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**A learning unit proposal to use Cooperative Learning
and the communicative approach for students in 4th
year of Compulsory Secondary Education**

**Creación de materiales para aprender en trabajo
cooperativo: una propuesta para el desarrollo del
enfoque comunicativo para alumnos de 4º de ESO.**

Autora:

Nerea Blecua Sánchez

Directora:

Vanessa Merenciano Urbán

FACULTAD DE EDUCACIÓN

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1. INTRODUCTION

Along time, Second Language Acquisition theories have tried to explain the nature and evolution of English Language Teaching (ELT) by means of different communicative pedagogies, approaches, and methods. As a result, the teaching of English as a Foreign Language (EFL) has evolved considerably with the passing of time. This is not only evidenced by changes in the methods and approaches advocated to be best by research at different periods, but it can also be surely told from our own learning experience. We shall get to the conclusion that there is no perfect way of giving instruction and, therefore, there does not exist a teaching manual on how to get students learn using a single method. In fact, the linguist Nunan (1991b, p.228) in Brown (2007, p.41) states that “there never was and probably never will be a method for all”. Nevertheless, a teacher should be aware of and reflect upon suitable methodologies and tools to be employed in the classroom so that students receive an effective procedure of learning the foreign language. In addition, being a teacher also requires a deep understanding of the different needs that students might have regarding their own learning process. Therefore, when planning instruction, it is necessary to know about the theories and principles that best suit an educational context.

In the Master’s Degree, I have acquired a set of skills and effective ways of planning instruction so that students are provided with appropriate learning techniques and practices according to their needs (Brown, 2007); I have also learnt about the differences and connections between essential key concepts such as methodology, approaches, methods, techniques, and procedures; the Master’s Degree has enabled me to understand the way approaches and methods should correspond to the principles and beliefs that underlie the teaching techniques and procedures used in the classroom (Brown, 2007); I have discovered how to work with the curriculum in order to design and put into practice different methodologies. And, in the end, I have been able to apply this theoretical framework to my teaching placement, which has brought me a real perspective on what being a teacher implies.

As previously said, the Master’s Placement has not only brought me basic knowledge of curricular and language elements, but has also made me aware of the existence of innovative methodologies that entail world-wide popularity in the field of English Language Teaching (ELT). In the C.E.I.P.S. Madre María Rosa Molas, I could observe and give instruction to students of 4th year of Compulsory Secondary

Education and students of 1st and 2nd year in Post-Secondary Education. At this high school, I had the opportunity to observe how instruction was given by my tutor at the beginning of the placement. In my opinion, this was a suitable way of being initiated in this field because I could notice the underlying methodology being employed and the roles played by teacher and students. Concerning students of 4th year of Compulsory Secondary Education, I could observe that they were taught through the so-called Cooperative Learning method. Nevertheless, I dare judge that Cooperative Learning, as a teaching method, was not provided accurately. This context presents Cooperative Learning as the methodology claimed to be followed. However, in my view, the C.E.I.P.S. did not use Cooperative Learning as they should.

This dissertation aims to present Cooperative Learning as a must for students in the 4th year of Compulsory Secondary Education. On the one hand, Cooperative Learning has become a popular teaching methodology all around the world: it is a recognized practice that promotes socialization and learning in the English Language classroom —for Secondary Education students, in this case. On the other hand, Cooperative Learning is an effective instructive tool for students to develop their communicative skills. However, I was not able of observing Cooperative Learning being implemented according to the Communicative Language Teaching (CLT) principles. As I have observed in the Master's Degree, students should develop their communicative competence by using language with a communicative purpose. That is, I believe that teachers should create opportunities for students to experience a functional use of language in a real communicative situation (Brown, 2007). In short, by means of writing this paper, I intend to design and implement a lesson plan that follows the Communicative approach —so necessarily needed when it comes to language learning.

1.1. Outline of contents

This dissertation begins with an introductory section that provides a summarized perspective of the Masters' Degree as well as the teaching experience of my placement. Then it provides the main purpose and the subsidiary aims in which Communicative competence is the focus of a proposal made for five teaching sessions. After establishing the theoretical and curricular framework, I go on to show the methodology followed in my dissertation to present my innovation proposal for the aforesaid

educational background. This focuses on the high school Madre Maria Rosa Molas which I have investigated basing myself on the needs analysis according to the students' profile. After that, the most important aspects of the learning unit will be explored by analyzing its curricular and theoretical elements. I will consider the way communicative competence is developed through the performance of Cooperative Learning activities, structures and its main principles. Finally, the conclusion will highlight the most relevant aspects which provide innovation for a communicative classroom.

2. AIMS AND PURPOSE

This dissertation presents an innovative pedagogical way of teaching the English language that sustains the principles of Communicative Language Teaching (CLT) and the Cooperative Learning instruction. The main aim of this dissertation is that students develop the communicative competence by using Cooperative Learning. This will help students to develop communicative patterns and ways of interacting while they show their personal information, experiences, opinions and knowledge within the learning unit proposed. The subsidiary aim is that students work in group and help each other within the Cooperative Learning. Cooperative Learning will enable students to learn from other students and to develop learners' autonomy, as they will have the same learning goal. Furthermore, I will show a learning unit proposal that is supported by the communicative approach within a learner-centred methodology. In this way, the teacher is only the facilitator and the learner must feel the protagonists of their learning process. To attain this, students will also be assessed with self-questionnaires about their process of learning with Cooperative Learning.

I am going to present a two-week learning unit or five English class sessions, which will be based on Cooperative Learning, communicative approach and learner-centred instruction, as an innovative way of teaching and as a needs analysis matter in the 2nd cycle of Compulsory Secondary Education.

3. JUSTIFICATION

My learning unit aims to put into practice some of the key principles for effective EFL teaching and learning. Concerning the proposal of my learning unit, teaching through Cooperative Learning is the perceived need to be improved for this educational

context. I have planned a learning unit that aims to follow the Communicative Language Teaching approach, which will present activities adapted to the specific students' needs and abilities. First, I need to underline that the high school Madre Maria Rosa Molas uses Cooperative Learning as one of their teaching methods in Compulsory Secondary Education. As the *PGA document* of C.E.I.P.S. Madre Maria Rosa Molas states, "Cooperative Learning is an innovative proposal that allows to give students the autonomy, responsibility and the critical sense that they need". Furthermore, the *Innovation Project* of this school considers "Cooperative Learning as the best way to make students learn how to work in group and help ones to others". Overall, these points seem to function according to the beliefs that the school reflects. Nevertheless, it does not mean that the method is provided effectively.

With regards to the characteristics of students, the background of the high school has relevance to the students' needs. The C.E.I.P.S. Madre Maria Rosa Molas is a private school whose socio-cultural and economical context involve students who need the appropriate tools and resources to achieve success during their academic education. The school provides different bilingual projects and opportunities to make students improve their language. In fact, the academic setting presents a learning demand for students having a suitable level, both inside and outside the classroom, recognizing the service of extracurricular activities provided by the school. Concerning English learning in all the years of compulsory Secondary School, it presents the bilingual projects of POLE, with the aim of promoting and including the learning of foreign languages; and PIPE, as extracurricular activities that involve preparation to pass the *KET*, *PET*, *FIRST* and *CAE* Cambridge certificate exams. The students' characteristics are also similar because they practice the language in different projects, such as exchange projects of Spain with Comberton, Cambourne and Melbourne Village Colleges of Cambridge, such as the "Twinning" projects, using emails and letters to get 'Communion' with these colleges. These opportunities for language learning surprised me positively at the beginning, although I could observe later that some teaching aspects could be improved.

From the experience of my placement, I had the opportunity to implement lessons for 4th year of Compulsory Secondary Education, and for 1st and 2nd of Post-Secondary Education. I also observed how Cooperative Learning was taught in 4th year of Compulsory Secondary Education in addition to 1st year, 2nd year and 3rd year of Compulsory Secondary Education. After having understood the subject of Cooperative

Learning in the Master's degree, I could observe how the principles of this methodology were not being followed in 4th year of Compulsory Secondary Education in contrast to the other courses.

Concerning the students' participation in Cooperative Learning, the way instruction is structured will cause students to use the language with the rest of their peers. My proposal also seeks to modify and improve the way Cooperative Learning structures and arrangement have been used in the class of 4th year of Compulsory Secondary Education. I could observe that in the mentioned course, group work was visible, but the structures proposed were not applicable. In the C.E.I.P.S. Madre Maria Rosa Molas, I was able to observe that the school had preference for some Cooperative Structures, which were placed on the wall of the classroom. These structures were: *1-2-4*, *Lápices al centro*, *Folio giratorio*, *Gemelos pensantes*, *Palabras clave*, and *Parada de tres minutos* (see Appendix VIII). These structures are identified with Spanish names as they were the Cooperative Structures for all the subjects of the high school. The ones that were supposed to be used in the English class were *1-2-4*, *Lápices al centro*, *Gemelos pensantes*, and *Folio giratorio*. They relate to the structures of Kagan (1994): "Think Pair Share", "Teammates Consult", "Rally Robin" and "Rally Table". Nevertheless, not all of them were used appropriately.

The Cooperative Learning structures used were always *Rally Robin* and *Rally Table*. Both involved students in working with their closest partner or 'shoulder partner'. On the one hand, "Rally Table" was used in exercises that lacked communicative purpose, in which students had to discuss a question, agree with it and then write their final answers. On the other hand, "Think Pair Share" or the "1-2-4" structure was used as "Rally Robin" (Appendix IX). "Rally Robin" structure involves students working in pairs and taking turns when speaking. However, students were not using "Think Pair Share" as they were supposed to, because they were merely working in pairs. Moreover, it should be considered that pair work structures were more observed to be used than team work structures. In my opinion, this methodology affected students to work competing with the other students from their table instead of working cooperatively and helping each other. One of the aims of using Cooperative Learning is to give students opportunities to socialize and work as a team with the same learning objective. For this reason, teaching my learning unit proposal will aid students to learn with the principles of Cooperative Learning and to provide the communicative approach for the students' needs.

4. THEORETICAL FRAMEWORK

As a theoretical framework for this dissertation, I will first deal with how the implementation of Communicative Language Teaching (CLT) —and its elements— is relevant if we are to develop a communicative competence in our students. Then, I will explain the main Cooperative Learning principles and why this method supports and complements CLT. Finally, I will show how the development of the communicative competence can also be strengthened by using learner-centered instruction.

Communicative Competence

The first description of Communicative Competence was derived from Hymes' model for communicative competence (1972), as it included grammatical, sociolinguistic and contextual competences. Hymes' model inspired subsequent model developments on communicative competence, such as those of Canale and Swain (1980) or Sandra Savignon (1972). Focusing on Savignon's experiment (1972), her model presents the sociocultural component as an inseparable part of foreign language communicative competence. According to Savignon (1991, p.263) in Kumaravadivelu (2006, p.60) "CLT approach views competence in terms of social interaction and looks to further language teaching acquisition research to account for its development". Moreover, Kumaravadivelu (2006, p.61) states that CLT principles are derived from concepts such as "Hymes' (1972) theory of communicative competence, which incorporates interactional and sociocultural norms". This sociocultural element will be relevant to the sociolinguistic competence used within the Cooperative Learning method.

This dissertation also aims to present the current components of communicative competence that are developed using the Communicative Language Teaching approach. The elements of communicative competence in the curriculum have been modified within the different legal provisions of education. With regards to the evolution of communicative competence in the national curriculum framework, the most relevant components that comprise skills and knowledge are those of the Common European Framework of Reference for Languages (CEFRL, 2001). Today, Communicative competence involves, according to The CEFRL: linguistic competence, sociolinguistic competence and pragmatic competence. Each of them refers to different functions within the learner's process of language acquisition.

The specific section of the English language in the LOMCE Aragonese

curriculum (2016) shows that the linguistic competence comprises lexical, phonological and syntactic skills, among others; the sociolinguistic competence focuses on the sociocultural conditions that are inherent in the process of acquiring a foreign language, which can be seen in the linguistic interactions between people from different backgrounds and cultures; and the pragmatic competence is related to the functional use of the linguistic resources, according to diverse communicative situations. As communicative competence involves the linguistic, sociolinguistic and pragmatic competences, my learning unit tries to develop in the student the ability to cope with different actions and situations when interacting with different people and social agents.

Cooperative Learning methodology

This pedagogical practice involves students working together to achieve common goals or complete group tasks. Cooperative Learning may be defined as “a group learning activity in which learning is dependent on the socially structured exchange of information between learners in groups” (Olsen and Kagan, 1992, in Richards, J.C. and T. Rodgers, 2001, p.192). Moreover, Brown (2007, p.53) states that “Cooperative Learning has reference to the change of teaching methodology that occurs when the students and the teachers work together to pursue goals and objectives”. Through these quotes we can deduce that students must be arranged by teachers in a way that they can get interaction patterns when working with their peers. Furthermore, the way Cooperative Learning is organized will facilitate that students have the same opportunities to participate in class. This correlates with the way teachers structure student-student interaction patterns- as “it has a lot to say about how students learn” (Montagu, 1965, in Johnson & Johnson, 1994, p.1). This quote has also relevance with the Cooperative Learning’s principles, structures and diverse interaction patterns. With regards to demonstrate an instructional framework, David Johnson and Roger Johnson (1991), pioneers in Cooperative Learning, and Spencer Kagan (1994) will lead this section of the dissertation, as their theories have become respected among other researchers (Hröon, 2014).

According to Johnson & Johnson (1994), five elements need to be present so that Cooperative Learning operates successfully: *positive interdependence*; *individual accountability*; *social skills*; *face-to-face interaction*; and *group processing*. In addition, focusing on my learning unit proposal, students will be assigned the different responsibilities or ‘roles’ established by the teacher (*See coach, recorder, presenter*

and facilitator roles, Appendix X). By this arrangement, students will contribute to Cooperative Learning in a distinctive way. Consequently, “each group member will make unique contribution to make to the joint effort because of his or her resources and task responsibilities” (Johnson, 2002, p.25).

In relation to Kagan (1994) and Johnson & Johnson (1994), both agree that *positive interdependence* indicates that students understand that they are dependent upon each other when it comes to finishing their task (Johnson, 2002, p. 2). This implies that the teacher should create this responsibility of interdependence among students when they are assigned complementary roles such as “reader, recorder, checker of understanding, encourager of participation, and elaborator of knowledge” (Johnson, 2002, p. 2). The second principle, *individual accountability* functions when “all students in a group are held accountable for a share of the work and for mastering the material to be learned” (Kagan, 1994, p.15). This indicates that students will work for the same tasks in an equivalent way and will be given the opportunity to participate according to their different roles. In addition, teachers will assess the effort of each member to ensure that all of them are responsible for the groups’ outcome (Johnson, 2002, p.3). Furthermore, *face-to-face promotive interaction* will occur when the roles of “coach” and “facilitator” help their peers to work by means of encouraging and facilitating each other's efforts to achieve and complete tasks (Johnson, 2002). In addition, *social skills* will be enhanced by means of peer collaboration, something which will evidence the students’ degree of interpersonal skills and motivation. Finally, *group processing* will operate as a means of “clarifying and improving the effectiveness of the members” in contributing to the cooperative work (Johnson, 2002, p.4). These elements will be considered in my learning unit so that Cooperative Learning functions efficiently.

These principles, drawing on Johnson & Johnson’s (1991) current theories, will be also considered in detail during the learning unit discussion of this dissertation. Moreover, it is also important to highlight that the teacher should use varied Cooperative Learning structures in the proposed activities, as structures have been created by experts to help teachers make of their classrooms a source of knowledge and competence for students (Höorn, 2016). The structures of *Think Pair Share*, *Find Someone Who*, *Rally Robin*, *Teammates Consult*, *Rally Coach*, *Rally Table* and *Rally Read*, based on Kagan (1994), have been used to implement the activities presented in the learning unit proposal of this dissertation (*See Appendix I*).

Teacher-centred vs. Learner-centred instruction

Cooperative Learning implies a student-centred approach for teaching which can be contrasted with teacher-fronted lessons. This traditional way of instruction refers to the teacher having the control of the class and giving an individualistic approach to her/his own way of teaching. The teacher performs the role of the model, instructor and researcher, as the only subject who can provide information and knowledge to students. Therefore, there are not given opportunities for students to practice *speaking*. On the contrary, learner-centred instruction includes techniques that give some control to the student, focus on learner's needs and goals, and enhance student's sense of competence and self-worth (Brown, 2007, p.52). Experts on second language acquisition agree that what students need is the opportunity to speak in the target language (Brumfit, 1984). As result, learner-centred will offer students the necessary opportunities to practice. As Gillies (2014, p.134) states, "interaction among students and the teacher should be always present, and students should know how to express opinions and provide solutions to problems they discuss". This means that the communicative competence will be developed when doing activities in which student's arrangements in small groups require of cooperation (Gillies, 2014). My proposal will also be based on learner-centred instruction within Cooperative Learning, as it will give students techniques so as to: control group work or strategy training; be creative and innovative; and focus on the learner's needs and self-competence (Brown, 2007, p.52).

5. CURRICULAR FRAMEWORK

Drawing on the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria*, and the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la Educación Secundaria Obligatoria y el Bachillerato*, I have observed how to design the learning unit of this dissertation. Focusing on the LOMCE Aragonese curriculum (2016), my learning unit contributes to the general aim of the English language in the Compulsory Secondary Education stage, which is "to be able of communicating in

English in different communicative contexts and managing different situations”.

Concerning the curriculum, designing a lesson plans carries responsibility as it is necessary to adapt all the different curricular elements to the context of learning. The LOMCE Aragonese curriculum (2016) is a competence-based model which is suitable for the sustaining of the principles of Communicative Language Teaching (Richards and Rodgers, 2001). Furthermore, the syllabus that I have selected will be the mixed or multi-strand syllabus as “it provides a specification of topics, tasks, functions and notions, as well as grammar and vocabulary” (Ur, 1996, p.76). It will also allow students to work with different activities that are focused on communicative situations which will cause them to develop attitudes and to acquire different knowledge and skills (Ur, 1996).

The curriculum includes elements such as key competences, objectives, contents, methodology and evaluation criteria which needed to be adapted and formulated, so that each learning could be developed according to each student’s individual characteristics and different learning rhythms. These curricular elements have been organized, connected and sequenced towards the 4th academic year of Compulsory Secondary Education.

The LOMCE Aragonese curriculum (2016) recognizes seven key competences, which “are those that all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment” (European Union Parliament and Council of the European Union, 2006, p. 13). My learning unit contributes to the seven Key competences seen in the LOMCE Aragonese curriculum (2016), although mainly on the Linguistic competence, Learning to learn competence, Digital competence, Awareness and Cultural expression competence and Social and civic competence as it will be indicated in the learning unit discussion.

Concerning objectives in the curriculum, the teacher should be aware that learning objectives must be designed according to an interpretation of the eight main language objectives in ELT in Compulsory Secondary School, as the LOMCE Aragonese curriculum (2016) presents. As the present educational model is an objectives model or a competence-based model which does associate to the curriculum, learning objectives will also follow the Communicative Language Teaching principles (Finney, 2001, in Richards & Renandya, 2002). In this way, the curricular elements will be oriented to the attainment of the learning objectives and to the development and acquisition of the key competences.

Furthermore, the LOMCE Aragonese curriculum (2016) mentions that methodology must consider the educational background, the class and the individual profile so that students are provided with meaningful learning. According to the Basic Curriculum, *Real Decreto 1105/2014, de 26 de diciembre*, Section 18, “all students are different and each one has a distinct way of learning about the diversity that is present in the school setting”. The methodology must be in accordance with the learning objectives of the learning unit, which are relevant to the communicative approach and Cooperative Learning instruction. As it is stated in the methodological orientations of the LOMCE Aragonese Curriculum (2016), *Orden 26 de Mayo*, “Cooperative Learning responds to the students’ cultural diversity and has respect for the different learning rhythms and styles”. In this way, the different measures to serve the needs of diversity will be provided within the curricular adaptations in case that students need them, as well as ways of support, reinforcement and extension.

Another important element of the curriculum that teacher must specify to the context is the evaluation criteria. Since our curriculum model is open and flexible, grading specific evaluation criteria is determined by teachers. Focusing on the 4th year of Compulsory Secondary Education assessment, the evaluation of this learning unit is going to be based on the Article 14.3 of the Basic Curriculum, *Real Decreto 1105/2014, de 26 de diciembre*. Finally, the contents considered for this learning unit also concern the evaluation criteria and the learning outcomes. All of them focus on the sections that belong to 4th year of Compulsory Secondary Education as the LOMCE Aragonese curriculum (2016) indicates.

6. METHODOLOGY

The methodological criteria followed by this learning unit is related to the article 12.3 of the Basic Curriculum for the stage of Compulsory Secondary Education, *Real Decreto 1105/2014, de 26 de diciembre*. According to the LOMCE Aragonese Curriculum (2016), *Orden 26 de Mayo*, methodology must be based in constructivist and cognitivist learning principles to promote a meaningful learning. Cooperative Learning, learner-centred instruction and the communicative approach is the topic of this dissertation and constructivism and group work will be the method to be considered.

Concerning the learning unit, the general assumptions that underlie it have been

considered for students of 4th year of Compulsory Secondary Education. The learning unit will be implemented at the beginning of the year, as students would begin the school term with the Unit 4: Sports, that appears in the book *Smart Planet* (Goldstein and Jones, 2015). With reference to the sequence of my learning unit, the session will be organized with *pre-task*, *while-task* and *post-task* activities. The *pre-task* aims that student learn about the topic with motivation, as well as to activate their previous knowledge. The *while-task* will foment student to practice different skills, produce rich input and use interaction patterns. The *post-task* will help students to put into practice their oral skills on what they have learnt and to acquire new elements of the information taught. On the other hand, the targeted class will enable them to work with different activities that involve the use of the four skills with an integrated-skill approach (Richards, 2006). In this way students will develop and improve the different skills in addition to fill their interests and needs.

In relation to differentiation, this model of curriculum is competence-based model but also mix-focus model, which will consider the student's processes of understanding as well as the final product (Finney, 2001, in Richards & Renandya, 2002). Observation in the learning process of students within Cooperative Learning will be also assisted and considered by the teacher. Concerning students with a lower level or 'slow-learners', additional support will be given by the teacher: Cooperative Learning roles will be strategically assigned on them in each activity, so that students develop their skills with scaffolding and guidance. Furthermore, other activities will be offered to those students that have finished the worksheets before their peers, so that they remain learning and seem not distracted in class. In the case of 'fast-finishers', additional materials will be provided to complement the pre-determined materials of the lesson.

In relation to the materials, the students of this high school are accounting with modern resources such as computers, I-pads, and other electronic devices which help them to learn in a faster, motivating and direct way. Furthermore, the learning unit has been designed and adapted with real and published materials that belong to different sources such as the internet and framework books, worksheets, internet applications as well as power points or listening recordings within the help of the ICTs. Several activities are thought so that the students receive new information in the form of visual and aural material, whereas others are thought to be offered in written form.

Cooperative Learning will be implemented to foster students' interaction and

enable them to be aware of their own learning styles and difficulties. In a class taught in Cooperative Learning, the teacher must supervise and control how tasks' management is being carried out while he/she gives support to students. Furthermore, the role of the teacher will be placed as a facilitator, guide and counsellor, and it will be developed in terms of the input and opportunities presented to the student through the activities of the learning unit. The teacher will give instructions for the activities and feedback by correcting when necessary to help students to become autonomous and to make them aware of their learning process.

Concerning assessment, the evaluation will be summative, formative and differentiated. Students will be observed according to the learning outcomes and their learning process, so that the teacher provides help when necessary. With regards to the instruments used for the formative assessment, an evaluation checklist will assess the different skills: reading, listening, writing, speaking, but also the attitude, with total percentage of 100. The results of the evaluation will be determined by a numerical grading, comprised between 1 and 10. This will be divided in the following criteria: listening (20%), writing (20%), reading (20%), speaking (30%) and attitude (10%) (See Appendix IV). For the aspects of speaking and Cooperative Learning, two rubrics will be used to assess students working in group or individually. On the one hand, there will be given a checklist evaluation for the groups that work in cooperative teams, in which the five principles of Johnson & Johnson (1994) will be assessed by a rubric (See Cooperative Learning checklist and rubric in Appendix VI). On the other hand, students will be assessed according to their individual work when they participate by using *speaking* in class, where the use of grammar and vocabulary, pronunciation, fluency and participation will be assessed with a 30% as a maximum percentage by a rubric (See oral expression checklist and rubric, Appendix V). The rubrics and checklists of the oral skill assessment have been designed with respect to the assessment criteria of 4th year of Compulsory Secondary Education, specific provisions of second language appearing in the LOMCE Aragonese curriculum (2016). Moreover, students and their cooperative colleagues will get the same mark as a bonus (the mark will not rest), which could mean a 15% percentage more as maximum than the final mark (See Appendix VI).

With regards to teachers' observation, he/her will collect data by assessing and monitoring the students with the Cooperative Learning rubric and checklist, but also writing down observations on a teacher's diary/notebook. The data collected will

help to know which qualification students should obtain in the two mentioned checklists.

My personal aim is also to solve a problem and improve a situation in this educational setting. After being observing in 4th year of Compulsory Secondary Education, I did reflection on the needs perceived in class and I realized that I had to set in motion an innovative plan that reflects an improvement in the language learning. This problem relates to the inefficient use of Cooperative Learning, which consequently makes students not to develop the communicative competence. This means that there is an independent variable and dependent variable concerning action research. The independent variable concerns to Cooperative Learning being used in an effective way, and the dependent variable relates to the development of the communicative competence. Therefore, the fact that Cooperative Learning is used effectively or not will affect to students' development of the communicative competence in the C.E.I.P.S. Madre Maria Rosa Molas.

Concerning action research, students will be assessed by the teacher with adapted self-questionnaires (see Appendix XIII), after being observed working in Cooperative Learning. Students will be noted within a reflection-in-action process and with a comparison of the average progress with all the Cooperative Learning groups so that the action plan could be modified (Bailey, Curtis & Nunan, 2001).

7. INNOVATION PROPOSAL

Learning unit proposal

Concerning my innovation proposal, I considered to be pertinent for the learning unit the Communicative competence and Cooperative Learning, as the most applicable aspects I observed to be amended during my placement. In this section, the criteria and theories commented previously are going to be tackled according to the different aspects appearing in the learning unit. This proposal will seek to help 4th year students of Compulsory Secondary Education learn through innovative pedagogical methods and updated approaches that focus on the learners' own learning process and group work they take part in.

My learning unit correlates with sociocultural and sociolinguistic elements of the English language, so that students learn through it with motivation and curiosity. The subject 'Leisure and free time' will allow students to participate and show their experiences and interests regarding everyday matters. This learning unit will be composed of five sessions with different topics: Leisure activities, Hobbies, Sports, Sports and culture, and Music. This will cause students to be willing to participate with the real-world context of this subject as well as provide rich input with the different activities the learning unit provides.

I decided to use the topic "Leisure and free time" as a different but related context of the topic of Sports because it was noticeable that it would provide more opportunities to engage students in the activities and create enthusiasm and stimulus. According to Dörnyei (1994, p.281) "increasing the attractiveness of the course content by using authentic materials that are within the students' grasp in a productive way and designing and selecting varied and challenging activities will improve learning situational level in class".

The topic "Leisure and free time" has been selected strategically and adapted for Unit 4 appearing in the book of 4th year in Compulsory Secondary Education, as a complement of the Unit of Sports, but also as a different way of learning through group work and communicative activities. My experience is that at the end of the placement I implemented a lesson about the topic of sports, which I decided to adapt instead of using the book's contents. At the beginning of my placement, I could observe that students could learn significantly through Cooperative Learning instruction. This came to my conclusion after I developed two different essays with the "practicum II", where I took notice of the positive effect of promoting student to student interaction and offering a variety of tasks and activities that contributes to the development of the communicative competence. Consequently, I decided to implement a Cooperative Learning activity with the structure "1-2-4 (See post-activity of Lesson 4 in Appendix I, p. XIX). I offered students a questionnaire of their performance almost at the end of class so that student answered it. Finally, I could verify that the structure 1-2-4/ "Think pair share" functioned successfully (See Appendix XII). Furthermore, the tutor of the placement also affirmed that students were participating more, and she confirmed how effective Cooperative Learning could be if it is carried out properly and if its principles are followed. Thus, the outcomes encouraged me to design a

Cooperative Learning unit for this dissertation.

Defining the academic profile of students

This learning unit aims to give an improvement of the teaching methodology and learning approaches that are given to 4th year of Compulsory Secondary Education. The fact that the context of the C.E.I.P.S. Madre Maria Rosa Molas uses mainly the Cooperative Learning as the educational method on Secondary School will be the point of the discussion of my innovation proposal. As I mentioned in the Justification, Cooperative Learning should be readjusted as it corresponds to one of the most relevant features of this educational setting.

I was informed by my tutor of the placement that all the students of 4th year of Compulsory Secondary Education had a level that ranges between a A2 to B1 in the four skills. This indicates that students possess an effective and productive level for their course, probably because they have acquired all the skills in their academic progress with their participation in school projects and extracurricular activities. Nevertheless, some students have a lower level in the oral skill, which could occur because fluency is not as contemplated as much as accuracy in class. My tutor also indicated that reading and writing were the easiest skills for students because most of the activities appearing in the book involved these skills.

Moreover, CLT principles and learner initiative in the classroom were not recognized to be used in Cooperative Learning. On the one hand, I could observe that students performed activities that were focused on grammar and with no communicative purpose. In this way, fluency was not built in class as there was not used authentic language in class (Brown, 2007, p.47). On the other hand, these students learned through a traditional way of learning as students were offered instruction that did not focus on their learning process. From my point of view, students in a Cooperative Learning classroom should participate and have more opportunities to show and share their knowledge. Focusing on student's role, I consider that they should practice speaking as much as possible when being in class, be responsible of their answers and make decisions in group work. Teachers should also guide students and create opportunities for them to experience a functional speech of language in a real communicative situation (Brown, 2007). Therefore, as a future teacher, I propose the

communicative approach correlating the Cooperative Learning instruction and the learner-centred methodology in my learning unit.

My learning unit will aid students to develop communicative competence by practicing *listening* and *speaking* mainly. The teacher will also act as a guide and helper for students that need support in their performance with their different Cooperative Roles and in the development of the tasks proposed in the learning unit. There will also be additional support for students with specific needs, such as slow-learners and fast-learner's activities. In case of a high degree of adaptation, educational and pedagogical intervention will be provided for each situation, either in their development of multiple capabilities or in the acquisition of their basic competences. The main aim is that students find their path to learning in a way that contributes to their professional future.

The learning atmosphere of the mentioned school, which is adequate and positive, will affect the students' progress and efficiency with the English language learning. Cooperative Learning arrangement will aid the development of their intrapersonal and interpersonal intelligences so that they can communicate and help each other. Therefore, academic support will be provided, as each student has a distinct way of learning due to the diversity of abilities that are present.

Curricular elements

The objective of this dissertation is to focus on communicative competence in the learning unit proposal. Communicative competence is composed, according to the CEFR (Common European Framework of Reference for Languages) by linguistic competence, sociolinguistic competence and pragmatic competence. Since the curriculum is a competence-based model, my learning unit will be "under the umbrella of the communicative syllabus" in addition to the communicative approach (Finney, 2002, p.73). Today there is a communicative syllabus or curriculum approach in the practice of ELT, as the curricular elements have been regarded with the present mix-focus model of the curriculum (Finney, 2002). As Finney shows, the mix-focus curriculum will give an emphasis on process as well as product, but also will focus on "the learner and learning, on the need for interaction between, on the integration of design elements with implementation process and on the evaluation at every stage" (2002, p.74). Moreover, there is "needs analysis" aim on the syllabus of my Learning

unit proposal, as it relates to the “development of a language program which is responsive to the learner and learning needs” (Finney, 2001, p.75, in Richards & Renandya, 2002). These choices have been carefully selected recognizing the learners’ personal and academic goals.

While our current curriculum is a competence-based model, one of the constitutive elements of the curriculum are the seven key competences. Although my learning unit contributes to all the seven key competences, the activities will mainly get students to use the Linguistic competence, Digital competence, Learning to learn competence, Awareness and Cultural expression competence and Social and civic Competence. The *post-task* activity “Rally coach” in the Lesson 1 (Appendix I, p. IV), and the *main activity* “Teammates consult” in Lesson 1 (Appendix I, p. III), contribute more to Linguistic competence because of the learning of grammar and vocabulary. Concerning Learning to learn competence and Social and civic Competence, there will be given opportunities for students to utilize social strategies with different contexts and by using the language in groups such as the *main activity* “Jigsaw reading” in the Lesson 5, the post-task of Lesson 5, and the pre-task “Stand up, Hand up Pair Up” of the Lesson 1. In the Word cloud activities of Lesson 3 and Lesson 2, students will be able to use learning strategies and different resources by interacting with the ICTs which will help them to work in team work. Furthermore, students will learn with a Timeline internet application in Lesson 5, to organize the text information in a clear way (Appendix I, XXIII). Moreover, they will use Awareness and Cultural Expression Competence in the *main activity* of the Lesson 4 (See Appendix I, p. XVIII), as well as contribute to the Personal initiative and autonomy competence when students handle decisions to work together by being creative, critic and organized to develop a presentation of a hobby in Lesson 2 (See Appendix I, p. VIII).

Concerning contents in the curricular framework, they have been considered to design the activities of the learning unit proposal. The contents of my learning unit have been formulated concerning the LOMCE Aragonese Curriculum (2016) description in the 4th year of Compulsory Secondary Education stage. The learning unit proposes communicative activities that are connected to daily issues of the real life in the personal, public, professional and educative aspects. These communicative activities will promote the development of the Communicative competence as well as

the improvement of students' skills. The specific contents will be indicated in the Appendix VII.

With respect to learning objectives and specific learning objectives, my learning unit aims to contribute to the Basic Curriculum, *Real Decreto 1105/2014, de 26 de diciembre*, which mentions eight general objectives that relates to the compulsory Secondary Education stage in the subject of English language. I have formulated learning objectives following a backward design, as they have been an interpretation of the specific evaluation criteria and its standards, so that they are measurable and observable for the students' needs (Richards, 2013). According to Finney, (2001, p.75), in Richards & Renandya, (2002) in language teaching "there are a number of different way of expressing objectives". These learning outcomes, as well as the main aims and subsidiary aims of the learning unit (see Appendix I) have been interpreted and formulated with the use of the 'Revised' Bloom's Taxonomy Action Verbs (Anderson, 2001); and with a function-based syllabus (Finney, 2001, p.76). In fact, learning objectives will be based on function-based syllabus that will estimate needs analysis for communicative syllabus design (Hedge, 2000).

On the one hand, the main aims of the learning unit will enable students to utilize their competences with a function-based syllabus with specific needs, such as using communicative patterns in the different Cooperative Learning activities. This function-based syllabus will also consider "learner's motivation, learning styles and learner-defined target language behavior" (Finney, 2001, p.75, in Richards & Renandya, 2002). Furthermore, with regards to the main aims seen in this learning unit, they will relate to the use of communicative competence by students when they learn in Cooperative Learning groups.

On the other hand, concerning more specific goals of this learning unit, students will use learning strategies and the four skills with an integrated-skills approach. Subsidiary aims will be focused on the "process of learning and the development of the individual" in the Cooperative Learning activities (Hedge, 2000, p.345). This quote is relevant because these learning outcomes or subsidiary aims will be "precise descriptions of what the learner will be able to perform as expected outcomes of the course" (Hedge, 2000, p.345). Therefore, the learning unit will present subsidiary aims according to the learning outcomes proposed for all students; and Main aims according to what students must accomplish through all the Lessons by working in Cooperative Learning groups (See Main aims and Subsidiary aims of Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson

5, in Appendix I).

Concerning evaluation, the criteria proposed contributes to the criteria presented in the sections that belong to 4th year of Compulsory Secondary Education, as the LOMCE Aragonese curriculum (2016) shows. The minimum criteria have been regarded and formulated so that they present connection with the contents and activities of the learning unit (See Appendix III). The standards have been designed and formulated also considering the standards of the four different sections of 4th year of Compulsory Secondary Education (see Appendix III).

I have also decided to design these assessment criteria so that students improve their skills because of their production of communicative competence but also taking into consideration the principles of Cooperative Learning. According to the curriculum, the evaluation will systematic, formative and differentiated. In the learning unit, there will be proposed a checklist as the formative evaluation instrument which will assess listening (20%), writing (20%), reading (20%), speaking (30%) and attitude (10%) (See Appendix IV, Checklist). In addition, as a formative assessment, homework and students' involvement in the activities will be assessed in the attitude section. With regards to formative assessment, there will be also used two rubrics to assess the oral skill by students working individually (See Oral skill rubric, Appendix V), and in group (Cooperative Learning rubric, Appendix VI).

Important aspects for effective language learning

Cooperative Learning will be complemented with Communicative Language Teaching in my learning unit proposal as the principles and practices of this communicative approach have been adapted to suit students' needs (Kumaravadivelu, 2006). On the one hand, the activities used in the Cooperative Learning instruction will provide opportunities for students to interact with topics related to their interests as well as engaging students in the pragmatic, authentic and functional use of language (Brown, 2007). The learning unit will offer students the opportunity "to negotiate meaning and interact" between themselves (Richards, 2006, p.13). Concerning Cooperative Learning, the learning unit will promote student to student interaction and push students to begin using oral skills when helping each other. The activities have been designed so that they are functional and require learners to "use their language

resources to overcome a gap or solve a problem” (Richards, 2006, p.18). For instance, information gap-activities such as roleplays or jigsaw activities will make students solve a problem by paying attention to the context and using the pragmatic use of language. In addition, regarding Cooperative Learning use within CLT, students will exercise their communicative competence while learning in pair or group work. Pair and group work will enable students “to help each other and learn from hearing the language used by other members” (Richards, 2006, p.20). Furthermore, group projects, information-gathering activities and opinion-sharing activities will be also offered with the aim that students use their interaction patterns in group but also their own linguistic resources to complete the tasks (Richards, 2006).

Looking at Cooperative Learning at another angle, it will also complement students using CLT principles because communicative goals will be achieved by focusing on “the grammatical, discourse, functional sociolinguistic and strategic elements of communicative competence” (Brown, 2007, p.46). In CLT, pedagogical means for ‘real-life’ communication are required for language instruction, as they focus on the use of authentic and meaningful tasks in the classroom (Brown, 2007). This means that students will learn the activities proposed by focusing on a real-world context. As Richards (2006, p.13) states “CLT makes real communication the focus of language learning”. This will help them to feel they are learning in a communicative class where they use the language “productively and receptively, in unrehearsed context outside the classroom” (Brown, 2007, p.46).

Moreover, *Pre-task*, *While-task*, and *Post-task* will be the sequence to structure the activities of all the five lessons. There will be a connection with the Cooperative Learning group arrangement and the different activities learnt in one day of class. The activities proposed in each lesson will be connected to the next session, so that students use their previous knowledge and apply the new information offered in the topic with the background and context provided. Furthermore, this proposal also aims offer the main activities combining two, three or four skills with an “integrated-skills approach” (Richards, 2006, p.11). Reading and writing skills will be used so that students acquire linguistic input when using language. Hence, the use of reading and writing will be as valued as listening and speaking skills with the aim that students will be able of mastering all the abilities of the language to develop communicative competence.

Learning unit sequence

The learning unit and its activities have been designed according to the structure of *Pre-task*, *While-task* and *Post-task* sequence. *Pre-task* activities will allow students to learn about the context of the lesson, use their previous knowledge and activate the new information acquired. In this way, warm-up activities will help teachers to prepare students to use their oral skills and to offer scaffolding if necessary. Focusing on *while-task* or *main activities*, students will be offered to practice reading, listening, writing and reading skills through different structures of Cooperative Learning. Finally, *post-task* activities will be used to review what students have learned, allowing them to learn in depth by putting into practice other skills and acquiring new elements of the vocabulary taught.

The *pre-task* activities will act as a warm-up and brainstorm so that students can begin the lesson motivated. Students will use innovative dynamics that involve speaking and interaction with their classmates to arouse interest in the topic covered in each lesson. In order to present movement, dynamism, to make students socialize and activate schemata about the topics of the Lesson 1 (Appendix I, p. II) and Lesson 5 (Appendix I, p. XXII), the activities of “Stand Up, Hand Up, Pair Up” and “Find a pair who” will be implemented. Alternatively, Word cloud exercises will prove useful for students as a visual aid to help them to guess and deduce the meaning of new vocabulary, and to help them learn the context of the lesson in an interactive and motivated way within the use of the ICTs. Furthermore, Word clouds will provide different ways of learning, as they will use memory strategies, like in the pre-task activity of the Lesson 2 (Appendix I, p. VII). They will also offer scaffolding by classifying vocabulary, as in the pre-task activity of Lesson 3 (Appendix I, p. XII), and make different connections with vocabulary to get a more accurate meaning of the words such as in the activity of Lesson 4 (Appendix I, p. XVII).

Moreover, Cooperative Learning is involved in the *main activities* proposed in the lesson, which integrates all the skills into the lesson, since these activities provoke the use of either two, three or four skills. An example of this is the *main activity* “Teammates Consult” in Lesson 1 (Appendix I, p. III), a reading comprehension text that students must first survey and then come to a final answer through utilizing different Cooperative roles when speaking and writing.

Another activity which involves the use of the four skills is the "Presentation of a Hobby", where students have guidelines for producing a writing composition (Appendix I, p. VIII). In completing this activity, students will use speaking, writing, reading and listening skills to give a group presentation about their chosen hobby with a view to read to their peers. Therefore, Lesson 2 involves students working in teams and as a result they will know how to organize different tasks of which they will be responsible. In addition, Lesson 3 will also make students work using reading, writing, listening and speaking skills in this Cooperative reading activity called "Rally Read". Students will have to debate the text's meaning, scan it by using strategies of summarizing and decide which answers are correct. Whilst doing this, each student takes on different responsibilities according to their Cooperative roles (Appendix I, p. XII). The *main activity* of Lesson 4 is a listening activity which students will complete in a group work (See Appendix I, p. XVIII). The listening will be carried out through the bottom-top model, so that students have focus on specific information in the recording, make sense of the message and finally discuss the different sociocultural aspects that are dealt with. They will also be implementing Awareness and Cultural expression competence whilst learning about sports in different countries. The subject of 'phonetics and phonology' and the subject 'oral communication in English language' of the Master's Degree will be also identifiable in this learning unit with an exercise associated to the *main activity* of Lesson 4 (See Appendix II, p.19). The listening recording will help students to learn different words and sounds and to know how to classify them. During Activity 2 the graphemes of the consonant and vowel <c> and <a> will be covered so that students are aware of the alternative spellings and pronunciation in the English language (See Appendix II, p.20). However, as a future improvement I would suggest creating a learning unit on phonetic sounds complying to the premises of the Lingua Franca Core (Walker, 2010).

Lesson 5 relates to a jigsaw reading activity on the topic of music, in which students must also use their language resources and four skills to understand the different pieces of information that will be offered to each group until the final answer is presented with the aid of a Time Line W. The use of ICTs means that students are provided with the information in a direct and contextual manner, as students must discover how the given questions that appeared in the different texts relate.

Finally, *post-task* activities will function as a follow up to some *main activities* but also, as a way for students make to consolidate their previous knowledge.

They will enable students to grasp the opportunity to practice communicating with their oral and listening skills through opinion-sharing activities such as ‘Think, pair, share’ in Lesson 4, a role play in Lesson 5 or reasoning-gap activities in Lesson 3. Thus, students will also have the chance to practice their productive and receptive skills while they utilize the vocabulary learned in the lessons, show their ideas and opinions to the rest of the students and learn about their classmates’ answers.

In the learning unit, elements of discourse and grammar will be learned, as well as the pragmatic aspects of language. This is because in CLT there is a relationship between form and function, and fluency and accuracy are complementary principles (Brown, 2007). Grammar forms used in the learning unit are seen in the Contents’ section on Block 3: “Written Text Production” (See Appendix VII), that relate to the present tense, past tense, present simple, present perfect, used to; and the superlative form. They will be offered grammar through the *post-task* activities of the Lessons 1, and 4 (See Appendix I). This will encourage the learner to be attentive to accuracy as well as “keeping them engaged in a meaningful use of language” (see Brown, 2007. p.46). In addition, through focusing on meaning, students will learn new vocabulary words, idioms, expressions, and knowledge connected to the real-world context of “Leisure and free time”, which encompasses the interests of the students. This is reflected in the 4 sections of “Common use of production/reception skills’, on Appendix VII, that was adapted from the contents’ section of the LOMCE Aragonese curriculum (2016). Thus, students will acquire profitable knowledge thanks to the functional use of the language outlined in the activities of my learning unit proposal.

Cooperative principles and structures for an effective learning

As it has been reflected previously, Cooperative Learning must be modified according to how it is organized. This section aims to show which aspects should be improved concerning cooperative structures, roles and its principles. In my learning unit, most of the activities proposed have been structured to be accomplished in Cooperative Learning groups, with different functions and assigned roles to be performed. I will show some Cooperative Learning structures with Kagan’s (1994) work as well as analyze the five principles of Cooperative Learning with Johnson & Johnson’s work (1991), so that the students learn to work in groups and practice interaction by

cooperation instead of competition.

The first principle, *positive interdependence*, will be mainly observed in the main activity “Teammates consult” of Lesson 1 (Appendix I, p. III) and in the activity “Rally Read” of Lesson 3 (see Appendix I, p. XIII). Students will work cooperatively having the same objective in the activity, as they should work in teams and be dependent upon each other to finish their tasks. The structures of “round robin” and “round table” will be used in both cases as student will have the goal of finding a final answer by agreeing between them. The principle of *individual accountability* associates to the fact that students will work in the same tasks in an equivalent way but also differently according to their Cooperative Learning roles. This can be also seen in the “Presentation of a Hobby” of Lesson 2, using the roles of facilitator, recorder, presenter and coach, and with the structure of “Round table” when doing their writing composition. The principle *face to face interaction* will make students to learn how help each other with the roles ‘coach’ and ‘facilitator’. This will be seen in the activities Lesson 3 within the main activity with “Rally Read” structure, the post-task “Rally Coach” in Lesson 1, and in the pre-task of Lesson 4, with a word cloud that will also give opportunities to speak in “round robin”. Concerning the principle of *interpersonal/social skills and small talk* students will use it by learning through the Cooperative learning structures of “Think pair share” in the post-task of Lesson 4 (See Appendix I, p. XIX), in “Stand up, Hand up, Pair up” in Lesson 1, and with “Find someone who” in Lesson 5, using mainly writing and speaking skills. This will enable that students develop their communicative competence by being influenced with internal factors such as their motivation and interests. Finally, with regards to *group processing*, it will be assessed by the self-questionnaires that will be given at the end of the learning unit implementation, with the aim of observing if Cooperative Learning functions successfully.

Roles and group work in Cooperative Learning

In relation to the different objectives that students are assigned to accomplish in the learning unit, there has been observed a need of structuring the activities where Cooperative Learning roles will be one of the most important factors to generate the

effectiveness of this method. This learning unit will aid students to use Learning to Learn competence when students work in groups, as they will work with their peers and use social and affective strategies if students help other members of their groups. Concerning my placement experience, the students on C.E.I.P.S. Madre Maria Rosa Molas did not use the roles proposed for students of 4th Compulsory Secondary Education. However, roles of ‘coordinator’, ‘coach’, ‘speaker’ and ‘organizer’ were used in the rest of the courses of Compulsory Secondary Education. My proposal will use similar roles although heading to Kagans’ different roles and their respective role cards: *Facilitator, Recorder, Presenter and Coach* (see Appendix X). These roles are mainly used in the while-tasks by groups of four students, such as in the main activity of Lesson 1, the main activity of Lesson 2, the main activity of Lesson 3, and in the main activity of Lesson 5. The use of Cooperative roles will enable students to accomplish a different responsibility in almost all the activities regarding the different tasks and roles given. However, there also appear activities which students will perform by working in pairs, such as “Rally Coach” activity in Lesson 1 (Appendix I, p. IV), the *post-task* activity of Lesson 3 (Appendix I, p. XIV) and the *pre-task* activity of Lesson 5 (Appendix I, p. XXII), to contribute to their social and civic competence.

Concerning group work, The C.E.I.P.S Madre Maria Rosa Molas determined the tables arrangement according to the different levels that students had in the target language. My proposal will also follow this principle to create the Cooperative groups, as student will be cautiously selected according to their skills, level and capacities with the language. The teams will be organized in a way that all the members can help each other. In my opinion, when addressing diversity, a teacher must bear in mind the total number of students to create balanced groupings. In this learning unit a specific number of students will be proportionally divided according to the total number of students in class. To do so, Cooperative Learning groups of four people will be created, placing as result six cooperative teams in the class. The way my proposal tries to help students is arranging students in which the most advanced could help the students who need to improve the English language. As Kagan (1994) shows, the method to organize students will be the following criteria: *St 1: Middle High level, St 2: Low level, St 3: High level and St 4: Middle Low level*, (see Appendix XIV). Therefore, I believe it is important to create the social context necessary for teams to maximize their potential. Furthermore, to create a positive team identity, a safe classroom, and a caring, trusting and cooperative environment will be necessary to make students learn effectively. This

will enable that student could advance on their learning process with the English language.

8. CONCLUSION

The Master's Degree has enabled me to acquire and develop knowledge, skills and attitudes to give instruction and provide students opportunities to become the participants of their own learning process. In this dissertation I have had the opportunity to design a learning unit bearing in mind the different procedures and techniques that must be considered so that students suit their academic needs. Furthermore, I consider that I have offered an innovative and effective learning proposal with the aim of solving a specific situation and by providing a real perspective about teaching. In my opinion, as a future teacher, I have had the responsibility to make decisions concerning the use of the most suitable pedagogies in an educational context. This dissertation has tackled the pedagogy of Cooperative Learning as an effective way of instruction to be taught within my learning unit proposal. My learning unit has regarded the way structures, roles and arrangement did not functioned accurately in the C.E.I.P.S. Madre Maria Rosa Molas, as the principles of Cooperative Learning were not pursued. During my placement, I observed that students in 4th year of Compulsory Secondary Education needed to be taught through the principles of the Communicative Language Teaching approach. These students were not offered a learner-centred instruction, which did not provide them opportunities to practice their communicative skills. As the LOMCE Aragonese curriculum (2016) states "Cooperative Learning is an important methodology to manage diversity and to enhance students to develop Communicative competence of target language". Furthermore, my proposal has also aimed that students learn to work in group by cooperation instead of competition, so that they help each other.

I have worked with the curriculum in a conscious way as it is very important to have a careful planning. To do so, I have adapted and specified all the curricular elements to the context of learning when designing the lesson plan. As the LOMCE Aragonese curriculum is a competence-based and mix-focus model with a communicative syllabus, I have selected a multi-strand syllabus so that students learn

different aspects of language by practicing varied tasks, notions, topics, and knowledge. Moreover, the objectives and assessment criteria have been adapted and formulated with a needs analysis matter and a function-based syllabus so that they can be measurable and observable to the development of communicative competence. Furthermore, the fact that students could be observed and noted when working cooperatively by the teacher will enable learners to understand what Cooperative Learning implies for the improvement of their use of language.

Regarding how Cooperative Learning complements the Communicative Language Approach, this will be noted through the exercises offered that will enable students to develop oral skills and to show different ideas, interests and points of view. The topic of 'Leisure and free time' will relate to the "sociocultural element of the Communicative competence" (Savignon, 1972), as it will be observed in the linguistic interactions between the students. To organize an effective plan of the lessons, Cooperative Learning structures have been cautiously selected to be practiced along with different information-gap activities, role plays, opinion-sharing activities, information-gathering activities or group projects. These activities will facilitate students to experience a functional use of the language in a real communication situation (Brown, 2007). This means that the activities will also entail student's use of the language with a communicative purpose as they will be based on a real-world context.

Furthermore, communicative competence will be achieved in my learning unit through the implementation of Cooperative Learning structures and principles that I have shown with Kagan (1994) and Johnson and Johnson's (1991) current theories. Students have been given the opportunity to work in group by participating equally and being modelled with 'roles' so as to make students cooperate efficiently. Students will be arranged by the teacher in a way that they get interaction patterns when working in group, as each student will fulfil different tasks in each activity that relate to the development of a different skill or learning strategy.

Moreover, I have also considered in my learning unit the distribution of groups and roles taking into account diversity and the students' level of their target language. What is more, balanced groups and an equal participation among students will create a suitable atmosphere to develop Cooperative Learning. The teacher will also contribute to this learning atmosphere, as they must promote interactions among students by acting as a helper and guide on their learning process and providing them

freedom to participate. In this way, the teacher will cause students to be more active in their own learning and to accept more autonomy over the decisions they need to make. This also relates to futures lines of action to be accomplished in my professional future, as I believe that students should ‘take control’ of their learning process more than teachers do. Therefore, by focusing on learners’ needs, it is essential that a class is led by eclectic teachers who know how to adapt the teaching methods to their own students.

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APPENDIX I

LESSON 1: LEISURE ACTIVITIES.

<p>Main aims</p>	<p>At the end of this lesson, students (Ss) will be able to:</p> <ol style="list-style-type: none">1. Understand oral information and follow its indication and meaning.2. Make use of previous knowledge and internalize new input.3. Be able of communicating fluently without paying attention to accuracy.4. Make use of vocabulary expressions about leisure and free time.5. Work in groups and in pairs with the Cooperative Learning roles.6. Interpret the general message of a text and explain its different parts.7. Dialogue with the rest of students respecting everyone's turn of speech.8. Organize related aspects of language and summarize the relevant information.9. Provide feedback and help to their peers to get a correct answer.
<p>Subsidiary aims</p>	<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none">a) Formulate hypothesis and express different opinions regarding habits or experiences.b) Understand oral information given by answering questions correctly.c) Support their peers when reading text to know about British different habits and their culture.d) Solve a reading activity in cooperative learning groups and participate equally.e) Summarize and rephrase the main ideas working in Cooperative Learning groups.f) Interpret information of daily issues and customs regarding leisure time.g) Compare written information regarding grammar tenses and experiences.
<p>Skills, micro-skills, competences and strategies to be developed:</p>	<p>This lesson plan contributes to the development of the communicative competence: linguistic, sociolinguistic and pragmatic. There is also contribution to the seven key competences, mainly the Linguistic competence (LC), Learning to learn competence(LL), Cultural awareness and expression (CC) and Social and civic Competence (SC). Students will also practice social and affective skills, they will establish connections of new topics with the previous knowledge they have, use visual and memory strategies, use reading strategies such as skimming and scanning and use metacognitive strategies to synthesize and summarize information. Furthermore, students will have to share and discuss about different opinions.</p>

Teacher's Guide	Description of activities	Teacher Talk	Timing
<p>Pre-Task activities and critical input</p> <p>1</p> <p>2</p> <p>4</p> <p>a)</p> <p>b)</p>	<p>‘Stand up, hand up, pair up’:</p> <p>All students will be given a question strip and they will have to find a partner so that they say their answers.</p> <p>There are four steps:</p> <ol style="list-style-type: none"> 1. All students stand up and put one hand in the air. 2. Students walk around the classroom until they pair up with the student is standing closest to. 3. Students that have found partners will put their hands down, and if other students have not found partners they will keep their hands raised until they find a partner. 4. Students will work in <i>Rally Robin</i> until their questions are answered. Then, the students will report their final answers to the teacher orally. 	<p>The teacher (T) will ask students what they usually do when they are not in class: - “What things do you like doing when you have free time”?</p> <p>Then, the t will present the pre-task activity by giving a question strip to all the students.</p> <p>The teacher will ask students to get one answer connected to their question strip by saying them to ‘stand up’, ‘hand up’ and finally ‘pair up’. The activity will be started when all students have found their pairs. Students must answer orally to the questions asked. One example about how to answer is seen in “Key Answers” (see Appendix II, p.2). Then, the t will ask students to speak to their partners to complete the task. Finally, the t will randomly call on groups to report and discuss their answers.</p> <p>This activity will be controlled and guided by the teacher, offering students the time they need to organize, talk and report their answers.</p>	<p>15 minutes</p> <p>(SC)</p> <p>(LC)</p>

<p>Learning Task</p> <p>Input presentation and guiding understanding</p> <p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p> <p>7</p> <p>9</p> <p>a)</p> <p>c)</p> <p>d)</p> <p>e)</p> <p>f)</p>	<p>‘Teammates consult’:</p> <p>This activity consists of a reading comprehension text related with British people and the leisure activities that they do in their free time. Students (Ss) will have to do it in Cooperative Learning groups.</p> <p>There are five steps:</p> <p>Step 1: Students must put their pencils in the corner of the table.</p> <p>Step 2: One student, ‘the presenter’, must read the first question (colored in red) and all the rest of students must look for the answer by discussing in group (See Appendix II, p.3)</p> <p>Step 3: Students discuss their answers and must agree. The person in the left of the ‘presenter’, (‘the coach’), must verify that all the rest of students understand and agree with their answer.</p> <p>Step 4: All students must write when they agree with their final answers by picking up their pencils and writing their answers with their own words.</p> <p>Step 5: Now, the next question can be started, which will appear with a different color (See Appendix II, p.4). The roles of “presenter” will turn to ‘facilitator’ and the one on the left (the ‘recorder’) must verify the new answer.</p>	<p>The teacher will talk to students about free time and leisure activities done by them.</p> <p>Then, the T will give to each student a reading text, saying to students that they must perform the roles of: Presenter, Coach, Facilitator and Recorder.</p> <p>T explains that each student of their Cooperative Learning group must make a different question, as there will be offered four different colors to be completed in the text.</p> <p>T will control time between each activity, and students will take turns to participate regarding their roles.</p> <p>Then, the t must control if students make consensus with their groups before writing their final answer by using the pencils that were put on the corner of the table.</p> <p>Furthermore, the teacher will say to students that each of them must write their final answers in their own sheet of paper.</p> <p>To control this activity, the teacher must supervise students and walk around the tables. When it is finished, the teacher will ask the solutions to the different Cooperative Learning roles.</p>	<p>30 min</p> <p>(SC)</p> <p>(LC)</p>
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<p>Post-Task Activities and Understanding Performances</p> <p>2</p> <p>4</p> <p>8</p> <p>9</p> <p>e)</p> <p>g)</p>	<p>‘Rally Coach’:</p> <p>This Cooperative learning activity will consist in a writing text which students must read and complete by filling the missed information in the two different columns. In the structure <i>Rally Coach</i>, one student is the ‘Solver’ (those with roles as “recorder” or “facilitator”) and the other is the “Coach”. Students must make the following steps:</p> <p>Step 1: The “Solver” answers the problem, verbalizing the answer before writing.</p> <p>Step 2: The “Coach” watches and listens. The “Coach” offers help if needed.</p> <p>Step 3: When the “Solver” solves the problem, the “Coach” offers praise</p> <p>Step 4: If the answer is incorrect, Partner B coaches and helps Partner A to the correct answer.</p> <p>Step 5: Partners switch roles and the “Solver” becomes the “Coach” for the next problem.</p>	<p>The teacher will ask students to observe the differences between the writer’s past habits and his current routine.</p> <p>The teacher will control the class noise by arranging students in pairs, with “the coach” and “recorder” joining with other student, so that each pair can help each other, gives feedback and exchange different points of view.</p> <p>The teacher will provide help by explaining the different questions regarding the different verbal tenses appearing in the text: present simple, present perfect, used to and past simple.</p> <p>The teacher will give direct feedback if it is needed, writing in the blackboard some correct possible answers said by students.</p>	<p>5 min</p> <p>(LL)</p> <p>(LC)</p>
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For fast finishers: 2 4	Variations/Follow up: Gap filling exercise about leisure vocabulary learnt in the lesson (See Appendix II).	Teacher will offer students the worksheet as soon as they had finished the Post-task activity.	(LC)
Verification and Policy on Error Correction		Providing feedback and scaffolding will require of the T’s ability to exercise reflection-in-action. For every session, the T will take notes on individuals’ progress and attitude. The T will fill in rubrics for each session to evaluate individual and group work. After the session, the T will fill in a rubric and make the necessary changes and adaptations of the materials.	
Diversity and slow learners:	In order to address diversity in the classroom, cooperative groups will be formed by heterogeneous students: To do so, seating arrangements will be balanced: one high-level student + one low-level student + one medium- low-level student + one medium-high-level student.	The teacher will organize the Cooperative Learning process so that the students having a low-level will perform the roles as “coach” or “recorder”, depending on the Main activity or the Post-activity instructions.	
Materials Needed Question strips (Appendix II, p. 1), computer, projector, worksheets (Appendix II, p.5), notebook or sheets of paper.		Other Resources: (e.g. Web, books, etc.) <i>16 question strips.</i> Retrieved from: http://www.allthingstotopics.com/leisure-activities.html <i>Leisure activities.</i> Retrieved from: http://www.allthingstotopics.com/leisure-activities.html <i>Reading text.</i> Retrieved from: https://en.islcollective.com/resources/printables/worksheets_doc_docx/leisure_in_britain/presentation-simple-united/15714	
Homework (if any): Systematic exercises such as matching or gap - filling could be given as homework (see Fast-finishers file)		Notes on lesson: Communicative practice will be prioritized during the session. If the teacher considers it appropriate – either due to technical problems or for time purposes – he/she will skip the less relevant activities according to his/her criterion.	

LESSON 2: HOBBIES

<p>Main aims</p>	<p>At the end of this lesson students (Ss) will:</p> <ol style="list-style-type: none"> 1. Make use of previous knowledge and internalize new input. 2. Infer the meaning of words in the context of hobbies and leisure time. 3. Defend a presentation about the hobbies they are interested with. 4. Classify new vocabulary related to hobbies and internalize new input. 5. Compare their interests and motivations having a fluent conversation. 6. Interact and communicate with their classmates in an ordered way, respecting turn-taking. 7. Perform different roles of Cooperative Learning. 8. Provide peer-feedback by working in cooperative learning group.
<p>Subsidiary aims</p>	<p>At the end of this lesson students will:</p> <ol style="list-style-type: none"> a) Participate in informal conversations to express and justify their opinions. b) Exchanges information orally in different activities through communicative patterns. c) Apply strategies for planning and organizing written texts with cohesion and a clear structure. d) Defend a writing composition and participate according to the different CL roles. e) Organize language and speech by managing time in their presentations. f) Examine grammar by noticing mistakes and errors in their writing compositions.
<p>Skills, micro-skills and strategies to be developed:</p>	<p>This lesson plan contributes to the Communicative competence: linguistic, sociolinguistic and pragmatic. Students will use Linguistic Competence (LC), the Learning to learn competence (LL), the Digital competence (DC), Personal initiative and autonomy competence (PIA) and Social and civic competence (SC). Students will use the four skills in an integrated way. Furthermore, students will use social strategies and affective strategies. They will use oral skill mainly by speaking as performance and speaking as interaction. Students will use cognitive and metacognitive strategies when taking notes and summarizing information. Students will also be encouraged to work with a variety of hobbies, express their interests and motivations and learn new vocabulary.</p>

Teacher's Guide	Description of activities	Teacher Talk	Timing
<p>Pre-Task activities and critical input</p> <p>1</p> <p>2</p> <p>5</p> <p>6</p> <p>a)</p> <p>b)</p>	<p>“The Word cloud”: A power point presentation showing a word cloud image will introduce the topic that relates to hobbies.</p> <ol style="list-style-type: none"> 1. Students in <i>round robin</i> will speak about the hobbies they practice and will explain the reasons about that. Then, the teacher must ask to the “presenter” of the cooperative groups about their peers’ answer. 2. The “presenter” will have to remember all the answers said by their peers and their reasons, repeating them in the same order that they spoke. <p>This will enable students to practice their oral skills effortlessly, to be motivated and continue with the main activity.</p>	<p>In this lesson, the topic of ‘free time’ and ‘leisure activities’ will be revised by asking driving questions such as “what do you do in your free time”, and with close or open questions such as:</p> <ul style="list-style-type: none"> - “Do you have any hobby?” “Why?” “why not” - “What are your interests?” <p>Then, after showing a word cloud, the teacher will ask students to make questions to their peers, while he/she will control good behavior in the CL communication process.</p> <p>The T will notice if students have understood the instructions asked when the “presenter” had said their peers’ answers after turn-taking.</p> <p>Then, the T will make some comments about their answers, regarding the connection students make with their previous knowledge on the “Leisure time” subject.</p>	<p>5 min</p> <p>(LL)</p> <p>(LC)</p> <p>(SC)</p> <p>(DC)</p>

<p>Learning Task</p> <p>1</p> <p>3</p> <p>4</p> <p>7</p> <p>8</p> <p>a)</p> <p>c)</p> <p>d)</p> <p>f)</p>	<p>“Hobby presentation”:</p> <p>This activity will consist in making students to choose the hobby they like and make a presentation in written form:</p> <ol style="list-style-type: none"> 1. They will have to present the presentation orally to the class. The writing composition of the hobby will be made in Cooperative Learning groups and students will decide which hobby they prefer to explain. 2. They will write the composition with an organized planning considering the following aspects related to the hobby chosen: <p>Skills required, steps to follow, equipment needed, money needed...</p> <ol style="list-style-type: none"> 3. Each student will have a different role, which means that they will make different tasks in the activity: facilitator, recorder, presenter and coach. <p>The recorder must write the composition, the presenter must ‘talk’ to all of the class, and the rest ones must help and revise the structure of the writing composition, according to the different steps students are asked to follow.</p>	<p>The teacher has the role as a facilitator and guide. Therefore, students will be advised about what hobby they should choose. They will be also helped during the writing process of the presentation:</p> <p>First, the teacher will talk about some different hobbies that exist, writing some of them in the blackboard.</p> <p>Then, when students are organized in cooperative groups and they decide the hobbies they want to present, the teacher will walk to the tables and check what hobby have they selected.</p> <p>The teacher will also help students when writing in <i>round table</i>. T will control if Ss are performing their roles correctly. T will also control timing for each presentation.</p>	<p>30 min</p> <p>(PIA)</p> <p>(SC)</p> <p>(LL)</p> <p>(LC)</p>
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<p>Post-Task Activity and Understanding Performances</p> <p>3</p> <p>6</p> <p>7</p> <p>c)</p> <p>d)</p> <p>e)</p>	<p>Presentation of the hobbies through the writing composition already made by Cooperative Learning groups of class. It will be performed orally by the ‘Speaker’ from each Cooperative Learning groups.</p>	<p>The teacher will ask students to present their writing compositions orally.</p> <p>The teacher will revise and check understanding considering pronunciation, vocabulary and the written structure.</p> <p>Finally, teacher will notice if students make correctly their performances by giving them feedback at the end.</p>	<p>15 min</p> <p>(LL)</p> <p>(LC)</p>
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<p>Verification and Policy on Error Correction</p>		<p>The teacher will try to try to motivate error correction between students, placing them as protagonists of their own learning process, while he/she performs the role as a guide. He/she will provide oriented feedback without interruptions of their student’s productions on the presentation, whenever possible.</p>
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<p>Fast Finishers</p> <p>5</p> <p>6</p> <p>8</p> <p>f)</p>	<p>A writing activity to allow students to work in <i>round table</i> and with the dynamic of <i>round robin</i>. Students will talk with their peers about their general opinions regarding the different hobbies' presentation already seen, and then, they will write about their impressions. They will also write if they have changed their idea and interests.</p>	<p>The teacher will arrange fast finishers students in a different table, so that they begin the activity that is asked.</p> <p>This activity will help students to be more autonomous of the work that they have made in this lesson</p>	<p>(LL)</p> <p>(SC)</p> <p>(LC)</p>
<p>Diversity and slow learners:</p>	<p>To address diversity in the classroom, cooperative groups will be arranged by heterogeneous students. To do so, seating arrangements will be balanced: one high-level student + one low-level student + one medium-low-level student + one medium-high-level student.</p>	<p>Regarding the oral presentation, the student who has difficulties and needs to improve oral skills will perform the role of “presenter”, as he/she will read aloud the writing composition in class, with the paper and its guidelines. The teacher will make that slow learners could perform the activity so that they practice their pronunciation by reading aloud and clear.</p>	

<p>Materials Needed</p> <p>Sheets of paper, worksheet of hobbies vocabulary (Appendix II), power point, projector, computer, internet, chronometer, Cooperative Learning Role Cards.</p>	<p>Other Resources: (e.g. Web, books, etc.)</p> <p><i>Discussing hobbies</i>. Retrieved from: https://www.thoughtco.com/discussing-hobbies-1211790</p> <p><i>Hobbies Vocabulary for English</i>. Retrieved from: https://www.thoughtco.com/hobbies-vocabulary-activity-1212022</p>
<p>Homework (if any):</p>	<p>Notes on lesson:</p>

LESSON 3: SPORTS

<p>Main aims</p>	<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Work in Cooperative Learning groups either in pairs or in groups of four. 2. Participate orally to express their own ideas and opinions in conversations. 3. Share opinions in Cooperative Learning groups and agree with their final answers. 4. Respect ideas and turn-taking in a democratic way. 5. Predict meaning through the context offered with the topic of sports. 6. Scan and skim a reading text with the help of the Cooperative Learning group. 7. Elaborate a reading text in an equal way with the Cooperative Learning groups. 8. Recall concepts and develop strategies to describe an image.
<p>Subsidiary aims</p>	<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> a) Classify different types of sports to learn specific vocabulary. b) Make use of memory and visual strategies to learn new meanings. c) Apply reading comprehension strategies by answering open questions in groups. d) Compare different point of views of students and debate the answers. e) Categorize differences of British culture and its customs regarding sports. f) Originate summaries for long and complex texts to synthesize the main information. g) Develop listening skill by interpreting the message said by their peers. h) Formulate hypothesis and express different opinions regarding sports.
<p>Skills, micro-skills and strategies to be developed:</p>	<p>This lesson contributes to students' development of their communicative competence. It also contributes to the use the Linguistic competence (LC), the Learning to learn competence (LL), the Digital competence with the ICTs (DC) and the Social and Civic competence (SC). They will also learn through a meaningful learning methodology to activate previous knowledge and to connect it to new content. Students will be able to use visual thinking strategies to guess the context of written texts through examining graphics, seeing images, headings, subtitles or the titles. They will develop reading strategies though the micro-strategies of skimming and scanning. They will use cognitive and memory strategies to guess the meaning of specific vocabulary, metacognitive strategies for structuring and summarizing a text, and social strategies when practicing <i>speaking</i> as interaction with other students.</p>

Teacher's Guide	Description of activities	Teacher Talk	Timing
<p>Pre-Task activities and critical input</p> <p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>a)</p> <p>b)</p>	<p>“Word cloud of sports”:</p> <p>A word cloud will show the different kind of sports that are going to be learnt in the lesson.</p> <p>A pair of students will be offered a sheet of paper showing an image of four columns that will classify the words seen in the words cloud into different categories:</p> <p><i>summer sports, winter sports, outdoor sports and indoor games.</i></p> <p>Students should make “rally robin” and discuss with their shoulder partner the sport words that belong to the columns. Therefore, ‘coach’ and ‘presenter’ will work together, as well as ‘facilitator’ with ‘recorder’.</p> <p>Then, students will see the answers shown in a slide presentation with the projector.</p>	<p>The teacher will begin the lesson making driving questions and commands to students such as: “who likes sports?” or “those that practice sports, raise your hands please”, with the aim of introducing the topic of sports.</p> <p>A slide presentation showing a word cloud will be shown in the projector. Then, the sheet of paper with the four columns will be also given to each couple of student so that they start doing “rally robin”.</p> <p>Teacher will control behavior and an adequate noise level when students work cooperatively and when students speak with their peers.</p> <p>The teacher will help students to notice from their mistakes showing them a slide presentation with the answers, and explaining the words’ meaning if necessary.</p>	<p>10 min</p> <p>(LC)</p> <p>(LL)</p> <p>(DC)</p>

<p>Learning Task</p> <p>1</p> <p>3</p> <p>6</p> <p>7</p> <p>8</p> <p>a)</p> <p>c)</p> <p>d)</p> <p>e)</p>	<p>“Rally Read”:</p> <p>This activity relates to a reading comprehension which will present a dialogue between two British people that talk about the kind of sports they like.</p> <p>Concerning <i>Rally read</i>, each student will read the text aloud in their cooperative groups, switching paragraphs every 2 minutes. Then, students must work with the roles of “facilitator”, “presenter”, “recorder”, and “coach” in the following way:</p> <p>The student as “facilitator” will read aloud the text to his/her team work, and then, another student, “the presenter” will summarize the most relevant information of the text by speaking to his/her peers.</p> <p>When finished, “the coach” will ask “the recorder” a comprehension question regarding the text. For example, the first question regarding “hopscotch”. If correct, “the coach” praises, ‘Good listening!’ If incorrect, “the coach” offers help, referring to all the rest to the appropriate reading passage so that the cooperative group can find the correct answer. Then, the next exercises must be answered in the same way.</p>	<p>This activity will be handed to students in the format of a reading worksheet (Appendix II). Then, the teacher will explain the instructions of this CL structure reminding his/her students about their roles in the Cooperative groups and about the different reading strategies that they must use to understand the text, such as skimming and scanning.</p> <p>The teacher will also provide his/her students metacognitive strategies for summarizing, such as explaining students that they can turn each paragraph into one sentence.</p> <p>Feedback will be given orally by the teacher, making students to explain their answers according the evidences seen in the reading text.</p>	<p>35 min</p> <p>(LL)</p> <p>(LC)</p> <p>(SC)</p>
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<p>Post-Task Activities and Understanding Performances</p> <p>a)</p> <p>f)</p> <p>g)</p> <p>h)</p>	<p>“Guess which sport it is”:</p> <p>The activity consists in a speaking exercise made in “rally robin”. It will help students to learn in depth the sports that have been learned in this lesson.</p> <p>The images of some sports will be shown to the “coach”, whereas the “presenter” will have to guess which sport is being described.</p> <p>Students can discover which is the sport that is being described by asking questions about equipment, clothes, kind of sport and people involved.</p>	<p>The teacher will control class behavior when arranging in pairs the Cooperative Learning groups. The instructions will be explained and shown with the aid of two students who will be randomly chosen as example to perform how the activity must be made.</p> <p>The students will have some sentences written by the teacher in the blackboard so that they help students to make easier the descriptions and questions.</p> <p>Examples:</p> <p>To make questions: does it has some equipment? What kind of clothes does it need?</p> <p>How many people usually play it?</p> <p>Where is it practiced?...</p> <p>To describe:</p> <p>it is played with, it needs, it has got....</p>	<p>5 min</p> <p>(LL)</p> <p>(LC)</p>
<p>Fast Finishers:</p> <p>a)</p>	<p>Worksheet: classify specific sport vocabulary into three different columns: Places, People and Equipment.</p>		<p>(LC)</p>

Verification and Policy on Error Correction		<p>The teacher will recall information in the activities while answering any possible question that students make when they do not know the meaning of a word. Besides, he/she will provide scaffolding if students present difficulties acquiring new vocabulary. Once the exercises are finished, the teacher will explain and correct them, connecting them to the context and to the students' previous knowledge.</p>	
Diversity and Slow learners:	<p>In order to address diversity in the classroom, cooperative groups will be formed by heterogeneous students. Seating arrangements will be balanced: one high-level student + one low-level student + one medium-low-level student + one medium-high-level student.</p>	<p>In case of students with a low level in 'speaking', they will be assigned with the roles involving the use of tasks with guidelines to use the communicative skills effortlessly. Students with a low level will perform the role of "presenter" in the Main Activity. Regarding the Post-activity, the learner that needs more help when speaking will be working with the role "coach", as he/she will be helped by his/her 'shoulder partner'.</p>	

<p>Materials Needed): Computer, projector, worksheets, sheets of paper, Cooperative Learning role cards, chronometer.</p>	<p>Other Resources: (e.g. Web, books, etc.) <i>Extreme sports worksheet.</i> Retrieved from: http://busyteacher.org/7510-extreme-sports-worksheet.html <i>Sports vocabulary sorting.</i> Retrieved from: http://www.eslflow.com/Sports-vocabulary-sorting-worksheet.html <i>Reading Comprehension Worksheet.</i> Retrieved from: <i>Sports.</i> Retrieved from: http://www.eslflow.com/Sports-vocabulary-sorting-worksheet.html http://busyteacher.org/15696-sports-reading-comprehension-worksheet.html</p>
<p>Homework (if any): To study the different sport words seen in this lesson.</p>	<p>Notes on lesson: Communicative practice will be prioritized during the session. If the teacher considers it appropriate – either due to technical problems or for time purposes – he/she will skip the less relevant activities according to his/her criterion.</p>

LESSON 4: SPORTS AND CULTURE

<p>Main aims</p>	<p>At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Develop their communicative competence and the four skills. 2. Distinguish specific vocabulary related to the context of sports. 3. Contrast and debate their own ideas with their peers to develop communicative skills. 4. Interact, debate and provide arguments in a cooperative work environment to participate equally. 5. Respect the different points of view to work effectively in Cooperative Learning groups. 6. Practice listening skill with similar phonetic sounds and understand their differences. 7. Share different opinions and contrast them with their classmates.
<p>Subsidiary aims</p>	<p>At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> a) Identify the different habits of EFL speakers to know the different sports practiced by them. b) Make connections with ideas and descriptions to learn vocabulary of sports. c) Learn specific sports of different countries to extend social and cultural knowledge. d) Contrast knowledge of context and situation to make sense of message. e) Construct phonetic sounds with different words and consonants. f) Apply specific learning strategies, such as down-top approach, to develop listening skill.
<p>Skills, micro-skills and strategies to be developed:</p>	<p>This lesson contributes to the communicative competence and the use of the four skills. There are meaningful activities with a real-world context, designed to be implemented in Cooperative Learning. It also contributes to the use of the Linguistic competence (LC), Social and civic competence (SC), Digital competence (DC), Cultural awareness and expression competence (CC), and Learning to learn competence(LL). The teaching aims will be to participate in several activities that promote Cooperative Learning to formulate and develop opinions about the topic of sports using the English language and to respect the ideas and opinions of others in a democratic way.</p>

Teacher's Guide	Description of activities	Teacher Talk	Timing
<p>Pre-Task activities and critical input</p> <p>2</p> <p>3</p> <p>5</p> <p>b)</p> <p>e)</p>	<p>“The key word”:</p> <ol style="list-style-type: none"> 1. One student will be chosen randomly to participate. The student will be placed having the slide presentation at the back and looking to the students that are placed in front of him/her. 2. Students, who will be sat cooperatively, will decide to say a description or definition of the word pointed by the teacher, so that the student that participates knows which word is. 3. Students will work cooperatively, helping and deciding which descriptions is the appropriated for the pointed word of the slide presentation. The student with the role of “coach” will encourage to decide a final description. The ‘presenter’ role of each cooperative group must say the final definition. 4. Then, if the student that participates knows the answer, he/she will ask another student of to sit begin the exercise again. 	<p>The teacher will organize students in cooperative work layout, as the activity will be made with the <i>round robin</i> dynamic.</p> <p>The teacher will control that the “presenter” says their description to the participants in the correct way, providing feedback when necessary.</p> <p>The teacher will give students only three opportunities for each Cooperative group. The groups will have to discuss which definitions they should say to the participant, by agreeing to with their peers and performing their roles correctly.</p>	<p>15 min</p> <p>(LC)</p> <p>(LL)</p> <p>(DC)</p>

<p>Learning Task</p> <p>2</p> <p>5</p> <p>6</p> <p>7</p> <p>c)</p> <p>d)</p> <p>e)</p> <p>f)</p>	<p>Activity 1: 'Listening'.</p> <p>This listening activity consists in a conversation between two Canadian and Chinese friends that talk about different sports they practice. Students must follow these steps:</p> <ol style="list-style-type: none"> 1. When listening the recording for the first time, answer the questions asked by the teacher by agreeing in your Cooperative Learning group. 2. Then, when listened again, talk about the general message of the listening recording with your peers. 3. Finally, discuss in your cooperative work teams about the differences on Brian and Fanny, and about cultural aspects of Canada and China that have been heard on the track. <p>Activity 2: 'Phonetics exercise'.</p> <p>In pair work, complete the exercise showing different words, which appear in the listening recording, with their phonetic sounds: classify in the columns the different phonetic sounds regarding these graphemes: <c>, <a>.</p>	<p>The teacher will organize the listening activity in two steps:</p> <p>Step 1: The teacher will ask orally students to focus on two questions on the recording:</p> <p>The teacher will ask:</p> <ol style="list-style-type: none"> 1. Why Brian does not play ice hockey? 2. Which are the most popular sports in China? <p>Students must take notes on a white sheet of paper given by the teacher.</p> <p>Step 2: when the recording is listened twice, the teacher will ask the Cooperative Learning groups to discuss about the general message of the listening, and the cultural differences between Brian and Fanny. The 'presenter' will say the final answer to the teacher, so that the teacher corrects it orally.</p> <p>Concerning Activity 2, the teacher will provide examples to the exercise of phonetic sounds with the aid of the blackboard and will give examples of words with similar phonetic sounds to help students to classify sounds. The teacher will show the Key Answers of the Activity 2 if necessary.</p>	<p>20 min</p> <p>(LC)</p> <p>(DC)</p> <p>(SC)</p> <p>(LL)</p> <p>(CC)</p> <p>(LC)</p> <p>(LL)</p>
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<p>Post-Task Activities and Understanding Performances</p> <p>1 3 4 5 7 b)</p>	<p>“Think, pair share”:</p> <p>The activity involves the writing and oral skills as they are used in the Cooperative structure of <i>1-2-4</i>.</p> <ol style="list-style-type: none"> 1. Students might discuss about the topic of sports previously seen. 2. Students will have to talk about their own preferences for sports but also discuss their opinions with their shoulder partner, and finally, with the rest of the Cooperative Learning group. 3. Each student will be provided with a worksheet that must be completed in written form following the structure of <i>Think pair share</i>: first, alone; then, between his/her shoulder partners, and finally with the rest of Cooperative groups (See Appendix II, p.22). 	<p>The teacher should notice if students understand in which the activity consists of before starting it, as some of them could have doubts about the instructions.</p> <p>The teacher will control the time with a chronometer, with the aim of giving time enough to students when they complete the different steps of the activity.</p> <p>The teacher will also provide feedback and clarification asking them for possible doubts or problems when needed.</p>	<p>15 min</p> <p>(LC)</p> <p>(LL)</p> <p>(SC)</p>
<p>Verification and Policy on Error Correction</p>		<p>Providing feedback and scaffolding will require of the T’s ability to exercise reflection-in-action. For every session, the T will take notes on individuals’ progress and attitude.</p>	

<p>Fast finishers:</p> <p>2</p> <p>5</p>	<p>In the case of students with a stronger level of English or with higher capabilities than the majority, they can be asked to complete the worksheet about “Extreme sports vocabulary” (See Appendix II, p.23).</p>		<p>(LC)</p>
<p>Diversity and slow learners:</p>	<p>In order to address diversity in the classroom, cooperative groups will be formed by heterogeneous groups. To do so, seating arrangements will be balanced: one high-level student + one low-level student + one medium-low-level student + one medium-high-level student.</p>	<p>Concerning students with a low level of oral skills, additional guidance will be offered to them. They will also perform the role of “presenter” in the Main Activity. Regarding the Post-activity, students who have a lower level of oral skill will observe other student to perform the activity so that they will join them later.</p>	

<p>Materials Needed: Cooperative Learning Role cards, worksheets, sheets of paper, chronometer, projector and computer.</p>	<p>Other Resources: (e.g. Web, books, etc.) <i>Sports opinions speaking activity.</i> Retrieved from: www.eslflow.com/Sports-opinions-speaking-activity.html Ello productions. (2016), 899 National Sport. <i>listening.</i> Retrieved from: http://www.ello.org/english/0851/T889-Brian-Sports.htm <i>Extreme sports worksheet.</i> Retrieved from: http://busyteacher.org/7510-extreme-sports-worksheet.html</p>
<p>Homework (if any):</p>	<p>Notes on lesson: The T will fill in rubrics for each session to evaluate individual and group work. In addition, the effectiveness of materials will be assessed considering the degree of success of the implementation.</p>

LESSON 5: MUSIC

<p>Main Aims</p>	<p>At the end of this lesson students will:</p> <ol style="list-style-type: none"> 1. Utilize specific vocabulary related to the context of music genres. 2. Exchange information orally and use communicative patterns in different activities. 3. Make use of previous knowledge and internalize new input. 4. Interpret their peers' experiences and interests on music. 5. Dialogue with their peers about possible correct answers in order to find a solution. 6. Improve problem-solving skills in a gap-information activity. 7. Complete a Jigsaw reading activity dividing the task in home groups and expert groups. 8. Discover topics of his/her interest to produce language fluently.
<p>Subsidiary aims</p>	<p>At the end of this lesson students will:</p> <ol style="list-style-type: none"> a) Interact with their peers creating a conversation with the support of guided questions. b) Classify different music genres regarding its origin and period. c) Analyze and organize information of a reading text contrasting similar ideas. d) Promote the use of speech perception and spoken language. e) Practice listening and receptive skills to participate in a dialogue. f) Imagine realistic situations and compare different opinions with others.
<p>Skills, micro-skills and strategies to be developed:</p>	<p>This lesson plan contributes to the development of the communicative competence: linguistic, sociolinguistic and pragmatic. There is also a contribution to the seven key competences, mainly the Linguistic competence (LC), Digital competence (DC), Learning to learn competence (LL), Social and civic Competence (SC) and Cultural awareness and expression competence (CC). Students will also practice with history and cultural contents (CLIL), as well as use their social and affective skills, establish connections of new topics with their previous knowledge, use visual and memory strategies, improve their oral and listening skills, and work according to the assigned Cooperative Learning roles.</p>

Teacher's Guide	Description of activities	Teacher Talk	Timing
<p>Pre-Task activities and critical input</p> <p>1</p> <p>3</p> <p>4</p> <p>a)</p>	<p>“Find someone who”: Students will be asked to walk in the class and half of them will be given a card by the teacher. Students will need to make questions to all the students until finding their couple. These students will be required to find a person who says <i>yes</i> to their questions, writing their names in the given cards (See Appendix II).</p> <p>When the names are added in the file, more questions will be made to this student.</p> <p>Finally, students will talk with the teacher about the sentences that have called more attention to them.</p>	<p>“Find someone who” will be explained to students in the following way: The teacher will get them all on task before they begin, showing how this should be done with the aid of two students, as example. One of them will be given a question card and the other student will say yes or no.</p> <p>The teacher will ask students about their questions and the information obtained at the end of the activity.</p>	<p>10 minutes</p> <p>(LC)</p> <p>(SC)</p> <p>(LL)</p>

<p>Learning Task</p> <p>2</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>b)</p> <p>c)</p>	<p>“Jigsaw Reading”:</p> <p>This Cooperative Learning activity involves different reading texts which are related to a topic, in this case “African-Americans in music”. Each member of a CL group will be offered a different reading text with their questions. There will be a “home group” that relates to Cooperative Learning group, but also “expert groups”, which will be composed by four students having the “presenter” role, which must be moved to other tables. This structure will be made in 4 steps:</p> <p>Step 1: students from their “home groups” will be offered different texts.</p> <p>Step 2: students being having the “presenter” role will discuss with their “expert groups” about their impressions of the text.</p> <p>Step 3: the student that has the role of the “presenter” will act as the spokesperson of their Cooperative Learning “home groups”, and they will also share impressions that have been regarded from the expert groups’ discussions.</p> <p>Fourth: students will find a final answer in their “home groups” and will mix with the rest of their peers to listen teacher’s feedback.</p>	<p>The teacher will explain the rules with patience and making comprehension questions to all the class so that students know what they must do in each step of this “Jigsaw Reading” activity.</p> <p>The teacher will ask students having the role of the “presenter” to read the ‘Jazz’ text, the “coach” to read the ‘Rock’ text, the “facilitators” to read the ‘Soul’ text and “recorder” to read the ‘Hip-Hop’ text.</p> <p>The teacher will act as a counsellor, guide and helper to give students advice and to support them in their learning process.</p> <p>Finally, the t will give a mini-questionnaire for each Cooperative Learning groups, so that they go back to their tables and fill the information asked (See Appendix II, p.28).</p> <p>As feedback, the teacher will show the correct answers and a timeline with the help of the projector and the computer. Here, final ideas will be commented regarding the readings.</p>	<p>30 minutes</p> <p>(LC)</p> <p>(DC)</p> <p>(LL)</p> <p>(SC)</p> <p>(CC)</p>
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<p>Post-Task Activities and Understanding Performances</p> <p>2</p> <p>3</p> <p>8</p> <p>d)</p> <p>e)</p> <p>f)</p>	<p>“Role Play”:</p> <p>Role play to be made in pairs or groups of four. Students will be given a ‘situation card’, which they must perform it orally with their Cooperative Learning groups, by following its indications and respecting turn-taking.</p>	<p>The teacher will arrange the CL groups giving students the “situation roleplay strip” to the students that need improving their language level. Students must perform them using gestures, simple structures of grammar and the vocabulary learnt in this lesson.</p> <p>The teacher will ask to each group to perform their situation in the middle of the class, so that all of them see how they perform.</p> <p>Noise control and good behavior will be a responsibility to be managed by the teacher.</p>	<p>10 minutes</p> <p>(LC)</p> <p>(SC)</p>
<p>For fast finishers:</p> <p>2</p>	<p>Write a writing composition of about 50 words. Write about the music festival you would like to go and explain why.</p>	<p>T will explain students that each student must write their answer and experiences on music festivals. Then, they will have the opportunity of comparing their answers with their peers.</p>	<p>(LC)</p>

<p>Diversity and slow learners:</p>	<p>To address diversity in the classroom, cooperative groups will be formed by heterogeneous students. To do so, seating arrangements will be balanced: one high-level student + one low-level student + one medium-low-level student + one medium-high-level student.</p>	<p>Regarding the Main activity, students with a lower level will be helped and guided by the teacher if needed. The role of the ‘presenter’ will not be performed by students with a low level in the oral skill. Regarding the Post-task activity, the teacher will give a “Situation roleplay strip” to students with difficulties with language, who will be assigned the “presenter” role in this activity.</p>	
<p>Verification and Policy on Error Correction</p>		<p>The teacher will supervise if students have understood the instructions of each activity, providing help when necessary. Regarding feedback, the T will give tips for students to make them to realize about their errors, and to give them opportunities for improving in their language skills. Correction on pronunciation will be only given when there are big mistakes made.</p>	

<p>Materials Needed: Power point, slide presentation, projector, computer, internet, worksheets, blackboard, Cooperative Learning Role cards.</p>	<p>Other Resources: (e.g. Web, books, etc.) <i>Conversation Music Lesson Plan</i>. Retrieved from: https://www.teachingenglish.org.uk/article/conversation-lesson-music https://www.tiki-toki.com/timeline/entry/967925/Music-genres/ https://www.tiki-toki.com/ https://www.education.com/worksheet/article/history-of-jazz/ https://www.education.com/download/worksheet/98838/history-of-rock-n-roll.pdf https://www.education.com/download/worksheet/98535/history-of-soul.pdf https://www.education.com/slideshow/listen-music-slideshow/history-of-hip-hop-music/</p>
<p>Homework (if any):</p>	<p>Notes on lesson:</p>

APPENDIX 2-WORKSHEET MATERIALS

LESSON 1. LEISURE ACTIVITIES

Pre-task.

ACTIVITY 1.

“Stand up, Hand up, Pair up.”: If you have been given a question strip, find a partner and try to get the answer for these question strips.



Question Strips **LEISURE ACTIVITIES**

2

- How much free time do you have each week? Is it enough?
- How much free time do you have today? Is it enough?
- Do you think most people have enough free time?
- Do people have more free time than 100 years ago?
- Will people have more free time in the future? Why? / Why not?
- What do you like to watch on TV in your free time?
- What do you like to read in your free time?
- Why is having too much free time a bad thing?
- What exercise do you do in your free time?
- What did you do for fun last weekend?
- What is your favorite hobby? Why do you like it?
- When was the last time you saw a movie in a movie theater?
- About how many hours do you go on-line each day?
- What do you plan to do for fun next weekend?
- Do you have any free time after this class?
- Do you ever study English in your free time? Why? / Why not?

KEY ANSWERS:

- Each week I have spent_____hours playing at computer

- Today I have spent_____minutes reading a book
 - Yes, they do/ No they, don't

 - Yes, they do/ No they, don't

- Yes, they probably will / No, they probably wont
 - I like watching _____

 - I like reading _____
 - Because...

 - In my free time I practice...

 - Last weekend I...

- My favorite hobby is... because...

- Last time I saw a movie was...

- I go on-line about_____hours

- Next weekend I am planning...

Main Activity

ACTIVITY 2

Complete the reading comprehension text related with leisure activities practiced by British people. Then discuss the questions asked by ‘speaking’ until getting a final answer. Do it in “Teammates Consult” by following the instructions of this Cooperative Learning structure.

Reading Text: LEISURE IN BRITAIN

British spend their free in different ways. People generally use it to relax, but many people also do voluntary work, especially for charities. A lot of free time is spent in the home, where the most popular leisure activity is watching television, as the average viewing time is 25 hours a week. People often record programs on video so that they can watch later, and video recorders are also used for watching videos hired from a video rental shop.

Reading is also a favorite way of spending leisure time. The British spend a lot of time reading newspapers and magazines. In the summer gardening is popular, and in winter it is often replaced by “do-it-yourself”, when people spend their time improving or repairing their homes. Many people have pets to look after. Taking the dog for a daily routine is regular routine.

Some leisure activities are mostly or entirely social. Inviting friends for a drink or a meal at the pub is the most usual one. Sometimes people join friends for a drink in a pub or have dinner in a restaurant. A visit to a pub often includes a game, for example billiards or darts.

The extra leisure time available at weekends means that some leisure activities, many of them to do with sport, normally take place only then. Family often have a “day out” at the weekend, especially in summer, with a visit to a local event such as a festival, fair or show. Young people especially go to clubs and discos, while people of all ages go to the theatre, the cinema, art – exhibitions and concerts.

Activity 1:

- What’s the most popular free time activity?
- Besides watching TV, British....

Activity 2:

- During summer British like _____ whereas in winter they _____
- Do they like reading? Explain.

Activity 3:

- Do British go out with friends? Explain.
- At the pubs, games like _____ are played by many British.

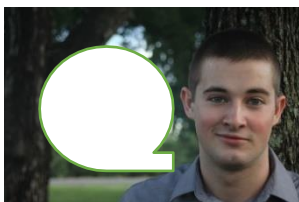
Activity 4:

- How do young people spend their free time?
- Families “day out” is used to _____

Post-task ACTIVITY 3

“Rally Coach” Cooperative learning structure:

Mark’s routine has changed a little bit with the passing of the time. Since he went to school until now, his leisure time and habits are very different. With the help of your “shoulder partner”, either ‘Coach’ or ‘Solver’, help each other to fill the missed information in the columns and compare your answers. You will practice grammar tenses of present simple, used to, present perfect and past simple with the following text:



I used to get up at 8 am and have breakfast at 8:30. I used to go to school at 9.00. When my lessons were finished, I used to go home and have lunch at 2 pm. Then, I used to take basketball and tennis extra-scholar lessons until 6 pm. Besides, I liked to play the piano or play computer games before having dinner. Finally, I used to go to bed at 11 pm.

Now I get up earlier, usually at 7 am. I go to High School at 8 am and, after doing my lessons, I have lunch in the canteen at 12 am. Then, I go to the library until afternoon. I always go to the gym at 7pm. Finally, after having finished dinner, I read a little and then, I go to bed very early.

Read the text that is above and then answer the questions that are placed below with your partner:

Partner A/“coach” answers the questions placed on the left. Partner B/ “facilitator” answers the questions placed on the right.

When did he have lunch?	When did he get up?
What lessons did he make after school?	What other free time activities did he make?
When did he play tennis?	What time did he usually go to bed?
What time does he get up now?	Until what time is he in the library?
Does he practice some sports now?	What free time activities have changed with the passage of time?
How has changed his life since the school until now?	When does he go to bed now?

For Fast Finishers

NAME: _____

DATE: _____

LEISURE ACTIVITIES



Questions: *What do you like to do most in your free time? Why?*

- Complete the 15 sentences with the words on the left.



- C** coffee shop *n.*
- computer game *n.*
- G** go for a drive *v.*
- go for a walk *v.*
- H** hang out *v.*
- hobby *n.*
- L** listen to music *v.*
- P** paint *v.*
- play soccer *v.*
- R** read *v.*
- S** surf the Net *v.*
- swim *v.*
- T** take a nap *v.*
- W** watch TV *v.*
- write poetry *v.*

1. Every weekend, my sister and I go to a swimming pool near our home. We love to _____.
2. I don't do anything special in my free time. I just stay at home and _____. I like cooking shows.
3. My cousin likes to _____. You can read her poems in our school newspaper.
4. I have a new computer. I like to _____.
5. My favorite _____ is window shopping!
6. I like to _____ in my car.
7. There's a small _____ near our school. I often have coffee there with my classmates after class.
8. My friends and I just like to _____ together and chat. We like spending time together.
9. I study and I have a part-time job, so I'm usually very very busy. In my free time I like to _____.
10. Do you like to _____? I do. I like to listen to classical, pop, and rap music. Anything, really.
11. I love to exercise and play sports. I especially like to _____ with my friends.
12. _____s are a lot of fun! My brother and I always play them together. I got the high score today.
13. My uncle likes to _____ pictures of animals and plants. They're really beautiful.
14. I like to _____ news magazines.
15. There's a nice park in our neighborhood. My family and I like to _____ there every evening.

APPENDIX 2- WORKSHEET MATERIALS

LESSON 2. HOBBIES



Pre-task.

Activity 1

Look to the Word cloud and ask to your Cooperative Learning group which hobbies they practice. Then, the teacher will ask you about your peers' answers.



MAIN ACTIVITY

Activity 1.

Choose the hobby you are more interested with and then make a presentation in Cooperative groups with the help of a written dialogue. Write the following structure in the writing composition:

- Skills Required
- Equipment Required
- Estimated Cost
- Steps to follow

Example:

My favorite hobby is

....

It requires...

It costs...

There are some steps to follow...

You will have to present it to the class orally. The writing composition will be made with Cooperative Learning roles as it will be explained (See Appendix I).



Adapted from: <https://www.thoughtco.com/discussing-hobbies-1211790>

Main activity. Activity 1.

DIFFERENT KINDS OF HOBBIES:

VOCABULARY

COLLECTING	ARTS & CRAFTS
Action Figures	Animation
Antiques	Architecture
Autograph Collecting	Origami
Car Collecting	Photography
Badge Collecting	Ceramics / Pottery
Coin Collecting	Fashion Design
Comic Books	Floristry
Concert Posters	Graffiti
Doll Collecting	Knitting
Watch Collecting	Painting and Drawing
	Tattoo



PERFORMING ARTS	MUSIC
Dancing	Bass Guitar
Ballet	Cello
Salsa	Clarinet
Swing	Guitar
Tango	Harmonica
Acting	Oboe
Magic Tricks	Piano / Keyboard
Stand Up Comedy	Trumpet
	Trombone
	Violin
	Viola
	Start A Band
	Singing

PETS	GAMES
Cats	Board Games
Dogs	Card Games
Parrots	Card Tricks
Rabbits	Chess
Reptiles	Dominoes
Rodents	poker
Snakes	Jigsaw Puzzles
Turtles	
..	

Post-activity:

Make an oral presentation of the hobbies by reading the writing composition to the class. They should be done by all the Cooperative Learning groups and performed orally by each student with the role of 'Presenter' from CL groups.

For Fast finishers:

Express your opinions in *round robin* (speaking in group) and then in *round table* (writing in groups) about the written performances and hobbies presented. Write if you have changed any interest about some hobby.

I did like the hobby presentation of...

APPENDIX 2. WORKSHEET MATERIALS

LESSON 3. SPORTS



Pre-task. Activity 1

Classify the following words in the appropriate columns: *Skating, swimming, volleyball, football, bodybuilding, hunting, hockey, skating, skiing, tobogganing, figure-skating, ski-jumping, boating, cycling, gliding, boxing, athletics, gymnastics, tennis, cricket, snooker, chess and table-tennis.* Work in “rally robin” with your shoulder partner.

summer sports	winter sports	outdoor sports	indoor games

Activity adapted from: <http://www.eslflow.com/Sports-vocabulary-sorting-worksheet.html>

Pre-task. Activity 1.

Word cloud:



Main activity. Activity 1.

Read a dialogue between two British people who talk about the kind of sports they like. The text will contain specific vocabulary about sports as well as different opinions and preferences from several people. Read it switching the paragraphs with your peers. Then, complete the questions with your Cooperative Learning group using *Rally read* dynamic (See Appendix I).

MARK: We might go to the football match next Saturday, Cristina.

CRISTINA: Football? You must be joking. I can't stand it.

MARK: No? Why not?

CRISTINA: Oh, Mark, haven't you realized yet? Twenty-two men in shorts, running after a ball, trying to kick it into a net, a man blowing a whistle, two others waving flags... and thousands of people shouting and screaming like madmen every time it's a goal or not. Is this a game?

MARK: I see... you prefer things like hopscotch, hide-and-seek, leap frog, blind man's bluff...

CRISTINA: Don't tease me, Mark. I'm not a child anymore and there are much better sports than football.

MARK: Really?

CRISTINA: Yes, take volleyball, for example. It's so exciting, I'd say wonderful, the two teams trying to keep the ball in motion without letting it touch the ground. No foul play, no violence...

MARK: Yes, maybe you're right. I like volleyball, too. For me all ball games are great!

CRISTINA: Not only ball games, Mark. Don't you like badminton, cards, chess, even darts... and things like that?

MARK: Er... of course I do. Especially if I can play it with you!

CRISTINA: Oh Mark! This is not fair play...

Answer the following answers.

1. What are Cristina and Mark talking about?

2. Why does Mark mention children's games like hopscotch?

3. What kind of sports and games does Cristina prefer?

Are these questions true or false, discuss and justify with your Cooperative Learning group.

1. Cristina likes football very much.

2. Cristina doesn't like volleyball.

3. Volleyball is a violent game

To whom belongs these answers? Discuss them with your peers.

1. likes football very much.

2. prefers volleyball.

3. "I saw the match yesterday".

Post-task. Activity 1.

“Guess which sport is”

The activity relates to a task-completion activity that must be done in *Rally robin*. One student will be the “coach”, and other the “presenter”, (as the same as one being the “recorder” and the other being the “facilitator”). Thus, sports words must be described by the “coach”, and the “presenter” must identify which sport image is being used. Students must discover which is the sport that is being described by asking questions about equipment, clothes, kind of sport and people involved to.

The pictures show different sports previously learnt:

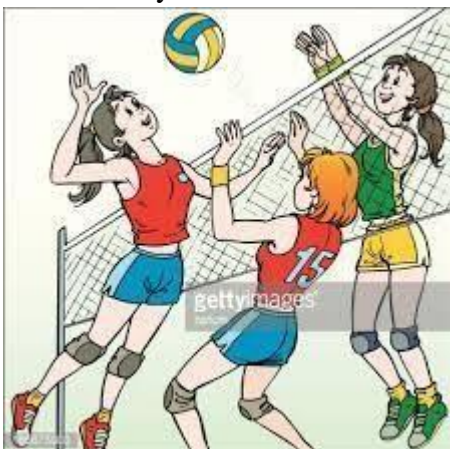
Football



Tennis



Volleyball



Athletics



Cycling



Boxing



Bodybuilding



Figure skating

FAST FINISHERS:

Worksheet: Classify specific sport vocabulary into three different columns: Places, People and Equipment.

From: <http://www.eslflow.com/Sports-vocabulary-sorting-worksheet.html>

sports vocabulary worksheet



Example: Places:
venue; People:
Olympian;
Equipment: paddle

Look at the words above and put them in the appropriate columns.

PEOPLE

PLACES

EQUIPMENT

APPENDIX 2- WORKSHEET MATERIALS

LESSON 4. Sports and culture

Pre-task. ACTIVITY 1

“The key word”: An activity to guess the words appearing in a word cloud in which a student will be chosen randomly to sit behind the slide. The slide will show a word cloud of sports vocabulary. A word appearing in the cloud will be pointed by the teacher and the student placed behind the slide will guess which word is. If the student that participates belongs to your cooperative work team, you must give a definition with your cooperative work team. You will perform the Cooperative roles as it is asked by the teacher. After debating an answer, the ‘presenter’ will give the closest definition to the student that participates.



Main activity. ACTIVITY 1.



COOPERATIVE LISTENING.

Listen two English language speakers, a conversation between a Canadian and Chinese friend about different sports they practice. When listening the recording for the first time, answer the questions asked by the teacher by agreeing in your cooperative learning group. Then, when listened again, talk about the general message of the recording with your peers. Finally, discuss in your cooperative work teams about the differences on Brian and Ana, and about cultural aspects of Canada and China that have been heard on the track.

Retrieved from: <http://www.ello.org/english/0851/T889-Brian-Sports.htm>

ACTIVITY 2

Work in pairs and put the words that appear in the listening recording in their correct column and classify their different phonetic sounds of the graphemes <a>, <c> according to the letters in bold of these words: hockey, practice, soccer, table tennis, Canada, cheap, play, children, China, ball, paddle.

Hockey **Practice** **Soccer** **Table tennis**

Canada **Cheap** **Play**

Children **China** **Ball** **Paddle**

<i>/b/</i>	<i>/æ/</i>	<i>/eɪ/</i>	<i>/tʃ/</i>	<i>/k/</i>	<i>/ə/</i>	<i>/ɔ:/</i>

Key answers:

/ɒ/	/æ/	/eɪ/	/tʃ/	/k/	/ə/	/ɔ:/
Soccer	paddle	Table tennis	Cheap	Canada	China	ball
	practice	Play	children	hockey		

/tʃ/: /'tʃɪldrən/, /tʃi:p/ /ə/: /'tʃaɪnə/ /ɔ:/: /bɔ:l/ /æ/: /'pædᵻl/,
/'præktɪs/

/k/: /'kæneɪdᵻl/, /'hɒkɪ/ /eɪ/: /pleɪ/, /'teɪbᵻl tɛnɪs/ /ɒ/: /'sɒkᵻl/

Activity 1: Listening track words:

Fanny: Hey, Brian, what's the most popular sports in Canada?

Brian: The most popular sport is definitely ice hockey.

Fanny: Ice hockey! So, do you play hockey by yourself?

Brian: I don't. When I was a kid, I wanted to play ice hockey, and I was always like begging my dad and asking him, but he always said 'NO'.

Fanny: Why?

Brian: I think the big reason is that... Well, he told me it was too expensive.

Fanny: Is it?

Brian: It's not cheap. You know, it costs quite a bit to get all the gear but the big reason I think is the practice was always very early in the morning.

Fanny: Oh, I see.

Brian: Like five a.m. is when the practice is, and I think he was too lazy to wake up and take me to the practice.

Fanny: Oh, I see.

Brian: He told me it was too expensive. Deep down I think he was.... he didn't want to drive me.

Fanny: So, are there many people playing hockey?

Brian: There are. It's a great sport. It's very popular with many children, and maybe high schools and universities all have hockey teams.

Fanny: Oh, nice. That means you're a lot of rich people in Canada, then.

Brian: Or maybe they spend all of their money on hockey gear. Have you ever played hockey?

Fanny: No, no, not really. It's not that popular in China.

Brian: What kinds of sports are more common in

China? **Fanny:** People always play soccer...

Brian: Ah, soccer.

Fanny: And table tennis. Table tennis is very popular.

Brian: Your country is very strong at table tennis I think.

Fanny: We always get all the medals in the big, you know, big events

Brian: Why is table tennis so popular now do you think?

Fanny: I think the first reason is that everybody can play it because it's very easy to get the, you know, the... to get ready for the sports. It's not expensive.

Brian: No, I guess you just need the ball and the paddle

Post-activity. ACTIVITY 1.

“Think pair share” Cooperative Learning dynamic.

Practice speaking and writing with the structure of “Think, pair, Share”: Write on the chart your opinion about sports. Then ask a partner what he/she likes or dislikes about topics concerning sport. Finally, share your opinions with your Cooperative groups and write their answers. Choose from the following words:

the marathon, swimming, tennis, boxing, synchronized swimming, diving, gymnastics, badminton, running, table tennis, weight lifting, judo, shooting, cycling, volleyball, training, sports costumes/fashion, sports equipment.

Presenter	Coach	Facilitator	Recorder
The thing I like most aboutis	The thing I like least about is.....	The thing I like least about is.....	The thing I like least about is.....
My shoulder partner			
The thing I like most about Is.....	The thing I like least aboutis.....	The thing I like least aboutis	The thing I like least aboutis
My team			
The thing I like most about Is...	The thing I like least about Is.....	The thing I like most about Is...	The thing I like most about Is...

Adapted from: <http://www.eslflow.com/Sports-opinions-speaking-activity.html>

Fast finishers:

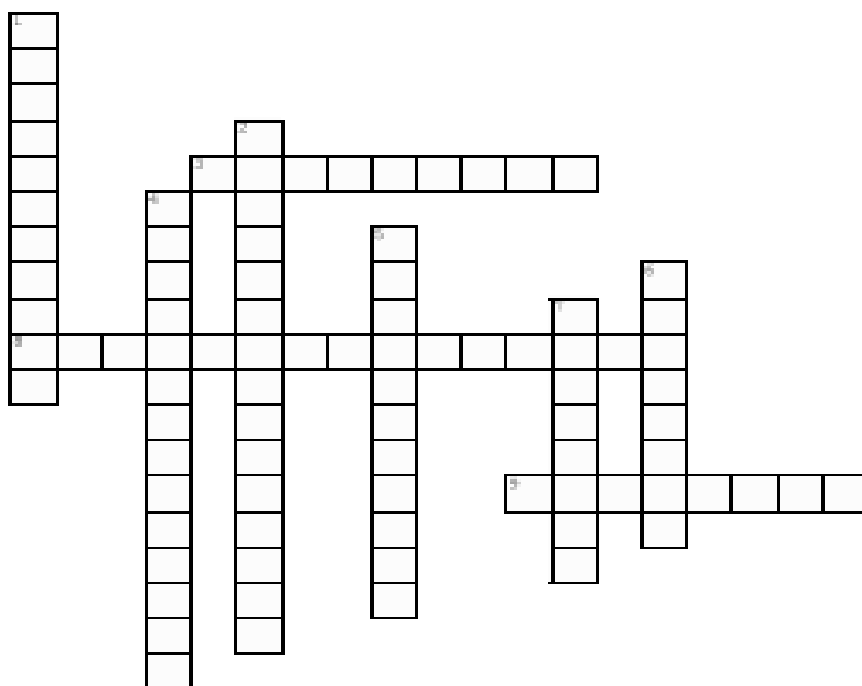
Complete the crossword with vocabulary of Extreme Sports: *Extreme skiing, extreme canoeing, hydro speed, big jump, base jump, building, paragliding, big wall, cascade climbing.*

Adapted from: <http://busyteacher.org/7510-extreme-sports-worksheet.html>
<http://www.TheTeachersCorner.net>

Name: _____

Extreme sports

Complete the crossword with the correct extreme sports vocabulary according to the definitions shown below



Created with [TheTeachersCorner.net](http://www.TheTeachersCorner.net) Crossword Puzzle Generator

Across

3. jumpers choose high cliffs and throw themselves off, then wait until the last moment to open a parachute
8. to go down dangerous rivers with nothing but a small board
9. to climb high buildings or big monuments in a city

Down

1. to go down dangerous waters and jump from over 15 metre-high waterfalls
2. to climb waterfalls which have become frozen because of extreme cold
4. to glide down iced walls from a high altitude
5. to jump off high mountains
6. to climb high walls, sometimes higher than 2000 metres
7. fifteen second free falls at 120 km from a helicopter or a balloon

APPENDIX 2-WORKSHEET MATERIALS

LESSON 5. MUSIC



Pre-task. Activity 1.

“Find someone who”: find a partner or several students and ask them the question your teacher has given for you. You must find a couple who answers the question saying “Yes”. Then, the names of students saying “yes” must be written in the card, and then, you can ask more questions regarding the topic of music.

Questions list:

“Find someone who” ...likes Jazz and Soul music	“Find someone who” ...likes techno and house music
“Find someone who” ...usually listens the radio	“Find someone who” ...doesn’t like pop music
“Find someone who” ...listens to hip-hop music	“Find someone who” ...says they can sing
“Find someone who” ...listens to rock music	“Find someone who” ... likes the same music as you
“Find someone who” ... did like classic music before	“Find someone who” ... takes music lessons

<p>“Find someone who” ...used to play a musical instrument but gave up</p>	<p>“Find someone who” ...goes to pop or rock concerts</p>
<p>“Find someone who” ...listens to different music than they did five years ago</p>	<p>“Find someone who” ...thinks they can't sing</p>

Adapted from: <https://www.teachingenglish.org.uk/article/conversation-lesson-music>

Main Activity:

Read the texts and complete the questions asked by discussing in Cooperative Learning ‘home groups’ and ‘expert groups’, as it will be asked in the *Jigsaw* structure. The following text relates to different genres music: *Jazz, Rock and roll, Hip-hop and Soul*. Read the text and observe the connections and questions asked in all the different readings.

JAZZ

Jazz is often considered America's first musical invention. The music grew out of African-American communities in the South in the late 1800s and the early 1900s after slavery was abolished, and many freed slaves set out to look for work. Jazz grew in New Orleans. People from all over the world came by boat every day and began bringing musical traditions from their home countries into its nightclubs and entertainment venues. Nevertheless, "The Jazz Age" came about in the 1920s. Young people of all backgrounds began to take an interest in the music, and the African-American musicians that wrote and played it became respected and popular performers. From there many branches of jazz evolved and seeped into other styles of pop music.

Questions:

When did Jazz appear?

Where did Jazz grow up?

Which music is considered being one of the roots of jazz?

Which connections could Jazz have with the other reading texts?

(Debate with your "Home group")



SOUL:

Soul music had its heyday in the mid and late 1960s with the rise in popularity of African-American groups and singers. Soul developed in inner cities with large African-American populations. It is heavily influenced by other traditionally African-American



styles of music, joining the fast pace of rhythm and blues, and the intense, passionate delivery of gospel music.

Probably the most famous soul singer is Aretha Franklin, who got her start during the soul music boom in the '60s. Though it has always been influential on musicians, soul experienced a comeback in the late 2000s and early 2010s, when female singers began taking an interest in pioneering soul artists and began embracing soul's confessional lyrics and powerful vocal style.

Questions:

When did Soul appear?

Who made possible the rise of Soul?

Which female singers can you think about? Say at least three:

1-

2-

3-

ROCK AND ROLL



Rock and roll began in the American south; a combination of the many styles of music that existed in the country at the time. Up until the late 1940s, different cultures in America had created their own styles of music, including blues, jazz, folk, country and swing. Around that time, musicians began to combine the different styles of music, and soon they came together to resemble what we now consider rock and roll. Rock and roll was made up of two types of music. Rockabilly, influenced by country music, was popularized by white musicians like Elvis Presley. Moreover, Rock, built on the beats of rhythm & blues, was the type made mostly by African-American musicians like Little Richard. Many of the most popular rock and roll hits were blues songs that had been written by African-American song writers but were re-recorded by white artists. However, many African-Americans broke through into the mainstream, including legendary names like Chuck Berry, Fats Domino, Bo Diddley and Little Richard.

Questions:

When did Rock and Roll appear?

Who was the king of rock and roll?

Who were the most popular African-American artists in Rock and Roll?

Name at least three:

- 1-
- 2-
- 3-



HIP-HOP

Hip-hop music was created in The Bronx in the late 1970s. Starting out as party music played by local DJs during neighborhood parties, the DJs performing began experimenting with different arrangements of the songs they were playing by mixing different pieces of the music together. Soon rapping was added, and DJs began arranging the beats so that rappers could easily find a rhythm to speak in time with. Rappers often wrote lyrics that told about things they had experienced in their own lives.

With the addition of rapping, hip-hop became an artistic outlet for African-Americans, a new way for them to tell their stories. From there, hip-hop evolved from just music to an entire lifestyle.



Questions:

When did Hip-hop appear?

Summarize how it appeared.

How did Rap appear?

Discuss hip-hop evolution since its beginning until today.

Questionnaire:

1. Order the four different music genres chronologically:

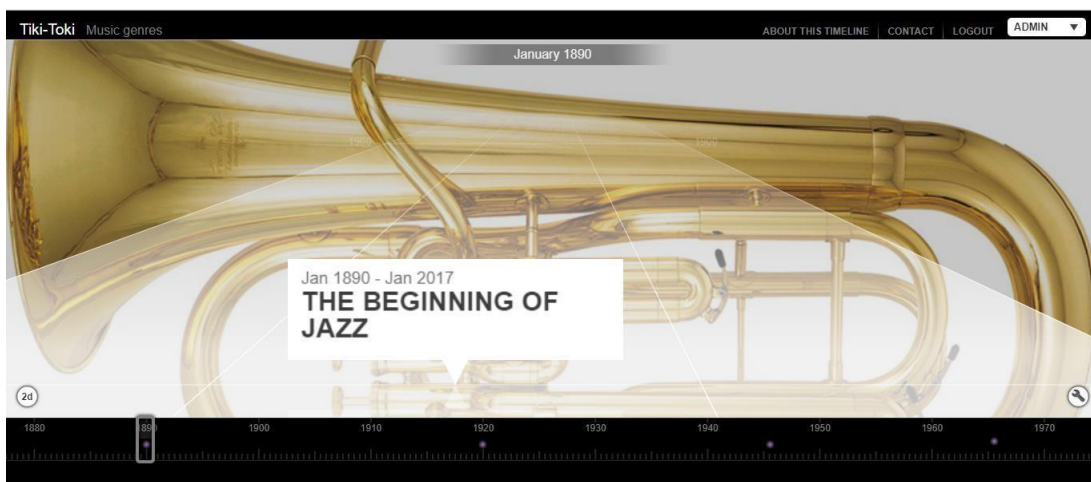
1st.
2nd.
3rd.
4th.

2. Try to think of at least two examples from your personal experiences to illustrate the main point(s).

Interests with Rock and roll.
Interest with Hip-hop
Interests with Jazz and Soul
Interest with other genres...

Timeline:

From: <https://www.tiki-toki.com/timeline/entry/967925/Music-genres/>



POST-TASK: Role play

Give a “situation roleplay strip” to each Cooperative Learning group so that the “presenter” of the group will act and perform the instructions explained. Students must talk in English all the time, trying to use simple vocabulary and the knowledge acquired from this lesson. Do it in groups or pair work, regarding the questions offered.

1. YOU WANT TO GO TO A CONCERT OF YOUR FAVOURITE HIP-HOP SINGER. ASK SOMEBODY TO GO WITH
2. YOU WANT YOUR BOYFRIEND/GIRLFRIEND TO COME TO THE CONCERT OF ADELE WITH YOU. CONVINCING HIM/HER TO GO.
3. YOU LIKE ROCK FESTIVALS, BUT YOUR FRIENDS PREFER POP MUSIC. TELL THEM WHY YOU LOVE ROCK MUSIC SHOWS.
4. YOU THINK THAT HIP-HOP IS BETTER THAN POP, BUT YOUR FRIENDS THINK THAT POP IS THE BEST MUSIC. CONVINCING YOUR FRIENDS WHY YOU ARE RIGHT
5. INVITE YOUR FRIENDS TO GO TO A JAZZ CONCERT, BY DESCRIBING IT AND EXPLAINING THE DIFFERENT INSTRUMENTS USED.
6. YOUR SISTER WANTS TO BECOME A SOUL SINGER, BUT SHE DOESN'T DARE TO DO IT. GIVE SUPPORT TO HER AND EXPLAIN IF THIS GENRE HAS SUCCESS NOWADAYS.
7. YOU WOULD LIKE TO TAKE PIANO LESSONS, BUT YOU PREFER TO GO WITH SOME COMPANY. ASK SOMEBODY TO GO WITH AND EXPLAIN HOW IT WOULD BE.
8. YOU WANT TO SEE THE PERFORMANCE OF A NEW ROCK GROUP. YOU WANT TO GO WITH YOUR FRIENDS. CONVINCING THEM AND TELL HOW THIS NEW GROUP IS.

Fast finishers:

Write about the music festival you would like to go and explain why. Each student could agree with their peers. Write about 50 words.



APPENDIX III - SPECIFIC EVALUATION CRITERIA

	BLOCK 1: ORAL TEXT COMPREHENSION	Contribution to the Key competences
Specification (Crit.IN. 1.1.)	To understand relevant and detailed information from listening recordings.	(LC)
Specification (Crit.IN. 1.1.)	To interpret general information of oral texts about topics of interest.	(LC)
Specification (Crit.IN. 1.1.)	To identify the main communicative functions and the main pronunciation patterns.	(LC)
Specification (Crit.IN. 1.2.)	To listen the habits and leisure or academic activities so that use them to communicate and understand different interests.	(LC)
Specification (Crit.IN. 1.2.)	To understand sociocultural and sociolinguistic elements in oral texts regarding interpersonal relationships and social conventions.	(CC), (SC), (CC)
Specification (Crit.IN. 1.2.)	To interpret the use of voice and non-verbal language to understand the language as a way of communication.	(LC)

	BLOCK 2: ORAL TEXT PRODUCTION	Contribution to the Key Competences
Specification (Crit.IN. 2.1.)	To produce oral messages with an informal register to exchange personal information and opinions.	(LC), (SC)
Specification (Crit. IN. 2.1.)	To formulate hypothesis and use strategies to plan and organize information.	(LC),(LL)
Specification (Crit. IN. 2.1.)	To produce oral messages using coherence and cohesion in a medium length text.	(LC)
Specification (Crit. IN.2.2.)	To participate with fluency and dialogue with sociocultural and sociolinguistics topics.	(CC)
Specification (Crit. IN. 2.2.)	To adjust oral expression to the reader and respect communication rules.	(SC), (LL),
Specification (Crit. IN. 2.2.)	To provide information with a communicative purpose related to the topic offered.	(SC), (LL),

	BLOCK 3: WRITTEN TEXT COMPREHENSION	Contribution to the Key Competences
Specification (Crit.IN. 3.1.)	To comprehend specific information of a written text about daily issues.	(LL)(LC)
Specification (Crit. IN. 3.1.)	To apply comprehension strategies and understand expressions and discourse elements.	(LC)
Specification (Crit. IN. 3.2.)	To understand texts related to sociocultural elements and sociocultural issues of the daily life.	(LL), (LC), (CC)
Specification (Crit. IN. 3.2.)	To interpret texts related to academic, working and social values.	(LC)

	BLOCK 4: WRITTEN TEXT PRODUCTION	Contribution to the Key Competences
Specification (Crit. IN. 4.1.)	To produce brief texts about daily life issues with a clear structure, coherence and cohesion.	(LC), (LL)
Specification (Crit. IN. 4.1.)	To complete the information in informal texts with the correct discourse and grammar.	(LC)
Specification (Crit. IN. 4.1.)	To describe real or imaginary events about activities and plans using specific format and punctuation conventions	(LC), (LL)
Specification (Crit. IN. 4.2.)	To compose written texts expressing feelings and impressions about social conventions or different points of view about concrete topics.	(LC)

LEARNING STANDARDS

	Oral texts comprehension	Contribution to the Key competences:
Specification (Est. IN. 1.1.1.)	The student understands oral information given by answering questions correctly.	(LC)
Specification (Est. IN. 1.1.1.)	The student listens presentations, examples and instructions given and compares the results obtained.	(LC)
Specification (Est. IN. 1.1.2.)	The student listens to videos or recordings and proves to understand the main ideas	(LC)
Specification (Est. IN. 1.1.2.)	The student understands his partner when making dialogues or doing interviews	(LC), (LL)
Specification (Est. IN. 1.1.2.)	The student applies comprehension strategies by answering open questions	(LC)
Specification (Est. IN. 1.2.1.)	Student interpret information of daily issues and customs regarding leisure time	(LC)
Specification (Est. IN. 1.2.1.)	Student understand social conventions of British Culture by listening sociocultural aspects	(LC), (SC), (CC)

	Oral text production	Contribution to the Key competences:
Specification (Est. IN. 2.1.1.)	The student formulates hypothesis and express different opinions regarding habits or experiences	(LC), (LL)
Specification (Est. IN. 2.1.1.)	The student exchanges information orally in different activities and communicative patterns	(SC), (LC), (LL)
Specification (Est. IN. 2.1.1.)	The student performs oral presentations about different interests they have	(LC)
Specification (Est. IN. 2.1.2.)	The student expresses their opinions in a clear and structured way.	(LL), (LC)
Specification (Est. IN. 2.1.2.)	The student participates in informal conversations about sports music or leisure time.	(LC), (SC)
Specification (Est. IN. 2.2.1.)	The student organizes and give instruction to their peers when working in cooperative learning groups, either in pairs or in groups of four.	(SC), (LL)

Specification (Est. IN. 2.2.1)	The student asks questions adapting them to the communicative situation.	(LC), (SC)
Specification (Est. IN. 2.2.1)	The student shows fluency when speaking during a dialogue or debate about sociocultural aspects.	(LC), (CC)

	Written text comprehension	Contribution to the Key competences:
Specification (Est.IN.3.1.1.)	The student understands the general meaning of a reading text and the main relevant ideas.	(LC)
Specification (Est.IN.3.1.1.)	The student distinguishes different kind of reading texts comparing and classifying them by their register or style.	(LC)
Specification (Est.IN.3.1.1.)	The student utilizes learning strategies such as paraphrasing or summary to interpret and build relevant information.	(LL), (LC)
Specification (Est.IN.3.1.1.)	The student proves comprehension for a reading text by answering open questions or true/false questions.	(LC)
Specification (Est.IN.3.1.2.)	The student helps their peers to analyze and organize information of a reading text.	(SC), (LL)
Specification (Est.IN.3.2.1.)	The student interprets different cultural aspects related to leisure time within the texts.	(CC), (LC)

	Written texts production	Contribution to the Key competences:
Specification (Est.IN. 4.1.1.)	The student fills the questions offered with personal and academic information.	(LC)
Specification (Est.IN. 4.1.1.)	The student fits to the instruction given in different type of texts.	(LC)
Specification (Est.IN. 4.1.1.)	The student applies strategies for planning and organizing written texts in a coherent and structured way.	(LL)
Specification (Est.IN. 4.1.2)	The student communicates real or imaginary events about activities and plans.	(LC)
Specification (Est.IN. 4.1.2)	The student presents impressions and feelings and justifies them.	(LC)
Specification (Est.IN. 4.2.1.)	The student works with cooperative learning groups of four or two to develop a written composition.	(LC), (LL), (SC)

APPENDIX IV- Assessment criteria

FORMATIVE EVALUATION CHECKLIST

Student's name: _____

LEISURE AND FREE TIME	LISTENING	READING	WRITING	SPEAKING	FINAL MARK
Lesson 1					
Lesson 2					
Lesson 3					
Lesson 4					
Lesson 5					
MARKS:	___/20%	___/20%	___/20%	___/30%	/100%

- Attitude: _____ / 10%

Speaking: ___/30%:

SPEAKING ___/15%

(See the outcomes of the ORAL expression Rubric)

COOPERATIVE LEARNING

/15%

(See the outcomes of the GROUP WORK Rubric)

APPENDIX V

ORAL EXPRESSION CHECKLIST

Student's name: _____

Mark 1 out of 3 1=POOR 2=PASS 3=GOOD	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
Does the student pay attention to accuracy?	1. 2. 3.	1. 2. 3.	1 2. 3.	1.2.3	1.2.3
Does the student pronounce correctly the words?	1.2.3.	1.2.3	1.2.3	1.2.3	1.2.3
Does the student speak fluently with cohesions and coherence?	1.2.3	1.2.3	1.2.3	1.2.3	1.2.3
Does the student interact with their peers?	1.2.3	1.2.3	1.2.3	1.2.3	1.2.3

Final mark:
_____/30%

Rubric for the oral expression:

	1: good	2: pass	3: poor
Does the student pay attention to accuracy?	The student has awareness of complex and simple grammar forms	The student commits grammar mistakes but acquires new vocabulary	The student does not pay attention to grammar forms and vocabulary
Does the student pronounce the words correctly?	The student presents a proper pronunciation and accent, showing a correct intonation and a good rhythm	The student shows a good pronunciation but presents some intonation mistakes and accent difficulties	The student indicates difficulties to pronounce correctly the words, and to differentiate different sounds
Does the student speak fluently with cohesion and coherence?	The student communicates in an organized and fluent way, showing relevance and cohesion	The student commits several mistakes on grammar, but it does not interfere to oral communication	The student does not use discourse in a coherent and relevant way and he presents difficulties with fluency
Does the student interact with their peers?	The student participates and know how to keep a conversation with their peers or the teacher	the student tries hard to develop a conversation just at the beginning, but then the student gets to interact	The student has difficulties to initiate but also to maintain a conversation until the end

APPENDIX VI

COOPERATIVE LEARNING CHECKLIST:

GROUP NAMES: _____

1 out of 3 1= poor 2= pass 3= good	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
Positive interdependence	1.2.3	1.2.3	1.2.3	1.2.3	1.2.3
Individual accountability	1.2.3	1.2.3	1.2.3	1.2.3	1.2.3
Interpersonal and small talk group skills	1.2.3	1.2.3	1.2.3	1.2.3	1.2.3
Face to face interaction	1.2.3	1.2.3	1.2.3	1.2.3	1.2.3
Group processing	1.2.3	1.2.3	1.2.3	1.2.3	1.2.3

FINAL MARK:

_____/15%

Bonus: +15 points

Cooperative Learning **Rubric**

	1: good	2: pass	3: poor
Positive interdependence	Students seem to understand that they are dependent among their peers to get a learning goal.	Students sometimes work isolated or do not understand their interdependence on the activity.	The students compete, there is not an equal distribution of the tasks and do not work cooperatively.
Individual accountability	Students are aware of the different responsibilities their cooperative roles involve.	Students sometimes present doubts about their responsibilities, although they get to manage working with their cooperative learning roles.	Students present doubts about what they have to do with the different roles they have in the activity.
Interpersonal and small talk group skills	Motivation and interpersonal skills are observed to be used by students in their Cooperative learning groups.	Students do not seem to have difficulties working in group although they could use and develop more their interpersonal skills.	Students do not participate using their affective and interpersonal skills, which makes difficult the completion of the activity.
Face to face interaction	Students perform correctly the roles of “coach” by encouraging and helping in each activity and in the cooperative learning process.	Students perform usually the “facilitator” or “coach” roles if the activity asks to perform them.	Students do not encourage themselves although the roles cards of “coach” are assigned to be used in the activity.
Group processing	Students are aware of each learning process that the principles of Cooperative learning involve.	Students seem to understand almost all the different processes that the students must use in Cooperative learning.	Students understand but do not get to accomplish the different principles of Cooperative learning.

Appendix VII - Contents of the Learning Unit

BLOCK 1: Oral text comprehension:

Comprehension skills and strategies:	<ul style="list-style-type: none"> - Instructions, talks, dialogues and conversations suitable for students' knowledge and experiences. - Main idea of the messages and different opinions or intentions from the speaker. - Use of comprehension strategies. - Use of the previous knowledge. - Different kinds of comprehension: specific and general information. - Deduction of explicit or implicit meanings with a situational or linguistic context. - Note taking while listening. - Inclination to understand the general idea of a text.
Sociolinguistic and sociocultural elements:	<ul style="list-style-type: none"> - Customs, social conventions, values and beliefs. - Informal linguistic register. - Value of the foreign language as an information instrument to understand and communicate between cultures.
Communicative functions:	<ul style="list-style-type: none"> - Beginning and preservation of personal and social relationships. - Narration of facts and present situations; plan and intention expression. - Exchange of personal information, pastimes and different points of view. - Interest expression: appreciation and liking.
Grammatical elements:	<ul style="list-style-type: none"> - Present simple tense, present continuous - Past simple - Present perfect - Used to - Superlative form
Common use of reception skills:	<ul style="list-style-type: none"> - Personal identification: daily life activities, friends, sports, free time, leisure and culture.
Phonetic sound patterns:	<ul style="list-style-type: none"> - Identification and reception of phonetic sounds: /k/, /a/, /b/, /æ/, /ei/, /tʃ/, /ɔ:/, /ə/. - Knowledge of the use of sound patterns, rhythm and intonation

BLOCK 2: Oral text production:

Production skills and abilities:	<ul style="list-style-type: none"> - Oral production of description of different texts, narration of stories and experiences. - Participation in communicative situations in the classroom and in conversation about topics of interest - Use of communicative strategies such as organization and execution a plan: <ul style="list-style-type: none"> Organization of a presentation made in group Organization of the different main ideas of a message Execution to express a message in a clear and coherent way
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Sociolinguistic and sociocultural elements:	<ul style="list-style-type: none"> - Customs, social conventions, values and beliefs. - Informal linguistic register. - Value of the foreign language as an information instrument to understand and communicate between cultures.
Communicative functions:	<ul style="list-style-type: none"> - Beginning and preservation of personal and social relationships. - Narration of facts and present situations; plan and intention expression. - Exchange of personal information, pastimes and different points of view. - Interest expression: appreciation and liking.
Common use of production skills:	<ul style="list-style-type: none"> - Personal identification: daily life activities, friends, sports, free time, leisure and culture.
Phonetic sound patterns:	<ul style="list-style-type: none"> - Production of phonetic sounds: /k/, /a/, /ɒ/, /æ/, /ei/, /tʃ/, /ɔ:/, /ə/.

BLOCK 3: Written text comprehension

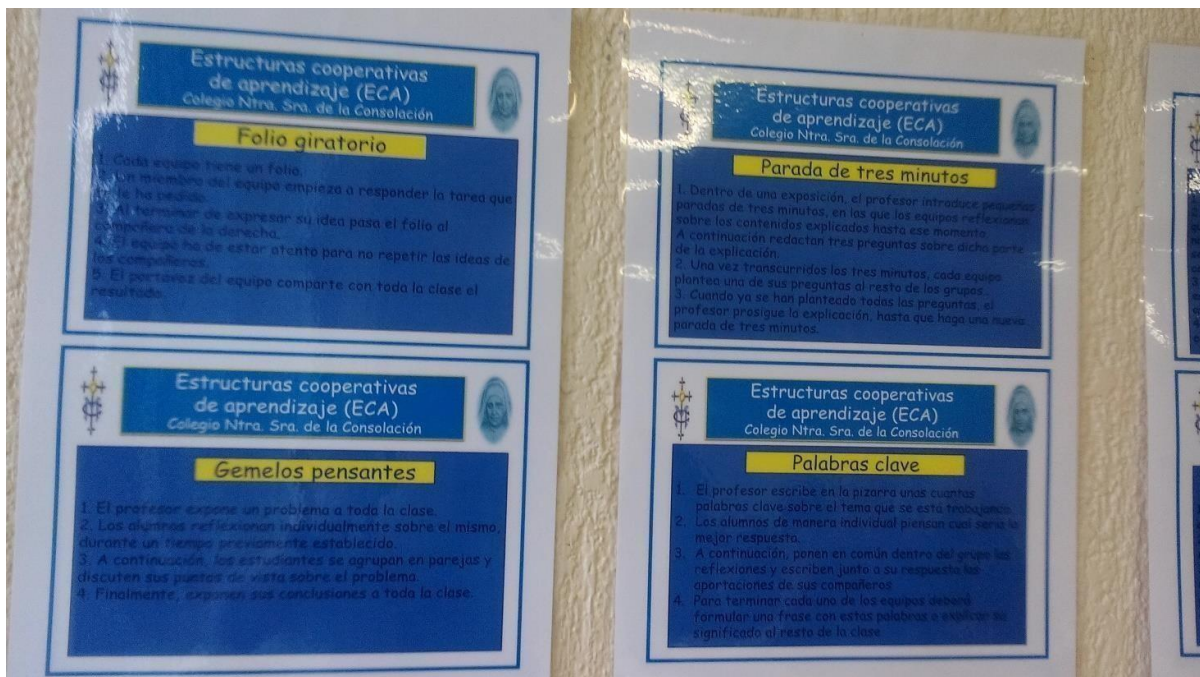
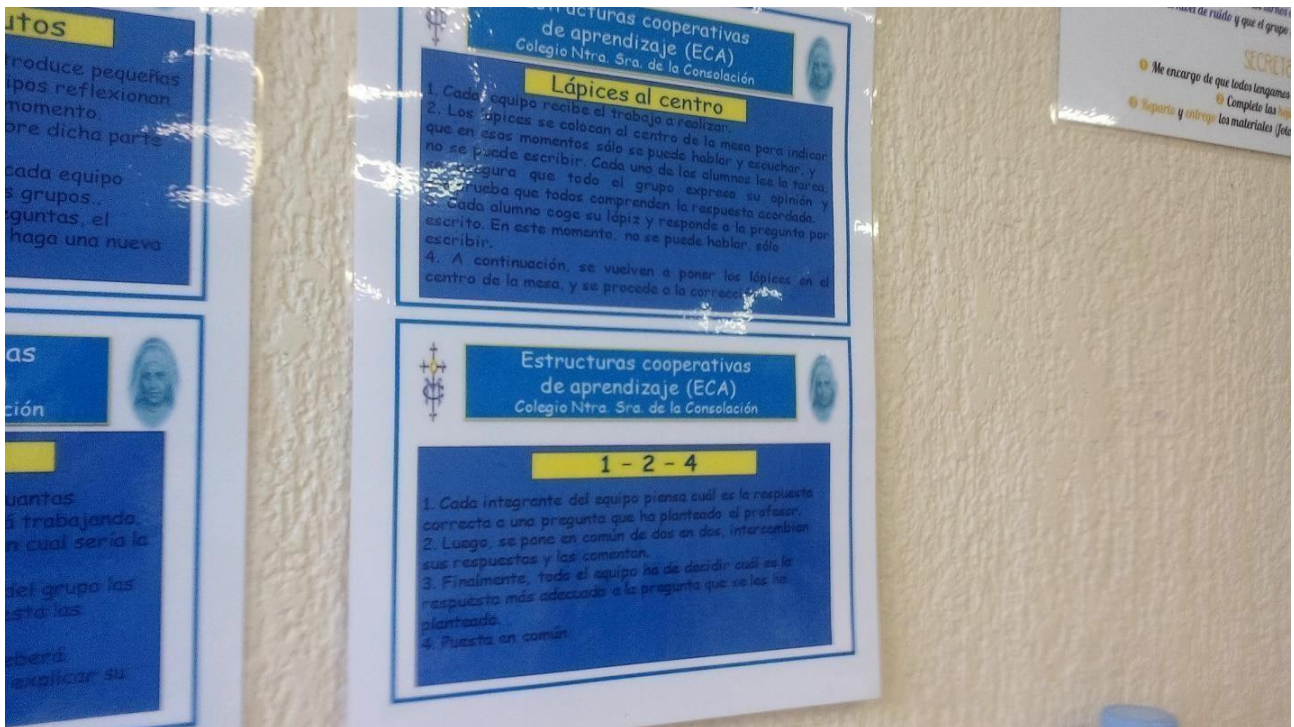
Comprehension strategies and abilities:	<ul style="list-style-type: none"> - Interpretation of messages - Identification of the main and secondary idea - Distinction of facts and opinions - Use of comprehension strategies: activation of the previous knowledge about the topic of leisure activities, distinction of general and specific information, hypothesis reformulation and identification of relevant information as a solve-task strategy.
Sociolinguistic and sociocultural elements:	<ul style="list-style-type: none"> - Customs, social conventions, values and beliefs about sports, music, and leisure time activities. - Informal linguistic register. - Value of the foreign language as an information instrument to understand and communicate between cultures.
Communicative functions:	<ul style="list-style-type: none"> - Beginning and preservation of personal and social relationships. - Exchange of personal information, pastimes and different points of view. - Interest expression: appreciation and liking.
Grammar elements:	<ul style="list-style-type: none"> - Present simple tense, present continuous - Past simple - Present perfect - Used to - Superlative form

Common use of reception skills in written texts:	Personal identification: daily life activities, friends, sports, free time, leisure and culture.
Phonetic elements:	Identification of the spellings <a>, <c>.

BLOCK 4: Written text production

Production strategies and abilities:	<ul style="list-style-type: none"> - Composition of written texts such as descriptions about topics of personal interest. - Use of production strategies: Planning a topic using brainstorming or organizing paragraphs. Performance strategies such as writing texts in activities with guidance, writing clear messages and being cautious when writing a text.
Sociocultural and sociolinguistic elements:	<ul style="list-style-type: none"> - Customs, social conventions, values and beliefs about sports, hobbies, music, and leisure time activities.
Communicative functions:	<ul style="list-style-type: none"> - Exchange of personal information, interests about pastimes and different points of view on the leisure time topic.
Grammar elements:	<ul style="list-style-type: none"> - Present simple tense, present continuous - Past simple - Present perfect - Used to - Superlative form
Common use of written production	Personal identification: daily life activities, friends, sports, free time, leisure and culture.
Graphic patterns and orthography forms	Use of punctuation marks Use of special symbols: &

APPENDIX VIII- COOPERATIVE LEARNING STRUCTURES OF THE CEIPS MADRE MARIA ROSA MOLAS



APPENDIX IX – Kagan’s four Cooperative Learning structures



Rally = in pairs taking one turn each and then the next as in tennis.



Robin = orally



Round = in teams go around taking one turn each and then the next.

RALLY ROBIN
RALLY TABLE
ROUND ROBIN
ROUND TABLE



Table = in written form

Round Robin
Students take turns responding orally in their teams. The steps include:
1. Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time.
2. Students take turns stating responses or solutions.
Also Round Table when writing.










APPENDIX X- COOPERATIVE LEARNING ROLE CARDS

<p style="text-align: center;">Presenter</p> <hr style="border-top: 1px dotted black;"/> <p>As the presenter you ... regularly contribute to team efforts present the team's finished work to the class. say things like, "How would you like this to sound?" "I'm going to say ____, does that sound right?" "How much of this should I say?"</p>	<p style="text-align: center;">Coach</p> <hr style="border-top: 1px dotted black;"/> <p>As the coach you ... summarise what the ideas are, check that everyone understands and that the recorder only writes team ideas; encourage all team mates and make sure everyone feels a part of the team. say things like, "Is everyone OK with this?" "Does anyone have a question?" "great idea!"</p>
<p style="text-align: center;">Facilitator</p> <hr style="border-top: 1px dotted black;"/> <p>As the facilitator you ... lead the discussions make sure everyone's voice is heard keep turn taking and time solve conflicts when they arise say things like, "Let's listen to __ next." "let's get back to work" "time to move on"</p>	<p style="text-align: center;">Recorder</p> <hr style="border-top: 1px dotted black;"/> <p>As the recorder you ... keep a record of team's ideas and progress check to be sure ideas are clear and accurate use colors and visuals to highlight ideas say things like, "How should I write this?" "I'm going to write ____, does that sound right?" "Is there anything missing here?"</p>

Role Cards

* CHEAT SHEET

Cooperative Learning Structures

	<p>4. Think Pair Share (Timed or Goal) 2. Stand Up, Hand Up, Pair Up 3. Find Someone Who</p>	
	<p>7. Rally Robin / Rally Table 5. Round Robin 6. Round Table (Continuous, Simultaneous or All Write) 7. Rally Coach</p>	<p>I. Jot Thoughts II. Talking Chips III. Inside Outside Circle IV. Jigsaw</p>
		<p>V. Fan N Pick VI. Numbered Heads Together VII. Quiz Quiz Trade</p>
		
		

APPENDIX XII

COOPERATIVE LEARNING QUESTIONNAIRE 1-2-4 STRUCTURE

Self-evaluation of the student

NAME: PAIR GROUP: ROLE IN THE TEAM:	GROUP:
<p>EVALUATE THE COOPERATIVE WORK DONE IN YOUR GROUP: MARK IT FROM 1 TO 4 POINTS considering:</p> <p><input type="checkbox"/> 1. Nothing 2. something 3. very 4. a lot</p> <p>1. INDIVIDUALLY, DID THEY ANSWER THE QUESTIONS</p> <p>2. IN PAIRS, DID YOU ANALYSE EACH QUESTION IN ORDER TO IMPROVE AND CORRECT THEM?</p> <p>3. IN YOUR TEAM, WERE ALL THE COOPERATIVE ROLES PERFORMED CORRECTLY?</p> <p>4. DID ALL THE MEMBERS OF YOUR TEAM WORK EQUALLY?</p> <p>5. DID YOU OFFER HELP TO SOMEBODY WHO NEEDED IT?</p> <p>6. IN YOUR COOPERATIVE GROUP, WERE ALL THE IDEAS AND OPINIONS INTEGRATED IN THE ANSWERS?</p> <p>7. DID APPEAR ANY DIFFERENCES OF OPINION OR ANY CONFLICTS?</p> <p>8. DID THE COOPERATIVE MEMBERS GET A GOOD ATMOSPHERE IN YOUR GROUP?</p> <p>9. ARE YOU HAPPY WITH THE OUTCOMES?</p>	

COOPERATIVE LEARNING QUESTIONNAIRE
Self-evaluation of the student

NAME: *Dergis Alana* PAIR GROUP:
ROLE IN THE TEAM: *Comunicador*

GROUP: *Laruta, Paula, Marina
and Elena.*

EVALUATE THE WORK DONE IN YOUR GROUP
MARK IT FROM 1 TO 4 POINTS taking into account:

- 1. Nothing 2. something 3. very 4. a lot

1. INDIVIDUALLY, DO THEY HAVE ANSWERED CORRECTLY THE QUESTIONS?
(4)
2. IN PAIRS, DO YOU HAVE ANALISED EACH QUESTION IN ORDER TO CORRECT AND IMPROVE THEM?
(4)
3. IN YOUR TEAM, DID YOU PROFIT THE CLASS?
(4)
4. DID ALL OF THE MEMBERS OF YOUR TEAM WORK?
(3)
5. DID YOU OFFER HELP TO SOMEBODY WHO NEEDED IT?
(4)
6. HAVE THE IDEAS AND OPINIONS OF EVERYBODY BEEN INTEGRATED IN THE ANSWERS?
(2)
7. DID IT HAPPEN OPPORTUNITIES OF THINKING ABOUT AND CONSIDER?
(3)
8. HAVE THERE BEEN ANY DIFFERENCES OF OPINION OR ANY CONFLICTS?
(3)
9. DID YOU GET A GOOD ATMOSPHERE IN YOUR GROUP?
(4)
10. ARE YOU HAPPY WITH THE OUTCOMES ACHIEVED IN THE GROUP AND INDIVIDUALLY?
(4)

APPENDIX XIII

SELF-ASSESSMENT COOPERATIVE LEARNING QUESTIONNAIRE

NAME: ROLE IN THE TEAM:	PAIR GROUP: GROUP:
<p>EVALUATE THE WORK DONE IN YOUR COOPERATIVE GROUP MARK IT FROM 1 TO 4 POINTS taking into account:</p> <p><input type="checkbox"/> 1. Nothing 2. Something 3. Very 4. a lot</p> <ol style="list-style-type: none">1. HAVE THEY UNDERSTOOD THE QUESTIONS ASKED FOR EACH ACTIVITY?2. IN YOUR TEAM, DID YOU HAVE PROBLEMS TO DIVIDE THE TASKS WITH YOUR PEERS?3. WERE ALL THE COOPERATIVE ROLES PERFORMED CORRECTLY?4. DID ALL THE MEMBERS OF YOUR GROUP WORK EQUALLY?5. DID YOU OFFER HELP TO SOMEBODY WHO NEEDED IT?6. IN YOUR CL GROUP, WERE THE IDEAS AND OPINIONS INTEGRATED IN THE ANSWERS?7. DID APPEAR ANY DIFFERENCES OF OPINION OR ANY CONFLICTS?8. DID THE COOPERATIVE MEMBERS GET A GOOD ATMOSPHERE IN YOUR GROUP?	

Seating arrangements for heterogeneous teams

