



Universidad
Zaragoza

Trabajo Fin de Máster

“The power of introverts”: Dealing with introversion in the EFL classroom through communication and cooperative learning

“El poder de los introvertidos”: Lidar con la introversión en el aula de inglés a través de la comunicación y aprendizaje cooperativo

Autor

Sara Ortega Aranda

Director

María Dolores Ramírez Rodríguez

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

Facultad de Educación
Curso 2020/2021

Table of Contents

<i>Abstract</i>	<i>p.1</i>
<i>1. Introduction</i>	<i>p.1</i>
<i>2. Purpose and Aims of the Dissertation</i>	<i>p.2</i>
<i>3. Justification, Theoretical and Curricular Framework, Methodology</i>	<i>p.4</i>
<i>4. Critical Analysis and Discussion of the Didactic Proposal</i>	<i>p.14</i>
<i>5. Conclusions</i>	<i>p.25</i>
<i>Works cited</i>	<i>p.28</i>
<i>Appendices</i>	<i>p.30</i>
Appendix 1 Assignments used as evidence of the necessity of improvement.....	<i>p.30</i>
Appendix 2 Notes and questionnaire.....	<i>p.31</i>
Appendix 2 Learning Objectives and Contents of the Unit.....	<i>p.34</i>
Appendix 4 Evaluation Criteria of the Unit.....	<i>p.37</i>
Appendix 5 Lesson Plans.....	<i>p. 43</i>
Appendix 6 Materials.....	<i>p. 57</i>

Abstract

During my practice period in a High School in the outskirts of Zaragoza, I noticed that there was a high level of introverted students who struggled to participate in oral activities. The following dissertation has the objective to increase verbal engagement of introverted learners in the English classroom while covering their needs. For that, cooperative learning and the use of technologies will play an important role to motivate these students to speak up within a safe environment. I also took as a reference the guidelines provided by the Aragonese Curriculum (ORDEN ECD/489/2016, 26th may). This unit proposal, following the sequence of the Project-Based-Language-Learning approach, deals with the importance of self-awareness to be aware of one's introverted or extroverted personality and analyse and express one's emotions and preferences as a consequence of our personality. Accordingly, they will enhance their empathy and tolerance through exchanging opinions and stances with their classmates. By building self awareness skills, students will adapt their lifestyle to their actual needs, having a positive impact in their learning process. To carry out the activities with success, I have made use of a wide range of scaffolding techniques and teaching strategies that will serve to guide their learning, to boost thinking before sharing and to develop their communicative competence within a comfortable atmosphere.

1. Introduction

Throughout the years significant changes have been witnessed in the educational system, and in this case, in the field of English as a Foreign Language (EFL). This evolution came hand in hand with the development of technologies, the access to new resources and the necessity to address students' needs. Thereupon, passive, teacher-fronted lessons have been losing significance in contrast to learner-centered active methodologies, where learners' individual learning styles and needs acquire more relevance. In fact, the Aragonese curriculum (ORDEN ECD/489/2016, May 26th) stresses the relevance of coping with students' diversity as well as enhancing the emotional and affective development of learners.

During my practice period in a public school of Zaragoza, I had the opportunity to attend 3rd year E.S.O English lessons, where I could observe and detect something I was highly interested in: introversion in the EFL classroom. Most of the students were observable introverts, in contrast to other classes, where a high level of extroverted people was found.

However, the teaching strategies used in the classroom rewarded mostly extroverts over introverts because of its in-moment-participation. As educators, we ought to be aware of the natural differences between the learning processings between both personality types and we designed teaching strategies to bring out the best of both within the classroom.

Therefore, in my dissertation I want to draw my attention to socioemotional intelligence and self-awareness, which are relevant issues during adolescence: they are going through a period of personality shaping, therefore mental instabilities in this process are common. If teenagers developed socioemotional skills, they would be able to successfully identify and manage their emotions and needs, building self-awareness. Accordingly, they will be able to “control impulses, express empathy, communicate and relate effectively with others, work collaboratively in groups and negotiate and resolve differences in a win/win manner.” (Thoughtful learning). In particular, I want to focus on introversion and extroversion personality types, since they have opposite natural needs and preferences, influencing their learning style in the EFL classroom. In this way, if we give them tools to manage emotions and get to know themselves, it will be easier for them to speak up and thus develop communicative competence in the EFL classroom. Thereupon, I have designed a learning unit for the EFL classroom that raises awareness on understanding one’s emotions and preferences, and that allows learners, and particularly introverts, to develop their communicative competence in a comfortable and positive environment. With that aim in mind, the CLT approach, Cooperative Learning and a Project-Based Language Learning approach have been taken as a reference, together with the Aragonese Curriculum for EFL. The learning unit is hence based on various principles that link the relevance of communication and cooperative strategies as key elements in the improvement of the communicative competence and encouragement for introverts to step out of their comfort zone and speak up.

2. Purpose and Aims of the Dissertation

My dissertation intends to be the introduction of a socio-emotional intelligence process following a Task-Based and Project Based Learning approach, in conjunction with Cooperative Learning and use of ICT. Therefore, the main aim is to raise awareness of the relevance of self-awareness, an issue which is not taken into account in the schools. By becoming aware of their personality and the preferences and needs it entails, students could

significantly improve and thrive in their learning process through adapting themselves to their learning styles. This proposal will give both extroverts, but particularly introverted students, strategies for having their voice heard and thriving within a group. Plus, sharing their feelings and needs with their peers as well as listening to their stances will foster empathy, tolerance and cohesion, facilitating the creation of a positive and working environment, where learners will be likely to feel comfortable enough to orally use English for communicative purposes. Hereunder, I will discuss the subsidiary aims that are likewise related to the main objectives.

The first subsidiary aim is to design an innovative teaching proposal which enables students to develop their communicative competence and broaden their linguistic knowledge within a safe environment. In doing so, they will improve L2 through activities that cope with the idea of getting to know oneself and analysing their weaknesses and strengths of both sociotypes so as to be able to deal with them.

Another subsidiary aim is to work effectively in groups through using cooperative strategies. According to my observations, the class is characterised by its individualism, constant students' need for improvisation and whole-class discussions. In this way, the participation level is very limited as only extroverts or some gifted students dare to participate, not to mention the little class cohesion due to individualism that further limits students' engagement. Hence, cooperative work will help learners to foster cohesion and establish rapport so as to reach the same objectives together and to enhance their verbal enhancement.

The last subsidiary aim is to improve students' verbal engagement with the class, particularly in introverted students. For that, several techniques were used: cooperative work and combination with individual work to balance the stimulation levels; providing wait time in order to reflect on the question more deeply, build self-confidence when speaking and facilitate introverts to join the discussion; online communication and using ICT can provide both extroverts and introverts a space to manage themselves interactions and discoveries while reducing overstimulation from class discussions; giving them the choice to organise in homogeneous groupings and choose roles in order to lower the affective filter, but also to test out different partnerships through one-on-one conversations and during the Jigsaw activities for extroverts to thrive and for introverts to stretch out their comfort zone. In this way, group-specific motivational components will be boosted (Dörnyei, 1994). Finally, continuous connection to their own experiences can significantly increase their motivation levels. As

Dörnyei contends, by making the topic relevant for them, motivational components at a learning situation level will be enhanced.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1. Description of the problem and situation

In particular, the class group that I have been observing during the practice period is little cohesive, the activities the teacher organises are mostly individual, therefore there are no clear group goals and neither there seems to be little group commitment to these goals, all these aspects being a key component for successful learning, as Dörnyei claims. As I have perceived, they feel demotivated and few people orally participate as volunteers. As a consequence, participatory learners receive more attention than the non-participatory ones, slightly affecting their marks because of their little verbal engagement. Together with this, the sequence of the class activities follows teacher-fronted and traditional methods, where the input is first presented and then it is practiced through exercises to process the target language. This type of traditional method is still intrinsic in the educational field, because it is time-saving and it facilitates the management of class control (Lewin, 1939). However, this traditional method does not entirely conform to the general principles of the communicative approaches as it does not foster learning through communication and interaction. Most of the oral activities carried out are devoted to oral corrections during the Practice phase, where they are expected to read a sentence with the new grammatical learnt in a controlled way. The class organisation is merely individual, so interaction among learners is scant. Under the words of Littlewood et al., “what is essential in the communicative approaches is that at least two parties are involved in an interaction” (1981, p.5). One of the only opportunities for students to participate in the class is through the correction of exercises, which observably does not foster the fluency and functional use of language, and neither the integration of introverted students.

Classes last 50 minutes which intrinsically restricts the depth of the lesson. The teacher does not assign homework to the students, instead the activities are done and corrected orally by the quickest and most self-confident students. The hectic rhythm of the class, need for immediacy and students’ mental quickness might lead to learners’ frustration and isolation for those who need more time to think. In fact, the responses from the online

questionnaire have demonstrated that eleven students show a tendency to fall on the introversion spectrum, eight of them being clearly introverts. This will be commented on in depth in Section 3. Nonetheless, despite the fact that introverts are quieter in the classroom, their academic results have proved to be slightly higher than extroverted learners, demonstrating that introverts can express more efficiently when they write down their thoughts and knowledge on paper. As I have been informed, out of the five best students, three do not tend to participate orally.

Another downside is the squandering use of ICT. Students belong to a generation where technology catches their attention and facilitates non-stressful and enjoyable learning. Using technological features is a way to “explore creativity, engage in higher-order thinking processes, participate in inquiry-based learning, synthesize information from multiple sources and establish a sense of online social presence” (D'Angelo, 2018). Despite the fact that each student is provided a Chromebook, it is only used as a substitute for the textbook (they work through online worksheets) or to look up words at the dictionary. They hardly communicate with their partners in digital environments, and neither do recreational activities through online games using the target language.

Considering the aforementioned necessities, I have designed a Unit plan that enables introverted students to succeed in the CLT learning context. I have inquired into new ways that help them participate in more oral discussions safely, therefore flourishing the classroom environment. Firstly, I have provided techniques for addressing equal opportunities to participate through maximising peer interactions, therefore Cooperative Learning becomes the key principle that meets the needs of both the introvert-extrovert continuum. Secondly, it includes a responsible and integral use of ICT to enhance the learning process and meet the needs of all students. In the learning unit I have integrated all these strategies within a Project-Based Language Learning approach aiming at engaging language learners with real world and meaningful language, while providing them group goals and therefore integrating quiet, introverted students in the classroom.

3.2 Theoretical and curricular grounds

3.2.1 Contribution of the Master's degree to the development of the dissertation

For the development of this dissertation, I have utilized a wide range of theoretical knowledge that I have acquired through the Master's degree, either by means of the literature of the course or by the group projects and tasks. In the module *Instructional Curricular Design in EFL* I learnt about a wide range of theorists and methodological approaches that have inspired me to develop this dissertation. I have realised that the Communicative Language Teaching approach is the most appropriate to ensure a successful L2 acquisition within the classroom context. Theorists such as Richards, Brown, Savignon, Johnson and Johnson and Vygotsky have provided me basic and ground knowledge on this approach. I have also learnt that another key for success is that students are motivated. For that, Dörnyei has been helpful for this dissertation since introverts need to be intrinsically and extrinsically motivated in order to verbally participate more. Thanks to the project for *Educational Psychology* on motivation in the English as a Foreign Language classroom, I learnt that as prospective teachers we have to take into account many affective factors, ranging from their physiological aspects to their psychological aspects, all of them affecting motivation in the classroom as well as the learning process. The project for *Innovation and Classroom Research* was useful to understand the relevance of using attractive, gamified materials to foster students' motivation and interaction. Krashen's Affective Filter Hypothesis introduced in *Design of Learning Activities for EFL* (DLA) also allowed me to study students' emotions in depth in the classroom. Setting the topic of emotions aside, in the modules *DLA* and *Social Psychology* on cooperative learning had a strong presence. I learnt about the concept of group as a unit, the group structure and its developmental processes, as well as about cooperation and Cooperative Learning as an effective methodology in the EFL class. Kagan has been of great help to understand the principles that support Cooperative learning.

3.2.2 Understanding the introvert spectrum

Introversion has been a hotly debated topic recently, partly because of the psychologist Carl Jung's (1971) work on sociotypes and later thanks to Susan Cain's successful work *Quiet Power* (2013). Firstly, I think it is essential to shortly define what the introversion spectrum is, and pinpoint the introversion-extroversion differences within the learning context. Introversion is a psychological term for people who prefer "quieter, more minimally stimulating environments", whereas extroverts thrive in places with a high degree of

stimulation (Cain, 2013, p.5). Cain's includes a quote from the singer Taylor Swift where she accurately defines it:

I am a proud introvert. Now, introversion is NOT being shy. You can be a shy extrovert. Being introverted just means that being in environments with lots of people and high energy drains you, and your alone time is like recharging a battery. Introverts might come across as shy, but really, we're just observing the people in the conversation and thinking before we add our ideas.

Thence, introverts are those who look inward and consider their thoughts and feelings to be more relevant than their outer life. They tend to be good listeners, observant, deep thinkers and privates. An introverted person has social skills, but they also love spending time alone.

Despite the fact that I am referring to two opposing categories, these are not rigid, they are two extremes of a continuum. Therefore, it is possible to act like the opposite sociotype depending on the situation. In support of this idea, Jung pinpoints: "No one is all introvert or all extrovert [...] There is a lot of overlap between us all" (1971, p.180). Both spectrums can stretch and act like the opposite personality trait, i.e., introverts can act like extroverts when they are surrounded by close friends or talking about a topic they master.

Our Western culture tends to favour the extroverted type, since it "values boldness and verbal skill, traits that promote individuality", as opposed to the Asian Culture, where quiet, discipline and seriousness are golden (Cain, p.132). In fact, some introverts that do not fit in this canon have experienced a sense of self and authenticity. The privileged extroversion has considerable implications in areas like business, relationships, religion and education. I will cope with the latter field henceforth.

3.2.3 Communicative Language Teaching

Since the incorporation of the *European Commission Recommendation 2006/962/EC on key competences for lifelong learning*, the traditional approach shifted from direct instruction towards a more active approach that aims not only at acquiring knowledge, but also developing the students' key competences. In the case of the EFL area, the main goal is that students are able to communicate meaningfully in L2, as stated in the ORDEN ECD/489/2016, 26th May of Aragonese Curriculum for E.S.O learners. Within this context,

the CLT approach plays a key role, fitting with the aims and guidelines for effective L2 learning. As Brown remarks, CLT is a flexible approach with a “plethora of interpretations and classroom applications” (2007, p.42) such as Cooperative and Collaborative learning or Task-Based Language Learning. In the words of Richards, the objective is that students develop the communicative competence, which implies “knowing how to use language for a range of different purposes and functions and knowing how to maintain communication despite having limitations in one’s language knowledge” (2006, p.3). This hybrid approach is characterised by its “emphasis on authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes” (Brown, 2007, p.378). Its humanistic component provides the student a central role where the individual variables, motivation, creativity and autonomy are relevant. The teacher should be the one in charge of lowering the affective filter and promoting a pleasant, respectful and work atmosphere where students feel confident to express their opinions. The teacher’s role should be that of a facilitator, independent participant, needs analyst, counselor and manager of the group’s process (Martín, 2009).

However, the CLT approach overvalues extroversion since it requires learners to be vocally active through answering questions, volunteering, and participating in whole-class discussions without previous preparation. Learners are perceived as “active participants in the negotiation of meaning” (Savignon, 2001, p.14). Instant and quick participation in oral communication represents a challenging issue for introverts since they tend to experience more anxiety and insecurity. Thus, it is paramount that learners learn to understand their emotions, attitudes, background preferences and needs and that teachers give importance to these aspects to make further improvement in the teaching-learning process.

Within the classroom, both spectrums have different behaviours, preferences, learning styles and needs. These are summarised as follows:

Preferences regarding...	Extroverts	Introverts
Organisation of groups	High stimulating activities: <ul style="list-style-type: none"> - In groups (more than four people) - With the whole class 	Little stimulating activities: <ul style="list-style-type: none"> - Individually - In pairs - In small groups (up to four people)

Improvisation	<ul style="list-style-type: none"> - Capable of improvising - Risk-takers - Less cautious - High-paced work 	<ul style="list-style-type: none"> - Prefer little preparation to think over the answers before speaking - Careful, cautious - Low-paced work
Preferences for type of tasks.	<ul style="list-style-type: none"> - Multitasking - Prefer speaking to writing, listening or reading - Tasks consisting of talking, role-playing, interviewing, etc. 	<ul style="list-style-type: none"> - One task at a time - Prefer quiet activities: writing, reading and listening over speaking - They need clear, familiar roles - Tasks consisting of diagnosing, comparing or synthesizing.
Cognitive abilities	<ul style="list-style-type: none"> - Large active lexis - They are less precise and struggle with grammar - Reproduce the input quickly - Successful in solving problems quickly 	<ul style="list-style-type: none"> - Ability to understand and assimilate the reception of material - Grammar mastering - Lot of time to prepare the task - Successful performing of activities for the analysis and synthesis of learning information
Errors	<ul style="list-style-type: none"> - Do not tend to fear for making mistakes 	<ul style="list-style-type: none"> - Tend to fear for making speech mistakes

Table 1. Foreign language learning styles and needs of extroverted and introverted learners. (Diskayeva and Myachin, 2019; Cain,2013; Jacobs, 2014)

Given the diverse nature of students' needs and the great challenge that big classrooms pose when it comes to oral participation in particular, it is imperative to tailor the CLT approach to accommodate all kinds of students. Therefore, the aim is to give introverts time and space, but also to satisfy extroverts' overstimulating preferences. The teacher should take into account a diverse range of techniques that prior research has proved to increase learners' achievement and enjoyment for L2 learning. These techniques and principles go in accord with the CLT approach and have been extracted from Cain's *Quiet Power* and substantiated with the theoretical work of the Master's degree.

3.2.4 Collaborative and cooperative learning

Speaking in front of the whole class, in contrast to doing it within a group or in pairs, increases the students' reticence to communicate in the target language. The affective filter lowers when they have the opportunity to enhance their oral skills in small groups, hence cooperative learning can be truly beneficial for them.

On the one hand, cooperative learning is frequently mentioned by Cain (2013) since group works can promote thinking, creativity and it's specially useful for challenging tasks; it also improves class relationships, individuals' self-esteem and implies more liking for learners (Johnson and Johnson, 1999; Arnold, 2000) while they construct knowledge within social contexts (Vygotsky, 1978). If the group is united, students will engage in the context of the EFL classroom and create a positive and active environment. However, not all types of group work function, that is, they require four essential principles: "positive interdependence, individual accountability, equal participation and simultaneous interaction", as Kagan states (2004). *Positive interdependence* is the feeling within a group where its members are positively correlated to reach a common goal. If some group members are "sinking", the others will help. *Individual accountability* happens when students feel individually responsible to the group, therefore when there is a purposeful environment, both spectrums will work more efficiently. *Equal opportunity of participation* seeks to ensure that all members of the group participate in equal terms. *Simultaneous interaction* means that students should be given more opportunities to interact with their peers in L2. For these principles to carry out, it is imperative to implement these principles so as to maximise group performance where introverts can fully engage and participate. This will be facilitated through the organisation of heterogeneous groupings (e.g. a group with mixed introverts and extroverts). As mentioned earlier, Jung stated that both spectrums can stretch their own limits for the benefit of the group. Little (in Cain, 2013) takes it further to explain that:

"We are born with certain personality traits (our "fixed traits") and then develop others (our "free traits"). We are driven out of our comfort zone by goals that cut to the core of our values and ideals. These are our "core personal projects." and surface when times call for it, like when we are motivated to excel professionally."

In a group work, when there is *positive interdependence* and *individual accountability* introverts are willing to act like extroverts and vice versa, e.g, when an introvert applies the information that has received to teach it to his/her home group so that the rest of the group

members write the information down. The reproduction of information tends to be extroverts' key strengths, but introverts can 'stretch like a rubber' if the situation requires it.

Plus, both will maximise their contribution for the sake of the common goal. In fact, Cain alluded Kuzujanakis' experiment to explain that when both spectrums are matched up, the discussions are more enjoyable, creative and profound since introverts have the capacity to go into detail about a project and concentrate upon long stretches while extroverts provide their creative drive (Cain, p.131):

“Extroverts tend to gloss over a whole range of topics [...] while introverts tend to focus on one or a few deep or profound subjects, [...] therefore they end up meeting halfway, finding the right mix of lighthearted chatter and deep conversation”.

However, in cooperative groups speed is essential, therefore extroverts tend to have control over the discussion and decision making, so some strategies to avoid excluding introverts and ensuring *equal opportunity for participation* is to give them time to think and write their ideas individually before they share them. Plus, that each member of the group chose a role according to their personality can benefit introverts to participate equally. For instance, introverts will feel more comfortable playing mechanical roles or concentrating on managing the group functioning such as documenting a presentation, tracking the time, or ensuring the group does not talk out loud. On the other hand, extroverted people might benefit from roles like encouraging the group members to participate. I will explain this in more detail as well as CL strategies and structures that will be used in the Unit plan so as to describe how learners and the teachers are to communicate to satisfy the principles of Cooperative learning.

3.2.5 Contribution of ICT

For ICT to have real meaning in its incorporation into the classroom, teachers should take advantage of its true didactic possibilities. Digital textbooks and platforms are not enough for learners to develop their digital and communicative competence, since for that they need to learn how to select, analyse, search, produce content and participate in digital networks. As the Aragonese curriculum highlights, the use of ICT is relevant in the EFL classroom for the development of the digital competence while enhancing other key skills, like the sense of initiative and entrepreneurship and communicative skills:

“The English class is an ideal environment to learn the autonomous, critical and responsible use of ICT[...]. The use of various resources should be promoted, especially considering the integration of ICT as they allow access to virtual resources.” (*my translation*)

If technology is employed seamlessly, students will develop their digital skills through the use of several tools to complete tasks and create meaningful content that demonstrates comprehension of information. They offer students a wide range of chances to use real-world materials, exposing them to real language which is one of the key principles of the CLT approach (Warschauer, 2000).

Plus, the ICT offers more personalization and increases students’ engagement with the material. According to the Aragonese Curriculum, “el uso de materiales complementarios también puede convertirse en una medida de atención a la diversidad, ya que pueden usarse para satisfacer las necesidades individuales o colectivas que se planteen”. Cain supports this idea claiming that “for introverts, the Internet is an ideal chance to connect without the pressure of being face-to face with others” (2013, p.117). It reduces the stimulation overload from highly-interactive classes and allows students to work at their own pace. The Internet is a safe space to engage in cooperative activities, to showcase the proficiency and talents of the introverts enabling them to speak up while avoiding the speaking anxiety that many introverts present. Some tools that have been proved to engage students in the learning process while developing the communicative competence are “web-conferencing, blogs, wikis, social networking sites, and digital games”, apart from interactive cooperative and problem-solving tasks (Schindler et al., 2017, p.6).

3.3 Methodology

With the aim of adapting the CLT approach to introverted students I have analysed their needs through an online questionnaire. A total of 23 students in the classroom where I did my practice period were surveyed, all of them ranging in age from 14-15 years old (see *appendix 2: Notes and questionnaire*, p.31). The questionnaire was designed adapting Cain’s introversion-extroversion (I/E) assessment instrument (2013), consisting of closed, dichotomy questions to assess their feelings and emotions and their preferred teaching style. According to the I/E instrument assessment, the more the answer is affirmative, the more

introverted they probably are. The results showed that half of the students show a tilt to the introvert spectrum. Out of 11 questions, the median value of affirmative questions is 7, meaning that this class in particular leans to the introverted spectrum. There were answers with significant difference, as in *Prefiero trabajar con grupos reducidos antes que con grupos grandes* (72.7% voted *yes*) and *No me siento muy cómodo cuando soy el centro de atención* (63.6% who voted that they do not feel comfortable). I want to create an inclusive classroom where introverts feel it is worthwhile to step out of the comfort zone. For that, I have designed a Unit plan that empowers introverts through the inclusion of the above-mentioned techniques. I expect these techniques to contribute to creating a positive and comfortable atmosphere that benefits both spectrums alike. For that, I have divided the Unit Plan into six lessons, being the former and the latter an introduction and a final review and reflection. All the lessons integrate the four communicative skills (reading, writing, speaking and listening), although I want to focus on enhancing the verbal participation through communication and social interactions, while providing them specific strategies so as to lower the affective filter.

The lessons are thought to be implemented in two weeks, as they have three English sessions per week. Before the end of the Unit, one lesson will be dedicated to the review and therefore consolidation of the knowledge. The lessons have been planned to occur in sequence therefore every lesson is connected with the following one. This Unit addresses the same subject matter which is expected to be relevant and engaging for students as it is concerned with their personal lives. As Dörnyei claims, “interest is related to intrinsic motivation and is centered on the individual's inherent curiosity and desire to know more about him or herself and his or her environment” (1994, p.13). If learners feel connected with their surroundings and their personal nature, they will be more intrinsically engaged with the material.

Consequently, the evaluation procedure of the Unit Plan will come after its implementation. The tasks and materials that learners complete during the classroom or upload on Padlet will be checked so as to verify if they have fulfilled the set objectives. However, evaluation of their emotional learning involves a more challenging issue. The attitude shown in class and with their peers, along with their own progress will be a handy guide. Plus, they will be handed a self-evaluation questionnaire (see *Appendix 6: students' materials*, p.70) to analyze their contribution to the group, their strengths and weaknesses while getting to know themselves better. Finally, I will provide them with a questionnaire so

that they can express their own thoughts about the efficacy of the lessons, the methodology used and the teachers' role. Additionally, they can offer some suggestions for future improvement.

4. Critical Analysis and Discussion of the Didactic Proposal

4.1 Context and introduction to the learning unit

This proposal has been designed ideally for a group of 23 students of 3rd year ESO of a school located in the outskirts of Zaragoza. Although such Secondary School offers a bilingual program, this unit plan is aimed at the non-bilingual group. As mentioned above, they are diverse when it comes to gender, ethnic and culture and heterogeneous in terms of linguistic level and personality. Hence, integration and differentiated attention to their needs, particularly to introverts, are key in my proposal. The designed Learning Unit aims to attain the objectives of Section 3, that is, to address the students' needs while improving their communicative competence. As mentioned in Section 4, the Unit plan consists of six lessons following the PBL approach, in which the first is an introduction and the last a final project which will integrate the knowledge and skills developed throughout the unit (see *Appendix 5: lesson plans*, p.43). Along these lines, learners are fostered to activate their prior knowledge and will progressively be introduced to related linguistic elements, functions of language and concepts that will be essential for the achievement of the main learning objectives (as in Lesson 1: *Activation* p.43 and Lesson 2: *Discovery*, p.45). However, a real insight on this approach will be dealt with in Section 4.

Taking into account Johnson and Johnson's theory on cooperative learning (1999), this Unit Plan actively aims at getting students to engage in group work towards the same objective. Hence, this involves group tasks where they are required to discuss their own thoughts within the group, improving their communicative skills and their English language knowledge, apart from improving team cohesion and trust. The benefits that learners acquire from the use of group activities are connected with the enhancement of their critical thinking (such as analysing information, inferencing, sharing information, etc) and the active involvement of learners in their learning process by means of communication, interaction and cooperative techniques (such as "Think, Pair, Share" (*Appendix 5*, p.48), choosing roles (p.52), etc). On the one hand, working with their pairs and teams, which were formed by

themselves, allows learners to build learning together and lower the affective filter when there is oral interaction. However, this affective filter might be altered during the Jigsaw activity (p.53), as learners are redistributed and join a different group. Whereas extroverted learners find these grouping activities less stimulating, introverts might find them draining and over-stimulating, although it is a good chance for introverts to step out of their comfort zone. So that introverted learners can 'recharge' their energy, individual work will facilitate this.

With regards to the application of ICTs, I have integrated them in all lessons to make the topic more engaging for learners and to address the needs of both spectrums, particularly of introverts, since all students have Chromebooks provided by the School. They will also have to upload their homework to the platform Padlet which will be corrected by their peers. To put an example, in Lesson 4 they are asked to upload the activity to practice Reported speech on Padlet so that their classmates can give them more exhaustive feedback (see *Appendix 5*, p.50). They will use Canva, Vocaroo and the app MemeGenerator for the design of the final product, Google Documents during the jigsaw activity (p.53) and Wordclouds and Instagram post (p.45, p.43) to introduce new learning, not to mention the use of online articles (p.48) and Youtube videos (p.46), where new vocabulary will be introduced differently through visual aids and within real contexts. Using these applications allows them to enhance their digital competence as they seize upon their basic digital skills in its entirety so that the outcomes of their tasks are displayed for the rest of the classmates.

Regarding the contents of the curriculum, learners were familiarized with the reported speech verbs (say, tell) although it was the first time they were introduced to these grammar points (the reported speech structure). Reported speech is common in everyday conversation and writings, since it is a simple linguistic technique to retell what someone else said. Moreover, they are introduced to these grammar points inductively in order to figure out the grammatical rules. Later, they have to remake famous quotes about self-awareness introducing this structure and express agreement or disagreement. Therefore, these activities also enhance their critical thinking. With regards to input, students were not familiar with self-awareness. They had previous knowledge on vocabulary about emotions and feelings (anger, sadness, jealousy, etc.), but were not familiar with the concept of self-awareness and vocabulary related to introversion and extroversion in the least bit. Therefore, students would also learn not only to verbalise their feelings and emotions according to different situations

but also to retell their classmates', developing their communicative competence as well as their empathy and tolerance.

4.2 Contribution to key competences

The LOMCE Aragonese and National curriculums stress the importance of using a competence-based methodology to cope with diversity within the EFL classroom (Section seven, general provisions of Orden ECD/489/2016 May 26th). Cooperative Language Learning and using ICT contributes to the development of the key competences: communicative competence, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression, all of which are integrated into my proposal.

Firstly, the *communicative competence* is developed in my teaching Unit, as learners are required to make use of L2 as a tool for communication between themselves and with the teacher. By doing so, language will be used meaningfully as it involves authentic communication and focuses on cognitive processes with the intention to boost L2 learning (Richards, 2013). Ab initio, students are directly required to practice and improve oral and written skills proficiency through a wide range of diverse activities: *linguistic competence* is nurtured along the unit as learners are implied to actively understand the comprehensible input as well as a variety of new contents through interaction. For instance, it is developed in the discussion of the definitions of both personality types and when they have to talk about their own experiences as introverts or extroverts that they will further use for functional purposes (p.43); *sociolinguistic competence* is developed in the Jigsaw activity (p.53) because they need to respect and consider their peers' opinion and findings; lastly, through using English for a purpose students will develop their *pragmatic competence*, like the planning stage (p.52), where learners have to negotiate how to do the final product. Plus, this competence is enhanced by means of expositions to different registers and native intonation (Youtube (p.46), reading texts (p.48).

As to *social and civic competences*, through interaction and cooperation, they can learn from each other, tolerate and respect what they differ from each other through the aforementioned Kagan's principles of positive interdependence, individual accountability and equal participation (2002). Through working together and towards a common goal, they will

be able to create a cohesive and respectful environment. These activities, such as the Jigsaw or the Think-Pair-Share, allow students to enhance their intrapersonal and interpersonal intelligences. These will be further fostered through the reflections about their personal preferences and feelings according to different environments, which will significantly enhance the intrapersonal skills. Plus, by means of sharing it with their peers will serve to further develop interpersonal skills since listening to each other builds empathy and tolerance.

In relation to the *sense of initiative and entrepreneurship*, many of the activities (Jigsaw and the final project, for example) facilitate their independence and push them to make decisions and defy prior presumptions. They are asked to provide their point of view, express themselves and give arguments. The relevance that my proposal bestows on personality awareness and its management is related to this competence too.

Regarding *digital competence*, my proposal has the intention of maximizing ICT to enable a motivating and working environment and helping students to participate equally. ICT was used both as a support tool and for students to investigate and create their own content. To illustrate, students need to upload their homework on Padlet, the input is provided through Wordclouds (p.45) and Youtube (p.46), they have to create QR codes, use Google Documents (p.53) to note down the findings during the Jigsaw activity and design posters with Canva and recordings with Vocaroo in order to design their product. Thereupon, thanks to the Internet students are able to learn autonomously as well as cooperatively, apart from becoming highly accessible and efficient for teachers too.

Additionally, *learning to learn competence* is a pivotal element in the Unit Plan. This aspect is related to self-awareness, since this proposal will give them tools to think about their learning process. We can observe this in the beginning of the class, during the “Find someone who” (p.57) activity where they are required to find peers who fit introverted preferences, apart from checking whether they lean towards the introverted spectrum and reflecting on how it affects their learning. This competence is also carried out through Visible thinking that will boost their organisational skills and critical thinking: think charts (p.61), exit tickets (p.63), compass points (p.58) and a self-reflection activity (p.69). This is also connected to the aforementioned competences, the *social and civic competences*, since through working in groups and sharing information about their experiences and feelings, learners will reflect on their peers’ perspectives and acquire new learning. Moreover, they have to co-evaluate their

peers' work through 'Feedback Carousel' (p.67), allowing them to reflect on their knowledge and learning process. Plus, they will be introduced to the grammar points inductively, so they are to hypothesise, make conclusions and develop autonomy.

Lastly, *cultural awareness and expression competences*, the unit plan includes materials that enable students to be more open-minded, showing respect and appreciating their peer's points of views and providing them constructive feedback. They will have the chance to get to know how different people have different personalities and preferences, and behave differently according to different atmospheres. For example, during the role-play (p.61) activity extroverted students have to act like introverts and vice-versa, fostering their empathy and tolerance. Plus, the meme exhibition will boost learners' imagination through nurturing them with plenty of ideas and emotions. It will also promote their creative thinking as they will have the chance to express themselves along the sessions, particularly when creating the final product, as they have to design a brochure and write creatively.

4.3 Objectives and contents

With the intention of acquiring a successful and efficient learning it is required to establish learning goals. For that, I have unpacked the curriculum and adjusted the objectives and contents to my Unit proposal (see *Appendix 3: Contents and objectives*), all of them aiming at fulfilling the students' characteristics and needs and connected with the evaluation criteria for 3^o year of ESO. It is noteworthy that this unit plan tries to nurture learners' self-awareness, and to strengthen their commitment in cooperative activities while developing their communicative competence in particular. With regards to the syllabus, it is a competence-based syllabus that boosts the development of this competence specially. As Richards (2006) claims, this type of syllabus has the advantage of being meaningful and constructive since learners will be provided with resources that serve them for their daily life.

For the writing of the objectives, Bloom's taxonomy was taken as a reference, whose six levels of cognitive processes involve knowledge and enhancement of intellectual skills, ranging from the simplest to the most difficult level (Bloom, 1956), although the unit proposal has drawn special attention to the levels of *apply*, *analyze and create*, not to mention the *evaluate* level since cooperative learning requires peer-feedback to build knowledge. Hence, through reaching the objectives that were set, they will be able not only to learn the

basic grammatical and lexical structures to verbalise their feelings and preferences, but also to get familiar with problem-solving strategies and with resources that will allow them to use language with creativity and for a meaningful purpose: expressing how they feel according to the environment and justify its possible causes.

As for the contents, all the contents from the Aragonese curriculum were covered but were specified in relation to their effectiveness for the achievement of specific activities as well as for the enhancement of the communicative competences within and outside the classroom. As the Aragonese curriculum indicates, the general contents will be divided into four blocks corresponding to different skills (oral comprehension and production, written comprehension and production). Of course, specific contents from each section were chosen in relation to the context and topic of the unit proposal. Also, these involved comprehension and production abilities and strategies, sociocultural and sociolinguistic aspects, communicative functions, syntactic-discursive structures and finally use of common-use lexis and fixed criteria. As to cross-curricular contents, this proposal is focused on the importance of emotional education and promoting values that foster tolerance and non-discrimination towards their peers (ORDEN ECD/489/2016, May 26th, Artículo 11.2) as well as the enhancement of their oral expression and use of ICT (Artículo 11.1). In particular, I wanted to narrow my focus to specific language forms: vocabulary about self-awareness and introversion and reported speech. Whereas this vocabulary will enable them to verbalise and reflect on their emotional well-being and personality, using the reported speech to retell others' statements will foster their tolerance and empathy by listening to their perspectives and feelings.

4.4 Sequencing of activities

The Unit plan conceives its lessons from a project-based approach (learnt in the Master's subject *Design of Learning Activities*) and following the task-based structure (pre-task, learning task and post-task) proposed by Willis (1996) that will be used during the *discovery* and *deepening* stage. The lessons are interconnected and deal with the relevance of building self-awareness. This unit plan was conceived as a process where students identify aspects of their personality that affect their emotions and feelings within particular situations. For that, first they will identify the general aspects that affect their mood. Then, they will focus on one particular aspect: temperament, in particular introversion and extroversion: they will reflect

on the moments where they feel uncomfortable or at ease, therefore detecting their personality trait they have. The next step is to further get to know introverts' preferences and causes for these preferences. Finally, they will know how to manage their emotions and to do more self-care. All of this will be integrated in the final project.

The lessons are divided into six sessions corresponding to different learning stages: the first session which is *activation* (p.43) is an introduction to the topic, where students will broadly understand the aspects that affect people's emotional state, later we will narrow the focus to temperament, where students will be introduced to the terms introversion and extroversion and will analyse in what spectrum they tilt towards. It is in this stage where the challenge is being presented: students are told to create their own meme exhibition showing what they will learn about these personality traits. Students are also arranged in groups according to students' choice so as to lower the affective filter. To foster group cohesion, they are to think of a name and three songs that represent their group. They will also complete the compass visible thinking routine to provide their initial views on the project.

From lesson 2 to 4, encompassing the *discovery* and *deepening* stage (p.45 to 49), the lessons are structured following the task-based cycle. First, the pre-tasks serve to activate schemata through brainstorming, hypothesising the meaning of words, retrieving the knowledge and role-playing to build empathy. Second, tasks are based on listening or reading activities related to the topic of introversion and self-awareness, from which the target language is extracted. Additionally, the jigsaw activity (p.48) helps learners to specialise in one area towards the creation of the final product through the selection of diverse roles (The role 'museum guide' will create sentence structures for the presentation of the exhibition and description of memes; the role 'lexicographer' will create a poster with the target language explaining its meaning and usage; the role 'instagrammer' will find memes that can express feelings that both sociotypes experiment; the role 'investigator' will look for actual memes exhibitions). Through putting together the knowledge they acquire through the activity, they will be able to apply this in the *planning* and *creating* stage. In post-task activities, students are expected to integrate the target language learnt during the previous tasks. During the discovery stages, students will inductively discover the meaning and uses of the language points through context clues. Here peer-feedback and visual thinking will also take relevance, where students can be critical and can check the integration of new knowledge through assessing their peers and self-evaluating their learning process.

In lesson 5, *planning* and *creating* (p.52), students will brainstorm, plan and draft their products while demonstrating learning. They will do it through a project plan that another group will assess and provide suggestions for improvement using the 'Feedback carousel' technique. In the creative process, students will enhance their oral skills through the app 'Vocaroo' to welcome the visitors, introduce them to the members of the museum and explain the memes.

Finally, lesson 6 in stage *publishing, assessment* and *reflection* (p.55), students will show their projects to their classmates and will evaluate the other's work, apart from promoting the thinking skills by means of evaluating their progress in terms of learning, contribution to the group work and individual self-awareness.

4.6. Materials

The materials' selection and design constitute an essential part in the learning process, as it affects the students' motivation and engagement with the materials. As the National curriculum indicates,

Teachers must be involved in the elaboration and design of different types of materials, adapting them to students' different levels and learning styles and rhythms[...]. It must be boosted the use of varied materials and resources, in particularly considering the integration of ICT in the learning and teaching process that allow access to virtual resources (*my translation*)

For the materials' selection and design, I followed the references of Dörnyei (1994) and Gardner (2006), who claimed that for learners' motivation at a learning level and learner level situations to increase, real-life and attractive materials should be used. Therefore, the materials I have used are visual, authentic and learner-centered, based on their needs and interests, a key element in the CLT approach. The fact that every student has a laptop opens up an array of possibilities to adapt the lesson according to their preferences and interests. In the words of Bergmann, "the best use of class time incorporates enriching learning activities and relevant activities" (2014, p.3). This has been possible through the introduction of ICT, which has become an essential tool for their motivation and engagement, having the capacity of "supporting the development of specific skills attending to individualized needs and enhancing the current curriculum by stimulating and motivating students to explore and

experiment beyond the traditional curriculum and classroom” (Burnett et al, 2006). Taking into account the effort that it takes for introverts to participate in the class, technology will be a method of decreasing stimulation overload from constant discussion. Additionally, these resources aim at being democratic and flexible, in the sense that the teacher provides students the opportunity to use these tools both in the classroom and later at home, granting learners more autonomy and responsibility.

In addition, many of these materials serve as a scaffolding approach (that is, realia to help our learners achieve) for learners to develop and consolidate the target language more effectively and to acquire new skills. I want to ensure that students have the potential to succeed, that is, if they face different difficulties, through scaffolding they are expected to overcome them. Some sentence structures will be given to low achievers, although this will be temporary, until they know how to do it. However, during the final project, the sentence structures and starters that the role ‘Museum guides’ have proposed will be used by everyone. Plus, I have used some organisers such as examples for the project (p.71), checklists (p.42), brainstorm guides (p.67), graphic organisers (p.61, p.64, p.65, p.66, p.67), clear instructions (p.69) or Wordclouds (p.60) that will guide the learning of all students and will allow them to better visualise and organise information. Simultaneously, materials such as Google Forms (p.64, p.70), Compass Points (p.59), Think Charts (p.62), peer assessment (p.68, 69) or think-pair-share activities allow them to reflect on their own learning process.

Youtube videos (p.60), an instagram post (p.57), input enhancement through an online article (p.62) and wordclouds (p.48) are used in order to introduce new input in an entertaining way while lowering the affective filter and thus fulfilling the learning objectives of the unit plan. Kahoot was used to practice new learning. I also supported the activities with the help of more visual aids and realia, like PPT and Voki or other graphic organisers, together with sentence structures designed with Canva (p.62). These colorful supports make the input eye-catching, grabbing the students’ attention and making the lesson more dynamic. Additionally, thanks to the fact that each of them have laptops, they were able to use online dictionaries to satisfy their linguistic demands, representing a scaffolding tool that enables them to exceed their linguistic knowledge and clarify any doubts.

The materials selection aims at meeting the objectives set for this unit: effective communication. Oral interaction is fostered throughout the whole unit, as in the activities ‘find someone who’ (p.57) and ‘Jot thoughts’. Moreover, in the deepening stage (jigsaw

activity) students will work collaboratively to fulfill the tasks. As they are to investigate further on a particular area, they autonomously have to look into it online, although the whole group will negotiate the relevance of their findings to write it in Google documents. This resource will also enable the teacher to keep track of the group progress and provide them feedback. They will use Padlet to upload their homework and to facilitate peer feedback, since students have to provide corrective feedback to their classmates. Finally, for output, they make use of Canva to design their own meme exhibitions, encouraging their creativity. The app avatar generator is used to create their own avatars. They also use the app Vocaroo to record themselves, which will provide them the chance to be aware of their own mistakes as they can listen to it as many times as possible. Plus, this will lower the affective filter by avoiding exposing themselves to the class. Google forms will enable self-reflection (p.70) and exit tickets (p.63).

4.7 Evaluation criteria

The Aragonese Curriculum establishes that the evaluation must be continuous, summative and formative for learners to improve their L2 due to the fact that there are varied forms of assessment as a way to determine proof of work and interest. My learning unit follows these indications (see *Appendix 4*, p.35), that is, my evaluation criteria is ongoing, summative and formative, since all the activities, their individual effort and progress are assessed and marked that will count for the final mark. Apart from that, diagnostic and post assessments will be carried out. Through the diagnostic assessment, they will get to know what kind of sociotype they belong to and reflect on their preferences according to the different situations. Through the post-assessment reflection, they will assess their engagement with their class and their learning process. By means of using a variety of different assessment tools, it allows the teacher to reach the majority of learners. Therefore, the assessment tools, rubric and procedures are used so as to assess daily participation, involvement and performance, the final project considering the oral podcasts and the writing product. This tool allows the teacher to provide effective and constant feedback to learners, facilitating their learning development. The Unit plan was designed following the backward design, where the curriculum is taken as a means to an end because the goals set for this proposal are established following the competences and objectives of the curriculum, as well as the students' needs. Regarding the latter, the evaluation will put the focus on learners'

involvement and performance within the classroom, as well as on their oral and writing skills (Richards, 2013).

The process and the final product will be evaluated and assessed in different ways. Firstly, for the process, an observation rubric will be used as a tool to encourage students to work in every activity and to observe their verbal engagement. It is in the process evaluation where they will be evaluated on four skills, particularly the written and oral, not to mention the verbal involvement in the classroom. The aim for the use of alternative forms of evaluation is to avoid tests and exams and lower the affective filter as a way to create a learning environment and push introverted learners to step out of their comfort zone. One of the ways to lower the affective filter is through avoiding a central focus on errors and giving them tools to succeed (Dörnyei, 1994). The use of collaborative activities, visual thinking, peer feedback and uploading the homework on Padlet will also enhance their learning to learn competence since learners have a general and more accurate perception of their learning progress along the Unit. Simultaneously, the instructor could better observe students' individual accountability and effort while driving their attention to diversity.

On the other hand, the diagnostic assessment does not count for their final grade, but it is a useful method for both teachers and students to discover their preferences within the classroom. The teacher will be conscious of the students' needs, learning styles and difficulties, making it easier to adapt the lesson to differentiation (Gardner, 2006). The post-assessment by means of the self-reflection activity (See *appendix 6*, p.71) serves the purpose of maintaining a harmony among new learning and previous knowledge, while also reflecting on their growth mindset.

Lastly, referring to my previous statements, this unit plan combines a formative and summative assessment, standing for an integrating approach in the words of Finney (2002). The formative assessment enables the teacher to supervise their learning, their weaknesses and strengths and provide them effective feedback that facilitates L2 development. This type of assessment will occur in every lesson, apart from the peer-assessment and the visual thinking charts. The summative assessment will be useful to evaluate the learning: the final product exposed in the class will be evaluated in line with the objectives set.

5. Conclusion

In conclusion, this proposal has demonstrated that, as teachers, we should rethink the way we understand learners' silences and understand their preferences to participate in the class differently. When I first entered the classroom, it was noticeable the low participation and the difficulties to engage learners who did not feel comfortable with certain teaching strategies. Therefore, my proposal stemmed from the necessity to improve the need of adapting the teaching method to introverted students, who do not entirely fit in the EFL classroom due to its tendency for immediacy and rapidity to answer questions, and the whole-class, rather than small group discussions. Plus, dealing with the topic of self-awareness allows learners to understand one's own personality, together with the emotions and preferences it entails. Consequently, it could have a positive impact on students' learning style and confidence, improving their academic performance.

Therefore, in order to meet the introverted needs while also keeping extroverts engaged, I have designed a learning proposal with a CLT and PBL approach, where task-based and particularly cooperative work are essential to achieve the group goals. By making use of these approaches, they will be able to know and express themselves better and listen to their classmates' stances and experiences, boosting positive interdependence and group cohesion. If learners feel at their comfort zone and safe with their own feelings, it is easier for them to open up and speak up.

I also offered particular strategies so as to foster sharing in the classroom while avoiding improvisation. First of all, "think-pair-share" has become a relevant technique to encourage peer-to-peer learning and to provide them with wait time to prepare the activities that could cause them more tension. Pair and small-group activities like "jot-thoughts", "find someone who" and role-plays enable students to build confidence with their classmates while also building empathy and tolerance through respecting their peers and listening to them. To establish a balance between extroverted and introverted students, I provided opportunities for both to stand out. For example, introverts tend to thrive in written work and with roles they are familiar with, therefore this unit proposal offers writing activities (graphic organizers, visual thinking activities, etc) and lets them choose the role they feel more comfortable with (during the Jigsaw activity, the creation of the project and in Feedback carousel). For extroverts, in the Jigsaw activity they work with new people, not to mention that all the communicative activities are engaging for them. Through choosing the roles that fit their personality most, they will flourish positively. Plus, with visible thinking routines, both types of students could have the opportunity to reflect on their own learning, while boosting their

thinking abilities and staying involved in meaningful learning. For introverts, they are skillful in deep thinking; for extroverts, they need to be more reflective. Lastly, I would like to highlight the importance of ICT to maintain an effective learning environment while addressing the students' needs. It is a low-stimulating tool that helps students stay motivated, build learning collaboratively and make learning more meaningful in a non-threatening environment, not to mention that online communication empowers introverts to express themselves without having the pressure of being on the spot. Therefore, through all these strategies, introverted students will 'stretch themselves' in a comfortable environment, while extroverted students will have the opportunity to be more reflective.

As for possible drawbacks and suggestions for improvement, even though the activities were timed thoroughly, some might exceed the time, altering the lesson plans. For example, some might sound new to them, therefore it would be necessary to explain the procedure more than once, or dedicate some time to solve doubts. Plus, a single lesson dedicated to planning and creating might not be enough to design the project. Although they can finish it outside school hours, online communication is not as effective and direct as face-to-face interaction. Not finishing the activities in class might lead to frustration and stress, being a non-desirable outcome in this unit proposal. Therefore, for future implementations it would be essential to establish a 'Plan B' with possible variations and alternatives, such as extending the lessons to 7 classes. On the other hand, the wide variety of activities that are carried out might distract students, that is to say, students are exposed to an overwhelming amount of activities that might result in confusion and even emotionally draining particularly for introverted students, which might affect their performance. Therefore, if the teacher sees through the compass points and exit tickets that there is a need to change this, the teacher should simplify them. Another disadvantage is that, by using cooperative learning with a communicative approach, it will be hard for the teacher to check everyone is using L2. Finally, a major disadvantage is that I have not taken into account the social distancing norms during the pandemic. The learning approaches (Cooperative learning and CLT) and classroom management should have been reorganized differently, but the objectives set would not have been attainable. For future implementations, individual or pair work should be boosted to avoid any infection risks, apart from making the most of online communication.

Finally, I believe that this lesson plan is a reminder of the importance that schools should pay more attention to socioemotional learning as a key for learners to succeed not

only in their learning but also in daily life. Schools and teachers should provide learners with the proper tools to build self-awareness and manage their own emotions. By doing it, they will also be able to comprehend the viewpoints of others and connect effectively with them, among multiple benefits.

Works cited

Arnold, J. (2000). *La dimensión afectiva en el aprendizaje de idiomas*. Madrid: Cambridge University Press.

Bergmann, J.(2014). *Flipped learning: Gateway to student engagement*. International Society for Technology in Education.

Bloom, B. S. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. *New York: McKay*, 20, 24.

Brown, H. D., & Lee, H. (2007). *Teaching by principles: An interactive approach to language pedagogy* (Vol. 1, p. 994). Englewood Cliffs, NJ: Prentice Hall Regents.

Cain, S. (2013). *Quiet Power: Growing Up as an Introvert in a World that Can't Stop Talking*. Penguin UK.

Dörnyei, Z. (1994). "Motivation and motivating in the foreign language classroom". *The modern language journal*, 78(3), 273-284.

D'Angelo, C. (2018). The Impact of Technology: Student Engagement and Success. *Technology and the Curriculum: Summer 2018*.

Diskayeva, D., & Myachin, K. (2019). Approaches to teaching introverts a foreign language and their learning needs. In *Modernization of Education—the Key Factor of Human Resources Quality Improvement* (pp. 23-26).

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: BasicBooks.

Kagan, S. (1995). *Cooperative learning*. Boston: Charlesbridge.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. University of Southern California: Pergamon Press. Retrieved from: http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Jacobs, G. (2014). Introverts Can Succeed with Cooperative Learning. *Online Submission*, 4(1), 83-94.

Johnson, D. W., & Johnson, R. T. (2011). Cooperative learning. *The encyclopedia of peace psychology*.

Jung, C. G. (1971). Personality types. *The portable Jung*, 178-272.

Thoughtful Learning. (2021). *What is social and emotional intelligence?*. Retrieved from:<<https://k12.thoughtfullearning.com/FAQ/what-social-and-emotional-intelligence>>

Lewin, K. (1939). Field theory and experiment in social psychology: Concepts and methods. *American journal of sociology* 44.6, 868-896.

Littlewood, W., William, L., & Swan, M. (1981). *Communicative language teaching: An introduction*. Cambridge university press.

Martín, P. F. (2009). La influencia de las teorías psicolingüísticas en la didáctica de lenguas extranjeras: reflexiones en torno a la enseñanza del español L2. *marcoELE. Revista de Didáctica Español Lengua Extranjera*, (9*), 1-33.

Orden por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón. (Orden ECD/489/2016, 26 de mayo). Boletín Oficial de Aragón, nº 105, 2016, 2 de junio

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning. Retrieved from: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>

Richards, J. C. (2006). *Communicative language teaching today*. Singapore: SEAMEO Regional Language Centre.

Sauvignon, S. (2001). “Communicative Language Teaching for the Twenty-first Century”, *Teaching English as a Second and Foreign Language*, ed. Marianne Celce-Murcia, Heinel & Heinel.

Schindler, L. A., Burkholder, G. J., Morad, O. A., & Marsh, C. (2017). Computer-based technology and student engagement: a critical review of the literature. *International Journal of Educational Technology in Higher Education*, 14(1), 1-28.

Vygotsky, L. S. (1978). Socio-cultural theory. *Mind in society*, 6, 52-58.

Warschauer, M., (2000). *Network-based language teaching: Concepts and practice*. New York: Cambridge university press.

Willis, J. (1996). *A framework for task-based learning* (Vol. 60). Harlow: Longman.

Wood, J. (2011). communicative language teaching (CLT) and communication strategies (CSs): Theory and practice. *Nagoya University of Foreign Studies Bulletin of Contemporary International Studies*, 7, 231-243.

Zhou, N. (2015). Oral participation in EFL classroom: Perspectives from the administrator, teachers and learners at a Chinese university. *System*, 53, 35-46.

APPENDICES

APPENDIX 1: ASSIGNMENTS USED AS EVIDENCE OF THE NECESSITY OF IMPROVEMENT

- Design of Learning Activities for EFL “Choose kindness”

<https://docs.google.com/presentation/d/1qzhn-ZbjqXKB2mv-387v9-UFTElag8YS9hmBPLhz3RQ/edit#slide=id.p3>

A PBL unit proposal aiming at fostering respect and critical attitude towards stereotypes based on the film *Wonder*. Students have to write a letter or record a video to the director of the school and make a new proposal for fighting against bullying.

- Innovation: “A correlation between didactic materials and 2nd and 3rd of ESO students’ motivation in the EFL classroom”

https://docs.google.com/document/d/1NSVU_cp8wJMSfzqOR2dCgy8wOd7sYn3AjAtbcy-0KGM/edit

A report about the importance of creating diverse, attractive, gamified and engaging materials in students’ motivation and engagement in the EFL classroom.

-Psicología educativa “La motivación en el aula de aprendizaje de lenguas extranjeras”

<https://docs.google.com/document/d/1-UIyUI1lg3jjOEs1mFzjeFhTd1R2z1TSp3hilVhGuE/edit>

A didactic proposal that focuses on demotivated students in the EFL classroom during their early adolescence, the affective factors (physiological and psychological) and the teacher role in the student's motivational learning process.

-Psicología social “Análisis de la estructura y proceso de un grupo educativo y diseño de una técnica grupal (cohesión)”

https://docs.google.com/document/d/1Bct0HPc7_hMGgxu58PGSAXeKWNy4rIuJo5yxHOxbjs0/edit

An analysis of a group dynamics proposal to foster group cohesion of an heterogeneous group and improve the classroom learning environment.

APPENDIX 2: NOTES AND QUESTIONNAIRE

Notes:

3.B, C

Teacher-fronted classes; lots of individual work that does not require interaction, immediate corrections. When there are "free interactions" → whole class discussions

↳ at the beginning of the classroom

↓

no time for teachers to "break the ice"

Exercises → done and corrected simultaneously most of the time. Ss do not have time to think over the questions / exercises since it requires rapidity.

Low participation during all activities

↳ Ss might be afraid of making mistakes

↳ Do not like to be in the spotlight

↳ No group cohesion → as they belong to the non-bilingual group, there are two classrooms mixed, therefore they barely know each other.

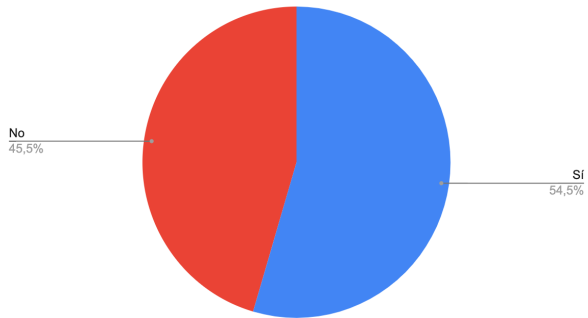
Ss tend to talk too much with their shoulder partners and little w the classroom. + they work well in pairs

They do not have confidence with the teacher. There should be + effort to establish rapport w ss

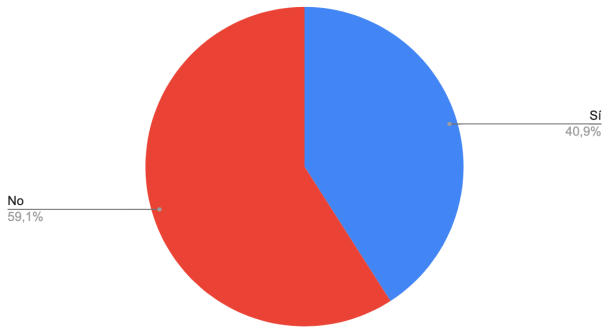
When they're called in class they show discomfort, they do not like doing oral presentations in front of the class

Questionnaire:

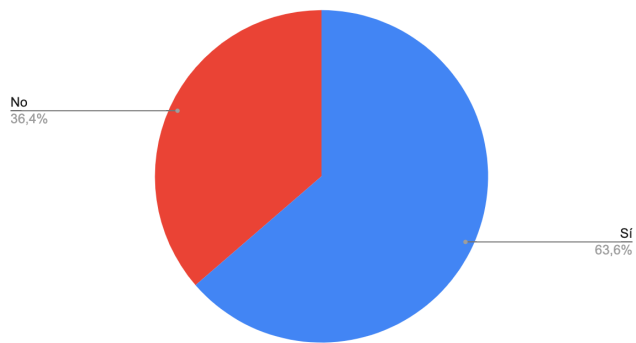
Prefiero conversaciones profundas a una conversación casual



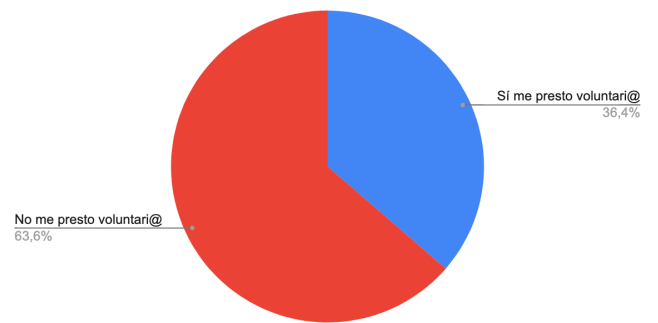
Prefiero expresar mis ideas por escrito



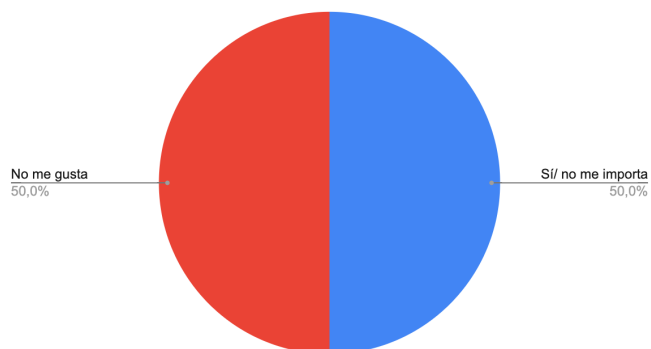
Mis amig@s me dicen que escucho bien



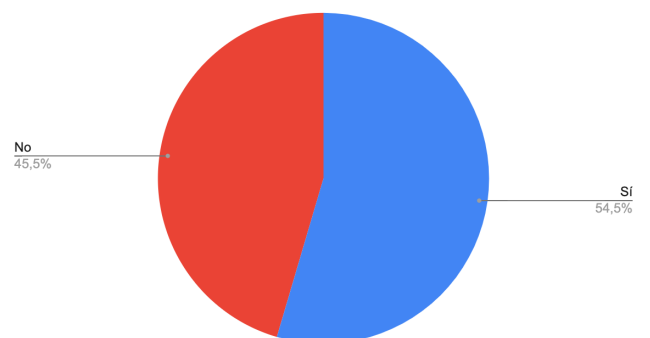
No me suelo presentar como voluntari@ cuando mi profesor/a lo pide



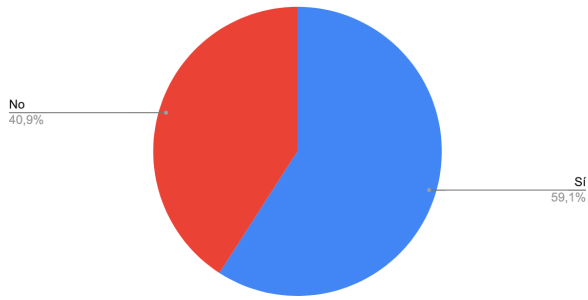
No me gusta que el profesor me llame en clase



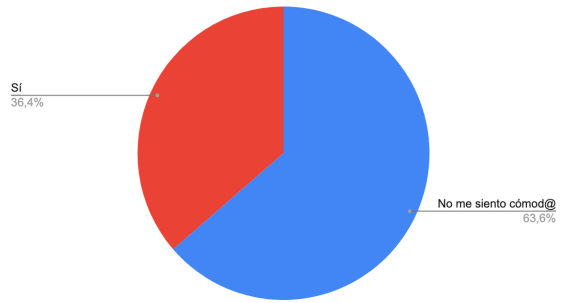
Pienso antes que hablo



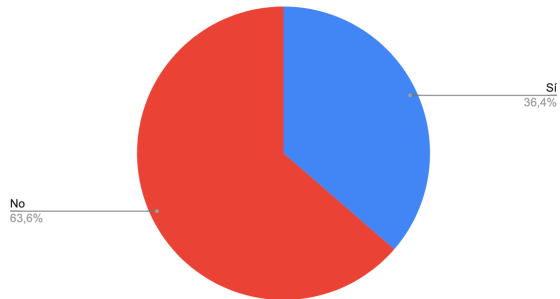
Prefiero mandar un correo electrónico o mensaje antes que hablar por teléfono con alguien que apenas conozco



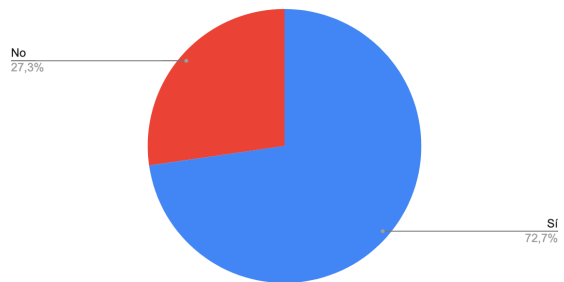
No me siento muy cómodo/a cuando soy el centro de atención



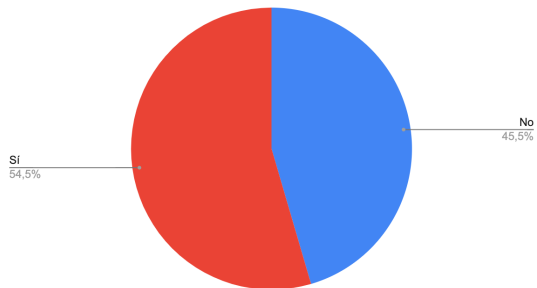
A menudo me dicen que soy callad@



Prefiero trabajar con grupos reducidos antes que con grupos grandes



Me gusta más hacer preguntas que responderlas



APPENDIX 3: LEARNING OBJECTIVES AND CONTENTS OF THE UNIT

(Own creation)

OBJECTIVES	
At the end of the learning unit, students will be able to....	
-	Identify general and detailed information and constructions in texts and videos about introverted features and self-awareness tips.
-	Collaborate with their peers during the development of the project in order to develop a meme exhibition.
-	Develop a museum exhibition integrating their learning and boosting socio and self-awareness.
-	Spontaneously participate in groups, pairs and in class using basic conversation conventions.
-	Orally narrate situations from their personal lives where they feel overstimulated or in their niche.
-	Show agreement or disagreement to their classmates' viewpoints.
-	Apply learning strategies to understand texts, communicate, produce oral and written text, and give feedback.
-	Learn and produce new vocabulary related to self-awareness.
-	Learn and produce reported speech to rephrase quotes and their classmates' statements.
-	Make use of digital resources to research and synthesise information for different purposes.
-	Describe and reflect their own learning process by means of visual thinking routines
-	Use dialogue as means to develop group cooperation and achieve common goals
-	To value English as a tool for communication and understanding.
-	Give feedback to their classmates

At the end of each session students will be able to...

Lesson 1: Activation	<ul style="list-style-type: none"> - To get familiar with ideas and basic vocabulary about things that affect emotions through using an instagram post. - To share and exchange ideas about their personalities in order to reflect on their own interests and preferences and to get to know their classmates better. - To introduce Ss to the topic. - To present the challenge and explain the project - To provide a progress checklist for them to commit to the work and to develop their socioemotional intelligence. - To guide learners during their reflection. - To find a name that characterises the group and build rapport.
Lesson 2:	<ul style="list-style-type: none"> - To retrieve knowledge from the previous lesson

Discovery and deepening	<ul style="list-style-type: none"> - To hypothesise the meaning of words and understand the need to verbalise their emotions. - To prepare learners to face linguistic difficulties in the following task. - To use the bottom-up and top-down strategies to develop different listening skills. - To establish the context and to expand knowledge on introversion and extroversion. - To focus on form and use comprehension strategies like predicting the meaning out of linguistic and situational contexts (video visual aids) - To deepen the vocabulary using it within authentic contexts. - To make connections between the concepts and ideas learnt and their personalities and preferences. - To explore their preferences and to analyse how feelings and actions are interconnected - To reflect on their learning process and to make it more purposeful.
Lesson 3: Discovery and deepening	<ul style="list-style-type: none"> - To activate schemata and apply their own knowledge to roleplay the other spectrum. - To focus on fluency and meaning through creating their own dialogues - To build empathy and understand their classmates' feelings - To understand the general and specific ideas from the article. - To work cooperatively to complete the task. - To use the input notice technique to catch Ss' attention. - To learn inductively the reported speech structure, being able to formulate rules and apply them. - To provide a grammar deductive explanation of the usage of reported speech. - To practice the target language and think how this linguistic repertoire can be used to explain someone's feelings and preferences. - To summarise new learning and to self-evaluate their learning process by briefly answering questions in Google Forms
Lesson 4: Deepening	<ul style="list-style-type: none"> - To summarise new learning and to self-evaluate their learning process by briefly answering - To specialise in one area related to the making of the final project. - To build and deepen knowledge cooperatively using digital resources - To share their findings to their teams and collect the most relevant ideas and write them in their charts. - To provide corrective feedback to students
Lesson 5: Planning and creating	<ul style="list-style-type: none"> - To reflect on their own personality and to build more confidence with their peers. - To brainstorm and plan their products while demonstrating learning. - To evaluate and give feedback on the project plan as well as improvements - To organise and create projects collaboratively demonstrating learning. - To develop creative products using digital resources and the guided tools - To write and express short sentences using a coherent and cohesive structure, adapting the message to the communicative aims and the characteristics of the task.

Lesson 6: Publishing, assessment and reflection	<ul style="list-style-type: none"> - To show their findings and to understand other's peers projects - To evaluate their classmates' projects. - To reflect on their progress in relation to their learning, contribution to the project work and oral engagement to the class.
---	--

CONTENTS

1. Comprehension and production abilities and strategies

- Understanding general and specific information from a Youtube video about introversion or instructions given by the teacher.
- Understanding the main and detailed ideas of an online article about self-awareness advice, using comprehension strategies.
- Using comprehension strategies like activation of schemata, brainstorming, guessing the meaning of words and grammar rules, writing notes, apart from other reading, speaking and listening strategies.
- Participating spontaneously within different communicative situations.
- Composing original and creative oral texts for the description of the meme exhibition.
- Reflecting and applying feedback strategies to correct and evaluate their peers and themselves in order to improve their classmates' and their own performance, to consolidate learning through correcting and to boost cooperative learning.
- Using ICT for the making of the lessons activities and the final project
- Using organisational activities in order to produce a structured oral and written text.

2. Social and sociolinguistic aspects

- Recognising the social conventions and linguistic registers.
- Respecting their colleagues' viewpoints, opinions, and personal information.
- Understanding English as a tool for communication and conveying information.
- Using non-verbal language for communication.

3. Communicative function

- Exchanging personal information, points of views and opinions about self-awareness and introversion and extroversion personalities.
- Initiating and maintaining intrapersonal and interpersonal relationships.
- Showing interest and approval or the contrary when providing feedback to their classmates.

4. Syntactic discursive structures

- Using reported speech to rephrase others.
- Using language related to agreement and disagreement.
- Expressing conjunctions, such as linking words and phrases (also, in addition) and concession or contrast (however, although).

5. Use of common use lexis and fixed formulae

- Identifying and using language related to self-awareness and introversion and extroversion.

APPENDIX 4: EVALUATION CRITERIA AND STANDARDS

(Own creation)

BLOCK 1: COMPREHENSION OF ORAL TEXTS

Specific evaluation criteria	Curriculum evaluation criteria and standards	Assessment tools	Key competences
The student understands general, specific information, and significant data from instructions and a Youtube video and applies comprehension strategies and shows understanding of the key and specific ideas through particular tasks.	Crit.IN.1.1. Est.IN.1.1.1. Est.IN.1.1.2.	Observation rubric	CCL-DC-CSC-CCEC

BLOCK 2: PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION

Specific evaluation criteria	Curriculum evaluation criteria and standards	Assessment tools	Key competences
The student produces brief oral messages or medium length, expressing their points of view and experiences about self-awareness and personality, while integrating the information and input seen in class and adapting their language to different registers.	Crit.IN.2.1. Est.IN.2.1.1. Est.IN.2.1.2.	Observation rubric, visual thinking charts	CCL-CAA-CSC-CCE C
The student can present the project to the students and describe images about sociotypes integrating the target language.	Crit.IN.2.1. Est.IN.2.1.1.	Project rubric	CCL-CD-CAA
The student incorporates sociocultural and	Crit.IN.2.2 Est.IN.2.2.1.	Observation rubric	CCL-CD-CAA-CSC- CIEE-CCEC

sociolinguistic knowledge connected with politeness in order to respect turns and dealing with interpersonal relationships with their classmates.			
---	--	--	--

BLOCK 3: COMPREHENSION OF WRITTEN TEXTS

Specific evaluation criteria	Curriculum evaluation criteria and standards	Assessment tools	Key competences
The student shows understanding of general and essential information from instructions and an article about self-awareness, recognising common language and specific target forms.	Crit.IN.3.1. Est.IN.3.1.1.	Observation rubric	CCL-CD-CAA-CSC- CIEE-CCEC
The student uses ICT tools for diverse purposes (research information and write its main information down, design the project, upload tasks on Padlet)	Crit.IN.3.1. Est.3.1.1. Crit.IN.3.2. Est.3.2.1.	Observation rubric	CCL – CAA – CD

BLOCK 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION

Specific evaluation criteria	Curriculum evaluation criteria and standards	Assessment tools	Key competences
The student can fulfill the classroom tasks (summarising and analysing content, answering comprehension questions and completing exercises to practice	Crit.IN.4.1. Est.IN.4.1.1. Est.IN.4.1.2.	Observation rubric	CCL-CD-CAA-CSC-CIE E- CCEC

grammar points) while following a coherent structure and integrating target language and writing strategies.			
The student can describe their teammates' personality following a coherent structure and integrating target language and writing strategies.	Crit.IN.4.1. Est.IN.4.1.1. Est.IN.4.1.2.	Project rubric	CCL-CSC-CD
The student can provide feedback on their classmates' homework, planning project, and final project and performance, providing suggestions for improvement.	Crit.IN.4.1. Est.4.1.1. Est.4.1.2.	Feedback Carousel, Padlet Google forms	CCL – CSC – CD – CAA – CIEE
The student reflects on his/her learning process and progress throughout the Unit as well as their own performance during the cooperative work.	Crit.IN.4.1. Est.4.1.1. Est.4.1.2.	Visual thinking rubric	CCL – CAA - CIEE

EVALUATION CHART

Assessment tools	Marking criteria
Observation checklist for daily activities	50%
Visual thinking charts and peer-feedback	15%
Project rubric	35%

PROJECT RUBRIC

Student name:	Needs improvement (1)	At standard (2)	Above standard (3)	Outstanding (4)
Use of English	The student	The student	The student	The student

and structures	shows a poor command of English and barely uses the language seen in class. There is little accuracy and several mistakes.	demonstrates a basic command of English and sometimes uses the vocabulary, grammar and expressions seen in class. They sometimes lack accuracy and there are some mistakes.	demonstrates a good command of English and uses vocabulary, grammar and expressions seen in class. They show accuracy and few mistakes.	demonstrates an outstanding command of English and integrates vocabulary, grammar and expressions studied in class. They show accuracy and no mistakes.
Pronunciation and fluency	The student struggles and demonstrates continuous difficulties in oral language, hindering intelligibility and fluency.	The student does not always sound natural and there are some intelligibility issues. The fluency is sometimes disrupted with pauses.	The student speaks clearly most of the time, with little mistakes and using a proper and fluent rhythm and intonation.	The student shows correct, effective and intelligible pronunciation, with no mistakes and using outstanding and fluent rhythm and intonation.
Content	The student's production shows a lack of understanding of the topic. It is rarely introduced and there is no connection between parts.	The student's production shows a basic understanding of the topic. It is not always introduced adequately and sometimes it lacks a clear connection.	The student's production shows a good and proper understanding of the topic. It is adequately introduced and connected.	The student's production shows a deep and evident understanding of the topic. It is well introduced and logically connected.
Discourse management and audience engagement	The student does not address the audience and the structure is not coherent.	The student rarely addresses the audience and the structure is not very clear.	The student addresses the audience and delivers a quite coherent and meaningful discourse.	The student addresses the audience and delivers a coherent, meaningful discourse.
Creativity	The project does not show originality or creativity.	The project is not too original and creative.	The project shows original and creative aspects.	The project is unique and original. It is creatively developed.

OBSERVATION CHECKLIST

	Student name:	Seldom	Occasionally	Frequently	Always
Verbal engagement	The student offers original, creative ideas to their pairs and groups				
	The student offers original, creative ideas to the class				
	The student asks meaningful questions				
	The student extends other's classmates discussions through building their ideas				
	The student takes his/her group roles seriously and conforms to the requirements throughout the classes.				
	The student completes all the assigned work				
Active listening	The student makes eye-contact when speaking				
	The student gives facial feedback				
	The student avoids distractions				
	The student tries to understand the speaker				

VISUAL THINKING CHARTS

Student name:	Seldom	Occasionally	Frequently	Always
The student demonstrates depth of understanding and makes connections				
The student writes original ideas				
The student shows curiosity				
The student shows growth mindset				

STUDENTS' PROJECT CHECKLIST

DID WE...?

- follow the steps required?
- address and engage the audience?
- used the language studied in class?
- describe the images explaining its meaning ?
- speak with clarity and with correct pronunciation?
- show mastering of the topic?
- contributed to the project through your roles knowledge?
- present it with attractiveness and originality?

APPENDIX 5: LESSON PLANS

(Own creation)

Lesson 1 in stage activation: *What do I prefer?*

Stage aims	Procedure	Materials	Timing	Interaction pattern
<p>To activate schemata and to get familiar with ideas and basic vocabulary about things that affect emotions through using an instagram post.</p>	<p><u>Activity 1. Activating schemata. What makes up your mood?:</u></p> <p>T introduces the lesson talking about the importance of being aware of their own feelings and preferences to maintain a healthy social and emotional well-being.</p> <p>First, students will brainstorm elements that affect one's mood using Mentimeter.</p> <p>Then these answers will be compared to an eye-catching instagram post indicating the elements that influence our mood. The aim is to start from the general (aspects that affect people's mood) to the particular (temperament: introversion and extroversion).</p>	<p>Mentimeter</p> <p>Instagram post</p>	7'	<p>T-Ss</p> <p>S</p>
<p>To share and exchange ideas about their personalities in order to reflect on their own interests and preferences and to get to know their classmates better.</p> <p>To introduce Ss to the topic.</p>	<p><u>Activity 2. Find someone who:</u></p> <p>The lesson will start with an ice-breaker activity to show where SS fall along the introversion-extroversion spectrum.</p> <p>Firstly, SS and T will discuss the terms extroversion and introversion.</p> <p>Then, T will explain that the answers to these questions reveal who is on the introvert/extrovert spectrum. Therefore, the more they agree with the questions, the more likely they are to be an introvert.</p> <p>All of the students are provided a sheet with questions about introversion and the other half have to answer them. Learners will move around the class finding students who</p>	<p>Powerpoint for instructions</p> <p>Sheet</p>	15'	<p>T-Ss</p> <p>S-S</p>

	<p>agree with the questions and establish one-to-one conversation by sharing their thoughts or personal experiences. A student cannot answer more than one question. This task, apart from being dynamic and interactive, helps learners to lower the affective filter and get to know themselves as well as their classmates better.</p> <p>T will move around and participate in the discussion.</p> <p>Next, the answers will be shared with the class. These questions serve the purpose of introducing the topic of the learning unit. In this way, they can link their own perspectives and personalities to the lesson.</p>			
<p>To present the challenge and explain the project</p> <p>To provide a progress checklist for them to commit to the work and to develop their socioemotional intelligence.</p>	<p><u>Activity 3. Challenge and project presentation:</u></p> <p>Teacher will now present the challenge for the following sessions. Using Voki, students will be assigned a task: to transform the classroom into a museum where there will be an exhibition of memes inspired on the introversion and extroversion sociotypes. For that, the classroom will be distributed in five sections for each group.</p> <p>Then, T displays a PPT explaining what the project will consist of, the learning outcomes, the steps, how the final project will be presented, the evaluation process and the cooperative roles.</p> <p>Ss are provided a progress checklist so as to see their achievements by the end of the project. The more ticks they will get, the more chances they have to acquire an insignia. Teacher will highlight the relevance of the checklist, particularly for its socioemotional progress.</p>	<p>Voki</p> <p>PPT</p> <p>Progress checklist</p>	5'	T
<p>To guide learners during their reflection.</p>	<p><u>Activity 4. Compass points:</u></p> <p>SS are given a Compass Point sheet. In this way, Ss will not only reflect on their learning process but will also provide suggestions about the lessons, highlighting strengths and weaknesses that the teacher should consider for further implementations.</p>	<p>Compass Points template</p>	7'	S

Group project formation	<p><u>Activity 5. Let's team up!:</u></p> <p>They organise themselves in groups of four and choose the roles (Museum guide, Lexicographer, Instagrammer, Investigator) they feel most comfortable with and that fit their personal preferences better.</p> <p>Then, Ss share with their teammates each other's Compass Points results to check whether they agree or disagree and if they have similar expectations or worries.</p>	Cards with the roles	10'	Ss
To find a name that characterises the group and build rapport.	<p><u>Activity 6. Looking for a team identity</u></p> <p>Groups start thinking of a name for their group and creating a common playlist of songs. They have to think of three songs they all like.</p>		6'	Ss

Lesson 2 in stage discovery and deepening: *Where's my sweet spot?*

Teacher's guide	Stage aims	Procedure	Materials	Timing	Interaction pattern
Pre-task	To retrieve knowledge from the previous lesson	<p><u>Activity 1: Retrieving knowledge</u></p> <p>In a brainstorming activity, Ss writes on Padlet ideas they gathered in the last lesson and will discuss them orally with their pairs and the whole class.</p>	Padlet	3'	Ss

	<p>To hypothesise the meaning of words and understand the need to verbalise their emotions.</p> <p>To prepare learners to face linguistic difficulties in the following task.</p>	<p><u>Activity 2: Introducing target language</u></p> <p>Using a wordcloud, they will be provided words extracted from the video related to common introverted feelings and preferences. Students will do pronunciation drills with each word.</p>	Wordcloud	3'	T-Ss
Learning task	<p>To use the bottom-up and top-down strategies to develop different listening skills.</p> <p>To establish the context and to expand knowledge on introversion and extroversion.</p>	<p><u>Activity 3: Listening activity</u></p> <p>T shows a BBC youtube video about introversion based on Susan Cain's book <i>The quiet power of introverts</i>.</p> <p>As an intensive learning activity, students will cross the target words that they recognised in the video to practice so as to focus on details.</p> <p>As an extensive learning activity, students will do the "Jot thoughts activity" so as to focus on the global meaning. After watching the video, students will join their teams and will cover the table with things they remember about the video with post-its. They will have 3 minutes to complete it. Finally, the ideas will be shared with the class.</p>	<p>Video:</p> <p>https://www.youtube.com/watch?v=o1Y4Z0oh1GE&t=38s</p>	15'	S Ss
Post-task	<p>To focus on form and use comprehension strategies like predicting the meaning out of linguistic and situational contexts (video visual aids)</p>	<p><u>Activity 4: Focusing on the target language</u></p> <p>Next, the Think-pair-share technique and a graphic organizer will be used for Ss to write the ideas. Individually, Ss will guess the meaning of the aforementioned words and write the sentence where it was mentioned in the video. They will share their findings with their peers and finally they will be discussed and corrected with the whole class. The video will be replayed if necessary.</p>	Graphic organiser	7'	S Ss

	<p>To deepen the vocabulary using it within authentic contexts.</p> <p>To make connections between the concepts and ideas learnt and their personalities and preferences.</p> <p>To explore their preferences and to analyse how feelings and actions are interconnected.</p>	<p><u>Activity 5: Investigating further into the sweet spot</u></p> <p>T highlights the word “sweet spot” that the video mentions. Then, T asks students to investigate what a “sweet Spot” means and respond to the following questions. Some list of examples for everyone and sentence starters for low-achievers will be provided. Ss will upload it on Padlet, where T will provide feedback.</p>	<p>Padlet</p> <p>Graphic organiser</p>	<p>15’</p>	<p>S</p>
	<p>To reflect on their learning process and to make it more purposeful.</p>	<p><u>Activity 6: Think Chart</u></p> <p>Each team is given a Think Chart to be completed with their discoveries along the class, and how it is useful for their daily life and the final project.</p>	<p>Think Chart</p>	<p>7’</p>	<p>Ss</p>
<p><u>Homework:</u></p> <p>Groups have to start filling the Brochure by creating their avatars, a common playlist on Spotify and the name of the exhibition.</p>					

- Lesson 3 in stage discovery and deepening: *Do I really know myself?*

Teacher’s guide	Stage aims	Procedure	Materials	Timing	Interaction pattern
-----------------	------------	-----------	-----------	--------	---------------------

Pre-task	<p>To activate schemata and apply their own knowledge to roleplay the other spectrum.</p> <p>To focus on fluency and meaning through creating their own dialogues</p> <p>To build empathy and understand their classmates' feelings</p>	<p><u>Activity 1. Role play:</u></p> <p>T will carry a role-play activity where Ss have to put themselves in someone else's shoes. Ss will work in twos or threes. They will role-play conversations in which introverts attempt to be more extroverts and vice versa in varied environments: at school, when socialising. They will be given a cheat sheet with clues if wanted.</p> <p>Then, T will ask Ss some reflective questions using the Think-Pair-Share technique. They will be provided sentence structures for low-achievers.</p>	<p>Role play instructions sheet</p> <p>Cheat sheet</p> <p>Sentence structures</p>	10'	S-S
Learning task	<p>To understand the general and specific ideas from the article.</p> <p>To work cooperatively to complete the task.</p>	<p><u>Activity 2: Reading text</u></p> <p>Ss read an adapted text from an online article about some pieces of advice that the singer Taylor Swift provides to promote self-awareness.</p> <p>Firstly, the teacher will ask questions to know whether they know this singer and whether they like her songs or not. They have to guess what the text is about by seeing the headline and after reading it, they will confirm their predictions.</p> <p>The texts will be jumbled into 4 pieces (the introduction and three pieces of advice). Each member of the team will have to read their part. Then, so as to encourage individual accountability of a task, they will transfer the information to the rest of the team members.</p> <p>Together, they will complete a chart about the text to check comprehension. Students will follow the cooperative technique "Round Table Consensus", where all the members will participate but only one will write down the ideas once they have come to an agreement.</p>	Online article	15'	S Ss-Ss

Post-task	To use the input notice technique to catch Ss' attention. To learn inductively the reported speech structure, being able to formulate rules and apply them.	<u>Activity 3: Introducing the reported speech: See, think, wonder</u> With the intention of finding a balance among meaning and form as well as fluency and accuracy, and after making the task relevant for learners, this activity will concentrate on a particular aspect of language: reported speech. In the text the grammar points (reported speech) are highlighted to draw Ss' attention. Individually, they have to look at the way the words are reported and the changes in verb tenses. They will guess the rules and formulae through completing the rule induction a chart 'See, think, wonder'	Reading text See,think, wonder rule induction chart	10'	S
	To provide a grammar deductive explanation of the usage of reported speech.	Next, T explains the structure of simple reported speech and students compare their answers with the theory.	Poster for teacher explanation	5'	T
	To practice the target language and think how this linguistic repertoire can be used to explain someone's feelings and preferences.	<u>Activity 4: Kahoot</u> There will be a kahoot exercise about the usage of reported speech connected as well to the topic of the learning unit.	Kahoot	7'	S
	To summarise new learning and to self-evaluate their learning process by briefly answering questions in Google Forms.	<u>Activity 5: Exit ticket</u> Finally, students will complete an exit ticket using Google forms to consolidate new learning and to check whether they have understood the lesson and if they have any doubts.	Google forms for the exit ticket	3	S

Homework:

To establish connections between the singer's advice and students' points of view, Ss have to rephrase two Taylor Swift's quotes that appear in the article using the

reported speech structure and explain whether they agree or disagree. They have to upload their answers on Padlet. To boost peer correction, they will have to provide corrective feedback to a couple of their peers.

- Lesson 4 in stage deepening: *Let's investigate!*

Teacher's guide	Stage aims	Procedure	Materials	Timing	Interaction pattern
Pre-task	To consolidate learnt vocabulary and formulas in an appealing way.	<p><u>Activity 1: Bingo!</u></p> <p>Each student will provide the teacher two words or chunks that they have learnt along the past three sessions. Then T will expose the words to Ss. SS have to draw 3x3 squares grid as scorecards, and then they select 9 words out of the 27 on the WordCloud. T reads random words, Ss have to cross out the word if they make a correct sentence using a reported speech structure.</p>	Bingo cards	10'	S
Learning task	<p>To specialise in one area related to the making of the final project.</p> <p>To build and deepen knowledge cooperatively using digital resources</p>	<p><u>Activity 2: Jigsaw activity</u></p> <p>Students will organise in expert groups with four people who have the same role and specialise in one area. Every role is connected with the making of the final project</p> <ul style="list-style-type: none"> - Lexicographer: This role will design a list with the target language explaining its meaning and uses. - Museum guide: This role will have to investigate how to orally describe the meaning of the images and how to welcome visitors. They have to design a graphic organiser 	Google docs	25	Ss-Ss

		<p>with possible sentence starters and structures. They should take into account features related to register and lexicogrammatical features (addressing the audience, use of contractions...)</p> <ul style="list-style-type: none"> - Instagrammer: This role will browse some instagram accounts to look for some memes that could picture the moments of feeling drained and feeling at ease and justify their selection. - Investigator: Investigate possible meme museums or exhibitions. When and where were they celebrated? What kind of memes were portrayed? Could you describe three memes? Do they combine text and visuals? 			
	To share their findings to their teams and collect the most relevant ideas and write them in their charts.	<p><u>Activity 3: Sharing the findings</u></p> <p>Expert groups will return to their groups and share their findings to their teams. The rest of the students will have to note down aspects that they learnt during the Jigsaw activity in a graphic organiser.</p>	Graphic organiser	10	S-Ss
Post-task	To provide corrective feedback to students	<p><u>Activity 4: Giving feedback:</u></p> <p>T will monitor Ss' performance and language errors during the lesson although s/he will provide any correction or significant feedback at the end of the class, which will be dedicated to giving feedback and solving doubts. Teacher will repeat the erroneous sentence and students will try to guess where the mistake is.</p>		5'	T-Ss
<p><u>Homework:</u></p> <p>They will finish completing the Jigsaw activity chart if they did not have time.</p>					

For the following class, they will bring a list with each other's three weaknesses, three strengths, together with an inspirational quote from someone they know or invented by them.

Teacher will upload a detailed project instructions document so that learners have a clear insight on the procedure.

- **Lesson 5 in stage planning and creating: *Am I ready?***

Stage aims	Procedure	Materials	Timing	Interaction pattern
To activate schemata, to reflect on their own personality and to build more confidence with their peers.	<p><u>Activity 1: Interview</u></p> <p>Students will start interviewing one of their teammates about their strengths, weaknesses and their inspirational quote. This will be part of the final project presentation of the museum designers.</p>	Homework list of strengths, weakness and quotes	5'	S-S
To brainstorm and plan their products while demonstrating learning.	<p><u>Activity 2: Assigning roles and planning the project</u></p> <p>Teacher will review the instructions for the project procedure.</p> <p>To ensure equal participation and engagement during the project planning and making, students will take over new roles related to their jigsaw roles:</p> <ul style="list-style-type: none"> - Museum guides will provide some sentence structures to welcome visitors, to introduce the creators of the exhibition, and to describe the meaning of memes as if you were the museum guide. - Lexicographers will make sure to include the target language in the product. 	<p>Cards with roles</p> <p>Project plan organiser</p>	10'	<p>T-S</p> <p>Ss-Ss</p>

	<ul style="list-style-type: none"> - Investigators will have to propose ideas to design their exhibition inspired by actual meme museums. - Instagrammers will select some memes or design new ones. <p><u>Project plan:</u></p> <p>Then, students will be given a project plan organizer where they will need to answer the questions: “What will you design? What tools and resources will you need? with the intention of writing down the main ideas they will develop in their product.</p>			
To evaluate and give feedback on the project plan as well as improvements	<p><u>Activity 3: Feedback carousel on the project plan</u></p> <p>Half of the team will move around the class and interact with the other groups to share each other’s ideas. Then, they will follow the instructions for the task: they will stress the strengths, weaknesses and provide helpful suggestions for improvement. The other two group members should listen and note down the feedback they got from their classmates.</p>	PP for instructions Post-its	10’	Ss-Ss
<p>To organise and create projects collaboratively demonstrating learning.</p> <p>To develop creative products using digital resources and the guided tools</p> <p>To write and express short sentences using a coherent and cohesive structure, adapting the message to the communicative aims</p>	<p><u>Activity 4: Project organisation</u></p> <p>During the creating process, learners will write the presentation of the group members. They will also select memes that depict their personalities and the moments when they feel drained or at their sweet spot.</p> <p>If they finish early, Ss will do the recordings for the welcoming and the description of the memes. The teacher will have reserved other classrooms for students to record themselves. Otherwise, they can do it outside school hours if they do not have time to finish it.</p> <p>The teacher will monitor the teams’ progress and will provide suggestions if necessary.</p>	Project instructions Cheat sheet Canva Vocaroo	25’	Ss-Ss

and the characteristics of the task.				
<p><u>Homework:</u></p> <p>Students will finish their projects at home.</p> <p>Teacher will remind Ss to bring their phones and headphones for the audioguide.</p>				

- Lesson 6 in stage publishing, assessment and reflection: *What do you meme?*

Stage aims	Procedure	Materials	Timing	Interaction pattern
	Students will pin their products on the wall. They will have previously printed them.		5'	
<p>To show their findings and to understand other's peers projects</p> <p>To evaluate their classmates' projects</p>	<p>Ss will walk around the class looking and assessing each group's meme exhibitions.</p> <p><u>Peer-assessment:</u></p> <p>After every exhibition, students have to anonymously write "two stars and a wish", where they will write two things they liked and a suggestion for improvement. Finally, Ss have to vote for the best exhibition based on their checklist. The winner will be uploaded on the school's website.</p>	<p>Headphones and phones</p> <p>Two stars and a wish template</p>	30'	Ss
To reflect on their progress in relation to their learning, contribution to the	<u>Self-reflection:</u>	Google forms	10'	S

<p>project work and oral engagement to the class.</p>	<p>Students will self-reflect on their contribution to the work and oral engagement through Google Forms. Students, particularly those who are introverts, will check whether they have stepped out of their comfort zone and have been encouraged to speak up more. They will also reflect on their learning in terms of content.</p>			
<p>Homework:</p>	<p><u>Teacher assessment:</u> Students will complete a brief checklist to assess the teacher's performance, which s/he will take into consideration in further implementations. This will be anonymous.</p>			

APPENDIX 6: STUDENTS' MATERIALS

Lesson 1 in stage activation: *What do I prefer?*

Activity 1. What makes up your mood?

POSITIVELYPRESENT
Posts Follow

positivelypresent

WHAT makes up YOUR MOOD
@POSITIVELYPRESENT

self-awareness
gratitude
HUNGER
life EXPERIENCES
environment
MEMORIES
Stress LEVEL
Happiness
HEALTHY PEOPLE
mindset
POINT of VIEW
MEDIA CONSUMPTION
HEALTH
sleep
exercise
weather

9.536 likes

positivelypresent Self Reflection Sunday! Consider what might be impacting your mood today... 🤔 🧠

View all 94 comments

Activity 2. Find someone who template.

FIND SOMEONE WHO DO YOU PREFER...		
Your name:	Expressing your ideas in writing instead of orally? Name:	Being alone to be surrounded with people? Name:
Not taking risks to be risk taker? Name:	Thinking before speaking to speak without thinking? Name:	Sending an email rather than making a phone call? Name:
Not being called in the class to be called in class? Name:	Deep conversations to small talk? Name:	Asking questions to answer them? Name:
Small classes to big ones? Name:	HOW MANY QUESTIONS ARE "TRUE" FOR YOU?	Spending time with few friends rather than with a large group? Name:

Adapted from: Cain, S. (2013). Quiet Power: Growing Up as an Introvert in a World that Can't Stop Talking. Penguin UK.

Activity 4. Compass points

compass points

What makes you **worry** about this project?
What are the **downsides**?

What excites you about this project?
What are the **upsides**?

What do you **need** to know to carry out the project?

What have you **learnt**?

N
W — (0) — E
S

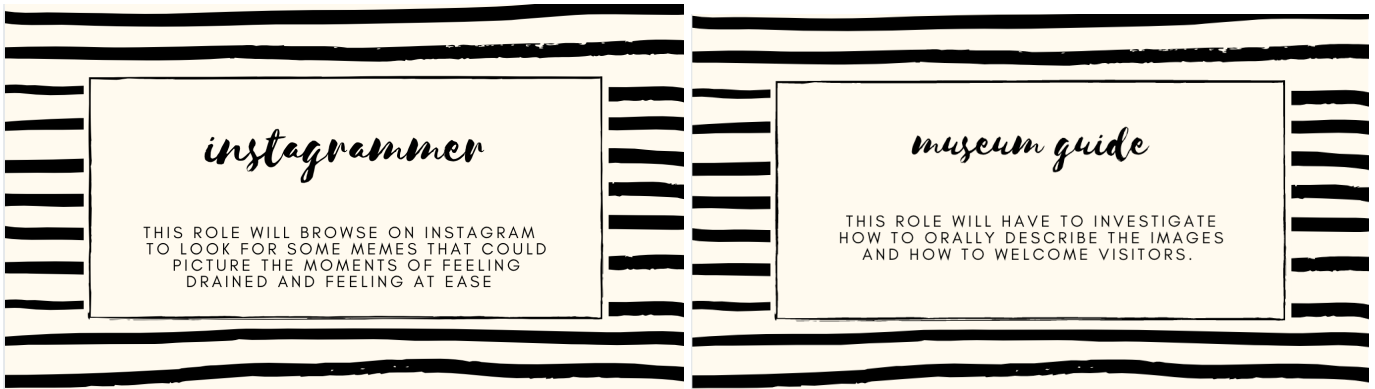
Activity 5. Choosing roles

lexicographer

THIS ROLE WILL DESIGN A POSTER WITH THE TARGET LANGUAGE EXPLAINING ITS MEANING AND USES.

Investigator

INVESTIGATE POSSIBLE MEME MUSEUMS OR EXHIBITIONS



Lesson 2 in stage discovery and deepening

Activity 2. Wordcloud to introduce target language



<https://wordart.com/create>

Activity 2. Video for the listening activity

<https://www.youtube.com/watch?v=o1Y4Z0oh1GE&t=38s>

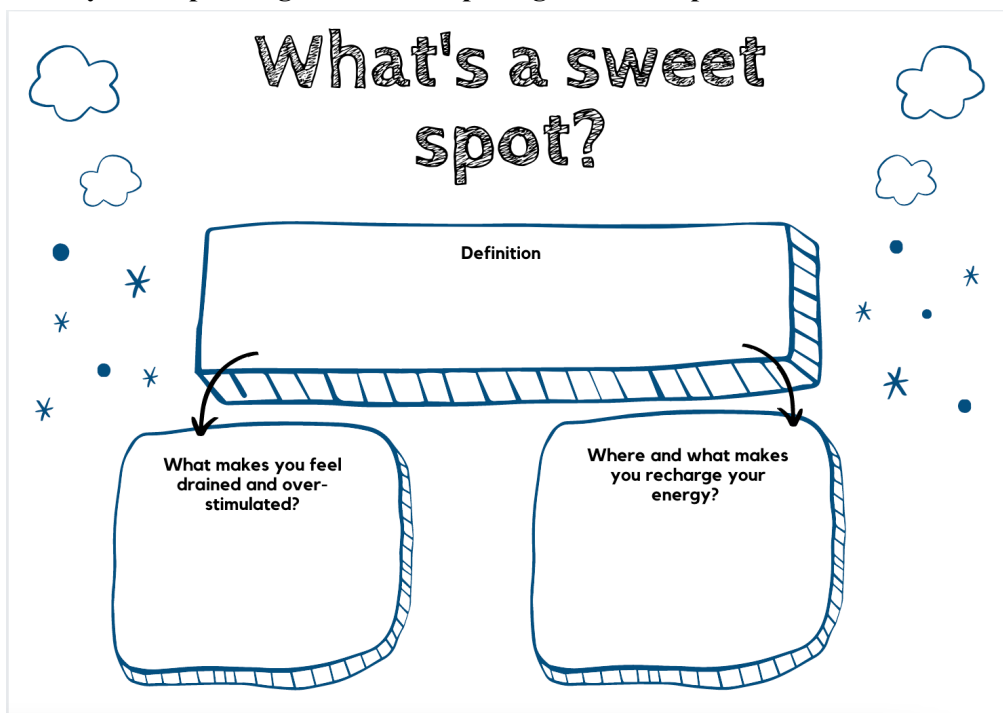


Activity 4. Graphic organiser for target language

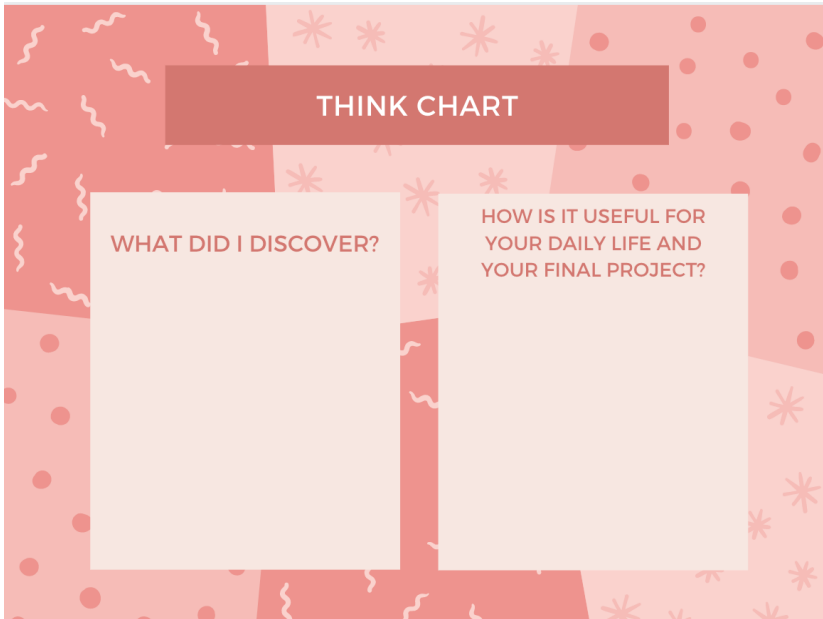
WORDS/ CHUNKS	Guess the meaning	Actual definition	Type of word	Context clue

https://docs.google.com/presentation/d/1UyHUTwGLgypsYu4TrTMIN1bfEHPPhVYKAOacHNHjF08/edit#slide=id.ge04a8ece65_0_106

Activity 5. Graphic organiser for deepening on ‘sweet spot’



Activity 6. Think chart



Lesson 3 in stage discovery and deepening: *Do I really know myself?*

Activity 1. Role play. Instructions, reflection and sentence structures.

ROLE-PLAY

Are you an introvert?	Are you an extrovert?
<p>You are organizing a party for your introverted friend. Make decisions quickly regarding:</p> <ul style="list-style-type: none"> - ways to attract people. The more the merrier! - dress code. The more flashy the better! - place. Somewhere apt for many people to come. - you want to be in the spotlight. Think how. 	<p>Your friend is organizing your birthday party but you want to keep it nice and simple. Propose a different option. You can write down or think of the ideas before you say them. Think:</p> <ul style="list-style-type: none"> - Who you want to come. The fewer the more comfy you will feel! -Place. A quiet space might be more relaxing. -Activities that you can all do.
<p>You are in an elevator with an introverted person and you try to do a bit of small talk. Cover many topics as you can.</p>	<p>You are in an elevator with a talkative person. Try to avoid small talk and focus on talking about the same topic as deeply as you can.</p>

ROLE PLAY

ROLE I PLAYED: introvert / extrovert

What changed about your personality when you reversed the role?

Why do you think it is important to reverse roles?

NAME:

DATE: CLASS: TEACHER:

ROLE PLAY: sentence starters

ROLE I PLAYED: introvert / extrovert

What changed about your personality when you reversed the role?

- I became more... / less...
- I acted as if....
- I felt....

Adjectives: different/ strange/ more or less quiet/ more or less talkative/ more or less thoughtful/ more or less impulsive / more or less

Why do you think it is important to reverse roles?

-It is important because ...

Examples: understand my friend's feelings / be more emphatic

NAME:

DATE: CLASS: TEACHER:

Activity 2. Reading text

— GRATITUDE, MINDFULNESS, PRODUCTIVITY, RELATIONSHIPS

13 inspiring life lessons from taylor swift

NOVEMBER 3, 2014 0 SHARE 2 COMMENTS



Photo Source

Example. LESSON 3: SPEAK NOW

“I think most of us fear reaching the end of our life and looking back regretting the moments we didn’t speak up. When we **didn’t say** ‘I love you’, we had to **say that we were sorry**. But if you know how you feel, and you clearly know what you need to say, I think you should speak now.”, **says** Taylor Swift. She **tells us that** unless words are cruel or untrue, there are rarely things that are better left unsaid. So speak up. Whatever it is you need to say, *say it*. But, there’s a caveat when it comes to speaking your mind: make sure the words you use are positive ones. As Taylor **says**, “Words can break someone into a million pieces, but they can also put them back together. I hope you use yours for good, because the only words you’ll regret more than the ones left unsaid are the ones you use to intentionally hurt someone”. Therefore, she **tells us that** words are a powerful weapon we all have access to; so we have to use that power positively.

Adapted from: <https://positivelypresent.com/2014/11/taylor-swift.html>

Activity 3. Reported speech: see, think, wonder



Activity 5. Exit ticket

The exit ticket form has a decorative header with a colorful, textured background. Below the header, the title "EXIT TICKET" is displayed. The form consists of several sections, each with a question and a text input field labeled "Tu respuesta":

- Students' name
- Name 3 things you learned, 2 you want to learn more about and 1 question
- Write one negative think about today's lesson and one way to improve it
- Think about what could you do better for the next lesson
- Write what you don't understand about today's lesson

At the bottom left of the form, there is a blue button labeled "Enviar".

Lesson 4 in stage deepening.

Activity 2: Jigsaw activity for the role ‘museum guides’. Graphic organizer.

MUSEUM GUIDES

GRAPHIC ORGANIZER

Name:

Date:

Class:

Teacher:

WILL YOU USE AN INFORMAL REGISTER? OR A FORMAL REGISTER?

SENTENCES TO WELCOME VISITORS. HOW WILL YOU ADDRESS THEM?

SENTENCES TO INTRODUCE THE MEMES:

SENTENCE TO EXPRESS THE MEANING OF THE MEMES:

Activity 3: Sharing the findings

COOL FACTS I LEARNED IN JIGSAW!

SHARE WHAT YOU LEARNED BY FILLING IN THE BLANKS:

Name:

Class:

FACT 1

I learned this from:

FACT 2

I learned this from:

FACT 3

I learned this from:

Homework: Knowing more about myself.

ABOUT MYSELF

THREE WEAKNESSES
ABOUT MYSELF

THREE STRENGTHS
ABOUT MYSELF

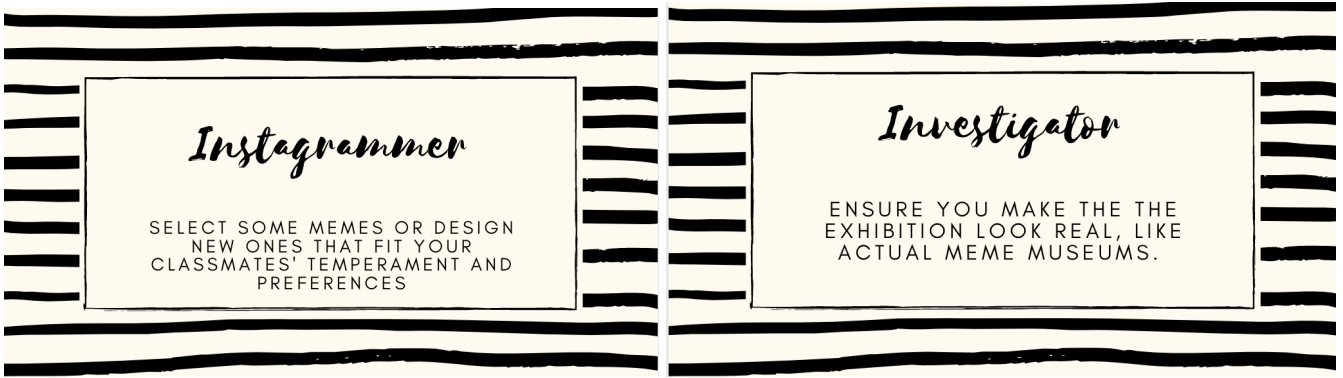
THIS IS MY INSPIRATIONAL QUOTE:

NAME:**DATE:****CLASS:****TEACHER:**

Lesson 5 in stage planning and creating

Activity 2: Assigning roles

<p style="text-align: center;"><i>museum guide</i></p> <p style="text-align: center;">YOU WILL USE THE SENTENCE STRUCTURES TO WELCOME VISITORS, TO INTRODUCE THE CREATORS OF THE EXHIBITION, AND TO DESCRIBE THE MEANING OF MEMES AS IF YOU WERE THE MUSEUM GUIDE</p>	<p style="text-align: center;"><i>lexicographer</i></p> <p style="text-align: center;">MAKE SURE TO INCLUDE THE TARGET LANGUAGE IN THE PRODUCT</p>
---	--



Activity 2: Planning the project

ORGANIZATION PROJECT PLAN

Project title:		
Group members:		
1 What will you design?	2 What tools and resources will you need?	3 How will I make my project creative?
	Roles for each member:	
Group name:	Signed by:	

Activity 3: Feedback carousel on the project plan

feedback carousel instructions

1- TWO MEMBERS OF THE TEAM WALK AROUND THE CLASS TO PROVIDE FEEDBACK, AND THE OTHER TWO STAY IN THE TABLE TO RECEIVE FEEDBACK

2- TO EXPLAIN THE PROJECT, USE YOUR PROJECT PLAN ORGANISER

3- TO PROVIDE FEEDBACK: STRESS THE STRENGTHS, WEAKNESSES AND SUGGESTIONS FOR IMPROVEMENT IN YOUR FEEDBACK POST-IT



FEEDBACK POST-IT

TEAM:

STRENGTHS

A square box with a decorative, geometric border, intended for writing strengths.

WEAKNESSES

A square box with a decorative, geometric border, intended for writing weaknesses.

SUGGESTIONS FOR IMPROVEMENT

A square box with a decorative, geometric border, intended for writing suggestions for improvement.

Activity 4: Project organisation



MEME EXHIBITION

What are the steps to create the project?



Project aims and procedure

As you know, your aim is to create an **original** meme exhibition at a museum where you integrate all your learning. Here there is a list of the steps you have to follow. Remember you also have a **project example** as a reference and a **checklist** to tick to make sure you have included everything! We will hang the project in the classroom, but the best one will be uploaded to the **school's website**. May the best team win!



Step 1: Summary

The museum will have **three rooms and a hall**. In the hall there will be a **poster** with an **introduction** to the members and of the exhibition, in Room 1 memes that depict your **personalities**, in Room 2 memes that depict your **feelings when you feel drained** and in Room 3 memes that depict your **feelings at your sweet spot**.

Step 2: hall

In the **hall** you will design a poster including:

- a meme that represents the exhibition
- a QR to a recording of you welcoming visitors
- a QR to a writing of an introduction to yourselves
- open hours, price, and the 3 songs that you selected

Step 3

In the **introduction to yourselves**, you will **rephrase your previous interview** to the group member:

- include each others' weaknesses and strengths
- their temperament and their preferences
- their inspirational quote

-Remember to use **reported speech!**

Step 4: recordings

Choose who will:

- do the recording of the welcoming
- record the description of Room 1
- record the description of Room 2
- record the description of Room 3

Step 5: Choose your memes

Choose the memes that most represent your:

- personality
- feeling of draining
- feelings at your sweet spot

Step 6: Room 1

In Room 1 there will be:

- four memes depicting each other's **temperament** (introversion and extroversion)
- a QR of a recording describing the memes (what can we see, their meaning)

Step 7: Room 2

In Room 1 there will be:

- four memes depicting each other's **feelings of overstimulation**
- a QR of a recording describing the memes (what can we see, something that drains each member and the memes' meaning)

Step 8: Room 3

In Room 1 there will be:

- four memes depicting each other's **feelings at their sweet spot**
- a QR of a recording describing the memes (what can we see, their meaning and their sweet spot)

Lesson 6 in stage publishing, assessment and reflection

Activity 1. Peer-assessment:

two stars and a wish

Write two things you liked about the project and one suggestion

PROJECT 1:

PROJECT 2:

PROJECT 3:



Activity 2. Self-reflection:

Self-reflection

Student's name

Tu respuesta _____

Team's name

Tu respuesta _____

Are you satisfied with your team's work?

Tu respuesta _____

How have you contributed to the team's work?

Tu respuesta _____

What I enjoyed:

Tu respuesta _____

What I disliked:

Tu respuesta _____

Did I feel comfortable with my group? Why?

Tu respuesta _____

Did I feel comfortable with my Jigsaw group? Why?

Tu respuesta _____

Enviar

Examples for the final project:



OUR MEME EXHIBITION

WHO ARE WE?

WELCOME!

QR TO OUR PRESENTATION

QR TO OUR WELCOMING



TOP 3 SONGS


OPEN HOURS

PRICE

QR to their presentation:

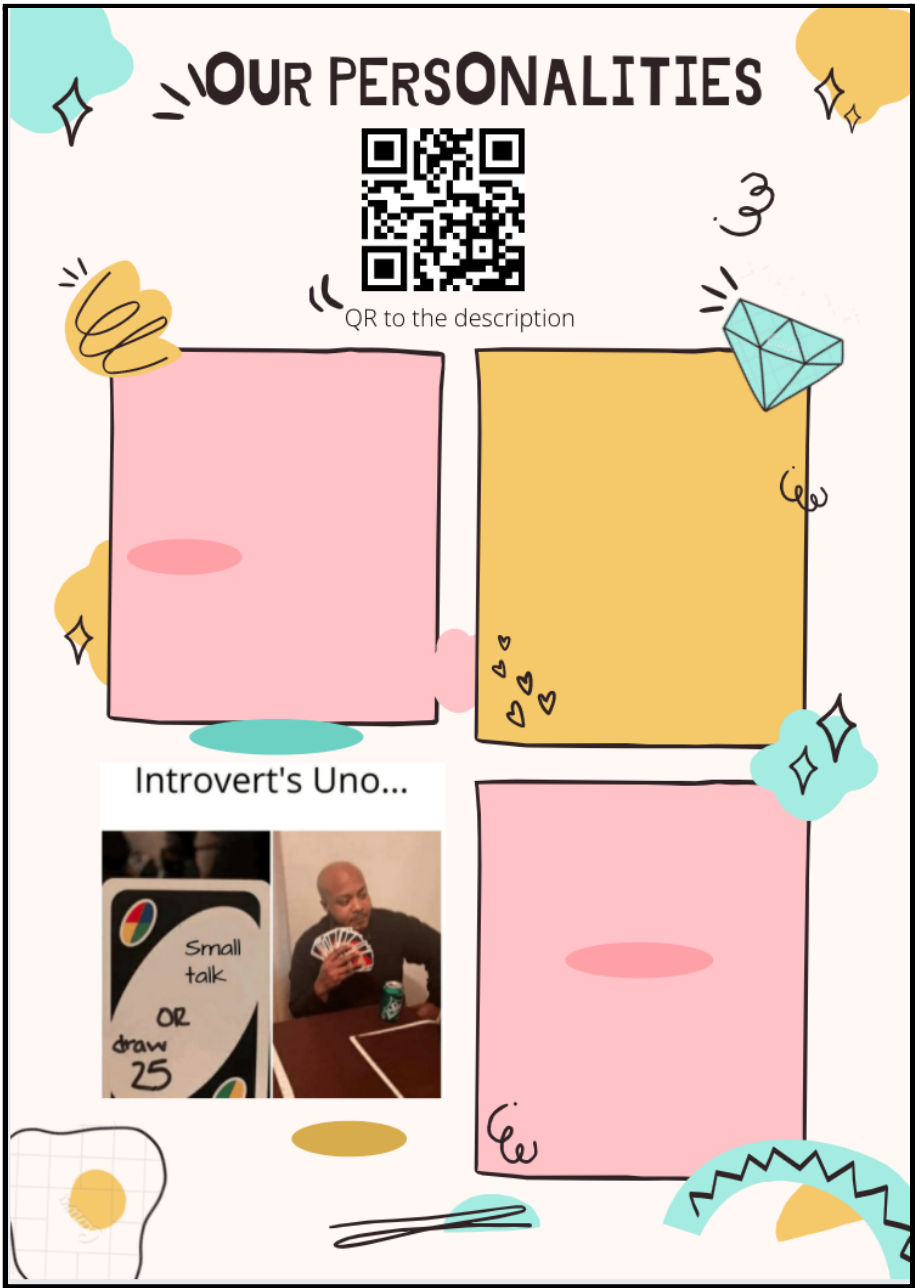

TEAM NAME	
ALL ABOUT US!	
SELFIE/AVATAR 	<ul style="list-style-type: none">- STRENGTHS- WEAKNESSES- PERSONALITY AND PREFERENCES <div style="border: 1px solid gray; padding: 5px; width: fit-content; margin-top: 10px;">INSPIRATIONAL QUOTE:</div>
	

OUR PERSONALITIES



QR to the description

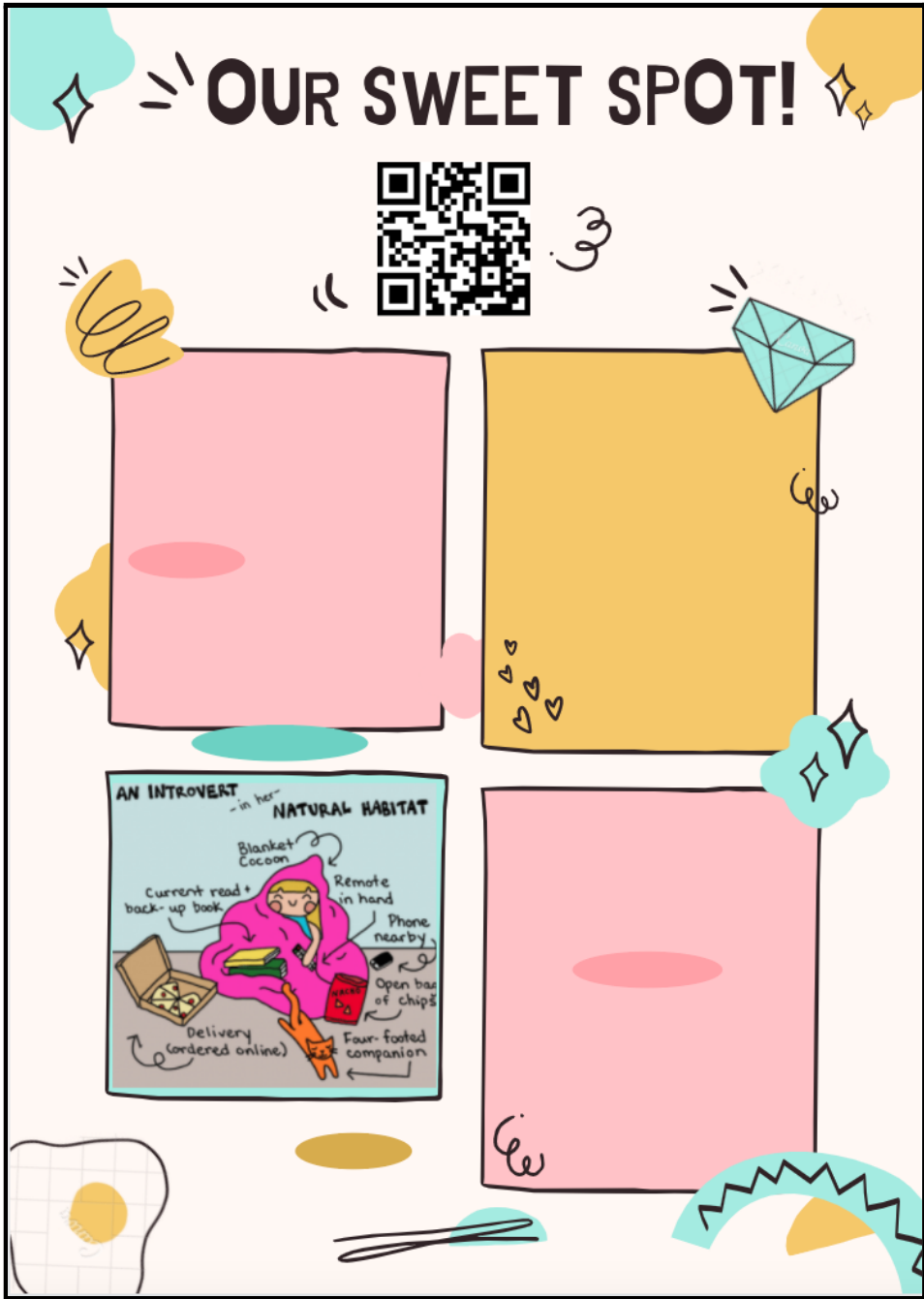
Introvert's Uno...



Room 1:



Room 2:



Room 3: