Universidad Zaragoza
1542

Trabajo Fin de Máster

Cooperative learning: improving second language acquisition in the EFL classroom in 3rd year of Secondary Compulsory Education

Aprendizaje cooperativo: la mejora de la adquisición de una segunda lengua en la clase de inglés como lengua extranjera en 3º de la ESO

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Abstract (English)

Nowadays, methodologies used in the EFL classroom are very varied. Traditional approaches to language teaching are being relegated at the expense of new active and student-centered pedagogies. However, this does not mean that teacher-centered lessons have disappeared. In fact, there are still many aspects that can be improved due to the individualistic and traditional nature of many English lessons. During two placement periods at IES Clara Campoamor Rodríguez, a necessity was detected: there was a clear lack of oral participation in the EFL classroom. In order to meet this necessity a Cooperative Learning pedagogy has been proposed.

This approach has been combined with Project-based Language Learning and always aiming at developing Communicative Language Teaching, not only because of its requirement by the legal provisions, but also due to its strong connection with the increase of oral participation. The learning unit proposal called *Let's start a business* is characterised by the application of the aforementioned methodologies while instilling a sense of entrepreneurship and ethical thinking in the students.

In order to achieve the main aim, increasing participation, the activities in this learning unit aim at creating positive interdependence among group members and individual accountability. It also seeks to create a distressed working environment in order to lower the students' affective filter, lessening. consequently, potential language anxiety.

Key words: second language acquisition, participation, cooperative learning, positive interdependence, affective filter.

Resumen (Español)

Hoy en día, las metodologías que se aplican en la clase de Inglés como Lengua Extranjera son muy variadas. Los enfoques más tradicionales están perdiendo la batalla contra las pedagogías activas en las que el estudiante es el protagonista. Sin embargo, esto no significa que las clases en las que el foco se pone en el docente hayan desaparecido. De hecho, todavía hay mucho margen de mejora debido a la naturaleza individualista y tradicional de muchas clases. Durante dos periodos de prácticas en el IES Clara Campoamor Rodríguez se detectó

una necesidad: había una baja participación en actividades orales por parte de los alumnos. Para poder cubrir esta necesidad se ha propuesto una pedagogía basada en el aprendizaje cooperativo.

Este enfoque se ha combinado con el Aprendizaje basado en Proyectos, teniendo siempre en mente el Aprendizaje Comunicativo, no solo por ser requerido por la legislación sino también debido a la estrecha relación que guarda con el aumento de la participación oral. La unidad didáctica propuesta llamada *Let 's start a business* (creemos un negocio), se caracteriza por la implementación de las metodología y enfoques mencionados y por intentar inculcar en los alumnos un sentido del emprendimiento y un pensamiento ético.

Para conseguir el principal objetivo, aumentar la participación, las actividades de esta unidad didáctica pretenden desarrollar la interdependencia positiva entre los miembros de cada grupo y la responsabilidad individual. Además, busca crear una atmósfera de trabajo relajada en la que se reduzca el filtro emocional de los estudiantes y disminuya, a la vez, la posible ansiedad lingüística.

Palabras clave: adquisición de una segunda lengua, participación, aprendizaje cooperativo, interdependencia positiva, filtro emocional.

1. Introduction

English as a Foreign Language (EFL) teaching has been evolving and changing throughout the years, adapting itself to the new methodologies and technological advances that have been appearing. Lessons are moving towards a student-centred approach where the student is responsible for his or her own learning process. This is largely enhanced by a change in materials and techniques; for instance, ICT have acquired a very significant role within the classroom context, promoting, thus, the implementation of new methods and approaches such as Project-Based Learning (PBL) or Cooperative Learning (CL).

This dissertation aims at proposing a learning unit focusing on the application of Cooperative Learning in order to foster students' willingness to participate in the EFL classroom. The main goal is to improve language acquisition by increasing participation. Therefore, Cooperative Learning will be essential in providing students with the opportunity to communicate during the process of tasks attainment. With this purpose, a PBLL methodology has been chosen since it enables and favours the implementation of group work and cooperative activities. Furthermore, Communicative Language Teaching (CLT) will also be key in the learning unit since one of the main aims of Cooperative Learning is the increase of interaction patterns among students.

The reason for this proposal is grounded on a need detected during my first and second placement periods at the IES Clara Campoamor Rodríguez in a 3rd year of ESO class. The lack of participation, especially in oral activities, was really remarkable in this group, therefore the development of the communicative competence was challenging in this class. This learning unit seeks to provide a solution for that necessity by fostering students' participation in class with the implementation of a Cooperative Learning pedagogy that will enhance simultaneous and more natural communication.

The PBLL methodology that characterises the proposed learning unit is underlied by the Aragonese Curriculum (2016) since it states that this methodology allows the development of different competences and proposes an action plan whose outcome is mainly practical. As a result, critical thinking abilities and reflection are enhanced making the student responsible for their own learning process. Additionally, with the implementation of a project-based methodology, a cross-curricular learning process will take place.

Furthermore, there are some theories that have been considered when designing the proposal in order to guarantee a learning unit that truly addresses the problem observed and offers a solution and which falls within the scope of some of the central cornerstones of Second Language Acquisition (SLA). Hence, the aforementioned approaches (CLT, PBLL and CL) will be key to this dissertation. Nevertheless, these will not be the only theories that will play an essential role in the unit proposal. Since the increase of participation in the classroom shows a close and strong connection with motivation, Dörnyei's theory on motivation will also be acknowledged. In addition, specific literature on Cooperative Learning, the development of positive interdependence and the lowering of the effective filter to lessen language anxiety will be mentioned.

This dissertation is organized in 5 sections, each of them dealing with a different aspect. In the following section, the purpose and objectives of this paper will be presented. In section 3, the justification of the proposal will be provided along with a theoretical framework explaining the main principles and theories that have been taken into account when designing the learning unit and the curricular guidelines that support it. In that section the methodology followed in the writing of this dissertation will be accounted for. In section 4 a critical comment on the learning unit, included in Appendix 2, will be provided with the following organization: first, an explanation of the context and a brief description of the learning unit; secondly, the contribution to the key competences, followed by a comment on the specific learning outcomes and contents of the unit. Then, the sequence of activities will be thoroughly explained with a subsequent critical comment of the materials and an explanation of the evaluation criteria. Finally, a conclusion will be presented.

2. Purpose and Objectives

This dissertation aims at providing a learning unit that awakens a sense of initiative and entrepreneurship in students and develops their ethical thinking by setting as a final project the creation of an ethical shop. This is sought to be done from a communicative and cooperative perspective due to the necessity detected.

This learning unit tries to meet the necessity found during my placement periods. The purpose is to improve language acquisition by promoting participation levels in the EFL

classroom through the implementation of a Cooperative Learning approach that encourages students to work and interact in groups. Although cooperation will be the main focus, PBLL will be the methodology upon which this kind of activities will be applied. In order to accomplish that goal, there are more objectives that will be involved.

First of all, participative attitudes hold a strong link with motivation. Therefore, increasing motivation in students will also be one of the target goals of the proposed learning unit. Thus, two essays written during this year in the Master, that cope with motivation and motivating materials (see Appendix 1), will be taken into account in this dissertation. Secondly, the didactic unit intends to foster interaction among students by making them work in groups. If students need to work on a cooperative task, interaction and communication will be paramount. Hence, the communicative competence, whose development is essential and required by the Aragonese Curriculum (2016), is also sought to be developed.

In order for eagerness to participate to be notably higher, there needs to be an increase in students' confidence. A way to attain it could be by focusing on lowering students' affective filter and language anxiety. The learning unit will try to lower these factors by making students work in cohesive groups, creating a more distressed atmosphere, instead of focusing on individual tasks that might cause a higher level of anxiety and reluctance to orally speak their mind using the L2.

Regarding the Aragonese Curriculum (2016), this dissertation also addresses the promotion of some key competences such as the Linguistic Competence, Digital Competence, Social and Civic competence Learning to Learn and Sense of initiative and entrepreneurship, the latter being developed with the learning unit whose topic revolves around shopping and businesses. These competences have been essential in the design of the learning unit, and are thought to be developed during the 6 lessons. Additionally, the integration of the four skills is also an objective that the learning unit pursues.

3. Justification, Theoretical and Curricular Framework and Methodology

3.1 Justification

During my first and second placement period I had the opportunity to observe and work with a 3rd year of Secondary School group belonging to the BRIT-MEFP British Council program. This group of students showed a perfect command of the second language when it came to written tasks and displayed a wide range of specific vocabulary and grammatical structures. Although they did not struggle with the use of the L2, there was an obvious lack of willingness to orally participate in class. Frequently, they followed the instructions and attained their written tasks and activities, but they did not feel eager to share their results or opinions orally.

This could be grounded in different causes such as fear to be judged, lack of motivation or the individualistic nature of activities. This hypothesis was confirmed when I started my teaching and decided to implement a large number of group activities that required the cooperation of all group members. This did not place such a big pressure on each individual, therefore, the participation rate changed considerably. Students that normally spoke and shared their point of view continued to do it, but those who used to be quiet and waited for someone else to provide and answer started to raise their hands to contribute to class discussion.

Unfortunately, the observation tasks I carried out did not measure participation in the EFL classroom, instead I focused on the language of questions and giving instructions, which might not be useful as evidence of this specific necessity. Nevertheless, when analysing the language of questions, I had to focus on five teacher-student interactions. It can be observable in those interactions (see Appendix 1) that the oral language used by students in class is not fully developed since they display some basic syntax mistakes. Furthermore, the teacher needs to ask questions constantly so that the students talk because the students' answers tend to be very short. I also had the opportunity to send students a questionnaire about motivation for the *Innovation and Research* subject. In that questionnaire (see Appendix 1), students had to answer a question concerning the activities that motivated them the most, and a large number of answers were "group presentations". Taking these results into account, it could be evidenced that students in this class felt more motivated when they were given the opportunity to work in groups.

Therefore, the proposed learning unit is characterised by a great number of cooperative activities in which students need to contribute in order for tasks to be successfully attained. Furthermore, to promote that contribution and participation, it divides students into small groups where exposure and pressure might be considerably less. In addition, the main topic of the unit is shopping and the final product is the creation of an ethical shop. This means that students' sense of initiative, which seems to be low, will be fostered.

The application of a Cooperative Learning pedagogy is justified by the Aragonese Curriculum (2016) since it is thereby stated that the teacher must respect the students' learning path and promote both, autonomous and cooperative activities, by engaging students in group problem-solving activities.

Therefore, the learning proposal intends to increase eagerness to contribute in the EFL classroom by focusing mainly on the attainment of cooperative tasks and by placing more importance on the development of positive interdependence than on individual work. Even though there will also be some individual tasks, such as reflection tasks, the learning unit seeks to promote cooperation by providing students with challenges whose achievement is only possible by working in groups.

Since motivation could be seen as one of the factors that affect participation too, the learning unit will be addressing the increase of motivational levels by incrementing group work, cooperation and cohesion. Furthermore, this is one of the reasons why one of the chosen essays used to sustain this dissertation is the one belonging to the subject *Psicología del Desarrollo y de la Educación* dealing with motivation and ways to motivate students. The other essay, belonging to the subject *Innovation and Research*, copes with the correlation between motivation and the materials and resources used in class. This is also thought to be key in the achievement of the main goal of the learning unit.

3.2 Theoretical and Curricular Framework

This section aims at providing the theoretical and curricular fundamentation for the proposed learning unit. Literature and principles coping with the main topic, Cooperative Learning,

will be presented, along with guidelines which show a clear connection with this approach, such as SLA, CLT, motivation, language anxiety and the affective filter. Moreover, the Aragonese Curriculum, regulating the methodologies and design of learning activities, will be taken into account too.

3.2.1 Second Language Acquisition and Communicative Language Teaching

First of all, it should be remarked that EFL teaching has been changing considerably with the passing of time since the research done on Second Language Acquisition (SLA) has been showing the effectiveness of certain methodologies, unleashing the development of new approaches. Regarding cooperative learning, it has not always been present in the EFL classroom. In fact, it was by the late 1980s that this approach started to loom, when giving the chance to be engaged in meaningful interaction by working in groups started to be thought as paramount for students to acquire the L2 (Lightbown, 2000). In addition, it is important to establish the difference between learning and acquiring a foreign language, since they are similar concepts that should not be exchanged. Learning happens when the focus is placed on the teaching of grammar rules and knowing the language, while acquiring refers to actively participating in meaningful communication and interaction acts (Krashen,1985 referenced in Mitchell, Myles and Marsden, 2013). The aim of teaching a foreign language should be the acquisition of the target language, thus, communication between peers should be fostered. A way to ensure it is by emphasising activities that require group work.

In this line, the development of the communicative competence plays a crucial role in the learning process. Namely, the European framework, referenced in the Aragonese Curriculum (2016), sets it as one of the main objectives that EFL teaching must pursue. It is thereby stated that the development and enhancement of this competence implies the ability of the student to communicate and interact with others, adapting his or her use of the language to the communicative situation. Therefore, it could be believed that placing students in groups, where they need to interact in order to overcome some challenges, contributes to the progression of their communication abilities. As a matter of fact, the communicative approach in language teaching started by proposing activities where students needed to work in pairs or small groups (Richards, 2006)

Communicative Language Teaching (CLT), which seeks to develop this competence, highly values a focus on meaning and establishing meaningful and relevant interactions, rather than mastering grammar. Furthermore, as happens in cooperative learning, with a CLT approach lessons become student-centred, being students responsibles of their own learning while the teacher is seen as a mere facilitator of the process. According to Richards (2006), there has been a change in control, moving from the teacher to students. He states that language learning happens when there is interaction between learners who work collaboratively in processes such as negotiation of meaning. In this sense, students see themselves involved in situations where they have to work in groups and need to come to an agreement in the attainment of tasks. Hence, it could be affirmed that the cooperative learning approach follows CLT's guidelines.

One of the implications that the CLT methodology displays is that for L2 acquisition to be successful, students need to be engaged in meaningful communication since it provides them with more learning opportunities than a teacher-centered and traditional lesson (Richards, 2006). In this line, this methodology entails some benefits, which would go unnoticed in a non-communicative lesson, such as the opportunity to improve fluency and accuracy on a daily basis without being completely aware of it. Richards (2006) also argues that for practice to be communicative, the language used needs to be unpredictable because the communication acts that ensue are not artificial. In other words, even if speaking abilities are intended to be enhanced through role plays and prepared activities, for real communication skills to be developed language needs to be natural and unprepared. This kind of language could be visible in the process of decision taking when tackling an activity instead of in the task itself.

3.2.2 Cooperative learning pedagogy

When it comes to cooperative learning, it suits all the aforementioned principles concerning SLA and CLT. Additionally, it also brings many benefits to the language acquisition process and to the group itself. However, this type of approach has not always been applied to the EFL classroom. According to Johnson and Johnson (2009), cooperative methodologies were, for many years, invisible due to the importance given to competitive and individualistic attitudes. Nowadays, activities fostering individualism might also be at the core of many EFL

lessons. However, cooperative work could play a more significant role than individualism and competition in awakening the students' intrinsic motivation.

According to the Aragonese Curriculum (2016), cooperative learning must be promoted for learners to acquire certain skills concerning proactivity, problem-solving, critical thinking, creativity and decision-making. It justifies and requires the use of this pedagogy by establishing it as one of the specific objectives por the EFL area (Obj.IN.6). This approach is also specified in the key competences, especially in the *Sense of initiative and entrepreneurship* and in the *social and civic competence.*

One of the positive results that the implementation of the cooperative learning pedagogy offers, is the development of positive interdependence between group members. This happens because the successful attainment of a task depends on the contribution of all the participants, who influence each other in a positive way. This is, students need to participate, even if it is in their groups instead of in front of the whole class, in order for the group work to be fruitful. According to Lewin (1935, 1948 referenced in Johnson and Johnson, 2009), it is positive interdependence that is seen as the root of every group transforming it into a"dynamic whole". Positive interdependence plays such a fundamental role in cooperative learning that it is the reason for the accomplishment or failure of the outcomes. In fact, its main principle according to Johnson and Johnson (2009), is that the way group members set and structure their objectives regulates their interaction patterns and, therefore, the outcomes. Consequently, more positive attitudes and processes are unleashed such as positive cathexis, substitutability and inductibility (Deutsch 1949, 1962 referenced in Johnson and Johnson, 2009).

It has been previously mentioned that cooperative learning holds a strong relationship with interaction. Not only is meaningful communication within the EFL classroom boundaries sought, but also required in the fulfillment of tasks. However, interaction by itself has been shown not to be enough when it comes to task achievement and productivity. According to Johnson and Johnson (2009), positive interdependence is a key element for these aspects to be improved. They establish a connection between cooperative work and responsibility forces, which could be seen as one of the bases of positive interdependence. In fact, Dörnyei (1994) declares that when students work in cooperative groups they all hold responsibility for the shared outcomes to be reached.

In line with responsibility forces, there is another benefit of cooperative learning that needs to be developed and taken into account: Individual accountability. It deals with the performance that is required from each member of the group. Kagan and High (2002), explain that individual accountability is only developed in cooperative activities, while in individual or group activities it is only people with greater fluency or an outgoing personality that participate. Furthermore, Johnson and Johnson (2009) make a distinction between individual and group accountability, affirming that there is evidence of individual accountability displaying better results regarding productivity, participation and the reduction of social loafing than group accountability.

One of the principles of cooperative learning identified by Johnson and Johnson (2009) is promotive interaction. The problem identified during my placement period coped with the lack of participation on the part of some students. The boosting of promotive interaction, along with the aforementioned factors, might help to solve it. This kind of interaction means that students encourage one another to express their thoughts and participate (Johnson and Johnson, 2009). As a result, students' critical thinking and reflection abilities as well as tolerance towards others' point of view might be enhanced. This might strengthen their language acquisition since they are given the opportunity to learn from each other and to learn by peer-teaching too. With regards to reflection and critical thinking, Johnson and Johnson (2009) state that group processing is an important guideline of cooperative learning too and explain that it concerns group critical reflection on weak and strong points in order to improve their performance.

Alternatively, Kagan and High (2002) do not allude to the aforementioned principles but they present equal participation and simultaneous interaction which are related. It should not be forgotten that the main aim of the unit proposal is to increase participation of those who feel normally unwilling to share their thoughts in class, without altering the established participation rates. The cooperative learning pedagogy enacts interaction patterns so that participation is as equal as possible, leaving room for everyone's contribution (Kagan and High, 2002). Moreover, they state that since students work in simultaneous groups, the rate of people using the L2 is higher, this is, participation is automatically increased.

One of the aspects that might be affecting the low rate of participation in the EFL classroom and which could be solved by applying cooperative learning is language anxiety. Many students may suffer from it, causing their unwillingness to speak in English in front of the whole class. According to Horwitz, Horwitz and Cope (1986), anxiety is a feeling that has been experienced by several students in many subjects, and language anxiety refers to the assembly of self-perceptions, feelings and beliefs that a student might feel in different situations in the L2 class. They argue that there are three factors causing this problem, one of them being communication apprehension, understood as excessive shyness and preoccupation when having to interact with other people. This could be seen as one of the reasons why the problem the learning unit is trying to solve is caused. Students might feel unconfident when using the L2 because of potential mistakes or because of fear of negative feedback, as a result they remain silent. Communication apprehension could be very relevant since one of the bases of cooperative learning is interaction among peers. Horwitz, Horwitz and Cope (1986) explain that language anxiety affects mainly the speaking and listening skills and is manifested in many ways, among which difficulty to use communication strategies because the unrehearsed nature of speech can be found.

An important factor which considerably affects language acquisition is the affective filter of each individual. Krashen (1982) came up with the Affective Filter Hypothesis bringing to the surface a new aspect that should be taken into account when it comes to SLA. He defined the affective filter as the degree of receptiveness to comprehensible input that the learner displays. Consequently, a student with a high affective filter may understand the input but it would be resistant to reach the area of the brain in charge of language acquisition. On the contrary, a student with a lower affective filter might feel more willing to acquire the L2 (Krashen, 1982). Thus, a distressed atmosphere where students feel comfortable might be necessary in order for acquisition to take place. Thus, a cooperative approach where students work in small groups and do not need to share their thoughts in front of a large number of students might be favorable.

Regarding the affective filter, which alters SLA, language anxiety contributes to the creation and development of that filter, hence, acquisition is hampered (Krashen, 1980 referenced in Horwitz, Horwitz and Cope, 1986). The pedagogical implications of this are either helping students to overcome language anxiety or creating a distressed learning environment (Horwitz, Horwitz and Cope, 1986). Therefore, it could be said that

implemententing a cooperative learning pedagogy where students work in small groups and do not get as much exposure as if they were performing an individual task, can lessen that affective filter and, consequently, their language anxiety.

In addition, motivation also plays a crucial role in SLA, and it could be seen, especially, as one of the factors determining class participation, along with language anxiety and the affective filter. The lack of motivation considerably reduces the students' eagerness to orally express or present their thoughts and opinions in class. Dörnyei (1994), sets working in cooperative groups as one of the ways of increasing students' motivation. He states that there are four aspects that need to be taken into account, among which group cohesion might be relevant for this dissertation. This aspect is key in the correct functioning of a work group, therefore it is important to ensure students' good relationships and sense of belonging. The author argues that members of a cohesive group work in the same direction and with the ultimate goal of achieving success together. If we help students to develop positive interdependence in their groups, the chances of them becoming cohesive groups are higher, therefore, they might all be oriented towards a common goal whose attainment is only possible if each of them contributes. Dörnyei (1994) establishes cooperative work as one of the possible paths leading to students' motivation.

Finally, as a way to increase motivation and as a means to implement a cooperative learning pedagogy, project-based language has been selected. As Slater and Beckett (2019) define, PBLL is a pedagogical approach that helps students in the development of planning, researching, producing and reflecting abilities while learning. It conveys many benefits such as stronger decision-making skills, independence, creativity and problem-solving abilities. Furthermore it leaves room for cooperative learning to take place, providing students with real communication situations which promote the development of communicative competence, and sets a final goal which they will attain by working together. For all these reasons, this approach is a good environment in which cooperative learning can be applied.

3.3. Methodology

The learning unit proposed intends to improve language acquisition by means of promoting participation of all learners in a 3rd year of Secondary Compulsory Education, with a focus on the implementation of cooperative learning activities. The proposal has not been

implemented since it has been designed explicitly to cover a necessity observed during my second placement period. The learning unit that I had to teach then was different from this one because I did not have the opportunity to choose what to do.

First of all, during the observation period I noticed a necessity in that specific class: students' participation was not very high and it was always the same students who raised their hand. Sometimes this was due to language level and the confidence it could awaken in the learner, or it was the most outgoing and outspoken student who always participated. After observing the necessity and the possible reasons for it, language anxiety, lack of motivation and a high affective filter, I thoroughly read the literature provided during the Master's dealing with SLA and CLT. I also did some research on the specific approach I wanted to center my learning unit on and started thinking about possible materials, activities, interaction patterns and integration of skills I would like to have in my unit proposal.

I decided to review the Aragonese Curriculum for English as a Foreign Language in the 3rd year of ESO (2016) in order to focus the proposal within the guidelines that are thereby set. I drew on the contents from there and unpacked it in order to establish specific learning outcomes, key competences and evaluation criteria, as well as the objectives I wanted students to accomplish by the end of each session, always having in mind the necessity that was intended to be addressed.

For the methodology my unit plan would follow, I decided to use PBLL since it allows a cooperative learning pedagogy and makes students be oriented towards a common goal, which was one of the aims. Furthermore, the learning unit I had to design for the subject *Design of Learning Activities for EFL* helped me when thinking of the proposal. The PBLL methodology applied follows Gil's (2021) steps: activation, discovery, deepening, planning, creation and publication, self-reflection and assessment. In addition, the development of communicative competence was always taken into account since it is the aim of CLT. The means to achieve this development is by engaging students in meaningful communication and interaction, this is, by increasing their participation.

Finally, in order to assess the students, some rubrics and checklists for teacher's assessment, peer-assessment and self-assessment were designed (see Appendix 7.7). In order to evaluate the effectiveness of the learning unit and whether it tackled the problem or not, a

participation rubric for the teacher was created, along with a questionnaire on Google Forms which would be passed to students at the end of the unit, and which they need to answer anonymously in order for it to be as honest and faithful to reality as possible (See Appendix 7.6.5). It is important to note that this questionnaire will be done in Spanish in order to avoid biased answers due to the lack of understanding on the part of the learners.

4. Critical Analysis and Discussion of the Didactic Proposal

4.1 Context and Topic of the Learning Unit

The proposed learning unit (see Appendix 7.5) has been designed for a group of 3rd year of Secondary Compulsory Education in the IES Clara Campoamor Rodríguez. This highschool is located in the Parque Goya neighborhood in Zaragoza. The school was previously known as IES Parque Goya but its name was changed in 2019 in order to give greater visibility to women in history. The students' ages range from 12 to 18 years old, and participates in the BRIT-MEFP British Council program, which is offered to students at the Secondary Education stage. It is remarkable to mention that students in this highschool normally come from two primary schools in the area: Catalina de Aragón and Agustina de Aragón. Both schools participate in the same bilingual program, meaning that most of the students are used to using English in class and show a good command of the language.

Furthermore, the use of ICT is becoming essential in this highschool since students from 1st year to 3rd year of Secondary Education use ChromeBooks in class, meaning that textbooks are either left out or substituted by electronic books in all the subjects. Regarding the target group at which the didactic proposal is aimed, they do not use a textbook nor an electronic book in the English subject. Thus, the teacher designs all the materials and uploads them to Google Classroom. Since students are used to learning with ICT, the use of EdTech is not a difficulty for them because they show a mastery of all the applications used in class.

The target group are 24 students belonging to 3rd year of Secondary Education and belonging to the BRIT-MEFP British Council program. Since these students have been learning many other subjects in English for years, they show a wide range of specific vocabulary and a good command of the language. However, their speaking skills are not that developed and it is evidenced when they need to participate in oral discussion activities. Their level of language seems to be pretty good in listening, reading and writing, but there is

a clear struggle with their oral skills. The atmosphere in the classroom is not positive since the group is made of two different classes in order to group students in the bilingual program together. Therefore, it could be said that there is a need to create some cohesion within the group. Furthermore, as it can be seen in one of the essays in Appendix 1, students' interests revolve around working in groups and using ICT. There are no students with special needs, although different learning styles and rhythms can be observed.

For these reasons, the main necessity the target group presents is the promotion of equal participation in the EFL classroom, given that participation and voluntary oral use of the L2 comes always from the same students in the class: either those who are the most talkative or those who display a better command of the language. Aspects such as demotivation due to the individualistic nature of the activities, language anxiety and a high affective filter could be seen as the main roots of the problem. Therefore, the solution provided needs to motivate students, and lessen their language anxiety by reducing their affective filter with the creation of a more distressed atmosphere and working environment.

The learning unit's topic revolves around ethical shopping and businesses, and intends to work on students' sense of initiative and environmental awareness. Furthermore its final product is the creation of their own ideal and ethical shop, therefore a group aim is set in order for positive interdependence and intrinsic motivation to be awakened. The unit follows a PBLL methodology, meaning that the six steps which conform it will be followed. Although there are some aspects which are set by the teacher regarding that final business, students' creativity and sense of initiative is aimed at being promoted, making them responsible for their own learning process.

The unit covers six lessons of 50 minutes each, and it has been designed for the third term of the academic year, when students have already been working on previous projects and know how to proceed. Furthermore, at this point students already know each other and have established connections between each other, therefore the grouping will be much easier for the teacher.

Each session aims at providing students with resources and strategies to accomplish the final product, such as the use of multiple ICTs, specific vocabulary related to shopping and the use of linguistic structures and expressions such as modal verbs. Furthermore,

students will work in different cooperative groups where each of them will assume a different role whose fulfillment will be essential for the success of the task. This is mainly enhanced during a jigsaw activity, nevertheless, it will be analysed in detail in section *4.4 Sequence of Activities*. The activities of each session also aim at developing the students creativity, critical thinking and reflection skills. Furthermore, the main goal of the unit, the increase of participation, will always be taken into account.

4.2 Contribution to Key Competences

The contribution to the development of the key competences is required by the European Commission and the Aragonese Curriculum (2016), which states that the design of activities should always prioritize the integration of several key competences that will help students to face daily-life situations. Furthermore, the development of these can be favoured with a PBL methodology since it promotes critical thinking, reflection and sets students as responsible for their own learning process and its outcomes. There is a special emphasis on the development of the communicative competence since CLT is understood as the approach to be implemented in the EFL classroom, promoting meaningful and relevant interactions.

The learning unit proposed aims at contributing to the development of some key competences, although to different extents since some competences are more emphasized than others. The Communicative and Linguistic competence is given more weight since the main aim is to increase participation, this is, to make students use the L2 to communicate with each other. Furthermore, a CLT approach is applied, and its ultimate objective is the absolute development of that communicative competence (Richards, 2006). Since students will be working in cooperative groups in all the lessons, interaction between them using functional language will be guaranteed, not only when participating in class discussion but also for the organization and planning of many tasks. Moreover, oral class discussion is one of the central elements of the learning unit since it is used as a means to activate students' previous knowledge and schemata and as to wrap up everything they learnt.

It should also be taken into account that for their final lesson students need to prepare an oral presentation of the shop they created, meaning that oral communication skills are needed to be developed in order for the last task to be attained. In addition, students will need to present to the other members of their final project group what they learnt during the jigsaw

activity, so that the knowledge can be used for the creation of their ideal shop. Therefore, it could be stated that, through peer-teaching, the Communicative and Linguistic competence is also enhanced.

In all the aforementioned situations, the 3 components of the communicative competence, linguistic, sociolinguistic and pragmatic, are developed. The former when dealing with correct syntax and pronunciation in their participation in the oral discussions. In fact, there is a phonetic content that this unit intends to improve which is the pronunciation of contractions, such as *mustn't* (see Appendix 7.3). The sociolinguistic component will be developed when they need to adapt to the register, varying from a familiar register to talk with their group mates to a more formal register in the oral presentation, since it will mimic a real business fair and they need to follow the conventions and address the audience. Finally, the pragmatic component will be essential in the need of their speech to be cohesive and coherent.

When it comes to the other key competences, most of them are present in the lessons of the unit with the aim of instilling the skills in the students. First of all, the digital competence will be crucial as the unit progresses. Sometimes ICT will be used in order to provide comprehensible input to students, for instance in the vocabulary word cloud (see Appendix 7.6.2), whereas at other points in the unit students will need to use EdTech to produce output and present it. For instance in the jigsaw activity each expert group needs to create a poster or an infographic with their findings. ICT will also be used to produce output when they need to create an entry on *Padlet* with the definition of a vocabulary word of their choice or for the presentation of their business in the last lesson. By using ICT and offering students different ways to present their work and what they learnt, differentiation and multiple intelligences are addressed.

The Social and Civic competence is worked on due to the communicative and cooperative nature of the sequence of activities. Students will be working together in small groups or pairs during the whole unit, therefore they must be able to respect each other and understand that people can have different opinions and show a tolerant attitude towards others' points of view. The development of this competence is aimed at in order for cooperative groups to successfully work on tasks. Students develop a positive and open

mindset in the interpersonal relationships and interactions within the EFL classroom, always using English as a vehicle for communication.

Their sense of initiative and entrepreneurship is essential in this learning unit because the fictional business fair they are going to participate in, from which they will receive a leaflet in the Activation stage (Gil, 2021), makes clear the need of young entrepreneurs with sustainable ideas (see Appendix 7.6.1). Students need to be proactive in the creation of that shop even if they are guided by the teacher at some points. It depends on them what to make their business about and all the details concerning that business, the only condition is to follow, at least, two ethical policies. Students become absolutely responsible for the outcomes of their work. Furthermore, their problem-solving abilities, reflection, planning, creativity and decision-making strategies will be fostered when working cooperatively in their final creation. Since students will have a lot of freedom of choice concerning their business, they will encounter challenges and decisions to make along the process of creation. They will need to display a high degree of proactivity and initiative to reach success.

Finally, the learning to learn competence will also be integrated in this learning unit. Students' autonomy will be fundamental for this project-focused unit since they are responsible for their learning process and need to plan and organize the final product as well as to divide the work and organize themselves as a group. Reflection skills will also be developed due to the exit tickets and compass points sheet that students need to fill after some lessons in order to think about what they learnt and the difficulties they found along the process.

4.3 Objectives and Specific Contents

Learning objectives are an essential part of every unit plan since they provide the scope for the learning process. They establish the direction that the learning unit should follow for the students to reach those outcomes in the end. It is important to remark that learning objectives are established at three different levels, and all of them are intended to be accomplished with this learning unit. First of all stage objectives must be attained, all of which are specified in the Aragonese Curriculum (2016). Secondly, the specific objectives belonging to EFL are also mentioned in the same document. Finally, the aim is to also fulfill the specific objectives of the learning unit (see Appendix 7.2).

Regarding the formulation of objectives, evaluation criteria and standards belonging to 3rd year of ESO in the curriculum were taken into account. Furthermore Bloom's Taxonomy (1956) was also key in their formulation, being remarkable to note that a special emphasis was placed on the *creation* stage since that is the main focus of the unit. Students are working in groups in order to create a final product by applying all the knowledge they have been acquiring during their learning process. Therefore creation plays a significant role, although the other stages have also been considered. The stage with less weight in the learning objectives of this unit is *remember* because it is aimed at the 3rd term of the academic year and the group belongs to the bilingual program, thus this stage is not as important as others.

When it comes to the contents of this unit (see Appendix 7.3), they were selected according to two factors. First of all the set learning objectives were closely reviewed when selecting the contents. It could be stated that the syllabus design of this unit proposal is a backwards design according to Richards (2013), because it selects the outcomes and draws the contents and the process from it. Moreover, the first step of this syllabus design is the detection of needs and then, the selection of objectives to meet those needs. Therefore, it might be logical to thoroughly review the objectives in the selection of content.

The Aragonese Curriculum (2016) was also the base for the contents of the unit because they were drawn from the four blocks of the 3rd year of ESO area. Each block, moreover, was divided into five sections, each of them being depicted in the contents: comprehension and production strategies, sociocultural and sociolinguistic aspects, communicative functions, syntactic structures and oral and common-use lexis and accentual, rhythmical and intonational patterns. Another reason why the curriculum was taken into account for the selection of contents is the intended development of the communicative competence. The reason for thi is that the necessity that the unit is trying to meet deals with participation and the implementation of CLT in order to engage students in meaningful communication.

Finally, cross-curricular themes were also integrated in this learning unit, more specifically the first, second and third. The first cross-curricular topic deals with the development of communicative and comprehension abilities, as well as, with the use of ICT.

All of this will be clearly worked in many activities of the unit. The second is related to instilling values that lead to equality in students. It is also concerned with conflict-resolution skills, all of which will be developed since students are going to work in cooperative groups or pairs during the six lessons. They will even change their groups of work during the jigsaw activity since they will leave their project group to join an experts group. The third topic copes with the awakening of a sense of entrepreneurship in students while promoting equality of opportunities in this field and ethical thinking.

4.4 Sequence of activities

The sequence of activities designed for the unit proposal follows the methodology PBLL with the six stages division set by Gil (2021) (see Appendix 7.5). The title of the unit is *Let's start a business* and deals with the topic of shopping and ethical policies in the business area. In fact the final product will be the creation of the students' ideal and ethical shop. Even though the main methodology applied is project-based, a cooperative learning approach will also be crucial in the unit in order to meet the necessity detected. Therefore, the creation of that final product will be cooperative, with each member of the group being responsible for a different aspect so that positive interdependence is achieved.

It is significant to remark that the division of PBLL stages does not match the lessons. Instead, 2 stages have been grouped together since not all of them are placed the same importance. For this reason, the *deepening stage* lasts for one and a half lessons, and the other half is devoted to *planning*. There are some characteristics of the sequencing that are distinctive of this methodology. For instance, the *Activity 1.1* presents the challenge to students, which is essential for their motivation to be awakened and for the cohesion of the whole project. Students will be shown a leaflet from a business fair that is going to take place in a week (see Appendix 7.6.1). They are required to create an ethical shop and to present it in that fair because they are looking for young entrepreneurs. Additionally, the final product is introduced from the first activity, so that students know what they will be required to do from the beginning and can work with the achievement of that goal in mind.

As it was mentioned before, the relationship between language acquisition and participation is seen in the CLT principles, since they uphold that students acquire the L2 by being engaged in meaningful communication (Richards, 2006). In order for that

communication to happen *Activity 1.1* plays a significant role since it intends to get students to start talking about the topic so that the activation of schemata takes place. Moreover, the strategy *think, pair, share* will be used in order to avoid individualism and to start lowering students' affective filter.

The communicative competence will also be enhanced in *Activity 1.3* where oral discussion will be the focus. However, to make the activity more dynamic and in order to create a distressed environment so that the affective filter is lowered, the oral discussion will be done by playing a board game (see Appendix 7.6.1). The topic students will talk about is shopping habits, therefore it could be considered meaningful interaction. In addition, since they need to talk about themselves, it will be easier to get them participating. CLT also sets that the focus must be on meaning rather than on function, which is the case in these two activities (1.1 and 1.3).

There is also relevant interaction with a focus on meaning in *Activity 2.3* where students need to discuss with each other whether they know certain words from a word cloud they will be shown (see Appendix 7.6.2). *Activities 3.2 and 3.3* also imply the development of the communicative competence because in the former students will participate in their experts group and will need to talk about the organization and planning of their task, and in the latter they need to tell their classmates what they did. In both activities the focus is always on what they say instead of on how they say it. Even in *Activity 2.1,* where students need to focus on the grammar point of the unit, interaction is fostered because each pair needs to share their results with another pair and discuss them.

With all the aforementioned activities there is also simultaneous and equal participation, two of the principles that Kagan and High (2002) established as the basis for cooperative learning. With an individualistic oral discussion there would only be one person out of 24 participating, whereas with the cooperative structures, the percentage of people orally using the L2 rises considerably.

It could be said, therefore, that CLT is one of the cornerstones of this sequence of activities because communication is fostered at every stage. In fact, even in *planning* and *creation* students will need to use the L2 to organize themselves and plan how their final project is going to be. Since creativity is fostered by providing students with the freedom to

choose how and what they are going to create, they need to use the language to make those decisions. By doing this, they will be responsible for their own learning and its results. Even though they will be given some guidelines, students will be autonomous and independent in the choice of their final product and the tools to make it happen.

In the section *3.2 Theoretical framework,* it was mentioned that for cooperative learning to be successful, there needs to be positive interdependence. For this factor to be developed, students need to feel their contribution is fundamental and necessary for the proper attainment of the task. This can be clearly seen in *Activity 1.2* because in order to cover the whole table with the vocabulary related to shopping, the help of all group members is necessary. This makes the group work as a dynamic whole (Lewin 1935, 1948 referenced in Johnson and Johnson, 2009), since all the participants are working simultaneously in the completion of an activity. Another important aspect of cooperative learning that must be developed is inductibility (Johnson and Johnson 2009), introduced in the theoretical framework. This might be noticeable in *Activity 3.1* where students will be working in bigger groups but need to come to only one definition. To get there, they will all contribute and influence each other until they reach the result they like.

Individual accountability was also mentioned above as one of the principles of cooperative learning. This aspect might be helpful in making students participate since they feel responsible for their own contribution and the final result of their group work. In *Activity 2.1*, this can be clearly seen, because even though there is a greater focus on grammar. Furthermore, the task is carried out in pairs and students need to organize themselves because the amount of elements they need to find in the text is extensive (see Appendix 7.6.2). Individual accountability is also observable in *Activity 3.2* because, if each member of the project group does not participate in their expert groups and learn about the specific aspect they are assigned, their final product might not be as successful. Furthermore, in order for this individual responsibility to be greater, each person will explain to their group what they made. In this jigsaw activity, there is also equal and simultaneous participation of students, which is essential in a cooperative learning pedagogy and in solving the problem or need detected in that specific group.

Regarding their final product, individual accountability is essential because each of them needs to have a role in the creation of the shop, for which they will hand the teacher a

draft with their work division (see Appendix 7.6.4). Positive interdependence, as defined by Johnson and Johnson (2009) in the theoretical framework, will also be seen. Furthermore, during the creation of this final product, the kind of communication in which students will be engaged is thought to be meaningful because language will be unpredictable and focused on meaning (Richards, 2006).

Finally, language anxiety and the affective filter were mentioned in the theoretical framework as dependent variables which can be modified by focusing on some aspects such as the atmosphere (Horwitz, Horwitz and Cope, 1986). It is believed that the creation of a more distressed learning environment might help in the lowering of language anxiety, therefore, *Activity 2.3* aims at creating that ambience by presenting students with questions they need to answer orally but in the form of a board game. Students might feel, thus, the draining of pressure. The affective filter is also intended to be lower in *Activity 3.3* because, even though students need to talk one by one and explain to their mates what they did as peer-teaching, they will need to orally explain it in their project groups. These groups will be small, of only 4 people, therefore, their exposure is considerably less than when needing to talk in front of the whole class.

4.5 Materials

The materials used for the teaching of this unit have been included at the end of this dissertation in Appendix 7.6. Regarding their selection and design, there were some principles and criteria that they had to comply with. The main aspects that were heeded were their appearance, if they provided scaffolding and whether they addressed differentiation or not. Furthermore, it should be remarked that, since in IES Clara Campoamor Rodríguez all the Secondary Education groups from 1st to 3rd year use ChromeBooks in class, the nature of the didactic resources is mainly digital. Therefore, the use of ICT is fostered making cooperative pedagogies possible even if students cannot exchange seats due to COVID. In addition, the digital competence whose development is required by the Aragonese Curriculum (2016), is promoted in every lesson.

The didactic resources found in this unit intend to be visually appealing. It is believed that by offering appealing materials to students, their motivational levels within the classroom context can increase. Furthermore, materials seek to be very visual so that

students' creativity and imaginative skills are triggered. Since resources need to be visually attractive, they should not have very long paragraphs that can be seen as boring. The use of visual aids is prioritized over an extense linguistic content in most of the materials.

In line with simplicity, the kind of vocabulary and grammar structures used in the materials should not be over their language level in order for learners to feel competent. However, according to Krashen's Input Hypothesis (1985) (referenced in Mitchell, Myles and Marsden, 2013), for input to be comprehensible it needs to be slightly above the learners' level. This is, if their level is *i*, the comprehensible input they are given should be *i+1* so that acquisition takes place. Therefore, the chosen materials try to be one step forward in the developmental sequence so that acquisition is improved.

Scaffolding is also a requirement that materials have to comply with. Some of the designed materials had a cheat sheet version in order for students to have some scaffolding that can help them during the learning process. This is the case of the visual organizer for modal verbs used in *Activity 2.1.* (see Appendix 7.6.2) and the project organizer provided during the *planning* stage (*Activity 4.1*) (see Appendix 7.6.4) for students to better organize themselves and their work.

Differentiation is also intended to be addressed with the selection and design of materials. For this reason, students are given visual organizers during the *deepening* and *planning* stages. Additionally, various ways of presenting the information are used such as, a text, a recording, a presentation, some infographics, mind maps… Furthermore, the authentic materials used, some clips from *the Beauty and the Beast*, come with subtitles and with the modal verb in a different colour. Finally, it is important to note that this differentiation will also be present in the materials that students need to create because they will be given different options to deliver information from which they will need to choose.

4.6 Evaluation criteria, assessment tools and grading criteria

The evaluation criteria of this project have been drawn from the legal provisions of the Aragonese Curriculum (2016), more specifically from the established criteria and standards of each of the 4 blocks belonging to the 3rd year of Secondary Compulsory Education (see Appendix 7.4). In addition, the learning objectives of the unit have also been taken into

account when selecting and unpacking the criteria. All the evaluation criteria, tools and the key competences that are sought to be evaluated can be found in a table in Appendix 7.4.

The aforementioned legal provisions require the evaluation to be formative, continuous and integrative. In order for it to be formative, it needs to evaluate the students' learning process. Furthermore, it can guide teachers in the identification of students' strengths with the purpose of their didactic development towards the attainment of learning objectives to be better supported. Similarly, the points of weakness can also be detected in order to adapt the learning process to guarantee acquisition. This formative evaluation is complemented with a continuous one. This means that there are several activities and factors being evaluated on a daily basis, being the focus on the whole learning process and the students' evolution rather than on the final results.

The selected evaluation criteria intend to guide the student towards the attainment of potential lesson objectives with the final aim of reaching the learning outcomes of the unit. They seek to cover not only the final product created by students, this is their ideal shop, but also the path they follow in order to get to that creation. For this reason several assessment tools have been designed, aiming at covering all the aspects that might be important in the achievement of the learning objectives.

Since the aim of this learning unit is to improve participation in the EFL classroom by working cooperatively, it is believed that peer feedback is part of the process. Therefore, not only will peers provide oral feedback in different activities to their group mates, but also a peer-assessment checklist has been designed (see Appendix 7.7). This checklist will be filled by students during oral presentations assessing students individually. The aim is to promote the dynamic that the lessons might have been following where learning from each other is essential in the process. Furthermore, students' critical thinking is addressed. This checklist will represent 5% of the final mark.

Regarding the student's self-evaluation a checklist for each group has been designed. This assessment tool is intended to be given to students at the end of the unit to reflect on their own learning process and group work. It will also be filled in individually and will represent a 5% of the final mark. The reason why this checklist was designed was the weight

given to cooperative work in this learning unit. Since it is thought to be the means by which the necessity will be met, it could be important to have a real representation of the results.

In line with this, a participation checklist has also been prepared in order to assess the students participation during class and homework activities. Since this was one of the cornerstones of the learning unit, it was necessary to design an assessment tool for its evaluation. The checklist will be used during the whole process and deals mainly with students' contributions in class. The weight that this checklist will have with regards to the students' final mark is 20%. In this case, due to the importance of participation in this learning unit, it has more weight than other aspects such as ongoing assessment.

An ongoing assessment checklist is also intended to be used in order to evaluate students' exit ticket, whose completion will be compulsory after the jigsaw activity, since it is a cooperative activity that will influence the final product. This checklist will be brief and will also be focused on whether students' answers prove their learning and whether they show a development of reflection skills. The exit ticket which is assessed with this checklist will be 10% of the final mark.

Finally, a rubric for the final product the students create will be used during their oral presentations. This rubric will be evaluating their creation and their presentation. It follows an ascending model, meaning that each assessed aspect will be ranked from 1 (*Poor*) to 4 (*Excellent*). Furthermore, it is the only assessment tool that will be only focused on the final product instead of on the process. Since its function is to evaluate what students have been working on and the result of their learning process, it will be given the highest weight regarding the final mark (60%).

It is remarkable to mention that all the assessment tools, except for the group self-assessment checklist, will be assessing each student individually. Johnson and Johnson (2009) state that individual accountability is better when it comes to productivity and positive interdependence between group members. Therefore, each individual will be assessed according to his or her performance, even if there are some aspects such as the visual aid they decide to use, that will inevitably be assessed in relation to the whole group.

	Tool	Percentage
Product	Final project rubric	60%
Process	Participation checklist	20%
	Ongoing assessment checklist	10%
	Peer-assessment checklist	5%
	Group self-assessment checklist	5%

5. Conclusions

In conclusion, this dissertation aimed at providing a potential solution to a necessity detected during my placement periods in the IES Clara Campoamor Rodríguez. The problem was the lack of participation in the EFL classroom, therefore, the learning unit proposed focused on Cooperative Learning because it might bring many benefits to the students' process of language acquisition while fostering their participation and oral communication in class. It should be noted that the learning unit commented and explained in this dissertation has not been implemented, therefore the results cannot be observed.

The main aim of the commented learning unit was the improvement of second language acquisition. In order to achieve that purpose, participation in the EFL classroom needed to be increased. For this reason, cooperative learning was applied as an innovative methodology which could meet that necessity and, consequently, lead to the enhancement of SLA. English lessons have been teacher-centred for many years, nevertheless, the learning proposal sets the learner as not only the main focus of the lesson, but also as responsible for his or her own learning process. Therefore, the teacher becomes a mere learning facilitator. This approach brings some benefits that will help to boost students' willingness to participate.

One of the benefits that Cooperative Learning might bring and that can help to solve the problem found is the development of positive interdependence because students feel their contribution to the group is necessary in order to reach success. This is related to individual

accountability, which means that students feel responsibility for the work they need to do and their self-implication in the task increases. Regarding the lack of participation, this benefit can promote students' contribution in class. Furthermore, promotive interaction will be fostered with the application of a cooperative pedagogy because learners will need to communicate in order to make decisions and solve problems in their attainment of tasks. This favours acquisition following CLT's lines which state that acquisition happens when students participate in meaningful communication where language is unpredictable.

Cooperative Learning also contributes to the lessening of the affective filter that creates a barrier for many students when it comes to orally expressing themselves in the EFL classroom. The affective filter can be influencing students due to their shyness or their undeveloped oral skills that make them feel unconfident. This holds a close relationship with language anxiety since it might be caused by a quite high affective filter. This language anxiety affects the students making them feel unable and reluctant to use the L2 to speak within the EFL classroom context. Cooperative Learning creates a distressed atmosphere because students are working in small groups and only need to display their oral abilities in front of the other three members of the group. It is in this atmosphere that students might feel more willing to contribute. The learning proposal deals with cooperative activities in every lesson, so that students feel more comfortable to talk in English.

The learning proposal commented in this dissertation deals with ethical shopping and follows a PBLL methodology with the seven steps proposed by Gil (2021). There is a final product which students need to create: their ideal shop. The unit intends not only to increase participation by implementing cooperation and project-based learning but also to awaken a sense of entrepreneurship and environment awareness in the learners. Furthermore the unit also seeks to work on most of the key competences and to integrate the four skills so that learners' acquisition is guaranteed and complete. Regarding the materials, most of them have been designed especially for the unit, although some have been selected. All of them comply with the requirement of being visually appealing and help students in the learning process. Some of them are used as scaffolding, such as cheat sheets and graphic organizers, and others have been linguistically designed to be one point above the students' level ($i+1$) to contribute to acquisition and motivation. They are also mostly digital since students use ChromeBooks in class, therefore the development of the digital competence and the integration of ICT in the EFL classroom is guaranteed.

The Aragonese Curriculum (2016) has been unpacked to this specific unit about ethical shopping, specifying the contents, learning objectives, key competences and evaluation criteria it sets. Furthermore, cross-curricular topics which are developed in this unit are also started in the legal provisions.

When it comes to potential improvements for this learning unit, they would be better defined once the unit is implemented, since it is necessary to see the results. In addition, a final questionnaire for students has been designed in order to know their opinion about the project and to see if it has met the necessity detected. However, there are some aspects that could be enhanced such as the use of authentic materials, because all of them have been adapted so that the grammar and vocabulary that was intended to be taught were integrated. Moreover, there are no mechanical exercises, which can be considered a positive aspect. Nevertheless, depending on the students' previous knowledge, this kind of exercises can sometimes help to integrate grammatical structures before using them in other activities.

All things considered, the learning proposal commented in this learning unit aims at integrating all the benefits of Cooperative Learning while following a CLT approach by applying a PBLL methodology. It is supported by the Aragonese Curriculum (2016) and, even though it seeks to achieve many goals, the ultimate objective is to improve language acquisition in the EFL classroom by promoting learners' oral participation.

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7. Appendices

7.1 Assignments used as evidence of the necessity of improvement

1. La motivación en el aula de aprendizaje de lenguas extranjeras: [Motivación en el aula de aprendizaje de lenguas extranjeras](). This essay was written for the subject *Psicología del Desarrollo y de la Educación* during the first term of the year. It deals with some of the principles that influence students' motivation in class and proposes an action plan to increase motivation. The plan includes activities that might be of the students' interests, gamification and group work.

2. The correlation between didactic materials and 2nd and 3rd year of ESO students' motivation in the EFL classroom: [Written report](). This report was written for the subject *Innovation and Research* during the second term of the year. In order to write it, a questionnaire was sent to students in 3 different groups during our placement period regarding motivation and the kind of materials used in class. The essay provides an interpretation of the results in order to determine whether there is a connection between didactic resources and motivation. Furthermore students were asked to provide suggestions for improvement concerning their motivation in the EFL classroom.

3. Second placement period portfolio: [Practicum II portfolio](). In this essay a table with the collected evidence can be found. Here the language of questions used by the teacher was analysed, focusing, consequently, on five teacher-student interactions. These interactions show the oral language skills displayed by students which can be used as evidence of their lack of participation leading to poor communication skills.

7.2 Learning Objectives of the Unit

Curriculum Objectives	Specific Objectives of the learning unit
Obj.IN.1. Comprender la información general y específica de textos orales, sobre temas cotidianos, generales o de su interés, emitidos en situaciones de comunicación cara a cara o por medios técnicos	- To show understanding of general and specific information from an oral text about a business interview.
Obj.IN.2. Expresarse oralmente e intercambiar mensajes de forma comprensible, adecuada y con cierta autonomía, sobre temas cotidianos, generales o de su interés, en diferentes situaciones comunicativas derivadas de tareas concretas	- To orally discuss their shopping habits. - To orally express their opinion about ethical policies. - To orally provide definitions of specific words related to shopping and businesses. - To orally interview someone about their business. - To orally present information they are experts in, to the rest of the class. - To orally explain a business of their own.
Obj.IN.3. Leer y comprender textos escritos de tipología diversa, de un nivel adecuado a sus capacidades e intereses, con el propósito de extraer la información general y específica, y valorar la lectura como fuente de información, disfrute y ocio	- To show understanding of general and specific information from a written text about ethical shopping. - To show understanding of a leaflet inviting them to a business fair. - To identify the key vocabulary related to shopping from a written text.

Obj.IN.4. Escribir textos sencillos sobre temas conocidos, generales o de su interés, con suficiente corrección, cohesión y coherencia, teniendo en cuenta el lector al que se dirige y la intención comunicativa	- To write about ethical policies adopted by some businesses using appropriate and specific language. - To write advice for oral presentations with accurate spelling and grammar. - To write an interview showing awareness of the communicative intention of the text. - To write tips for new businesses using the correct grammar and vocabulary.
Obj.IN.5. Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para comprender textos orales y escritos, hablar y escribir de forma adecuada, y reflexionar sobre el funcionamiento de la lengua extranjera en situaciones de comunicación	- Show understanding of oral and written speech related to ethical businesses and shopping habits. - Explain their working process.
Obj.IN.6. Desarrollar estrategias de aprendizaje autónomo y cooperativo, mediante la realización de las tareas de clase, el trabajo individual y en equipo, el uso de todos los medios a su alcance (especialmente las TIC), la autoevaluación y co-evaluación, con el fin de progresar en el aprendizaje y adquisición de la lengua extranjera	- To work cooperatively to attain the goals set. - To autonomously plan the steps to follow in the creation of their ideal shop. - To use ICT to create a poster with key ideas. - To use ICT to create a presentation of their project. - To evaluate their peers on their final project by making use of a peer-assessment checklist. - To be proactive in the creation of a

	business.
Obj.IN.7. Valorar el uso de la lengua extranjera como medio de acceso a la información, y reconocer su importancia como instrumento de comunicación y entendimiento entre personas de distintas procedencias y culturas, con el fin de desarrollar una consciencia intercultural sin prejuicios ni estereotipos	- To use English to communicate with their mates in the completion of tasks. - To show respect towards the use of English. - To express advice using English.
Obj.IN.8. Desarrollar y mostrar una actitud receptiva, de interés, esfuerzo y confianza en la propia capacidad de aprendizaje y de uso de la lengua extranjera	- To self-evaluate their working process and be critical with their own product. - To reflect on their own learning process by using some visual thinking routines.

7.3 Contents of the Unit

SPECIFIC CONTENTS OF THE LEARNING UNIT
Comprehension and production strategies
- Comprehension of general and specific information of a recorded interview and of the project explanation provided by the teacher. - Comprehension and autonomous reading of general and specific information of an adapted written text extracted from the internet dealing with ethical shopping. - Interpretation of messages: identifying the main and secondary ideas of an interview about business. - Interpretation of messages: identifying the main and secondary ideas, as well as the main features of an informative text. - Using comprehension strategies in order to activate previous knowledge about shopping. - Using comprehension strategies in order to understand the gist of an interview

without needing to understand every element of it.

- Using comprehension strategies in order to deduce meaning of the main vocabulary words from the context.

Sociocultural and sociolinguistic aspects

- Adapting to social conventions and linguistic registers.
- Showing a respectful attitude towards their classmates' point of view.
- Using gestures and body language.
- Using the language as a way to communicate with different people.

Communicative functions

- Holding social and personal relationships with their classmates by means of communication when working cooperatively.
- Exchanging information concerning their opinions and points of view when about ethical shopping.
- Describing activities, places and objects when planning their process of creation and reflecting on it.
- Expressing different types of modality such as willingness, intention, advice, hypothesis, probability, certainty, wishes when explaining what to do when starting a shop.
- Expressing interest, approval, satisfaction, trust and their opposites when reacting to their peers' opinions about shopping habits.
- Establishing and maintaining communication and discourse organization when presenting their final project.

Syntactic and discursive structures

- Expressing modality: Ability (can, could, be able to); possibility (may, might); obligation (must, have (got) to); no obligation/no necessity (don't need to, don't have to); prohibition (mustn't); advice (should, ought to).
- Using adjectives and adverbs when describing their shopping habits and their businesses: common adjective endings (e.g. -y -ing -ed -ful -able -ive); comparison

(as/not so + adj.+ as; less/more + adj./adv. (than); the fastest; the most popular); too + adj (e.g. too expensive); (not) + adj. + enough (e.g. not cheap enough) adverbs: degree (e.g. pretty good, so nice, rather tired, a (little) bit angry); manner (e.g. carefully); frequency (e.g. hardly ever, twice); irregular adverbs (e.g. hard, fast, well, straight)
- Use of nominal clauses: That clauses (e.g. I'm sure that he will come); To-infinitive clauses (e.g. She promised to marry me; I'm glad to hear from you); -ing clauses (e.g. Using the Internet is easy; I like dancing) - Use of linkers when doing a presentation about their business: Conjuncts (adverb phrases and prepositional phrases): Sequence (first of all, first(ly), second(ly), next, then, after that, afterwards, eventually, finally, last(ly), at last) Additive, reinforcing (also, too, in addition) Concessive, contrastive (however, on the other hand) Result (therefore, as a result, consequently, for this reason) Exemplification for instance, for example) Summative (in conclusion, to sum up)
Oral and common-use lexis
- Identifying and using lexis related to shopping and commercial activities and the environment. - Identifying and using expressions related to shopping and ethical businesses.
Accentual, rhythmical and intonational patterns
- Identifying and using contractions (e.g. 'll, won't, 'd, mustn't, shouldn't); formas fuertes y débiles (e.g. that, of, and)

7.4 Evaluation Criteria of the Unit

Specific evaluation criteria	Curriculum evaluation criteria and standards		Assessment tools	Key competences
Students can identify the main information from an oral text	Crit.IN.1.1 Crit.IN.1.2	Est.IN. 1.1.2 Est.IN. 1.2.1	Rubric for the final product	CCL-CAA-CSC -CCEC

dealing with an interview about the creation of a business and use it to orally discuss about the topic and in the creation of their ideal business.				
Students can talk about their shopping habits and their opinion on ethical businesses by using specific vocabulary and expressions and correct grammar structures. They can hold a conversation on this topic with their classmates following social conventions and showing respect towards their mates' point of view.	Crit.IN. 2.1 Crit.IN. 2.2	Est.IN. 2.1.2 Est.IN. 2.2.1	Checklist on class participation	CCL-CAA-CSC-CCEC
The student can plan, design and display an oral presentation about their ideal business with visual aids and showing the integration of the	Crit.IN. 2.1 Crit.IN. 2.2 Crit.IN. 4.1 Crit.IN. 4.2	Est.IN. 2.1.1 Est.IN. 2.2.1 Est.IN. 4.1.1 Est.IN. 4.1.2	Rubric for the final product	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC

vocabulary and grammar learnt in the unit.		Est.IN. 4.2.1		
The student is able to present to their classmates the main information they have learnt using visual aids and their own words and the correct grammatical forms to express advice.	Crit.IN. 2.1 Crit.IN. 3.1 Crit.IN. 3.2 Crit.IN. 4.1	Est.IN. 2.1.1 Est.IN. 3.1.1 Est.IN. 3.2.1 Est.IN. 4.1.1 Est.IN. 4.1.2	Checklist for class participation Ongoing assessment checklist	CCL-CD-CAA
The student can understand the main information from a written text identifying its key features, the specific vocabulary and the main grammatical structures, and apply the information to orally discuss with their mates.	Crit.IN. 3.1	Est.IN. 3.1.1	Ongoing assessment checklist Rubric for the final product	CCL-CAA-CSC
The student can use ICT with diverse aims (research, creating a poster, creating a presentation…)	Crit.IN. 3.1 Crit.IN. 3.2 Crit.IN. 4.1	Est.IN. 3.1.1 Est.IN. 3.2.1 Est.IN. 4.1.1	Rubric for the final product Ongoing assessment checklist	CCL-CD-CAA-CIEE

	Crit.IN. 4.2	Est.IN. 4.2.1		
The student can judge, assess and provide feedback on their classmates' presentation by asking them questions about their creation	Crit.IN. 2.1 Crit.IN. 2.2 Crit.IN. 4.1	Est.IN. 2.1.2 Est.IN. 2.2.1 Est.IN. 4.1.1 Est.IN. 4.1.2	Peer-assessment rubric	CCL--CD-CAA -CSC-CIEE
The student can write short paragraphs summarising the main information from a text and displaying understanding of it.	Crit.IN. 4.1	Est.IN. 4.1.1 Est.IN. 4.1.2	Ongoing assessment checklist	CCL-CD-CAA- CIEE
The student can reflect and show critical thinking on their own learning process and work.	Crit.IN. 4.1	Est.IN. 4.1.1 Est.IN. 4.1.2	Ongoing assessment checklist Compass points Group self-assessment checklist	CCL-CD-CAA

7.5 Lesson Plans

LESSON 1: Activation			
Activity	**Interaction patterns**	**Materials**	**Timing**
Activity 1: presenting the challenge. Students will be shown a leaflet form a business fair that is coming to town. They are going to create their own ideal shop in order to present it in this fair with the aim of being selected. They will be asked some questions	T-S S-S	Leaflet presenting the challenge Questions for oral discussion	10'

to make sure they understood the challenge such as: - What is a business? - What does being ethic mean? - Do you know anyone who runs a business? These questions will be discussed following a think-pair-share structure.			
Activity 2: Jot thoughts In groups of 4, students will be given small pieces of paper where they will need to write down as many words as they know or remember related to shopping and consumerism.	T-S S-S	Pieces of paper	10'

First, they will have 3 minutes to think and discuss with their group, then they will start writing words down and trying to cover the whole table. The first group to cover the table without repeating any word, wins.			
Activity 3: board game and discussion In order to activate their previous schemata about shopping and business, students will play, in groups of 4, a board game with questions about their shopping habits. Then final opinions will be briefly shared with the whole class.	T-S S-S	Board game Dice	20'

Activity 4: Compass points	T-S	Compass points	10'
The final project will be explained and clarified and then students will be given a compass points sheet that they will have to fill in in relation to the final project.			

LESSON 2: DISCOVERY			

Activity	Interaction patterns	Materials	Timing
Activity 1: Reading comprehension Students will be given a text about	T-S S-S	Text about ethical shopping Cheat sheet of the reading text	17'

ethical shopping and, by working in pairs, they will need to underline the words and expressions related to shopping and business. They will also need to find modal verbs and, with the help of a graphic organizer, they will classify them according to their function. This is, learning will be inductively organized. Once they finish, they will join another pair to compare their results and discuss.		Graphic organizer about modal verbs Cheat sheet for the graphic organizer	
Activity 2: Questions about the reading. Students will be asked some questions to see if they have	T-S S-S	Kahoot	8'

understood the text. In order to foster motivation, this will be done with a Kahoot.			
Activity 3: Explanation After discussing in groups a presentation about modal verbs and their use will be shown to the students.	T-S	Presentation about modal verbs	10'
Activity 4: Click or clunk? Students will discuss which vocabulary words they know and which ones they do not. Then, each of them will choose one of the words or expressions they do not know and, for homework, add an entry in Padlet with the word, each definition and an example using it.	T-S S-S	Click or Clunk explanation sheet Wordcloud Padlet	15'

HOMEWORK: Post an entry in Padlet

Watch a video about modal verbs used in The Beauty and The Beast and post an entry in Padlet with one example from the video and the explanation of what is the specific modal verb they choose about. https://www.youtube.com/watch?v=bdhl9GCGAT4

LESSON 3: DISCOVERY AND DEEPENING

Activity	Interaction patterns	Materials	Timing
Activity 1: Listening comprehension A recording of an interview about a business will be played. In order to show understanding, students will answer some comprehension questions.	T-S S-S	Recording Comprehension questions	10'
Activity 2: Tic Tac Toe	T-S S-S	Tic Tac Toe table	5'

As retrieval practice to activate their knowledge of the new vocabulary learnt in the previous stage, the class will be divided into 2 groups. One of them will be X and the other O. They will be shown a table with the vocabulary seen in the previous lesson, and they will need to come up with a definition and an example as a group.			
Activity 3: Jigsaw Students will be divided into groups of experts fulfilling the following roles: - **Investigator:** this group will do some research on	T-S S-S	Cards with roles Graphs	35'

ethical policies and practices that businesses follow, and then make a poster or an infographic using any ICT with the main and most important ones. - **Interviewer:** this group will create a list of questions that they will then ask to someone running a business, for instance, the person working at the school cafeteria. The questions need to be on advice, what they must do, what they shouldn't… Then they will create a poster			

or an infographic using ICT with the highlights of that interview. - **Marketing manager:** this group will be shown a couple of graphs about what customers like and don't like about online shopping. They will need to provide solutions by using modal verbs. A poster or infographic will be created with the main ideas. - **Oral presenters**: this group will do some research on advice to perform a good oral		

presentation because they will need to present their shop at the fair. They will then create a poster or infographic.			

HOMEWORK: finish their work if they need it.

LESSON 4: DEEPENING AND PLANNING

Activity	Interaction patterns	Materials	Timing
Activity 1: They will share their creations with the other members of the group.	T-S S-S	The posters they created	20'
Activity 2: Draft organizer A reflection sheet for the planning	T-S S-S	Reflection sheet Project organizer	20'

of their final product will be provided to students. This organizer will have questions such as: how is the work division going to be? What are you going to apply from the previous activity? Which are the next steps to follow? They will also be given a project organizer with some bullet points of the presentation. Students will be given feedback on both sheets to start creating the business.			
Activity 3: Exit ticket about the jigsaw activity.	T-S	Exit ticket	10'

LESSON 5: CREATION

Activity	Interaction patterns	Materials	Timing
Activity 1: Students will start creating their own business and the presentation to explain it at the fair. The teacher will move around the class to help them and solve any question.	T-S S-S		50'

HOMEWORK: Finish their products if they need to

LESSON 6: PRESENTING, FINAL REFLECTION AND ASSESSMENT			
Activity	Interaction patterns	Materials	Timing
Activity 1: Publication Students will upload their creations to Padlet so that everybody can see them.	T-S	Padlet	5'
Activity 2: Presenting Students will present their creations to the whole class, while they fill in a checklist, they were previously given, for peer-assessment.	T-S S-S	Presentations or visual aids Checklist for peer-assessment	35'

Then some positive feedback on the part of their mates will be provided.			
Activity 3: Final reflection Students will complete a questionnaire about the project, what they learnt, how they felt… They will also be given a group self-assessment checklist for them to reflect on how their cooperation was.	T-S	Questionnaire Self-assessment checklist	10'

7.6 Materials

   7.6.1 Lesson 1

1. Leaflet: presenting the challenge

ETHIC BUSINESS FAIR

We are looking for young entrepeneurs and ethical businesses

Is your business ethical?

This is your big opportunity

What do you want to sell?

Which policies do you follow?

WHO ARE YOU?

We are a company looking for young entrepreneurs with an ethic business proposal. We want to invest money to make your ideal shop come true.

WHAT DO YOU HAVE TO DO?

COME TO THE FAIR WITH YOUR BUSINESS MATES AND PRESENT YOUR PROPOSAL. WE ARE LOOKING FORWARD TO HEARING YOU IDEAS

Made with Canva (www.canva.com)

2. Board game for class discussion

Source: https://www.allthingstopics.com/shopping.html

3. Compass points

COMPASS POINTS

NORTH
what do you Need to know to carry out this project

WEST
what Worries you about this projcect

EAST
what Excites you about this project
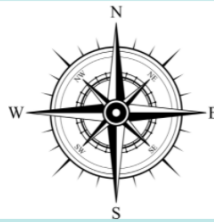
SOUTH
what are the next Steps to follow

Made with Canva (www.canva.com)

7.6.2 Lesson 2

4. Reading about ethical shopping

ETHICAL SHOPPING

We all need to eat, drink and wear clothes, don't we? But what do we know about the products that we buy in shops, in supermarkets or online? Many customers in Britain think that they should know more about the products they buy. They think that people must know how people, animals and our planet are treated in order to be informed about what they should or should not buy.

FAIRTRADE.

The Fairtrade Foundation is an organisation based in the UK that helps farmers and workers in the poorer parts of the world to earn enough money. The organisation asks companies that grow products such as coffee or bananas to pay fair salaries, and to provide their workers with good conditions. Companies mustn't sell their products with the 'Fairtrade' mark to international customers if they don't have a certificate. About 5 million people might benefit from Fairtrade in 58 countries. Some people might complain that these products aren't bargains, but we mustn't tighten our belts or be tight-fisted when we talk about helping people in need.

ETHICAL CLOTHING

Fashion is a big global business. You can check the labels on your clothes to see which countries they are made in. In fact, the country of creation must be specified. Some clothing manufacturers have been accused of employing children and of allowing unsafe conditions and this mustn't be done. A number of brands seen in the British shopping centres, including Primark, Marks and Spencer and H&M, have made a deal to give money each year to help make conditions safer for workers. We should all be more interested in where our clothes are made, who might make them, and in what conditions. Clothes should look good AND ethical. Most fashion manufacturers now must have sections of their websites with information about their workers and their environmental policies.

PRE-LOVED CLOTHES

Old clothes used to be called 'second-hand'. We mustn't fritter away our money buying new clothes, we should recycle them. In Britain you can buy cheap used clothes from charity shops such as Oxfam. If you don't have a second-hand shop near your house, some of them might offer delivery with free shipping. Well-known celebrities might wear used clothes too, like Kate Moss and Katy Perry, who are big fans of vintage clothes and accessories. Another way to recycle can be to adapt the clothes you already have. Clothes manufacturers must help to make fashion a safer business and also to keep their customers informed.

5.

Adapted from: https://learnenglishteens.britishcouncil.org/uk-now/read-uk/ethical-shopping
Made with Canva (www.canva.com)

6. Reading about ethical shopping: Cheat sheet

ETHICAL SHOPPING

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Made with Canva (www.canva.com)

7. Graphic organizer about modals
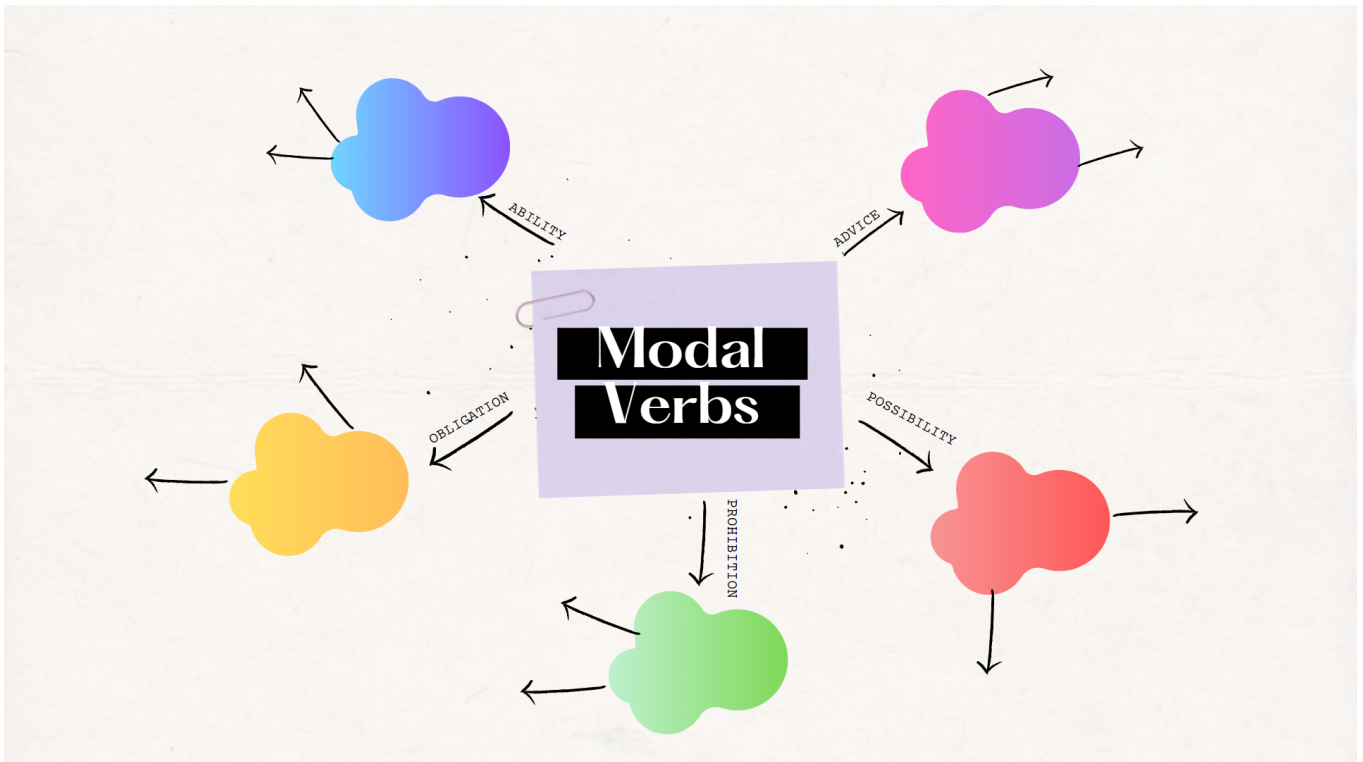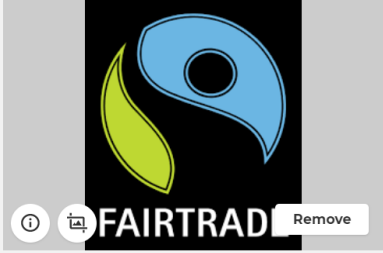
8. Graphic organizer cheat sheet
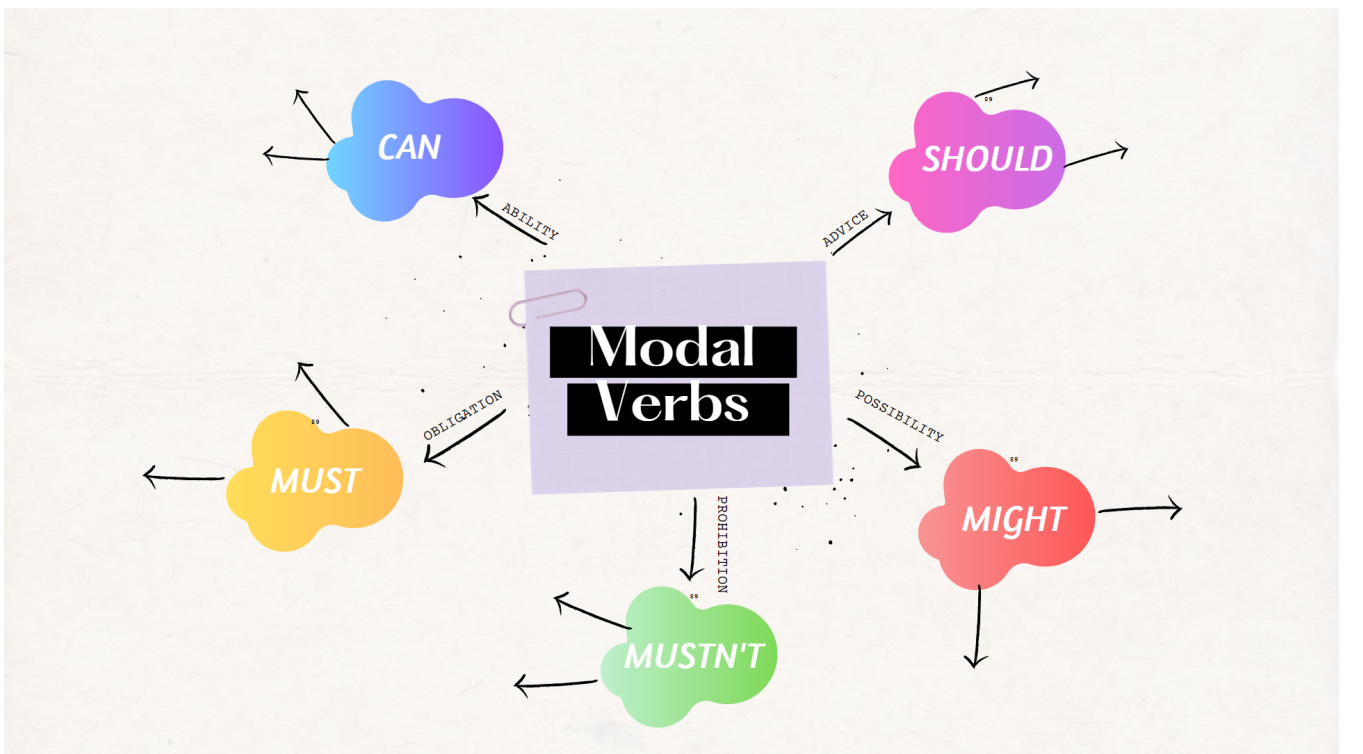
Both made with Canva (www.canva.com)

9. Kahoot with reading comprehension activities

The Fairtrade Foundation helps British companies earn more money.
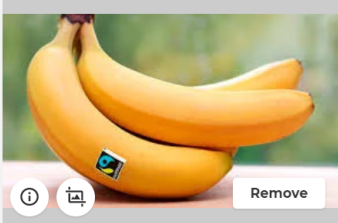
| TRUE ✓ | FALSE |
| The text doesn't say it | Add answer 4 (optional) |

What do companies need in order to sell prodcuts with the "Fairtrade" label?

| Permission from the government | Nothing, any company can sell them |
| A certificate ✓ | To have, at least, 5 workers |

Primark, Marks and Spencer, and H&M want to...

▲ sell second-hand products ✓	◆ help make working conditions better ◯
⬤ Receive the fairtrade certificate ◯	◼ All the answers are true ◯

The British public are not interested in where their clothes are made.

◆ True ◯	▲ False ✓
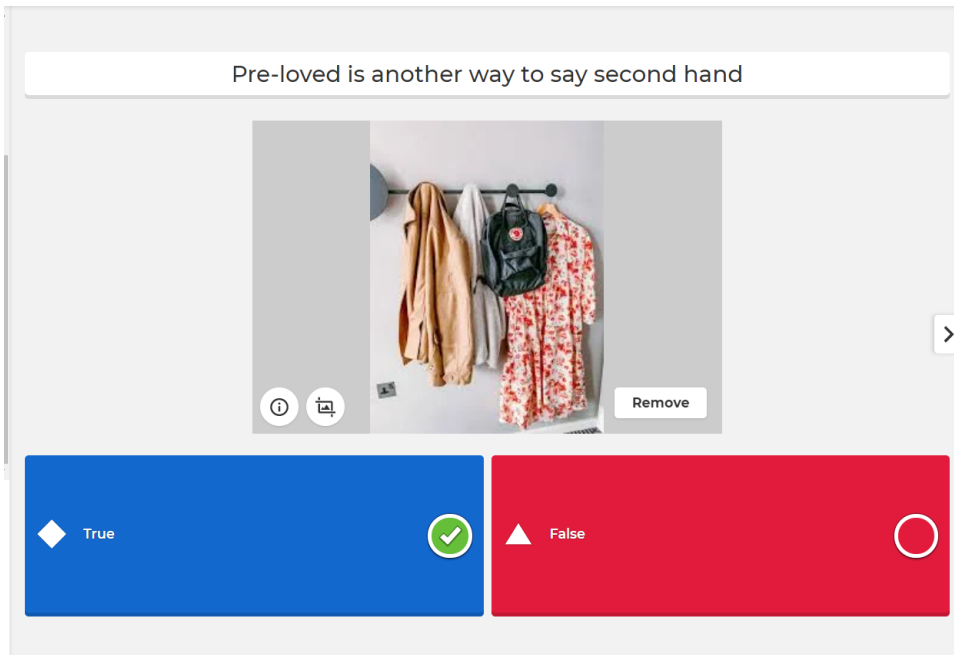
Some questions were taken from:
https://learnenglishteens.britishcouncil.org/uk-now/read-uk/ethical-shopping

Made with Kahoot (www.kahoot.com)

10. Presentation about modal verbs

POSSIBILITY

● **MAY**

It's cloudy today. It may rain.

● **MIGHT**

I'm not sure about the shop opening hours. I think it might open at 10 a.m

ADVICE

● **SHOULD**

We should use paper bags instead of plastic bags

● **OUGHT TO**

People ought to take care of the environment

OBLIGATION

● HAVE TO
Employers have to offer good conditions to workers
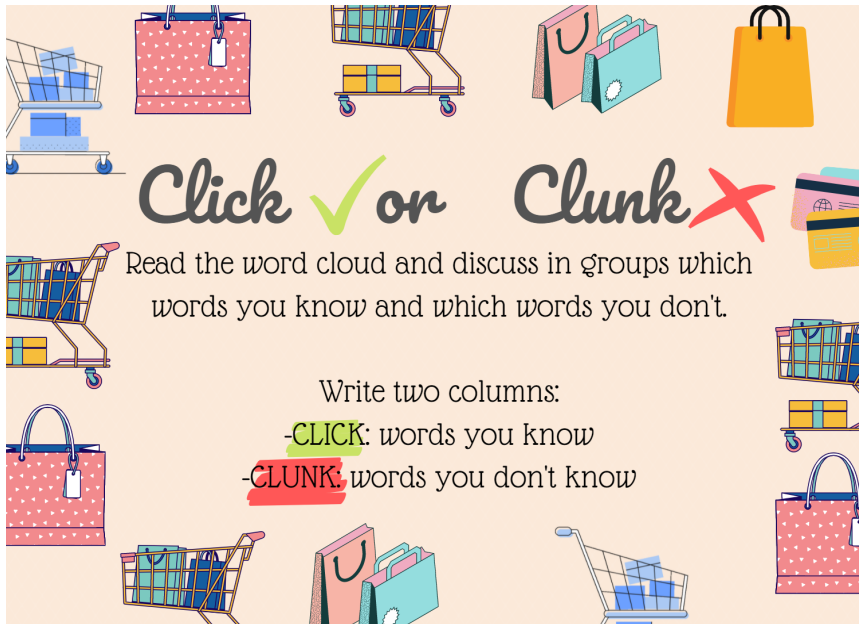
● MUST
You must take of you shoes before coming into my house

PROHIBITION

● MUSTN'T
You mustn't steal items from a shop

Made with Canva (www.canva.com)

11. Click or clunk

Made with Canva (www.canva.com)

12. Wordcloud

Made with Filippity (www.flippity.net)

13. Padlet for vocabulary
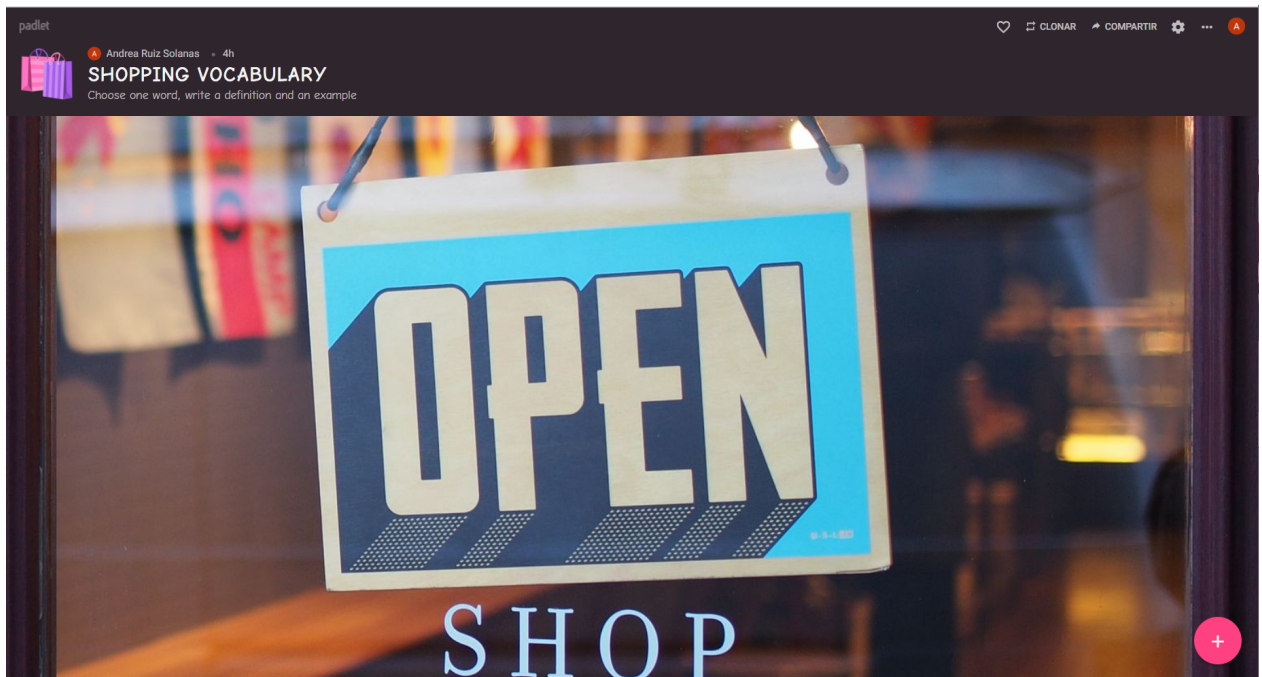
Made with Padlet (www.padlet.com)

14. Homework: padlet for modal verbs
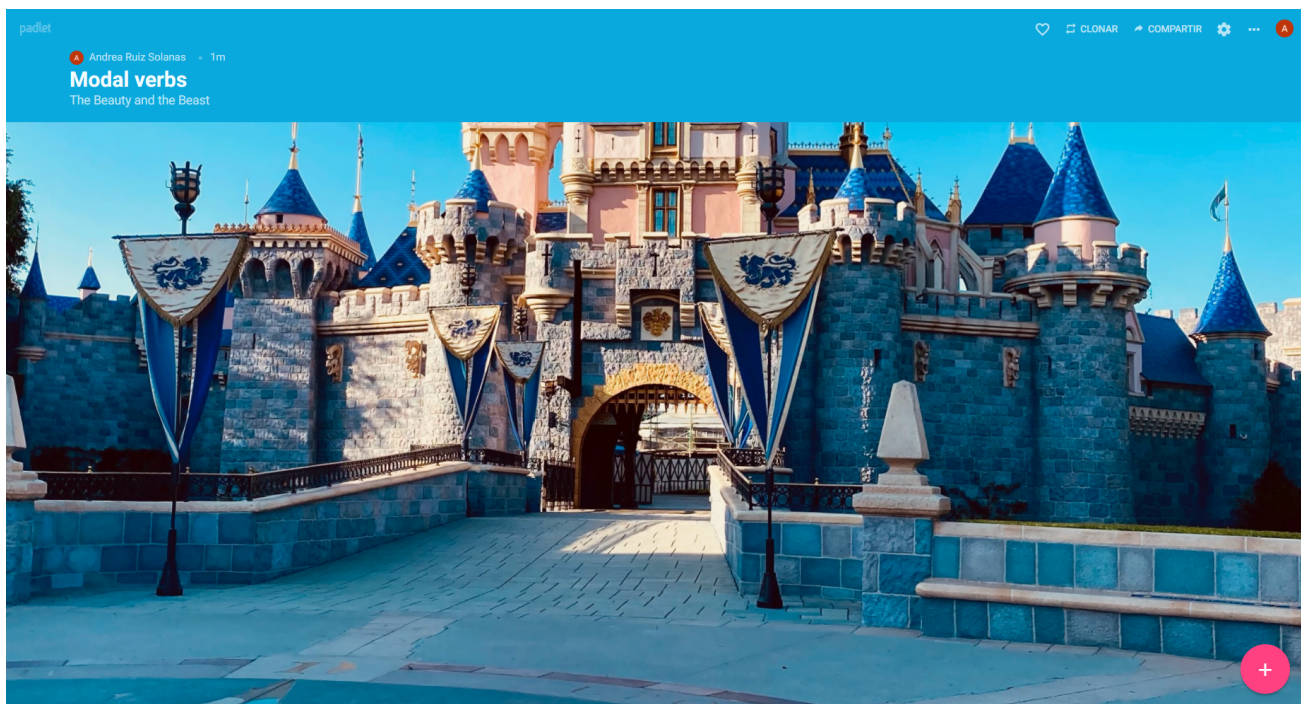
Video: Modal verbs
Made with Padlet (www.Padlet.com)

7.6.3 Lesson 3

15. Recording about a business interview

16. Exercises about listening

BUSINESS INTERVIEW

Choose the correct answer

1 Anna...

a. didn't start the company but manages it now

b. started the company and manages it now

c. Started the company but doesn't manage it any more

2 The app...

a. is for parents to learn from

b. is for students to learn from

c. is for students who want to find a tutor

3 Many partents...

a. don't have the time or knowledge to help with their children's homework

b. think that schools should help with their children's homework

c. don't want to help with their children's homework

4 The app...

a. has student exercises on it

b. is only for people in remote areas

c. offers live online support from tutors

5 On the app, tutors who live in remote areas...

a. often charge lower rates

b. often charge higher rates

c. don't like to work too much

6 The app....

a. is new and not many people know about it

b. is already popular

c. is not very successful

Match the verbs (1-6) and nouns (a-f) from the interview

VERBS	NOUNS
1.__ to solve	a. funding
2.__ to come up with	b. a need
3.__ to meet	c. a problem
4.__ to speak for	d. itself
5.__ to secure	e. an idea
6.__ to expand	f. the range of services

Questions taken from:
https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/a-business-interview
Made with Canva (www.canva.com)

17. Tic Tac Toe

TIC TAC TOE

PROVIDE A DEFINTION AND AN EXAMPLE WITH THE FOLLOWING
WORDS

BUDGET	BARGAIN	LOAN
GET A REFUND	TIGHTEN THE BELT	BANKRUPTY
SHIPPING	AFFORD	CUSTOMER

18. Roles for jigsaw

INVESTIGATOR

Do some research on ethical
policies and practices that
businesses follow

You will need to present the information to your
classmates

INTERVIEWER

Create a list of questions and interview the responsible for the school's cafeteria

You will need to present the information to your classmates

MARKETING MANAGER

Take a look at the graphs your teacher will give you. Create a list with advices based on the graphs

You will need to present the information to your classmates

ORAL PRESENTERS

Do some research on tips to perform a good oral presentation

You will need to present the information to your classmates

Made with Canva (www.canva.com)

19. Graphs for marketing managers

CUSTOMERS' PREFERENCES OF ONLINE SHOPPING
% of respondents indicating their top 3 improvements to shopping

WHAT CUSTOMERS HATE ABOUT ONLINE SHOPPING
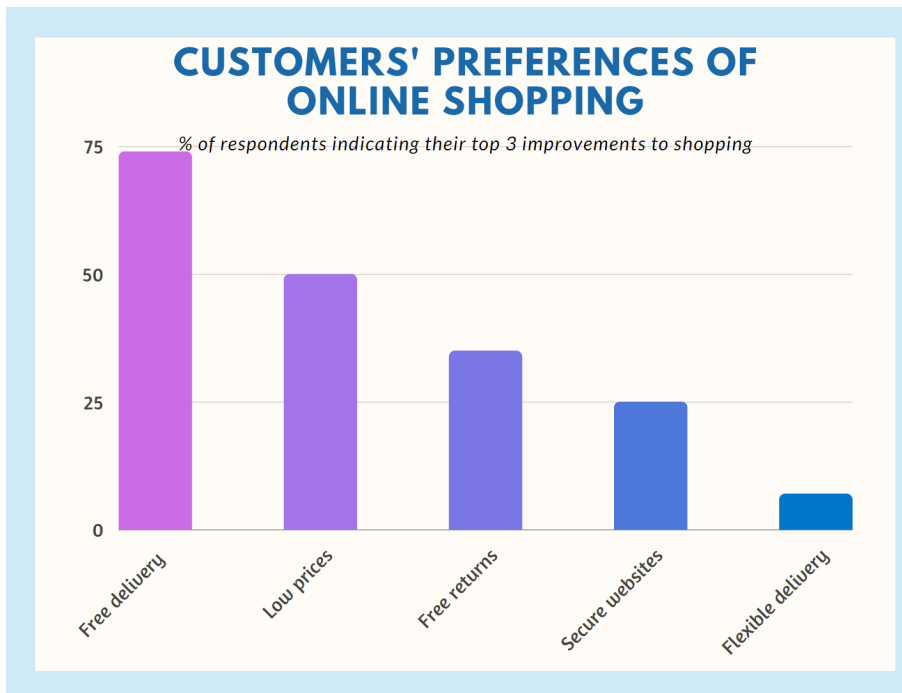
Information taken from: www.cristanacabal.com and 'Same-day delivery consumer survey' The Boston Consulting Group, March 2013

Made with Canva (www.canva.com)

7.6.4 Lesson 4

20. Project organizer

GROUP MEMBERS:

DATE:

PROJECT ORGANIZER

WORK DIVISION

WHAT IS EACH MEMBER
GOING TO DO?

WHAT ARE YOU APPLYING FROM THE
JIGSAW ACITIVTY?

WHAT ARE THE STEPS YOU ARE
GOING TO FOLLOW?

GROUP MEMEBER: NAME OF THE SHOP:

MY IDEAL SHOP

Imagine de shop of your dreams. Think about a shop that doesn't exist. Try to be imaginative

WHAT WILL YOU SELL?

WHICH ETHICAL POLICIES WILL YOU INTEGRATE
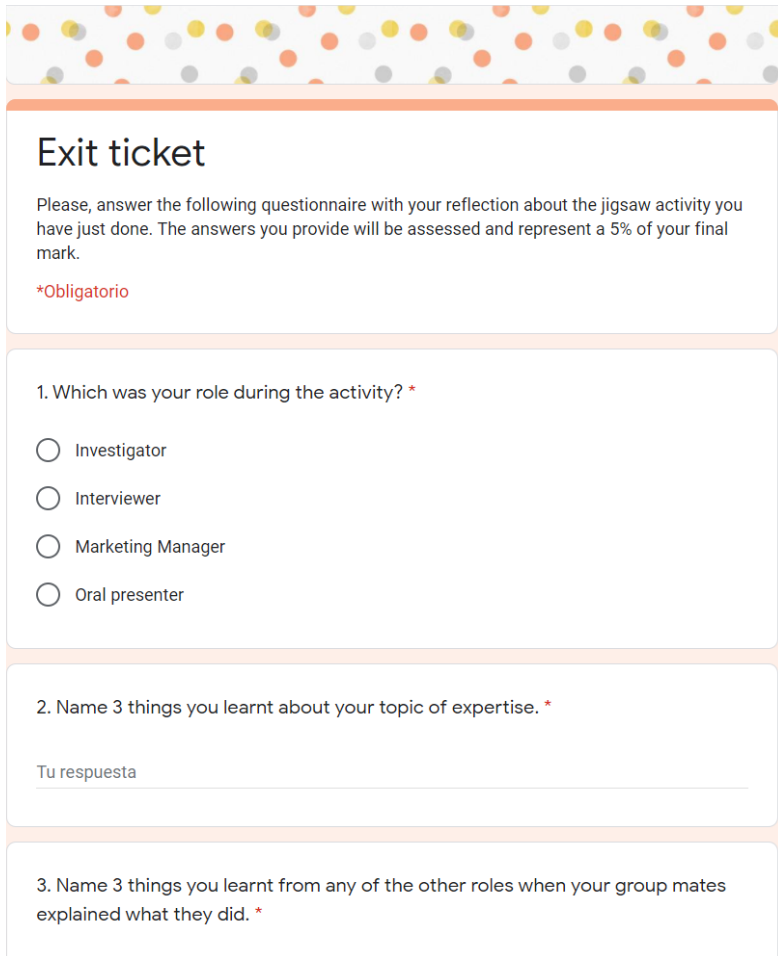
WHY DO WE NEED THIS SHOP IN TOWN?

WHAT IS SPECIAL ABOUT YOUR SHOP?

WHAT TYPE OF COSTUMERS WILL COME TO YOUR SHOP?

Made with Canva (www.canva.com)

21. Exit ticket

Exit ticket

Please, answer the following questionnaire with your reflection about the jigsaw activity you have just done. The answers you provide will be assessed and represent a 5% of your final mark.

*Obligatorio

1. Which was your role during the activity? *

○ Investigator

○ Interviewer

○ Marketing Manager

○ Oral presenter

2. Name 3 things you learnt about your topic of expertise. *

Tu respuesta

3. Name 3 things you learnt from any of the other roles when your group mates explained what they did. *

[EXIT TICKET](#)
Made with Google Forms

7.6.5 Lesson 6

22. Padlet for the publication of the final product

Made with Padlet (www.padlet.com)

23. Final questionnaire about the project

Final questionnaire
Made with Google Forms

7.7 Assessment tools

1. Peer-assessment checklist

Made with Canva (www.canva.com)

2. Group self-assessment checklist

Group self-assessment

GROUP MEMBERS:

	👍	👎
We finished our task on time, and we did a good job!		
We encouraged each other and we cooperated with each other		
We each shared our ideas, then listened and valued each other's ideas.		
Everyone made a useful contribution in every task		
We did best at		
Next time we could improve at		
Other remarkable comments		

Made with Canva (www.canva.com)

3. Participation checklist

Criteria	Yes	No
The student shows eagerness to participate in class activities		
The student works cooperatively in his or her group		
The student makes insightful comments which are relevant to the discussion		
The student listens attentively to his or her classmates when they are expressing their opinions		
The student answers to his or her peers and asks them questions establishing interaction		
The student pays attention when instruction is being given and does not interrupt the teacher		
The student prepares himself or herself before the class, doing the homework if required		
The students uses English to communicate with his or her peers as well as with the teacher		

4. Ongoing assessment checklist

Criteria	Yes	No
The student shows acquisition of knowledge during the jigsaw activity		
The student shows critical thinking and self-reflection skills		
The vocabulary used is accurate and specific		
The grammar and syntax used in accurate and correct		
The student shows awareness about the application of the new knowledge		

5. Rubric for the final product

	POOR	**PASS**	**GOOD**	**EXCELLENT**
Time adjustment	There are three minutes deviation in the shop presentation	There are two minutes deviation in the shop presentation	There is one minute deviation in the shop presentation	The shop presentation is 5-7 minutes long
Content	There are no ethical policies explained. There is not a clear structure in the presentation and students do not clarify what they sell, when and how.	The ethical policies are barely mentioned. The presentation does not show a clear structure and students barely clarify what they sell, how or why	The chosen ethical policies are explained. The presentation contains introduction, body and conclusion even though the separation between each part is not very clear. Students talk about at least two of the following: what they sell, how and why.	The chosen ethical policies are well explained. The presentation contains an introduction, body and conclusion with a clear signalisation of each part. Students make clear what they sell, how and why.
Body language	The student is not confident at all, with a bad body posture and does not	The student does not seem very confident but shows a good body	The student seems confident and has a good body posture. He or she	The student shows confidence and an excellent body language.

	look at the audience.	posture and sometimes looks at the audience.	makes eye contact with the audience from time to time.	He or she makes eye contact with the audience and has a great body posture.
Grammar	The student makes a lot of mistakes when using grammatical structures.	The student makes frequent mistakes when using grammatical structures.	The student makes some mistakes when using grammatical structures.	The student displays a perfect use of grammatical structures without mistakes.
Vocabulary	The student displays a very low range of vocabulary in general.	The student uses very general and vague vocabulary related to the topic.	The student uses some specific vocabulary related to the topic	The student uses a wide range of specific vocabulary related to the topic.
Pronunciation, fluency, intonation	The student's pronunciation, intonation and fluency are unintelligible. There is hesitation and no use of pauses.	The student's pronunciation, intonation and fluency show mistakes that make the speech difficult to follow. Pauses are not used.	The student's pronunciation, intonation and fluency are good with some minor mistakes. Pauses are used sometimes.	The student's pronunciation, intonation and fluency are outstanding. He or she makes pauses in the speech to emphasize meaning.

Visual aids	There are no visual aids used by the student to support the oral presentation and help the audience to follow it.	The student makes use of basic visual aids with no creativity and the structure might be fuzzy making it sometimes difficult to focus on the presentation.	The student makes use of visual aids in a simple way but with the information clearly presented.	The student makes use of visual aids in a creative way. The layout is original and the information is very clearly presented. It helps to follow the oral presentation.