Developing Classroom Interactional Competence (CIC): an innovation project to promote group-work and whole class interactional skills in Grade 11 EFL students

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Master's Dissertation

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Abstract

The objective of this master's dissertation is to present an innovation project in order to develop Classroom Interactional Competence (CIC) in Grade 11 EFL students. According to the students' needs and a literature review based on Classroom Interactional Competence (CIC) models, an action plan to promote CIC has been designed. CIC, which is identified as the ability to use interaction as a strategy for mediation and to increase opportunities for learning, has three different scenarios: teacher-student CIC, student-student CIC during autonomous group-work and student-student CIC in activities that include the whole class. A series of activities has been designed with this classification in mind. These activities are focused on improving the interactive construction of discourse —clarification and repetition requests, confirmation and comprehension checks, offers of help, self-repairing, co-construction of utterances— and on achieving interaction equality regarding the number or interventions and the amount of speaking time of each student while interacting in the class context.

Key words: Classroom Interactional Competence (CIC), teacher-student CIC, student-student CIC, opportunities for learning, interactive construction of discourse, interaction equality.

Resum

Aquest treball de màster té com a objectiu presentar un projecte d'innovació per a desenvolupar la Competència Interactiva Escolar (CIE) dintre de l'aula d'anglès de primer de batxillerat. A partir de les necessitats de l'alumnat i d'una anàlisi literària basada en models de la Competència Interactiva Escolar (CIE), s'ha dissenyat un pla d'acció que promou la CIE. La CIE, entesa com l'habilitat d'utilitzar les interaccions com a estratègia de mediació i d'afavoriment de les oportunitats d'aprenentatge, té tres possibles escenaris: la CIE professor-estudiant, la CIE estudiant-estudiant en treball autònom en petit grup i la CIE estudiant-estudiant en activitats de grup-classe. D'acord amb aquesta classificació, s'han dissenyat activitats focalitzades tant a millorar la construcció interactiva del discurs —peticions d'aclariment i de repetició, comprovacions sobre comprensió i verificacions, oferiments d'ajuda, autocorreccions, co-construcció d'expressions— com a assolir una igualtat d'interacció respecte al nombre d'intervencions i la quantitat de temps de discurs de cada alumne a l'hora d'interactuar dintre del context de la classe.

Paraules clau: Competència Interactiva Escolar (CIE) , professor-estudiant CIE, estudiant-estudiant CIE, oportunitats d'aprenentatge, construcció interactiva del discurs, igualtat d'interacció.

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1. Introduction

The objective of this master's dissertation is to improve Classroom Interactional Competence (CIC) in a class of *batxillerat* students (Grade 11) by carrying out an innovation project. The project includes elements to develop students' CIC in three different scenarios: interaction with the teacher, interaction during autonomous group-work and interaction in group-class activities.

Classroom Interactional Competence refers to distinct levels and features of interaction that occur inside the class context. Interaction can take place at several moments and with different interactants and, in all cases, a series of aspects must be considered to promote efficient communication between teachers and students.

This innovation focuses on working on some of these aspects, such as equal engagement and interactive discourse construction. By equal engagement —or equality—, we understand the number of interventions and the amount of talking time of each participant of the conversation. On the other hand, interactive discourse construction emphasizes the type of interventions participants do regarding clarification and repetition requests, comprehension and confirmation checks, offers of help, co-construction of meanings or instances of self-repair, among others. This innovation project includes strategies and methods throughout tasks and activities with the aim of encouraging students' equal participation and the use of interactional utterances during classroom interaction.

The subject of the innovation is relevant for both teachers and students. Classroom Interactional Competence is necessary when studying a foreign language in order to achieve better results, but classroom interaction *per se* can be applied to diverse contexts and situations, not only the ones which involve a second language. For that reason, the strategies used to work on CIC can help students develop communication skills, not just for their academic purposes, but for their daily life.

In contrast, the innovation of this master's dissertation is an attempt to benefit the teaching community —particularly foreign language teachers— in terms of engaging students in real communication contexts. By using CIC techniques, teachers can identify specific difficulties or weaknesses of the group-class, and not only the ones related to interaction, but also to other fields. Hence, teachers have the possibility to reshape and adapt any type of tasks in order to promote more opportunities for learning. Furthermore,

as a future teacher, this innovation project has provided me with numerous techniques and methods to improve my teaching skills and to develop professionally.

The innovation has been designed to be implemented in a school of Barcelona located in a working-class neighborhood. As the school offers compulsory and non-compulsory education, the students come from diverse backgrounds and have different learning expectations. In this particular case, the implementation is going to be carried out in Grade 11, which corresponds to college-preparatory and non-compulsory education. The English level of students of this course is varied, and it ranges between a lower-intermediate and an upper-intermediate, with most of them having an average of intermediate level.

The organization of this master's dissertation follows the general structure of an innovation project in education, but without including its implementation, results and final evaluation. The paper starts with a needs analysis that features the context, the observations and gathered information, and the limitations occurred during the creation process due to the state of emergency caused by COVID-19. The section that follows is called rationale and it presents the literature review and the justification of the whole innovation project. The next part includes the action plan, which is divided in different subsections according to the materials for the innovation's implementation. The assessment of the innovation project and the communication plan sections can be found next, followed by the conclusions. Finally, the dissertation finishes with a list of references consulted and the appendixes, which include all the material to be used in the implementation.

2. Needs analysis

2.1. Context

The innovation project of this master's dissertation will be conducted in a high school of a working-class neighborhood of Barcelona. The high school offers compulsory education (Grades 7, 8, 9 and 10) and non-compulsory one (college-preparatory: Grades 11 and 12 [*batxillerat*], vocational training and non-formal training courses).

According to the educational project of the center (PEC, 2017), the high school is presented as a Catalan, public, laic, non-discriminatory and democratic school. Its main objective is to prepare autonomous, critical and responsible students who are ready to

deal with their future lives. The school works on its goals by focusing on cooperation, health, ICT, languages, Catalan culture and professional orientation.

English is the main second language taught in the school and, apart from the classes, it is promoted through Erasmus programs, exchanges abroad and extracurricular activities. The English classes are inclusive and adapted to the variability of students. They promote the use of alternative materials to text activities, such as video projections; and include ICT tasks in order to motivate students and make them work in groups and cooperate among them.

The course in which the innovation project is to be carried out is Grade 11. During the English lessons of Grades 11 and 12, the school decided to divide students into groups according to their level of English. To make this division, students had to take a test[1] at the beginning of the year and, depending on their results, they were classified into one group or another. This strategy resulted in three groups of about 20 students each.

The first group is composed of students with a higher English level, and the second and third groups are mixed groups of students with lower levels. The level of the first group corresponds, approximately, to a B1+; and the students of the second and third groups are more likely to have a B1 or a lower level[2].

2.2. Observations and information collection

During the practicum, only two of the three groups of Grade 11 were observed: the one with a higher level of English and one of the mixed groups. The observations written on the fieldnotes mention statements like:

(1) The two groups seemed united and with no segregation inside the classes.

(2) The working atmosphere seemed appropriate to introduce activities of different types.

However, even though teachers always addressed learners in English and most of them participated and seemed interested in the lesson, students did not always used

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[1] The test that students took was the same one that is used in *"Escoles Oficials d'Idiomes (EOI)"* (Official Language Schools) in order to classify their new students into different levels.
[2] English level references are taken from the Common European Framework of Reference for languages: Learning, teaching, assessment (Council of Europe, 2001).

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English language to communicate in class, especially students of the groups with lower levels.

With these premises in mind, extra information about Grade 11 was compiled through a questionnaire answered by the two English teachers of the classes observed (see Appendix A, pp. 34-35 to consult the whole questionnaire). They were asked to respond to some questions about their impressions on Classroom Interactional Competence in their respective classes. The questionnaire was elaborated with open questions in order not to condition teachers' responses and aiming at receiving personal and particular answers. Consequently, the data gathered in this questionnaire have also been used to reach some conclusions about the need of working on CIC.

As the students of the two classes present different English levels, their use of interaction in class is also different and their requirements need to focus on distinct aspects. While students of the class with a B1+ level feel confident enough to communicate in English with the teacher, students of the other class do not address in English to the teacher due to their insecurities regarding language form. Furthermore, in the class with lower levels, some students do not participate actively during interactional activities such as class discussions, and the teacher has to focus on them to encourage their participation. On the contrary, students from the high-level class show a lack of initiative and tend not to talk in English during group-work; whereas the students with a lower level feel more comfortable speaking English in groups or pairs. Finally, both teachers coincide with two aspects: they encourage CIC development in all their classes as much as they can and there is a difference of participation among students when they do interactional activities.

According to the linguistic project of the school (2009), the methodology employed in the classes should promote oral communication activities; however, because of the classroom ratios, it is not an effortless task. The foregoing data provide confirmatory evidence of this claim because, even though situations to develop CIC are present in both groups, interaction in the class context can be improved.

The *batxillerat* curriculum (*Departament d'Ensenyament*, 2008) also mentions that interactional activities in Grades 11 and 12 are supposed to be treated as a priority — beyond writing and reading—, and construction of meanings is more important than language form in communicative contexts. This statement is supported by the Companion

Volume of the Common European Framework of Reference for Languages (North, Goodier & Piccardo, 2018, p. 163), which refers to one of the main features of spoken language of level B1[3] as "the ability to maintain interaction and get across what you want to, in a range of contexts."

To conclude this section, it is important to mention that, although the information compiled only refers to two of the three groups of Grade 11, the innovation project has been designed to be applied in the three classes. Since the third group represents a group with similar characteristics to one of the groups observed, special considerations have not been taken into account. Thus, once the innovation project is being implemented, if any specific adaptations needed to be considered, modifications would be applied.

2.3. Limitations

This project was designed during a period of exceptional circumstances due to a world pandemic originated by the COVID-19 virus. On March 14th a health emergency was declared, and Spain was put in lockdown. School activity was suspended and so was the practicum. For those reasons, the master's dissertation had to be modified from the beginning and some of the final results might be limited and not entirely accurate.

On the one hand, the project presents some peculiarities that in normal circumstances would not have been considered. The innovation itself was not going to be implemented with real students at the present time. Therefore, data to analyze were not going to be collected either, and a final assessment and discussion about the effectiveness of the project would not be accomplished.

On the other hand, access to literature sources was very limited. Online documents were the only type of resources that could be consulted and, in consequence, the research conducted was not as exhaustive as it could have been in ordinary conditions.

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[3] B1 level has been taken as the average level of reference of Grade 11 students of the school.

3. Rationale

3.1. Literature review

According to Walsh (2011, p. 158) "Classroom Interactional Competence (CIC) is defined as, teachers' and learners' ability to use interaction as a tool for mediating and assisting learning." With his statement, Walsh (2012) meant that interaction is one of the mainstays of teaching and learning; and, therefore, learning and opportunities for learning would be increased if teachers and learners improved their CIC.

Along similar lines, Van Lier (2008) expounds that "Students' active participation in classroom interaction, both between teachers and students and among students working in groups, is essential for learning" (cited in Evnitskaya, 2018, p. 8). This assumption suggests that two types of CIC can be found inside a classroom: teacher-student CIC and student-student CIC. While in teacher-student CIC the main weight of interaction is usually determined by the teacher (Walsh, 2006, cited in Escobar Urmeneta, 2019), in student-student CIC different factors can influence students' interventions.

In this paper, the innovation centers on developing both, teacher-student and student-student CIC. The aim of enhancing teacher-student CIC is based on giving students a more significant role in class and increasing their participation in order to create more opportunities for learning. Regarding student-student CIC, the objective is broadening students' interactional resources through group-work and group-class activities, in which they normally experience less pressure and feel more comfortable.

On the one hand, the available evidence on teacher-student CIC seems to suggest that teachers are responsible for constructing learning opportunities by using specific strategies (Nilufer, 2014; Walsh 2011). According to Walsh (2012), these strategies are divided in three main categories: using learner convergent language, facilitating interactional space and shaping learners' contributions. By using learner convergent language, teachers ensure comprehension, provide linguistic support according to the pedagogical objectives of the moment and promote the co-construction of meaning. Facilitating interactional space results in an increase of students' talking time. Finally, shaping learner's contributions helps students convey their message with better results.

On the subject of the three aforementioned categories, a recent work of Escobar Urmeneta (2019) compiles an extensive list of strategies which teachers can use in order to develop teacher-student CIC. Some examples of those strategies indicate the following:

(1) Using learner convergent language: short explanations, use of pauses to let students process input, paraphrasing often, referring to things that students are familiar with, use of material resources, accepting clarification requests and encouraging them, use of non-verbal resources (body movements, moving around the classroom).

(2) Facilitating interactional space: promoting self-selection (students voluntarily raise their hands), creating an atmosphere of trust (use of *we*, use of names to call students), using a variety of questions (multiple choice, *wh*-questions, *yes/no* questions), increase of waiting time after questions, promoting turns.

(3) Shaping learner's contribution: accepting contributions poorly phrased and reformulating them or asking the class to reformulate them, accepting contributions using verbal or non-verbal resources, scaffolding students, repairing some wrong utterances by reformulating them, use of active forms of feedback, not repairing wrong utterances all time.

On the other hand, student-student CIC can be classified into two different levels: student-student interaction in autonomous group-work, and student-student interaction in a group-class activity. The main theoretical premise behind group-work and CIC is that "Group-work is a critical strategy when it comes to the development of CIC as it facilitates learners' interactional space where they can widen their repertoire of interactional resources" (Escobar Urmeneta & Walsh, 2017, p. 13). However, further considerations must be taken into account. As opposed to thinking that group-work by itself develops CIC, Thornbury's argument runs as follows: "Getting students to work in groups and pairs is not in itself 'communicative' and (..) learners need to be helped and guided if they are to really engage with L2 classroom discourse" (Thornbury, 2008, cited in Walsh, 2011, p. 40).

To approach this concern, Escobar Urmeneta (2019) provides a thorough list of indicators that suggests effectiveness of group-work when working on CIC. The indicators are divided into seven different categories: on-task or off-task, task accomplishment and task self-adaptation, engagement, mutuality, interactive

construction of discourse, face work, and language choice. Some of these categories entail a major degree of complexity for learners, and this dissertation will cover aspects of the two of them which centers on engagement –more specifically on equality—, and interactive construction of discourse.

With regard to equal engagement, equality can be identified when turns and the amount of talk or number of interventions of each participant are distributed quite evenly during the process of interaction. On the other hand, interactive construction of discourse compiles different types of utterances which, by using them, demonstrate learners are involved in the communicative discourse. These utterances can convey different messages, but the more common ones and, therefore, the ones that are object of this innovation are the following: comprehension checks, confirmation checks, clarification requests, repetition requests, instances of self-repair, offers of help, co-constructed utterances with other students, instances of processing information (i.e.: hesitations), and signals of understanding other participants' contributions (Escobar Urmeneta, 2019).

The foregoing indicators of group-work are also applicable to group-class activities. Consequently, the strategies used to develop students' CIC can be the same ones in both scenarios, with the only need of applying slight differences. It is important, then, to consider that group-class exercises might not develop exactly the same as group-work tasks, and as a consequence, teachers should design all activities adapted to each type of interactional situation.

According to Wash (2011, p. 159), "To produce materials and devise tasks that focus on interaction is far more difficult than to devise materials and activities that train individual performance." For that reason, specific tasks that require particular types of interaction need to be considered. Tasks with a definite end-point, goal-oriented tasks and tasks with non-linguistic objectives are considered the optimal tasks to promote interaction. Furthermore, controversial topics or topics which learners can identify with are more engaging when it comes to generating discussion. Similar arguments in favor of Walsh's theories expound: "Task-oriented contexts involve learners interacting with each other and managing the interaction themselves to accomplish a task with no focus on either the personal meanings or the linguistic forms" (Nilufer, 2014, p. 4).

In summary, Classroom Interactional Competence is a whole of teachers and students' interactions. It is the teachers' responsibility to ensure that communication is

not unidirectional, and all the CIC strategies mentioned before are put into effect in order to increase opportunities for learning. Consequently, according to the specific contexts and goals of the moment, a wide variety of different tasks is expected to be employed when developing CIC.

3.2. Justification

According to what we see from the literature about the difficulty to elaborate materials that imply interaction rather than individual performance (Wash, 2011) and the fact that our needs analysis has shown that the requirements of each group of Grade 11 are slightly different, I propose designing an innovative project composed of a wide range of tasks which focus on diverse methods to promote CIC along several scenarios.

The innovation includes collaborative activities that the CEFR (Council of Europe, 2001) identifies as discursive and cooperative strategies which encourage turn-taking, proposals and evaluation of solutions, summarizing a point or mediating in a conflict, among others. Consequently, the tasks proposed are topic-oriented, which requires longer and fuller contributions from students, and their objectives are non-purely linguistic (Walsh, 2011).

Finally, the innovation project presents contents adapted to the *batxillerat* curriculum (*F g r c t v c o gnp ame ht, f2 Q0 8 J ps ú* its activities are connected to the interactional and communicative objectives of Grade 11. In particular, in the communicative dimension section, two of the competencies state that students have to adopt turn-taking strategies appropriately and have to ensure and check comprehension, as well as request and check clarification when conversations present difficulties. These statements provide support for the previously mentioned CIC categories that Escobar Urmeneta (2019) refers to regarding equal engagement and interactive construction of discourse, which are essential to develop Classroom Interactional Competence.

4. Action plan

This section presents an overview and analysis of all parts that compose the action plan of the innovation. The first subsection includes the connections of the project to the Catalan Curriculum, both the curriculum of secondary education and the curriculum of

batxillerat. In the second one, the teaching unit which starts developing CIC is presented. The third subsection is the one with more relevance because it focuses on describing the CIC activities that were designed to work on classroom interaction. The fourth subsection shows the expected outcomes and difficulties. Finally, an explanation of the annual plan and how teaching units are distributed on the school year calendar to continue working on CIC is included.

4.1. Connections to the Catalan Curriculum

The Catalan Curriculum of *Batxillerat* (2008) is divided into a series of objectives to be achieved during Grade 11 and Grade 12. The objectives of the annual plan, the teaching unit and the activities I designed coincide with the ones established by the *F g r c t v c o g p v " .f* herefore, the expected results after applying the project are supposed to be appropriate at the end of the course. For instance, one of the main goals of the innovation is to reflect on different topics through debates, and the objective number six in the curriculum states as follows: "Developing a reflective attitude about language into communication in order to improve their own productions and understand others' productions by showing critical thinking skills[4]" (*Deparv c o g p v " f ɸ Ġ p u g p { c o* 2008, p. 51).

On the other hand, the *batxillerat* curriculum is sometimes considered obsolete and dimensions and competencies are not clearly organized. Nevertheless, as competencies of *batxillerat* in general coincide with the ones of the curriculum of secondary education (2015), the names and numbers utilized in the documents and materials of this innovation to refer competencies are the ones of the curriculum of secondary education. Consequently, when CIC is referred, instead of alluding all specific points which include interaction into the Communicative Dimension of the *batxillerat* curriculum, the nomenclature and definitions of the curriculum of secondary education are utilized: "Competence 3 (C3). Using strategies of oral interaction according to a communicative situation to start, keep and finish the speech" (Escobar Urmeneta, Gilabert & Sarramona, 2015, p. 32-35).

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[4] All translations from the Catalan curriculums included in this section were done by me; they are not official translations.

Finally, the assessment criteria of the *batxillerat* curriculum was equally considered as a guide to assess students. Notwithstanding, in evaluative material such as rubrics, the assessment levels that were taken into account correspond to the three levels of attainment of the curriculum of secondary education.

4.2. Teaching unit

The teaching unit 1 is called *Immigration and refugees*. It presents a controversial topic aiming at involving students in group and class discussions to promote Classroom Interactional Competence. This teaching unit has 12 sessions of one hour each, and it is planned to be carried out over a period of four weeks because students take English lessons three times per week. The following table (Table 1) summarizes the topic, learning objectives, assessment criteria and products of the whole teaching unit.

Table 1: Summary of the teaching unit 1.

Topic	The main points that will be studied are the different types of migrants that can be found, with special focus on forced migrations and refugees. The causes of migrations, such as economy, culture, politics, war or catastrophes will also be taught. Finally, students will study some non-profit organizations that help immigrants and refugees with support and assistance through different social movements.
Learning objectives	By the end of the unit students will be able to:
	1) Have a clear idea about the types of migrants that exist, the reasons for their migrations and how to get involved in social movements.
	2) Reflect on migration topics and express their opinions, both orally and written, with a judgmental and a social vision of the topic.
	3) Identify features and peculiarities of different regions of the world that have high migration rates.
Assessment criteria	By the end of the unit each student will have acquired the objectives if they are able to:
	1) A) Define the characteristics of the different types of migrants.
	B) Enumerate some of the reasons for migrations.
	C) Identify social movements that non-profit organizations promote.
	2) A) Express judgmental and social opinions when a discussion or debate takes place.
	B) Listen to others' opinions and be able to discuss with them.
	C) Capture personal opinions on a writing using the correct linguistic features.
	3) A) Identify regions of the world where migration is significant.

	B) Explain meaningful characteristics of countries with high migration rates.
Products	There will be three main products:
	1) Poster: group-work in which students will work on the characteristics of a country with high migration rates. (Session 4, assessment of writing and focus on plurilingual dimension).
	2) Writing: personal reflection about the topic of immigrants and refugees. (Session 11, assessment of writing dimension).
	3) Final debate about all the concepts worked on throughout the whole unit. (Session 12, assessment of oral dimension [CIC]).

Each session of the unit is divided in three parts: warm-up, main activity and closure (see Fig. 1). Consequently, all sessions follow the same type of structure, but with a special focus on different competencies and objectives (see Appendix B, section 1. pp. 36-39 for a complete outline of teaching unit 1).

Session 2		
Brief overview	**Activities**	**Competencies**
- Working on group-work features. - Identifying countries with high migration rates. - Elaboration of proposals.	- Warm-up: Classification game (classify group-work actions into good or bad actions). - "Controversial world" activity (discussion in groups with the goal of elaborating a proposal of improvement for a country). - Closure: Plenary session (sharing of the proposals and voting to choose the best one).	C3 (CIC), plurilingual competence.

Figure 1: Example of a session of teaching unit 1.

Teacher-student CIC is expected to be worked on in all sessions of the unit by applying specific techniques and strategies. Moreover, an activity called *Agora*, which promotes interaction with the teacher, has also been designed to be carried out at the beginning of each lesson. On the contrary, student-student CIC is specifically developed in sessions 2, 5, 9 and 12, having in session 12 the main CIC assessment of the unit. The activities of these four sessions and the *Agora* activity will be developed in the following subsection.

4.3. CIC activities

Classroom Interactional Competence activities are divided in two main subsections. The first one, which is more concise, focuses on teacher-student CIC and includes different strategies to develop this type of interaction. The second subsection is a detailed overview of tasks to promote interaction while doing group-work or group-class activities in the classroom context. All activities can be implemented and easily adapted to the different levels found in the three groups of Grade 11 of the school.

4.3.1. Teacher-student CIC

In order to promote and encourage teacher-student CIC, teachers have to guide learners and motivate them to participate and contribute in the activities that require communication. Teachers' monologues should not be present all the time in English lessons. Therefore, in order to engage learners in conversations in mostly all activities, teachers have to follow specific practices. Some of these practices —mentioned in the Literature review section (pp. 7-8)— include recasting students' contributions, asking open questions, leaving longer spaces of silence, allowing students' self-selection, providing non-judgmental feedback or reducing teacher's echo.

It is essential for teachers to use the aforementioned strategies every time they present an activity or provide students with new knowledge. Many lessons of the designed teaching unit include moments when teacher-student CIC can be promoted, even though they are not focused on developing this competence in particular. Some examples of those moments are in sessions 3, 6, 8, 10 or 11 (see Appendix B, section 1. pp. 36-39). Thus, for example, in the warm-up activity of session 6 (see Fig. 2), the teacher and the students have to read and comment on some previous reflections that students wrote; or in session 3, the closure activity (see Fig. 3) focuses on agreeing on the characteristics that a group activity, which is going to be assessed in the following class, must include. In both cases, the teacher is expected to address students by using different types of questions, accepting wrong contributions and making other students rephrase them, writing key words on the board to encourage students' interventions or any other strategy to promote CIC.

Apart from that, an activity called *Agora* has been designed to be implemented at the beginning of each lesson. The activity consists of leaving the first five minutes of the lesson to students' free talking —considering certain rules (see Appendix B, section 2.1.

p. 40). The ideal scenario is that each day one or two students explain something while the rest of the class pays attention. This activity is ideal to promote interaction with the teacher without exposing students to any pressure, as they feel they are not being assessed.

Session 6
Activities
- Warm-up: Reading and commenting on some reflections of session 1 (students' expectations). - Watching some short documentaries about non-profit organizations that save lives at sea (*Proactiva Open arms*) or offer asylum and support (*Amnesty International*). - Writing on *post-it* notes the 3 most impressive ideas from the videos (stick the *post-it* notes on the wall). - Closure: Comparing and grouping together the ideas of the *post-it* notes that express the same things.

Figure 2: CIC activity in the warm-up.

Session 3
Activities
- Warm-up: *Kahoot* about the characteristics of the activities from the previous session. - Short videos about the countries of the "Controversial world" activity to expand knowledge (take notes). - Research about one of these countries to start elaborating a poster (group-work). - Closure: Agreeing on the characteristics that the poster must include (as a group-class).

Figure 3: CIC activity in the closure.

4.3.2. Student-student CIC

Session 2, session 5, session 9 and session 12 of the teaching unit 1 are focused on developing Classroom Interactional Competence among students during group-work and group-class interventions. In addition to these four sessions, a final session focused on CIC which would take place at the end of the school year has also been designed to show the changes —if there were any— that students may experience throughout the course.

During group-work activities, students are expected to work in teams of 3 or 4 members (preferably 4), and the groups should be well-balanced regarding English and communicative skills; therefore, it is convenient the teacher creates heterogeneous groups inside the class. Groups can also be different from session to session, in order for students to get to work with everybody.

All sessions that will be presented in the following pages are composed of a description and objectives of the activities, and the student's assessment. A teacher's guide of each session (see Fig. 4), the teacher's instructions of all activities (see Fig. 5), the designed materials and resources (see Appendix B, section 2.2. pp. 41-78), and the

assessment materials (see Appendix B, section 2.3. pp. 79-88) are included in the appendixes.

Session 2 overview		
Steps	*Time*	*Materials*
Step 1: Warm up. Classification game. T divides the class into groups of 3 or 4 and tells SS they will work with the same group during the whole lesson. T tells SS they are going to receive a set of cards with actions and a classification template to do a group activity. It consists of classifying some group work actions in "good", "bad" and "I don't know" categories, depending on their criteria. SS have to discuss in groups to reach an agreement and stick the cards with the actions on the correct section of the template. When SS finish, they share the ideas with the whole class and comment on them.	10'	- Teacher's instructions. - Cards with actions. - Classification template.

Figure 4: Extract of the teacher's guide of session 2 (warm-up activity).

Figure 5: Example of the design of the teacher's instructions ("Plenary session" activity, session 2).

‹   **Session 2**

This session focuses on developing group-work interaction; therefore, students start working in groups from the warm-up and they keep the same groups during the whole lesson. The first activity, called "Classification game", focuses on identifying the main characteristics a group should put into practice to succeed. It is the first group

activity of the innovation project and its objective is to focus on equal engagement and different ways of exchanging ideas.

In the main activity of the lesson, called "Controversial world", students have to elaborate a proposal of improvement for a country and complete a template in groups (see Fig. 6). It is expected that students put into practice the actions worked on in the warm-up activity in order to reach an agreement and communicate their suggestions to the other members of their group.

Figure 6: Template that students have to complete in the "Controversial world" activity.

In the closure activity, students have to share their proposals in front of the class, like in a "Plenary session", and after a brief classroom discussion, everybody votes for their favorite proposal. The objective here is to observe if students were well-coordinated during the group-work by analyzing the strategies they use in their presentation, such as if all members talk during the same amount of time or if all members discuss with the rest of the class about the feedback received.

Regarding assessment, students receive peer feedback in the closure activity because they have to comment on the strong and weak points of the proposals of their classmates after their presentations in front of the class. The teacher completes an assessment check-list form (see Appendix B, section 2.3. p. 79) for each of the groups to provide them with constructive and non-judgmental feedback about their presentations and collects the templates to take a deeper look at the students' group-work.

‹ **Session 5**

In lesson 5, students continue working on CIC through different group-work techniques. Students work with the same groups during the whole lesson, but the groups can differ from the previous class. In the warm-up, the "Jigsaw activity" is used to reflect on specific interactional utterances (see Fig. 7). The utterances of the activity mostly focus on expressing opinions, checking on somebody, requesting, offering help and self-repairing —they correspond to interactive construction of discourse utterances (Escobar Urmeneta, 2019). After working in groups, the expressions are commented with the whole class.

B

- I see your point, but...
- Would you go along with that?
- I'm in two minds about this.
- You are (absolutely) right.
- I don't think so.
- That's a good point.
- What you said means (that)...?
- The way I see it is (that)...
- Am I clear?
- Can you be more specific on that, please?
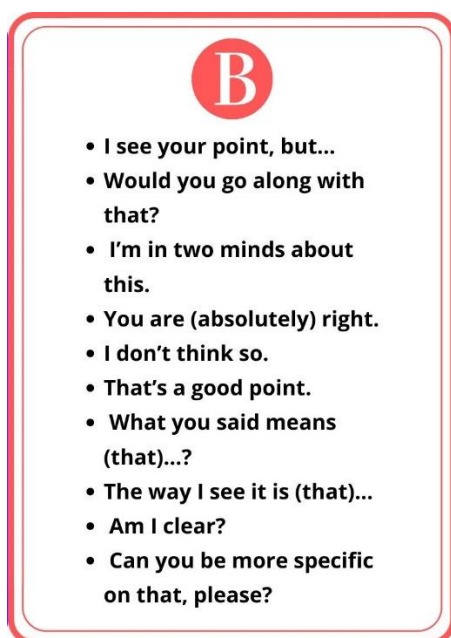
Figure 7: Example of a card with interactional utterances from the "Jigsaw activity".

In the main activity, students play a clue game ("The 'lucky' immigrant") by using the "Pencil in the middle" technique and the utterances of the warm-up activity. This activity ensures equal participation by all members of the group and, as they have the previous expressions as support, it facilitates interaction. The objective of the game is to

complete a template collaboratively by following hints from the game (see Fig. 8 and Fig. 9) and solve the mystery.

Figure 9: Example of a hint card of the "Clue game: The 'lucky' refugee."

Figure 8: Template that students have to complete in the "Clue game: The 'lucky' refugee" by using the "Pencil in the middle" technique.

In the closure, students watch a video[5] linked to the game and write a brief group reflection about it. The objective here is writing a common reflection with which all members agree, so students have to apply all the methods learnt in this session and the previous one to reach an agreement.

The teacher assesses the interactions of each group by wandering around the classroom and providing them with feedback. Moreover, if students solve the game, it means they could communicate properly. The teacher also collects the template of all

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[5] The video was especially recorded for this master's dissertation and the author gave her permission to include it in this paper. To watch the video, click on the link included in the appendixes (Appendix B, section 2.2. p. 61).

students to check if they worked equally and provides feedback about the group reflections of the closure activity.

‹ **Session 9**

In session 9, apart from working on group-work CIC, students start focusing on activities that involve discussions with the whole class. First, they start with a group-work activity called "Rotating-paper" to review the interactional utterances they learnt in lesson 5 and to add new ones they might know. This technique ensures equal participation regarding the number of interventions and the approximate amount of talking time of each student. Students also have to share their group ideas with the whole class and create a collaborative document in *Padlet*.

In the main activity, the whole class plays a game together. The game is called "Who is the refugee?" and its objective is to engage students in a big discussion. The teacher moderates the game following its instructions and promotes active participation through CIC strategies. On the contrary, students have to guess the identities (See Fig. 10) of their classmates and, to do so, they have to interact directly with them. Moreover, to ensure all students participate in the discussion, everybody is required to use a specific number of cards which contain actions related to the interactional utterances previously studied (see Fig. 11).

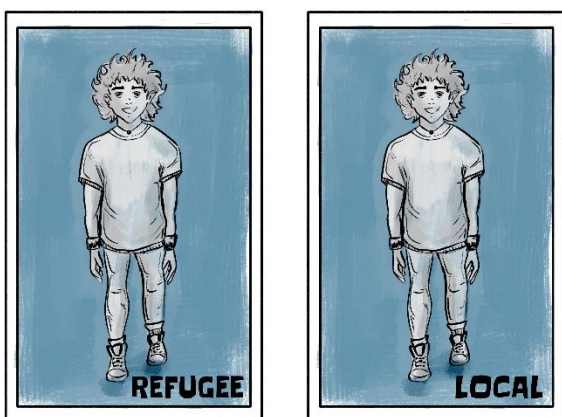*Figure 10:* Identification cards for the "Who is the refugee?" game.

Figure 11: Example of an action card to use in the "Who is the refugee?" game.

Finally, the last activity is a "Participation wheel" in which students have to reflect on the previous activity. They pass a totem one by one and they speak during a certain amount of time in front of everybody. The totem indicates who speaks while the rest of

the class pays attention, and the teacher controls the time to ensure that all students have the same opportunities to express themselves.

This session, as the previous ones, does not have tasks to be qualified. However, this time the teacher plays an important role guiding the class discussion and analyzing individual students' interactions, such as the utterances they use, their number of interventions and their amount of speaking time. To do so, the teacher completes an assessment chart that will also be used to analyze students' progressions in the following debates and discussions of the year (see Appendix B, section 2.3. p. 83).

‹ **Session 12**

In the final session of unit 1, students are expected to use all the CIC strategies studied throughout the whole unit. In the warm-up, they work individually, in pairs and in groups by using the "Technique 1-2-4" in order to summarize the important topics they would like to comment on during the following activity. When all groups have made a decision, they share their ideas with the whole class in order to reach an agreement.

After that, a "Fishbowl debate" takes place. It is a type of debate that promotes organized interventions because only a small number of interactants can participate at a time. In this debate students are expected to prove the knowledge and CIC strategies they acquired during all the sessions of the unit, but they are allowed to use resources from previous lessons such as the *Padlet* with interactional utterances. The teacher moderates the debate and asks questions to students in order to encourage them to participate, and students are asked to participate a minimum number of times, which is determined by some tokens. All these strategies and support are used to help students in their first debate of the school year.

The final session of the unit includes qualification. The teacher assesses and marks the final debate by using a rubric (see extract in Fig. 12 and Appendix B, section 2.3. p. 81 for the whole rubric) and an assessment chart (see Appendix B, section 2.3. p. 83). The chart of this debate can be compared to the chart of the discussion of session 9 in order to observe improvements or changes. Apart from that, the teacher also has to guide the debate and provide constructive feedback to students with the aim to make it more engaging. Finally, students complete a self-assessment form of the unit (see Appendix B, section 2.3. p. 80), which includes a part related to CIC (see Fig. 13).

AE	AN	AS	NA
The student uses the main CIC techniques effectively and all the time (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student uses some of the CIC techniques adequately and most of the time (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student uses some of the CIC techniques correctly at some points (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student does not use any of the CIC techniques at any moment (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).

Figure 12: Extract of the rubric to be used in the "Fishbowl debate" to assess students' CIC abilities.

8. I can express judgmental and social opinions when a discussion or debate takes place.				
9. I can express myself clearly and understand my classmates' contributions during a debate or discussion by using the interactional techniques studied in class.				
10. I can contribute in a debate or discussion during an appropriate amount of time and with an appropriate number of interventions.				
Answer the following question: How do you consider your performance in the Fishbowl debate was? Write at least 3 aspects.				

Figure 13: Extract of the CIC section from the self-assessment form that students have to complete.

‹ **Final CIC session**

In this session of the final unit of the school year, students are expected to apply all CIC strategies studied throughout the course. In the warm-up, the "Pyramid activity" is used in order to summarize all the important aspects of all units. This activity requires self-organization and a higher level of interaction as students have to form exponential groups and gradually agree on their decisions until reaching a final collective decision as a group-class.

After that, a final debate, in which students have to prove the interactional knowledge and CIC strategies they acquired during the whole year, takes place. This time, it is a standard debate and students are not provided with any type of extra support, such as cards or tokens. They also have to moderate themselves and the teacher can only intervene by asking specific questions to introduce new topics into the debate.

This last session includes qualification. The teacher assesses and marks this final debate by using a rubric and an assessment chart (see Appendix B, section 2. 3. pp. 82-83). The assessment charts of all debates carried on throughout the course are also taken

as a reference to analyze students' progression. Moreover, the teacher also has to consider that students are not using any type of support or extra help during this final activity; they only have the guidance and constructive feedback that the teacher provides in order to make the debate more engaging. Finally, as a self-assessment, students complete a reflection form of the course which includes a part focused on CIC (see Fig. 14 and Fig. 15, and Appendix B, section 2. 3. pp. 84-88 for the complete version of the reflection form).

Select the most appropriate answer: In a group/class discussion... *

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I can ask for clarification naturally	○	○	○	○	○
I can check on comprehension naturally	○	○	○	○	○
I can request for repetitions naturally	○	○	○	○	○

Figure 14: Screenshot of an excerpt from a question about student-student CIC (reflection form).

Select all the options you consider your teacher does in the English classes in order to promote interaction:

☐ Asks different types of questions to students (open questions, multiple choice, yes/no questions...).

☐ Uses pauses to give time to process information.

☐ Uses face and body movements while speaking.

☐ Paraphrases his/her own sentences.

☐ Writes key words and phrases on the board.

☐ Engourages students to volunteer by raising their hands (self-selection).

☐ Uses turn techniques to guarantee that everybody participates.

☐ Accepts contributions in Spanish or Catalan and rephrase them in English.

☐ Accepts contributions that are not correct and rephrases them in proper English.

Figure 15: Screenshot of a question about teacher-student CIC (reflection form).

4.4. Expected outcomes and difficulties

The implementation of the activities is expected to improve students' interactional competence in the class context, regarding especially their communicative strategies to intervene in group-work, group-class and teacher's conversations. It is also expected that students learn to self-repair their own contributions and co-construct a final discourse with other interactants, as well as employ the interactive utterances that make an interaction flow naturally. All of that will result in a class context in which students can feel confident and motivated to participate using the English language.

On the contrary, difficulties are also foreseen. Students who feel less confident speaking in English are expected to intervene less in the activities that are more open and discursive (i.e. "Who is the refugee?" activity) than in the ones more closely oriented to a final achievement (i.e. "Clue game: The 'lucky' refugee" activity). In the first case, students have to exchange personal opinions and it requires a more demanding use of CIC strategies by both the students and the teacher. The second activity has an end-point and students know exactly what they are supposed to achieve, so it is less challenging, and the CIC strategies required are less obvious.

Finally, it is also expected that teacher-student CIC requires more effort to improve than student-student CIC, as some students might not feel confident enough to interact with the teacher in front of the whole class.

4.5. Annual plan

The innovation project on CIC has been proposed to last for a whole school year. It is composed of a total of nine teaching units which focus on the topic of social volunteering. Thus, students will be able to explore all competencies of English language —with a special focus on CIC— through themes that can engage their interests and critical thinking and, therefore, facilitate Classroom Interaction in the class context.

Each teaching unit has 12 lessons, except for the introductory and the closure units which only have three. The introductory unit presents the main topic; the teaching units 1 to 7 include a wide variety of TBL activities to work on all competencies; and the closure unit concludes the course with a final debate and a reflection on the studied topics (see Appendix B, section 3. pp. 89-91 for an extensive version of the annual plan).

Classroom Interactional Competence is worked on during the course together with the rest of English competencies in order to create a good learning balance. CIC development takes place particularly in five specific units of the annual plan which are evenly distributed throughout the three terms (see Table 2). Of all those units, only the CIC activities of unit 1 and the closure unit have been developed in this master's dissertation, but the rest of the units are thought to present similar structures with isomorphic tasks regarding CIC.

Table 2: Teaching units with a special focus on CIC.

1st term	2nd term	3rd term
Unit 1	Unit 4	Unit 6
Unit 2		Closure Unit

As it has been previously mentioned, apart from the specific units which focus on developing CIC, it is fundamental to consider that Classroom Interaction is a competence to be worked on in all lessons. Consequently, the teacher is expected to apply the aforementioned CIC strategies and methods in every English lesson in order to engage students in all the occasional conversations that might take place in the class context.

5. Assessment plan

5.1. Data collection

In order to conduct a study to assess and analyze the effectiveness of the innovation project on Classroom Interactional Competence, data will be collected through different methods. By using different data sources, we ensure reliability and the access to a varied range of materials which focus on several aspects of CIC. At the same time, some of the data gathered can also be used to assess students' progress during the innovation. The data taken into consideration for the study will be carefully selected and analyzed according to the teacher-student and student-student CIC characteristics mentioned in the literature review (see pp. 7-10).

The methods to obtain data can be divided in three types: observations of lessons focused on CIC, data provided by students' impressions and data provided by teacher's impressions. The observations of the lessons focused on CIC consist of audio and video

recordings of the students and the teacher's performance in the class context. Student's impressions are compiled through self-evaluation check-list forms, interviews and a KPSI, and teacher's impressions, by completing a journal and self-evaluations.

5.1.1. Observations of lessons focused on CIC

Sessions focused on developing CIC will be recorded in order to analyze the types of interaction occurred in the class, both teacher-student CIC and student-student CIC while doing group-work or group-class activities. All parts of the videos or audios that reflect interesting CIC features will be transcribed using Jeffersonian's transcription notation to be analyzed in detail.

In order to capture teacher-student interaction, a camera will be set at the front of the class, with the aim at videotaping all students. Moreover, the teacher will carry a mobile phone hanging on her/his neck to record a clearer audio note.

During group-work activities, two groups of students will be selected to be video recorded in each session. In addition, to record a better audio of students' conversations, a mobile phone will be also placed on the tables of the groups being recorded. It is important to remember that students can be grouped together differently from session to session (see p. 15 of this dissertation), so it may be difficult —if not impossible— to record the same students in all sessions.

Finally, in the case of group-class activities such as discussions or debates, two cameras will be set in two of the main corners of the class in order to include all students in the frame. The cameras will be as close as possible to the students and the teacher will also carry a mobile phone around to record an extra piece of audio of the activity.

Videos and audios will be carefully organized and recorded following the directions of this subsection. A table with a more systematic information was elaborated to facilitate this data collection process (see Appendix C, section 1.1. p. 92).

5.1.2. Students' data

The data provided by students' impressions will be collected by means of self-evaluation check-list forms, a KPSI and interviews. The self-evaluation check-list forms

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(see Appendix C, section 1.2. p. 93) are the more consistent data to be collected by students because they are designed to be completed after each session based on developing CIC. The form includes questions regarding the type of participation they think they had during the session, individually interacting with the teacher, as a part of a small group or with the whole group-class.

A KPSI about Classroom Interactional Competence will be completed by all students at the beginning of the course, before having had any session focused on CIC (see Appendix C, section 1.3. p. 94). At the end of the course, students will complete the same questions in order to reflect on the competence they have been working on. The answers will be analyzed with the objective to study students' perceptions on their improvements and changes about the subject of study.

Finally, at the end of each term, a group of students —the same one throughout the course— will be interviewed by the teacher (see Appendix C, section 1.4. p. 95). During the interview, the teacher will be taking notes and moderating students' interventions, but apart from that, the interviews will be also recorded in order to analyze students' answers in full detail. The questions of the interview should be the same ones each term, but they can be slightly modified depending on the teacher's criteria.

7 0 3 0 5 0 " V g c e j g t ø u " f c v c

The data collected from the teacher's impressions comes from two sources: a journal and self-assessment forms. The teacher will write a journal to take notes about all sessions focused on promoting CIC. This journal will keep track of all CIC activities carried out, the results obtained, the difficulties that might appear and ways to improve the lessons (see Appendix C, section 1.5. p. 96).

The teacher will also have to analyze his/her own interventions in class in order to self-assess oneself. To do so, a video or audio recording of any CIC session can be studied. While studying the data, the teacher has to complete a self-assessment form (see Appendix C, section 1.6. p. 97) based on the "Self-evaluation of teacher talk (SETT)" method, designed by Walsh and other researchers in 2006. The form includes specific features of teacher talk which refer to CIC strategies (see Fig. 16). The teacher should complete the self-assessment at least three times each term —beginning, middle and

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end— in order to apply interactional improvements to create the maximum number of learning opportunities in the class context.

Feature of teacher talk	Description
A. Scaffolding	1. Reformulation (rephrasing a learner's contribution) 2. Extension (extending a learner's contribution) 3. Modelling (providing an example for learner(s)
B. Direct repair	Correcting an error quickly and directly.
C. Content feedback	Giving feedback to the message rather than the words used.
D. Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
E. Referential questions	Genuine questions to which the teacher does not know the answer.
F. Seeking clarification	1. Teacher asks a student to clarify something the student has said. 2. Student asks teacher to clarify something the teacher has said.
G. Extended learner turn	Learner turn of more than one utterance.
H. Teacher echo	1. Teacher repeats teacher's previous utterance. 2. Teacher repeats a learner's contribution.
I. Teacher interruptions	Interrupting a learner' contribution.
J. Extended teacher turn	Teacher turn of more than one utterance.
K. Turn completion	Completing a learner's contribution for the learner.
L. Display questions	Asking questions to which teacher knows the answer.
M. Form-focused feedback	Giving feedback on the words used, not the message.
N. Confirmation checks	Confirming understanding of a student's or teacher's contribution.

Figure 16: SETT features included in the teacher's self-assessment form (Walsh, 2011, p. 214).

5.2. Analysis

After the data collection, an evaluation of these data will be carried out in order to determine the effectiveness of the project. The indicators that will be utilized belong to the Common European Framework of Reference for Languages (Council of Europe, 2001), and more specifically to its Companion Volume with new descriptors (North et al., 2018).

Classroom Interactional Competence is not included with this designation in the CEFR. Therefore, to cover all CIC features, Interaction and Mediation sections of the CEFR Companion Volume were considered to create a complete chart of indicators to assess the project results, the process of implementation and students' improvements (see Appendix C, section 2, pp. 98-102). The following diagram (see Fig. 17) presents an overview of all these indicators, grouped together according to a similar structure

presented in the published volume, with the peculiarity that only the skills which involved Classroom Interactional Competence were taken into account.
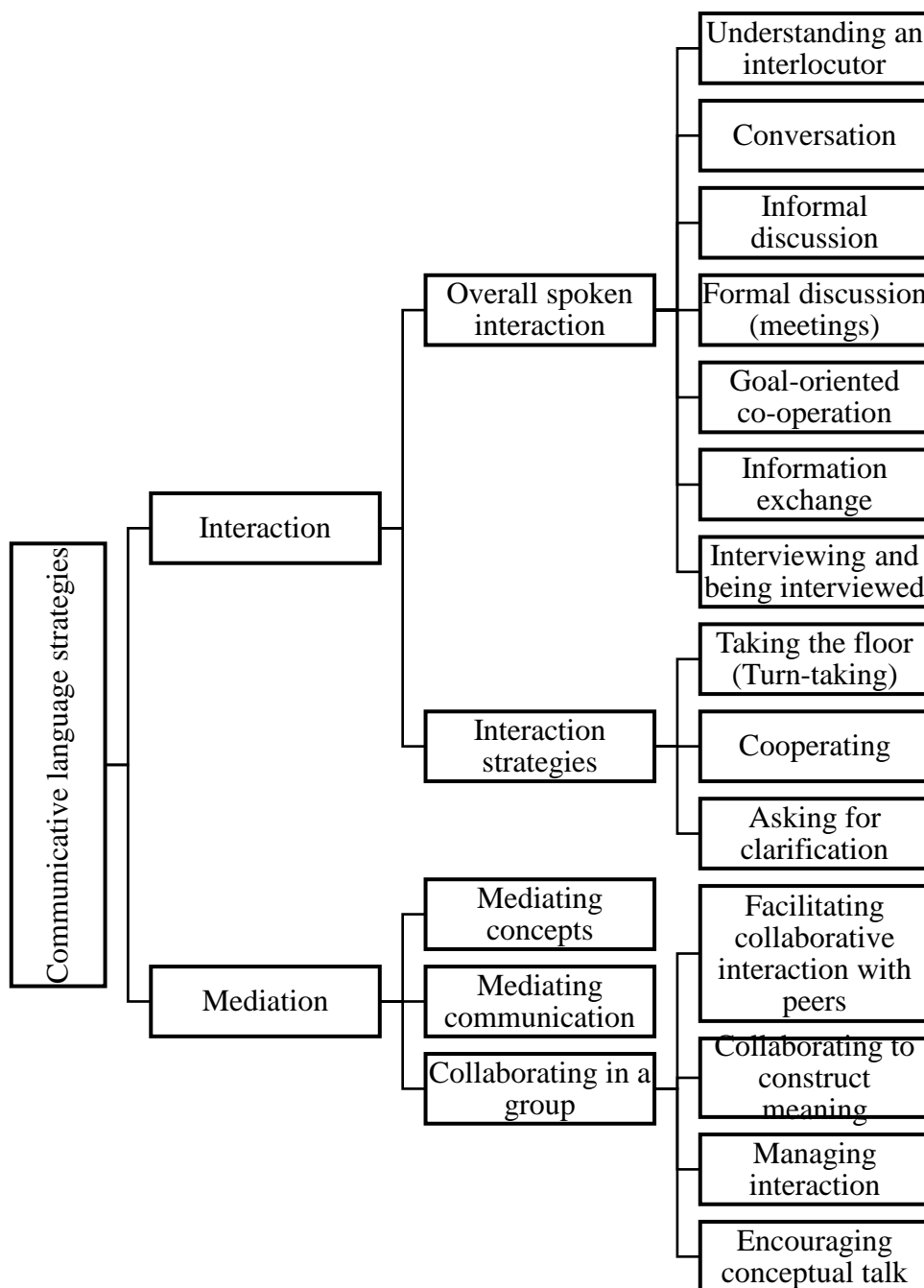
```
Communicative language strategies
├── Interaction
│   ├── Overall spoken interaction
│   │   ├── Understanding an interlocutor
│   │   ├── Conversation
│   │   ├── Informal discussion
│   │   ├── Formal discussion (meetings)
│   │   ├── Goal-oriented co-operation
│   │   ├── Information exchange
│   │   └── Interviewing and being interviewed
│   └── Interaction strategies
│       ├── Taking the floor (Turn-taking)
│       ├── Cooperating
│       └── Asking for clarification
└── Mediation
    ├── Mediating concepts
    ├── Mediating communication
    └── Collaborating in a group
        ├── Facilitating collaborative interaction with peers
        ├── Collaborating to construct meaning
        ├── Managing interaction
        └── Encouraging conceptual talk
```

Figure 17: Diagram of CEFR features used to assess the CIC innovation project (Ortiz, 2020).

The CEFR levels taken as a reference in the aforementioned chart are B1+ and B1. B1 level is the level that most students from Grade 11 are expected to achieve after having completed the school year project. On the contrary, the students of the group with a higher level of English, who already had a B1+, are expected to excel in the indicators provided and almost reach the next CEFR level.

To conclude this section, some of the indicators that could be used to assess progress during the process of implementation —and not only at the end result— are summarized in the following table (Table 3). The indicators considered are: informal and formal discussions, goal-oriented co-operation, asking for clarification and facilitating collaborative interaction with peers; however, all indicators of the previous diagram could be considered to assess the process of implementation at some point.

Table 3: Features of indicators to assess the process of implementation (adapted from the CEFR Companion Volume, North et al., 2018).

Informal discussion	Interpersonal use of language (connected to everyday interaction): ‹ Agreeing and disagreeing expressing ideas. ‹ Dealing diplomatically with criticism.
Formal discussion	Similar to informal discussions, but it includes: ‹ Practical problems, unfamiliar issues. ‹ Following a discussion by using clarification, repetition, relevance and interest. ‹ Contributing in the discussion by challenging and evaluating others' contributions and defending the own ones.
Goal-oriented co-operation	Collaborative, task-focused work in professional contexts. It includes: ‹ Understanding instructions. ‹ Active contributions: asking and giving things, organizing the task.
Asking for clarification	Interactional strategies: ‹ Indicating comprehension or problems of understanding. ‹ Requesting repetition. ‹ Checking comprehension to follow up.
Facilitating collaborative interaction with peers	Group collaboration: ‹ Managing own contributions. ‹ Helping to review key points (overcome difficulties). ‹ Contributions to orient the discussion. ‹ Balance contributions by turn-taking and questions.

6. Communication plan

An outline about this innovation project on Classroom Interactional Competence is going to be presented to the school management team. The outline includes the main characteristics of the project, its procedure and its main objectives (see Appendix D, p. 103). If the school management team agrees on implementing the innovation in Grade 11 and gives permission to collect data from the learners for further research, students will be informed about the project they will be involved on.

On the contrary, once the project has concluded, the results obtained will be communicated to the school management team in a meeting. In that meeting, aspects such

as teacher and students' impressions, improvements achieved on CIC or transferability to implement and adapt the project to other courses will be discussed.

7. Conclusion and personal reflection

At the beginning of this master's dissertation, the importance of developing Classroom Interactional Competence was subjected to discussion. After analyzing the current interactional skills of Grade 11 students of the school and the English communicative objectives stipulated in the *batxillerat* curriculum, a need to promote interactional competence inside the class context was considered.

The innovation project presented in this paper was planned based on three different scenarios in which CIC is present. The first one comprehends all situations which involve communication between the teacher and the students, the second scenario focuses on group-work conversations and the last one, in interactions as a whole group-class. With these three contexts in mind, a series of tasks were designed. The tasks proposed included different end-goals, but all of them shared a common objective: developing CIC with regard to interactive construction of discourse and equal engagement by all students.

While designing the project, I realized that not all activities which imply student collaboration imply an opportunity to develop CIC strategies as well. Therefore, in order to create appropriate tasks to reach the aim of this innovation, several collaborative methods had to be analyzed and, sometimes, combined to design one single activity. This procedure was challenging, but at the same time it reinforced the idea that Classroom Interactional Competence is usually not developed enough due to its complexity.

At the same time, I noticed that to engage students in interaction it is fundamental to present an interesting and attractive topic to them. In this case, as the innovation was done to implement with Grade 11 students, the controversial topic chosen —social volunteering, immigration and refugees— was carefully selected in order to awaken their critical thinking and to increase their willingness to participate.

In my future career as a high school teacher, I expect to be allowed to implement the innovation I devised, as it made me research and learn about one of the obstacles English teachers find in secondary education: making students interact in English in the

class context. I also expect to be able to adapt the activities I created to the ESO courses and not limit CIC development to higher grades only. In addition, as it is required to do in most studies and innovations, once I have tried out the activities in real contexts, I would like to make improvements in the project itself to achieve better results than the ones obtained.

Given these points, the work done throughout the whole process of research, design and analysis of this master's dissertation has provided me with strategies and resources I was not familiar with. I consider I am now more prepared to face real interactional situations in the class context and that I can provide students with real opportunities to better their interactive skills.

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APPENDIXES

Appendix A. Needs analysis data: teachersø questionnaire

The following images compile all the questions and answers of the teacher's questionnaire:

Do you work on Classroom Interactional Competence (CIC) in your classes of 1st of "batxillerat"? How often? And how do you work on it?

2 responses

Yes, I try to work on CIC in every lesson. I was surprised when I got to this school (it was my first time teaching Batxillerat) to see that students did not communicate in English in class AT ALL!! I have insisted throughout the year and have also planned communicative activities based on their interests for them to work on their communicative fluency, but it has been difficult. They tend to feel very insecure about speaking in another language other than Spanish. I work on it basically with speaking activities where they need to speak in order to convey meaning, being very careful about correcting their errors.

Not as often as I feel I should. 25 of the time max. Probably less

Do 1st "batxillerat" students usually interact in English with the teacher?

2 responses

No, they need to be reminded to use English all the time!

Yes, they do. They mostly interact in English

Do 1st "batxillerat" students usually speak English when you do group work activities focused on interaction?

2 responses

They do, but only if I am on top of them checking that they do.

No, they don't

Is there a significant difference among students in their amount of participation during interactional activities? (i.e.:some students interact a lot while others don't participate).

2 responses

Yes, the ones who feel more confident tend to take over the lesson.

Yes

Is there any student who never participates during interactional activities? If the answer is 'yes', why do you think that happens?

2 responses

Yes, so I tend to concentrate on the ones who do not participate so much and try to encourage their participation and give a lot of positive feedback.

No

What are the 1st "batxillerat" students' main weaknesses in relation to Classroom Interactional Competence (CIC)?

2 responses

I think it has to do with their communicative competence together with their insecurities related to their stage. They tend to give more importance to correctness than to communication.

Initiative and creativity

And their main strenghts in relation to CIC?

2 responses

They feel better talking to each other in English than to the teacher. Pairwork, groupwork and peer evaluation are key to work on CIC!

Confidence

Appendix B. Action plan materials

1. Teaching unit outline

Session 1		
Brief overview	**Activities**	**Competencies (1)**
- Introduction of the terms immigrant and refugee. - Introduction of the different types of migrations. - Listening comprehension. - Brief personal reflection.	- Warm-up: Brainstorming of the terms immigrant and refugee on *Menti*. Then, research of the terms on the Internet and completion of the *Menti* brainstorming. - Watching videos of immigrants talking about their migration experiences. - Completing a *Google forms* with questions about the videos. - Closure: Writing of a brief reflection about what students expect on this unit.	C6 (research), C1 (listening), digital competence.

Session 2		
Brief overview	**Activities**	**Competencies**
- Working on group-work features. - Identifying countries with high migration rates. - Elaboration of proposals.	- Warm-up: Classification game (classify group-work actions into good or bad actions). - Controversial world activity (discussion in groups with the goal of elaborating a proposal of improvement for a country). - Closure: Plenary session (sharing of the proposals and voting to choose the best one).	C3 (CIC), plurilingual competence.

Session 3		
Brief overview	**Activities**	**Competencies**
- Taking notes from a video. - Going into detail about the characteristics of countries with high migration rates. - Research on the Internet (reliable sources).	- Warm-up: *Kahoot* about the characteristics of the activities from the previous session. - Short videos about the countries of the Controversial world activity to expand knowledge (take notes). - Research about one of these countries to start elaborating a poster (group-work). - Closure: Agreeing on the characteristics that the poster must include (as a group-class).	C1 (listening), C6 (research), plurilingual competence, digital competence.

Session 4		
Brief overview	**Activities**	**Competencies**
- Writing a simplified description of a location.	- Warm-up: Review of the sections and characteristics the poster must include. - Creation of the poster in *Canva* (group-work).	C7 & C8 (writing), plurilingual competence, digital competence.

- Group-work coordination. - Teacher assessment of the unit and co-assessment.	- Closure: Uploading the poster on the classroom *Forum* and commenting on other groups' posters (co-assessment).	
Session 5		
Brief overview	**Activities**	**Competencies**
- Giving opinions about deductions. - Identifying and understanding hints. - Collaborative group-work reflections.	- Warm-up: Jigsaw activity (guessing meanings of different utterances used during interaction). - Clue game: The "lucky" immigrant (game in groups in which students have to use the technique "Pencil in the middle). - Closure: Group reflection (watching a video of real story from a refugee).	C3 (CIC), C4 (reading comprehension).
Session 6		
Brief overview	**Activities**	**Competencies**
- Exploring non-profit organizations involved in this area. - Watching documentary format videos. - Reflect on the ideas of a video.	- Warm-up: Reading and commenting on some reflections of session 1 (students' expectations). - Watching some short documentaries about non-profit organizations that save lives at sea (*Proactiva Open arms)* or offer asylum and support (*Amnesty International*). - Writing on *post-it* notes the 3 most impressive ideas from the videos (stick the *post-it* notes on the wall). - Closure: Comparing and grouping together the ideas of the *post-it* notes that express the same things.	C1 (listening), personal and social competence.
Session 7		
Brief overview	**Activities**	**Competencies**
- Identifying different types of texts. - Ways of volunteering to help immigrants and refugees. - Summarizing texts.	- Warm-up: *Menti* activity to brainstorm different typologies of texts and their characteristics. - Reading texts of different typologies about ways of volunteering (interviews, reflections, newspaper…). Use of the group-work technique "Running dictation." - Summarizing the main ideas of the texts on *Mind2map*. - Closure: "Learning box." Writing on a piece of paper something interesting they learnt in this session.	C4 & C5 (reading comprehension), digital competence.

Session 8		
Brief overview	**Activities**	**Competencies**
- Research on the Internet about a specific topic (reliable sources). - Selecting and summarizing information from different sources. - Brief reflection on expectations about volunteering.	- Warm-up: Reading the pieces of paper of the "Learning box" from last session. - Research on the Internet about different non-profit organizations and ways of volunteering (selection and summary of the main ideas). - Completion of a *Google forms* about the non-profit organizations and the ways of volunteering of the previous research. - Closure: Brief reflection note about what students would do to get involved in this type of volunteering.	C4 & C5 (reading comprehension), C6 (research), digital competence, personal and social competence.

Session 9		
Brief overview	**Activities**	**Competencies**
- Working on communicative expressions. - Discussion practice. - Learning to reflect on what we did and said.	- Warm-up: Rotating-paper technique (group-work activity to do a brainstorming of expressions to use in a discussion. Summary on *Padlet*). - Activity: Who is the refugee? (group-class discussion game to reflect on refugees and practice interaction). - Oral reflection: How did I feel? (participation wheel).	C3 (CIC), personal and social competence, digital competence.

Session 10		
Brief overview	**Activities**	**Competencies**
- Reflecting on the meaning of some songs. - Structuring reflective texts. - Identifying the features of a reflective text.	- Warm-up: Writing of support messages for immigrants/ refugees and putting them into a box. - Listening to two songs written to support refugees and comparing their messages and main ideas (bullet points). Songs: *To be free* by *Passenger*; *Under the same sun* by members of a youth group of *Amnesty International* UK. - Planning the structure of a reflective text from one of the prior songs (connectors, linguistic features…). - Closure: Reading the messages of the warm-up to see if students have things in common with the songs.	C1 (listening), C7 (writing), personal and social competence.

Session 11		
Brief overview	**Activities**	**Competencies**
- Structuring a personal reflection.	- Warm-up: *Quizlet* to review the structure and features of a reflective text.	C7 & C8 (writing), personal and social

- Expressing reflections on a writing. - Written assessment of the unit.	- Composition of a personal reflection of the unit (including the draft). - Closure: Reading and commenting on some reflections of session 8 (students' involvement).	competence, digital competence.
Session 12		
Brief overview	**Activities**	**Competencies**
- Recap about the unit. - Discussion about immigration and refugees. - Assessment of the unit (teacher assessment and self-assessment).	- Warm-up: Technique 1-2-4 (working on a summary of the main concepts studied during the unit). - Fishbowl debate (evaluation). - Self-assessment of the unit (form).	C3 (CIC), personal and social competence.
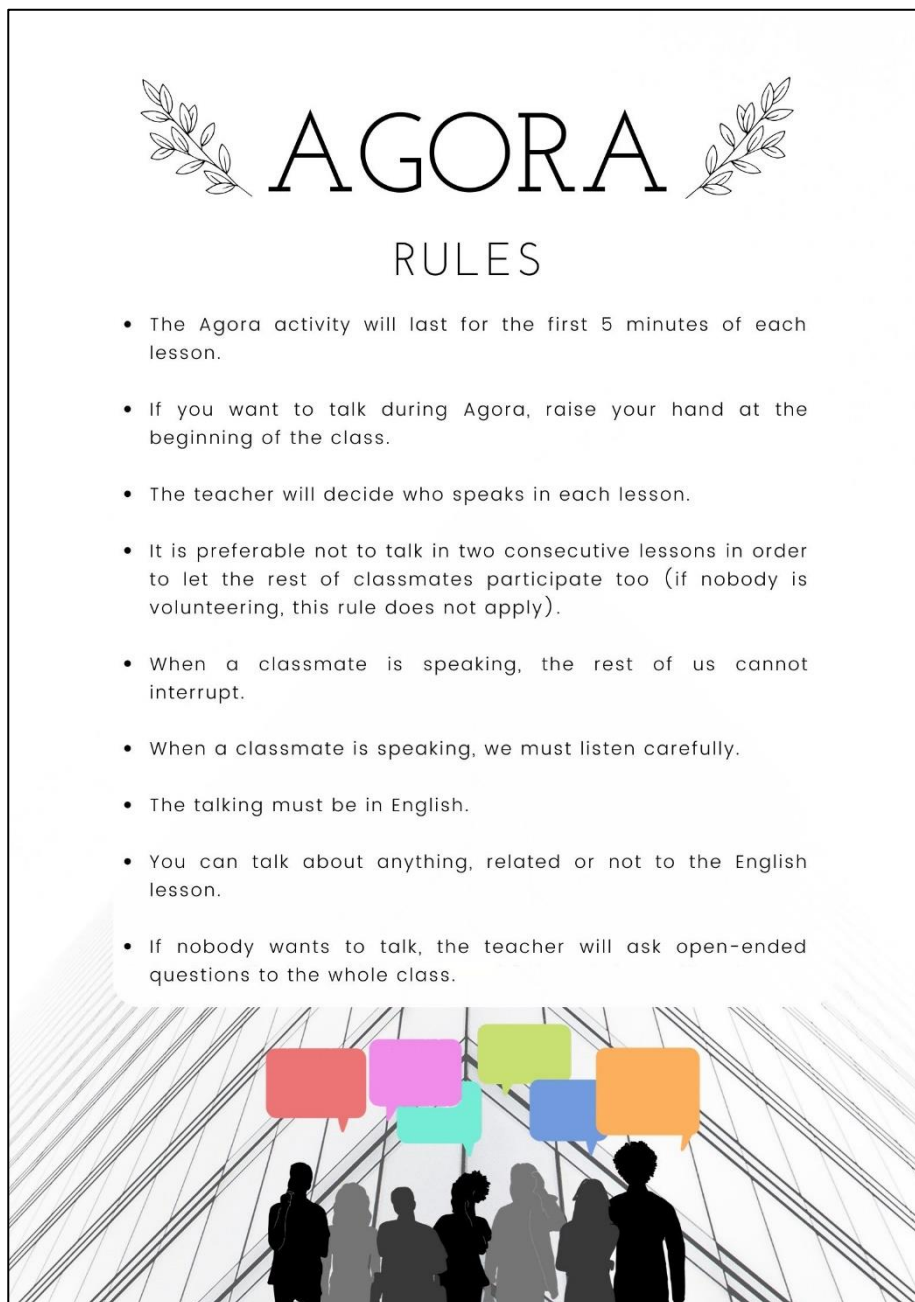
(1) The competencies used here belong to the Currículum. Educació secundària obligatòria: DECRET 187/2015, Ordre ENS/108/2018, Competències bàsiques i Orientacions.

2. Material for CIC activities

To consult all the online materials and resources (activities, instructions and assessment documents), access the following link: https://bit.ly/cicactivities

2.1. Teacher-student CIC: *Agora* rules

Link to the online document: https://bit.ly/agorarules

Note: The Agora activity was inspired by Rocío Zurita, (2020) during the practicum period in the high school, and subsequently adapted.

2.2. Student-student CIC sessions

This section is divided by sessions and each session contains:

- A teacher's guide with the steps of the lesson, the times and materials.

- A chart with links to access all resources and the online version of the materials.

- Instructions of the activities (for teachers).

- Materials of the activities (for teachers and students).

Session 2

‹ Teacher's guide:

Session 2 overview		
Steps	*Time*	*Materials*
Step 1: Warm up. Classification game. T divides the class into groups of 3 or 4 and tells SS they will work with the same group during the whole lesson. T tells SS they are going to receive a set of cards with actions and a classification template to do a group activity. It consists of classifying some group work actions in "good", "bad" and "I don't know" categories, depending on their criteria. SS have to discuss in groups to reach an agreement and stick the cards with the actions on the correct section of the template. When SS finish, they share the ideas with the whole class and comment on them.	10'	- Teacher's instructions. - Cards with actions. - Classification template.
Step 2: First part of Controversial world activity. T explains that each group is going to receive a card. Each card contains information about a country with high migration rates due to real problems of present times. T also hands out an action plan template to each group. SS have to discuss the problems of their country and design a proposal with an action plan and improvements to help the country. T reminds SS about trying to use the group-work actions that they learnt in the warm-up activity.	15'	- Teacher's instructions (1st part). - Cards of the countries. - Action plan template.

Step 3: Second part of Controversial world activity. After 15', T gives new instructions. 2 members of each group have to work as "ambassadors" and visit other groups in order to investigate their proposals. SS can ask specific questions, but only the actions and improvements of the proposal can be revealed, not the problems of the countries. The other 2 members of the group stay and answer questions from other "ambassadors". After 5' of investigation, SS return to their groups and try to improve their proposals.	15'	- Teacher's instructions. (2nd part). - Cards of the countries. - Action plan template.
Step 4: Closure. Plenary session. T tells SS they have to do a Plenary session. SS have to present their proposals in front of the class in less than 1 minute. The rest of the class comments on the strong and weak points. T have to complete an assessment check-list form of each group and give them some feedback. When all SS have presented their proposals, SS vote for their favorite one.	15'	- Teacher's instructions. - Assessment check-list form.

(For more detailed information of each activity, check its instructions in the materials section).

‹   Links to online materials and resources:

Session 2
Warm-up
Classification game instructions: https://bit.ly/classificationgameinstructions Classification game cards 1: https://bit.ly/classificationgamecards1 Classification game cards 2: https://bit.ly/classificationgamecards2 Classification game template: https://bit.ly/classificationgametemplate
Main activity
Controversial world instructions: https://bit.ly/controversialworldinstructions Controversial world Action plan template: https://bit.ly/controversialworldactionplan Controversial world country 1: https://bit.ly/controversialworldcountry1 Controversial world country 2: https://bit.ly/controversialworldcountry2 Controversial world country 3: https://bit.ly/controversialworldcountry3 Controversial world country 4: https://bit.ly/controversialworldcountry4 Controversial world country 5: https://bit.ly/controversialworldcountry5 Controversial world country 6: https://bit.ly/controversialworldcountry6
Closure
Plenary session instructions: https://bit.ly/plenarysessioninstructions Assessment check-list form: https://bit.ly/assessmentchecklistform

‹   Materials:

Teae j g t ø u " k p u v t w e v k q p u <

Note: The Classification game k u " c p " c f c r v c v k q p " q h " v j g " õ I t q w c e v k x k x kin D(av;öes"(2D00(8).

Cards with actions:

Everybody must listen when a member of the group is talking.	If somebody is having problems communicating an idea, the rest of the group should help him/her.	The person who speaks first is the leader of the group.	The leader of the group is always right.
If somebody does not understand an idea proposed, he/she should ask for clarification.	We should ask for feedback to the rest of the group when we propose an idea.	It is not necessary that all members agree on the final decision.	If someone is not participating, the rest of the group can ignore him/her.
It is okay to repeat an idea as many times as necessary in order for all members to understand it.	When someone is speaking, we must show interest and signals of understanding.	It is okay if only one person of the group does most of the talking.	During group work, all members must talk exactly the same number of times.
We must take turns to listen and speak.	We will try to cooperate with everybody during the activity.	If we are not sure about an idea, we should not mention it.	We have to try to be the best one of the group.
Everybody must listen to other members' ideas and reflect on them.	We should ask for reasons if we disagree on something.	Nobody can change his/her mind.	It is okay to interrupt others and start talking if your idea is better.

Classification template:

Main activity: Controversial world

V g c e j g t ø u " k p u v t w e v k q p u <

INSTRUCTIONS

SESSION 2: MAIN ACTIVITY

CONTROVERSIAL WORLD

The objective of this activity is to elaborate a group action plan based on improvements and recommendations for a country with a high migration rate due to real problems of present times.

• **1st PART**
Students are divided into small groups (of 3 or 4 members) and receive a card of a country with a high migration rate. There are only six cards, so if there are more than six groups, any of the countries can be repeated.

Each group of students also receives an Action plan template to be completed with their proposals.

Students have to read and discuss the problems of their country in order to design an action plan proposal to improve the life quality of that country. The proposal should include all the characteristics specified on the template.

• **2nd PART**
After 15 minutes, two members of each group are designed as the "ambassadors." The ambassadors' mission is to visit other groups in order to investigate their proposals.

The ambassadors can ask specific questions to the groups, but only about the actions and improvements of their proposals. The problems of other countries cannot be revealed to the ambassadors.

The members of the group that are not ambassadors are in charge of answering the questions that the ambassadors of the other groups might ask.

After 5 minutes of ambassadors' investigation, everybody returns to their groups and tries to improve their proposals. They can get inspiration from other groups' ideas, but they cannot reproduce them literally.

Note: The E q p v t q x g t u k c n " y q t n f " c e v k x k v { "better u " k p u k y q t n f ö " c e v k x k v { " r w d n k u j g f " k p " v j g " õ C f x c p e g f " (1987).
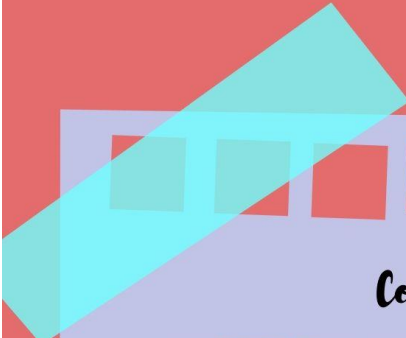
Controversial world, Action plan template:

Unit 1: Immigration and refugees

Controversial world: Action Plan Template

Members of the group: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Class: _ _ _ _ _ _   **Date:** _ _ _ _ _ _

Country:

Country characteristics:

Country problems:

Proposal:

Methods of improvement to help the country:

Possible solution:

Ambassadors' ideas:

Final "Action Plan" (to be presented in front of the class):

Controversial world, country cards:

Afghanistan

Afghanistan (officially the Islamic Republic of Afghanistan) is located in south and central Asia. It is a country where a mix of ethnicities coexists, and so, it has 2 official languages: Pashto and Farsi.

The country has a population of about 32 million. Afghanistan has been in war since 2001 and, from then, the country has been involved in many war crimes due to the high levels of terrorism it presents. Human rights violations, corruption, child malnutrition or poverty are some other problems that can be found in the country.

Since the war began, many refugees from Afghanistan returned home, while a big number of them remained refugees. Some of these refugees received human rights abuses in the countries where they lived.

Democratic Republic of the Congo

The Democratic Republic of the Congo is located in sub-Saharan Africa. Its official language is French, but other African languages like Swahili are also spoken in the country. This country has a population of more than 100 million and a high migration rate.

The Democratic Republic of the Congo is a country that has experienced a great number of political and economic crisis, and it is considered one of the least developed countries in the world. The wars in the country were also numerous due to the corruption, the mining exploitation (diamonds) and the abuses from the military force. Violence against women is also a big problem inside the country.

Many of the citizens who migrate are refugees or asylum-seekers and their main destinations are African and European countries.

Mexico

Mexico (or the United Mexican States) is located in the south area of North America, limiting on the north with The United States of America. Its official language is Spanish and it has a population of 128 million.

One of the biggest problems in Mexico is crime and violence: Mexico has the highest murders' number of the world. Drug trafficking is also a huge problem that has given place to the Mexican Drug War. Corruption, sex trafficking and slavery, and violence against women are also some of the reasons why Mexicans decide to leave the country.

The majority of Mexicans who leave the country (98%), migrate to The United States.
Other destinations for Mexicans are Canada, Spain, Germany or Guatemala.

Myanmar

Myanmar (officially the Republic of the Union of Myanmar) is located in Southeast Asia. The country was previously known by the name of Burma or Birmania. Its official language is the Burmese and it has a population of about 53 million.

Myanmar has the longest internal conflict of the world: it has been in a civil war since 1948, when the country became independent from the UK. Due to that fact, many human rights violations have occurred; like genocides, persecutions, slavery, child labour, human trafficking or the use of child soldiers in the army.

Miles of refugees and asylum seekers had to leave the country because they were persecuted. They moved to the closer countries, and a considerable number of refugee camps can be found on the Myanmar-Thailand border.

Syria

Syria (officially the Syrian Arab Republic) is located in Western Asia. Its official language is Arabic, and people of different ethnicities and religious groups coexist in this country. Syria has a population of about 17 million, which has been decreasing recently due to its high migration rate.

The main Syrian problems are related to its civil war. The war started in 2011 and it is still going on nowadays. Many Syrians citizens died during the last decade due to war attacks and human rights abuses. Moreover, the country has been isolated in recent years and many international countries are not offering their help anymore.

Recently, an increasing number of Syrian refugees have left the country in order to run away from the war.

Venezuela

Venezuela (or the Bolivarian Republic of Venezuela) is located in South America. Its official language is Spanish, and its culture is a mix of the Indigenous Venezuelans, the Africans and the Spanish. It has a population of more than 28 million.

Venezuela has been in a big economic crisis for 10 years. The crisis brought a lack of basic products and medicines, unemployment, political corruption and human rights violations. The crimes in the country and the disputes also increased during the last years.

Millions of Venezuelans have emigrated from the country to other countries of Latin America, looking for asylum, and the numbers have been increasing recently.

Note: All information of the country cards of the Controversial World activity was retrieved and adapted from Wikipedia. (May 19th, 2020).

V g c e j g t øon s." k p u v t w e v k

Note: The Plenary session activity was entirely designed by me (Ortiz, 2020).

‹ Teacher's guide:

Session 5 overview		
Steps	*Time*	*Materials*
Step 1: Warm-up. Jigsaw activity. T divides the class into groups of 3 or 4 and tells SS they will work with the same group during the whole lesson. T tells SS they will do a group activity that consists of guessing the meanings of some utterances used during interaction. Each S of the group receives a list of expressions and tries to think of their use and meaning. Then, T says that all SS with the same expressions (same card letter) must group together in order to discuss the meaning of the expressions (expert groups). When all SS of the expert groups agree on the meanings, T tells SS to return to their original groups. Then, all SS have to explain their expressions to their group members. When SS finish, they share the ideas with the whole class and comment on them while T shows a *Google slides* presentation about the same expressions.	20'	- Teacher's instructions. - Cards with expressions. - *Google slides*.
U v g r " 4 < " E n w g " i c o g . " V j g " õ n w e T explains that each group is going to receive a set of cards and instructions that belongs to a clue game. SS will also receive a Deductions template for each one. T tells SS that they have to solve the game mystery. To do so, SS have to follow the game instructions carefully. SS will also have to complete the deductions template collaboratively by using the "Pencil in the middle" technique. For this technique, T explains that each S is in charge of reading and moderating the discussion for one round. When a S reads a card, the rest of SS listen to him/her and leave their pencils in the middle of the table. Then, everybody comments on what they should write. When all members know what to write, all SS pick their pencils and write on the paper (during this time they cannot speak). In the next round, another S takes the lead. They continue doing the same in all rounds. T tells SS that they have to use the expressions of the warm-up activity to interact with the group.	20'	- Teacher's instructions. - Set of game cards. - Instructions of the game. - Deductions template.

T tells SS to raise their hands if they have questions. T will also decide when to intervene in each group to help SS with extra clues if they are stuck. When all SS have finished, they share the answer with the class.		
Step 3: Closure. Video of real refugee. T explains the game was a simulation, but it had a real part. Then, T shows a video of a former refugee. Then, each group of SS have to write down a group reflection (1 or 2 lines) about their impressions after having watched the video. Groups share their reflections with the class.	15'	- Video

(For more detailed information of each activity, check its instructions in the materials section).

‹ Links to online materials and resources:

Session 5
Warm-up
Jigsaw activity instructions: https://bit.ly/jigsawactivityinstructions Jigsaw activity cards: https://bit.ly/jigsawactivitycards Jigsaw activity, google slides: https://bit.ly/expressionsjigsaw
Main activity
Clue game instructions (part 1): https://bit.ly/cluegameinstructions1 Clue game instructions (part 2): https://bit.ly/cluegameinstructions2 Clue game students' instructions: https://bit.ly/cluegamestudentsinstructions Clue game cards (part 1): https://bit.ly/cluegamecards1 Clue game cards (part 2): https://bit.ly/cluegamecards2 Clue game cards (part 3): https://bit.ly/cluegamecards3 Clue game cards (part 4): https://bit.ly/cluegamecards4 Clue game deductions template: https://bit.ly/cluegamedeductionstemplate
Closure
Video of a real refugee: https://bit.ly/refugeevideorealstory

‹   Materials:

<u>Warm-up: Jigsaw activity</u>

V g c e j   g t ø u " k p u v t w e v k q p u <

INSTRUCTIONS

SESSION 5: WARM-UP

JIGSAW ACTIVITY

The objective of this activity is to work collaboratively with the members of a group in order to share and investigate some information that has been divided into small pieces.

Students are divided into small groups (of 3 or 4 members) and each student of the group receives a list of utterances used during interaction. The lists of each member of the group are different.

First, students have to guess the meaning and use of the expressions on their own. Then, all students of different groups that have the same list of expressions must group together and form what is called an "experts' group."

The experts' groups have to discuss the meaning and use of the expressions in order to clarify possible doubts and questions about the topic. All "experts" should agree on the suggested solutions.

Finally, all students return to their original groups and explain the expressions of their lists to the members of their group.

*Note: The Jigsaw activity y c u " v c m g p " c p f " c f c r v g f " h t q o " v j g " f v t g d c n n " e q q r g t c v k w ö " * C p f { " O q t q f q . " 4e 2 3 9 + . " r o c u v g t ø u " f g i t g g < " O « u v g t " f g " H q t o c e k » " f g n " Obligatòria i Batxillerat, Formació Profg u u k q p c n " k " G p u g p { c o g p v " f ø K f*

Cards with expressions:

A

- Do you see what I mean?
- I couldn't agree more.
- I see what you mean.
- I don't feel the same.
- I'm not sure about that.
- Would you mind repeating what you just said?
- Personally speaking, I believe...
- You took the words right out of my mouth.
- Are you following what I say?
- Don't you think (that)...?

B

- I see your point, but...
- Would you go along with that?
- I'm in two minds about this.
- You are (absolutely) right.
- I don't think so.
- That's a good point.
- What you said means (that)...?
- The way I see it is (that)...
- Am I clear?
- Can you be more specific on that, please?

C

- To my mind...
- I kind of disagree with that.
- I feel the same.
- What do you think about...?
- The problem with that is...
- You've hit the nail on the head.
- Don't you mean (that)...?
- I'm afraid I disagree.
- May I help you to develop your contribution?
- That's not what I said; I said...

D

- What are your thoughts on that?
- No doubt about it.
- From my point of view...
- That's not the way I see it.
- You made a good point, but...
- What I meant before...
- Let me help you with what you said.
- We are on the same page.
- Do you agree with me?
- Can you repeat that, please?

Google slides with expressions (screenshots):

Link to online resource: https://bit.ly/expressionsjigsaw

V g c e j g t ø u " k p u v t w e v k q p u < "

INSTRUCTIONS

SESSION 5: MAIN ACTIVITY

CLUE GAME: THE "LUCKY" IMMIGRANT

The objective of this game is solving a mystery by using a collaborative technique that promotes equal and organized interactions.

Students are divided into small groups (of 3 or 4 members) and receive the set of cards of the game and a piece of paper with its instructions (see specific instructions below). Each student also receives a Deductions template.

Students have to read the instructions carefully in order to solve the game mystery. They also have to complete the Deductions template collaboratively by using the "Pencil in the middle" technique (see instructions below).

When all students have finished the game and solved the mystery, they share the answer with the class.

The "Pencil in the middle" technique consists of:

- Each student is in charge of reading and moderating the discussion during one round of the game.
- When a student reads a card, the rest of the group listens carefully. Nobody can write, so all students leave their pencils in the middle of the table.
- Students comment on their deductions and what they think they should write on the paper —if it is the case.
- When all members know what to write, they take their pencils and write on the paper. During this time speaking is not allowed.
- In the next round, a different member of the group takes the lead and repeats the procedure.
- Students follow these instructions as many rounds as it is necessary.

Instructions of Clue game: The "lucky" immigrant

1. Play the game in groups of 3 or 4.

2. The objective of the game is to find who the "lucky" immigrant is.

3. Each group receives a set of game cards.

4. Each of you receives a Deductions template and reads it carefully.

5. The Deductions template must be written collaboratively by using the "Pencil in the middle" technique (read its instructions for more information).

6. Place the game cards face down on the table. The cards have to be in order (card number 1 on top and number 20 at the bottom).

7. Set an order among the members of the group to know who takes the lead of each round.

8. The first leader turns up the first game card and reads it (remember to use the "Pencil in the middle" technique).

9. All of you should comment on the hints of the card and write down your deductions on the Deductions template.

10. Each game card will help you make deductions about what is happening in order to achieve the objective of the game (finding the "lucky" immigrant)..

11. When you have made and written the deductions of card number 1, change the leader and turn up card number 2, and so on.

12. Good luck!

Note: The E n w g " i c o g . " V j g " õ remine lyndésiign'edkbyome (Oirtiz, 2020)v " y c u "

*Note: The Pencil in the middle technique was taken and adapted from the document
õ V³ e p k s w g u " e rq gq t r " g c t nc " v vk t w gö d " c* n Cn p " f { " O q t q f q . " 4 2 3 9 + . "
e n c u u g u " q h " v j g " o c u v g t ø »u "" ff gg ni " t R g ç l i g Ou « u u qv tg c t v " f fg
U g e w p f « t k c " Q d n k i c v ¼ t k c " k " D c v z k n n g t c v . " H q t o c*
UAB.

Game instructions (for students):

THE "LUCKY" IMMIGRANT

INSTRUCTIONS

1. PLAY THE GAME IN GROUPS OF 3 OR 4.

2. THE OBJECTIVE OF THE GAME IS TO FIND WHO THE "LUCKY" IMMIGRANT IS.

3. EACH GROUP RECEIVES A SET OF GAME CARDS.

4. EACH OF YOU RECEIVES A DEDUCTIONS TEMPLATE AND READS IT CAREFULLY.

5. THE DEDUCTIONS TEMPLATE MUST BE WRITTEN COLLABORATIVELY BY USING THE "PENCIL IN THE MIDDLE" TECHNIQUE (READ ITS INSTRUCTIONS FOR MORE INFORMATION).

6. PLACE THE GAME CARDS FACE DOWN ON THE TABLE. THE CARDS HAVE TO BE IN ORDER (CARD NUMBER 1 ON TOP AND NUMBER 20 AT THE BOTTOM).

7. SET AN ORDER AMONG THE MEMBERS OF THE GROUP TO KNOW WHO TAKES THE LEAD OF EACH ROUND.

8. THE FIRST LEADER TURNS UP THE FIRST GAME CARD AND READS IT (REMEMBER TO USE THE "PENCIL IN THE MIDDLE" TECHNIQUE).

9. ALL OF YOU SHOULD COMMENT ON THE HINTS OF THE CARD AND WRITE DOWN YOUR DEDUCTIONS ON THE DEDUCTIONS TEMPLATE.

10. EACH GAME CARD WILL HELP YOU MAKE DEDUCTIONS ABOUT WHAT IS HAPPENING IN ORDER TO ACHIEVE THE OBJECTIVE OF THE GAME (FINDING THE "LUCKY" IMMIGRANT).

11. WHEN YOU HAVE MADE AND WRITTEN THE DEDUCTIONS OF CARD NUMBER 1, CHANGE THE LEADER AND TURN UP CARD NUMBER 2, AND SO ON.

12. GOOD LUCK!

"PENCIL IN THE MIDDLE" TECHNIQUE:

- EACH STUDENT IS IN CHARGE OF READING AND MODERATING THE DISCUSSION DURING ONE ROUND OF THE GAME.

- WHEN A STUDENT READS A CARD, THE REST OF THE GROUP LISTENS CAREFULLY. NOBODY CAN WRITE, SO ALL STUDENTS LEAVE THEIR PENCILS IN THE MIDDLE OF THE TABLE.

- STUDENTS COMMENT ON THEIR DEDUCTIONS AND WHAT THEY THINK THEY SHOULD WRITE ON THE PAPER –IF IT IS THE CASE.

- WHEN ALL MEMBERS KNOW WHAT TO WRITE, THEY TAKE THEIR PENCILS AND WRITE ON THE PAPER. DURING THIS TIME SPEAKING IS NOT ALLOWED.

- IN THE NEXT ROUND, A DIFFERENT MEMBER OF THE GROUP TAKES THE LEAD AND REPEATS THE PROCEDURE.

- STUDENTS FOLLOW THESE INSTRUCTIONS AS MANY ROUNDS AS IT IS NECESSARY.

Game cards:

1

THE FINAL DESTINATION COUNTRY OF THE "LUCKY" IMMIGRANT IS CANADA.

2

THE CHARACTER 1 IS CALLED ASIM.

11

THE PERSON "WHO PROTECTS THE OTHERS" IS CALLED FADYA.

12

NYARING IS A GIRL'S NAME THAT MEANS "RUN" IN DINKA LANGUAGE.

3

THE CHARACTER 2 IS A GIRL FROM IRAQ.

4

THE CHARACTER 3 IS FROM A COUNTRY IN SOUTH AMERICA.

13

DINKA IS A LANGUAGE FROM SOUTH SUDAN.

14

FERNANDO, LOOKING FOR A BETTER LIFE, CROSSED THE BORDER TO PERU WITH HIS 2 LITTLE BROTHERS.

5

BEFORE MOVING TO CANADA, THE "LUCKY" IMMIGRANT WAS ALREADY NOT LIVING IN HIS/HER COUNTRY OF ORIGIN.

6

THE NAME OF THE CHARACTER 4 MEANS "RUN".

15

FADYA, RUNNING AWAY FROM THE WAR, MOVED TO LEBANON WITH HER MUM AND 3 SISTERS.

16

NYARING COULD NOT CROSS THE BORDER OF HER COUNTRY.

7

THE GIRL FROM IRAQ "PROTECTS THE OTHERS".

8

ASIM LIVES IN PALESTINE.

17

ASIM MEANS "DEFENDER".

18

THE PERSON WHOSE NAME MEANS "ADVENTUROUS" DOES NOT MOVE TO CANADA.

9

FERNANDO IS FROM BOLIVIA.

10

ASIM COULD MOVE TO TURKEY, BUT HE HAD TO LEAVE ALONE.

19

THE PERSON WHO MOVED TO CANADA AS A REFUGEE, MOVED THERE WITH SOME MEMBERS OF HIS/HER FAMILY.

20

WRITE YOUR FINAL DEDUCTION!

59

Deductions template:
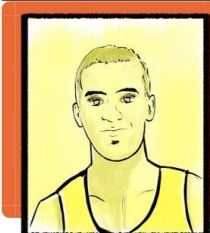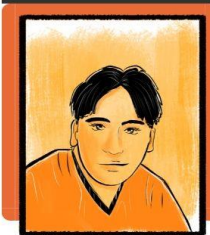
<u>Closure: Video of a real refugee</u>

Link to the video: https://bit.ly/refugeevideorealstory

Screenshots from the video:

Session 9

‹ Teacher's guide:

Session 9 overview		
Steps	*Time*	*Materials*
Step 1: Warm-up. Rotating-paper technique. T divides the class into groups of 3 or 4 and tells SS they will work with this group only in the warm-up activity. T tells SS they will do a group activity that consists of reviewing the expressions they learnt in lesson 5 and adding new ones to the list. T says they are going to use the rotating-paper technique. So, each group receives a piece of paper and each S of the group chooses a pencil color to write on it. T says they will play different rounds and in each round SS have to write as many expressions as they know about the topic the T specifies. To do so, SS have to follow an order of colors to write, and each S can only write with his/her color. T controls the time of each round, and after each round SS share their results with the class. When T considers they have done enough rounds, SS use their mobile phones to create a cooperative list of expressions on a *Padlet* presentation. T helps SS to distribute the expressions that each group should write on *Padlet*.	20'	- Teacher's instructions. - *Padlet* presentation.
Step 2: Who is the refugee? activity. T tells SS they will play a game all together. To do so, they have to sit in a circle. T explains the game is called "Who is the refugee?" and consists of finding refugees inside the class. T hands out an identification card to each S. The cards can be refugee's cards or local's cards. Moreover, each S receives 4 cards with specific actions. T explains the rules of the game to SS. If T finds it convenient, they can read the Instructions of the game as a class. T can also modify some rules of the game. T will be the narrator of the game and each S will have the role of their identification card. T says the aim of the game is to	25'	- Teacher's instructions. - Cards with actions. - Identification cards. - Assessment chart.

create class discussion and to do so, all SS must use their 4 cards of actions to participate at least 4 times in the discussion. (If the game finishes too fast, the class can play a second round). T completes an assessment chart with the intervention of SS in the discussion.		
Step 3: Closure. Participation wheel; How did I feel? T tells SS the game was to practice discussions, but also to reflect on the importance that all human beings are the same. T asks SS how they felt during the game (being locals or refugees). To express their feelings and sensations they will do a fast "participation wheel". T takes a totem and tells SS they have to pass it in order. When a S holds the totem, he/she has to talk about his/her impressions or sensations during the game for at least 15". Only the S with the totem can speak. When that S finishes, he/she passes the totem to the left and so, the "wheel" continues. (T can start with his/her own impressions if he/she finds it appropriate).	10'	- Teacher's instructions. - Totem.

(For more detailed information of each activity, check its instructions in the materials section).

‹   Links to online materials and resources:

Session 9
Warm-up
Rotating-paper technique instructions: https://bit.ly/rotatingpaperinstructions Padlet presentation: https://bit.ly/padletsession9
Main activity
Who is the refugee instructions (part 1): https://bit.ly/discussionactivityinstructions1 Who is the refugee instructions (part 2): https://bit.ly/discussionactivityinstructions2 Cards with actions 1: https://bit.ly/discussionactioncards1 Cards with actions 2: https://bit.ly/discussionactioncards2 Identification cards: https://bit.ly/identificationcards Assessment chart: https://bit.ly/cicassessmentchart
Closure
Participation wheel instructions: https://bit.ly/participationwheelinstructions

‹ Materials:

<u>Warm-up: Rotating-paper</u>

V g c e j g t ø u " k p u v t w e v k q p u < "

Note: The Rotating-paper activity y c u " v c m g p " c p f " c f c r v g f " h t q o " v j
r g t " c n " v t g d c n n " e q q r g t c v k w ö " * C p f { " O q t q f q . " 4 ä
v j g " o c u v g t ø u " f g i t g g < " O « u v g t " f g " H q t o c e k » " f
Obligatòria i Batxillerat, Formació Prof*g u u k q p c n " k " G p u g p { c o g p v " f ø K f*

Padlet resource to be completed by students (screenshot):
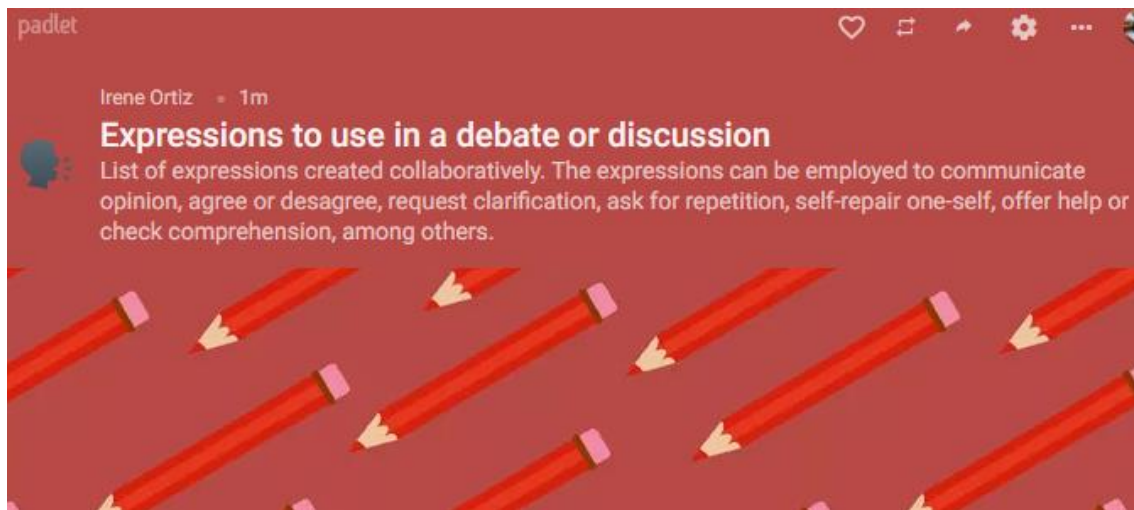
Link to online resource: https://bit.ly/padletsession9

V g c e j g t ø u " k p u v t w e v k q p u <

INSTRUCTIONS

SESSION 9: MAIN ACTIVITY

"WHO IS THE REFUGEE?"

The objective of this activity is to establish a class discussion to promote interaction among students. This activity is very engaging for students because it is an adapted version of a popular game called The werewolf.

Students sit on their chairs forming a circle, and each of them receives an identification card (refugee card or local card) and a set of 4 action cards (see instructions below).

The teacher explains the rules of the game (see specific instructions below). If he/she finds it necessary, they can read the instructions of the game as a class. The teacher can also modify some rules of the game to adapt it to the group-class.

Students play the game and when it is over, the teacher conveys a last message related to the importance of not tagging or rejecting anybody, no matter where they are from.

The action cards' method consists of:

- The method of using cards promotes the participation of all students of the class in a more equal way, and encourages them to be active in the discussion through different types of interactions.
- The 4 cards include examples of actions (clarification requests, comprehension checks, confirmation checks, repetition checks, offers of help…) in order for students to use them.
- When students decide to use one of the cards, they have to place it in front of them.
- At the end of the activity, students must have spent all their cards, which means that they participated in the discussion at least 4 times.

Instructions of Who is the refugee?

1. Students sit in a circle.

2. Each student receives an identification card (refugee or local). This card shows the students' identity during the game. Students must keep their identity a secret.

3. Each student also receives a set of 4 action cards. They must use these cards to participate in the discussion. When a student uses a card, he/she places it in front of him/her. By the end of the game, students must have spent all their cards.

4. The teacher will be the narrator of the game and will moderate the discussion.

5. The game is set in a town, and it is played alternating Day rounds and Night rounds.

6. The game starts at nighttime, and the narrator tells all students to close their eyes.

7. When all students have their eyes closed, the narrator tells the 3 refugees to open their eyes.

8. The refugees agree on eliminating a local player by pointing at him/her. Then, they close their eyes again.

9. It is daytime. The narrator tells all students to wake up and reveals who was eliminated.

10. All students start a discussion to decide who the refugees are. The refugees must pretend they are local citizens of the town.

11. Students must decide who to eliminate in each Day round, and to do so, they have to vote for a particular player.

12. When a majority of students have voted for a particular player, this player is eliminated and reveals his/her identity

.13. The eliminated students can interact normally during all game (in order to spend their action cards), but they cannot vote to eliminate other players. They must also close their eyes at Night time and follow all the rules.

14. Another night time starts, and refugees follow the same procedure.

15. The game continues following these dynamics.

16. The objective of the refugees is to eliminate all the locals and the objective of the locals is to find out who the refugees are.

17. The winner group is the one that achieves its objective.

Note: The Who is the refugee activity was inspired and adapted from the popular game called õ V jwgréwolfö, by Andrew Plotkin (1997), who had previously adapted it from v j g " õ O c h Dimitry Davidoff, 1986 g" ").

Note: The action e c t f u ø " o designed and included "in this game by me (Ortiz, 2020).

Action cards:

help OFFER HELP TO SOMEBODY WITH HIS/HER INTERVENTION	**self-repair** REPHRASE SOMETHING YOU SAID BEFORE TO MAKE YOUR IDEAS CLEARER	**idioms** USE AN IDIOM FROM THE ONES WE STUDIED	**agreement** EXPRESS AGREEMENT TO SOMEBODY'S IDEA
comprehension check CHECK ON SOMEBODY'S COMPREHENSION OF YOUR IDEAS	**confirmation check** CHECK ON SOMEBODY'S CONFIRMATION OF YOUR IDEAS	**disagreement** EXPRESS DISAGREEMENT TO SOMEBODY'S IDEA	**partial agreement** USE AN EXPRESSION TO PARTLY AGREE/DISAGREE WITH SOMEBODY
repetition request ASK SOMEBODY TO REPEAT WHAT HE/SHE SAID	**clarification request** ASK SOMEBODY TO CLARIFY WHAT HE/SHE SAID	**give opinion** GIVE YOUR OPINION ABOUT A PREVIOUS IDEA THAT SOMEBODY SAID	**ask for opinion** ASK FOR SOMEBODY'S OPINION ABOUT SOMETHING THAT YOU SAID

Identification cards:

REFUGEE

LOCAL

V g c e j g t ø u " k p u v t w e v k q p <

Note: The Participation wheel, how did I feel? activity k u " c p " c f c r v c v k q p " q h " v e g t e n g ö " c e v kv xj kgv"{f . q"evwcong gmpv""h"ãt Rqtvo c"ev t k s v k g u " c " n ø c Hopkins, 2017).

‹   Teacher's guide:

Session 12 overview		
Steps	*Time*	*Materials*
Step 1: Technique 1-2-4. T tells SS they are going to summarize the main concepts of the unit by doing a collaborative activity. Groups will be formed randomly. T explains that the results of this activity will be the starting point and the guide for the following debate. First, on a piece of paper, SS have to write the things of the unit they consider more important (individually). They have 2' to do it. Then, SS have to share their ideas in pairs. They have 4' to do a common brainstorm. Finally, each pair of SS shares their common ideas with another pair of SS (groups of 4), and they do a final brainstorming. SS have 6' minutes to share their ideas. When everybody has finished, T asks SS for their group final ideas and writes them on the board using bullet points.	20'	- Teacher's instructions. - Board.
Step 2: Fishbowl debate. T tells SS they are going to do a final debate on the unit, in which they have to comment on the ideas of the previous activity. The ideas remain written on the board for SS' extra support. Then, T says that SS can also use the expressions of the *Padlet* presentation they created on lesson 9 (if possible, T projects the expressions. If not, T gives a hand-out). T hands out 3 tokens to each S. The number of the tokens (3) is the minimum number of times they have to participate in the debate. T explains the rules. All SS sit forming a circle and put 4 chairs in the middle of the circle facing each other. During the Fishbowl debate, only the 4 SS who are sitting on the chairs of the middle can speak. To exchange a sit with a S in the middle, SS have to go there and touch one of their shoulders, then SS swap places.	30'	- Teacher's instructions. - Tokens. - *Padlet* of lesson 9. - Questions to guide the debate. - Assessment chart. - Rubric.

T starts the debate by using one of the concepts written on the board. T is also in charge of providing new questions/topics to guide and moderate the debate. T completes an assessment chart with the intervention of SS in the debate (he/she follows the criteria of a rubric).		
Step 3: Closure. Self-assessment. T tells SS they have the last minutes of the class to complete a self-assessment form of the unit (with a special focus on CIC activities). When SS have completed it, they hand it in to T.	5'	- Self-assessment form.

(For more detailed information of each activity, check its instructions in the materials section).

‹   Links to online materials and resources:

Session 12
Warm-up
Technique 1-2-4 instructions: https://bit.ly/technique124instructions
Main activity
Fishbowl instructions: https://bit.ly/fishbowlinstructions Fishbowl tokens: https://bit.ly/fishbowltokens Padlet presentation session 9: https://bit.ly/padletsession9 Questions for the debate (unit 1): https://bit.ly/debatequestionsunit1 Assessment chart: https://bit.ly/cicassessmentchart Rubric: https://bit.ly/fishbowlrubric
Closure
Self-assessment form: https://bit.ly/unitselfassessment

<u>Warm-up: Technique 1-2-4</u>

V g c e j g t ø u " k p u v t w e v k q p u < "

INSTRUCTIONS

SESSION 12: WARM-UP

TECHNIQUE 1-2-4

The objective of this activity is to summarize or reflect on any type of topic or explanation in different stages: individually, in pairs and in groups, with the intention of promoting discussion between students.

Students are presented with a topic or a question they have to summarize or reflect on.

First, students have to write their own ideas on a piece of paper. They have 2 minutes, and they must do it individually.

Later, students have to share and discuss their ideas with one or their classmates. To group in pairs, they can just work with the person sitting closer to them. They have 4 minutes to put both summaries/reflections in common and create a new one.

Finally, each pair of students shares their common ideas with another pair of students (again, they can just work with the pair sitting closer to them). They have 6 minutes to create a final brainstorming.

Students share their final ideas with the rest of the class.

Note: The Technique 1-2-4 y c u " v c m g p " c p f " c f c r v g f " h t q o " v j g " f v t g d c n n " e q q r g t c v k w ö " * C p f { " O q t q f q . " 4 2 3 9 + . " r o c u v g t ø u " f g i t g g < " O « u v g t " f g " H q t o c e k » " f g n " Obligatòria i Batxillerav . " H q t o c e k » " R t q h g u u k q p c n." k " G p u g p {

Main activity: Fishbowl debate

V g c e j g t ø u " k p u v t w e v k q p u <

INSTRUCTIONS

SESSION 12: MAIN ACTIVITY

FISHBOWL DEBATE

The objective of this activity is to promote interaction among students and allow them to listen and pay attention to each other. This technique is very advisable to carry out controversial discussions.

Students sit on their chairs forming a big circle, and 4 chairs are placed facing each other in the middle of the circle. These 4 chairs are the ones where the debate/discussion will take place.

To initiate the debate, 4 students sit on these chairs. It is preferable these students volunteer; but if there are no volunteers, the teacher selects them.

The teacher starts the debate with a concept or question for the students of the middle and they start discussing. The rest of the students must listen and pay attention, but they cannot speak.

After all students of the middle have spoken at least once, any student from the outside circle can swap places with them. To exchange places, the student of the outside circle has to tap on the shoulder of one of the students of the middle circle.

The teacher has to provide questions/topics for the 4 students in the middle in order to guide and moderate the debate.

Students of the outside circle are encouraged to enter in the conversation when they are ready.

Variation: A variation of this activity consists of telling students to participate in the debate with a minimum number of interventions. To do so, the teacher can hand out tokens (i.e.: If the teacher gives each student 3 tokens, it means all students must participate in the debate at least 3 times).

Note: The Fishbowl activity was taken and adapted from the pedagogy classes (Paloma Cívico, 2020) of the mastet ø u " f g i t g g < " O « u v g t " f g " H q t o c e k » " f Ug e w p f « t k c " Q d n k i c v ¼ t k c " k " D c v z k n n g t c v . " H q t o c UAB.

Questions for the debate of Unit 1 (for the teacher):

UNIT 1, SESSION 12

QUESTIONS AND REFLECTIONS TO GUIDE THE FISHBOWL DEBATE

- Remember the main causes of migrations. Can you relate any of them to a specific country and tell us why?

- Do you think refugees should have considered other alternatives instead of having left their countries?

- After studying the different non-profit organizations and multiple ways of volunteering, do you think the more economically developed countries (MEDC) do enough to help people who have to emigrate?

- How could you get involved in any type of social volunteering to help immigrants and refugees? What would you do in your current condition?

- Do you think refugees are very different from us?

- Do you think migration conditions of the world will improve in a close future? Why?

- Do you think the population of your country attaches enough importance to the immigrants and refugees' issue?

- For you, what was the most impressive part of this unit?

Debate tokens:

Final CIC session

‹ Teacher's guide:

Final unit: CIC session overview		
Steps	*Time*	*Materials*
Step 1: Warm-up. The pyramid technique. T tells SS they are going to summarize the main concepts of the whole year by doing a collaborative activity. Groups will be formed randomly, and SS will have to organize themselves as a part of the activity. T explains that the results of this activity will be the starting point and the guide for the following debate. First, each S receives 2 *post-it* notes. Individually, each S has to write 2 things of the year that he/she considers important and wants to comment. Then, SS have to share their ideas in pairs. Of the 4 *post-it* notes of each pair, they have to discard 2. After that, each pair of SS shares their common ideas with another pair of SS, and they have to discard 4 *post-it* notes this time. SS follow this procedure until they get to be only one group (whole class) and they have to discard half of the *post-it* notes. Finally, SS stick the *post-it* notes with the group-class final ideas on the board. The number of *post-it* notes have to be the same one as SS are in the class. T can help SS if he/she sees they are getting lost or stuck.	15'	- Teacher's instructions. - *Post-it* notes.
Step 2: Final debate. T tells SS they are going to do the final debate of the year, in which they will have to comment on the ideas of the previous activity. The ideas will remain on the board for extra support. T says that SS cannot use any other extra support. T explains there are no other special rules. All SS sit forming a circle. T starts the debate by using one of the concepts on the board. T also provides questions to	30'	- Questions to guide the debate. - Assessment chart. - Rubric.

introduce new topics into the debate, but SS themselves are in charge of the moderation of it. T completes an assessment chart with the intervention of SS during the debate (he/she follows the criteria of a rubric).		
Step 3: Reflection of the course. T tells SS they have to complete a reflection form of the course (with a special part on CIC activities) on *Google forms*. T will use this form as a part of SS' self-assessment.	10'	- Reflection form on *Google forms*.

(For more detailed information of each activity, check its instructions in the materials section).

‹ Links to online materials and resources:

Final unit: CIC session
Warm-up
The pyramid activity instructions: https://bit.ly/pyramidactivityinstructions
Main activity
Questions for the debate (final unit): https://bit.ly/debatequestionsfinalunit Assessment chart: https://bit.ly/cicassessmentchart Rubric: https://bit.ly/finaldebaterubric
Closure
Reflection form: https://bit.ly/cicreflectionform

‹   Materials:

<u>Warm-up: The pyramid activity</u>

V g c e j g t ø u " k p u v t w e v k q p u <

INSTRUCTIONS

FINAL UNIT CIC SESSION: WARM-UP

THE PYRAMID ACTIVITY

The objective of this activity is to summarize any type of topic or explanation in different stages: individually, in pairs, in exponential groups and as a group-class. At the same time, it promotes discussion between students, making them coordinate themselves.

Students are presented with a topic they have to summarize or highlight its main ideas.

First, each student receives 2 post-it notes. In those post-it notes they have to write the 2 ideas of the given topic they consider the most important. Students must work individually.

Later, students have to share and discuss their ideas with one of their classmates. To group in pairs, they can just work with the person sitting closer to them. Of the 4 post-it notes of each pair, they have to discard 2.

Then, each pair of students shares their common ideas with another pair of students (again, they can just work with the pair sitting closer to them). They have to discard 4 post-it notes.

Students follow this procedure of creating exponential groups and discarding post-it notes until they get to be only one group (the whole class). At this point, they have to discard half of the post-it notes (the number of post-it notes have to be the same one as students are in the class).

Finally, students stick on the board the post-it notes with the ideas they selected.

Note: The Pyramid activity y c u " v c m g p " c p f " c f c r v g f " h t q o " v j g " f v t g d c n n " e q q r g t c v k w ö " * C p f { " O q t q f q . " 4 2 3 9 + . " r o c u v g t ø u " f g i t g g < " O « u v g t " f g " H q t o c e k » " f g n " Obligatòria i Batxillerat. " H q t o c e k » " R t q h g u u k q p c n ". k " G p u g p { c

Main activity: Final debate

Questions for the final debate (for the teacher)

CLOSURE UNIT, CIC SESSION

QUESTIONS AND REFLECTIONS TO GUIDE THE FINAL DEBATE

- Can you tell us the most remarkable aspect you learnt this year? When did it happen?

- From all the topics studied, which one motivated you the most and why?

- Would you change any topic of the 7 units we studied? What would you do instead?

- What do you think you can do in your current condition to get involved in any kind of social volunteering?

- Has your interest in social themes increased during this course? In which way?

- Do you think people, in general, do enough to help other people and get involved in social actions?

- If tomorrow you had to get involved in one type of social volunteering, which would you choose and why?

- What other non-profit organizations or volunteering actions do you know —apart from the ones studied throughout the course— and consider essential for the world?

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2.3. U v w f g s s e s s m e n t ' m a t e r i a l s

Session 2: assessment check-list form (for the teacher):

Assessment check-list form

<u>Controversial world: Plenary session</u>

Members of the group: _____

_____

Country: _____

	Yes	No
1. The speech has an appropriate structure.		
2. The ideas of the action plan are well-organized in the speech.		
3. All members speak during the plenary session.		
4. The amount of speaking time of each member is approximately the same.		
5. The students can manage the round of questions/feedback by themselves.		
6. The students answer the questions/feedback of their classmates in a well-organized way.		
7. All members contribute to answer the questions/feedback.		
: 0 " V j g " u v w f g p v u " f k f " c ǧ k tą ǘą ɇ ɦ̃ õ ʉ ɇ votes.		
9. The presentation total time was adequate.		
10. Overall, the group was well-coordinated.		
Comments		

Session 12: self-assessment form (for students):

<u>Self-assessment Unit 1: Immigration and refugees</u>

Name and surnames: _____

Class: _____   Date: _____

Complete the following self-assessment form. Check off the appropriate box for each item by following the next criteria:

1. I disagree; I can't.	2. I partially agree; I can at some points.	3. I agree; I can most of the time.	4. I totally agree; I always can.

	1	2	3	4
1. I can define the characteristics of different types of migrants.				
2. I can enumerate the main reasons for migrations.				
3. I can identify social movements that non-profit organizations promote.				
4. I can identify regions of the world where migration is significant.				
5. I can explain meaningful characteristics of countries with high migration rates.				
6. I can express personal opinions on a writing using the correct linguistic features.				
7. I can capture personal opinions on a writing using the correct linguistic features.				
8. I can express judgmental and social opinions when a discussion or debate takes place.				
9. I can express myself clearly and understand my classmates' contributions during a debate or discussion by using the interactional techniques studied in class.				
10. I can contribute in a debate or discussion during an appropriate amount of time and with an appropriate number of interventions.				

Answer the following question: How do you consider your performance in the Fishbowl debate was? Write at least 3 aspects.

Add any other comments about the unit that you would like to highlight:

Session 12: rubric for the Fishbowl debate (for the teacher):

	AE	AN	AS	NA	%
Organization and clarity	The speech is well-organized and follows a logical progression of ideas.	The speech is organized and follows a logical progression of ideas, although minor lapses are present.	The speech organization is acceptable, but contains one or more major lapses in the logical progression of ideas.	The ideas of the speech are presented in random order and there is not a logical progression.	20%
Content	The information presented reflects the main ideas of the unit, and it is clear and accurate.	The information presented reflects some ideas of the unit, and it is clear and accurate most of the time.	The information presented reflects ideas of the unit at some points, and it is not completely clear or accurate.	The information presented does not reflect the ideas of the unit at all, and it is not clear or accurate most of the time.	20%
Use of argumentation and debate expressions	The reasoning is always clear, and the use of debate expressions is exemplary.	The reasoning is clear most of the time and the use of debate expressions is adequate.	The reasoning is not clear at some points and the use of debate expressions is acceptable.	The reasoning is unclear, and the use of debate expressions is insufficient.	20%
CIC abilities	The student uses the main CIC techniques effectively and all the time (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student uses some of the CIC techniques adequately and most of the time (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student uses some of the CIC techniques correctly at some points (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student does not use any of the CIC techniques at any moment (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	25%
Progress	The student shows exemplary and sophisticated improvement and development of the topic and CIC.	The student shows appropriate and effective improvement and development of the topic and CIC.	The student shows adequate and sufficient improvement and development of the topic and CIC.	The student does not show any improvement or development of the topic and CIC.	15%

*Note: V j k u " t w d t k e " j c u " d g g p " c f c r v g f " ldtgqa ʼwuȷgg ʼkwg oeȷmkgpuiʼ ʼbgpʹkvkʼeãnNgxö g ʼ*ʼWw ʻ Practicum subject (Casademont, J., Castillo, L., López, A. & Ortiz, I., 2020). (Unpublished).*

Final CIC session: rubric for the final debate (for the teacher):

	AE	AN	AS	NA	%
Organization and clarity	The speech is well-organized and follows a logical progression of ideas.	The speech is organized and follows a logical progression of ideas, although minor lapses are present.	The speech organization is acceptable, but contains one or more major lapses in the logical progression of ideas.	The ideas of the speech are presented in random order and there is not a logical progression.	20%
Content	The information presented reflects the main ideas worked on throughout the course, and it is clear and accurate.	The information presented reflects some ideas worked on throughout the course, and it is clear and accurate most of the time.	The information presented reflects ideas worked on throughout the course at some points, and it is not completely clear or accurate.	The information presented does not reflect the ideas worked on throughout the course at all, and it is not clear or accurate most of the time.	20%
Use of argumentation and debate expressions	The reasoning is always clear, and the use of debate expressions is exemplary.	The reasoning is clear most of the time and the use of debate expressions is adequate.	The reasoning is not clear at some points and the use of debate expressions is acceptable.	The reasoning is unclear, and the use of debate expressions is insufficient.	20%
CIC abilities	The student uses the main CIC techniques effectively and all the time (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student uses some of the CIC techniques adequately and most of the time (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student uses some of the CIC techniques correctly at some points (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	The student does not use any of the CIC techniques at any moment (clarification requests, comprehension checks, confirmation checks, repetitions requests, self-repair, co-constructed utterances…).	25%
Progress	The student shows exemplary and sophisticated improvement and development of the topic and CIC from the beginning of the course to the present moment.	The student shows appropriate and effective improvement and development of the topic and CIC from the beginning of the course to the present moment.	The student shows adequate and sufficient improvement and development of the topic and CIC from the beginning of the course to the present moment.	The student does not show any improvement or development of the topic and CIC from the beginning of the course to the present moment.	15%

Note: Some sections of this rubric have been adapted from the rubric for the Fishbowl debate (session 12).

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Session 9, 12 and final session: CIC assessment chart for debates/discussions (for the teacher):

U v w f g p name	Number of interventions	Approximate amount of speaking time	Self-repair (yes/no & number of times)	Signals of understanding classmates' contributions	Instances of processing information (hesitations, false starts)	Approximate number of utterances regarding:						Other individual observations
						Clarification requests	Comprehension checks	Confirmation checks	Repetition requests	Offers of help	Co-constructed sentences (with a classmate)	
1.												
2.												
3.												
4.												
5.												
6.												
7.												
Group-class observations	Even distribution of turns:											
	Even distribution of amount of talk:											

Final session: CIC reflection form (Google forms screenshots)

Link to the online resource:

Reflection of the course

This year we have worked on social volunteering and its different types. At the same time, throughout the course, we have developed several English skills, with a special focus on Classroom Interactional Competence (CIC).

I want you to do a final exercise of reflection and let me know about the interesting things and difficulties you found, the things you would change and the improvements you made.

The questionnaire has 3 parts: the first one is about the concepts and topics we studied, the second part is a self-assessment of the English skills we worked on during the course, and the final one contains questions focused on Classroom Interactional Competence.

Let's start!

* Required

Name and surnames: *

Your answer

Class: *

Your answer

*Part 1 and Part 2 of the questionnaire have not been developed because they are not part of the innovation project.

PART 3: Classroom Interactional Competence (CIC)
The third part of the questionnaire consists of reflecting on the evolution of your interactional skills throughout the course.

Select the most appropriate answer: During this year... *

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have enjoyed doing group/class discussions and debates	○	○	○	○	○
I have improved my interactional skills	○	○	○	○	○
I have learnt many group techniques to practice interaction	○	○	○	○	○
I have become more confident about speaking in English	○	○	○	○	○

Select the most appropriate answer: In a group/class discussion... *

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I can ask for clarification naturally	○	○	○	○	○
I can check on comprehension naturally	○	○	○	○	○
I can request for repetitions naturally	○	○	○	○	○

I can ask for confirmation naturally	○	○	○	○	○
I can help other speakers to express their ideas	○	○	○	○	○
I can co-construct sentences and ideas with other speakers	○	○	○	○	○

What aspects of CIC do you think are your strong points? *

- ☐ Self-repair myself.
- ☐ Control my amount of speaking time.
- ☐ Use specific expressions to make myself clear.
- ☐ Use specific expressions to ensure I understand other speakers' interventions.
- ☐ Help other students with their interventions when they have communication problems.
- ☐ Co-construct ideas with other speakers.
- ☐ Other: _____

What aspects of CIC do you think are your weak points? *

- ☐ Self-repair myself.
- ☐ Control my amount of speaking time.
- ☐ Use specific expressions to make myself clear.
- ☐ Use specific expressions to ensure I understand other speakers' interventions.
- ☐ Help other students with their interventions when they have communication problems.
- ☐ Co-construct ideas with other speakers.
- ☐ Other: _____

Which of these CIC actions is the easiest for you? *

○ Speak for a certain/minimum amount of time during my interventions.

○ Intervene a certain/minimum number of times in a discussion.

○ Self-repair my interventions while I am speaking.

Which of these CIC actions is the most difficult for you? *

○ Speak for a certain/minimum amount of time during my interventions.

○ Intervene a certain/minimum number of times in a discussion.

○ Self-repair my interventions while I am speaking.

Select all the options you consider your teacher does in the English classes in order to promote interaction:

☐ Asks different types of questions to students (open questions, multiple choice, yes/no questions...).

☐ Uses pauses to give time to process information.

☐ Uses face and body movements while speaking.

☐ Paraphrases his/her own sentences.

☐ Writes key words and phrases on the board.

☐ Engourages students to volunteer by raising their hands (self-selection).

☐ Uses turn techniques to guarantee that everybody participates.

☐ Accepts contributions in Spanish or Catalan and rephrase them in English.

☐ Accepts contributions that are not correct and rephrases them in proper English.

☐ Other:

Would you change anything of this course regarding CIC? *

○ Yes

○ No

If the previous answer was "yes", what would you change?

Your answer

Which CIC activity done througout the course did you enjoy the most? *

Your answer

Final impression: *

	Poor	Satisfactory	Very good	Excellent
Overall, I think my current CIC skills are:	○	○	○	○

Comments:

Your answer

Thank you!
This was an intense course. I hope you learnt a lot and enjoyed it as much as I did.

Submit

3. Annual plan summary

Unit	Title	Description and general overview	Number of sessions	Calendar (1)	Competence (2) (3)
Introductory unit	*What is social volunteering?*	Introduction to social volunteering through videos, readings and questionnaires. Brief introduction to the 7 types of social volunteering that can be found and will be developed along the course.	3	September. (After the class presentation and the cohesive activities for the group).	C1; C4; C5; C6.
Unit 1	*Immigration and refugees*	A look to all the people who leave their countries, running away from war, famine and precarious situations, hoping to find a new life in a new country. Videos, texts and real stories of immigrants from different countries, debate.	12	October.	C1; C3; C4; C5; C6; C7; C8; plurilingual competence.
Unit 2	*Homeless*	A view to the population who live on the streets and their possibilities to receive assistance regarding food distribution, and access to community kitchens and shelters. Movie, texts about real charity projects, debate.	12	November.	C1; C3; C4; C5; C11.
Unit 3	*Old age*	This type of volunteering is about taking care and giving emotional support to old people who live in residences or in their homes.	12	Beginning of December and beginning of January.	C2; C4; C5; C7; C8; C9; C10; C11. .

		Christmas letters and videos to the elderly, and the reading of a literary text (book).		(Leave the week before Christmas to do school activities).	
Unit 4	*Prisoners and former prisoners*	An overview of the type of guidance and support aimed at those people who are currently in jail, or were in the past, in order to help them with their social integration into society. Documentary videos of prisoners from different parts of the world, creation of interviews.	12	Middle January to Middle February.	C1; C2; C3; C7; C8; C9; plurilingual competence.
Unit 5	*Addictions and health education*	A view to the prevention, recovery, rehabilitation and social reintegration of those who have addictions, as well as the psychological and family support that can be offered to them. Movie trailers, oral presentations, texts and research about health.	12	Middle February to middle March. (From middle March school trips and Easter usually take place).	C1; C2; C4; C5; C6; C11.
Unit 6	*Disability*	Explore functional diversity, and physical, sensory and intellectual disabilities in order to provide social volunteering and promote equal opportunities. Literary text (fragments of a book), research about disabilities, debate.	12	April to the 1st week of May. (Leave some lessons in April to do the school activities planned for *Sant Jordi*)	C3; C4; C5; C6; C10; C11.
Unit 7	*Childhood, youth and family*	A look to the wide range of education projects, free time activities, working incorporation or prevention programs aimed at children, the young and their families.	12	2nd week of May to 1st week of June.	C2; C6; C7; C8; C9.

		Creation of a project intended for children/youth, oral presentation of it.			
Closure unit	*What is my future commitment to social volunteering?*	Summary of all the concepts and types of social volunteering. Final debate about future commitment to social volunteering. Final project: individual reflection (text or video).	3	2nd week of June. (Leave the last week of class to do something different).	C2; C3; C7; C8.

(1) The calendar is an approximation of how a school course could be distributed. The dates of festivities, school trips and other special school activities may vary from year to year.

(2) The competencies used here belong to the Currículum. Educació secundària obligatòria: DECRET 187/2015, Ordre ENS/108/2018, Competències bàsiques i Orientacions.

(3) The Digital competence and the Personal and social competence will be included in all the units throughout the course.

Appendix C. Assessment plan materials

1. Data collection materials

1.1. Table to collect video and audio data

Data source	Material to collect data	Where to place the material	Other	Storage
Teacher-student interaction				
Video recording	- 1 video camera/phone. - Tripod.	At the front of the class, facing students.	Teachers might use the board or other visual resources.	T-S. Video x session x.
Audio recording	- 1 phone - Phone's strap	Hanging on the teacher's neck.		T-S. Audio x session x.
Student-student interaction (group-work)				
Video recording	- 2 video cameras/phones. - 2 tripods.	Facing 2 different groups (framing all members of the group).	Group tables to form teams of 3 or 4 students	S-S group 1. Video x session x. S-S group 2. Video x session x.
Audio recording	- 2 phones	On students' tables.		S-S group 1. Audio x session x. S-S group 2. Audio x session x.
Student-student interaction (class discussion/debate)				
Video recording	- 2 video cameras/phones. - 2 tripods.	In 2 corners of the class, as close as possible to students (framing all students).	Chairs forming a special disposition (circle, grid, 2 teams…).	S-S class. Video x session x. S-S class. Video x' session x.
Audio recording	- 1 phone - Phone's strap	Hanging on the teacher's neck.		S-S class. Audio x session x.

1.2. Self-evaluation check-list form on CIC

<u>Self-evaluation check-list form</u>

Name and surnames: _____

 Class: _____   Date: _____

Complete the following self-evaluation check-n k u v " h q t o " c d q w eck-off the c { ø u " n boxes for each item if you think you or your group have done it in any moment of the lesson: .

, T g o g o d g t " y j g p " k v " t ga hug rt gu c"õwäqq'"aõa kwpp vk glwa cs mgæöï . " õ v c n in English!

1. All members of my group interacted with similar amount of talk in the activities.	
2. All members of my group interacted with similar number of interventions in the activities.	
3. I used clarification or repetition request expressions when I needed more specific details or I was not sure about something.	
4. I used comprehension and confirmation checks to make sure everybody was understanding and following what I said.	
5. I could express my opinion and ask for my classmates' opinions.	
6. I could express agreement or disagreement on my classmates' opinions.	
7. I self-repaired my interventions when I noticed I said something wrong.	
8. I offered help to my classmates with their interactions if they had some problems to communicate an idea.	
9. I co-constructed ideas with my classmates in any of the group/class activities.	
10. I interacted with the teacher and the conversation flowed naturally.	
Other comments (how did you feel? What did you like? What would you improve?):	

1.3. KPSI on CIC

KPSI: Knowledge and prior study inventory

Name: _____ Class: _____

Date 1: _____   Date 2: _____

Complete the following KPSI. Check off the appropriate box for each item by following the next criteria:

1. I disagree; I can't.	2. I partially agree; I can at some points.	3. I agree; I can most of the time.	4. I totally agree; I always can.

Classroom Interactional Competence (CIC)	Day 1				Last day			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
1. I can define what Classroom Interactional Competence is.								
2. I feel confident when we practice Classroom Interactional Competence in the English lessons.								
3. When the teacher speaks for the whole class in order to give instruction, ask questions or provide feedback, I can interact with him/her in a confident way.								
4. I can use different types of interventions in English when we do group-work (clarification and repetition requests, confirmation and comprehension checks, offer help to other students with their interventions …).								
5. I can use different types of interventions in English when we do whole class activities (clarification and repetition requests, confirmation and comprehension checks, offer help to other students with their interventions…).								
6. I can co-construct ideas with another speaker when we are interacting.								
7. I can self-repair my own interventions while I am speaking.								
8. I can control the amount of time I speak and the number of interventions I do during a conversation.								
Comments								

1.4. Questions for the interviews

‹ Do you enjoy doing group activities and class discussions?

‹ Do you think the class has a good atmosphere to practice interaction (from both, teacher and students' side)?

‹ Do you feel pressure to speak when we do CIC activities?

‹ Do you feel more confident now when speaking English than at the beginning of the course?
  - o Why do you think you feel more confident?
  - o Why do you think you don't feel more confident?

‹ Do you see any other changes from the beginning of the course to the present moment regarding your Classroom Interactional Competence?
  - o If so, can you specify what those changes are?

‹ Do you think the group activities to work on Classroom Interactional Competence that we use in the English classes are useful?

‹ Do you see any improvements in the class discussions/debates in relation to the type of interventions that you and your classmates do?

‹ Can you tell me where you think you have improved the most in relation to Classroom Interactional Competence?

‹ Do you find this project on Classroom Interactional Competence interesting?

‹ If you had to change something of the CIC lessons, what would you change?

1.5. Voice journal template

Classroom Interactional Competence sessions	
Unit:	*Date:*
Session:	*Class:*
Activities of the lesson:	
Warm-up:	
Main activities:	
Closure:	
Results obtained: Did it work? Why?	
Difficulties that appeared during the lesson:	
Possible ways of improvement:	

1.6. V g c e j g tasssessmlentgonmh

SETT: Self-evaluation of teacher talk	
Unit:	*Date:*
Session:	*Class:*
Feature of teacher talk	**Examples from your recording**
Scaffolding:	
Direct repair:	
Content feedback:	
Extended wait-time:	
Referential questions:	
Seeking clarification:	
Extended learner turn:	
Teacher echo:	
Teacher interruptions:	
Extended teacher turn:	
Turn completion:	
Display questions:	
Form-focused feedback:	
Confirmation checks:	

Note: All the features of this chart were taken from v j §elf-ēvaluation of teacher talk (SETT)ö " framework that Walsh (2011) presents on his work (see p. 28 of this dissertation).

2. Assessment analysis chart

Indicators for the assessment of the project based on CEFR B1+ and B1 levels:

Communicative language strategies: Interaction	- Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
Overall spoken interaction: - Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. - Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. - Can express thoughts on more abstract, cultural topics such as films, books, music etc. - Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. - Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	<u>Understanding an interlocutor:</u> - Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
	<u>Conversation:</u> - Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects. - Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding. - Can enter unprepared into conversations on familiar topics. - Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. - Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. -Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
	<u>Informal discussion:</u> - Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. - Can express his/her thoughts about abstract or cultural topics such as music, films. - Can explain why something is a problem. - Can give brief comments on the views of others. - Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. - Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language. - Can give or seek personal views and opinions in discussing topics of interest. - Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). - Can express belief, opinion, agreement and disagreement politely.

	Formal discussion (meetings):
	- Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. - Can put over a point of view clearly, but has difficulty engaging in debate. - Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard form of the language and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. - Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.
	Goal-oriented co-operation:
	- Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended. - Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. - Can give brief comments on the views of others. - Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. - Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. - Can invite others to give their views on how to proceed.
	Information exchange:
	- Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. - Can summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. - Can find out and pass on straightforward factual information. - Can ask for and follow detailed directions. - Can obtain more detailed information. - Can offer advice on simple matters within his/her field of experience.

	Interviewing and being interviewed: - Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. - Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. ──────────────────────────────── - Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. - Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. - Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
Interaction strategies:	Taking the floor (turn-taking): - Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. ──────────────────────────────── - Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
	Cooperating: - Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. - Can summarize the point reached in a discussion and so help focus the talk. ──────────────────────────────── - Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. - Can invite others into the discussion.
	Asking for clarification: - Can ask for further details and clarifications from other group members in order to move a discussion forward. ──────────────────────────────── - Can ask someone to clarify or elaborate what he or she has just said.
Communicative language strategies: Mediation	- Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. ──────────────────────────────── - Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views.

Mediating concepts: - Can help define a task in basic terms and ask others to contribute their expertise. - Can invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made. - Can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.	

Mediating communication: - Can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification. - Can communicate the main sense of what is said on subjects of personal interest, provided that speakers articulate clearly and that I can pause to plan how to express things.	

Collaborating in a group:	Facilitating collaborative interaction with peers: - Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. - Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. - Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience. - Can invite other people in a group to speak.
	Collaborating to construct meaning: - Can organize the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. - Can use questions, comments and simple reformulations to maintain the focus of a discussion. - Can ask a group member to give the reason(s) for their views. - Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
	Managing interaction: - Can allocate the turn in a discussion, inviting a participant to say something. - Can give simple, clear instructions to organize an activity.

	Encouraging conceptual talk: - Can ask people to elaborate on specific points they made in their initial explanation. - Can ask appropriate questions to check understanding of concepts that have been explained. - Can ask questions to invite people to clarify their reasoning. - Can ask why someone thinks something, or how they think something would work.

Note: All the information of this chart was taken and adapted from the indicators charts of the Common European Framework of Reference for Languages: Companion Volume with new descriptors (North, Goodier & Piccardo, 2018).

Appendix D. Communication plan outline

Project to work on Classroom Interactional Competence (CIC)

Time: 1 school year.
Course: Grade 11 (1ˢᵗ *batxillerat*).
Topic: Social Volunteering.

Objectives:

- Develop CIC at a teacher-student and student-student level.

- Provide techniques to develop students' interactional skills in different situations (group-work, class discussions, conversations with the teacher…).

- Help students become more confident and fluent when interacting in English in any type of situation.

Main characteristics:

- The project has a special focus on Classroom Interactional Competence activities.

- Apart from CIC, all the other competences of the *batxillerat* curriculum will be normally developed and included in the units of the project.

- All competences will be developed around the project's topic: social volunteering and the seven types that exist.

- The project has 9 units: an introductory unit, seven units with the different types of social volunteering and a closure unit.

- Each term includes some units with a special focus on CIC.

- Some of the final evaluative products are based on CIC activities.

Transferability:

The project and its activities can be adapted to any other high school level.
It is convenient to change the topic according to students' age, especially in the lower courses of ESO, and adapt the vocabulary and language features to facilitate understanding.

Data collection:

Students' interventions will be analyzed to study the project's efficiency.

In order to collect data, CIC sessions will be recorded, both video and audio, and students will have to complete a series of forms (KPSI, self-assessment check-lists…). The teacher will keep a record of CIC sessions by filling out a journal.