3. Sociocultural aspects. Imperial system of units (1 foot is 12 inches, and 1 inch equals 2.54 cm).

Math savoirs (see appendix 7): A3, A5, B2, C1, F2.

3.3.4 Session3_Task4

See task4 in [Appendix 3.1.4](#).

3.3.5 Session3_Task5

EC4.1, EC4.2. Use appropriate strategies to find out grammar rules from contextualized examples (*comparing and contrasting examples, using a visual organizer such as diagram*), and explain such patterns to the rest of the class.

KCs: CCL 1; CP 1,2; STEM 1; CPSAA 4,5.

A4. Common communicative functions: *give and ask for orders; offer, accept, and reject help, propositions, suggestions and advice* (deontic modality).

3.4 Session 4

Intended Learning Outcomes (ILOs): learning aims, evaluation criteria (EC), key competences (KCs), and basic savoirs (BSs).

Session4_Task1

EC1.1 Understand the main ideas, specific details, and examples from a short video by a French speaker about the recipe of French toast, select the specific fragments that justify my answers to comprehension questions, and report them to the rest of the class.

EC1.2 Interpret and verify the discourse characteristics and text-type structure of the recipe video.

EC1.3. Choose, use, and modify if necessary, the knowledge and strategies necessary to plan, monitor, and verify my comprehension, and report them to the rest of the class (*for example, using my previous knowledge to predict likely language, making logical guesses at unknown meanings, discussing new strategies for unclear details with a classmate before a second view*).

KCs: CCL 2; CP 1,2; STEM 1; CPSAA 5

A2. Strategies for the planning, execution, control, and repair of audiovisual receptive comprehension. See [Session1_Task1](#).

A4. Communicative functions: simple argumentation for justifications (*because, because of, due to, as, since*).

A5. Analysis of discourse genre. ‘Four wh-questions’: What? topic, Why? speaker’s goal or aim (request, suggest, inform), Who? power relationship between speakers (equality or inequality), How? textual characteristics (written or spoken; expository or conversational; scripted or spontaneous).

A7. Common lexicon of interest to students regarding daily life: cooking.

Session4_Task2

EC5.1. Compare and argue about the similarities (*such as the common Latinate vocabulary*) and differences (*for example, false friends or 'food pairs'*) between English, French and Spanish.

EC5.2. Carry out an online research in small groups, and through specific keywords, about the historical influence of the Romance languages in English, and report our findings to the class in a schematic slide.

KCs: CCL 2,3; CP 1,2; STEM 1; CD 1.

A11. Learning resources and common strategies to search and select information: digital and computer resources. *Distribute an online research for a group exposition through sets of keywords about the topic.*

B4. Vocabulary and expressions commonly used to exchange ideas about language, learning and tools of communication and learning (metalanguage). *Etymology, Indo-European, synonym, cognate, multiword verb, register and style.*

B5. Basic comparison between languages based on elements of the English Language, French and Spanish (origin and relationships): e.g., Germanic and Latinate synonyms (e.g., *bug – insect, put off - postpone*), 'food pairs' (e.g., *pig – pork, cow - beef*), and 'false friends' (e.g., *realize - prendre conscience (Fr) / darse cuenta (Sp)*).

C1. The Foreign Language as an international means of communication: influence of Romance languages (Latin) in English (Germanic) through historical borrowings since the Norman Conquest (1066) that facilitate intercomprehension strategies.

Session4_Task3

EC4.1, EC4.2 Use a Venn diagram as a strategy to formulate, and explain to the class, grammar patterns from examples of use in context (*general patterns of pronunciation and spelling, as well as common exceptions*).

KCs: CCL 1,2; CP 1,2; CPSAA 3; STEM 1; CD 1.

A8. Commonly used sound patterns

General AmE vs BrE Received Pronunciation: *tomato* /tə'meɪtoʊ vs tə'mɑ:təʊ/ , *either* /'iðər vs 'aɪðər/, *advertisement* / ,ædvər'taɪzmənt vs əd'vɜrtismənt/.

Initial-stress-derived nouns, such as decrease (vs *vb.* /di'kris/). Also *insult, present, protest, rebel, refuse, record, suspect, transport.*

Final voiced alveolar fricative /z/ in verbs, as in close (vs *adj/adv* /kloʊs/). Similarly, *excuse, use, close*. Also *advise* vs *advice*.

Irregular pronunciation of <ea> as /E/, as in the past and participles: *read, dealt, meant, leapt*, etc.

Pronunciation of vowels: general patterns. 1. V's name: a) VCV (+C/V) as /eɪ/ in *name*. b) VV (+C) as /i/ in *week*. 2. V's second pronunciation: VC (+C) like /æ/ in *add*. 3. Unstressed syllables with schwa /ə/.

The article *a(n)* before vowel and consonant sounds, respectively: *a university - an umbrella, a man - an mp3 file*.

The articles the and a(n) as /ðə, ə(n)/ except when stressed for emphasis / ði, eɪ/æn /, indicated by italics in writing.

The article some /səm/ if unstressed, except in “exposed position”, where only the strong form /sʌm/ is used.

A9. Common orthographic conventions

Final *-ie* changes into *-y* before adding *-ing* to verbs: *lying, dying, (un)tying*.

Suffix *-er*: a) agentive: somebody (*swimmer, teacher*) or something (*lighter, toaster*) that performs the action b) comparative “more”: *lighter*, weighing less.

Words ending in **-o** add *-s* in the plural: *zoos, zeros, kangaroos, radios, tattoos, kilos*. But there may be exceptions when ending in consonant + o: a) **-es**: *potatoes, tomatoes*. b) *-es* or *-s*: *tornado(e)s, volcano(e)s, mosquito(e)s*.

Latinate endings in British English: *-our* /-ə/ (e.g., *humour*), *-re* /-ə/ (e.g., *theatre*), *-ise* /aɪz/ (e.g., *apologise*).

B2. Common strategies to identify, organize, retain, recover, and creatively use linguistic units based on the comparison of Spanish, French and English. *Using a colored Venn diagram for the intersection of the spelling, meaning and pronunciation words*

Session4_Task4

See *session1_task4*.

Session4_Task5

EC1.3. Select and use the knowledge and strategies required to identify English false friends in a personal narration of a French learner, and determine the intended English expressions.

KCs: CCL 1, CP 1,2; STEM 1.

A11. Learning resources and common strategies to search and select information: Online dictionary with bilingual Fr.-Eng. examples <https://www.wordreference.com/fren/>.

Strategy: 1. Identify Part of Speech and transitivity. 2. Search keywords that surround the word in our text (co-text) 3. Select possible collocations and look up such idiomatic expressions.

B2. Common strategies to identify, retain, and use vocabulary based on the comparison of Romance languages (French and Spanish) and the English language. Looking up etymological cognates and false friends.

3.5 Session 5

Intended Learning Outcomes (ILOs): learning aims, evaluation criteria (EC), key competences (KCs), and basic savoirs (BSs).

Session5_Task1

EC4.1. Deduce the principles for the design of text-and-image compositions by comparing and contrasting authentic examples, discuss such principles in pairs, and explain them to the rest of the class.

KCs: CCL 1; CP 1,2; STEM 1; CPSAA 3.

B4. Vocabulary and expressions commonly used to exchange ideas about the composition of multimodal texts made up of text, image and design.

Math savoirs (see [Appendix 7.6](#)): C.1. Spatial sense.

Session5_Task2

EC4.1. Recognize and explain the connections between the *main ideas*, *details* and *examples* of a lecture briefly in a notebook for future study and review.

EC4.2. Exploit appropriate note-making strategies to summarize lectures efficiently, such as looking for sources of information before an exposition (*for example, my own knowledge about the topic or outlines in the teacher's slides*), organizing notes graphically (*using different colors and shapes, punctuation, and types of linking lines*), and using abbreviations and symbols.

KCs: CCL 1; CP 1,2; STEM 1; CPSAA 3.

A1. Note-making strategies to plan, monitor and correct the understanding of a lecture visually supported with slides/handouts.

A2. Knowledge, skills, and attitude necessary for efficient note-making 1. Being aware of our previous knowledge and *deciding* what to write down. 2. Summarizing connections visually, with different *colors and shapes, punctuation, lines (main ideas, details, examples)*. 3. Using abbreviations and symbols (faster and less space). 4. Looking for *sources of info* before the lecture (avoiding an empty blank page). 5. Final assessment of notes.

A5. Lectures and notemaking as text types or genres with specific structures, grammar and vocabulary.

Session5_Task3

See *session1_task4*.

Session5_Task4

EC4.1 Analyze vintage magazine advertisements according to the principles for text-and-image designs, and explain how some principles are correctly followed but others are not.

KCs: CCL 1,2; CP1,2; STEM 1.

B4. Lexicon and expressions commonly used to exchange ideas about communication, language, learning and tools of communication and learning (metalanguage). 1. Principles of multimodal design. 2. Fonts and text: Traditional *Times New Roman* vs modern *Calibri*. 3. Graphical representation of oral speech: contractions (*you'll, didn't, it's*), italics for high intonation, exclamations for emphasis. 4. Grammar to persuade viewers: imperatives and modal auxiliary will for high probability.

3.6 Session 6

Intended Learning Outcomes (ILOs): learning aims, evaluation criteria (EC), key competences (KCs), and basic savoirs (BSs), Sustainable Development Goal (SDG).

Session6_Task1

EC1.1 Understand the main ideas, specific details and examples from a two-minute radio news report with a foreign correspondent in Standard/General AmE about the Spanish app to fight the gender gap in housework.

EC 1.2 Interpret and assess the discourse characteristics and text-type organization/structure of a radio news report podcast.

EC1.3 Choose, use, and modify if necessary, the knowledge and strategies necessary to plan, monitor, and verify my comprehension, and report them to the rest of the class (*for example, using my previous knowledge to predict likely language, making logical guesses at unknown meanings, discussing new strategies for unclear details with a classmate before a second view*).

KCs: CCL 2. CP 1, 2. STEM 1.CPSAA 5.

A2. Strategies for the planning, execution, control, and repair of audiovisual receptive comprehension. See [Session1_Task1](#).

A4. Communicative functions: simple argumentation for justifications (*because, because of, due to, as, since*).

A5. Analysis of discourse genre. ‘Four wh-questions’: What? topic, Why? speaker’s goal or aim (request, suggest, inform), Who? power relationship between speakers (equality or inequality), How? textual characteristics (written or spoken; expository or conversational; scripted or spontaneous).

A7. Common lexicon of interest to students regarding the gender gap and household chores *Do the cooking, beds, ironing, washing up / dishes, vacuuming, and laundry; take out the garbage, dust the furniture, tidy the cabinets, pack the kids’ lunches.*

SDG5.4 Value unpaid care and promote shared domestic responsibilities.

Session6_Task2

EC2.2, EC2.3. Select, organize, and use strategies to plan, compose, and revise a 120-word long essay discussing the possibility of learning household chores as a subject in school.

KCs: CCL 1; CP 1,2; STEM 1; CE 1.

A2. Common strategies for the planning, execution, control and repair of the production of written texts. The 5 steps of good writing

- 1. Planning.** Decide the topic and purpose. Research and brainstorm ideas. Organize ideas graphically (*mind map*).
- 2. Drafting.** Organize in paragraphs according to the text type, from title to conclusion: *main ideas, details, examples...*
- 3. Revising.** Improve the draft: a) rewrite and reorder sentences b) add linking words to connect ideas and details.
- 4. Editing.** Check spelling, grammar and punctuation mistakes. Let someone read it and give you feedback.
- 5. Publishing.** Write the final copy and share/upload it.

A4. Common communicative functions appropriate to the communicative domain and context: express opinion and possibility.

A5. Discussion essays as a text-type: structure and paragraph organization (coherence)

- 1. Title:** specify the topic in an impartial way (*is it necessary to...?, should we...?*)
- 2. Introduction** in paragraph 1: unbiased introduction of the topic (*maybe..., it is possible that..., it might be necessary that...*).
- 3. Main Body**
 - *Paragraph 2:* arguments supporting one opinion (e.g., *advantages*)
 - *Paragraph 3:* arguments in favor of the opposite opinion (such as *disadvantages*)
 - *Evidence* after each argument (e.g., *specific examples*)
- 4. Conclusion** in paragraph 4: *personal view about both positions.*

Session6_Task3

EC1.2, EC1.3 Use suitable strategies to identify, classify, and share with the rest of the class, the linking adverbs and reference words from a discussion essay (such as dividing the paragraphs into themes and details, and comparing words' functions: *addition, result, exemplification*, etc.), and the main grammatical characteristics of modal auxiliary verbs (*such as contrasting meanings correct and incorrect uses*).

KCs: CCL 1; CP 1,2; STEM 1; CPSAA 4,5

A6. Common linguistic units and associated meanings. Common logical relations of coherence and cohesion:

1. Linkers:

- Prepositional: *According to, concerning, regarding, about, as...as*
- Resultative: *therefore, as a consequence, for this/that reason, that's why*
- Additive: *besides, additionally, in addition*
- Contrastive: *on the one/other hand, in contrast, however*
- Enumerative: *first, to begin with, next, then, thirdly, finally*
- Paraphrasing: *equally, that is, similarly, in other words*
- Exemplificative: *for example, such as, as an example*

2. Referencing words: synonyms and antonyms, summation nouns (*problem, issue, situation*), definite article *the*, pronouns (*it, they, this, those, that, which*, etc.).

Session6_Task4

See *session1_task5*.

Session6_Task5

EC4.1, EC4.2. Use appropriate strategies to find out grammar rules from contextualized examples (*comparing and contrasting examples, using a visual organizer such as diagram*), and explain such patterns to the rest of the class.

KCs: CCL 1; CP 1,2; STEM 1.

A4. Common communicative functions: express possibility, uncertainty and doubt, and simple argumentations.

3.7 Session 7

Intended Learning Outcomes (ILOs): learning aims, evaluation criteria (EC), key competences (KCs), and basic savoirs (BSs), Sustainable Development Goal (SDG).

Session7_Task1

EC3.1 Collaborate actively in face-to-face conversations give, and ask for instructions from a visual guideline in order to design a digital poster with two pie charts about the origin of immigration in Aragon and France, respectively.

EC3.2. Use, and change if unsuccessful, appropriate strategies to give and ask for instructions from a visual guideline (*such as negotiation of meaning through reformulation, description of characteristics, and exemplification*).

KCs: CCL 1,2; CP 1,2; STEM 1,4; CD 2; CPSAA 1.

A4. Common communicative functions appropriate to the communicative domain and context: give and ask for instructions and orders; express opinion, possibility, ability, obligation, and prohibition.

A6. Common linguistic units and associated meanings: common logical relations of cause and effect a) Giving reasons and expressing results: *because, because of, due to, as, since, so, therefore...* b) Expression of purpose: conjunction *so (that)* and “infinitive of purpose” (*not*) *to*.

A7. Common lexicon of interest to students regarding information and communications technologies *Configuration setup, unfold the menu of settings, create a chat room, launch an app, press and drag a tab, double-tap, left-click, watermark, section break...*

A10. Common synchronous conversational conventions and strategies.
1.Backchanneling 2. Understanding checks 3. Negotiation of meaning 4. Holding floor.

C3. Common sociocultural aspects: Imperial system of units of length (1 foot is 12 inches, and 1 inch equals 2.54 cm), and the comma as the decimal group separator.

Math savoirs (see [Appendix 7.6](#)): A2 A3 A5 D4 E1 F2.

Session7_Task2

EC2.1 In a debate, clearly and briefly, present coherent arguments in favor of my group's position and against the opposing team's point, or justify which argument is more persuasive for the audience.

EC2.3. Select and use strategies to plan and control my speech (*for example, drafting and practicing one's speaking turn, creating a simple slide as visual support*), and to collaborate with my teammates (*such as dividing a web search for additional info*).

KCs: CCL 1,2; CP 1,2; STEM 1,4,5; CD 1; CPSAA 3; CE 1; CCEC 1.

A4. Common communicative functions: simple argumentations.

A5. Common discursive genres for the understanding and coproduction.
Phases of debates in teams with the support of a slide: organization and structure of turns.

A6. Common linguistic units and associated meanings. Common logical relations of cause and effect: a) Giving reasons and expressing results (*because, because of, due to, as, since, so, therefore...*). b) Expression of purpose (conjunction *so (that)* and "infinitive of purpose" (*not to*). c) Sequential adverbs: *first, now, secondly, next, finally*.

A7. Common lexicon of interest to students regarding natural environment (Carbon footprint) **and education** (mathematical notions).

C3. Common sociocultural aspects: Imperial system of units.

- weight: 1 ounce is $\frac{1}{16}$ pounds, and 1 pound equals 453.6 grams

- volume: 1 gallon is equal to 8 pints, and 1 pint is 0.473 liters

Math savoirs (see [Appendix 7.6](#)): A2 A5 D4 F2.

SDG12.2 Sustainable management and use of natural resources.

SDG13.3 Build knowledge and capacity to meet climate change.

Session7_Task3

EC2.1 Categorize, describe, and explain to the class, the types text connectors, conversation strategies from a short written dialogue, touch-screen actions represented by graphic icons, and pronunciation patterns from stressed syllables.

KCs: CCL 1; CP 1,2; STEM 1

B3. Common strategies and instruments for self-assessment, peer-assessment:
scoring rubric for performance and checklist for content.

3.8 Session 8

See grading rubric in [Appendix 6.6.4](#).

4 Evaluation Criteria of the Unit

See [Appendix 3](#).

5 Lesson Plans

Groupings: Individual (**I**), Pair (**P**), Small Group (**SG**, 4 members), Big Group (**BG**), Whole Class (**WC**).

5.1 Session 1

Task & total time	Phase & time	Students	Teacher	Grouping	Materials & equipment	Savoirs	EC	KC & SDG
① Info. report video: learning styles (18:00)	<u>Planning</u> (6:30)	Schemata activation about the structure/organization of the text-type, and prediction of the grammar and vocab most likely to appear in the video. Review of key language needed for task-performance by inference of meanings from contextualized examples of use. Reading of comprehension qus. for doubts. 1 st watch.	Scaffolding of students' brainstorming through guiding questions and their inference of language meaning from examples of use.	WC	Slides 1-5 Comprehension questions 1 YT video 1 Pictographic card 1	A2 A4 A5 A7	1.1 1.2 1.3	CCL 2 CP 1,2 STEM 1 CPSAA 5
	<u>Monitoring</u> (5:00)	Pairing with a classmate to discuss their answers and plan together new strategies for the qus still uncertain 2 nd watch.		P				
	<u>Evaluating & repairing</u> (during 3 rd watch) (6:30)	Report of right answers and the strategies used according to the type of question. Focus on language form with the aid of the <u>transcript</u> .	Pauses of the video at intervals for correction, and discussion of best strategies for each question. Scaffolding of students' inference of the meaning of the problematic language that comes up during the task.	WC	Slides 6-8 Comprehension questions 1 Transcript 1			
② Guess of each other's	<u>Planning</u> (3:30)	Drawing of their silhouette figure. Placement of the languages they can understand, and those they'd like to learn, on different body parts of the		I	Slide 9	A2 A4 A6 C1	3.1 3.2	CCL 1 CP 1,2 STEM 1

<i>language portrait</i> (12:00)		drawing according to the activity such languages enable				C2		
	(2:00)	Guess of teacher's languages	Modeling of correct performance with own portrait.	WC				
	(6:00)	In facing rows, deduction of partners' languages from their telling about the activities such languages enable. Further qus and explanatory "clues".	Call of the one-minute time-limits to change partners and repeat the task.	P	Slide 10			
③ Discussion of learning strategies (20:00)	(4:30)	Reading of a narrative about a pair of learners who fail a foreign-language task, and justification of why they do (learner-internal vs. external causes).		I	Slide 11			
	(4:30)	Sharing of points of view with the class.	Participation in and moderation of the ensuing discussion.	WC		A1	3.1 3.2	CCL 1 CP 1,2 STEM 1 CPSAA 1,3
	(2:00)		Exposition of the 5 types of learning strategies that reduce the effects of unfavorable situations.		Slides 12-13			
	(9:00)	Brainstorm of strategies for motivation (4:30) and for anxiety/stress (4:30)	Comment on and classification of students' suggestions. Exposition of teacher's strategies		Slides 14-15			
④ Reflective diary (5:00)		Self-regulatory reflection guided by Teacher's questions in their Language Biography (ELP) regarding their learning in today's tasks. See session's savoir B3.	Resolution of any doubts	I	Slide 16 Language Bio Pictographic card 8			
⑤ Homework: <u>expressing result</u>		a) <u>Theory induction</u> : formulation of grammar patterns by inference from contrasting examples, and indication of the strategies followed to find out. b) <u>Theory application</u> : rephrasing.		I	Homework form 1	A4 A6	4.1 4.2	CCL 1 CP 1,2 STEM 1

5.2 Session 2

Task & total time	Phase & time	Students	Teacher	Grouping	Materials, equipment, spaces	Savoirs	EC	KC & SDG
Homework correction (5:00)		Sharing of patterns found and their application	Clarification & correction	WC	Slides 1-2 Pictographic card 3			
① Conversational strategies (13:00)	Intro. of the ELP (2:30)	Examination of the structure and contents of two docs to determine their nature (Passport or Biography), and the purpose of their sections.		P	Language Passport & Biography	A 7,10 B 4	1.2 2.1	CCL 1,2 CP 1,2 STEM 1
	(1:30)	Sharing with the rest of the class	Gathering of students' conclusions Exposition of their ELP	WC	Slides 3-6			
	(2:00)	Matching of each communication situation (18) with its CEFR mode (2 per mode)		P	Slide 7			
	(1:00)	Sharing of answers with the class	Resolution of doubts & correction	WC	Slide 8			
	(4:00)	Identification of the strategies (interactional and mediational) used in a dialogue to negotiate meaning		P	Slide 9 Explanatory conversation transcript			
	(2:00)	Sharing with the rest of the class	Clarification & correction	WC	Slide 10			
② Project planning (12:00)	(2:30)	Reflection about the <u>steps</u> , <u>skills</u> , and <u>knowledge</u> needed for the project, and brief draft of the reasons behind such requirements	Brief intro. to the current Ukrainian situation	P	Slide 11	A4	2.1 2.3	CCL 1,5 CP 1,2 STEM 1
	(3:00)	Discussion of proposals to elaborate a common list		SG				
	(1:00 per group)	Sharing with the rest of the class-	Classification of proposals Addition of missing points	SG	Slide 12			
	(4:30)	Reading of the article about SP-FR historical events, which includes two	Clarification	I	Article 1	A 4-7	2.1 2.3	CCL 1,2,3,5

③ Debate about the poster topics (20:00)		debatable options: Canfranc Station vs Hispano-French expo						CP 1,2 STEM 1 CD 1 CPSAA 3 CC 1 CCEC 1
	(16:00)	3 groups: one supporting each topic plus the audience. 1. Preparation of 3 <u>arguments</u> supporting their topic with a simple <u>slide</u> as visual support for the audience. Further online research is allowed. (4:30). 2. Exposition turns (1:30 each group) 3. Tentative vote of the <u>audience</u> 4. Preparation of arguments against the opposing topic (3:00) 5. Exposition turns (1:30) 6. Final vote of the audience & elaboration on the convincing arguments behind it (2:00)	Moderation Picking of spokesperson for each argument Participation as member of the audience.	BG	2 Tablet/laptop Slide 13 Pictographic card 4			
④ Reflective diary (5:00)		Self-regulatory reflection guided by Teacher's questions in their Language Biography (ELP) regarding their learning in today's tasks. See session's savoir B3.	Resolution of doubts	I	Slide 14 Language Bio Pictographic card 8	A 1,4 B3	5.3	CCL 1 CP 1,2 STEM 1,4 CPSAA 1,4,5
⑤ Homework imperative and expression of purpose		a) <u>Theory induction</u> : -Determination of the functional meaning: <i>ask sb to do sth, make suggestions, give advice & instructions, encourage-</i> Formulation of grammar rules by inference from contrasting examples, and indication of the strategies followed. b) <u>Theory application</u> : fill-in-the-blank rephrasing		I	Homework form 2	A 4,6	4.1 4.2	CCL 1 CP 1,2 STEM 1

5.3 Session 3

Task & total time	Phase & time	Students	Teacher	Grouping	Materials & equipment	Savoirs	EC	KC & SDG
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Homework correction (5:00)		Sharing of the patterns found and application to exercises	Picking of students to share Clarification & correction	WC	Slides 1-3 Pictographic card 3			
① Info. report video: copyright for online images (15:00)	Planning (6:30)	Schemata activation about the structure/organization of the text-type, and prediction of the grammar and vocab most likely to come up in the video. Review of key language needed for task-performance by inference of meanings from contextualized examples of use. Reading of comprehension questions for doubts. 1st watch.	Scaffolding of students' a) brainstorming through guiding ques b) inference of language meaning from examples.	WC	Slides 4-6 Comprehension ques 2 YT video 2 Pictographic card 1	A2 A4 A5 A12	1.1 1.2 1.3	CCL 2 CP 1,2 STEM 1 CPSAA 5
	Monitoring (5:00)	Pairing with a classmate to discuss their answers and to plan together new strategies for the questions still uncertain 2nd watch.		P				
	Evaluating & repairing (during 3rd watch) (6:30)	Report of right answers and the strategies used according to the type of question. Focus on language form with the aid of a transcript.	Pauses of the video at intervals for correction of comprehension ques, and discussion of possible strategies. Scaffolding of the inference of the most problematic language from the video that comes up during the tasks	WC	Slides 7-9 Transcript 2			
② Interpreting	Interpretation of step-by-step graphical	Set up of a room, composition of an inviting email, settings	After each action's time-limit,	P WC	8 Tablet/laptop	A4 A6	3.1 3.2	CCL 1,2 CP 1,2

and giving instructions: videocall app (15:00)	guidelines to give instructions to their partner. Negotiation of meaning by conversation strategies if need.	config.,recording of conversations, tab displacement into a new window, split of the screen, window sharing in the app, link-sharing	explanation of its steps and purpose with the appropriate language		MS 365 edu accounts Guideline 1 Slides 10-18	A7 A10 A13 C3		STEM 1,4 CD 3
③ Interpreting and giving instructions: word processor (15:00)	Report of the <i>purpose</i> of each action. 8 time-limited actions to perform See guidelines	Config. of doc sizes, embedding of a watermark, drawing of a textbox, modification of textbox properties, insertion of section breaks, page numbering, and headings, modification of a table			Tablet/laptop MS edu 365 accounts Guideline 2 Calculator Slides 19-29	A4 A6 A7 A10 A13 C3 Math: A 3,5 B2 C 1 F2		
④ Reflective diary (5:00)		Self-regulatory reflection guided by Teacher's questions in their Language Biography (ELP) regarding their learning in today's tasks. See session's savoir B3.	Resolution of doubts	I	Slide 30 Language Bio Pictographic card 8	A 1,4 B3	5.3	CCL 1 CP 1,2 STEM 1,4 CPSAA 1,4,5
⑤ Homework: <i>deontic modality</i>		a) <u>Theory induction</u> : Formulation of grammar rules of use from examples. b) <u>Theory application</u> : fill-in-the-blank rephrasing		I	Homework form 3	A4	4.1 4.2	CCL 1 CP 1,2 STEM 1

5.4 Session 4

Task & total time	Phase & time	Students	Teacher	Grouping	Materials & equipment	Savoirs	EC	KC & SDG
Homework correction (5:00)		Sharing of the patterns found and application to exercises	Picking of students to share. Clarification & correction.	WC	Slides 1-3 Pictographic card 3			
① Procedural video: French toast recipe (15:00)	Planning (6:30)	Schemata activation about the structure/organization of the text-type, and prediction of the grammar and vocab most likely to appear in the video Review of key language needed for task-performance by inference of meanings from contextualized examples of use Reading of comprehension questions for doubts 1st watch	Scaffolding of students' brainstorming through guiding qus., and their inferences of language meaning	WC	Slides 4-6 Comprehension qus 3 YT video 3 Pictographic card 1	A 2,4,5,7	1.1 1.2 1.3	CCL 2 CP 1,2 STEM 1 CPSAA 5
	Monitoring (5:00)	Pairing with a classmate to discuss their answers and to plan together new strategies for the questions still uncertain 2nd watch		P				
	Evaluating & repairing (during 3rd watch) (6:30)	Report of right answers and the strategies used according to the type of question. Focus on language form with the aid of a transcript	Pauses of the video at intervals for correction of comprehension qus, and discussion of possible strategies Scaffolding of the inference of the most problematic language from the video	WC	Slides 7-9 Transcript 3			

② Online research: origins of and influence between English and French (15:00)	(10:00)	Web search about the origins and relationship between English and French. One cloud of keywords for each group. Creation of a simple slide to present the findings, with specific <u>words as examples</u>		SG	Slide 10	A 11 B 4,5 C1	5.1 5.2	CCL 2,3 CP 1,2 STEM 1 CD 1
	(5:00)	Sharing of findings with the class	Collection of students' findings and exposition	WC	Slides 11-16			
③ Phonetic, orthographic, and semantic relationships (15:00)	(10:00)	Inference of patterns from a 3-set Venn diagram: <i>pronunciation, spelling, & meaning</i>		SG	Worksheet 1			CCL 1,2 CP 1,2 CPSAA 3 STEM 1 CD 1
	(5:00)	Sharing with the rest of the class	Gathering of groups' findings, discussion & correction	WC	Slides 17-21	A 8,9 B2	4.1 4.2	
④ Reflective diary (5:00)		Self-regulatory reflection guided by Teacher's questions in their Language Biography (ELP) regarding their learning in today's tasks. See session's savoir B3.	Resolution of doubts	I	Slide 22 Language Bio Pictographic card 8	A 1,4 B3	5.3	
⑤ Homework: false friends		Identification and substitution of false friends in a short narrative with the correct English expressions. Specification of the strategies used to find out		I	Homework form 4	A11 B2	1.3	CCL 1 CP 1,2 STEM 1

5.5 Session 5

Task & total time	Phase & time	Students	Teacher	Grouping	Materials, equipment, spaces	Savoirs	EC	KC & SDG
Homework correction		Sharing of answers with the rest of the class	Picking of students to share Clarification & correction	WC	Slides 1-2 Pictographic card 3			
① Inference of principles for compositions made of image and text. Lecture note-taking (30:00)		Inference of principles used in multimodal designs from varied online quizzes (gamification), and subsequent group discussion about their findings	Assessment of answers and exposition of theory	P WC	Slides 3-26 Pictographic card 5	B4 Math: C1	4.1	
② Note-making (15:00)	(6:00).	Pooling together of group members' notes to elaborate a common schematic diagram		SG WC	4 tablet/laptop MS edu 365 accounts Slide 27	A 1,2,5	4.1 4.2	CCL 1 CP 1,2 STEM 1 CPSAA 3
	(8:00)	Explanatory presentation to the rest of the class (1:30 each group)	Comment on the valuable strategies & exposition of teacher's (4:00)	WC	Slides 28-29			
③ Reflective diary (5:00)		Self-regulatory reflection guided by Teacher's questions in their Language Biography (ELP) regarding their learning in today's tasks. See session's savoir B3.	Resolution of doubts	I	Slide 30 Language Bio Pictographic card 8	A 1,4 B3	5.3	CCL 1 CP 1,2 STEM 1 CPSAA 1,4,5
④ Homework: Analysis of multimodal compositions		Critical analysis of two magazine vintage ads using the session's design principles as the criteria		I	Homework form 5	B4	4.1	CCL 1,2 CP 1,2 STEM 1

5.6 Session 6

Task & total time	Phase & time	Students	Teacher	Grouping	Materials & equipment	Savoirs	EC	KC & SDG
Homework correction (5:00)		Sharing of analysis with the rest of the class	Picking of students to share Clarification & correction	WC	Slides 1-2 Pictographic card 3			
① News report audio: interview with foreign correspondent (15:00)	Planning (6:30)	Schemata activation about the structure/organization of the text-type, and prediction of the grammar and vocab most likely to appear in the video Review of key language needed for task-performance by inference of meanings from contextualized examples. Reading of comprehension questions for doubts 1st watch	Scaffolding of students' a) brainstorming through guiding qus. b) inference of language meaning from examples of use	WC	Slides 3-7 Coomprehension qus 4 Podcast audio Pictographic card 2	A2 A5 A7	1.1 1.2 1.3	CCL 2 CP 1,2 STEM 1 CPSAA 5 SDG 5.4
	Monitoring (5:00)	Pairing with a classmate to discuss their answers and to plan together new strategies for the questions still uncertain 2nd watch		P				
	Evaluating & repairing (during 3rd watch) (6:30)	Report of right answers and the strategies used according to the type of question. Focus on language form with the aid of a transcript	Pauses of the audio at intervals for correction of comprehension qus, and discussion of strategies Scaffolding of the inference of the most problematic language from the video that comes up during the tasks	WC	Slides 8-10 Transcript 4			

② Discussion essay: housework as a subject in schools (15:00)	(10:00)	Essay composition	Scaffolding of students who got stuck by suggesting points & examples to argue about	I	Slide 11 Pictographic card 6	A 2,4,5	2.2 2.3	CCL 1 CP 1,2 STEM 1 CE 1
	(5:00)	Sharing of the writing steps and the structure of this text type / genre	Collection and assessment of students' procedures. Exposition of the good writer's approach & paragraph organization	WC	Slides 11-12			
③ Inference of grammar patterns (15:00)	(4:30)	Division of a text into themes and rhemes for the identification and semantic classification of connectors and reference words		I	Slides 12-13 Pictographic card 7	A6	1.2 1.3	CCL 1 CP 1,2 STEM 1 CPSAA 4,5
	(2:30)	Discussion of results with partner		P				
	(3:00)	Report to the rest of the class	Gathering and assessment of results. Exposition of own analysis.	WC	Slides 14-17			
	(3:00)	Inference of the main characteristics of modal aux vbs from contrasting examples		P	Slide 18			
	(2:00)	Report of answers to the class	Selection of answerers & correction	WC				
④ Reflective diary		Self-regulatory reflection in their Language Biography (ELP) regarding their learning. See savoir B3	Resolution of doubts	I	Slide 19 Language Bio Pictographic card 8	A 1,4 B3	5.3	CCL 1 CP 1,2 CPSAA 1,4,5
Homework: epistemic modality		a) <u>Theory induction</u> : formulation of rules from examples of use b) <u>Theory application</u> : rephrasing			Homework 5	A4	4.1 4.2	CCL 1 CP 1,2 STEM 1

5.7 Session 7

Task & time	Students	Teacher	Grouping	Materials & equipment	Savoirs	EC	KC & SDG
Homework correction (5:00)	Sharing of analysis with the rest of the class	Picking of students to share Clarification & correction	WC	Slides 1-3 Pictographic card 3			
① Interpreting and giving instructions: <u>digital poster</u> (15:00)	Interpretation of step-by-step graphical guidelines to give instructions to their partner. 7 time-limited actions to perform: <i>modification of a textbox, insertion of objects, addition of a pie chart conversion of URL into QR, addition of alt text, grouping of objects</i>	Explanation of the steps and purpose with the appropriate language after each action's time-limit	P WC	8 Tablet/laptop MS 365 edu accounts Calculator Guideline 3 Slides 4-16	A 4,6,7,10 C3 Math: A 2,3,5 D4 F2	3.1 3.2	CCL 1,2 CP 1,2 STEM 1,4 CD 2
② Debate about the type of campaign: <u>traditional poster vs social media post</u> (25:00)	3 groups: one supporting each of the topics plus the audience. 1. Preparation of 3 <u>arguments</u> supporting their topic & composition of a simple <u>slide</u> as visual support. Web research (4:30) 2. Exposition turns (1:30 per group) 3. Q&A time for the <u>audience</u> (1:30) 4. Preparation of arguments against opposing choice (3:00) 5. Exposition turns (1:00)	Moderation Picking of spokesperson for each argument Participation as member of the audience.	BG	2 Tablet/laptop Slide 17 Pictographic card 4	A 4-7 C3 Math: A 2,5 D4 F2	2.1 2.3	CCL 1,2 CP 1,2 STEM 1,4,5 CD 1 CPSAA 3 CE 1 SDG: 12.2 12.5 13.3
	6. Reading of an article about the <u>carbon footprint</u> produced by both campaigns for the preparation of the last turn (5:00) 7. Final vote of the audience & comment about the convincing argument(s) (2:00)	Explication of the calculations that work out the <u>carbon footprint</u> of both campaign types.	BG WC	Calculator Article 2 Slides 18-19			
③ Review of the <u>rubric</u> and <u>checklist</u> (10:00)	Identification and categorization of connectors in a narrative, identification of convers. strategies in a brief dialogue, description of touch-screen actions from graphic icons, specification of pronunc. patterns based on words' stressed syllables	Description of the assessment criteria and the levels of performance. Correction of review activities	I	Slides 20-25	B3	2.1	CCL 1 CP 1,2 STEM 1

5.8 Session 8

SESSION ⑧							
Phase & duration	Students	Teacher	Grouping	Materials & equipment	Savoirs	EC	KC & SDG
① Videocall planning (10:00)	Schedule of the structure, steps, and times of the videocall (e.g., <i>email invitation, brief intro of selves, explanation of ideas & compositional principles, resolution of doubts, discussion of proposals, distribution of work...</i>)		P	Slides 1-2			
② Videocall project (30:00)	Videocall to French EFL students for the online composition of a poster for a campaign against the Russo-Ukrainian war	Technical assistance if needed	SG	8 Tablet/laptop 8 headsets MS edu 365 accounts Slide 2	A 1-10, 12,13 B 1,3,4 C 1,2	2.1 2.2 2.3 3.1 3.2 4.1 4.2 5.1 5.2 5.3 6.1 6.2	CCL 1,5 CP 1,2,3 STEM 1 CD 3 CPSAA 1,3,4,5 CC 3 CE 3 CCEC 3 SDG 16.1
③ Self- & peer-assessment of compositions (10:00)	Assessment of each other's posters, principle by principle, one pair at a time. Discussion of points of disagreement		SG	Checklist Slide 2			
④ Reflective diary (5:00)				Slide 3 Language Bio Pictographic card 8			

6 Materials and resources

6.1 Teacher's slides

Due to its size, only session 1 is attached as an image sample. Still, it is strongly recommended to view the original PowerPoint slides, as these are fully animated and show the authentic flow intended for a classroom.

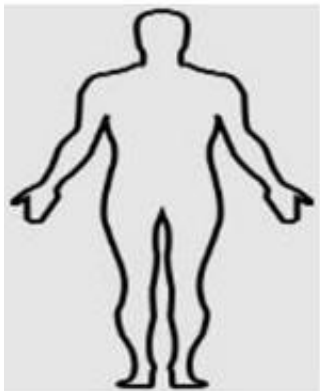
Link to the folder with all sessions:

<https://drive.google.com/drive/folders/1CVXQPdxa1VOGWoalXx7ay6ezjukk1qf?usp=sharing>



Today we are going to...

- **Learn about** our different learning styles
- **Draw** our language portrait and introduce it to others
- **Discuss** about our strategies for *successful learning, motivation and relaxation*





Let's plan our *first watch!*

When texts share the same general purpose, they will show characteristics that belong to the same **text type**

What **four questions** define the different **types** of texts?



What? Topic or subject

Why? The speaker's goal or aim: *request, suggest, demand, complain, inform...*

Who? Power relationship between speakers:

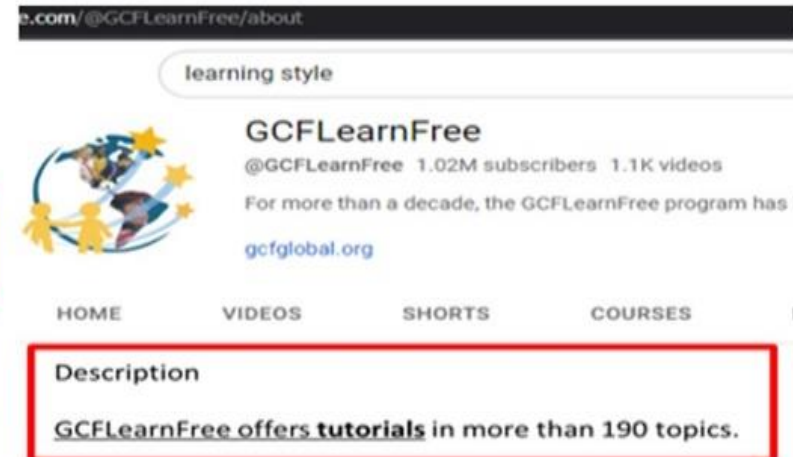
- Equal: *friends, fellow workers*
- Unequal: expert and amateur (*doctor to patient*), authority and obedience (*parent to children, police to citizen*)

How? Written or spoken; following a script or spontaneous; in group or privately; well-organized or unorganized

Where can we find info. to answer the four questions for a video?



Youtube channel: *title, chapter thumbnails (snapshots at different times), description, uploader's profile page...*



Language from context



- *In order to achieve the learning outcomes in the final evaluation, a good teacher must help students learn to **assess** their own learning (self-assessment), and their classmates*

(vb) /ə'seɪs/ Give a student **feedback** about *how well* their learning is going and how they can *improve*
(noun suffix: **assessment**)



- *After a task, learners have to **reflect** about what strategies were unsuitable and why, and write it down in their diary. Teachers may ground you in a classroom alone during recess/playtime so that you can **reflect** about your bad behavior and its results*

(vb) To **think seriously** and **carefully**



- *A bikini is not **suitable** to attend a funeral: black clothes are! The terror movie "The Exorcist" is not **suitable** for little children*

(adj) /su:təbəl/ The **right or appropriate** thing for a particular purpose or occasion



- *If you used to pay 1 euro, but now you have to spend two euros for the same, the price has **increased** by 100 %*

(vb) /ɪn'kri:s/ Make or become **larger or greater**



- *50 cents is not much, but \$1000 is a **substantial** sum of money*

(adj) /səb'stæntʃəl/ **Large or big** (used for amounts or quantities)





Strategy: Planning, monitoring, evaluating

① **Read** the qus. Any doubts? (🕒 1:30)

1st watch

② **Monitoring** (🕒 2:00)

Students on the left sits with student on the right. **Discuss** your answers.

Plan together suitable *strategies* to answer the qus that you are not sure or disagree about.

2nd watch

Ahmed - Mauricio

Kyliam - Carla

Txema - Fabrice

Gustavo - Almudena

Borja G. - Sandra

M^a A. Daniela - Pilar

Emilia - Teresa

Borja M. - Verónica

③ **Evaluating** (🕒 6:30)

Let's **check** the right answers with Closed Captions and a transcript

Ask about any language that you do not understand!

3rd watch



Information report (learning styles)

① “And studying, and studying, and studying. And here he is getting His test results”

Strategies: **His: H-dropping** is the relaxed pronunciation which removes unstressed /h/ sounds. Similarly, in some Andalusian accents initial <j> are unpronounced in Spanish words.

② In order to get good grades, **everybody** needs to follow a certain style

False. “There's **no one** right way”. “For **most**, one ...will work best, **but** it's **also** possible for a **combination** to be effective”

Strategies: The pronoun *most* means a high percentage, but not 100%. Also, here *no one* means the opposite of *a certain one*.

③ **How can you find out** your most suitable learning style? **b)** online assessments or self-reflection about previous experiences

Strategies: The question asks about **all the possible ways**, but the adverb *only* excludes alternative ways in options a) and b)

④ **How else** does Jonathan increase his knowledge? He **watches videos** too

Strategies: **Paying attention** to the moment when the other ways (*color-coding and diagrams*) are mentioned because the third way should be **nearby**. Keeping in mind that we have already been told that he is a *visual* learner.



Information report (learning styles)

⑤ Sometimes, Ruby reads notes to her teacher **False**. “She (Ruby) reads her notes out loud, because it helps **her** (Ruby herself)”.

Strategies: pronouns (*she, her*) usually refer to **previous nouns** (*Ruby*). The noun *teacher* appears after “she” and “her”

⑥ Tyrell **takes** a lot of notes and **reads** them a couple of times **False**. He reads over them **often**

Strategies: *Substantial* means a lot of, but *a couple of* means “only a few, even just two”, while *often* means many times (*always > usually > often > sometimes*). “Tyrell reads and re-reads”, and the prefix **re-** means “*again*”

<p>⑦ What: “Learning styles”</p> <p>Why: Inform and teach, and help find one’s best learning style</p>	<p>Who: Unequal: “Knower” (kind of a <i>teacher</i>) to inexperienced viewers (kind of <i>students</i>)</p> <p>How: Spoken but <u>scripted</u>, pre-recorded, in group (public video), informal, well-organized</p>
--	---

⑧ **Kinesthetic learners...** feel comfortably relaxed in activities which allow them to move their body while learning, as when they *manipulate objects with their hands* (for example, matching words to visual images on cards).

Strategies: words related to **body movement:** “a lot of energy, lab(oratory activities) and hands-on, walking around”

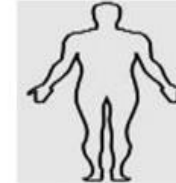


It's time to **draw** our language portrait!

1. On one half of your page, draw your full-body **silhouette figure** (*head, eyes, ears, mouth, heart, hands, feet...*)

2. Next, write down both:

- the languages you can currently understand, even if only a little
- the languages that you **would like to learn**



3. Place each language on the body part(s) that **represent** it the best, and **write** a brief **explanation** (**25 - 35 words max.**) for each language: what you **can do** or **will be able to do**, **when or where** you will use it, examples, etc.

You have **3:30 minutes!**

Time to **guess** your partners' languages

Date your drawing and keep it in a folder



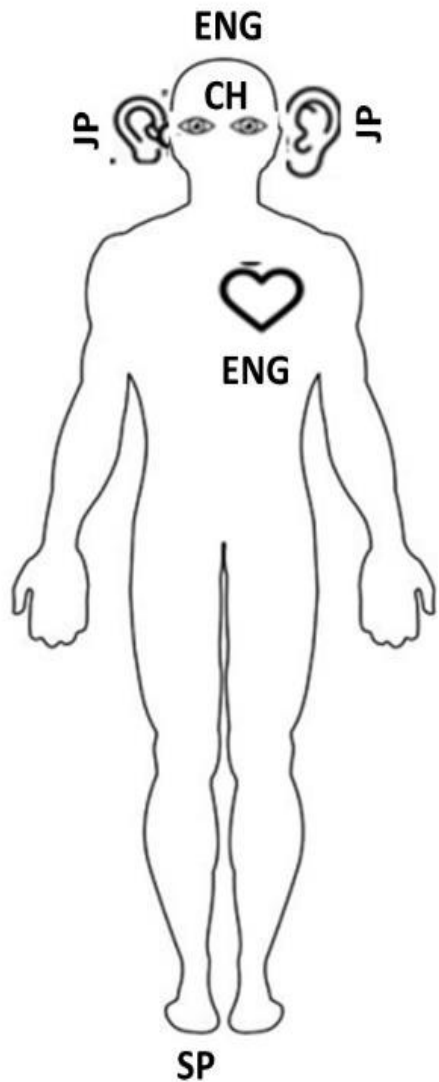
Stand up and form two facing rows

One language at a time, each student has to **deduce** their partner's from his/her explanations.

Further questions are allowed about the language: *purposes, plans, experiences, interests...* (**6:00 minutes**)



Teacher's language portrait



Spanishin my feet as I will be able to *travel* to many Ibero-American countries, such as Honduras or even Brazil, and communicate with almost anybody



Englishin heart and head, since it is my *favorite* language and it allows me to find plenty of resources to learn other languages



Chinesein my eyes because I like the *old ink paintings*, and I could translate some of the Hanzi (漢字) inscriptions in an art gallery



Japanesein my ears: I love classic Godzilla movies (*Gojira* ゴジラ), so I'd like to *understand* a bit to watch them without subtitles

Strategies: success and failure

Read the text below and **vote** one of the options in *Mentimeter*.

Discuss with your partner the *reasons* for each student's failure in no more than **four lines**.

Be ready to **share** with the class (⌚ 4:30)



<https://www.menti.com/aloky951uiya>

The French teacher matched **pairs of students** for an exposition in class.

Miguel knew that *Luis always has a hard time speaking French*, so he took care of the last three topics of their slideshow **all by himself**, and ordered **Luis** to do the *first topic* on his own.

Early into the exposition, Luis started to stutter, looking at Miguel for some help. The minutes passed by, but **Miguel** could not help, as they **never** shared and discussed their parts together.

In the end, both got the same **bad grades**.

Learning **failures** are due to **learners' inappropriate strategies**, not personal characteristics (~~intelligence / help / personality~~)

Learning Strategies



5 types of **learning strategies** help us reduce the effects of unfavorable situations

① How we **make sense and remember**



- Top-down (learner's knowledge): *previous knowledge about the topic, answering the four wh-questions, being aware of possible text-type stages, predicting words, etc.*

- Bottom-up (grammar and vocabulary in the text) *Using pronunciation and spelling rules for unclear words, deciding meanings by finding synonyms in the paragraph, being alert to potential false friends, etc.*



② How we deal with strong **feelings of emotions** that affect how we behave (especially anxiety and stress)



③ How we manage our **motivation and effort**: interest and excitement



④ How we **interact with others**: collaborating, using “true friends” and avoiding “false friends”, etc



⑤ **Reflection** to select right strategies in a certain situation:

Planning (*before 1st watch*), monitoring (*during watches*), and evaluating (*3rd watch*)



12



Strategies for motivation

What strategies do you usually use to stay **motivated** to learn?



Ⓐ Long-term strategies help us with *goals* that take a long time, such as learning a language.

① **Re-reading** your language portrait: your “future self” is *interested* in learning languages to do enjoyable activities (not for a *reward* from their parents or to avoid *punishments*).

Ⓑ Short-term strategies for goals near in time (days before a class exposition)

② **Remembering** what previous successes felt like, using all your senses

What does **achievement** sound/smell/feel like to you?

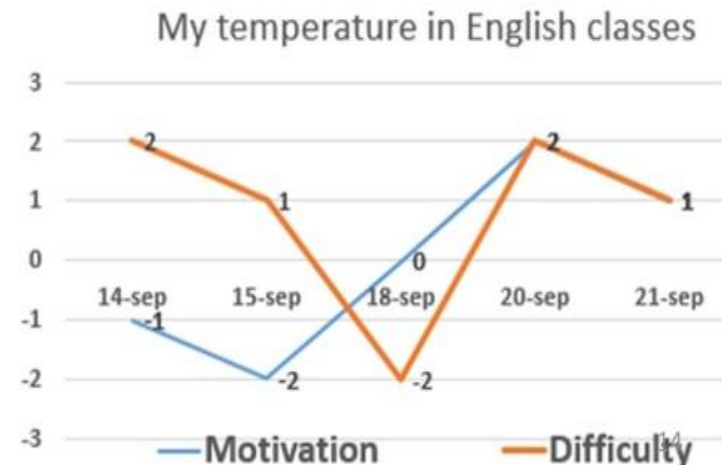


③ **Taking your motivation temperature**: draw a graph, the x-axis for the dates, and the y-axis with 3 levels:

Unmotivated (-1), just **O.K. (0)**, motivated (**1**).

Finally, indicate the type of activity, the possible reasons and strategies to reduce it in the future tasks.

*After studying hard all week, achievement is relaxing: it **tastes** of a stick of **liquorice**, and **feels like lying on the couch** while I **see a monster movie***





Strategies for anxiety

What strategies do you use to reduce **anxiety** and **stress** in learning?



A Long-term

① **Encouraging yourself**: in the end, you will **succeed** in a particular task.

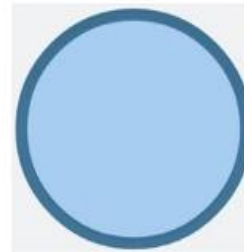
Remember that *you and your classmates* have **already been successful** before in similar tasks.

Mistakes are a part of learning, and can be corrected with **reflection**



B Short-term

② **Deep slow breathing**: inflate your belly (contracting the diaphragm) instead of your chest. A simple gif can help you follow a regular rhythm



③ **Taking your anxiety temperature**: draw a graph in which the x-axis shows the dates while the y-axis shows **3 levels** : **high (2), low (1), zero (0)**.

Add the type of activity, possible reasons, and strategies to reduce it in the future tasks.



Reflection time

In the last **five minutes** of every session we will write down how the class went by answering certain questions.

- What type of comprehension questions were harder to answer and why?
- What learning style(s) do I prefer to learn languages?
- At what point of today's session did I pay less attention? Why?

Keep the sheet of paper with your thoughts.

Tomorrow we'll see why this is important to fill our Language Biography



SLIDE 10

Strategies for conversation

① **Backchanneling:** ① Non-verbal: nodding one's head up and down ② Short verbal interjections: *yeah, OK, uh-huh, right, exactly,*

② **Comprehension check** *Is that clear? You know what I mean? Any doubts?*

③ **Negotiation of meaning**

① Reformulation

Paraphrasing: *So what I/you mean is...*

Clarification and confirmation requests

- Direct ques.:
 - *I don't follow you. Could you explain?*
 - *USSR? What does it stand for?*
 - *That's the one that... , right?*
- Repetition of unclear word(s)
 - (confused face) *shattered?*

Spellings: C-Z-A-R- or T-S-A-R

② Exemplification, synonymification, description of characteristics

- *"In other words," "That is," "It's like...," "it's a kind/type of..."*
- *Means of production, **for example** factories or materials;*
- *The USSR, **a.k.a** the Soviet Union, for short (synonymous abbrev.);*
- *The Soviet economy was **the opposite of** capitalist (antonym)*
- *Shatter, **that is**, to disintegrate, break into pieces **like** a glass*
- Show how new info. is related to what the listener is familiar with
 - *Do you know about the Russian Czars?*
 - *Nope.*
 - *Well, maybe you've heard of **King Ferdinand VII of Spain**?...
That is how Czars behaved too: they were **absolutist** kings.*

④ **Holding one's speaking turn**

① Refuse the interruption explicitly: *-Let me finish first, just a moment*

② Hand gestures



SLIDE 11

Let's plan our project

What is going on in **Ukraine**?



Russo-Ukrainian **War** (2014 - ?): refugee students from Ukraine since 2022

Our class's reponse: **ANTI-WAR** viral **campaign** with French peers

- Groups of **four** students: Spanish and French pairs
- creation of digital **composition** made of image and text
- collaboration through a **video call**

<https://books.huri.harvard.edu/books/chapters/137>

Let's **decide** the steps, skills and types of knowledge we need to work on for our pacifist project

- ① Write down **what** we need for our project. Justify your suggestions (🕒 2:30)
- ② Share and discuss your ideas with your group. Elaborate a list with the most essential (🕒 3:30)
- ③ Each group shares with the class (🕒 60 secs each)

Ahmed - Txema
M^a A. Daniela - Sandra

Borja G. - Carla
Kyliam - Emilia




Fabrice - Teresa
Borja M. - Pilar

Almudena - Mauricio
Verónica - Gustavo





Steps, skills and knowledge for our project

LANGUAGE for


- the topic 
- collaboration (*instructions and directions, requests, suggestions...*) 
- technology use 

FRENCH PARTNERS:

- getting to know each other: exchange of language passports 
- multicultural origin in comparison to us 
- relationship between French, Spanish and English

TOPIC: Spanish-French shared *historical collaborations*



TECHNOLOGY (apps) : MS powerpoint (slideshow poster), MS word (word processor), Teams (video call) 

COMPOSITION: knowledge about compositions made of image and text



CAMPAIGN: traditional posters vs social media posts








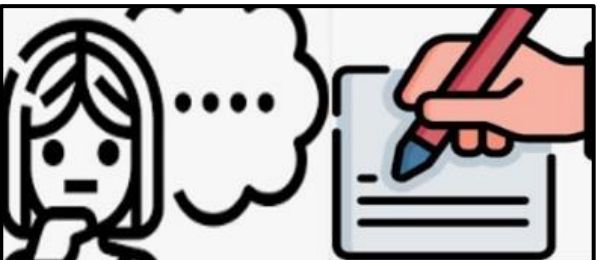


ASSESSMENT: instruments & levels (diary, checklist, rubric)



6.2 Pictographic cards

Own elaboration. All images freely available at <https://www.flaticon.com/>

<p>1</p>  <p>Watch the <u>video</u> and answer the <u>questions</u></p>	<p>2</p>  <p>Listen to <u>the audio</u> and answer <u>the questions</u></p>
<p>3</p>  <p>Share <u>my answers</u> and correct any <u>mistakes</u></p>	<p>4</p>  <p>Pay attention to <u>the debaters' arguments</u> and choose <u>one of the topics</u></p>
<p>5</p>  <p>Pay attention to <u>the lesson</u> and take notes of <u>the most important points</u></p>	<p>6</p>  <p>Think about <u>arguments in favor and against</u> and write <u>my essay</u></p>
<p>7</p>  <p>Read <u>the text</u> and classify the <u>linking words</u> into <u>different categories of meaning</u></p>	<p>8</p>  <p>Reflect about <u>today's tasks</u> and answer the <u>questions</u></p>

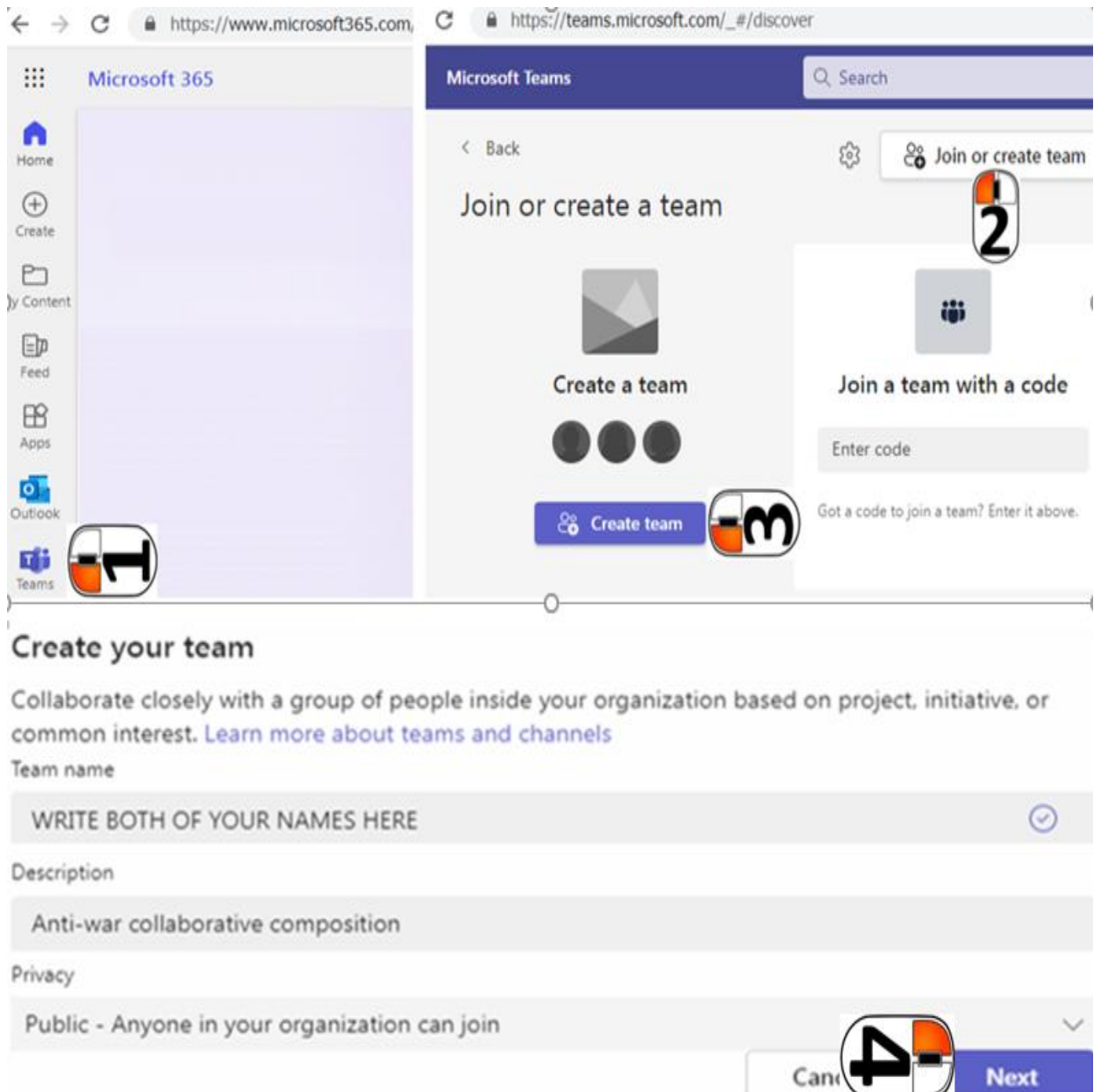
6.3 Graphic guidelines

Own elaboration. All images freely available at <https://www.flaticon.com/>

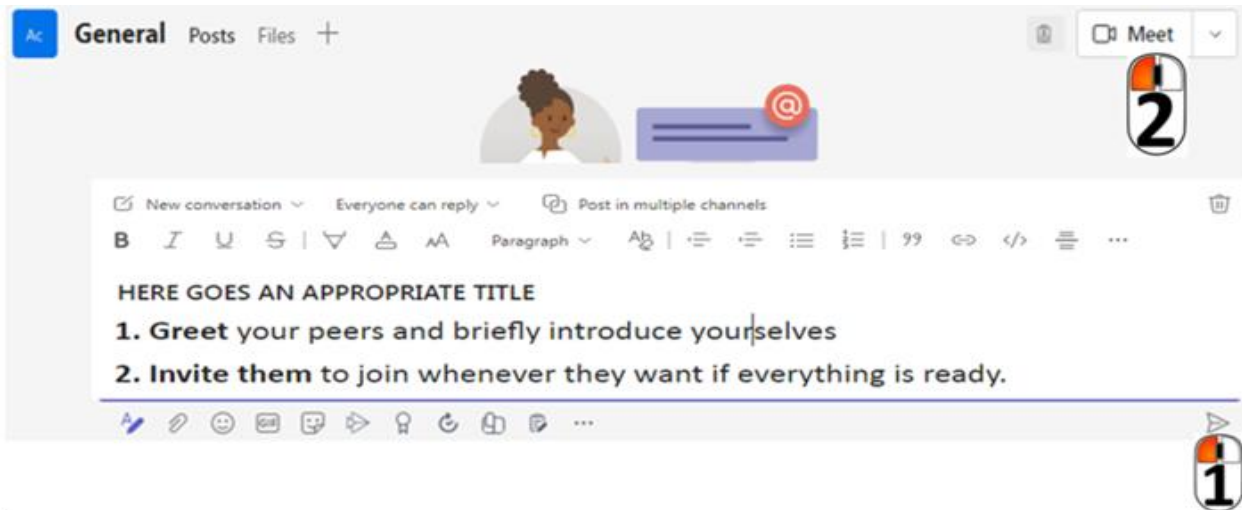
Due to its size, only **session3_task2** is attached here. Link to **session3_task3** and **session7_task1**:
https://drive.google.com/drive/folders/1rtYy0CLU9GinCLkuR90W_YzFU-Te7Y-Y?usp=drive_link

Videocall app (session3_task2)

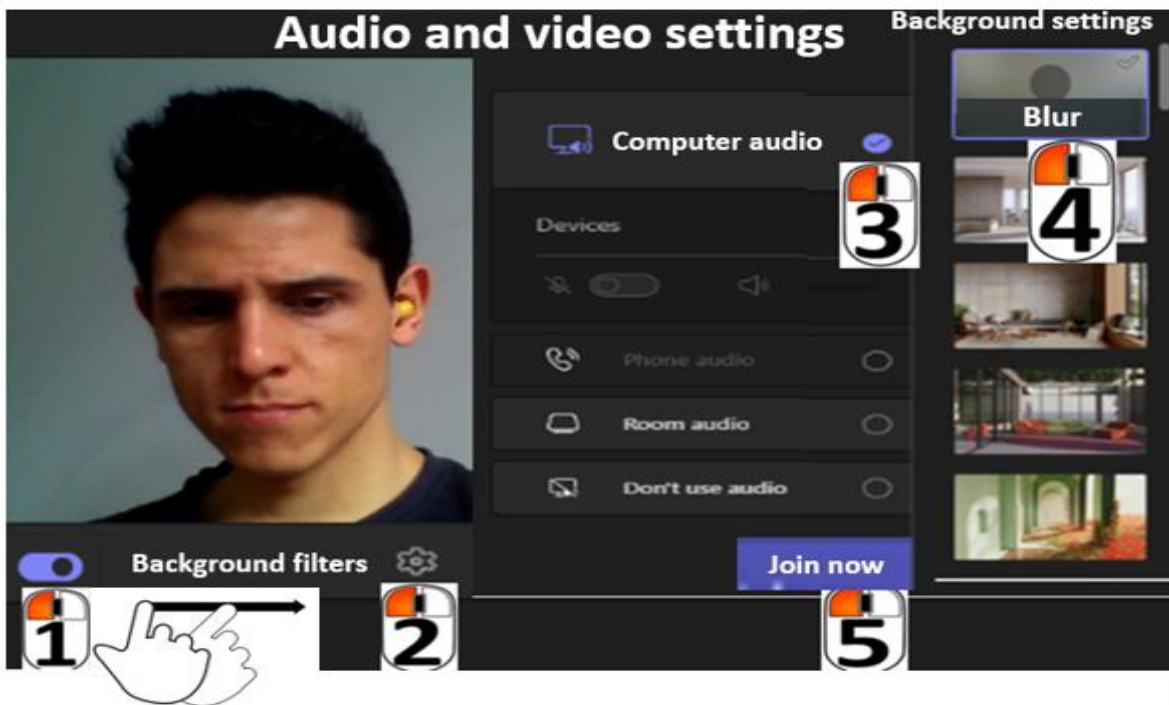
① ⌘ 0:45



② 2:00 Both students must collaborate in writing the text



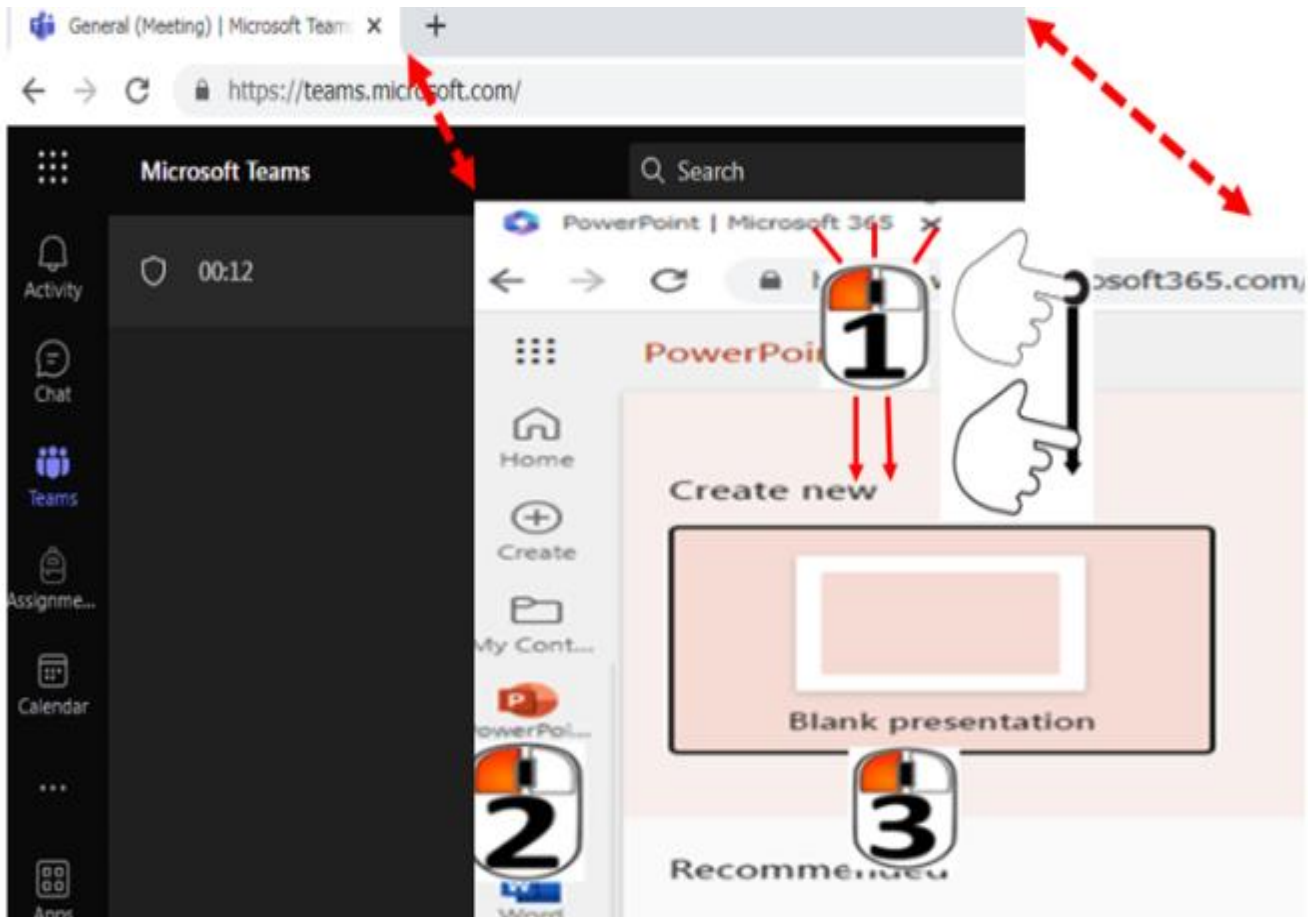
③ 0:30



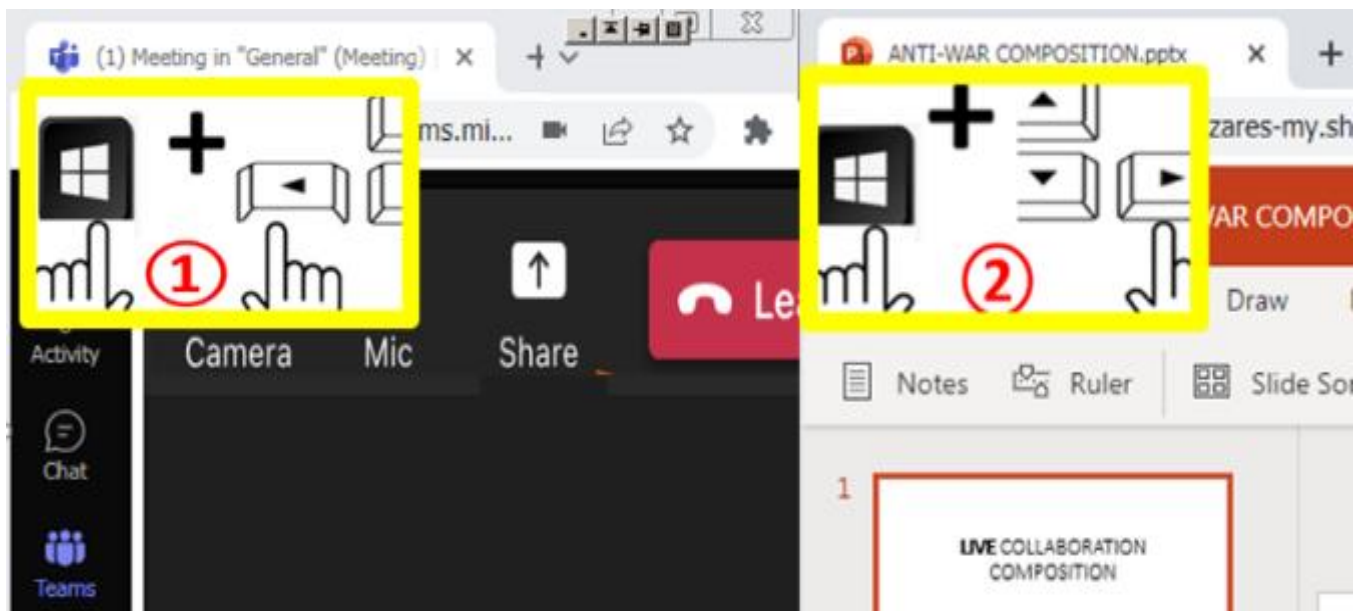
④ 0:30



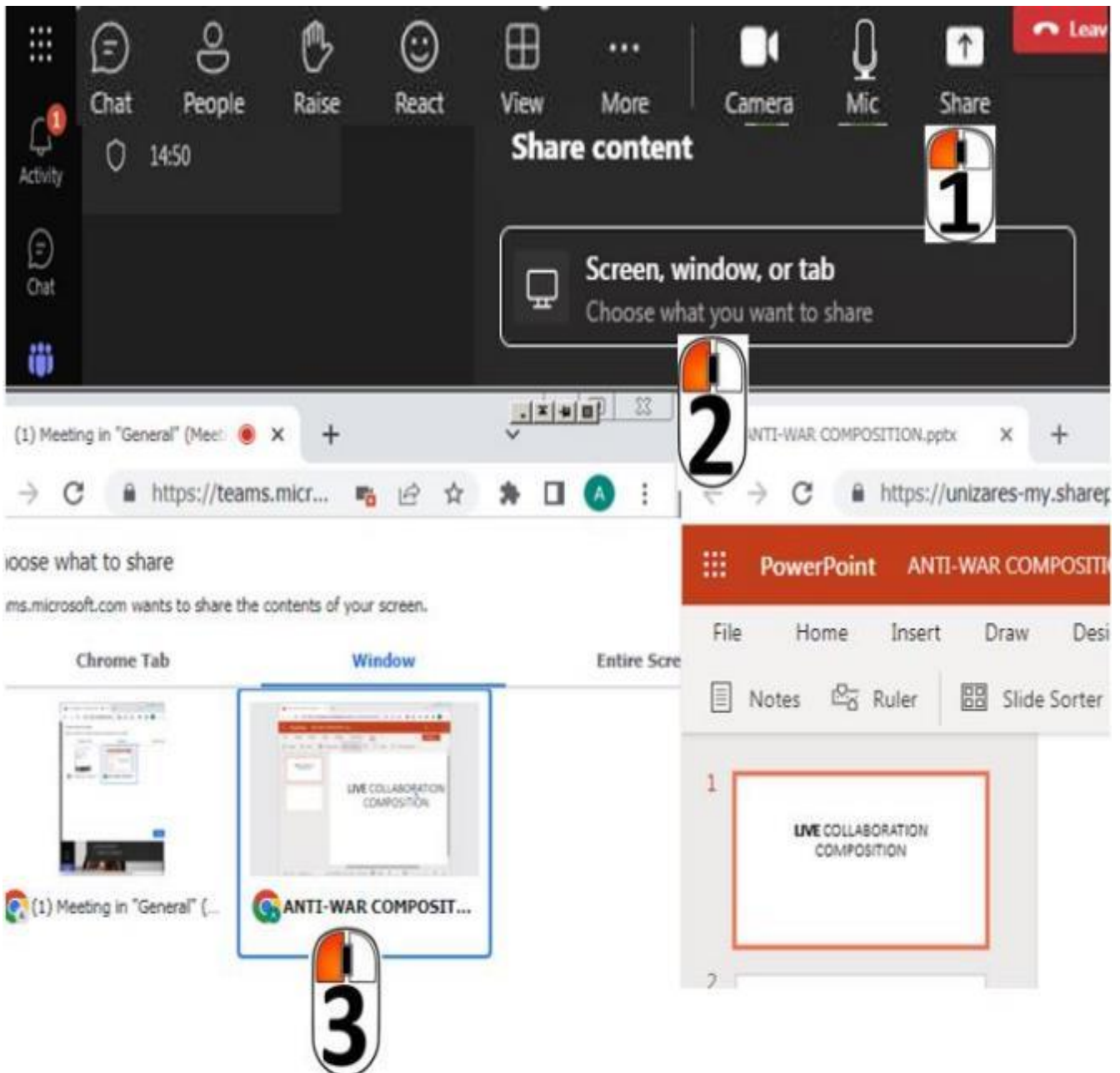
⑤ 0:45



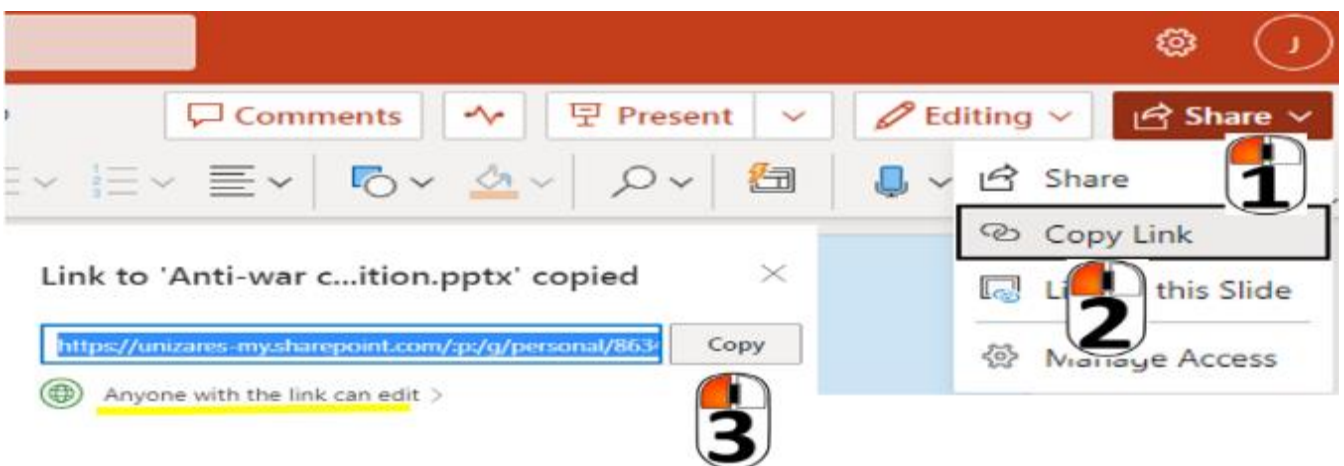
⑥ 0:45

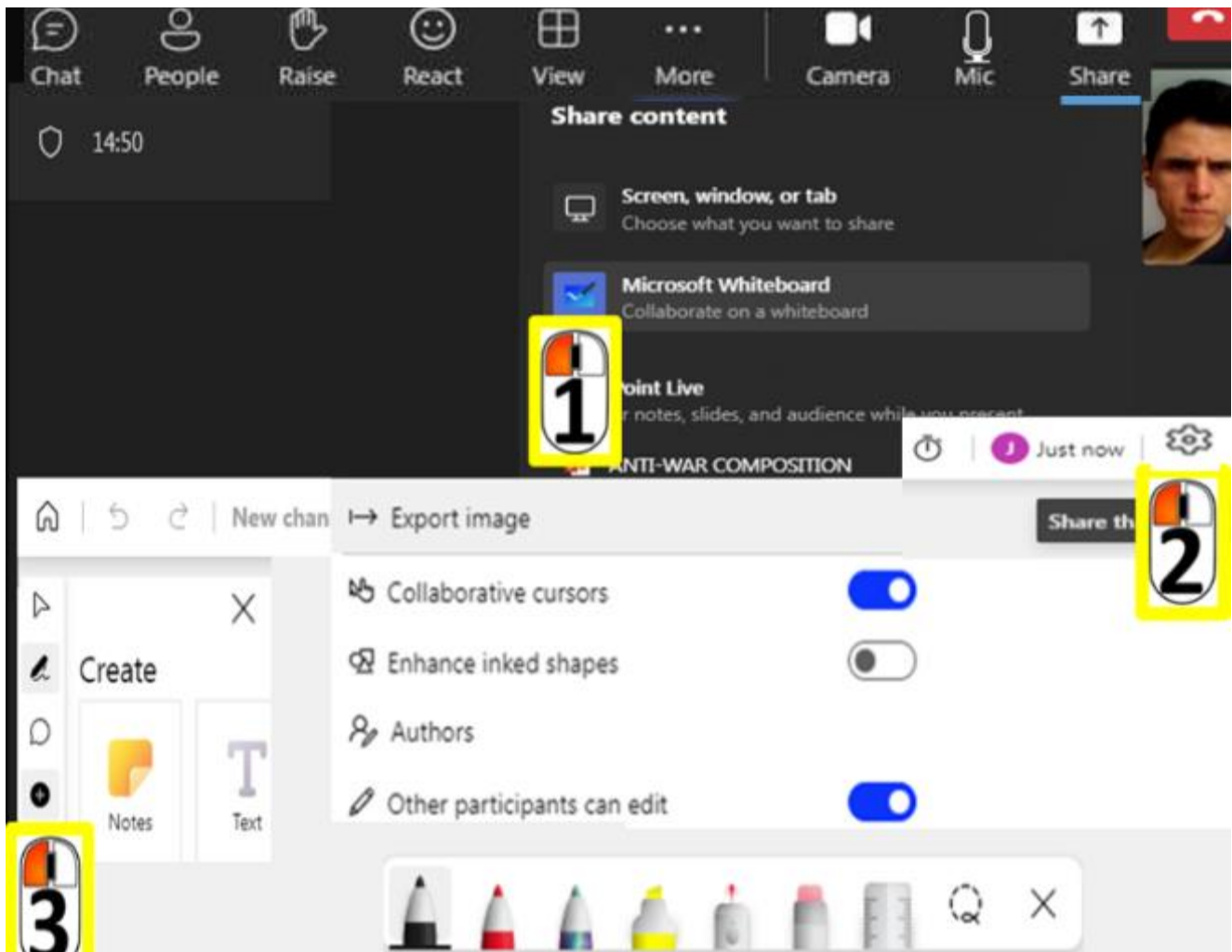


⑦ 0:30



⑧ 1:45





6.4 YouTube videos: transcripts for verification and focus-on-form

session1_task1 https://youtu.be/lopCOWfsoU?si=HdjntiegeRmYe_uD (0:00 - 3:05)

session3_task1 <https://youtu.be/xvZHNwBHirQ?si=4MpgoBmi89coLBJ0> (00:00 - 3:35)

session4_task1 https://youtu.be/HZxWnyREVg0?si=ciPZr1KxiST_LnuW&t=23 (0:23 - 2:33)

session6_task1 <https://www.bbc.co.uk/programmes/p0fp33l4>

6.5 Language Biography and Language Passport (European Language Portfolio)

A copy without headings and subheadings and with personal info edited out is distributed for inference purposes in *session2:task1*).

Own elaboration Due to its size, a link is provided to the resource.

https://drive.google.com/drive/folders/1qN2A6uPGU1qMt6yUT54BtZALSbjcuDI9?usp=drive_link

6.6 Assessment

6.6.1 Observation quadrant: continuous needs-analysis

Session:	Achieved (+)	Difficulties (-)
----------	--------------	------------------

Ⓐ	ACTIVITIES (ILOs)		
Ⓑ	COMPETENCES		
	STRATEGIES		

6.6.2 Web-based Homework forms

Session	Links	Session	
2	https://forms.office.com/r/xmhsyyDDvf	5	https://forms.office.com/r/ySrYv0padK
3	https://forms.office.com/r/jzvrn4ATXz	6	https://forms.office.com/r/Tw0YE0hXdi
4	https://forms.office.com/r/e2jxSZm9aV	8	https://forms.office.com/r/3CjAkBWN9J

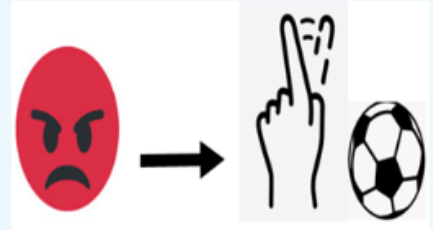
Homework 1: reason and result (SAMPLE)

Formulate *grammar rules* from the following examples for the words in bold

Indicate what strategies you followed to *find out*

1

Juan didn't give Mary the ball **because** he was angry!
As/Since Juan was angry, he didn't give Mary the ball.
Juan was angry. **Therefore**, he didn't give Mary the ball.
Juan was angry, **so** he didn't give Mary the ball.



You have to stay at home **because** it's snowing heavily
As/Since it's snowing heavily, you have to stay at home.
It's snowing heavily, **so** you have to stay at home.
It's snowing heavily. **Therefore**, you have to stay at home.
The train was delayed **because** it was snowing.













Use your rules in the following sentences

3

- ① As a result of the war, thousands of children have died of hunger
..... the war, thousands of children have died of hunger
- ② My alarm did not ring. Consequently, I was late to school
My alarm did not ring., I was late to school
- ③ Waves in the sea are the effect of winds along the water surface
Waves in the sea are winds along the water surface
- ④ My mother can't swim. For that reason, she is afraid of rivers and seas.
My mother can't swim., she is afraid of rivers and seas.
- ⑤ The discovery of America changed European cooking.
European cooking changedthe discovery of America.
- ⑥ The cause of the higher prices is the lack of water.
The increase of pricesthe lack of water.
- ⑦ Liquid water makes life possible on Earth.
.....there is liquid water, life is possible on Earth.
- ⑧ I lost my ticket and I could not go to the concert
I lost my ticket, I could not go to the concert

6.6.3 Checklist: principles of multimodal design for posters

Names of students:	<u>Self-assess</u>		<u>Peer-assess</u>	
Checklist for digital poster EC: 2.2				
① Size (• ••) and Position of elements (horizontal vs. vertical) The <u>main elements</u> are <i>larger</i> , and/or <i>centric</i> ● and/or <i>above</i> ↑				
② Writing: font & punctuation The <u>font</u> matches the topic (f.e., modern <i>Calibri</i> vs traditional <i>Times New Roman</i>) & <u>punctuation</u> is used for highlighting.	 vs. 			
③ Symbols (Ⓢ) and Themes Images match the general <i>antiwar</i> <u>theme</u>				
④ Zones a) The left half (▣) suggests the <u>old or given</u> , while the right (▣) provides <u>new</u> info <i>OR</i> b) The ideal perfection is above (◉), while the imperfect reality lies below (◐)				
⑤ Text-Image Relationship <u>Text</u> & <u>images</u> do not express similar content, but <i>complement</i> each other to explain the meaning better				
⑥ Copyright (©) At the bottom, smaller-sized url(s) following the text " <i>source of images:</i> "				
⑦ QR code <u>Visual Hyperlink</u> for <i>+info</i> .				
⑧ Accessibility for screen readers Logical <u>grouping</u> of elements & proper <u>alt text</u> when needed				
Comments on <i>points of disagreement</i>:				

6.6.4 Rubric: assessment of the unit

KC SDG	CCL 1,5 CP 1,2,3 STEM 1 CD 3 CPSAA 1,3,4,5 CC 3 CE 3 CCEC 3 16.1 Reduce violence everywhere			
	④	③	②	①
<p>① DISCOURSE (25 %) 3.1, 4.1, 6.1, 2.3</p>	<p>Videocall is planned in organized steps and <u>time limits are met</u></p> <p>Speaking turns are <u>coherent</u> as sentences are connected with different linkers and <i>reference words</i></p> <p>Student contributes <i>as much as or more</i> than the others <u>when necessary</u></p> <p>All the steps of good writing are <i>successfully</i> followed</p>	<p>Videocall is planned in organized steps, and few <u>time limits are off</u></p> <p>Speaking turns are <u>coherent</u> as sentences are connected with different linkers and <i>reference words</i></p> <p>Student contributes <u>as much as</u> the rest</p> <p><u>Revising</u> may be <i>poor/missing</i></p>	<p>Videocall is planned in steps, but some <u>time limits are exceeded</u></p> <p>Speaking turns are <u>coherent</u> (<i>specific ideas</i>) but sentences are repetitively connected with <i>the same linkers and reference words (cohesion)</i></p> <p>Student contributes <u>half as much</u> as the others</p> <p><u>Editing</u> may show mistakes, and <u>drafting or revising</u> be <i>missing</i></p>	<p>Videocall is not <u>planned in steps</u></p> <p>Speaking turns are <u>incoherent</u> (<i>unclear/many ideas</i>) and sentences are hardly connected with <i>linkers and reference words</i></p> <p>Student contributes <u>less than half as much</u> as the rest</p> <p>Hardly any <u>steps</u> of good writing are followed</p>
<p>② CONVERSATION STRATEGIES (25 %) 3.2, 4.2, 5.1</p>	<p><i>Mutual understanding</i> is always <u>monitored</u> and <i>unclear meaning</i> <u>successfully negotiated</u></p> <p>Speaking turns are held until finished, <u>avoiding interruptions</u></p> <p>Student is aware of <i>false friends</i>, <u>paraphrasing when needed</u></p>	<p><i>Mutual understanding</i> is usually <u>monitored</u> and <i>unclear meaning</i> <u>successfully negotiated</u></p> <p>Speaking turns are usually held until finished</p>	<p><i>Mutual understanding</i> is sometimes <u>monitored</u> (<i>backchannel, understanding checks</i>) and most <i>unclear meanings</i> are <u>negotiated</u> (<i>reformulation, definition, exemplification</i>)</p>	<p><i>Mutual understanding</i> is rarely <u>monitored</u> and <i>unclear meanings</i> are usually not negotiated</p>

<p>③ LANGUAGE (20%) 2.1</p>	<p>Student is <u>communicatively effective</u>: imperative (+ <i>let's</i>), <i>why don't you/we...?</i>, modal aux vbs</p> <p>Maybe <i>may</i> or <i>must</i> remain unchanged in <u>gus about certainty</u></p> <p>Mistakes are <u>corrected</u> (even <i>peers'</i> too)</p> <p>Little or no circumlocution for lack of the right ICT/digital vocab</p>	<p>Student is <u>communicatively effective</u>: imperative (+ <i>let's</i>), <i>why don't you/we...?</i>, modal aux vbs</p> <p><i>May</i> or <i>must</i> remain unchanged in <u>gus about certainty</u>. Some “split infinitives” (<i>to not</i> do sth)</p> <p>Most mistakes are <i>self-corrected</i></p> <p>Little circumlocution for lack of the right ICT/digital vocab</p>	<p>Student is <u>communicatively effective</u>: imperative (+ <i>let's</i>), <i>why don't you/we...?</i>, modal aux vbs</p> <p>Repetitive use of <i>for</i> (but not <i>because of / due to</i>) for <u>reasons and results</u></p> <p>Only can not for <u>permission</u> (vs <i>not have to</i>), <i>may</i> and <i>must</i> in <u>gus about certainty</u> (vs <i>could / can't</i>). Some time advs <u>before modals</u></p> <p>Mostly “split infinitives” (<i>to not</i> do sth)</p> <p>Mistakes are often <i>self-corrected</i></p> <p>Some circumlocution for lack of the unit's vocab about ICT/digital actions</p>	<p>Student <u>may be communicatively effective</u>, but mostly with wrong forms</p> <p><u>Reasons and results</u> are given only with <i>for/how</i></p> <p>Mistakes are not self-corrected</p> <p>More words than necessary bc of the lack of the unit's ICT vocabulary</p>
<p>④ PRONUNC. (10%) 2.1</p>	<p>Correct even in common words that do not follow the unit's general patterns</p> <p>Few or no “spelling pronouns.”</p>	<p>Correct even in words seen in the unit that do not follow the unit's general patterns</p> <p>“Spelling pronunciations” in some stressed syllables (<i>punctuation / *pʌntuei'ʃən/</i>)</p>	<p>Except for words that do not follow the general patterns, correct for the unit's general patterns</p> <p>Some “spelling pronunciation” (<i>would / *wʊld/</i>), but very few in <u>unstressed syllables</u> (<i>favorite / *'feɪvərət/</i>)</p>	<p>Incorrect even in words that follow the general patterns of the unit.</p> <p>“Spelling pronunciations” (<i>would / *wʊld/</i>, unlikely / *ʌn'laɪkli/, <i>even</i> in <u>unstressed syllables</u> (<i>favorite / *'feɪvərət/</i>)</p>
<p>⑤ POSTER (10%) 2.2</p>	<p>All the <u>principles</u> in the <i>checklist</i> are followed</p>	<p>Except for one, the <u>principles</u> in the <i>checklist</i> are followed</p>	<p>Except for two, the <u>principles</u> in the <i>checklist</i> are correctly followed</p>	<p>3 or more principles of the <i>checklist</i> are not followed</p>
<p>⑥ REFLEXION DIARY (10%) 5.3</p>	<p>7 entries show reflective <u>effort</u></p>	<p>6 entries show reflective <u>effort</u></p>	<p>5 entries show reflective <u>effort</u></p>	<p>4 or fewer entries show reflective <u>effort</u></p>

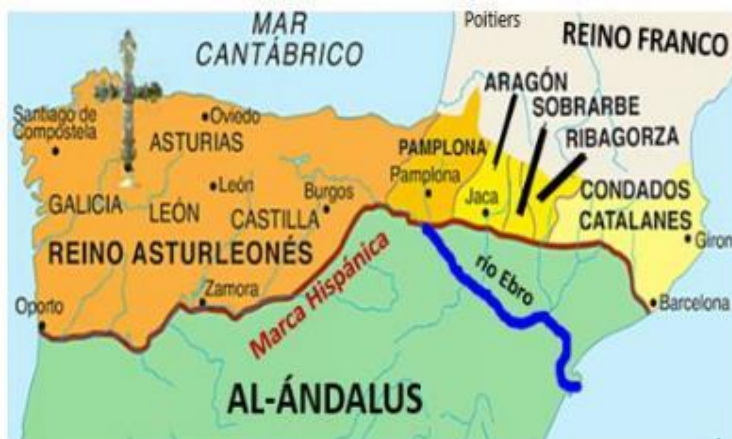
6.7 Written Articles: facts as basis for argumentation in debates

6.7.1 Franco-Aragonese history (*session2_task3*)

Muslims conquered the Ebro Valley in the early 8th century, but some Christians managed to take refuge in the mountains, where they were able to resist thanks to the help of the Franks. The Frank emperor Charlemagne, who had defeated the Muslims in the Battle of Poitiers, needed strong Christian states in the Pyrenees that could serve as a frontier against Islam (known as the Hispanic March), so counties such as Aragón, Sobrarbe and Ribagorza were formed



Emperor Charlemagne, paint by de F. A. Dürer (1512)



Hispanic March during the Carolingian Empire

The French general **Napoleon** invaded Spain in his ambition to rule all of Europe. A few months later, on May 2, 1808, the capital of Madrid rebelled against the French army, which started the **Spanish War of Independence**. Days later, other cities such as Zaragoza joined the fight. That summer, due to the impossibility of occupying the Aragonese capital, Napoleon's armies laid siege to Zaragoza (that is, they surrounded it to cut off any help from outside, and so force its citizens to surrender and stop fighting back). These Sieges of Zaragoza became the greatest disaster in the history of Aragón.

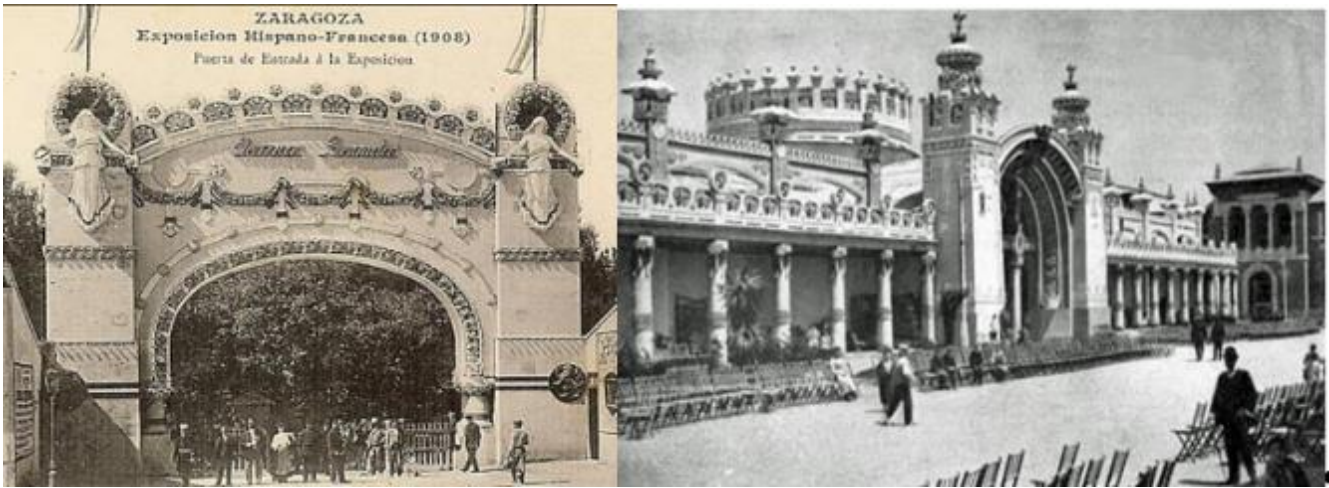


Portrait of Napoleon, by Jacques-Louis David (1812)



Monument to the Siege of Zaragoza (1908)

Since the second half of the 19th century, world's fairs, also known as universal exhibitions or expos, were held to advertise the achievements of Western countries, such as their technological and artistic developments. In 1908, together with the French government, Zaragoza held its Hispano-French Exhibition, and in this way commemorated the centenary of The Sieges during the War of Independence. In charge of the preparations was Basilio Paraíso, who wanted the expo to strengthen the reconciliation between Spain and France.



Entrance Arch and Central Pavilion of the Hispano-French Exhibition

During the first half of the 19th century, Aragon recovered little by little, of which the best example was the arrival of the railway, a symbol of modernity. The Aragonese knew that development could never be achieved without a direct communication route with France through the Pyrenees. For this, the Spanish and French governments signed agreements to collaborate in the building of a new railway station that both countries could use in the Aragonese village of Canfranc. The name Canfranc comes from the Latin *Campus Franci*, which means “land of the Franks”. In 1928 the Canfranc International railway station was finally inaugurated in the presence of King Alfonso XIII of Spain and the French president Gaston Doumergue. The Canfranc Station is classified as an *asset of cultural interest* (Bien de Interés Cultural), so it is a valuable property that must be protected and preserved by the State.



Inauguration of the Canfranc Railway Station (1928)¶



Canfranc inauguration film¶

References

- Royo, J. M. (2008, June). *Un hito en las relaciones franco-españolas a través de Aragón: la exposición hispano-francesa de 1908 en Zaragoza*. In años de congresos de Historia Contemporánea (Vol. 364, pp. 21-26). <https://ifc.dpz.es/recursos/publicaciones/36/12/14mur.pdf>
- <https://www.zaragoza.es/sede/servicio/arte-publico/75>
- <https://estatuto.aragon.es/sites/default/files/identidadsigloasiglo.pdf>

6.7.2 Pollution of viral campaigns: traditional paper vs social media posts (session7_task2)

Greenhouse gases raise the surface temperature because they absorb the radiation reflected by planets into their atmosphere. The carbon footprint is a measure that can be used to compare the amount of greenhouse gases emitted from an activity, product, company or country.

Carbon footprint is usually reported as the equivalent amount of carbon dioxide (CO₂) that would warm the earth as much as certain quantity of greenhouse gases. For a product, its carbon footprint includes the emissions during its entire life cycle: from production until it is thrown away.

A 20-page print is likely to have a carbon footprint of 42.33 ounces just from the energy used to produce the pages, such as cutting down trees, transporting them to factories, and transformation into paper. The production of 20 sheets takes up 6500 cubic centimeters of freshwater, and each liter of water adds another 100 grams of CO₂. Yet, a sheet of paper can be recycled up to seven times, dropping its carbon emissions by 50%. Europe normally recycles 70% of its paper.

Manufacturing one electronic device, such as a tablet or smart phone, produces CO₂ emissions of between 230 to 270 kg only from energy use. The water needed in the production of one laptop equals about 1715 gallons, and each liter of H₂O pollutes 0.1 kg of CO₂.

It is estimated that it takes 30 seconds to read one post. Yet, most owners get rid of their electronic equipment every four years, after using them 728 hours a year.

Finally, recycling an e-device means a 50% reduction of emissions from the production of a new one. However, in the past few years, only 20% of e-waste was recycled, with one half coming from e-devices.



<http://www.except.nl/nl/articles/763-is-digital-more-environmentally-friendly>

6.8 Telegram channel



THIRD-ESO EFL (23-24)

1 subscriber



t.me/third_eso_efl

Link

Official channel of the English class in Third ESO (2023 - 2024). Here you can download all the materials used in the sessions and ask for clarifications after class.

Description

6.9 Comprehension questions to scaffold audiovisual understanding (YouTube videos)

Own elaboration.

6.9.1 Learning styles (session1_task1)

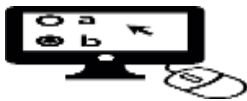
① Fill in the missing word: “And studying, and studying, and studying. And here he is getting ___ test results”.

② True or false? Justify your answer with text from the video:

“In order to get good grades, **everybody** needs to follow a certain style”

③ How can you **find out** your most suitable learning style?

a) In online assessments only



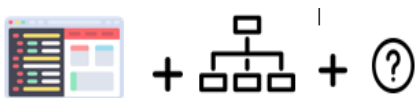
b) Either in online assessments or through self-reflection about your previous experiences



c) Only through self-reflection



④ Jonathan organizes information by color-coding, and understands structures and ideas through diagrams. **How else** does he increase his knowledge?



⑤ T or F? Justify your answer with text from the video. *Sometimes, Ruby reads notes to her teacher.*



⑥ T or F? Justify your answer with text from the video

Tyrell **takes a lot of** notes and **reads** them a couple of times.



⑦ From the text and image in the video, can you explain what **kinesthetic** learners /,kɪnəs'θetək/ do? Secondly, can you think of any good **kinesthetic activities** to study grammar and vocabulary?

6.9.2 Copyright of online images (session3_task1)

① **Fill in the blanks.** When we go on the _____ it's common to scroll through other people's images, videos, writing, and artwork. We might even _____ use them for projects in school, or at home

② **True or false?** Justify your answer with text from the video.

If a picture is shared online by the author we **can** freely use it.



③ Besides **legal** ones, what other type of reason is there to protect someone else's creative works?

④ What **must** we do before using somebody else's work according to **copyright** protection ©?

⑤ What four types of work are more likely to allow **fair use**?



⑥ Does a **Tiktok video** fulfill all the four factors that we have to take into account to use copyrighted materials without permission? Justify your answer.



6.9.3 French toast recipe

① True or false? Justify your answer with text from the video

Other French recipes are more difficult than French toast

② True or false? Justify your answer with text from the video

*Among other ingredients, **batter** is made with eggs, sugar, salt, and milk.*



③ True or false? *French toast is made with **baguettes***



④ “French toast should be *crispy outside and fluffy inside, like **French fries**.*” So which is French fries, left or right?



⑤ Fill in the missing word:

*Put a frying pan or a **skillet** on a **medium/low** heat. If you cook them on a high heat, it's _____ be faster, of course.*



⑥ If you cook the toast on **high heat**...

- a) It could get anyone outside burned
- b) The slices are uncooked inside but overdone on the outside.
- c) The slices end up well done both inside and outside



⑦ **How long** does it take to fry French toast?

⑧ What does **sprinkle** mean?

- a) To put a bit right in the center
- b) To put a bit all over
- c) To appear suddenly.

⑨ Can you **comment** briefly about Alex's pronunciation of the following *sounds*?

French, four:

Tablespoons:

6.9.4 Spanish app to fight the gender gap in housework (session6_task1)

① How will the app **alert** somebody that they are *doing less housework* than their partner?



② What is the **problem** of the app exactly?

③ Did Spanish people **like** or **dislike** this app? Why?



④ Justify your answer with text from the audio.

According to *Melissa*, what is **worse**, having to cook or to wash up after?



⑤ Take a look at the calendar in the app where partners type their times doing chores.

Which partner, *A* or *B*, must be Melissa and which Juan? **Justify** your answer.

Gender equality app	Minutes you spent on each chore			
	OCTOBER 2023			
	SUN	MON	TUE	WED
Partner A	5 Pack kids' lunches 3 Do the beds 3 Walk the dog	5 Pack kids' lunches 3 Do the beds 5 Do the laundry 8 Dust the furniture	5 Pack kids' lunches 3 Do the beds 2 Take out the garbage	5 Pack kids' lunches 3 Do the beds
Partner B	20 Ironing			30 Paint the walls

⑥ **Justify** your answer from text in the audio. Are the speakers following a **written script**?

6.10 Quick visual class assessment (interspersed in the Teacher's slides).

How's the class going so far? Show your thumbs!

- *Easy!*



- *I have some questions...*



- *I didn't follow at all.*



6.11 Online questionnaires and quizzes

Own elaboration

6.11.1 Online questionnaires: Mentimeter

Learner internal vs learner external causes of failure (session1_task3). Own elaboration.

The French teacher matched **pairs of students** for an exposition in class.

Miguel knew that *Luis* always has a hard time speaking French, so he took care of the last three topics of their slideshow **all by himself**, and ordered **Luis** to do the *first topic on his own*.

Early into the exposition, Luis started to stutter, looking at Miguel for some help. The minutes passed by, but **Miguel** could not help, as they **never** shared and discussed their parts together.

In the end, both got the same **bad grades**.

What should Miguel say?

You may choose multiple options.



My partner wasn't as good as me

My partner wasn't as good as me



I followed the wrong strategy / method

I followed the wrong strategy/method

Other reason(s)

Why did Luis fail?



I am just bad at it

I'm just bad at it



My partner did not help me

My partner didn't help me

Other reason(s)

Submit

Submit




<https://www.menti.com/aloky951uiya>


6.11.2 LearningApps : principles of multimodal design (session5_task1)

Basic shapes and associated meanings (drag-and-drop)




Task

Drag and drop  each *image* into its meaning

Write down  the *reason(s)* for your choices.

OK



<https://learningapps.org/display?v=pvfu0gw3j23>

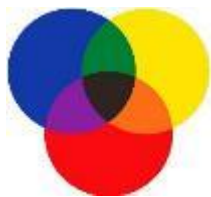
6.12 List of students' proficiency levels

B1: Ahmed, M^a Alejandra Daniela, Borja G., Kyliam

A2: Emilia, Txema, Mauricio, Gustavo, Teresa, Sandra, Pilar, Carla,

A1+: Fabrice, Borja M., Almudena, Verónica

6.13 Worksheet: Venn diagram for intersection of *pronunciation, spelling and meaning* (session4_task3)



A **Venn diagram** is a *visual organizer* made of *circles* that shows relationships between sets or groups that **only share some characteristics** but not others.

① **Compare** and **contrast** the examples. You can look words up in an online dictionary

② **Identify** what each color has in common, and **match** the examples in ① & ②

③ **Formulate** the grammar patterns that answer the following

- Ⓐ Before which sounds do we use the article **a(n)**?
- Ⓑ How are vowel letters usually pronounced both in stressed and unstressed syllables?
- Ⓒ How do we form the plural of nouns ending in letter **-o**?
- Ⓓ How are some Latinate endings different in the dialects of American and British English?
- Ⓔ How are the articles **the**, **a(n)** and **some** pronounced?

🕒 **Time limit: 10:00**

RED

A university - an umbrella; a one-dollar coin - an orange; a hat - an hour ; a man - an mp3 file
Letter **zee/zed** is the last of the alphabet. You've **spilled/spilt** coffee on your shirt again!

ORANGE

A: I don't understand **the** costly tickets, it's just **a** soccer match.
B: The world cup final is not just **a** match, it's **the** match
A: I've bought **some** candy
B: Please, gimme **some!** The house – the hour.

YELLOW

Teacher said we had to **read** at least 3 chapters for tomorrow's class, but I've only **read** one.
If fails in English **decrease** from 30 % to 20 %, it means a great **decrease** of 50 % of the worst marks
Please, **close** the doors so that the baby stays **close** to us and watched over

GREEN

You are **lying** to me. I know you have not been tidying up, but **lying** on the couch all day!
My **lighter** must be fuller than yours because yours feels **lighter** in my hand

BLUE

PURPLE

① Dress as you like, but I must **warn** you: hats are rarely **worn** nowadays, so you might look old-fashioned

My grandpa still has the uniform that he **wore** during World **War** II

I didn't attend class last **week** because I got ill and felt too **weak** to pay attention

The **main** characteristic to tell the difference between a lion and a lioness is the male **mane**

② My son's **favo(u)rite** instrument is the trombone, so I often have to **apologize/-ise** to my **neighbo(u)rs** for the noise

In the **centre/center** of the table was the **jewel(le)ry**, hidden in a one-**litre/liter** bottle of water

According to the Chaos Theory, the wings of a few **mosquito(e)s** in Brazil could cause **tornado(e)s** in China

I have two **tattoos**: a couple of **radios**, because I love music, and the face of Mandela, one of my **heroes**

I've only paid two and **euros** for five **kilos** of **tomatoes**, what a bargain!

Own elaboration.

6.14 .Explanatory conversation transcript: Russo-Ukrainian war (session2_task1)

A: So, why did the war start?

B: Putin demands that Ukraine belongs to Russia 'cuz it was one of the regions of the former Russian empire.

A: I don't follow. Could you explain that a bit further?

B: After the October Revolution in 1917 that ended the empire of the czars. Have you heard about the czars? C-Z-A-R, or T-S-A-R? Maybe you've heard of King Ferdinand VII?

A: Uhm, that's the one that caused the French invasion because he refused to accept the *Constitution of Cádiz* in 1812, right?

B: Right. Well that is how Czars behaved too: they were absolutist kings. In other words, they had unlimited power but no obligations to their people.

A: I see.

B: So, as I was saying, after the Czars, the regions on the European boarder fell again under the control of foreign rulers, this time the dictators of the USSR.

A: USSR? What does it stand for?

B: It is also known as the Soviet Union, for short, which were countries ruled by the government in Moscow. The main characteristic of the Soviet Union was its economic system, the, uh the opposite of capitalist, so without private property or even money, ya'know? People shared the means of production, for example factories and machines, which were own and distributed by the government. Uh, it's called *Commonims*...

A: That's Communism! /kɑ/, /mjə/, /nɪ/, /zəm/.

B: Yeah, exactly. And then, it was not until 1989, after the Soviet Union shattered, that—

A: (with confused face) *shattered*?

B: Shatter means to disintegrate, break into small pieces like when a glass falls

A: Ah, OK.

B: So Ukraine finally became an independent country in 1989. And they wanted to join the European—

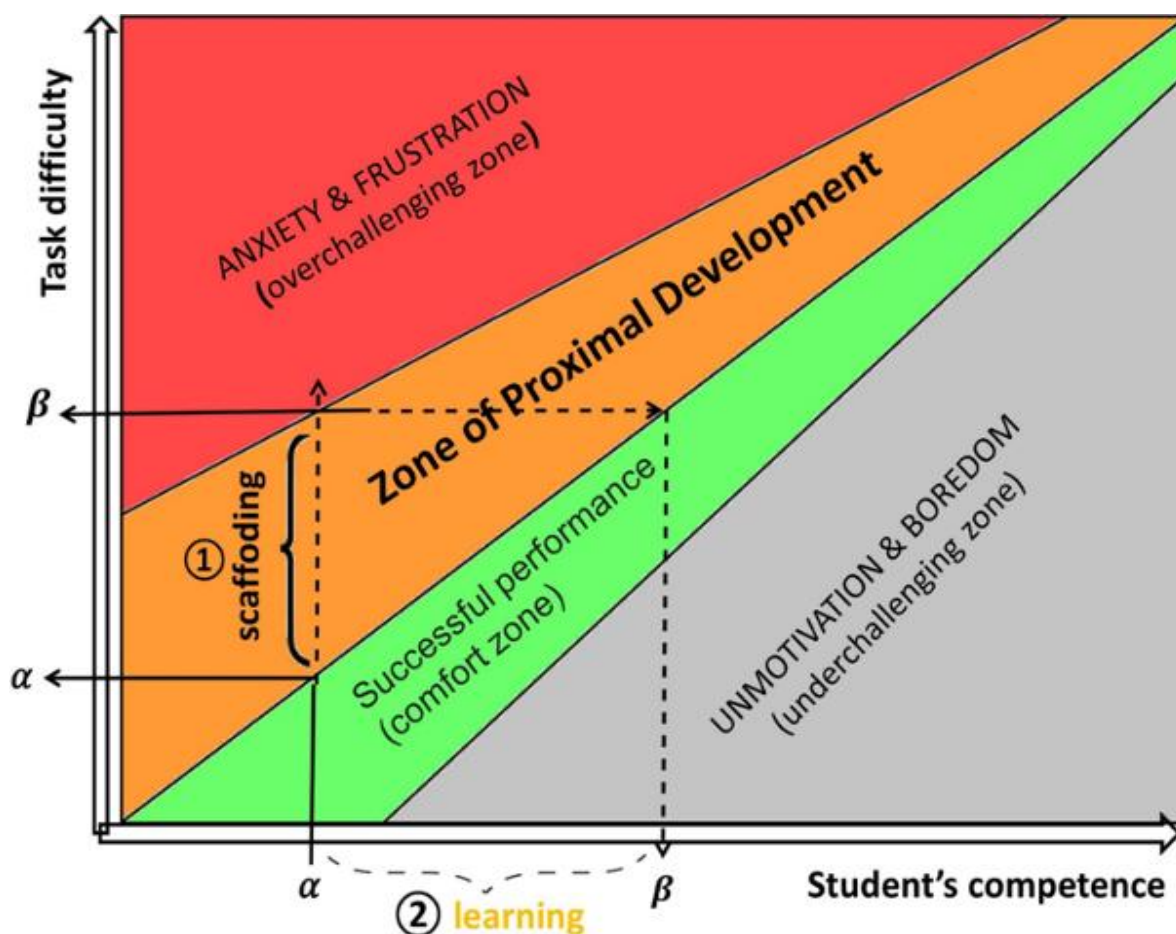
A: Oh, so Putin started a war becau—

B: Let me finish first, just a moment. Most of Ukraine wanted to join the EU, but their pro-Russian government refused to become an EU member, and so a revolution took place. Finally, in 2022, as Russia's influence over Ukraine seemed to be over forever, Putin ordered the Russian army to start the invasion

Own elaboration

7 Theoretical and curricular framework

7.1 Zone of Proximal Development: visual representation of scaffolding



Scaffolding allows collaborative performance to outstrip individual competence. (Own elaboration)

7.2 Key Competences (KCs): operational descriptors

https://drive.google.com/drive/folders/1_wDfC3C5oDi--omfj9s5fdfWVR82E6Lw?usp=drive_link

7.3 Specific Competences (SCs) and Evaluation Criteria (EC)

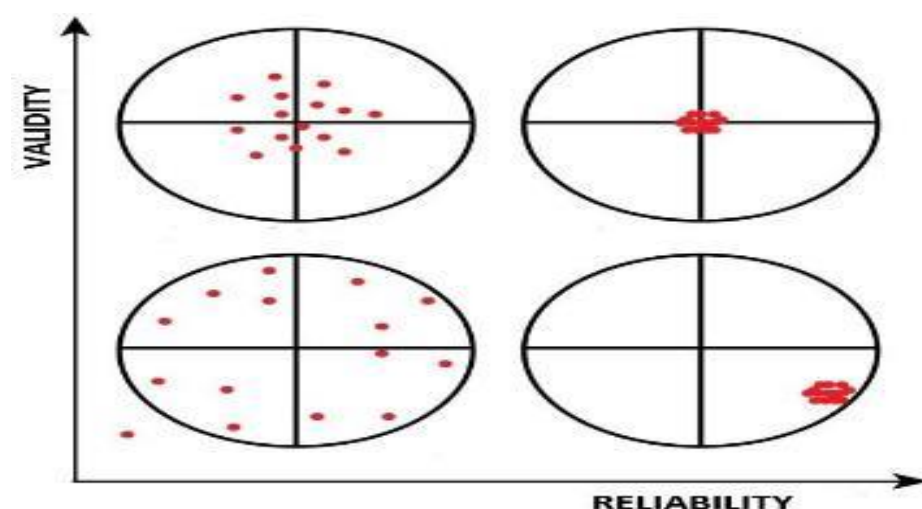
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7.4 Basic Savoirs

https://drive.google.com/drive/folders/1_wDfC3C5oDi--omfj9s5fdfWVR82E6Lw?usp=drive_link

7.5 Validity and reliability: visual representation

High reliability is a necessary but insufficient condition for an acceptable validity.



Source: own elaboration.

7.6 Math Basic Savoirs

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7.7 Links between SCs and KCs according to the Curriculum

Specific Competences (EFL)	Descriptors of Key Competences							
	CCL	CP	STEM	CD	CPSAA	CC	CE	CCEC
CE.LEI.1	2,3	1,2	1	1	5			2
CE.LEI.2	1	1,2	1	2	5		1	3
CE.LEI.3	5	1,2	1	3	3	3		
CE.LEI.4	5	1,2,3	1		1,3	1,3		1
CE.LEI.5		2	1	2	1,5			
CE.LEI.6	5	3	1		1,3	3		1

Own elaboration.

7.8 Antiwar poster: Canfranc Station inauguration as a reconciliatory example (own elaboration).



As late as 1808, the French army invaded Spain and started the *Spanish War of Independence*, which had a especially deadly impact in the Aragonese people during the **Sieges of Zaragoza**.



However, as early as 1928, France and Aragon collaborated in the construction of **The Canfranc International railway station**, a symbol of *reconciliation, modernity, and cooperation* in the future fight against Nazism.



The war between Russia and Ukraine must stop now!

Both nations can achieve the *victory of peace* only through understanding and collaboration, *never with violence*.



+ info

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<https://www.cartv.es/aragonnoticias/noticias/canfranc-revive-este-martes-su-inauguracion-y-recibe-a-alfonso-xiii>

