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**Collaborative learning as a means for developing
interaction in the EFL classroom: A didactic proposal for
secondary education**

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Abstract

The arrival of Key Competences into European educational systems not only redefined the concept of education but also that of foreign language teaching. In this context, it is crucial to understand that a language should not be learned but acquired in a natural context where it is used as a vehicle for communication. Linguistic communication competence aims to develop the five communicative skills, among which, recently, interaction has been included. Bearing this in mind, the main aim of this paper is to demonstrate that collaborative learning is an effective approach to promote student interaction in the foreign language classroom. Therefore, this paper presents a didactic proposal for secondary education students that includes a variety of activities where learners will not only use language as a means of communication but also participate collaboratively, promoting an enriching learning environment.

Keywords

Key competences, linguistic communication competence, communicative skills, interaction, collaborative learning.

Resumen

La llegada de las Competencias Clave a los sistemas educativos europeos no solo redefinió el concepto de educación sino también el de enseñanza de lenguas extranjeras. En este contexto, es crucial comprender que una lengua no debe ser aprendida sino adquirida en un contexto natural donde se emplea como vehículo para la comunicación. La competencia en comunicación lingüística tiene como objetivo desarrollar las cinco destrezas comunicativas entre las que se incluye recientemente la interacción. El objetivo de este trabajo de fin de máster es demostrar que el aprendizaje colaborativo es un buen enfoque para fomentar la interacción entre alumnos en el aula de lengua extranjera. Así pues, este trabajo presenta una propuesta didáctica para alumnos de Educación Secundaria que contiene una variedad de actividades donde los estudiantes no solo emplearán la lengua como medio para comunicarse sino también participarán de forma colaborativa, promoviendo un ambiente de aprendizaje enriquecedor.

Palabras clave

Competencias clave, competencia en comunicación lingüística, destrezas comunicativas, interacción, aprendizaje colaborativo.

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Introduction

Throughout history, teachers have changed, improved and adapted their educational techniques and methodologies to enhance the teaching process and make learning more enriching and stimulating for their students. These changes and improvements are brought about by new discoveries and studies that find out how students learn best, and by guidelines from education ministries and international institutions.

In this regard, in the context of foreign language teaching, the CEFR (Council of Europe, 2001, 2020) has taken care to facilitate and establish all that learning a foreign language entails. This should enable the student to interact in different linguistic and cultural contexts in a coherent and appropriate manner in different settings using effective, cooperative, and respectful communication. In other words, the principal objective of a language is communication, and this implies interacting orally, in writing, signed or multimodal in different contexts with other people in a cooperative, and respectful manner.

For this reason, research on collaborative learning has gained importance in recent decades, driven by the need to understand language acquisition as a process that cannot be detached from the interaction between people. However, these investigations focus on superficially analyzing factors such as the activities that can be found in collaborative learning, the benefits, and limitations for both students and teachers. Some of these researchers such as Lane (2016), KOÇ (2018) or Loes (2022) have focused on demonstrating the benefits of collaborative learning for students, whether in emotional, linguistic, or motivational terms.

Nonetheless, there is little or no research on the potential of collaborative learning as a valuable means of fostering learner interaction in the classroom. This is an issue that deserves attention, not only because the concept of “interaction” is relatively recent and underexplored in the FLT field, but also because it encompasses a wide range of meanings. According to the Common European Framework of Reference for Languages (CEFR), communicative interaction is considered both a skill and an activity. Simultaneously, the Spanish educational curriculum integrates it as the third specific competence in the subject of Foreign Language.

Consequently, this paper aims to design a didactic proposal that follows collaborative learning to promote interaction in the classroom.

The didactic unit includes a variety of activities such as role-playing, comic creation, leaflet elaboration, collaborative writing, among others. In order to carry out these dynamics in the classroom, some materials are needed (which can be found in the annexes section), all of which are self-authored. As mentioned before, these materials could be adapted to other levels or specific needs of the students. These activities intend to make students use language as a vehicle for communication, which is the basis of language acquisition, and to turn their foreign language learning process into an enjoyable, stimulating and enriching experience.

This paper consists of two distinct but complementary parts. Firstly, a detailed theoretical framework is presented that aims to clarify both European guidelines and national legislation as they relate to foreign language teaching. Additionally, this theoretical background contextualizes key terms such as interaction and collaborative learning, providing a solid understanding of their importance and implications in the foreign language classroom. Secondly, an innovative didactic proposal is presented which includes a series of activities that follow collaborative learning intended to achieve and promote effective classroom interaction. On the one hand, a brief contextualization will be provided to explain the characteristics of the centre and the classroom as well as a justification of the proposed activities. On the other hand, curricular aspects will be detailed and aspects such as classroom management, timing, materials, evaluation and description of activities will be explained. Lastly, it will finalize with conclusions, bibliography, and appendixes where the session tables, the materials used, and the evaluation rubrics can be found.

Part I. Theoretical Background

1. Teaching Languages-Cultures from the Spanish perspective

Despite certain specific delays, the Spanish legislative framework usually follows the guidelines of European legislation, which has stressed the need to guarantee equal education for all citizens, avoiding social disparities for more than a decade. In this sense, the European Commission has defended the Key Competences, which not only advocate multilingualism and multiculturalism, but also promote the abilities, skills, knowledge and attitudes necessary to train people who are integrated with society and capable of living in a competent, multicultural and globalized world.

According to the Council of the European Union (2018):

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life. (p. 7)

Following these European recommendations, the Spanish government has personalized and renewed its educational curriculum to align it with European proposals, incorporating competence in linguistic communication as an intrinsic element of key competences.

1.1 Key Competences

As a member state of the European Union, Spain shapes its education system following directives from a higher legislative authority, in this case, the European Commission. The concept of Key Competences in the Spanish education system has undergone significant evolution since its emergence in the early 2000s. Initially recognized as central aspects of the curriculum, Key Competences were formally integrated into the educational law known as the LOE (2006), giving them particular prominence. However, subsequent legislative modifications, notably the enactment of the LOMLOE (2020) following the recommendations of the 2018 law, marked a noticeable change in the mentioned competences. These changes underscore the belated but now achieved understanding by the Spanish law regarding the new comprehension not only of education but also of foreign language teaching.

The new LOMLOE (2020) reflects a change in the way teaching models are conceived, now moving away from traditional and formulaic standards and models. This new law proposes competency-based learning, based on knowledge, attitudes, skills, and competencies essential for the social, personal, and ultimately, integral development of students, with the aim of shaping individuals who are whole and committed to today's society.

Among the eight key competencies (as evidence in the list below) that support the LOMLOE, the competence that concerns us most in the EFL teaching class is the competence in linguistic communication, for its capacity to foster the ability to interact in different communicative purposes.

- a) Competence in linguistic communication.
- b) Multilingual competence.
- c) Mathematical competence and competence in science, technology and engineering.
- d) Digital competence.
- e) Personal, social and learning to learn competence.
- f) Citizenship competence.
- g) Entrepreneurship competence.
- h) Competence in cultural awareness and expression.

According to the Real Decreto 217/2022:

Competence in linguistic communication involves interacting in oral, written, signed or multimodal form in a coherent and appropriate manner in different environments and contexts and with different communicative purposes. It implies mobilizing, in a conscious way, the set of knowledge, skills and attitudes that allow understanding, interpreting and critically assessing oral, written, signed or multimodal messages, avoiding the risks of manipulation and misinformation, as well as communicating effectively with other people in a cooperative, creative, ethical and respectful way.
(p.26)

In other words, this competence allows the student to interact in different linguistic and cultural contexts in a coherent and appropriate manner in different areas using both oral and written communication in an effective, cooperative and respectful manner.

Competence in linguistic communication is closely related to the five communicative skills since they are fundamental components of the communication process and, therefore, students work on their development individually and progressively. However, linguistic communication competence encompasses a broader and more complex approach than simply mastering these skills in isolation. Competence in linguistic communication involves the ability to use these skills in an integrated and effective manner in a variety of contexts and communicative situations, considering linguistic, sociocultural and pragmatic aspects according to the Common European Framework of Reference for Languages (2022). Therefore, we must understand that it is not a linear process in which the student first develops the five communicative skills and then the competence in linguistic communication, but rather that they are interrelated and simultaneous processes that mutually nurture each other over time and practice in language learning.

1.2 Communicative skills

The Common European Framework of Reference for Languages (CEFR) puts forward an innovative perspective on second language acquisition. In its 2022 recommendation, it stresses that the second language should not simply be taught in a classroom, but rather be acquired naturally and almost unconsciously, following a process similar to that of mother tongue acquisition. The traditional teaching of grammatical structures does not help, and it is not necessary since students are assimilating and synthesizing grammar in an autonomous, natural and unconscious way.

In addition, the acquisition of a second language implies a deep immersion in the language facilitating fluency and contextualized understanding of the language. Therefore, it is essential that the input provided by the teacher in class is always (as far as possible) in the foreign language. By listening to the teacher speak in English in a natural and authentic way, students are constantly exposed to the target language in a real usage environment. In addition, students' listening comprehension is encouraged and improved, and by having a role model as the teacher, students can develop better pronunciation and intonation in English, which helps them communicate more clearly and effectively. It is very important that learners understand that the ultimate goal of learning an L2 is communication. Language is the vehicle we use to communicate. Students must assimilate that language is a vehicle for expressing ideas, emotions and thoughts.

For this reason, the purpose of learning is to develop students' communicative competence and with it the five communicative skills: oral comprehension, written comprehension, oral production, written production, and interaction.

Although this dissertation will focus primarily on interaction (as can be observed in the following section), some aspects of the other four communicative skills will be addressed to provide a more complete understanding of the topic.

To begin with, according to The Common European Framework of Reference for Languages (2020),

The expression “oral comprehension” covers comprehension in live, face-to-face communication and its remote and/ or recorded equivalent. It thus includes visuo-gestural and audio-vocal modalities. The aspects of oral comprehension included here under reception are different kinds of one-way comprehension, excluding “Understanding an interlocutor” (as a participant in interaction), which is included under interaction. (p.48)

Among the most recurrent strategies to improve oral comprehension in the EFL classroom we find the following: presenting information in short, simple sentences; encouraging learner prediction: "what do you think comes next?"; encouraging inference of opinion or attitude of the speaker: learners are more aware of body language and intonation, repeat or rephrase by using voice intonation and provide visual support; and carrying activities such as picture dictation, listen and get it right, listen and relate, listen and act, listen and sort, give directions to guess the final destination on a map, and have a telephone conversation.

To continue, written comprehension refers to the ability to understand written texts in the target language, which may vary in complexity and length. This includes the ability to read and understand books, articles, instructions, emails, and other types of written texts (Council of Europe, 2001, 2020). However, the Common European Framework of Reference for Languages (2020) refers to it as “reading comprehension” and points out that in terms of the purpose of reading, there is a fundamental difference between reading for orientation and reading for information and argument. “Reading for orientation” is about quickly assessing the content of a text to determine if it's worth reading more deeply, while "Reading for information and argument" involves searching for specific details or arguments within a text. Both types of reading serve different purposes and require different approaches based on the reader's goals and the nature of the text.

Leaving aside the distinction between reading comprehension and written comprehension, we will now focus on activities and dynamics for teaching English as a Foreign Language (EFL) in the classroom setting: looking for the general meaning of the text, searching for specific details, guessing the meaning of words according to the context, outlining, paraphrasing, ordering paragraphs, reading extensively, and transferring information.

Oral production, as defined by the Common European Framework of Reference for Languages (CEFR), refers to the ability to express oneself verbally in the target language. It involves the ability to communicate effectively through speech, whether in informal conversations, formal presentations, public speeches, or other verbal interaction situations.

To enhance oral expression in the EFL classroom, we must encourage the use of authentic language in meaningful contexts. We should also provide appropriate feedback and corrections so that students can see their progress and learn from their mistakes. Additionally, it is important to promote the development of speaking strategies (asking for clarification, asking someone to repeat something, etc.) and allow students to practice fluency and accuracy, as well as encourage collaborative work and seek clarification. Some activities that can be carried out in the EFL classroom are the following: reading a text aloud, speaking based on a written text or visual aids (diagrams, images, etc), role-playing rehearsed scenarios, speaking spontaneously on given topics, acting as reporters and delivering news, describing images and visual stimuli, etc.

Written production is presented in the CEFRE as

the ability to create written texts in the target language. This encompasses various forms of writing, including essays, reports, letters, emails, and creative compositions. Written production involves the organization of ideas, coherence, accuracy, and the effective use of vocabulary and grammar to convey meaning clearly to the reader. It is an essential skill for effective communication and is assessed at different proficiency levels within the framework. (p.66).

We must consider that there are two distinct approaches to writing production. Firstly, as a product: it focuses on the mechanical aspects of writing, such as grammar and imitation of models and it deals with "correction" and the form of the final product.

Secondly, writing as a process: it is a developmental process through which meaning is created. In this approach, the teacher guides students through the writing process and the students focus on conveying a written message.

Some activities to work on written production in the EFL class are the following: creative writing, cooperative writing, making diaries/brochures/posters/, creating comics, books, blog entries or writing letters, posters and emails. With these activities, we ensure that students work on written production in a dynamic and engaging manner.

The Real Decreto 217/2022, of March 29, establishes the organization and minimum requirements of Compulsory Secondary Education. This decree regulates fundamental aspects such as the basic curriculum to be followed in ESO, the key competencies that students must acquire, the organization of subjects, and student assessment, among other aspects. Following the recommendations of the European Commission, it also specifies competencies related to the Foreign Language subject within its curriculum. These competencies include comprehension, production, and interaction.

- Specific competence 1:

Understand and interpret the general meaning and the most relevant details of texts expressed clearly and in the standard language, looking for reliable sources and making use of strategies such as the inference of meanings, in order to respond to specific communicative needs.

- Specific competence 2:

Produce original texts of moderate length, simple, and with clear organization, using strategies such as planning, compensation, or self-repair to express creatively and appropriately.

- Specific competence 3:

Interact with others with increasing autonomy, using cooperation strategies and employing analog and digital resources to respond to specific communicative purposes in exchanges respectful of the norms of courtesy.

After reviewing the four preceding communication skills, the following section offers a comprehensive overview of all aspects pertaining to interaction.

2. Interaction

The term "interaction" is relatively recent in the field of second language acquisition. The Common European Framework of Reference for Languages (CEFR) of 2001 recognized the importance of interaction in the language acquisition process. It focused on learners' ability to communicate effectively in everyday and authentic situations.

The communicative approach is based on focusing on communication. To do this, students must immerse themselves in everyday situations that they might encounter in the future or even in their daily lives. This approach emerged in the 1970s in an attempt to overcome the limitations of traditional methods such as grammar-translation and audio lingua. In conclusion, the communicative approach's main goal is to develop the communicative competence of the speakers who use it, so that they have all the tools they need to communicate effectively and respectfully in different contexts. Indeed, for communication to occur, interaction is paramount, as it requires at least two participants intending to exchange a message. Moreover, the notion of "negotiation of meaning" becomes relevant, indicating that for effective communication to take place, individuals must not only produce grammatically correct utterances but also reach a mutual understanding between both participants.

Although the term "interaction" seems to refer to a straightforward process of active communication and participation between two or more people, it is quite broad and encompasses various meanings. Communicative interaction serves as both a skill and an activity, as for the CEFR. Simultaneously, it is integrated into the third specific competence of the subject Foreign Language in the Spanish educational curriculum. Conceptually, communicative interaction is deemed a skill, while curricularly, it represents a specific competence aimed at fostering said skill development. In the following section, the definition and types of interaction will be analyzed based on whether it is considered a skill, an activity, or a specific competence.

2.1 Definition and basic aspects

According to The Common European Framework of Reference for Languages (2020) interaction is considered a skill that needs to be developed, just like oral and written comprehension and oral and written production, in order to promote and work on communicative competence.

Interpersonal interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions. Interaction is also fundamental in learning. The CEFR scales for interaction strategies reflect this with scales for turn taking, co-operating (= collaborative strategies) and asking for clarification. (CEFRL, 2020)

The European Commission distinguishes three separate sections within the heading of interaction: oral interaction, written interaction, and online interaction.

To begin with, oral interaction refers to the ability of participants to understand and make themselves understood in person. Meanings are negotiated face-to-face, and both parties must be capable of actively engaging in the conversation. The CEFR provides detailed guidelines and descriptions of linguistic and communicative skills across different contexts and levels of proficiency, and these specific scales are designed to assess and describe speakers' abilities in specific communication and interaction situations. In the case of oral interaction these are some of the communicative contexts used to assess the speakers:

- Understanding an interlocutor
- Conversation
- Informal discussion (with friends)
- Formal discussion (meetings)
- Goal-oriented co-operation
- Obtaining goods and services
- Information Exchange
- Interviewing and being interviewed.
- Using telecommunications

These communicative contexts proposed by the CEFRL could be useful to implement with our students in the EFL class as they represent real-life situations where interaction and communication are tested in everyday environments.

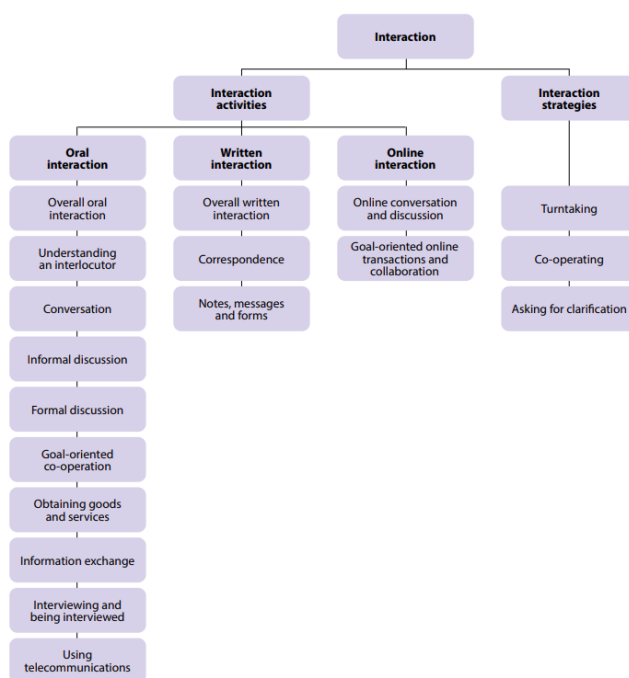
Following on to written interaction, it refers to interactive communication through writing or sign language. It is a medium where messages are exchanged and information is transferred, using a language similar to oral. In this form of interaction, strategies can be used to clarify doubts, ask for help with writing, and correct misunderstandings. The structural precision of written texts is less of a priority compared to oral communication.

According to the CEFR, "Notes, Messages, and Forms" refer to transactional interactive writing, which includes filling out forms, leaving or taking messages, and writing or signing short notes; while "Correspondence" encompasses personal message writing and, in the updated version, also includes formal correspondence, differentiated by the type of message and language used.

To conclude with the CEFR classification of interaction, online communication is always done through electronic devices, which means it will rarely be exactly the same as face-to-face interaction. Additionally, inconveniences may occur such as misunderstandings that are not detected immediately, as it is often easier with face-to-face communication.

Figure 1.

Interaction activities and strategies (CEFR)



If we think about interaction as an activity that can be addressed in the L2 teaching classroom, interaction could be classified based on who interacts in a classroom (teacher and students). Thus, the first classroom interaction type would be teacher-learner interaction. Scrivener (2005) states that during teacher-student interaction, students seek to demonstrate their speaking and listening skills in front of their teachers, which is why teachers must consider this mode of interaction as crucial in their learning process. Harmer (2009) adds that teachers should consider three aspects when their students interact in the classroom:

- The type of language that students can understand, meaning that teachers should provide input that is comprehensible so that students do not feel overwhelmed, demotivated, or frustrated.
- Secondly, teachers must think about what they will say to their students, hence the need to provide students with learning opportunities to speak and interact.
- Finally, teachers also have to identify the ways in which they will speak, such as voice, tone, and intonation.

The second type of interaction we can find in an L2 learning classroom is student-student interaction. Within the context of teaching language communication, it was identified as a social activity, which involved two-way communication between two or more students within the learning context, for the purpose of completing an instructional task or to develop social relationships. If the interaction between students is well managed and monitored by the teacher (avoiding disrespect and achieving a good classroom climate) then it can be a very favorable factor for the cognitive development and educational achievement of the students. Furthermore, in this context not only is the language worked on, but students also develop communication skills, work on decision-making and conflict resolution. Teachers should encourage this type of interaction in the classroom since it entails a series of significant advantages in the teaching-learning process.

Regarding the Ministry of Education, the entity responsible for Spanish educational laws, interaction is considered as one of the specific competencies of both the Secondary Education stage and the Bachillerato educational stage.

According to the Real Decreto 217/2022, of March 29, which establishes the organization and minimum standards for Compulsory Secondary Education, it is stipulated that in the Foreign Language subject, a series of specific competencies common to the four courses of Secondary Education are included. Specifically, specific competence number 3 of the curriculum refers to interaction: " Interacting with other people with increasing autonomy, using cooperation strategies and employing analog and digital resources, to respond to specific communicative purposes in respectful exchanges with courtesy norms."

And according to the Real Decreto 243/2022, of April 5, which establishes the organization and minimum standards of Bachillerato, specific competencies common to the two courses of this stage are also added. The third specific competence also refers to interaction: "Actively interacting with other people, with sufficient fluency and precision and spontaneity, using cooperation strategies and employing analog and digital resources, to respond to communicative purposes in respectful exchanges with courtesy norms."

This reflects that after many years, Spain has followed the recommendations of the European Commission that underlined the importance of interaction in the educational field. According to the Spanish legislation, interaction implies the participation of two or more people in the construction of a discourse, being considered the starting point of language and including interpersonal, cooperative and transactional functions.

Additionally, learning and applying the rules and principles that govern linguistic courtesy and digital etiquette prepares students to perform democratic, responsible, respectful, safe, and active citizenship.

2.2 Development in the EFL classroom

Communication requires two or more speakers exchanging information in a logical, coherent and effective manner. To do this, they must negotiate meaning, i.e., both speakers must know what they are talking about, understand each other and communicate effectively. According to the guidelines of the Council of Europe (2018), learning should not only be a cognitive or mental process but also something enriching for learners that allows them to learn experiences, understand the culture and become better people capable of expressing themselves in diverse contexts in a collaborative and effective way. Strategies of interaction in a second language (L2) classroom significantly contribute to the comprehensive development of students and their successful language acquisition.

Firstly, through interaction, students authentically practice the language, using it as a vehicle in real communication situations, thus strengthening their linguistic competence.

Secondly, interaction enhances fluency and precision, as students have the opportunity to improve their speaking and writing fluency, as well as their accuracy in language use, through interaction with peers and teachers.

Furthermore, classroom interaction facilitates the creation of a collaborative learning environment, where students can interact, share knowledge, and support each other. Nonetheless, like with other teaching approaches, teachers must exercise caution when implementing interaction in the classroom. As will be detailed in the following sections, collaborative learning in the classroom must be well managed so that there are no problems of self-esteem, lack of trust, or unbalanced groups. The teacher plays a key role in this type of educational approach since he/she is the one who has the tools to keep the class under control. Group composition is a key factor for the correct development of activities with interaction. Groups should not be too large so that everyone can participate and people with a strong character do not take a dominant role, but neither should they be too small, so that roles can be attributed and the interaction between group members is remarkable.

Also, within one of the professional teaching practices, planning is one of the most important when working on interaction in the classroom. The teacher must dedicate all necessary time to adapt activities and sessions to the needs of their students. Considering the level, affective filter, and students' interaction ability, the activities carried out in the EFL class should be adapted¹. There are occasions when a class has a good classroom climate and there are no interpersonal problems, so it is very quick and simple to organize groups or pairs. However, there are occasions when the classroom climate is not good and there are many interpersonal conflicts within the class. Consequently, the teacher must take the necessary time to organize the groups to be as balanced and effective as possible.

Additionally, depending on the level and needs of the students, the teacher must carry out activities to further reinforce oral or written interaction.

¹ The affective filter is a metaphorical barrier that refers to the emotional factors in the L2 acquisition process. When the affective filter is high, that is, when negative emotional factors are prominent, learning is hindered, and it is difficult for the teacher's input to reach the learners. Conversely, when the affective filter is low, learning can occur more effectively as learners feel more relaxed and motivated.

Because there are very introverted and shy students who may see interaction as a barrier or problem, technologies are a good method to motivate them and lower their affective filter. The use of technology is something that goes beyond students' routine, making it interesting and appealing to them. Through ICTs, we can make learners see L2 learning as something more innovative. For example, they can practice online interaction by simulating a phone conversation, a video call, or a job interview on the computer. In this way, they are experiencing useful situations they may encounter in the future, and therefore it is beneficial for them to learn. Another strategy to make interaction more appealing to students is to use authentic materials, also known as *realia*. Many times, students are unable to imagine or understand things that are new or difficult for them, and thanks to authentic materials, we help students better understand explanations, become motivated, and thus make their learning process more fruitful.

Using authentic materials has many advantages and can be used as a strategy to promote interaction. An example could be bringing a briefcase with cups and teas so that students can engage in a role-play while having tea and holding a fluid, and natural conversation. Moreover, authentic materials allow students to immerse themselves in the world of the foreign language in a more realistic way. This helps students to better understand the cultural and linguistic aspects of the language they are learning. In addition, using authentic materials can increase students' motivation and interest as they see learning as real and engaging.

When dealing with interaction, it is essential that the teacher is present and accompanies the students throughout their learning process. In this sense, the teacher must assume the role of facilitator, providing tools to encourage learners to be active in their own learning process and helping them to discover, understand and apply knowledge on their own. In addition, the teacher should provide feedback and error correction so that learners can understand what they have done well and where they need to improve. Providing constructive feedback and comments is essential to keep the learners' affective filter low and to ensure effective communicative interaction. In addition, it is important to foster a trusting environment in which learners feel safe to participate and make mistakes. Learners must be convinced that mistakes are learning opportunities and a natural part of the second language acquisition process.

3. Collaborative learning

Collaborative learning has gained prominence in education in the last decade. Due to research and studies on how students acquire knowledge better or what their needs are, techniques, approaches, and methodologies have been evolving. In this way, it has been discovered that interaction among students not only improves the understanding of content but also fosters social and emotional skills, which are crucial for students' development. Therefore, collaborative learning has become an increasingly popular approach in classrooms.

Throughout this section, the characteristics of collaborative learning will be detailed, as well as the strategies to be used in the foreign language classroom and their impact on student motivation.

Based on socio-cultural learning principles, collaborative learning allows students to progress beyond what they would have been able to learn alone by sharing mental models and observing the thought processes of others. As opposed to direct instruction, collaboration allows students to actively participate in problem solving processes by communicating about the conceptual representations relating to the task at hand (Bower & Richards, 2006, p.79).

Collaborative learning is based on the collaboration and interaction of students, who work together to achieve shared goals. Collaborative learning is not only limited to working in large groups of students but also includes tasks to be performed in pairs. Thanks to this pedagogical approach, students not only acquire knowledge but also work on and encourage other aspects of learning such as conflict resolution, decision-making, active listening, critical thinking, communication, tolerance, respect, and emotional responsibility. Lane (2016) explains the most relevant characteristics of collaborative learning, its advantages, and the existing limitations for both students and teachers. Additionally, the author clarifies the differences between collaborative learning and cooperative learning, another approach that promotes teaching through student socialization.

While both methods promote interaction and teamwork among students, their objectives and strategies are entirely different. According to the author, cooperative learning is usually more structured and teacher-directed, with defined roles and tasks for each student. Additionally, students work together, but their goals are individual and may differ from one another.

In contrast, collaborative learning focuses on the joint construction of knowledge, where students have shared responsibilities in the learning process. Furthermore, in collaborative learning, students need to collaborate and interact to achieve common goals.

In order to carry out collaborative learning in the classroom it is important to take into account some issues beforehand. For instance, it is essential to design the activities in advance so that the task requires the involvement and participation of all group members. The participation and collaboration of all group members is an essential requirement to consider the task as completed or valid. In addition, it should be noted that the distribution of roles in the groups is more than advisable, so that each member is clear about his or her role and can contribute effectively to the achievement of the common objectives of the group.

As mentioned earlier, collaborative learning requires student participation and interaction. This implies that the working groups do not always arrive at the solution or complete the task in the same way, but that each one chooses a path to reach the goal. According to Lane (2026), this is a characteristic feature of this approach, as there is no single correct answer. Each student has a specific way of thinking, reasoning, discussing or solving a problem and this creates a diversity of solutions that greatly enriches learning. Thanks to the variety of ways to solve a task, students have the opportunity to listen to other points of view or to see how their peers have completed the task in another way.

Another relevant feature to take into account when implementing collaborative learning in the classroom is to know how to organize work groups well. Working groups are a key factor in collaborative learning because, if they are not well organized or balanced, they can pose a risk to the effective learning process of students.

Group size is important in the design of the collaborative project. If the group is too large, while active members contribute frequently to the group, the less active members do not contribute frequently. The group size should be large enough to have different perspectives, but small enough so that each member feels confident to participate in the group discussion (Lane, 2016, p.15) .

A common situation that can arise if work groups are excessively large is that students with more dominant or extroverted personalities may monopolize the conversation, thereby not allowing more timid students to participate or contribute with ideas and perspectives.

In fact, work groups need to be large enough to accommodate diverse viewpoints and facilitate debates or discussions, but small enough so that all group members feel comfortable enough to share their views without fear or embarrassment.

Lane (2016) proposes that the discussion topic chosen for a collaborative task should be both pertinent and engaging for the class. The relevance of the topic and its connection with the school curriculum enhance comprehension and facilitates subsequent or prior review of the content. This approach allows students to revisit and evaluate aspects of the material that may have posed challenges for them. Moreover, the topic of the assignment should be appealing and motivational. Throughout the course, the teacher should make an effort to get to know the interests and preferences of their students in order to make informed choices about the topics to work on. This enhances motivation, enthusiasm, and attentiveness among students when completing their tasks. Furthermore, tasks should neither be too difficult, which could lead to frustration or disappointment, nor too easy, as this would fail to challenge the students.

The table below shows a comparison between collaborative learning, cooperative learning, and interaction according to Oxford (1997).

Table 1

Conceptual Comparisons among Cooperative Learning, Collaborative Learning, and Interaction.

Aspects	Strand 1: Cooperative Learning	Strand 2: Collaborative Learning	Strand 3: Interaction
Purpose	Enhances cognitive and social skills via a set of known techniques	Acculturates learners into knowledge communities	Allows learners to communicate with others in numerous ways
Degree of Structure	High	Variable	Variable
Relationships	Individual is accountable to the group and vice versa; teacher facilitates, but group is primary	Learner engages with "more capable others" (teachers, advanced peers, etc.), who provide assistance and guidance	Learners, teachers, and others engage with each other in meaningful ways
Prescriptiveness of Activities	High	Low	Variable
Key Terms	Positive interdependence, accountability teamwork, roles, cooperative learning structures	Zone of proximal development, cognitive apprenticeship, acculturation, scaffolding, situated cognition, reflective inquiry, epistemology	Interaction-producing tasks, willingness to interact, learning styles, group dynamics, stages of group life, physical environments

Similar to any other educational approach, collaborative learning presents distinct strengths and weaknesses. This section will explain its key features, encompassing both its advantages and disadvantages, in order to comprehend its impact on the learning process

3.1 Major features

To begin with the advantages of collaborative learning, this educational approach fosters dialogue among students. As mentioned in previous sections, the ultimate goal of foreign language acquisition is communication, which is achieved through this approach. Additionally, students develop their language skills to express themselves in diverse contexts.

Through collaborative learning, students learn beyond what the teacher explains. Listening to how other classmates have completed tasks promotes tolerance and active listening, as students realize there are many paths for achieving the same objective.

Moreover, in this type of strategy, students must collaborate and contribute their opinions, which promotes critical thinking. Collaborative learning also encourages students to value their peers' thoughts and ways of thinking, fostering tolerance and respect.

Collaborative learning also strengthens students' emotional intelligence. By interacting with peers in collaborative projects, students not only receive feedback on their work but also learn to handle constructive criticism maturely and constructively.

An additional indirect advantage of collaborative learning is the reduction of fear of public speaking. Participating in joint debates or group discussions allows students to gain confidence in their communication skills. This process enables them to develop the ability to speak clearly and fluently, better preparing them for future situations they will face as adults.

In line with the previous idea, collaborative learning also enables students to develop teamwork skills, a critical requirement demanded by most companies today. By working on collaborative projects, students learn to coordinate effectively with their peers, leverage each team member's individual strengths, and resolve conflicts constructively.

In this educational approach, teamwork is encouraged. This implies that all team members should take on roles and support each other. Through this, students can get to know each other better and build bonds, leading to an improved classroom atmosphere.

Collaborative learning fosters a sense of belonging to a group. This sense of belonging arises from collaborative work towards common goals where the contribution of all members is necessary.

Additionally, by participating in educational activities collaboratively, students learn to trust each other, appreciate individual differences, and collaborate to solve problems.

Like other educational approaches, collaborative learning has drawbacks and constraints for both teachers and students. While "disadvantages" and "limitations" have different nuances, in this context, they will be used interchangeably to refer to the negative aspects of this educational approach.

Firstly, collaborative learning can lead to uneven participation due to the heterogeneity of classes and the diverse types of students. Students with more dominant and extroverted personalities tend to take a more leading role in group discussions. Conversely, quieter or more introverted students may lack the confidence to voice their viewpoints, resulting in imbalanced group participation.

This is closely related to the potential for dominant students to overshadow their quieter peers. Hence, it is crucial for teachers to organize effective working groups of an appropriate size where all students can participate adequately. In well-structured groups, each student has the opportunity to express their opinions, learn from their peers, and develop effective collaboration and communication skills.

Like any activity involving interaction among individuals, collaborative learning can give rise to misunderstandings or disagreements. Students who disagree with their peers may be tempted to raise their voices or show disrespect. The teacher must act as a mediator to ensure that these discussions are resolved with respect and dialogue.

Another drawback of this educational approach is its time-consuming nature. Unlike traditional methods where the teacher solely delivers explanations, collaborative learning requires careful organization of groups, thoughtful design of meaningful and motivating tasks, and allowing students to work together.

Finally, one of the most significant challenges for teachers in collaborative learning is assessing the individual work of each member. In collaborative learning, evaluating the contribution of each group member is extremely challenging. While in smaller groups, teachers can circulate among workstations to identify and note the most active contributors, larger group settings make it exceptionally difficult to accurately assess individual student performance.

3.2 Collaborative learning strategies

Collaborative learning in the EFL classroom has many benefits for students. Working interactively helps develop their ability to communicate, resolve conflicts, and promotes critical thinking. Teachers can decide, depending on the type of activities they want to carry out, the type of groups they want to create. Large groups, small groups, pairs, etc. Below are some strategies and activities for collaborative learning.

- Information-Gap activities: In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have, and the partners will share their information.
- Opinion-sharing activities: Activities in which students share their values, opinions, experiences or beliefs, such as deciding in groups which is the most important trait that a friend must have.
- Group work with roles assigned: This strategy can be applied to many activities or dynamics. This strategy helps to distribute responsibilities equitably among group members, encourages active participation, and fosters a sense of belonging and contribution to the learning process.
- Circle of speakers/ debates: This activity consists of the teacher proposing a topic of conversation, for example uniforms at school, and there should be one group in favour and another against. Each group must collaborate to think of arguments and give their opinions.
- Group story endings: For this dynamic, the teacher should read or make up a story and the students should listen to it. Then, in small groups, the students must choose an ending in a consensual and common way.
- Talk-pair-switch: Students form pairs to work for this activity. Once they have achieved the outcome, they switch partners with another group, and each student tells the new partner what they have talked about with the old partner.
- Taking tokens: Students in a group are given five tokens each. They give up one token every time they speak. Students who use all give tokens can only ask questions. When all the tokens are used up, they get back their tokens, and the process starts again.
- Think-pair-square: Students form a group of four. They think about how they would respond to the question(s) in the task. They share their answer with a partner. The four students come together and discuss how to develop a better answer.

- Walk-stop-pair: Students stand up and walk around the room. When the teacher signals for them to stop, they form a pair with whoever is standing nearest to them. Pairs complete the task, and the process repeats.
- Role play: It is a simulation in groups or in pairs of an everyday situation. In it, students must each take a role to play. For example, a situation in a restaurant where one student is the waiter, and another student is the customer. In this way they practice communication skills and lose stage fright.
- Jigsaw activity: The class is divided into groups. Each group is assigned a letter of the alphabet (a, b, c, d) and each group is given a piece of text. All members of the groups must try to memorize as much information as possible from the piece of text they have. The teacher then mixes the students to form groups containing one member from each of the previous groups. The idea is to have the students tell each other the information they had in their fragment and in this way get the story in chronological order.
- Find someone who: This activity is highly recommended to work on interaction and improve the classroom climate. The idea is that all students have a sheet of paper with questions in which they have to find people who meet that question. For example, "find someone who has two brothers", "find someone who does not like fries at all". This initiative can be used to work on different topics, sports, food, technology, etc. Students are free to move around the classroom to answer questions.

These activities and initiatives are highly recommended to follow the collaborative learning approach. In all of them, there is interaction among students in which collaborative work, communication skills, conflict resolution, integration of people and critical thinking are encouraged. Furthermore, these activities promote language as a means of communication, a fundamental principle in foreign language acquisition. However, again it is necessary to emphasize that the teacher must take planning measures to avoid unstructured groups, interpersonal conflicts, or lack of time in the activities

3.3 Impact on students' motivation

Motivation is a fundamental factor in people's daily lives, especially when tackling our responsibilities with energy and enthusiasm. Motivation is even more relevant when learning a foreign language as it can sometimes be a difficult and overwhelming process. Defining “motivation” has been challenging due to its broad meaning and ambiguity. However, the models proposed by Gardner and Dörnyei have been highlighted for their precision and utility in describing motivation in foreign language learning.

Gardner (1985, 2001) presents a socio-educational model, focusing on a socio-psychological framework in which motivation is understood to be due to social factors, such as the desire to integrate into a community or pragmatic considerations such as seeking employment.

On the contrary, Dörnyei (1994, 2000) adopts an educational approach to motivation. This researcher proposes that motivation undergoes a process of dynamic changes that varies over time during the process of language learning. In addition, he stresses the importance of setting realistic and specific goals when learning a language and trying to maintain motivation on our own. Furthermore, the author also explores how both internal factors of the individual (such as personality and self-esteem) and external factors (such as educational and social context) impact motivation to learn a second language.

Some external factors that influence students' motivation include the methodology or teaching approaches applied by the teacher in the classroom. Therefore, finding the right teaching strategies can have a positive impact on the motivation of students and thus improve their learning process and make it more enriching, entertaining and motivating. Human beings by nature live in community and tend to feel happier and more fulfilled when they share experiences and achievements with others. This is clearly reflected in the context of collaborative learning, in which students work together to resolve conflicts and achieve common goals.

Loes (2022) aimed to investigate through his empirical study the impact that collaborative learning, as an educational approach, had on students' motivation. To do so, he collected data from students at 17 different educational institutions in the United States.

Loes (2022) divided data collection. In the first stage, at the beginning of the fall 2006 semester, data were collected from a total of 4.193 students. The second stage of data collection took place in the spring semester of 2010 and in total, 2.212 students participated. The objective was to check the motivation throughout the students' university stage. In this way, he was able to estimate the true increases in academic motivation as a result of participating in collaborative learning. The study showed that collaborative learning has a positive impact on the participants' academic motivation. Most of them said that they felt more motivated in class when the tasks were done in groups or pairs.

Another of the author's objectives was to discover whether the racial or ethnic origin of the students was a conditioning factor in the results. Loes (2022) concluded that the benefits of collaborative learning in terms of academic motivation do not depend on the racial or ethnic group to which students belong. That is, collaborative learning is an approach that fosters motivation in students regardless of their race or ethnicity.

Although many researchers have focused on demonstrating the positive effects of collaborative learning on student motivation, it is not possible to discuss them all due to space limitations in this paper. However, numerous studies, including those by Amini and Bicen (2024), Loes (2022), and Tampubolon (2018), consistently highlight that collaborative learning significantly improves student motivation.

Thanks to these studies that focus on what truly motivates students, we can be inspired to adopt new methodologies and approaches that promote collaborative learning. Since these situations require students to collaborate and work together to achieve shared goals, fostering such scenarios could significantly transform their educational experience into a motivational, enriching and enjoyable process.

Part II. Didactic Proposal

4. Contextualization

The following lesson proposal aims to show how collaborative learning can be carried out in a Secondary Education classroom to develop interaction competence. Through this didactic proposal, consisting of six sessions, students will acquire a series of knowledge, skills and attitudes directly related to knowing how to interact in the classroom.

This didactic proposal has been inspired by a specific centre and classroom whose characteristics will be detailed below. Nevertheless, this proposal can be implemented in any other centre offering compulsory secondary education in Spain. The materials, contents, and design of the activities are highly adaptable to other contexts and even to different courses, with necessary adjustments to match the students' level of difficulty.

4.1 School environment

The school is located in Tordesillas, one of the most populated towns in Valladolid with almost 9,000 inhabitants. This school is located just a few minutes from the centre of Tordesillas, surrounded by green areas and gardens. This centre is bilingual, so students of all levels receive certain subjects such as Science, Technology, Music or History in English. For this reason, the students in this centre receive more input in L2 than students in a non-bilingual centre. Moreover, the school has several immersion programmes abroad and every year, the oldest students in Secondary School enjoy trips to the United Kingdom, Scotland, and Ireland. Regarding the socioeconomic level of the students, it is at a basic average.

In addition to being a bilingual centre, the English department incorporates a native English conversation assistant each year who joins each class once a week. This initiative offers students a unique opportunity to immerse themselves in authentic native language, encouraging active listening and fostering their linguistic fluency. By interacting directly with a native speaker on a regular basis, students not only become familiar with natural language usage, but also develop confidence in their communication skills.

This centre offers a wide range of educational levels, including kindergarten, early childhood education, primary education, secondary education and a range of both intermediate and higher-level vocational training courses: Higher Technician in Early

Childhood Education, Higher Technician in Oral and Dental Hygiene, Technician in Auxiliary Nursing Care and Higher Technician in Education and Sociocultural Animation. Despite offering this variety of educational levels, there are few students in the school, so the education that students receive is close and personalized.

In the school's Educational Project, various crucial aspects are detailed for the operation and educational philosophy of the institution. This includes defining values, the centre's mission, curricular planning, the coexistence plan, promoting equality, the diversity care plan, the tutorial action plan, among others. Regarding the centre's vision, it highlights its integration into the social reality of Tordesillas and its commitment to a quality organizational structure that shapes competent individuals. The essence of a community where families actively participate in their children's education is sought to be maintained. A personalized education is promoted to facilitate integral development and the acquisition of basic competencies in various areas of life: personal, family, social, and professional. Active methodology ensures student participation in teaching and learning processes, adapting to the needs and changes of the moment to establish an innovative and balanced school. Concerning the values that the centre wishes to convey, learning, work, constancy, diversity, respect, creativity, cooperation, and health, among others, are highlighted in the Educational Project.

This centre offers numerous extracurricular activities, outings, and excursions that take place both within and outside the academic calendar. Among some of these extracurricular activities, we can find the International Entrepreneurship Competition, the Coca-Cola-sponsored Poetry Writing Contest, the Language Immersion Excursion in Cantabria, the Cultural Week, the English Day and the End-of-Year Trip to Scotland for Secondary School students. Thanks to these types of programmes offered by the centre, students not only have the opportunity to practice their English communication skills, but also gain a deeper understanding of the usefulness of expressing themselves in a second language and understand that language is an essential vehicle for intercultural communication. In addition, by participating in activities that require collaboration and interaction, students can also strengthen and develop their social skills, learning to work in teams, solve problems together and cultivate meaningful interpersonal relationships. Thanks to this, students engage in collaborative activities throughout the centre, fostering interaction competence at all stages of their education on a daily basis.

4.2 Classroom features

The classroom is located on the top floor of the centre, along with the rest of the secondary education classes. The classroom is in the same corridor as the Plastic, Technology and Music classrooms, and not randomly, but for the students to carry out the activities in those classrooms when there are interdisciplinary projects involving several subjects. One of the best features of this classroom is that it is very large and spacious. In this way, students can carry out all kinds of activities, even those that require moving freely around the classroom.

In addition, the fourth-grade class is small, with 20 students. The tables are arranged in pairs, as the English department has collaboration as one of its annual syllabus objectives. Since it is a centre with an ICT plan, technologies are very present in the classroom. Therefore, all classrooms in the school have a digital whiteboard, loudspeakers, a projector and a laptop. In addition, given the circumstances of COVID-19, all students since the pandemic bring a smart tablet or laptop to school.

The development of the teaching-learning process goes normally since it is a homogenous group in which there are no great differences in the student's language level. Since they are in the last year of compulsory secondary education, the students have large linguistic repertoires and a great variety of vocabulary. In addition, since they have been learning English for almost ten years at school, they are not shy to speak in class and this makes them a participative and active group. Communication is the main reason for working in the classroom, and the students are used to working collaboratively in pairs or in groups. Given the small number of students, it is very easy to carry out collective dynamics and thanks to their maturity, their behaviour is excellent in these situations. They are eager to learn, collaborate and work, so implementing the communicative approach and collaborative learning will not be a challenge.

This particular class, which served as the inspiration for the instructional unit, was characterized by having students of homogeneous proficiency levels. On one hand, all students began their education at this school since the early childhood education, meaning they not only know each other but have also gone through the same classes, approaches, and teachers. On the other hand, the class lacks cultural diversity, as it is situated in a small town rather than a large city. However, as mentioned earlier, the nature of each and every activity allows for adaptations based on the students' needs.

4.3 Justification of the planned activities

Regarding the methodological and didactic foundation that supports the teaching proposal, there are some elements that must be taken into account when planning and developing the activities.

As previously mentioned, the class that inspired this didactic proposal presented a high degree of homogeneity, with no significant level differences or need for specific curricular adaptations. However, due to the nature of the proposed activities, they are easily adaptable to address challenges related to cultural, linguistic, or learning diversity. For example, since the unit focuses on preparing for a school trip, the activities can easily be adapted to address different levels of English language proficiency. That is, some activities can be simplified to make them more accessible to lower levels, or additional challenges can be provided for students with a more advanced proficiency level. Furthermore, since this unit follows a communicative approach, students have the opportunity of using the language as a vehicle for communication and working on language skills. For those students with language difficulties, additional visual aids can be provided for better comprehension. Moreover, this unit can be used to work on cultural diversity in the classroom since it is a school trip, different destinations and cultures can be explored, which gives students the opportunity to learn about the world beyond them. Finally, no activity requires mandatory movement around the classroom or running, which makes it perfectly adaptable for students with reduced mobility.

The theme chosen for this didactic proposal is the preparation of a school trip, including fundraising for the trip and preparing the luggage. This theme has been chosen because today we live in a globalized world, where cross-cultural communication is essential. In this way, students are prepared to develop the linguistic and cultural skills necessary to actively participate in a diverse and global society. On the other hand, preparing for a school trip is something that can be very motivating, as they see it as a realistic situation that they may encounter in the near future and for which they must be prepared. In this way, students find it useful to learn a second language and internalize that language is the vehicle for communication. Finally, organizing a trip involves multiple aspects and challenges that they must learn and overcome as adults. By facing these challenges, students have the opportunity to develop practical skills, such as time management, problem solving and collaborative decision making. In this way, we prepare students to be mature adults, able to function in a globalized world.

Through the activities proposed in this didactic proposal, the main aim is to develop the students' interaction competence through the implementation of collaborative learning.

In this didactic proposal, the activities follow a communicative approach Hymes (1972). This approach emphasizes the importance of communication and using language in real-life situations. It aims to develop learners' communicative competence and ability to use the language effectively in real-life situations. In this sense, students use the language in an appropriate way in a given context (the one proposed in the different activities) and adapt to the discourse that each of them requires.

All the activities carried out in this teaching proposal contribute significantly to the development of the four remaining communicative skills: oral comprehension, oral production, written comprehension, and written production. Additionally, values such as respect, tolerance, responsibility, and equitable participation are also indirectly promoted.

5. Didactic Proposal

5.1 Regulations and Curricular Competences

In this paper, the didactic proposal is aligned with the European and Spanish legal frameworks for educational purposes. In this section, we will outline the documents that were consulted and adhered to in the development of the didactic unit presented.

This proposal has been designed in accordance with the Common European Framework of Reference for Languages of the European Union (2001, 2020), which categorized language proficiency into three main levels, each subdivided into two sub-levels. The levels are A (basic user), B (independent user), and C (proficient user), specifically structured as A1, A2; B1, B2; and C1, C2, with C2 representing the highest proficiency a language user can achieve. It is also vital to note that language proficiency is assessed by evaluating five key competencies: Spoken Interaction, Spoken Production, Listening, Reading, and Writing.

Additionally, given that our didactic unit is designed for the second stage of compulsory secondary education (specifically for 4º ESO), it is important to recognize that a second language is employed as a medium or tool for bilingual education at this level.

Moreover, according to the Common European Framework of Reference for Languages (2001, 2020), by the end of 4º ESO, students are expected to have achieved at least an A2 level of proficiency.

The didactic unit presented and discussed in this dissertation has also been designed according to the following regulations:

- Key Competences for lifelong learning, by the European Commission, 2019.
- Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.

According to Spanish regulations, in the fourth year of compulsory secondary education, to which this didactic unit is addressed, the subject of First Foreign Language is mandatory. Likewise, the regulations establish that this subject must be taught in three weekly sessions, each of 50 minutes duration. This framework has been the basis for the design of the didactic proposal, which will be extended for two weeks.

The Real Decreto 217/2022, of March 29 establishes the organization and minimum teachings of Compulsory Secondary Education, the specific competencies, evaluation criteria, and basic knowledge. Thus, the following elements must be considered for the proposal. Regarding the specific competences, we will take the following into account.

- Specific competence 1

Understand and interpret the general meaning and the most relevant details of texts expressed clearly and in the standard language, looking for reliable sources and making use of strategies such as the inference of meanings, in order to respond to specific communicative needs.

- Specific competence 2

Produce original, medium-length texts that are simple and clearly organized, using strategies such as planning, compensation, or self-correction, to express messages in a creative, appropriate, and coherent manner, and to respond to specific communicative purposes.

- Specific competence 3

Interact with others with increasing autonomy, using cooperative strategies and employing both analog and digital resources, to respond to specific communicative purposes in exchanges that are respectful of courtesy norms.

Regarding the evaluation criteria that have been taken into account concerning the proposal and what is established in the Real Decreto 217/2022:

1.1 Extract and analyze the overall meaning and main ideas, and select relevant information from oral, written, and multimodal texts on everyday topics, of personal relevance, or of public interest close to the students' experiences, clearly expressed in standard language across various mediums.

2.1 Verbally express simple, structured, understandable, coherent, and context-appropriate texts on everyday matters, of personal relevance or of public interest close to the students' experience, with the aim of describing, narrating, arguing, and informing. Utilize verbal and non-verbal resources, as well as strategies for planning, control, compensation, and cooperation, across different mediums.

2.2 Write and disseminate medium-length texts with acceptable clarity, coherence, cohesion, correctness, and appropriateness to the proposed communicative situation, the text type, and the analog and digital tools used, on everyday matters of personal relevance or public interest close to their experience, respecting intellectual property and avoiding plagiarism.

2.4 Describe events and express concepts, thoughts, opinions, or feelings clearly in both oral and written forms within analog and digital contexts, exchanging information suitable for different everyday contexts in their personal, social, global, and educational environments.

3.1 Plan, participate, and collaborate actively, using various mediums, in interactive situations on everyday topics, of personal relevance or public interest close to the students' experiences. Show initiative, empathy, and respect for linguistic courtesy and digital etiquette, as well as for the diverse needs, ideas, concerns, initiatives, and motivations of interlocutors.

3.2 Select, organize, and use appropriate strategies to initiate, maintain, and conclude communication, take and yield turns speaking, request and provide clarifications and

explanations, rephrase, compare and contrast, summarize, collaborate, debate, solve problems, and manage challenging situations.

Regarding the basic contents (Communication, Multilingualism and Interculturality) the following have been selected.

A. Communication

4. Contextual models and discourse genres commonly used in the comprehension, production, and coproduction of oral, written and multimodal texts, short and simple, literary and non-literary: characteristics and acknowledgment of the context; organizing and structuring according to the genre, textual function, and structure

5. Linguistic units of common use and meaning associated with those units such as expression of the entity and its properties, quantity and quality, space and spatial relationships, time and temporal relationships, statement, negation, question, and exclamation, logical relationships: cause, concession, consequence, and goal.

13. Conversational conventions and strategies of common use, in a synchronous or asynchronous format, to begin, maintain, and finish the communication, to take and give the floor, to ask and provide clarifications and explanations, to reformulate, compare and contrast, to summarize, cooperate, debate, suggest, etc.

B. Plurilinguism

1. Strategies and techniques to respond Assessment criteria 1.1 2.1 2.2 2.4 3.1 6 effectively and with increasing levels of fluency, appropriateness, and correctness to a particular communicative need despite limitations arising from the level of proficiency in the foreign language and in the other languages of its own linguistic repertoire.

C. Interculturality

2. Interest and initiative in the realization of communicative interchanges through different means with other foreign language speakers or learners.

Regarding Syntactic-discursive structures, the following have been selected.

3. Comparing people, objects or situations.

6. Asking and exchanging information about daily issues.

15. Expressing simple arguments.

5.2 Classroom management and timing

It is undeniable that effective classroom management is fundamental for the success of any educational unit. This becomes even more critical in a unit that employs a collaborative method, where interaction and communication among students not only enrich the learning process but are essential to achieving the proposed educational objectives. In this regard, it is important to ensure that students clearly understand their roles in the classroom, as well as the teacher's role. In this case, the teacher should act as a facilitator, providing the necessary tools for an effective learning process. The educator should facilitate collaborative experiences as well as learning opportunities.

Moreover, the teacher must ensure that there is an atmosphere of respect and responsibility among the students. In an environment where students are expected to collaborate and communicate with each other, it is vital that they all assume responsibility to benefit the group's well-being. Additionally, the teacher should not tolerate disrespect among peers and help students develop essential interpersonal skills. Teamwork can lead to disagreements and conflicts. Classroom management includes strategies for handling conflicts constructively, ensuring that differences are resolved in a way that all team members learn and grow from the experience.

Another fundamental aspect to ensure the successful development of the educational unit and guarantee learning is classroom management. The teacher must accurately estimate the time activities will take, and for this, they must understand the learning paces and characteristics of their students. It is important to note that teachers must be flexible and adapt activities and time according to the needs of their students. Often, things do not go as planned, and it may be necessary to invest more or less time according to the learning paces of the students. It is essential that the teacher has the necessary tools to adapt to the individual needs of each student and constantly adjusts the planning whenever necessary.

The total number of sessions is six (three sessions for the first learning situation, and three for the second one) and will be distributed considering the school calendar approved by the Junta de Castilla y León. The number of teaching hours that correspond

to the subject of foreign language (English) per week is three hours. This teaching proposal could be ideally framed from 8th of April of 2024 to 20th of April of 2024, since it is an end-of-year school trip and students will have to start preparing for it in the second quarter.

The distribution of the sessions and topics is shown below. But again, given the nature of the activities, these sessions are easily adaptable and can be moved to another time in the school calendar if the teacher so desires.

SESSION	DATE	TOPIC
1	Monday, 8 th April	Learning situation 1 (Session 1)
2	Wednesday, 10 th April	Learning situation 1 (Session 2)
3	Friday, 12 th April	Learning situation 1 (Session 3)
4	Monday, 15 th April	Learning situation 2 (Session 4)
5	Wednesday, 17 th April	Learning situation 2 (Session 5)
6	Friday, 19 th April	Learning situation 2 (Session 6)

5.3 Planned resources and materials

The materials needed to implement this unit have been entirely self-created (as can be found in the appendixes). However, given the nature of the activities, the materials can be easily adapted to different levels or special needs. Among them, we have flashcards with products that can be found in kiosks, three models of promotional posters, a model of a conversation between a kiosk owner and a buyer, the indications with the flight restrictions of an airline company, and examples of brochures. To carry out this didactic proposal, a projector or a digital whiteboard will be needed in the classroom so that students can follow the explanations necessary to carry out the activities. Virtual platforms such as Padlet, Mentimeter or Canva will be used, so it is important to have internet access.

5.4 Evaluation

According to Real Decreto 984/2021 the evaluation for the Secondary Education stage must have three requirements: to be continuous, formative and integrative. In the first place, it must be continuous since students should not only be evaluated at the end of a period, but the learning process should also be evaluated, where changes, improvements and learning may have taken place. It must be formative since teachers have the responsibility to provide feedback so that students can learn from their mistakes and also from their successes, thus, the teacher must accompany them in the learning process. Finally, it must be integrative in order to assess from each and every one of the subjects and areas, the overall achievement of the objectives of the stage and the development of key competencies. The ultimate goal of the evaluation according to the current legislation is to provoke the improvement of the teaching-learning process. In addition, the regulations also recommend having three evaluative agents, called hetero-evaluation, co-evaluation and self-evaluation. Since this didactic proposal covers only two weeks, it has been decided to implement two of them, the hetero evaluation, which will be done by the teacher following some rubrics, and the co-evaluation among students following a mood tracker. In this proposal, it has been decided to dispense with self-assessment and to give prominence to co-assessment, since this is a didactic unit where collaborative learning among students is a priority.

On one hand, peer assessment will account for 15% of the final grade for this didactic proposal. To facilitate this, each pair of students working on the final product together will be given a mood tracker to evaluate the final leaflets of other pairs according to their criteria. This way, the pairs will deliberate and share their opinions to assess the work of their peers.

On the other hand, hetero evaluation by the teacher constitutes the remaining 85%, divided into three parts. Firstly, 15% is dedicated to effort, behavior, and attitude throughout the unit, which will be assessed using a checklist. Secondly, 30% is allocated to the process of creating the final task, in this case, a leaflet, which will be evaluated using a rubric. Finally, 40% is dedicated to assessing the final task, the leaflet, also through a rubric consisting of performance indicators.

15%	COEVALUATION		MOOD TRACKER	
85%	HETERO EVALUATION	15%	PARTICIPATION	CHECKLIST
		30%	PROCESS	RUBRIC
		40%	FINAL PRODUCT	RUBRIC

5.5 Description of the sessions

In the following section, the activities of the didactic proposal will be explained and briefly described, encompassing a series of sessions aimed at promoting and developing student interaction in the classroom through collaborative learning. In addition to explaining how these activities will be conducted, each session includes a brief explanation of the contribution it would make to the interaction competence.

It is important to highlight that the learning situations and the sessions included in them are carefully structured to follow a logical and chronological order. This decision not only seeks to ensure coherence within the unit, but also to promote effective and meaningful learning for the students. As explained above, the main theme of this unit is the preparation of a school trip. Therefore, the first learning situation focuses on the process of raising funds to make the trip more affordable. Next, the second learning situation deals with organizing the necessary luggage for the trip.

Within the first learning situation called “Fundraising for the school trip” we find the following sessions:

SESSION 1

Target group: Secondary education- Year 4

Timing: 50 minutes

Title: Discovering methods to fundraising for travel: Kiosks!

Description: This session will consist of several activities. Firstly, the teacher will provide context for the students. Since it is the first session of the unit, it is important to give students as much information as possible about what they will learn, what they will do during the sessions, and what will be required in the final task. Next, the teacher will open a general discussion for the class by asking questions about travel, whether they know of any methods to raise funds for a school trip, or if students have ever had to prepare for a trip. Through this, students will have opportunities to speak up in class, respecting their classmates' speaking turns and contributing ideas to the general discussion. Afterwards, the teacher will explain different methods for raising funds to enable a school trip. The teacher will clarify that a kiosk is an easy and fun way for students to raise funds for a school trip. Then, the teacher will show flashcards with the most typical products that can be sold at kiosks: candies, newspapers, magazines, snacks, soft drinks, etc.

This way, students have their first contact with the products sold at kiosks and thus expand their vocabulary. For the next activity, the teacher will assign each student a number from 1 to 5 so that they can group according to the number they received. The teacher will ask the students to assign a role within the group: one will be the spokesperson, another the coordinator, another the secretary, another the controller, and another the helper. Once the roles in the teams are assigned and decided, the teacher will give each team a flashcard that reflects one of the products they have seen earlier that can be sold at the kiosk. Each group must defend in a turn-based debate why their product is the best to be sold at the school kiosk to raise funds. At the end of the debate in which all members of the group had to participate, they have to vote in common which team they believe defended their product the best and why, making constructive comments about the arguments used, vocabulary, ideas, fluency, etc. Once this has been discussed, it will be decided which product was best defended.

This session encourages interaction among students through various dynamics. With the assignment of specific roles in the team, each student actively participates and takes responsibility, which fosters interpersonal communication and cooperation. Thanks to the debate, interaction is further encouraged, as students must provide their arguments, listen to others, and respond thoughtfully, which enhances their ability to participate in discourse. Finally, the collective decision-making process at the end of the session requires students to discuss and critically evaluate each team's presentation while encouraging dialogue.

SESSION 2

Target group: Secondary education- Year 4

Timing: 50 minutes

Title: Sponsoring our kiosk: We make our promotional posters!

Description: The second session also covers various activities. To start, the teacher will display on the digital screen some examples of famous promotional posters from various brands across different fields: music, sports, fast food, etc. The students will need to identify what they are and what elements they have in common.

The teacher will explain that promotional posters are usually used to capture people's attention and make the product promoted by the poster appear attractive. The students will realize that slogans are a very important part of promotional posters and that advertising slogans are a very specific and strategic form of communication within marketing. Their main purpose is to convey a clear, concise, and memorable message that reflects the essence of a product. Next, the teacher will pair up the students and ask them to use a computer or tablet per pair. The following activity involves the pairs creating a promotional poster for the kiosk including some information such as: the kiosk's hours, location, the products sold, and an eye-catching slogan. To add more enthusiasm and motivation among the students, the teacher will print all the finished posters and display them in the hallways of the school. To conclude the session, the students will share what they learned that day and why they consider that promotional posters also involve communication.

This session encourages interaction among students since through the reflections at the beginning and end of the session, students must do a reflection exercise and dialogue among peers is encouraged. In addition, they listen to the opinions and comments of their peers, which encourages respect and active listening. In addition, creating promotional posters in pairs encourages them to collaborate and negotiate ideas to achieve a common goal. Students in pairs have to agree on design elements, what information to include and how to word their slogan effectively. This process requires continuous verbal interaction, decision making and compromise, enhancing their teamwork skills.

SESSION 3

Target group: Secondary education- Year 4

Timing: 50 minutes

Title: Mastering Kiosk Interactions: From Dialogue to Skill Improvement

Description: For this session, the teacher will begin by providing students with a sample conversation between a kiosk attendant and a customer. In one colour, students should underline typical expressions of a salesperson, and with the other colour they should underline typical expressions of a customer.

Through this, students learn to identify and understand how a typical business interaction is structured. This helps them to better understand the use of authentic language in specific contexts. In addition, using two colours to underline typical salesperson and customer expressions allows students to distinguish between different roles and their functions in a conversation. This skill is crucial for understanding how language varies according to purpose and interlocutor.

For the next activity, the teacher will ask students to sit in pairs. Students should create a four-dash comic depicting a conversation between a kiosk attendant and a customer in which they should include some of the typical expressions they have learned in the previous activity. The pairs will be able to choose whether to make the comic on a sheet of paper or in a digital app. On the one hand, working in pairs allows students to share ideas and negotiate meanings as they create their comics. This collaboration is crucial for working on social skills and learning to effectively manage shared tasks. On the other hand, by offering a choice between creating a comic on paper or using a digital application, the activity adapts to different learning styles and preferences, which can increase student engagement and motivation. After creating the comics, students will return to their respective desks and an assembly will take place where they will share the expressions that each pair has included and how they have felt working with their classmates.

Interaction is promoted in this session thanks to the collaborative work to elaborate the comic in pairs. Students must make decisions and give in at some point where conflict may arise. Since it is a four-page comic, they must decide between the two of them which expressions are the most appropriate for their comic. Decision-making and communication skills to resolve conflicts in pairs are promoted. On the other hand, in the assembly, the classroom climate is worked on by exposing the emotional management that the students have felt during the activities of that session.

Within the second learning situation called “Pack your bags, we are going to London!” we find the following sessions:

SESSION 4

Target group: Secondary education- Year 4

Timing: 50 minutes

Title: Discovering Flight Regulations: Formal Letter to the Airline Company

Description: The first learning activity, which involved fundraising for the school trip, has been completed. The students have now acquired skills in organizing a kiosk, identifying the products available at the kiosk, designing a promotional poster for dissemination, and are familiar with common expressions used in a customer-salesperson interaction at a kiosk. Now it's time to think about packing bags and luggage for the trip. As students prepare for an upcoming school trip, knowledge of airline regulations is essential. Through a hypothetical scenario in which the airline's website is unavailable, students realize the importance of writing a formal email to learn about flight restrictions, baggage rules, etc., setting the stage for the first activity. For this introductory activity the main objective is for students to learn the structure of a formal email and its different parts, such as the welcome, the introduction, the body, the questions and the closing. To do this, divide the students into small groups of 4. Each group is given a set of unordered cards containing the different parts of a formal email. Each card should have the text corresponding to a specific part of the email (some sentences will be from the greeting, others from the closing, etc). The groups should work together to arrange the cards correctly, forming a complete formal email. They can discuss and deliberate on the order and function of each part of the email. Once they have succeeded, there will be a group discussion for any group to comment on the structure of the email and what its parts are.

For the next activity the students will work together to write a formal email to the airline company, with the objective of resolving their doubts about flight restrictions, such as hand luggage measurements, allowed liquids and forbidden objects. As they already know from the previous activity the parts of a formal email, how the register should be, how to greet and say goodbye and the rules of courtesy, they can now do a collaborative writing. The teacher will provide a blank sheet to one student, who will begin drafting the email. Students will then pass the document to the next student in line, who will add a sentence or two before passing it on to the next student, and so on, until the email is completed collaboratively. The session will end with a brief recap by the teacher.

This session promotes interaction through several dynamics. In the first dynamic, because the groups to organize the parts of the email are small, all students will be able to share their thoughts and knowledge with each other, and communication will flow. In addition, they should work on their social skills to respect turns of speech, accept what others say and develop their communication skills. Finally, collaborative writing also encourages interaction because it requires students to take responsibility for both their own contributions and the success of the work together, which fosters shared responsibility and commitment to the process. During the writing process, students have the opportunity to learn from each other, which enriches the learning experience.

SESSION 5

Target group: Secondary education- Year 4

Timing: 50 minutes

Title: Preparation for Travel: Packing Essentials and Communication Practice

Description: Once the students already know about flight regulations, restrictions, baggage dimensions and liquids allowed it is time to pack their suitcase. The first activity of the session consists of a quick brainstorming in pairs through the Mentimeter platform. The teacher will ask them to add all the products they think they should put in their suitcase for the trip. Afterwards, the whole class can take ideas from the items that came up the most in the brainstorming. Then, the students also in pairs will move on to the next activity of the session: an audio recording simulating a possible telephone conversation between classmates while they pack their suitcase together. In this conversation, some of the items discussed in the previous brainstorming session should appear. Students will have time in class to prepare the script they will follow and must record themselves using the computer and upload the audio to a virtual classroom assignment. This activity provides students with the opportunity to become familiar with a more informal register of language and immerses them in linguistic culture by recreating authentic dialogue. It is crucial that the teacher establishes a time limit for the audio, ensuring that all pairs have an equal opportunity to speak during the same period. To do this, the teacher must take into account the abilities and limitations of the students, as well as the level of linguistic competence of the class.

To conclude the session once all pairs have uploaded their assignment to the virtual classroom, students should create a checklist on paper with the ten most essential items they chose in the previous activity.

Interaction is fostered in this session in various ways. Firstly, in the brainstorming by pairs, students must exchange opinions and respect each other's speaking turns. To achieve this, both members of the pair should contribute ideas, ensuring that neither dominates the conversation and that both individuals are heard. Additionally, in the conversation about packing, students must work on their communication and social skills. Firstly, they must decide together on the script they will follow and the contributions each will make, and then record themselves. In this regard, respect is also developed because it may be difficult for a shy student to speak fluently, and the act of making mistakes helps the pair work on tolerance to frustration, patience, and respect. They can also help each other overcome nerves and give advice on how to converse smoothly.

SESSION 6

Target group: Secondary education- Year 4

Timing: 50 minutes

Title: Final Product Development: Creating Leaflets on Trip Preparation

Description: Since the teacher contextualized the entire didactic unit in the first session, the students are already aware of the final product they will need to develop in pairs in this last session: a leaflet reflecting all the steps they have followed to prepare for their school trip. The aim is to assist the students from the previous year, who will have to organize the same trip next year, providing them with a clear and appealing guide on how to raise funds for the trip and how to pack their suitcases. This leaflet should be eye-catching yet informative, easily showcasing all that they have learned throughout the didactic unit. This leaflet must be digitally designed using Canva, a very simple and intuitive platform with which they should already be familiar. Students have the entire session to make this final product and those who do not have time to finish it, can finish it at home. The teacher will show on the digital whiteboard some examples of leaflets on the preparation of a trip so that the students have a guide and some kind of inspiration.

Before starting to design their leaflet in pairs, the whole class will do a little brainstorming about everything they have learned in the unit, and the elements that should appear in all the leaflets. The teacher will write down all the ideas that come up on the board, so that all the pairs can take those ideas and add them to their leaflet. Then, the students could start designing their leaflets.

Interaction is encouraged in this session in a variety of methods. First, students actively participate in brainstorming, creating a supportive and inclusive environment in which all ideas are valued. They should also respect turn-taking by ensuring that all students have the opportunity to share their ideas without interruption. This can be achieved by establishing a speaking order or using techniques such as raising hands. Active listening is also worked on, where students must listen and value the interventions of others. This fosters collaboration and creativity. On the other hand, in the design of the leaflet in pairs, students must discuss and agree on the ideas to be included in their leaflets. Communication skills and social tools to reach agreements are also encouraged.

Conclusions

The arrival of the Key Competences in the European educational systems, as underlined by the CEFR, had as its main objective to change the way of understanding education. The new perspective proposed by Europe aims to promote a comprehensive education through the development of fundamental life skills. In Spain, the new LOMLOE (2022) reflects not only having aligned itself with the European guidelines but also having implemented changes to achieve an innovative, competence-based and enriching education. Of the eight key competences that underpin this Spanish law, competence in linguistic communication is the most relevant in the field of teaching foreign languages. The CEFR already highlighted two important facts: first, that the ultimate goal of learning a language, whether it is the first language or a foreign language, is communication; and second, this effective and respectful communication that occurs between people in different contexts is inconceivable without interaction. Thus, the LOMLOE (2022) decides to add interaction to the already existing four language skills, which are essential for developing communicative competence.

Considering the current approach to foreign language acquisition, the main objective of this didactic unit was to develop interaction among students in order to show them that learning a foreign language is not only useful but also fun and practical, since its goal is to communicate effectively and respectfully in different scenarios. In order to develop interaction in the classroom, this didactic proposal has followed a collaborative learning approach, which consists of making students work in groups or pairs to achieve common goals. This didactic proposal has been based on the preparation of a school trip, a motivating and real topic for students, since it is a scenario that they may encounter in the future. A school trip is not only an experience to attend to cultural diversity but also offers a space conducive to collaborative learning. Although this didactic proposal has been designed to be carried out in the fourth course of compulsory secondary education, as explained through the paper, its sessions and activities are easily adaptable not only to the level or course of the students but also to the different diversity circumstances that may exist in a classroom, whether mobility, linguistic or cultural. All the activities in this didactic unit follow a collaborative learning approach, in which, either in groups or pairs, students must work, interact, communicate and collaborate to achieve common goals.

Furthermore, this didactic proposal not only encourages interaction, but indirectly in all sessions, critical thinking, conflict resolution, social tools, decision making or other linguistic skills such as oral and written comprehension, oral and written expression are worked on. Moreover, this unit has a wide range of activities for students to do new things in each session. Role-playing, poster creation, group discussions, collaborative writing, writing puzzles, brainstorming and comic book making are some of the activities included in this didactic unit. These activities seek to encourage teamwork, the development of communication skills and, above all, to promote interaction among students.

In any case, the present paper demonstrate that collaborative learning is an effective approach fostering interaction among students in the foreign language classroom. This approach allows students to use the language as a vehicle for communication, which is the basis of language acquisition. Thanks to this didactic approach, it has been demonstrated that collaborative learning not only facilitates interaction among students but also makes the learning process an enjoyable, stimulating and enriching experience.

To conclude, we could say that this proposal could be considered innovative, since interaction is a fairly recent term in the field of language learning. Furthermore, it could also be valuable not only for its attempt to use collaborative learning as a means and not as an object of research, but also for focusing on interaction as a goal in the foreign language classroom. However, further research on this topic is advisable in order to search for new tools in this area. An interesting avenue for further research on interaction would be to discover other appropriate and useful methods, techniques or approaches to develop interaction in the classroom. Since it has been shown that communication is inconceivable without interaction, it would be interesting to see the emergence of new means capable of fostering interaction among learners in the foreign language classroom. In this way, teachers could have a wide variety of strategies to apply in the classroom to promote the development of interaction.

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Appendixes

A. TABLES OF THE DIDACTIC UNIT

GENERAL TABLE FOR THE DIDACTIC PROPOSAL

Stage: ESO Level/Year: 4º Timing: 6 sessions (2 weeks)					
Key Competences			<ul style="list-style-type: none"> - Linguistic communication competence - Digital competence - Multilingual competence - Personal, social, and learning to learn competence - Cultural awareness and expression competence - Citizenship competence 		
Stage objectives			A, B, G, I		
Specific Competences			1, 2 and 3		
Contents			A.4, A.5, A.13, B.1, C.2 Syntactic-discursive structures: 3, 6, 15		
Assessment Criteria			1.1, 2.1, 2.2, 2.4, 3.1, 3.2		
Learning situations					
Fundraising for the school trip			Pack your bags, we are going to London!		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
1. Discovering kiosks 2. Let's defend your product! 3. Which is the star product?	1. Crafting our success 2. Creating our poster 3. Getting to the point	1. Commercial dialogues 2. Creating our comic 3. Recap of what we have learned	1. Formal Email 2. Team writing 3. Closure	1. On the way to London 2. Let's record ourselves 3. Luggage checklist	1. Let's wrap up 2. Crafting a travel leaflet 3. Finishing touches

Cross-cutting Themes

In this didactic unit, the crosscutting themes are specified in each session within the session tables below. In this teaching proposal, students work on digital competence as they have to use digital tools, resources, or supports, such as virtual platforms, in a safe and critical manner to construct new knowledge. Additionally, mutual respect and cooperation among peers are encouraged since all sessions follow a collaborative learning approach where students must interact, cooperate, and communicate to reach a common goal.

SESSION TABLES

SESSION 1			
Specific Competences 1 2 3	Achievement Indicators		
Subject Content B.1 C.2 Syntactic-discursive structure: 3, 15	<p>1.1.1. The student understands correctly the interventions staged by the teacher.</p> <p>2.1.1. The student provides at least three arguments in favour of their product and argues reasonably their classmates' opinions.</p> <p>3.1.1. The student participates and collaborates actively, showing initiative, empathy and respect in the activity.</p> <p>3.2.1. The student provides arguments, seeks and offers clarifications respectfully, considering turn-taking.</p>		
Cross-cutting contents - Mutual respect and cooperation among equals.			
Activities/Tasks	Specific Competences	Contents	Achievement Indicators
Discovering kiosks	1	C.2	1.1.1
Let's defend your product	2 3	B.1 C.2 Syntactic-discursive structure: 3, 15	2.1.1 3.1.1 3.2.1
Which is the star product?	1	C.2	1.1.1

SESSION 2			
Specific Competences	Achievement Indicators		
1	1.1.1. The student understands correctly the interventions staged by the teacher.		
2	2.1.2. The student orally shares at least one idea about why promotional posters also involve communication, using clear, and coherent language.		
3	2.2.1. The student incorporates the teacher's proposed requirements in the activity, adapting it to the communicative context.		
Subject Content	3.1.2. The student effectively collaborates actively with his partner showing initiative, empathy, and respect for their partner's ideas.		
A.4, A.13 C.2			
Syntactic-discursive structure: 15			
Cross-cutting contents			
- Digital competence			
- Mutual respect and cooperation among equals.			
Activities/Tasks	Specific Competences	Contents	Achievement Indicators
Crafting our success	1	A.4 C.2	1.1.1
Creating and designing our poster	1 2 3	A.4 A.13 C.2 Syntactic-discursive structure: 15	1.1.1 2.2.1 3.1.2
Getting to the point	2	C.2 Syntactic-discursive structures: 15	2.1.2

SESSION 3			
Specific Competences	Achievement Indicators		
1	1.1.1. The student understands correctly the interventions staged by the teacher.		
2	1.1.2. The student identifies at least three expressions said for both the buyer and the seller that are relevant to the communicative situation.		
3			
Subject Content			
A.4	2.2.2. The student designs a comic that includes four vignettes containing representative expressions of a seller and a buyer in a kiosk.		
A.5			
A.13	3.1.2. The student effectively collaborates actively with his partner showing initiative, empathy, and respect for their partner's ideas.		
Syntactic-discursive structure: 6			
Cross-cutting contents			
- Digital competence			
- Mutual respect and cooperation among equals.			
Activities/Tasks	Specific Competences	Contents	Achievement Indicators
Commercial dialogues	1	A.4	1.1.2
Creating our comic	2	A.4	2.2.2 3.1.2
	3	A.5	
		A.13	
		Syntactic-discursive structure: 6	
Recap of what we have learned	1	A.4	1.1.1

SESSION 4			
Specific Competences	Achievement Indicators		
1	1.1.1. The student understands correctly the interventions staged by the teacher.		
2	1.1.3. The student extracts the overall meaning and main ideas of their assigned excerpt from the formal email.		
3			
Subject Content	Achievement Indicators		
A.4	2.1.3. The student effectively communicates the information from their fragment to their peers in a clear and well-organized manner.		
B.1	2.2.3. The student writes a sentence ensuring its clarity, coherence, correctness and adequacy to the communicative context.		
Syntactic-discursive structure: 6	3.1.2. The student effectively collaborates actively with his partner showing initiative, empathy, and respect for their partner's ideas.		
Cross-cutting contents			
- Mutual respect and cooperation among equals.			
Activities/Tasks	Specific Competences	Contents	Achievement Indicators
Formal email jigsaw	1	A.4	1.1.1 1.1.3 2.1.3 3.1.2
Team writing	2	A.4 B.1 Syntactic-discursive structure: 6	2.2.3 3.1.2
Closure	1	A.4	1.1.1

SESSION 5			
Specific Competences 2 3	Achievement Indicators 2.1.4. The student records an audio in pairs simulating a phone call getting ready for the trip including vocabulary and expressions about packing the luggage.		
Subject Content B.1 C.2 Syntactic-discursive structure: 6, 15	2.2.4. The student designs a checklist including ten products they will need to pack for the trip. 2.4.1. The student provides at least one coherent idea related to the subject raised by the teacher. 3.1.1. The student participates and collaborates actively, showing initiative, empathy and respect in the activity.		
Cross-cutting contents - Digital competence - Mutual respect and cooperation among equals.			
Activities/Tasks	Specific Competences	Contents	Achievement Indicators
On the way to London	2	C.2	2.4.1
Let's record ourselves	2 3	B.1 C.2 Syntactic-discursive structure: 6, 15	2.1.4 3.1.1
Luggage checklist	2	C.2	2.2.4

SESSION 6			
Specific Competences	Achievement Indicators		
1	1.1.1. The student understands correctly the interventions staged by the teacher.		
2	2.2.1. The student incorporates the teacher's proposed requirements in the activity, adapting it to the communicative context.		
3	2.2.5. The student creates a preliminary outline including the organization of the leaflet.		
Subject Content	2.2.6. The student follows a clear and coherent structure including title, body and closing.		
A.4	2.2.7. The student includes images, icons or other visual elements to make the leaflet eye catching.		
C.2	2.4.1. The student provides at least one coherent idea related to the subject raised by the teacher.		
Syntactic-discursive structure: 15	3.1.1. The student participates and collaborates actively, showing initiative, empathy and respect in the activity.		
	3.1.2. The student effectively collaborates actively with his partner showing initiative, empathy, and respect for their partner's ideas.		
Cross-cutting contents			
- Digital competence			
- Mutual respect and cooperation among equals.			
Activities/Tasks	Specific Competences	Contents	Achievement Indicators
Let's wrap up	1	A.4	1.1.1
	2	C.2	2.4.1
Crafting a travel leaflet	2	C.2	2.2.1
	3	Syntactic-discursive structure: 15	2.2.5
			3.1.1
			3.1.4
Closure	1	A.4	1.1.1

ACTIVITIES TABLES

Session number 1 Activity number 1		
Title: Discovering Kiosk	Type: Introductory activity	Timing: 10 min.
Classroom Management: The students are seated in pairs.	Resources: Flashcards	
<p>Description:</p> <p>The teacher will begin by greeting the students and welcoming them. She will then proceed to give an explanation of the unit the students are beginning in order to contextualize both the learning situations and the final product to be delivered on the last day. In this way, the students will have all the information from the first day. Also, the teacher will show them a calendar to clarify which days they will have which sessions and what they will work on in each session. In the same way, the teacher will tell the students what kind of evaluation there will be and what will be the methods to evaluate them.</p> <p>Then, the teacher will contextualize the products that can be sold in a kiosk and will show a series of flashcards with the most typical products that can be found in a school kiosk. The teacher will try to get all students to brainstorm and comment on the proposed topic.</p> <p>Finally, some personal questions will be asked so that the students can give their opinion and have their first contact with the vocabulary of kiosks.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 1
Activity number 2

Title: Let's defend your product	Type: Reinforcement activity + opinion exchange activity	Timing: 35 min.
<p>Classroom Management:</p> <p>The students are divided into five teams of five people. The teams are placed around the classroom as far apart as possible.</p>		<p>Resources:</p> <p>Flashcards</p>
<p>Description:</p> <p>For this activity the teacher should make 5 groups. To do this, she will go around the tables of students assigning a number to each one from one to five. Then, she will ask them to group themselves in different corners of the class according to the number they have been assigned. Then, she will hand out a flashcard to each group representing a particular product that can be sold at a kiosk (magazines, books, jellybeans, soft drinks).</p> <p>The teacher will ask the groups to assign themselves five different roles. One person will be the coordinator, another the secretary, another the spokesperson, another the controller, and finally, the helper. The teacher will explain that the activity is a debate in which each group must justify and argue why the product they have been assigned should be the one sold at the school kiosk.</p> <p>Finally, the teacher will hold a vote in class for the students to decide which group has been the best in the debate.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 1
Activity number 3

Title: Which is the star product?	Type: Closing activity	Timing: 5 min.
Classroom Management: The students are divided into five teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: No resources are needed for this activity.
Description: <p>For this final activity the teacher will ask all the groups to give their opinion on which group they think deserves to be the winning team of the debate. The teacher should make a positive reinforcement commenting on all those aspects where the groups have done well to reinforce their self-esteem and self-concept.</p> <p>Finally, the teacher will be interested to know what the students thought of this first session and will give them the opportunity to ask questions or clarify any doubts that may have arisen during the session, be it about vocabulary, grammar or any other aspect of the language.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 2
Activity number 1

Title: Crafting our success	Type: Introductory activity	Timing: 10 min.
Classroom Management: The students are seated individually.		Resources: Three promotional posters.
<p>Description:</p> <p>The teacher will begin with a brief review of what was done in the previous session. She will then project on the board several examples of promotional posters and ask the students some questions about them. The intention should be to conclude that promotional posters also have a communicative intention. Later, the teacher will ask about the elements that all promotional posters have in common in order to highlight certain aspects that the students will have to take into account in the following activity.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 2
Activity number 2

Title: Creating our poster	Type: Reinforcement + poster activity	Timing: 35 min.
Classroom Management: The students are seated individually.	Resources: Laptops.	
Description: <p>In this activity the teacher will let the students get into pairs. She will then ask them to open Canva to design their own poster. The aim of this activity is for students to unleash their imagination and design an online poster including aspects such as a slogan, a date and time and the products they sell. The teacher will stop by the tables to offer help if any students need it.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 2
Activity number 3

Title: Getting to the point

Type: Closing activity

Timing: 5 min.

Classroom Management:

The students are seated in pairs.

Resources:

No resources are needed for this activity.

Description:

To end this session, the teacher will project the promotional posters that all the pairs have made so that the students can see the work of other classmates and evaluate it. Afterwards, there will be a short wrap-up session where the teacher will ask for ideas of what the students have learned during the class.

(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).

Session number 3 Activity number 1		
Title: Commercial dialogues	Type: Introductory activity	Timing: 10 min.
Classroom Management: The students are seated individually.		Resources: A commercial dialogue.
Description: <p>The teacher will start the session by greeting her students with a good morning. Next, she will briefly recap what was covered in the previous session, so the students can situate themselves and know what will also be covered during the current session.</p> <p>Later, the teacher will begin by asking them about their experiences at kiosks or stores to generate a small, respectful debate in the classroom.</p> <p>Then, she will hand out a sheet of paper to each student where they will see a typical conversation between a customer and a seller, with the most common phrases in this communicative context. The students should underline in red the typical phrases said by the kiosk worker and in green the typical phrases said by the customer.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 3
Activity number 2

Title: Creating our comic	Type: Reinforcement + comic creation activity	Timing: 35 min.
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Classroom Management:

The students are seated in pairs.

Resources:

Pieces of papers and laptops.

Description:

For the next activity, the teacher will pair up the students. Depending on the type of class, either the students will choose their own partners, or the teacher will create the pairs.

Next, the teacher will explain the objective of the activity. The students will need to create and design a four-panel comic about a possible conversation at a kiosk. Each pair will need to decide if they prefer to create the comic virtually using Canva or other applications, or if they prefer to make the comic manually using a blank sheet of paper. They must include at least four of the typical phrases they underlined in the previous activity. To assist with this, the teacher will move around the room offering help. The pairs should interact and communicate to agree on the content so that the comic is to both students' liking.

(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).

Session number 3
Activity number 3

Title: Recap of what we have learned	Type: Closing activity	Timing: 5 min.
Classroom Management: The students are seated individually.	Resources: No resources are needed for this activity.	

Description:

For this closing activity, the teacher will ask the students to share their comics with their classmates, so everyone can enjoy each other's work. Students will be encouraged to give constructive and positive feedback to foster a good classroom atmosphere and strengthen bonds between classmates.

Next, there will be a short assembly where each student must share at least one thing they learned during the session. The teacher will take this time for self-reflection to gauge if the students have learned and enjoyed the activities of the session.

Finally, the teacher will briefly outline what the students will be doing the next day and remind them if they need to bring anything important.

(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).

Session number 4 Activity number 1		
Title: Formal email	Type: Introductory activity	Timing: 15 min.
Classroom Management: First, students are grouped into 4 teams in different parts of the classroom.	Resources: Sentences belonging to the different parts of a formal email	
Description: To start the session, the teacher will greet her students with a good morning and provide a brief contextualization of what they will be doing that day. Afterwards, the teacher will form groups of four students to carry out the next activity. She will then ask questions about their past flight experiences to ensure that the students begin to use vocabulary related to luggage, baggage, and travel in general. The teacher will present a hypothetical situation to her students by asking what they would do if they needed to know flight regulations, such as luggage restrictions, baggage dimensions, allowed liquids, and so on, and the airline's website they are traveling with is not working. The conclusion reached is that they should send a formal email to the company to resolve all these doubts about their flight. For this introductory activity the main objective is for students to learn the structure of a formal email and its different parts, such as the welcome, the introduction, the body, the questions and the closing. To do this, the teacher will divide the students into small groups of 4. Each group is given a set of unordered cards containing the different parts of a formal email. Each card should have the text corresponding to a specific part of the email (some sentences will be from the greeting, others from the closing, etc). The groups should work together to arrange the cards correctly, forming a complete formal email (In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).		

Session number 4
Activity number 2

Title: Team writing	Type: Reinforcement + collaborative writing activity	Timing: 25 min.
Classroom Management: The students are seated individually.	Resources: A piece of paper	
Description: <p>For this activity, the students will be seated individually at their desks. The teacher will begin by explaining what this next activity is about. Using what they learned in the previous activity, the students will write a collaborative email together. To do this, the teacher will give a blank sheet of paper to the first student in each row. This student should write an introductory sentence, and the others will continue, adding to the formal email logically and coherently while respecting the structure they learned in the previous activity.</p> <p>In this way, the students will work collaboratively and as a team, adding logical and coherent sentences to what has already been written to achieve a common goal.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 4
Activity number 3

Title: Closure	Type: Closing activity	Timing: 10 min.
Classroom Management: The students are seated individually.	Resources: No resources are needed for this activity.	
Description: <p>For this final activity (if time permits), the teacher will briefly recap and ensure that the students share their experiences from today's class to understand if the activities conducted were useful and enjoyable.</p> <p>Each student will be able to share some aspects they liked about the day and what they learned from the activities. Finally, the teacher will say goodbye to the students.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 5
Activity number 1

Title: On the way to London	Type: Introductory activity	Timing: 10 min.
Classroom Management: The students are seated individually.	Resources: Digital whiteboard.	
<p>Description:</p> <p>To start the session, the teacher will greet her students with a good morning and provide a brief contextualization of what they will be doing that day.</p> <p>Afterwards, the teacher will show the students a hypothetical response to another formal email about the airline they will be traveling with, answering all their questions. This way, the students will no longer have any doubts about the flight conditions for their final school trip.</p> <p>Next, the teacher will open the Mentimeter application on the digital whiteboard and ask the students to individually scan the code. For this activity, the students will have to include words that are items they would pack in their suitcase for their trip. The teacher will give them five minutes to do so.</p> <p>The students can talk to each other to help and give ideas.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 5
Activity number 2

Title: Let´s record ourselves	Type: Reinforcement + role-play activity	Timing: 35 min.
Classroom Management: The students are seated in pairs.	Resources: Digital whiteboard and laptops.	
<p>Description:</p> <p>For this activity, the teacher will pair up the students (either randomly or intentionally). Then she will proceed to explain the activity.</p> <p>The students must create a script for a possible phone conversation between friends when preparing their luggage for the final trip. The goal is to make the conversation as realistic as possible.</p> <p>The teacher will ask the students to include at least five items that were brainstormed earlier in that conversation. After preparing the script, the students should record themselves with the computer performing that simulation and upload it to a virtual classroom submission.</p> <p>The teacher will move around the room to ensure that everyone understands what they should do and that participation in the role-play is equitable within the pairs.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 5
Activity number 3

Title: Luggage checklist	Type: Closing activity	Timing: 5 min.
Classroom Management: The students are seated individually.	Resources: Pieces of paper	
Description: <p>This closing activity involves creating a checklist with the items mentioned by each pair in their role-play. While the task is individual, the teacher will explain it to clarify any doubts that may arise.</p> <p>Students have the opportunity to decide whether they want to create their checklist online using an application or if they prefer to do it on paper with a sheet. This way, they will have the chance to unleash their creativity and decorate their checklist if they wish.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 6 Activity number 1		
Title: Let´s wrap up	Type: Introductory activity	Timing: 5 min.
Classroom Management: The students are seated individually.	Resources: Digital whiteboard.	
Description: <p>The teacher will welcome her students and provide context for the last session.</p> <p>Your trip preparation is almost coming to an end and our suitcases are packed, so what we are going to do now is gather all the information we have been working with in these last sessions into a leaflet.</p> <p>The main objective of preparing this leaflet is to help the third-grade classmates who will be making the same trip next year. This way, they will have all the necessary information to prepare for their trip. Now, the teacher will proceed to ask if any of the students have ever seen a leaflet. She will show some examples of what a leaflet about trip preparation looks like.</p> <p>First, the students must think of a title for the leaflet like the one the teacher is showing on the board. Then, they must make sure to include the steps they followed to raise money for the trip, what products they can sell, how they are going to advertise them, and the typical expressions used in a kiosk. Additionally, students must include all the information they need to consider when packing their suitcase, that is, the information they obtained from the email they received from Ryanair, as well as the checklist they created with all the essential items for their trip. They can design it however they want as long as they include this information, but make sure not to forget to add their names at the end.</p> <p>Finally, the teacher will explain the criteria that will be taken into account to evaluate their leaflet as well as other important factors for their assessment.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 6
Activity number 2

Title: Crafting a travel leaflet	Type: Reinforcement + leaflet activity	Timing: 30 min.
Classroom Management: The students are seated in pairs.	Resources: Laptops.	
<p>Description:</p> <p>This part of the session will be dedicated to having the students work in pairs on their final task. This way, we will avoid overloading the students with homework. Not only that, but they will also be able to complete their final product with the help of the teacher, who will be in the classroom walking around the tables to offer assistance.</p> <p>The students will be working throughout the entire session.</p> <p>(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).</p>		

Session number 6
Activity number 3

Title: Finishing touches

Type: Closing activity

Timing: 15 min.

Classroom Management:

The students are seated in pairs.

Resources:

Laptops.

Description:

This final activity will be dedicated to final touches, where students will need to complete their final product. The teacher will provide the opportunity for those pairs who couldn't finish their product in the classroom to do so at home.

Additionally, the teacher will explain in detail to which virtual classroom submission the leaflet should be uploaded, ensuring that all students have understood.

To foster participation and peer learning, the teacher will also provide a co-evaluation rubric. This rubric will streamline the evaluation process and allow students to focus on specific aspects when assessing their peers.

(In the event that a student has a language, hearing or visual impairment, developmental or curricular delay or any other special needs, the teacher will approach the student to offer additional assistance or repeat explanations as needed to ensure an inclusive and equitable educational experience).

B. MATERIALS

- Session 1

Activity 1: With these flashcards, the teacher introduces vocabulary related to items typically found at a kiosk, fostering a collaborative exchange of ideas.



Activity 2: These flashcards are used for the debate, where each group must defend the item depicted on the flashcard they received.



- Session 2

Activity 1: The teacher displays these three promotional posters on the digital screen to provide students with a reference, enabling them to create their own posters.



DATE: 8 FEBRUARY
TIME: 18:00-22:00

COSTUME PARTY

- Costume contest
- Delicious treats
- Interactive games
- Photo Booth Extravaganza
- Good vibes only!

"IGNITE YOUR IMAGINATION, EMBRACE THE FUN! THE COSTUME PARTY TO REMEMBER."

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CINES VALLSUR

OPENING OF THE 3D ROOM

DATE
23
OCTOBER

TIME
20:00

FILM
WONKA


Unveiling 3D Wonders: Your Cinematic Escape Begins Here!

Made by: María González Campos




- Session 3

Activity 1: In this dialogue between a customer and a kiosk vendor, students must highlight the most common expressions used by the seller and the buyer in different colours.



KIOSK DIALOGUE

PETER Hey there! What can I help you with today?

Hey! I'm just looking for some snacks. What do you have? GEORGE

PETER Cool! We've got a bit of everything - chips, candy, drinks, chocolate bars. What do you want?

I'm not sure, maybe a bottle of water and some chips. What flavors do you recommend? GEORGE

PETER Nice choice! Our BBQ chips are always a hit, and here is your water. Do you need anything else?

Yes, please. I want a strawberry gum. GEORGE

PETER It's a bargain at just \$5.50. Cash or card?

Card, please. GEORGE

PETER Awesome! Swipe or insert, and you're good to go. By the way, we're running a promo today - buy two snacks, and you get a third one half-off. Want to add something else to your order?

Oh, cool! Let me grab a chocolate bar then. G E O R G E

P E T E R Sweet choice! That's an extra \$1.50 with the promo. Are you still paying with card?

Absolutely. G E O R G E

P E T E R Great! Here's your total receipt. And your snacks are right here. Do you need a bag for goodies?

Nah, I'll carry them. Thanks! G E O R G E

P E T E R No problem! Enjoy your snacks and have an awesome day!

Thanks. You too! G E O R G E

- Session 4

Activity 1: These sentences belong to different parts of a formal email. In small groups, students should place each sentence in the corresponding part of the email (greeting, body, questions, farewell.)

GREETING

- Dear [Airline Company] Customer Service Team,
- Dear Sir or Madam,
- To Whom It May Concern,
- Dear [Airline Company] Support Team,
- Dear Customer Relations Team at [Airline Company],
- Dear Reservations Department,
- Dear [Airline Company] Representatives,

QUESTIONS

- What are the dimensions and weight limits for checked baggage on my flight?
- Could you please provide me with the specific dimensions and weight restrictions for checked luggage on my upcoming flight?
- I would like to know the size and weight limitations for checked baggage for my upcoming journey.

BODY

- I am writing to seek clarification regarding the current air travel restrictions applicable to my upcoming flight.
- As I prepare for my upcoming journey, I would appreciate detailed information on the air travel restrictions currently in place.
- I am reaching out to inquire about the regulations and guidelines regarding air travel for my upcoming flight.

FAREWELL

- Thank you for your prompt attention to these inquiries. I look forward to your response.
- Your assistance in this matter would be greatly appreciated.
- I appreciate your help with these questions
- Best regards,
- Sincerely,
- Kind regards,

- Session 6

Activity 1: These are examples of leaflets showing the steps for a school trip. With them, students have inspiration to make their final product.



TIPS FOR PREPARING A TRIP



PACK YOUR SUITCASE!

It's crucial to know what to bring as some items may not be allowed. Being aware of restrictions helps you prepare appropriately for an easy journey.

How?

1. Write an email to your airline company
2. Make a checklist with everything you need

WRITE AN EMAIL TO YOUR COMPANY

- Write in a formal register
- Use the appropriate structure: formal greeting, introduction, main body, final paragraph, and a farewell

Do not forget asking about:

1. suitcase's weight and dimensions
2. liquid products
3. not-allowed products



MAKE A CHECKLIST






Checklists help ensure that you don't forget essential items and tasks.

Discuss with a colleague about what you are going to pack.



C. RUBRICS

Mood Tracker for coevaluation.

	PEER EVALUATION				
Student 1: Student 2:					
<i>Please evaluate each pair in the class by selecting the emoji that best represents their performance in each listed area.</i>					
					
They have worked respectfully, collaboratively, and considering the opinion of both.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They have carried out the leaflet with a good predisposition actively, contributing ideas, and with enthusiasm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pair offer and provide help to other classmates during the leaflet design process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization of the information is coherent and well-structured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leaflet design is attractive, original, and contains visual elements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are no grammatical or spelling errors in the leaflet text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The required elements of trip preparation are included in the leaflet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pair completed the leaflet within the established project deadline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Checklist for participation

CHECKLIST FOR PARTICIPATION

Student's name:

Assessment criteria

- The student is present during the session.
- The student actively participates in class discussions.
- The student demonstrates a positive attitude towards learning.
- The student effectively collaborates with peers in group activities.
- The student shows interest in the topic and asks questions.
- The student assists their classmates when needed.
- The student presents their work clearly and organized.
- The student appropriately uses English during class activities.
- The student displays a positive disposition towards challenges.
- The student respects the opinion of others.

Evaluation rubric for process assessment

	EXCELLENT 4	HIGH 3	SUFFICIENT 2	INADEQUATE 1
1.1.1. The student demonstrates a clear understanding of the teacher's instructions.	The student demonstrates a clear understanding of the teacher's instructions.	The student frequently demonstrates a clear understanding of the teacher's instructions.	The student demonstrates a vague understanding of the teacher's instructions.	The student doesn't understand the teacher's instructions at all.
2.2.5. The student develops a preliminary outline including the organization of the leaflet.	The student develops a complete and perfect preliminary outline including the organization of the leaflet and the key points.	The student develops a preliminary outline including the organization of the leaflet and the key points making some mistakes.	The student develops an incomplete preliminary outline missing the organization of the leaflet or key points.	The student doesn't develop a preliminary outline of the leaflet.
3.1.1. The student participates and collaborates actively, showing initiative, empathy and respect in the activity.	The student consistently demonstrates active participation, empathy and respect throughout the activity.	The student generally participates well, with occasional initiative, empathy, and respect.	The student participates adequately, but there's room for improvement in showing initiative, empathy, and respect.	The student's participation is consistently lacking, with little to no initiative, empathy, or respect shown.
3.2.1. The student provides arguments, seeks and offers clarifications respectfully, considering turn-taking.	The student provides many arguments, consistently seeks and offers clarifications respectfully, considering turn-taking.	The student provides plenty arguments, usually seeks and offers clarifications respectfully, considering turn-taking.	The student provides few arguments, rarely seeks and offers clarifications respectfully, without considering turn-taking.	The student doesn't provide arguments, ask for clarification, or consider turn-taking.

Evaluation rubric for final product assessment

	EXCELLENT 4	HIGH 3	SUFFICIENT 2	INADEQUATE 1
2.2.1. The student incorporates the teacher's proposed requirements in the leaflet, adapting it to the communicative context.	The student includes seven or six requirements proposed by the teacher in the leaflet.	The student includes five or four requirements proposed by the teacher in the leaflet.	The student includes three or two requirements proposed by the teacher in the leaflet.	The student includes one or none of the requirements proposed by the teacher in the leaflet.
2.2.6. The student follows a clear and coherent structure including title, body and closing.	The student follows a clear and coherent structure including title, main body and closing.	The student follows a clear and coherent structure including title or closing and main body.	The student follows a clear but incoherent structure including only the main body.	The student follows an unclear and incoherent structure forgetting to include the main body.
2.2.7. The student includes images, icons or other visual elements to make the leaflet eye catching.	The student includes at least three images, icons or other visual elements to make the leaflet eye-catching.	The student includes at least two images, icons or other visual elements to make the leaflet eye catching.	The student includes at least one image, icon or another visual element to make the leaflet eye catching.	The student doesn't include any images, icons or other visual elements in the leaflet.
2.2.8. The student makes grammar and spelling errors.	The student makes neither grammar nor spelling mistakes in the leaflet.	The student makes one or two grammar or spelling errors in the leaflet.	The student makes three or four grammar or spelling errors in the leaflet.	The student makes five or more grammar or spelling errors in the leaflet.

