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TRABAJO FIN DE GRADO

The Integration of Cooperative Learning in the Classroom

(La Integración del Aprendizaje Cooperativo en el Aula)

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Abstract

The purpose of this work is to integrate cooperative learning into a classroom of English as a Foreign Language in the first year of Primary Education in a Spanish school, and also to design a didactic proposal around the beginning of a level A1 / A2 of language proficiency, based on a communicative approach according to our context, using cooperative learning with the purpose of promoting foreign language learning.

In order to achieve our target, we are going to investigate further about what cooperative learning is, learning about how to create a climate of cooperation in an educational institution and finally, how to integrate it into a specific classroom. Likewise, we will go through all those communicative approaches that will also take part of our methodological framework for the learning of a foreign language.

As a key element of any didactic proposal, assessment will be designed coherently, not only focusing on the subject itself, but also taking cooperation into account, understanding cooperation as a target itself, as well as a means for learning.

Once describing the context where the process of teaching and learning of English as a foreign language will take place, we will create a didactic proposal that will enhance that process of learning through cooperation as the supporting element of our methodology and our didactic sequence.

Key Words: Cooperative Learning, English Foreign Language classroom, Communicative Approaches, Didactic Proposal, British School.

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1. Introduction

1.1. Justification

This work aims at integrate Cooperative Learning in the teaching and learning process of a foreign language and, more specifically, of English as a Foreign Language Assessment, so that it contributes positively to the development of the students' communicative competence.

The heterogeneous reality of classrooms and the need for a learning system that responds to the individual characteristics needs of the student have led to experimentation with different methodological approaches using same methods but different techniques from other methods that meet these individual learning needs. In response to this demand, many educational centres around the world have opted for the adoption of cooperative learning as a working tool in such a way that "the classroom becomes a learning network in which everyone puts his or her talent at the disposal of others and no one is indifferent to the failure of a classmate" (Translated from Zariquiey, 2016, p. 21).

Continuing with this fundamental principle of individualised education within a heterogeneous formal context, Jiménez (translation) (2011) notes that:

> To speak of diversity in education is redundant. Human groups... are diverse by nature. This consideration has immediate didactic consequences... We must move from understanding the teaching task as centred on the development of the teacher's work to the formation of each student as a unique person. (p. 11)

As has been shown, peer learning not only promotes learning in itself, but also fosters values and helps to manage emotions in a healthy way. Therefore, taking these three principles into account, this paper aims to develop a didactic proposal that applies the principles of cooperative learning to the development of communicative competence in the classroom of English as a foreign language.

According to the Council of Europe (2001), communicative competence comprises three components: linguistic, sociolinguistic and pragmatic. Within each of these, the general competences of language users are assumed to consist of their knowledge, skills and existential competence, as well as their ability to learn. As regards the teaching and learning

process for the development of communicative competence, the Common European Framework of Reference emphasises the freedom of professionals to select methodological strategies according to different contexts and educational purposes, while respecting official guidelines such as learner-centred communicative approaches and the task-based approach. With this in mind, cooperative learning must fit into and support the learning dynamic, and this is what is explored throughout this paper.

1.2. Objectives

The main objective of this work is:

- To integrate cooperative learning in the EFL classroom as a means of favouring the teaching and learning processes in general and, more specifically, the development of communicative competence.

From this general objective, this work aims to achieve the following specific objectives:

- Apply the communicative principles of the teaching and learning process of a foreign language within a framework of cooperative learning.

- To design a didactic proposal in which the learning of foreign languages, and more specifically English as a foreign language, is integrated into the current cooperative dynamics of the classroom.

- To demonstrate that a climate of cooperation favours the learning of a foreign language.

2. Theoretical Framework

2.1. Cooperative Learning

Cooperative learning can be defined as a teaching method that aims to use social interaction between peers to enhance learning in the classroom. The main objective of cooperative learning is to address diversity, in the broad sense of the word, in the classroom, so that students' learning is not exclusively the responsibility of the teacher, but is understood "as a shared act in which students learn together to do things alone" (Translated from Zariquiey, 2016, p.20).

In order for the classroom to become a cooperative classroom, it is necessary to create a cooperative context and design a teaching sequence that makes the most of this cooperative environment, managing diversity to achieve better learning and adapting to the characteristics of each student.

2.1.1. Creating an Environment of cooperation

Beginning from the approach of how to create a cooperative context, we must develop a series of organisational decisions to make our methodological proposal based on cooperation work. Below are the organisational measures that we must manage, taking as a reference the study carried out by Zariquiey (2016).

The first decision we must make is how we group our students. The type of grouping will depend on our didactic objectives. In this case, our aim is to enhance learning and manage classroom diversity. Therefore, cooperative groups should be heterogeneous.

As for the number of pupils per group, it is generally agreed that four is the ideal number, as it is easier to coordinate and operate and can be subdivided into cooperative pairs. When the number of pupils is not a multiple of four, it can be combined with groups of three or five. Normally, if space permits, groups of three are chosen because groups of five are more difficult to manage, especially at lower levels. The length of the groupings will depend largely on the cooperative experience of the pupils. As a general rule, it is estimated that a minimum of one month is necessary to give them time to cohere as a group and a maximum of one term to give them the opportunity to enrich their cooperative experiences with other classmates. These groups should be maintained throughout all subjects and with the different teachers

entering the classroom, unless special circumstances require changes in distribution. The final decision as to the distribution of pupils will be agreed by the teachers, as will the flexibility when working in class with other groupings of a sporadic nature.

When setting up a heterogeneous group of four members, we must bear in mind the level of the pupils and we will use these premises:

- Do not group students of extreme levels directly together.

- Students who are shoulder-to-shoulder are the ones who will work most closely together. Therefore, pair high achievers with medium-low achievers, low achievers with medium-high achievers, low achievers with medium-low achievers face to face and high achievers with medium-high achievers face to face. These face-to-face pairs are more likely to understand each other intellectually and to perform oral activities.

- Other social or helping ability factors should be taken into account to ensure that cooperation will actually take place.

In the case of groups of three, it is preferable to avoid extreme levels, but it is a grouping that favours low-level or restless pupils, so they will work with medium-level pupils. In the case of groupings of five, as they are more difficult to unite, it is preferable not to place pupils who may be left behind in the group, either because they are introverted or because they have a low level of performance.

With regard to classroom layout, Johnson, Johnson and Holubec (1999) How the properly functioning of the group dynamic is based on this. In this sense, the implementation of a new methodology must have an influence on the organisation of the classroom in order for it to develop successfully. Three general conclusions can be drawn regarding the appropriate management of classroom space:

- Students in the same group should be seated together and tables should be arranged in such a way that they can easily look at each other and work together comfortably.

- The groups should be oriented in the classroom in such a way that their backs are not turned to the mediators at their reference point, in order to avoid awkward postures and to capture the attention of the pupils easily. A herringbone arrangement is recommended.

- There should be enough space between the groups so that they do not disturb each other and so that access is not closed off.

Once the students have been organised and the space has been managed, it is time to establish rules focused on the functioning of a cooperative classroom. In order to create appropriate rules, the following aspects should be taken into account:

- The rules are everyone's responsibility, individually, in order for the team to function and, therefore, the dynamics of the classroom.

- They should be stated in the positive and in the first-person plural.

- They should be few, short, concrete, clear, understandable for the students to whom they are addressed, and susceptible to revision and change.

- Time should be devoted to working on them explicitly. Either students should participate in their elaboration or in their implementation in a sequenced manner.

- It is necessary to establish a system of rewards at a non-competitive team level and of consequences derived from non-compliance, of which the whole teaching team is aware and responsible for its execution.

In order to promote the smooth functioning of teams, their group awareness, autonomy and responsibility for the work, it is necessary to distribute roles to group members. The choice and distribution of roles is considered a key element for cooperative learning to work. The elaboration of roles will depend on the characteristics of our students, but we can establish the following points around which they should revolve:

- Coordinate and supervise the work.
- Coordinate participation and speaking time.
- Managing materials and noise.

The roles that are established should rotate periodically and all members should have one regardless of the number of students in the group. Their proper functioning should be one of the rules to be established, so the implementation has to be evaluated by the teacher on an

ongoing basis, referring to them for compliance and publicly acknowledging the groups or group members who make good use of them.

2.1.2. Basic Principles of Cooperation

As Zariquiey (2016) explains, cooperative teaching proposals should fulfil three conditions in order to work. This is called the cooperative triad:

- <u>Positive interdependence</u>: Johnson and Johnson (1999) explain positive interdependence as the shift from "I" to "we" in such a way that goals are no longer individual, but shared, i.e. they need each other to achieve goals. In this way, a double responsibility is created: an individual and a group one. In order to achieve cooperative activities and tasks in which there is positive interdependence, they can be divided into parts according to the possibilities of each member to build a whole, to make activities interlinked or to have everyone do the same thing as long as they move forward together. Other elements contributing to positive interdependence are role distribution, reward systems, classroom layout, group resources and knowing each other well.

- <u>Individual responsibilit</u>y: this is essential not only for cooperation, but also for the assessment of learners. Learners should be aware that they will also be assessed individually. To promote individual responsibility, it is necessary that all members of the group have the opportunity to contribute as much as they can. In addition, there are cooperative techniques that leave evidence of what each group member has contributed and individual and group self-assessment as well as co-assessment should be encouraged, which are learning tools in themselves and also contribute to individual and group responsibility.

- <u>Equal participation</u>: for cooperation to exist, all members of a team must work to the best of their ability. To guarantee this condition, in addition to the monitoring of the teacher and the team member who has this function in his/her role, there are cooperative techniques that guarantee work shifts, division of tasks and individual work times.

2.1.3. Aid Management Level

Once we are clear about the conditions that activities and tasks must fulfil in order to be truly cooperative, we cannot lose sight of the moments of group and individual work, since the ultimate goal is for the learner to learn to do things on his or her own. In other words, we need to move from higher levels of assistance to levels of autonomous work where the learner demonstrates what he or she has learned. Zariquiey (2016) establishes four levels in the scaffolding sequence which are:

- <u>Level 1: Group work</u>: Group work proposals are especially appropriate at the beginning of a class to refresh ideas or catch up in case of absences, and also at the beginning of a didactic unit to activate previous knowledge, understand new concepts and solve doubts. At this level, it is very important to teach how to help, dedicating specific time to it. For this reason, activities should not be sent for a specific time, nor should they be sent home if they are not done in class.

- <u>Level 2: Group work + Individual work</u>: At this level, autonomous work begins to be promoted. We start preparing the activity as a group and then carry it out individually. In order to guarantee both parts, the group part will only be dialogue and the individual part will be written without the possibility of speaking.

- <u>Level 3: Individual work + Group work</u>: To work at this level, all team members need a certain level of autonomy. It is based on individual work and a subsequent assessment and improvement at group level.

- <u>Level 4: Individual work</u>: At this level, pupils show what they can do on their own, but this does not mean that there is no cooperation, as they have to support each other and no one finishes until the group does.

When it comes to managing the levels of support, they can be used in an orderly way throughout a teaching unit or they can be used indistinctly depending on the different situations that arise in the classroom in a flexible way. The ultimate aim of this classification is to be able to assess why we use one technique or another at a given moment or when one technique is more appropriate than another.

2.2. Methodological Design

When developing a methodological design, we must select the methods and approaches that will structure our didactic proposal, taking into account what we want to achieve with a given group of students. The methodology must facilitate access to the development of competences and adequately sequence student learning.

By integrating cooperative learning, the aim is to achieve sequencing of student learning in a way that is adapted to their individual characteristics.

As Larsen-Freeman (2000) points out, the inclusion of cooperative learning for language learning works easily in the classroom with any other approach taken, from a traditional to a communicative approach. The inclusion of cooperative learning in a foreign language classroom focused on the development of communicative competence does not condition the other methodological choices made for language learning. Cooperative learning continues to be present in the development of the different communicative skills, in oral and written tasks or in activities focusing on form and message, facilitating access to the content, general and specific competences of the target language.

Cooperative learning is not only used to support the learning of low achievers, but also to achieve more meaningful and deeper learning for high achievers, as it helps them to analyse their knowledge, evaluate results and create new products. These three elements make up higher order learning as described in Bloom's Taxonomy as revised by Anderson and Krathwohl (2001), which is always a good idea to keep in mind when designing a didactic proposal.

In addition, cooperative learning fosters social values such as empathy and helps to manage emotions. It reduces anxiety and fears, and promotes self-esteem and motivation to learn. All this is fundamental for learning and, in particular, for learning a foreign language.

Without losing sight of the latter, that our didactic objective is the development of communicative competence in a foreign language, we must select other methods which are based on a communicative approach and which contribute to the learning process and combine them with cooperative learning.

2.2.1. Communicative Approach

As the Council of Europe (2001) states, there is not a sufficiently well-founded consensus on how new language users learn to be based on a single methodological stream. Some theorists take the view that a language environment should be provided as richly as possible so that learning takes place without the need for formal instruction. Others take the view that, in addition to the above, active participation in communicative interaction is sufficient. On the other hand, there are those who believe that a language is best learned through learning vocabulary and grammatical rules.

Between the two extremes, grammatical and natural, learners and teachers tend to take an eclectic view of how a foreign language is learned, depending on the learning context and the learner's own individual characteristics, such as age, motivation or personal learning style. Teaching and learning methods will vary and adapt according to the context, the learners and the teacher him/herself. It is widely accepted that combining communicative language use with formal instruction facilitates the learning process.

This approach to the process of teaching and learning language as communication builds on Hymes' (1972) idea that the ultimate goal of language teaching is the development of what he coined communicative competence, which refers to all that a language user needs to know in order to communicate effectively within a community.

Following the principles described by Richards and Rodgers (2001), for there to be a communicative teaching and learning process, the learner must be learning the language through using it to communicate. To this end, classroom activities must be designed to achieve authentic communication centred on the message and the exchange of information. This communication integrates the different communicative skills, encouraging learners to practise freely, taking risks. Error is seen as part of the learning process.

As Larsen-Freeman (2000) points out, the communicative approach encourages interaction between learners and fosters cooperative relationships between them. In fact, the roles of teacher and learner resemble a cooperative classroom. The teacher facilitates communicative situations and acts as a counsellor, monitoring the work of his or her students. The role of the learner is, therefore, at the heart of the communicative and cooperative method.

2.2.2. The Task-Based Approach

As defined by Richards and Rodgers (2001), the task-based approach is a step forward from what the communicative approach postulates. This approach uses the task as the core around which the learning unit revolves. This task is not focused on the language itself, but on the use of language to perform a task, to get something done. Tasks should be based on real-life situations, i.e., situations in which we need to use the target language to solve them.

Nunan (1989) explores the concept of task from multiple perspectives, deriving a common element. Tasks revolve around the learner's communicative use of language whose focus is on meaning rather than form, but he warns that the distinction between communicative and non-communicative is not always easy, since form and meaning are closely related. In fact, not all activities which revolve around a task are focused on communication; there are also activities which focus learners' attention on formal aspects of the language, so that it is not always easy to draw boundaries between the two types. All these activities serve to present and manipulate the input with which learners are going to work, putting into practice the different skills of production and reception, going deeper into the language itself in order to achieve a higher level of correctness and fluency and, in short, as steps prior to the execution of the task.

As for the input to which learners are exposed and with which they must work in order to perform the task, it must come from authentic materials which present a rich sample of the language.

As Richards and Rodgers (2001) point out, the task-based approach gives lexis a more central role in foreign language learning than has traditionally been assumed, with lexis understood not only as words, but also as collocations, phraseological units, routine formulae, locutions, etc.

Another issue from which we cannot escape is the question of grammar and the position of communicative approaches to it. Sharwood Smith (1994) argues that teaching and learning processes do not necessarily involve the explanation of grammatical structures or metalinguistic content. With a grammatical approach, learners learn by rote how language works and can draw on this knowledge on different occasions. However, the question is to what extent this metalinguistic information contributes to building communicative competence. Without going to the opposite extreme, we have what is called the development of grammatical awareness, which does not involve making grammatical rules explicit, but highlighting relevant

aspects of the input in order to develop metalinguistic awareness without resorting to metalinguistic knowledge. The development of this grammatical awareness through a process of implicit teaching and learning of the language system takes place through different strategies to focus learners on form, such as using different intonation, using colour coding or other materials that focus attention on form, implicit error correction, focusing the learner's attention, or encouraging self-assessment strategies. Individual learning characteristics play a key role here, as we do not all learn in the same way. Some learners may need more explicit learning of grammar than others.

When designing a task-based teaching approach, the following general principles can be drawn from the work of Nunan (1988a, 1988b and 1989) and Richards and Rodgers (2001):

- Conversation plays a central role in foreign language learning and therefore in task design.

- Tasks should reflect the needs of learners in the real world.

- The units revolve around the task. The language content is a means to achieve task performance.

- In order to achieve the task, the sequencing of both communicative and pedagogical activities aimed at task performance is necessary, as well as post-task activities aimed at self-assessment such as revision, improvement and deepening.

2.3. Assessment

For the design of an assessment system, we will take as a reference the following scheme detailed by Jiménez (2011):

- <u>Decide what is to be assessed</u>: this involves defining the assessment criterion(s) that tell us what the learner should have learned and in what way.

- <u>Decide why it is going to be assessed</u>: that is, if it is to measure results (summative assessment) or if it is also to take formative measures for improvement (formative assessment).

- <u>With which instruments</u>: the assessment tests will determine how the students' learning process will be, as not all tests measure the same aspects. For a task-based methodology focused on the development of competences, we have a very useful tool: the rubric, as it allows us to describe qualitatively the different levels of student achievement.

- <u>How the information will be interpreted</u>: thanks to the rubric, it will focus us on what we should observe and what value each of the things we observe has.

- <u>Decide what weight each of the tests will have</u>: since each test and each aspect that we are going to evaluate will have a weight in the final evaluation and its consequent qualification.

In the context of a foreign language, the Council of Europe (2001) describes assessment as the means of evaluating the learner's language proficiency at a given point in time. However, Nunan (1988b) discusses some of the problems associated with the assessment of language proficiency, since teaching programmes conceive of language in terms of use in a particular task and for particular purposes.

Within our English as a foreign language classroom, we must take into account the assessment of cooperation, as cooperative learning cannot be understood as an instrument or a way to reach an end, i.e., only as part of a methodology, but must be treated as an end in itself. Therefore, cooperation must be part of the evaluation design and have its own learning indicators.

Rubrics remain a valuable tool for this purpose. In determining how to reflect the assessment of cooperation with a rating, Zariquiey (2016) refers to two procedures:

- <u>Defining a percentage of the subject grade</u>: this procedure is the most common in practice, but it is not the most appropriate if we want to give cooperation the place it deserves. Moreover, a subject grade influenced by other factors such as cooperation, behaviour, participation, etc. means that, in the end, we do not really know how to determine the subject grade itself and it is very confusing for students and their families.

- <u>Separate marking on the report card</u>: in this way, we can mark cooperation through a set of common indicators for all subjects and reflect an average mark that the teaching team deems appropriate.

The main problem comes when we design cooperative accessible tasks, since, to be fair, not all team members can have the same grade. This is what differentiates group work from cooperative work. When assessing a student through a cooperative assignment we must ensure that the assignment reflects the work that each member has contributed in order to be able to assess individual students.

There are two other aspects of the assessment process that cannot be ignored: self-assessment and evaluation of teaching practice. Regardless of whether our self-assessment design carries weight in the student's grade, we must understand self-assessment as a means of learning in itself, since it develops strategies for reflection and learning to learn that are fundamental for improving and deepening learning, which fosters higher-order learning in students. One way of carrying out cooperative self-assessments is through co-assessment or peer assessment, so that it is the students themselves who assess their peers and share this information with each other and also with the teacher.

3. Didactic proposal

3.1. Intervention context

The school is a subsidised school, i.e. It is privately run, but part of its funding is public, together with occasional contributions from parents whose children study at the school.

The school has subsidised Infant, Primary and Secondary Education. Infant Education (3 to 6 years) consists of six classrooms. Primary Education (6 to 12 years) consists of twelve classrooms; and Secondary Education (12 to 16 years) consists of eight classrooms. Infant, Primary and Secondary Education are located in the same building. This school has a double educational line. The admission of pupils is subject to current legislation.

The organisation of the teaching staff takes into account the criteria indicated in the Organic Regulations for Infant and Primary Education Centres, as well as the instructions approved for these educational levels. The fundamental criteria respected are rotation within the same level, specialisation and the corresponding authorisation to teach certain areas. Likewise, different

activities have been assigned to the teaching staff in order to ensure that the educational centre has an orderly activity.

The unit was applied at Year 1 during my internship. The established timetable for English classes (Year 1) is 2 classes per week of 1 hour each, which means 2 hours of English per week.

The classrooms where English takes place are the same reference classrooms where all other subjects are taught, except for Physical Education and Computer Science. These classrooms, where they spend most of their time, are relatively large enough to be able to distribute the classes in small groups without obstructing the passage of students, since, in addition, the classroom has individual lockers that are arranged inside the centre, so there are no areas for coats or backpacks that could hinder movement around the classroom.

With regard to the distribution of the spaces within the classrooms, this is a key issue to analyse, as the distribution plays a fundamental role in the proper functioning of the classroom dynamics and the methodologies used. In short, the distribution of the classrooms must favour and be in accordance with the whole teaching and learning process. The classroom is organised in teams of 3 and 4 members in the form of a herringbone oriented towards the reference point where the digital whiteboard with its computer and the traditional whiteboard are located, with a sufficiently large space between the whiteboards and the tables to accommodate the assembly or lectures in large groups. At the front of each classroom, there is the classroom teacher's desk for personal work and to attend to individual students, as well as the entrance to the classrooms and storage space for resources with shelves and cupboards. On one of the sidewalls is the resource area by subject so that students can use them at work times and the other side wall is the one that faces outside with windows.

The class in which this teaching proposal is developed is Year 1, the first year of Primary Education, so this is their first year studying English and it is made up of pupils between 6 and 7 years of age whose level of competence in English is almost nil due to the fact that it is their first contact with the language. Year 1 is made up of 23 pupils with varying educational needs. Like the rest of the school, the class is organised around a cooperative learning approach and consists of 5 groups of 4 and 1 group of 3. No pupils have significant curricular adaptations, so all pupils are in the classroom in English and only some of them go out for individual support at specific times in the areas of language and mathematics, so that they can follow the normal pace of the class.

Each group of 4 is made up of two pairs facing each other and the group of 3 is made up of two pupils facing each other and one perpendicular. The tables are arranged in a herringbone pattern, facing the reference point. The groups are made up of low and medium-high achievers' shoulder to shoulder and high and medium-low achievers' shoulder to shoulder. The group of 3 consists of one low achiever with attention problems and two medium-high achievers. This group is positioned in front of the reference point. The more difficult pupils are placed in teams at the front of the class so that the teacher has easier access to these groups (see Year 1 classroom structure in Annex 1).

Each group has 4 distributed roles that rotate periodically among them: Coordinator, Secretary, Moderator and Supervisor. In the case of the group of 3, one of the members performs two roles (see role cards in Annex 2).

To control the voice level, the class has a poster with four noise levels: 1, for silence (individual work), 2, low voice (pair work), 3, formal voice (for groups), 4, loud voice (for addressing the whole class) (see poster for noise level control in Annex 3).

The class has a cooperative rule adapted to its level (see class rules in Annex 4) and a point system to reward compliance (see point system in Annex 5). To avoid any competition, each group has the option of earning a point at the end of each class and the final prize is not that the first one to reach the finish line wins, but that when one reaches the finish line, one gets a special prize that eventually everyone can reach. In addition, if at the end of the class all the groups have scored a point, they are each rewarded with one more point, thus ensuring that there is true cooperation, not only within the groups, but also between the groups and ultimately in the whole class.

3.2. Legislative Framework

The Spanish Curriculum defines the purpose of learning a foreign language as a way of opening up to other cultures, arousing curiosity and deepening their knowledge of the world. Its teaching should enable learners to express their ideas and thoughts in another language orally and in writing.

Likewise, in modern language learning, communication situations with a practical purpose should be promoted, providing a linguistic basis which will enable them to further their future studies and careers.

The objectives and contents to be worked on during the Primary Education stage are specified below. These are very general and revolve around the pupil's linguistic competence. It will be the role of the specialist to design a curriculum aimed at developing the rest of the general and communicative competences. In addition, the curriculum gives freedom in terms of the selection of content and input on which comprehension and production skills, both oral and written, will be worked on, as well as the methodologies used, although always within a communicative approach.

Table 1: Objectives and contents of the Primary Education Curriculum for the area of Foreign Languages.

This table reflects what is expected of pupils at the end of the primary stage. The level they are expected to reach at the end of the stage is around the A1 / A2 reference levels:

OBJECTIVES	CONTENTS
Understand and respond to oral and written messages from a variety of authentic sources. Speak with confidence, fluency and spontaneity, finding ways of communicating what one wants to say, including discussions and questions, progressively improving pronunciation and intonation. Write for different purposes, using the grammatical structures learnt. Discovering and developing a taste for the literature of the language being studied.	Samples of spoken language around which pupils will work. Language sounds, pronunciation and intonation through the use of songs and rhymes, and linking these to written forms and the meaning of words. Questions and answers to interact in conversations. Oral presentations of ideas, feelings and information. Graded readings, stories, songs and rhymes. Frequent vocabulary and grammatical structures to describe people, places and actions in colloquial language.

3.3. Didactic Programming

As previously mentioned, the teaching proposal will focus on Year 1, the first year of Primary Education. In order not to lose sight of and develop the different aspects of pupils' communicative competence, we will define each of the communicative sub-competences with reference to Sánchez and Santos (2004):

- Linguistic or grammatical sub-competence: this refers to knowledge of the language system and the ability to use it in a given context.

- Lexical-semantic sub-competence: this involves knowledge of lexical units and the ability to use them in different registers and contexts.

- Sociocultural and sociolinguistic sub-competence: refers to the body of information, beliefs and knowledge, objects and positions of these objects, modes of classification, presuppositions, knowledge and socially prescribed actions. This sub-competence includes the appropriate use of register and style, and non-verbal language.

- Pragmatic sub-competence: this involves the ability to perform adequately in a communicative act, not only through the linguistic code, but also through the meaning of what is to be conveyed.

- Discursive sub-competence: refers to the ability to structure discourse cohesively and coherently.

- Strategic sub-competence: this involves both the ability to learn how to learn and the ability to use communication strategies.

Below is a breakdown of the proposed content and assessment criteria for the four skills of oral and written comprehension and production which will bring together in a transversal way the development of all the competences described above for the Year 1 course, also including cooperative learning, as it is an end in itself:

Table 2: Contents and assessment criteria for the Year 1 course in the subject of English.

This table gives a breakdown of the content and assessment criteria around which the Year 1 syllabus will revolve:

CONTENTS	EVALUATION CRITERIA
Sociocultural and sociolinguistic aspects - Social conventions ("Hello", "Goodbye", "Good morning"). - Politeness ("Thank you", "please"). - Customs and celebrations: Halloween, Christmas, Easter, St. Valentine's Day). - Non-verbal language. -Interest in using the foreign language in a variety of simple situations, with peers or other English speakers. -Interest in learning about customs and people from English-speaking countries. - Appreciation of the foreign language as a tool for communication. **Communicative functions** - Greetings and farewells. - Introductions. - Asking and answering questions about personal aspects (name, age, likes and dislikes). - Describing parts of the body and face (eye and hair colour). - Expression of taste and preference (favourites). - Expression of possession and quantity (toys and family). - Use of classroom language (asking permission, borrowing, going to the toilet...).	**Oral text production** - Know and know how to apply the basic strategies for producing very short and simple monologic or dialogic oral texts. - Know basic and significant sociocultural and sociolinguistic aspects, and apply the knowledge acquired about them to an oral production appropriate to the context, respecting the most elementary communicative conventions. - Value the foreign language as an instrument of communication with other people. - Participate in a very basic way in very short and simple conversations requiring a direct exchange of information on very familiar topics. - Interact in a very basic way, using very simple linguistic or non-verbal techniques (e.g., gestures or physical contact). - Know and use a limited repertoire of high frequency spoken lexis related to everyday situations and familiar, concrete topics related to own interests, experiences and needs. - Imitate a very limited repertoire of basic sound, accentual, rhythmic and intonation patterns.

Syntactic-discursive structures	**Oral text comprehension**
- Expression of logical relations: conjunction (and); disjunction (or). - Affirmation (affirmative sentences; Yes (+ tag)). - Exclamation *(exclamatory sentences for example, I love salad!).* - Negation *(negative sentences with not), No (+ negative tag)).* - Interrogation *(How are you? What questions, Aux questions).* - The verb "to be" in the present simple, affirmative, negative and interrogative forms. - Expression of taste with the verb *"to like"*. - Expressing modality: ability (*can*); permission (*can*). - Expression of entity: *(nouns and pronouns, articles, demonstratives)*; and quality ((*very +) Adj.*). - Expression of existence (*there is/ there are, How many...?*), possession (*my, your, his/her*). - Expression of quantity: (*singular/plural; cardinal numerals up to two digits. Quantity: many, some. Degree: very*). - Expression of space: (prepositions and adverbs of location, position) here, there, on, in, under. - Time expressions: (*date, days of the week and months*).	- Know and know how to apply the most appropriate basic strategies for understanding the general meaning, essential information or main points of a text. - Identify the general meaning and a limited repertoire of vocabulary and expressions in very short and simple oral texts. - Identify basic, concrete and significant socio-cultural and sociolinguistic aspects and apply the knowledge acquired about them to an adequate understanding of the text. - Value the foreign language as an instrument of communication with other people. - Distinguish the main communicative function of the text. - Recognise a limited repertoire of high-frequency spoken vocabulary related to everyday situations and familiar, concrete topics related to one's own experiences, needs and interests. - Discriminate basic sound, accent, rhythm and intonation patterns and recognise the general communicative meanings and intentions associated with them. **Written text production** - Know and apply basic strategies for producing very short and simple written texts. - Know basic socio-cultural and sociolinguistic aspects and apply them to a written production in context, respecting the basic rules of politeness. - Value the foreign language as an instrument of communication with other people. - Produce very short and simple texts using a repertoire of mainly iconic codes for their communicative function. - Know and use a limited repertoire of high-frequency written vocabulary related to everyday situations and common, concrete topics related to one's own interests, experiences and needs.

High frequency oral and written lexis (reception and production)	Written text comprehension
- Classroom material - Numbers - Family members - Geometric shapes - Family members - Food and drinks - Toys - Body parts - Animals - Days of the week - Weather **Cooperative learning** - Work dynamics. - Management of help. - Attitude towards teamwork.	- Know and know how to apply the most appropriate basic strategies for understanding the general meaning, the essential information or the main points of the text. - Identify the general meaning of very short, simple texts, with a predominance of simple structures and very high frequency lexis. - Identify concrete and significant basic socio-cultural and sociolinguistic aspects of everyday life and social conventions and apply the knowledge acquired about them to an adequate understanding of the text. - Value the foreign language as an instrument of communication with other people. - Recognise a limited repertoire of high-frequency written vocabulary related to everyday situations and common, concrete topics related to their own interests, experiences and needs. **Cooperative learning (Linguistic, sociolinguistic and pragmatic)** - Participates actively in the dynamics of cooperative work, complying with the rules and roles of the team and each of the steps to carry out the activities and tasks proposed. - Asks for and offers help to their classmates, showing predisposition and autonomy in order to build learning without giving the final answer. - Reaches agreements, makes decisions and respects the opinions of others with a listening and respectful attitude.

3.4. Didactic Unit

The teaching units will revolve around the content and assessment criteria detailed in Table 2 on the previous pages. In the following, we will design and develop a teaching unit from the syllabus for the Year 1 course.

The format for designing teaching units for the EFL class, integrating cooperative learning, will contain the following elements, which we consider basic for any educational intervention proposal:

1. Year
2. Unit title
3. Approximate timing
4. Final task: flexible to the students' interests
5. Contents: open-ended and adapted to the reality of the pupils.
6. Evaluation indicators
7. Didactic sequence:
    a. Type of activity: encompassing different learning processes
    b. Skills worked on during the activity
    c. Session and estimated duration
    d. Description of the activity
    e. Level of assistance provided
    f. Cooperative technique(s) used
    g. Articulation of the cooperative triad
8. Evaluation strategies and tools
9. Assessment criteria
10. Rubrics for assessment of the subject and cooperation
11. Evaluation of the didactic unit

It is important to note that the didactic sequence is not structured by time, but by type of activity. The reason is that time should be considered as an approximation. If the time factor plays an organising role in the rhythm of the class, the cooperative methodology does not work and we will not be adapting to the learning rhythms of the class.

Furthermore, we must not forget that assessment must be continuous and formative, so the length of a didactic unit must be flexible: neither unnecessarily extended with activities that are already repetitive, nor too short to ensure that the basic learning processes are fulfilled.

The following sessions are distributed according to the type of activity we are carrying out, taking the timing and number of sessions as a guideline, which will not set the pace of our classes.

Table 3: Unit format: contextualisation, final task, content and assessment indicators

This table contextualises the learning unit, defines the contents and details what is expected of the learner at the end of the unit:

YEAR	UNIT	TIMING
Year 1	Wild Animals	4,5 weeks

FINAL TASK
Creation of a Disorder Book in teams in which they will describe several animals and their main characteristics. The presentation of the book to the class will be done through a workshop called "Show and Tell". The students in the audience will ask questions to the group that is presenting the book and each time a member of the group will answer, using their work as support and showing the book they have produced.

CONTENTS	EVALUATION INDICATORS
Sociocultural and sociolinguistic aspects - Social conventions ("Hello", "Goodbye", "Good morning"). - Politeness ("Thank you", "please"). - Non-verbal language. -Interest in using the foreign language in a variety of simple situations, with peers or other English speakers. - Appreciation of the foreign language as a tool for communication.	**Oral text production** - Participate in a very basic way in very short and simple conversations requiring a direct exchange of information on very familiar topics - Interact in a very basic way, using very simple linguistic or non-verbal techniques - Know and use a limited repertoire of high frequency spoken lexis related to everyday situations and familiar, concrete topics related to own interests, experiences and needs. - Imitate a very limited repertoire of basic sound, accentual, rhythmic and intonation patterns.

Communicative functions

- Greetings and farewells.
- Introductions.
- Describing parts of the body and face (eye and hair colour).
- Expression of taste and preference (favourites).
- Expression of possession and quantity.
- Use of classroom language (asking permission, borrowing, going to the toilet...).

Syntactic-discursive structures

- Expression of logical relations: conjunction (and); disjunction (or).
- Affirmation (affirmative sentences; Yes (+ tag)).
- Exclamation *(exclamatory sentences for example, I love salad!).*
- Negation *(negative sentences with not), No (+ negative tag)).*
- Interrogation *(How are you? What questions, Aux questions).*
- The verb "to be" in the present simple, affirmative, negative and interrogative forms.
- Expression of taste with the verb *"to like*".
- Expressing modality: ability (*can*); permission (*can*).
- Expression of entity: *(nouns and pronouns, articles, demonstratives*); and quality ((*very +) Adj.*).
- Expression of existence (*there is/ there are, How many...?*), possession (*my, your, his/her*).
- Expression of quantity: (*singular/plural; cardinal numerals up to two digits. Quantity: many, some. Degree: very*).

Oral text comprehension

- Identify the general meaning and a limited repertoire of vocabulary and expressions in very short and simple oral texts.
- Distinguish the main communicative function of the text.
- Recognise a limited repertoire of high-frequency spoken vocabulary related to everyday situations and familiar, concrete topics related to one's own experiences, needs and interests.
- Discriminate basic sound, accent, rhythm and intonation patterns and recognise the general communicative meanings and intentions associated with them.

Written text production

- Know and apply basic strategies for producing very short and simple written texts.
- Produce very short and simple texts using a repertoire of mainly iconic codes for their communicative function.
- Know and use a limited repertoire of high-frequency written vocabulary related to everyday situations and common, concrete topics related to one's own interests, experiences and needs.

Written text comprehension

- Know and know how to apply the most appropriate basic strategies for understanding the general meaning, the essential information or the main points of the text.
- Identify the general meaning of very short, simple texts, with a predominance of simple structures and very high frequency lexis.

High frequency oral and written lexis (reception and production)	**Cooperative learning**
- Body parts - Animals **Cooperative learning** - Work dynamics. - Management of help. - Attitude towards teamwork.	- Participates actively in the dynamics of cooperative work, complying with the rules and roles of the team and each of the steps to carry out the activities and tasks proposed. - Asks for and offers help to their classmates, showing predisposition and autonomy in order to build learning without giving the final answer. - Reaches agreements, makes decisions and respects the opinions of others with a listening and respectful attitude.

Table 4: Format of the Didactic Unit: development of the didactic sequence

This table defines and develops the set of activities and tasks that form the didactic sequence in a cooperative framework:

DIDACTIC SEQUENCE					
Type of activity	**Session and Time**	**Description**	**Level of support**	**Cooperative technique**	**The cooperative triad**
Task orientation Motivation **Skills Worked** Listening comprehension Written production	Session 1 55 min.	Listen to a comic strip with only drawings of different characters describing their main characteristics. The teacher poses several questions to be asked on a rotating sheet of paper and each student has one minute to complete the answers of their classmates. The questions will be: how many legs do the characters have; how many eyes do they have; what colour are they; where are they? At the end, the group will review everyone's contributions and make modifications if necessary. One member of each group, chosen at random, will give the answers so that the teacher can collect all the contributions of the class on the blackboard. To finish, we will listen again to the audio with the images.	3 Individual work + group work	**Rotating page:** On a sheet of paper divided into four parts, one of the questions is written on each part. Students answer what they know and rotate every minute. The other classmates have to complete each other's answers. Finally, everyone reviews it, suggests changes and approves it. Another interesting version is that the sheets of paper also rotate between the groups so that, at the end, each group has the contributions of the whole class without the need to pool them, because at the end, everyone will have everything and with all this information, each group can carry out a task.	**Positive interdependence**. They are needed to carry out the task successfully. **Equal participation.** There are times for individual work and everyone can participate to the best of their ability. **Individual responsibility.** The teacher should supervise what everyone does, encourage them to participate and to lose the fear of making mistakes.

Type of activity	Session and Time	Description	Level of support	Cooperative technique	The cooperative triad
Activation of prior knowledge **Skills Worked** Oral production	Session 2 55 min.	Using a PowerPoint document designed by the teacher, students have to describe, using the heads together technique, the images they see, telling everything they know. The images will include animals doing everyday activities they already know, in a certain place and weather. All this information is part of their background knowledge. The teacher will call out a random number and ask the members with that number, who will be the voice of each group, to construct a coherent and well-constructed sentence with content they already know from the previous units. One of the members of the group of three will have two numbers.	1 Group work	**Heads together:** Each member of the team numbers themselves. When the teacher poses the question, the group spends a minute to reflect, individually, and then they put their heads together and each of them, coordinated by the moderator, offers a contribution and arrives at a common answer. The teacher calls out a random number and those members offer their team's answer.	**Positive interdependence.** They are needed to carry out the task successfully. **Equal participation.** Everyone can participate to the best of their ability. **Individual responsibility.** All members have to make an effort to know the answer.

Type of activity	Session and Time	Description	Level of support	Cooperative technique	The cooperative triad
Presentation of new contents **Skills worked** Listening comprehension Written production	Session 3 55 min.	Each pupil has a blank quadrant on a sheet of paper. The teacher presents sentences one at a time about what different characters say about their characteristics, with their colour and food, accompanied by a picture to illustrate them. In these sentences we introduce the new information: the new characteristics, the new descriptions and the way of expressing the food. To complete the quadrant, we will use the pencils to the centre technique. Then, following the numbered heads, each team will show their results to the teacher and the other groups in the class.	2 Group work + individual work	**Pencils in the middle:** Each student has his or her card on his or her desk, but start with the pencils in the middle of the group to indicate that it is time to talk and make decisions and not to write. At this point, the teams, with the help of their moderator, agree on the answer. When they have finished, the moderator gives the order to pick up the pencil and answer. During this time, it is not possible to speak, only to write.	**Positive interdependence.** They are needed to carry out the task successfully. **Equal participation.** There are times for individual work and everyone can participate to the best of their ability. **Individual responsibility.** All members must know the answer for the group to be successful and the teacher has a record of everyone's work.

Type of activity	Session and Time	Description	Level of support	Cooperative technique	The cooperative triad
Processing of new information **Skills worked** Written comprehension Written production	Session 4 55 min.	With the quadrant from the previous activity finished, the students are going to make a worksheet that will allow them to process the new content and develop their metalinguistic awareness. To do this, we will work on a worksheet with questions to answer and sentences to complete. Each student will have their own worksheet, but they will have to do it with their partner on their shoulder using the technique "I help you, you help me". When the pairs finish, they compare their two results between the four of them and must arrive at a single solution, reflecting and reasoning the answers. In the group of three, two work separately at the same time and one helps. The role of helper rotates for each question.	3 Individual work + group work	**I help you; you help me:** In pairs, each student asks a question while the partner only supervises. If the one doing the activity has a problem, the supervisor intervenes to explain and help the partner to do the activity. When finished, the supervisor checks that it is correct and when they decide that everything is correct and there are no doubts, they move on to the next question, exchanging roles.	**Positive interdependence.** They are needed to carry out the task successfully. **Equal participation.** There are times for individual work and everyone can participate to the best of their ability. **Individual responsibility.** Requires constant supervision by the teacher to check that everyone is fulfilling their role as helper and helped.

Type of activity	Session and Time	Description	Level of support	Cooperative technique	The cooperative triad
Reminder	Session 5 55 min.	Students will prepare an individual *Guess Who* game with the new content, using interrogative sentences to ask what the animals wear, their colour, their food, their characteristics... In order for there to be positive interdependence, everyone must stop what they are doing before continuing with their task and the group finishes when everyone is finished. When the group has finished, they spend a few minutes co-evaluating with their shoulder partner to reflect on whether the questions are well constructed and improve them. In the group of three, they do it all together. With their partner opposite them, they conduct a simultaneous interview. In the group of three, you interview the person on your right. The rule is that you have to understand each other orally and in English. You can neither read nor translate. It is not necessary to write down the answers. The aim is to understand each other and to produce without fear. The interviewer must help his/her partner at all times to ensure that his/her productions are correct.	3 Individual work + group work	**Co-evaluation:** A student evaluates the work of his/her partner, highlighting the positive aspects and pointing out what is wrong or what can be improved so that he/she can reflect on it and do it with the help of his/her partner, but without telling him/her. **Simultaneous interview**: This can be carried out in several ways. In our case, it is an interview with a partner, alternating turns, whose purpose is oral comprehension and production, co-evaluating, with guidelines and on the fly each of the productions to realise their errors in oral productions (sounds, intonation or lexical and grammatical errors) and in this way, rectify them. If they finish earlier and it is enriching, they can repeat it with the partner next to them.	**Positive interdependence.** They are needed to carry out the task successfully. **Equal participation.** There are times for individual work and everyone can participate to the best of their ability. **Individual responsibility.** Requires constant supervision by the teacher to check that everyone is doing their work well.
Skills worked					
Reading comprehension Written production Listening comprehension Oral production					

Type of activity	Session and Time	Description	Level of support	Cooperative technique	The cooperative triad
Transfer Metacognition **Skills worked** Written production Listening comprehension	Session 6 and 7 1 hour and 50 min.	The teams will begin to carry out their final task individually, using the cooperative technique of being my teacher. They will make a booklet with several halves of paper and on each page, they will draw an animal and talk about it with the contents they have worked on. To do this, at first, they should distribute three animals per student, which each one will work on as part of the book. When the group has their homework, we will dedicate 20 minutes of co-evaluation with the shoulder pairs, following a series of evaluation indicators in the form of a checklist so that the students know what they have to evaluate their partner, in order to improve their final homework.	3 Individual work + group work	**Be my teacher:** Each student will perform his or her task individually, putting his or her knowledge into practice. The only rule is: When my shoulder partner asks for my help, I stop what I am doing and help him/her before continuing. **Co-evaluation:** When all the members of the group have completed their task, they must correct the work of their partner next to them, pointing out possible errors or suggestions for improvement and explaining why without telling them the answer. To do this, the teacher proposes a series of evaluation indicators so that students can evaluate specific aspects.	**Positive interdependence.** They are needed to carry out the task successfully**.** **Equal participation.** It is a task with an individual share and everyone can participate to the best of their ability. **Individual responsibility.** Requires constant supervision by the teacher to check that everyone is doing their job.

Type of activity	Session and Time	Description	Level of support	Cooperative technique	The cooperative triad
Transfer Metacognition **Skills worked** Oral production	Session 8 and 9 1 hour and 50 min.	Each team will present their work to the class in several sessions called Show and Question. To make it more dynamic, it will be the class who will question the presenting team, answering the questions, and using the illustrations and written information as a reference. The format of the sessions will be a **cooperative game** so that the whole class is involved in the dynamics. Of course, the teacher can also intervene at any time to keep the interaction flowing. The teacher will use the rubric to assess the students in their oral production and will collect the final tasks to assess the written production.	4 Individual work	**Cooperative game:** When a team goes out to present its final task to the class, it has to answer questions from the other teams. In order to ensure cooperation also between the groups, the team that asks the question will receive a prize point not only if it formulates the question well, but also if the person presenting the question answers well. In this way, the success of some is the success of all and the team does not compete with the others, but on the contrary, they help each other.	**Positive interdependence.** They are needed to carry out the task successfully**.** **Equal participation.** It is a task with an individual share and everyone can participate to the best of their ability. **Individual responsibility.** The teacher is aware of the achievement levels of each learner.

Table 5: Unit format: assessment strategies and instruments, and marking criteria.

This table describes the assessment strategies and instruments of the subject and the marking criteria.

ASSESSMENTS STRATEGIES AND TOOLS	ASSESSMENT CRITERIA

Observation: Through daily class work and the different activities that students have to do in class, the teacher will make decisions to adapt the teaching and learning process to the pace of the students. In addition, the teacher will have a rubric with which to assess the learning outcomes.
 	
The rubric: The rubric will be the fundamental tool for the assessment of the students to identify the level of acquisition of the students, as well as their progress.
	The grade that informs parents of their child's level in the subject is set by
	  ➔ **Outstanding (A)**: The pupil goes beyond what is expected of him/her within his/her grade.
	  ➔ **Notable (B)**: The pupil is within the level expected of him/her for his/her grade.
	  ➔ **Sufficient (C)**: The pupil is working towards the level expected of him/her within his/her course.
	  ➔ **Insufficient (D)**: The student is below the level expected of him/her for his/her course.
	
	To obtain the unit grade, we will take an overall average of the student's indicators of achievement for the subject of English. We will also extract a mark for cooperative work which will be used, together with the other cooperative marks in other subjects, to establish an average in that area.

Table 6: Format of the didactic unit: assessment rubric for the English course

This table is a rubric, which will be the teacher's evaluation instrument with which to evaluate the designed English didactic unit:

ASSESSMENT CRITERIA	ASSESSMENT RUBRIC FOR THE SUBJECT OF ENGLISH			
	ACHIEVEMENTS INDICATOR			
	Insufficient (D)	Sufficient (C)	Notable (B)	Outstanding (A)
Uses strategies to enhance oral production and make up for deficiencies such as non-verbal language, illustrations and referencing information.	Does not use strategies to make himself/herself understood during the presentation.	Can produce intonation and gestures poorly matched to production, but can illustrate and locate specific information.	Intonation and gestures are in keeping with their production. Can illustrate his/her expositions and is able to locate information.	Can use non-verbal language and illustrations naturally to enhance his/her productions and can locate information quickly.
Interacts in conversations requiring exchange of information with simple structures and sufficient lexis with pauses, fulfilling the communicative function of the message.	Does not interact with peers. Struggles to understand and answer questions. Communication is not established.	Can understand and make him/herself understood, producing simple messages with the help of written information.	Can interact with peers and produce simple messages, using simple structures and lexis, making fluent exchanges.	Can interact naturally, constructing long, correct sentences fluently.
Can use resources and models to produce his/her own written productions.	Does not follow models and structures to produce written productions on his/her own.	Can follow simple sentence patterns and use simple lexis.	Can use all the material at his/her disposal to produce written productions, following models with varied structures.	Can follow models, extending the amount of information provided by them and enriching their productions.
Can construct simple sentences or texts, using the structures and lexis worked on in class, in a cohesive and coherent way, using basic spelling rules.	Is not able to produce meaningful texts and makes many structural errors.	Can produce written output, following some simple structures and simple lexis. Can produce written productions, following some simple structures and basic lexis with spelling mistakes.	Can produce simple texts correctly, following the structures worked on in class, even if there are some spelling mistakes.	Can produce very complete, coherent and cohesive texts, using all the contents worked on in class and complying with spelling rules.

Table 7: Didactic Unit format: cooperation assessment rubric.

This table is the assessment rubric that all teachers have at their disposal to jointly assess cooperation:

ASSESSMENT RUBRIC FOR THE SUBJECT OF ENGLISH				
ASSESSMENT CRITERIA	**ACHIEVEMENTS INDICATOR**			
	Insufficient (D)	**Sufficient (C)**	**Notable (B)**	**Outstanding (A)**
Actively participates in the dynamics of cooperative work, complying with the rules and roles of the team, and each of the steps to carry out the activities and tasks proposed.	Does not follow the rules or roles. Does not get involved in cooperative work dynamics.	Finds it difficult to get involved in cooperative dynamics. Does not always follow rules and roles.	Complies with rules and roles and engages in cooperative dynamics correctly.	Is actively involved in cooperative work dynamics, complying with the rules and roles, ensuring a cooperative working environment and encouraging their classmates to get involved too.
Asks for and offers help to peers, showing willingness and autonomy in order to build learning without giving the final answer.	Refuses to help their classmates. Does not ask for help and does not show interest in learning.	Gives help but does not always know how to offer it correctly. They are reluctant to ask for help and listen to their classmates in order to learn.	Helps their classmates whenever they need it. Asks for help when they need it, but maintains a certain dependence when working.	Is actively involved in helping his/her classmates, anticipating their needs and adapting to their level. Asks for help whenever they need it and makes an effort to learn to do things independently.
Reaches agreements, makes decisions and respects the opinions of others with a listening and respectful attitude.	Does not listen to the opinions of others and is not able to reach agreements or respect the decisions of others.	Finds it difficult to reach agreements and accept opinions different from their own with a good attitude.	Has an attitude of dialogue to reach agreements, listening and respecting other opinions different from their own.	Is able to give opinions and respect other opinions, mediating so that everyone reaches an agreement and ensuring that nobody feels discriminated against.

Table 8: Format of the didactic unit: evaluation of the didactic unit.

In this table, the teacher will evaluate his/her own didactic unit in order to improve it and make future programming decisions:

EVALUATION OF THE DIDACTIC UNIT		
ASSESSMENT CRITERIA	**EVALUATION**	**PROPOSAL FOR IMPROVEMENTS**
The selection and sequencing of the contents are adjusted to the educational level and the characteristics of the class.	*Was there too little or too much content? Was the content poorly selected or sequenced?*	*Expand or reduce content. Sequence the contents correctly in the unit. Sequencing the contents correctly with respect to the rest of the units.*
The resources and the distribution of space and time were appropriate to the work done by the pupils.	*Were more resources needed? Was more or less time needed? Did the spaces contribute to a good working dynamic?*	*Extending the amount of resources. Devote more or less time to certain activities and tasks. Redistribute spaces.*
The sequencing of activities and tasks, and the methodology have contributed to learning, the classroom climate and dynamics.	*Were the activities and tasks consistent with what learners should be able to do? Were more activities needed to complete the teaching and learning process? Did the methodological selection not work well in some activities?*	*Re-sequence activities and task(s). Expand with more activities. Adjust the methodology to the activities.*
The sequencing of activities and tasks, and the methodology have contributed to learning, the classroom climate and dynamics.	*Do the indicators really assess what has been worked on? Were the evaluation instruments reliable in assessing learning outcomes?*	*Readjust indicators so that they are consistent with what is to be assessed. Try other assessment tools that are practical and reliable for assessing learning outcomes.*

4. Conclusions

This paper aims to combine the cooperative learning method currently in vogue with the learning of English as a foreign language in a Primary School context. Like any other subject taught in a school, the subject of foreign language has to be adapted to the characteristics of the school, its educational project and the dynamics of work at institutional and classroom level. This coordination and organisation are essential for any teaching and learning process to be successful in the context in which we are working.

In response to this situation, we have carried out a small study on methods and approaches currently being used in schools and have designed a methodological framework that integrates not only a methodology focused on the learning of a foreign language, which would be insufficient, but a methodology adapted to the context of intervention. It is essential that for any teaching and learning process to be successful, it must be well integrated with the line of work of a centre.

We have also designed a didactic unit structure that allows us to give meaning to cooperation as an integrating element in the classroom, so that any subject can benefit from a structural basis on which to work on its subject within a common context. The subject of English can be no less, and therefore, we have succeeded in achieving our objective of designing a didactic proposal for the subject of English which integrates cooperative learning as a structuring element.

The debate remains open as to whether the integration of cooperative learning really favours the learning of a foreign language. As we have seen in the review of research and studies in section 2.1. of this paper, cooperative learning enriches the learning process in the classroom and it does not seem to be any different with a foreign language. What we do need to consider carefully is how to meet our assessment indicators, which underpin any proposal, and integrate cooperative techniques that really promote foreign language learning and work on the different communicative skills. Moreover, as we have seen, it is not a question of everything being carried out through cooperative techniques; the ultimate aim is to learn to work alone and autonomously.

It is not always easy to integrate cooperation and it is not always appropriate to force a cooperative technique for a certain activity or with a certain group of pupils. Sometimes it is

sufficient that there is a cooperative atmosphere at the organisational level, but using participatory lectures and individual work. This should also exist in any classroom. Cooperative learning is not a set of techniques to be integrated into our teaching sequence, it is much more than that. It is not necessary to use a cooperative technique in order to be working cooperatively in a classroom. In this proposal, we have focused on a very specific reality and the proposal is designed for that reality. In a different context, the proposal has to be adapted to other circumstances. However, it is possible to contribute favourably to foreign language learning through cooperation and, therefore, we consider that the main objective we set ourselves in this work has been achieved.

It is easy to see how many possibilities this proposal has for future lines of research and enrichment as teachers. Each foreign language learning context is unique, so the possibilities are endless when it comes to creating a unique didactic design on which to work and experiment with how cooperative learning favours the development of certain skills, or different sub-competences, or, on the contrary, hinders them. It is also useful to analyse which techniques are more successful, in which context or types of contexts, with which type of students, etc. In short, the advantages and/or disadvantages of the application of cooperative learning may represent a line of research of great relevance and interest in the field of teaching English as a foreign language and foreign language learning in general.
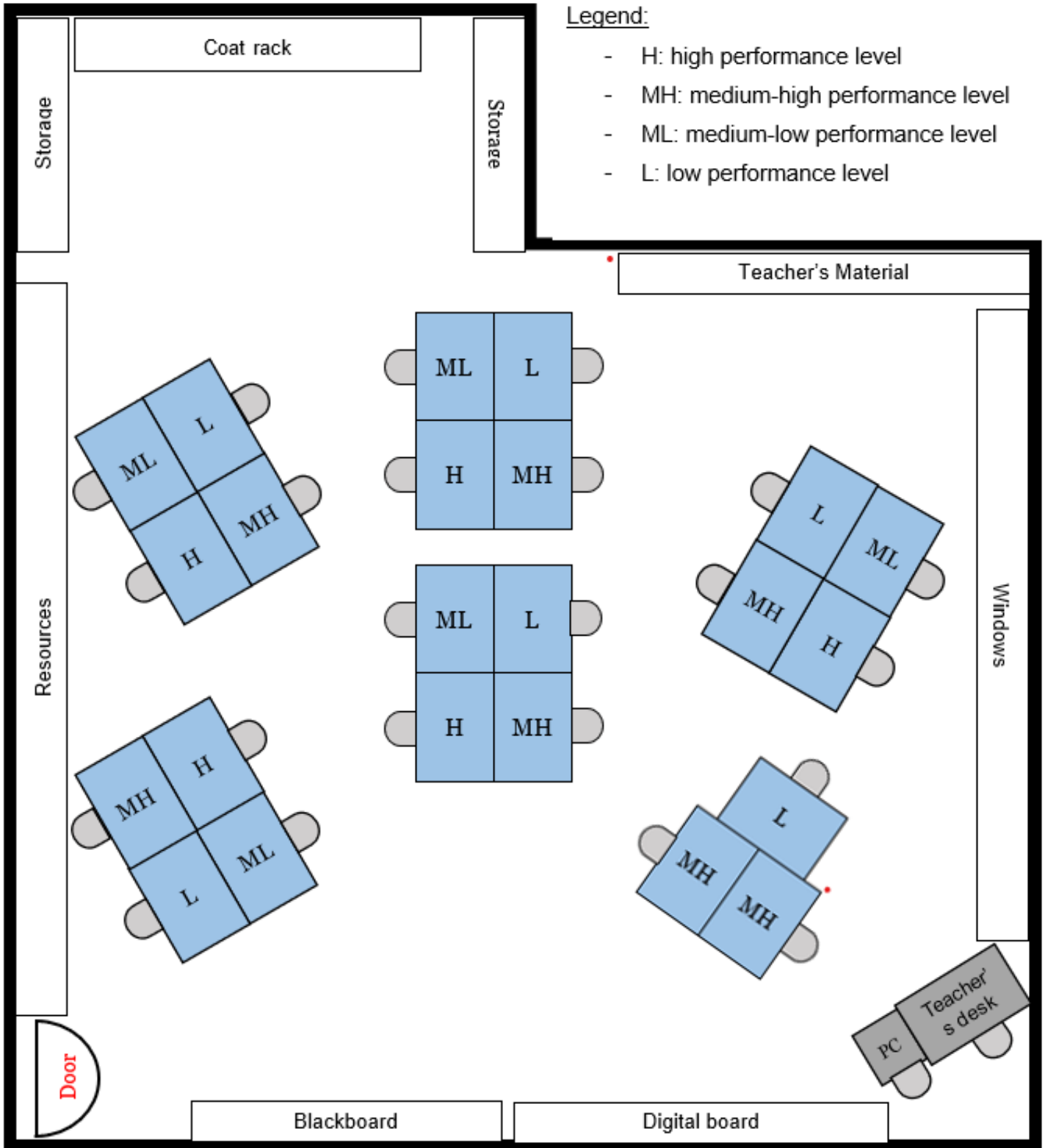
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6. Annexes

6.1. Annex 1: Distribution of the Year 1 Classroom

Legend:
- H: high performance level
- MH: medium-high performance level
- ML: medium-low performance level
- L: low performance level

6.2. Annex 2: Roles in the Year 1 Classroom

COORDINATOR - Helps the group to follow the steps of the activity. - Focuses attention on the work. - Controls the time.	*- Now we have to...* *- That's not what we're talking about now.* *- We have... minutes left.*
SECRETARY - Prepares group documents. - Control the group's contributions. - Represents the team.	*- Our group thinks that...* *- Our work has consisted of...* *- Our group works...*
MODERATOR - Give your turn to speak. - See that everyone participates. - Control the noise level.	*- Now it's the turn of...* *- And you, what do you think?* *- Let's keep our voices down.*
SUPERVISOR - Observes if roles and rules are followed - Contributes to the smooth functioning of roles.	*- We have forgotten... (to the coordinator)* *- We are making too much noise. (to the moderator)* *- Take note of this. (to the secretary)*

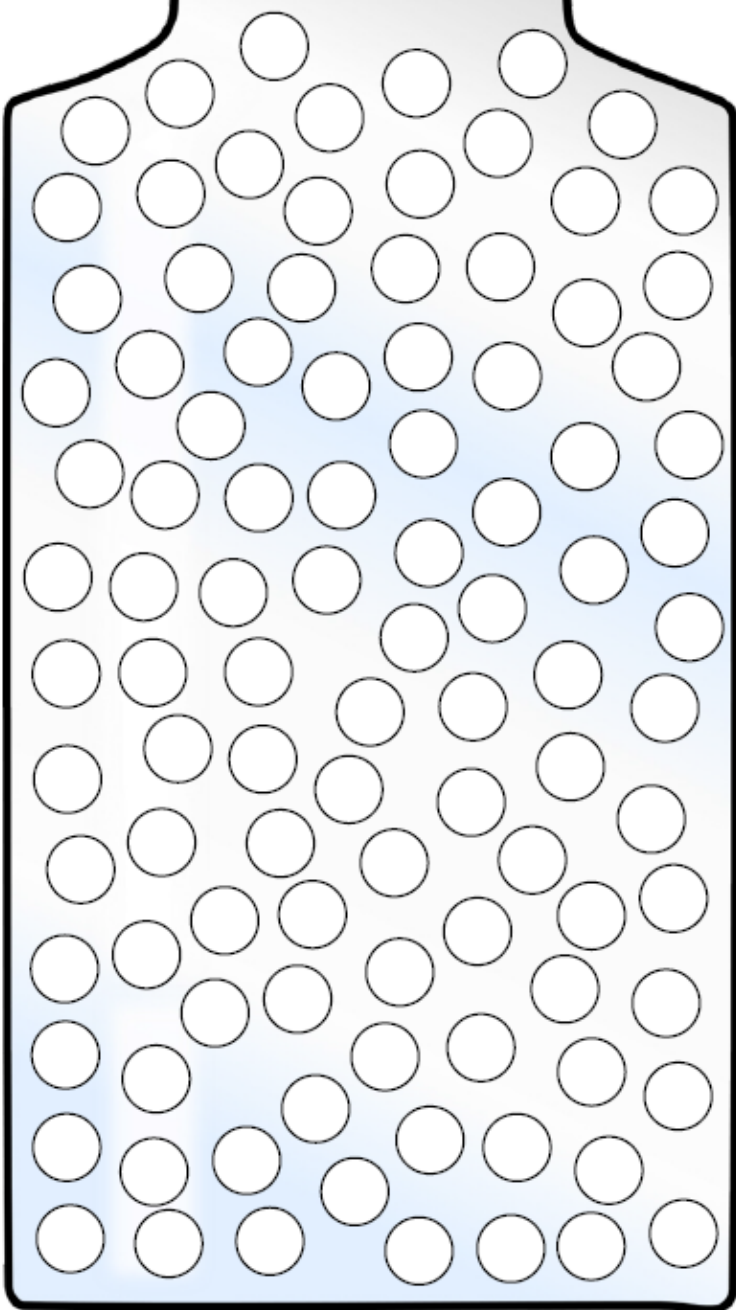| VOICE LEVEL |
|:---:|
| **4. Loud voice**

Speaking to the class
Everyone should listen to you |
| **3. Formal voice**

Group work
Only your group can hear you |
| **2. Low voice**

Working in pairs
Only your partner hears you |
| **1. Silence**

Individual work
No one hears you |

OUR RULES

1. We pay attention to the teacher whenever he/she requires it.

2. We maintain an appropriate level of voice.

3. We respect the work dynamics that are established.

4. We look for help from a colleague rather than from the teacher.

5. When we are asked for help, we stop what we are doing and help.

6. We respect our roles and those of our classmates.

7. We respect each other's turn to speak.

8. We reach agreements and consensus.

6.5. Annex 5: Point System of each Group

Team: _____

WE FOLLOW THE RULES!