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CAN TASK-BASED LANGUAGE TEACHING IMPROVE ACADEMIC AND INTERPERSONAL SKILLS IN AN EFL PIM CLASS?

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Abstract: The present research is developed in a PIM (Intensive Improvement Program) First of ESO English as Foreign Language classroom in Josep Lluis Sert High School from Castelldefels. It aims to demonstrate that Task-Based Language Teaching is a reliable instrument to upgrade PIM1 students' academic and interpersonal skills in the English as a Foreign Language classroom. On account of that, an observation of the group-class and the previous pedagogical approach used by the main teacher takes place before designing the Action Plan, which consists in creating and applying a TBLT learning situation focused on cooperative group dynamics. However, the focus will be on two specific sessions, which will respectively consist of teaching vocabulary and carrying out the final evaluated task in order to show an increase of grade average. Afterward, to demonstrate an increase of students' interpersonal skills, two sociograms will be compared, which refer to students' social roles in their ordinary groups before trying TBLT, and their social roles in the PIM group-class when concluding the learning situation. Finally, learners are also asked to fulfil a self-reflection survey to confirm that TBLT also increases engagement and raises students' consciousness on their learning process.

Key words: Task-Based Language Teaching, English as a Foreign Language, PIM, 1st of ESO, NESE-A students, academic skills, interpersonal skills, engagement, and self-reflection.

Resum: La present investigació té lloc en un grup PIM (Programa Intensiu de Millora) de primer de l'ESO a l'Institut Josep Lluis Sert de Castelldefels. Aquesta pretén demostrar que la metodologia TBLT (l'aprenentatge d'idiomes basat en tasques) és un instrument fiable per millorar les habilitats acadèmiques i interpersonals dels estudiants de PIM1 a l'aula d'anglès com a llengua estrangera. Així doncs, abans de dissenyar el Pla d'Acció, que consisteix a crear i aplicar una situació d'aprenentatge TBLT fonamentada en estructures de grup cooperatives, es fa una observació del grup-classe i de l'enfocament pedagògic previ utilitzat pel professor principal. Tanmateix, als resultats només s'analitzen dues sessions de la mencionada situació d'aprenentatge amb un enfocament més exhaustiu en una lliçó sobre vocabulari i la prova final d'avaluació per tal de mostrar un creixement de la nota mitjana. A continuació, per demostrar un major desenvolupament de les habilitats interpersonals dels estudiants, es comparen dos sociogrames, que fan referència als rols socials dels estudiants en els seus grups ordinaris abans de provar TBLT, i els seus rols socials al grup-classe PIM en concloure la situació d'aprenentatge. Finalment, també se'ls demana als estudiants que omplin una enquesta d'autoreflexió per confirmar que TBLT també augmenta el compromís i la consciència dels estudiants sobre el seu procés d'aprenentatge.

Paraules clau: Aprenentatge d'idiomes basat en tasques, Anglès com a Llengua Estrangera, PIM, Primer de l'ESO, estudiants NESE-A, habilitats acadèmiques, habilitats interpersonals, compromís i autoreflexió.

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1. INTRODUCTION:

According to the latest *Educational Curriculum* from Departament d'Ensenyament (2022) and its paper *De l'Escola al Sistema Inclusiu* (2015), inclusion is becoming a central issue in education because diversity enriches the classroom, and it allows different kinds of students with different levels and needs to interact and be part of the same process of learning. However, attending these special academic and personal needs is not always an achieved objective. Thus, students can get frustrated and not engaged with their learning process, which commonly drives to a systematic disassociation from the educational system with the name of school dropout.

On account of that, the present thesis comes from the observation of NESE-A[1] students from a first of ESO PIM[2] group from Josep Lluis Sert highschool in Castelldefels. The investigation is conducted in a 17 students' group that only get together when they do Catalan, Spanish, English and Mathematics due to the fact they have agreed to access an *Intensive Improvement Plan*. Since they all have a psychological diagnosis regarding learning, behaviour or language disorders, teachers are supposed to adapt their teaching practice and the didactic material to fulfil these learners' special needs. Nevertheless, the current teaching approaches that are carried out in Josep Lluis Sert are so traditional that it is arduous to help NESE-A students without a change of pedagogical methodology first. Therefore, this becomes an issue concerning segregation because NESE students get away from their ordinary group without any specific adaptation except from an adjusted level book, whose only measure is using Catalan in exercises' instructions. Because of this, the initial question of the present research is: "Can I contribute to reducing internal segregation and school failure in a first of ESO PIM group, without having the option of eliminating PIM?".

This is why the present investigation aims at proving that the implementation of Task-Based Language Teaching in an English as a Foreign Language classroom will contribute to address NESE-A students' educational needs, increase their motivation and engagement with English learning, raise self-awareness on their learning process and improve their interpersonal skills in terms of group cohesion. Therefore, the objectives of the research are:

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[1] NESE: Necessitats Educatives Especials. There is a wider description of the term NESE-A in the following section titled *PIM and NESE-A Pedagogical Measures.*
[2] PIM: Pla Intensiu de Millora – Intensive Improvement Plan

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a. Describing what PIM is and illustrating NESE-A learners' additional support.

b. Defining the segregation and discrimination processes that NESE-A students go through based on Sociology of Education theories.

c. Implementing a change of pedagogical approach in EFL classroom to improve the academic and interpersonal results of first of ESO PIM students from Josep Lluis Sert.

d. Analysing the results of the new teaching practice implementation in comparison to the previous one.

2. METHODOLOGY

The starting point of the present investigation is the bibliographical research on PIM (Departament d'Ensenyament), pedagogical resources to teach NESE-A students (EnLinea Association, CEDEC, Departament d'Ensenyament, CLC, PRODISCAT and CREDA) and theories of Sociology of Education (Rist, Merton, Haberman, Taribini, Labov, Cole, Bourdieu and Rujas). Consequently, this extended reading has led to the interest in overcoming discrimination and segregation when teaching English as a Foreign Language to NESE-A students from a first of ESO PIM group at Josep Lluis Sert highschool in Castelldefels.

On account of that, the empirical proposal is based on the implementation of TBLT[3] in a genuine PIM1 EFL classroom, meaning that the classroom "[has] been specifically constituted for teaching purposes" (Nunan, 1992: 92), which makes the research more reliable and valid in terms of the naturalness of students' interaction and results. They have not been preselected to be part of the investigation, but the research has been adapted to the participants by observing them, finding a problem within the group-class and trying to solve it by designing and applying an action plan.

Given this circumstance, the present thesis attempts to prove that a change of methodology will make students' learning process more meaningful meanwhile they will improve both interpersonal and academic skills. This way, a Teaching Sequence titled *Postcard Design* has been designed. It is formed by seven sessions, but only the results of two sessions will be taken into account in this research, which focus on communicative tasks that imply students' L2 production in front of their classmates, as well as the results of a self-assessment survey. One will be carried out in the third session of the learning situation, which would correspond to a pre-task session, whereas the other ones refer to the final project of the Teaching Sequence[4], and the self-assessment that is carried out in a post-task session. The election of these activities is due to the fact that TBLT is a communicative pedagogical approach, which is the dominant difference between the new and the previous methodological practice in the classroom. Thus, this research aims at

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[3] TBLT: Task-Based Language Teaching.

[4] The Teaching Sequence is titled *Postcard Design*. The reader will find a full account of it in Annex 2.

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proving that collaborative and communicative tasks that are structured by following the TBLT principles will improve the subsequent unsatisfactory issues: low academic results, lack of motivation and engagement with the topic of the lessons, and poor as well as rude attitude among their classmates and towards the teacher.

Therefore, in order to analyse their academic results, the production of the task in session 6 will be assessed with a specific rubric with the objective of showing a positive progress in contrast to their grades from the previous unit assessment. Regarding their interpersonal skills, a sociogram will be carried out after finishing the Teaching Sequence and it will be compared to a previous one done by Josep Lluis Sert's Orientation Department. Moreover, while performing the self-assessment, students will be asked to fill in a survey about their opinion and feelings on the evaluated activities to give evidence of a higher self-confidence and an increase of self-esteem as a positive consequence of the change of pedagogical approach in the EFL classroom.

For this reason, the methodology that is being carried out in this study is Action Research because it follows the four phases that Kemmis and Mc Taggert (1998) suggest as a repetitive pattern of this method (cit. in Desouky, 2020: 344). In view of it, this is the procedure of the present Master's Thesis:

1) Planning: the researcher identifies a problem on the first period of Practicum, so an observation of the teacher-student interaction according to the used pedagogical method in the EFL classroom is compiled through the use of COLT[5] PART A (Allen, Fröhlich and Spada, 1983). This data is gathered three times a week, in fifty-minutes PIM1 EFL lessons for three weeks. But in this study only one sample from the previous observation process is provided as a sample of the previous methodology. Next, an action plan is designed in order to solve the observed issues. Finally, the expected outcomes are established, which respectively refer to the fulfilment of NESE-A students' special needs, the design of a TBLT Teaching Sequence based on UDL[6], and the improvement of both academic and interpersonal skills.

2) Action: the planned intervention is carried out throughout seven sessions, which makes a total of three weeks that are distributed in fifty-minute lessons: two lessons the first week, three lessons the second week and two lessons the third week.

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[5] COLT: Communicative Orientation of Language Teaching
[6] UDL: Universal Design for Learning

3) Observation: the researcher assesses students' results by filling rubrics, while learners are asked to fulfil a survey that reflects on their own reactions towards the change of pedagogical approach and their learning process as a means of self-assessment. Furthermore, the researcher also uses COLT in order to establish a contrast between the previous methodology and the new one in terms of different language classroom settings. Finally, a sociogram that was carried out during the planning period by Josep Lluis Sert is compared to a new sociogram that is done at the end of the Action stage.

4) Reflection: the researcher considers if the planned action helped to solve the primary issue by reflecting both on her educational practice plus students' results, and lastly proposes improvements for further research questions.

The selection of Action Research is related to the fact that the group where the investigation is carried out, as David Nunan (1992) states, is a *genuine classroom*, which reinforces the main point of the mentioned methodology because it is committed to "teachers who aspire to be reflective practitioners in their schools" and it "involves participants as researchers to bring practical improvements to the community" (Desouky, 2020: 342). So, it also supports the researcher's election of TBLT due to the importance that students are given not only because they are the centre of the experimentation, but because the results will be dedicated to enhancing their educational careers. Nevertheless, it is significant to point out that this kind of methodology does not lead to closed solutions, but open-ended and novel ones, which does not necessarily invalidate the results. By contrast, it "guarantees the creation of a socially just environment to meet the learners' needs" (Vaughan and Burnaford cit. in Desouly, 2020: 324); educational needs that change depending on each classroom's settings, types of learners and teachers. Hence, what can be profitable for PIM1 in Josep Lluis Sert might not fulfil other learners' needs from a different EFL group. This is why Action Research is considered to be an "ongoing, recursive, context-based, practical, flexible, reflective and evaluative, and collaborative" (Desouky, 2020: 342) method of investigation.

Regarding data collection instruments, they can be divided into three groups: academic assessment, which provides a grade average of the group-class after doing the two communicative activities that are being evaluated, and a personal reflection on each students' learning process; pedagogical evaluation, which empirically justifies the different types of activities and class management that entail both Task-Supported Learning and Task-Based Language Teaching; and social interaction examination, which aims at proving an improvement

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on group cohesion and interpersonal skills among the students of PIM1 in EFL thanks to the change of pedagogical approach and the fact of teaching according to the affective domain.

In relation to the academic assessment, two tools are used. Firstly, after performing each communicative task, the teacher-researcher will fill in a rubric that focuses on properly using the target forms of the didactic unit. According to Grammar, these are the past form of the verb "to be" together with the use of "there was" and "there were". About Vocabulary, students are assessed on the utilisation of weather and animals' lexicon. Furthermore, since the communicative activities have specific instructions to be complied with, students are also assessed on fulfilling those formal and content requirements, which at the same time are related to the social perspective of the tasks by assessing their behaviour towards their classmates. In other words, the intention is to evaluate if students are respectful to each other and participate actively when doing the communicative activities that imply collaborative group structures. Secondly, during the last session of Postcard Design, students will complete an opinion survey in class. The questions to be answered will be related to the target forms and procedures that students practised along the sessions that were carried out by the researcher. What is more, the queries will be asked from a competencial perspective. This way, students will be able to reflect on their learning process and give a more meaningful value to the content, which as it will be proved later has not been instructed in isolation.

On the subject of pedagogical evaluation, the researcher will follow *The Communicative Orientation of Language Teaching PART A* (Allen, Fröhlich and Spada, 1983) as an observation scheme that will provide data about the reactions that students and teachers have according to the types of pedagogical approaches that they carry out in the EFL classroom, as well as a more empirical justification of the dissimilarities about group organisation, the content of the lessons, the control that the teacher exerts on that content, and the student modality plus the type and source of material that are used depending on one approach or the other. The selection of PART A stems from the fact that it "describes classroom events at the level of activity" (Allen, Fröhlich and Spada, 1983: 234). However, when this observation instrument was designed, there was not a clear definition of *communicative language teaching*. So, Patrick Allen, Maria Fröhlich and Nina Spada (1983) did not support the use of COLT to demonstrate if a pedagogical approach was better than another, but even so they do affirm that "these studies have valuable aspects" (Allen, Fröhlich and Spada, 1983: 232). This way, with COLT, they aimed at investigating the communicative orientation of L2 classrooms by ratifying that it is

"not characterized by a single feature, but by a cluster of interrelated dimensions" (1983: 247), which refers to what the present research is also supporting.

Although it is true that COLT PART B analysis provides data about interaction, it is also important to take into account that it is focused on teacher-student communication and it is coded after the session by listening to an audio-recording of the lesson. That is why, if interpersonal skills among the group-class wants to be examined, it is useful to develop a Sociogram. This is a tool that aims at representing visual data about "interpersonal relationships, group dynamics, student engagement, and most forms of communication" (Sobieski and Dell'Angelo, 2016: 419) that happen in the classroom. Additionally, the researcher's choice for the Sociogram is because, as Leung and Silberling (2006) state, it illustrates how the class climate can change as the group changes. Thus, it is a reliable instrument that can provide more data than a subjective observation of the group interaction. In fact, "tracking such changes is particularly salient in classrooms where students may be coming and going frequently" (Sobieski and Dell'Angelo, 2016: 419), which is exactly what happens in PIM groups due to the fact they are only together while doing Mathematics, Catalan, Spanish and English. During all the other subjects, they go to their respective ordinary group, which form a total of three different group-classes in each grade.

In brief, in this study, Action Research will be carried out with the help of data collection instruments such as a rubric, a survey, COLT PART A, a Sociogram and teaching performance. Finally, it is inspirational to finish this section with the principles of Vaughan and Burnaford (2015), who corroborate the main reason for carrying out Action Research in the present Master Thesis. AR in a teacher education program has three goals: reflection, participation and preparation for teacher leadership, which is exactly what the postgraduate degree "Formació del Professorat de Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyança d'Idiomes" (Universitat de Barcelona, 2023) is intended for.

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3. PIM AND NESE-A PEDAGOGICAL MEASURES:

According to the *7th May 2014 Resolution* proposed by Departament d'Ensenyament of Generalitat de Catalunya, PIM (*Programa Intensiu de Millora*) is an additional and temporary pedagogical measure aimed at first and second of ESO (*Educació Secundària Obligatòria*) students, who did not achieve the specific objectives from the previous educational stage due to psychological and cognitive causes (NESE-A), or difficult sociocultural and economic situations (NESE-B and C). Thus, they need additional support in order to retake the lacking knowledge and acquire the new one with adjusted help. However, students will only take benefit from it if the Pedagogical Coordination of the school does a favourable report and if both family and learner accept the proposal as a compromise with which the student must get engaged.

PIM is related to support to diversity and it has the aim of dealing with specific educational necessities of learners so that they can acquire basic competences, educational objectives and content of Primary and Secondary education. This is done by creating an extended group of students that do Catalan, Spanish and Mathematics in a flexible and reduced class, whereas all the other subjects are taken within their ordinary group. This is because the number of hours that they dedicate to these subjects is higher than in the ordinary group: a minimum of four hours a week for each subject. Furthermore, pedagogical methodologies are also supposed to differ from the ordinary lessons because they must be personalised and suitable for their special educational needs. However, the school is allowed to decide the pedagogical, methodological and organisational criteria. This is why Josep Lluis Sert's *PEC* (Projecte Educatiu de Centre)[7] and *NOFC* (Normes d'Organització i Funcionament de Centre)[8] also include English as a complementary subject in PIM's linguistic field.

In terms of basic competences and in relation to the linguistic field, PIM emphasises oral communication, written production and reading comprehension skills (Departament d'Ensenyament, 2014). Moreover, regarding evaluation, it is crucial to carry out self-assessment so that learners can become aware of their own learning process and co-responsible for their academic results.

Given this circumstance, it is essential to know students' special educational needs,

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[7] PEC: Educational School's Program.
[8] NOFC: Organisational and Developmental School's Rules.

which are most of the time related to cognitive or behavioural disorders, and to analyse what kind of pedagogical support they should receive. In the case of Josep Lluis Sert 1st of ESO PIM class, NESE-A phenomena that can be observed are:

3.1. Developmental Needs: Autism Spectrum Disorder (ASD)

According to Departament d'Ensenyament, Autism Spectrum Disorder (ASD) affects the learning process of communicative and social skills because it complicates the flexible management of behaviour and thoughts. Students who suffer ASD encounter difficulties in being social-emotionally reciprocal with other people around them, which is linked to a low understanding of verbal and non-verbal communication and a common reduced eye-contact or facial expression. These symptoms lead to struggle in developing and understanding social relationships, especially with classmates and teachers in the educational field. This way, the measures that Departament d'Ensenyament promotes are classified in universal, additional and intensive support.

For the first category, it is recommended to involve autistic students in cooperative learning, projects and the use of technology in order to get the learners engaged in multiple ways and providing them with multiple options of representation, action and expression. Furthermore, multilevel teaching is highly advised as well as the use of different assessment methods such as clear rubrics, co-assessment and self-assessment.

For the second category, it is important to use visual and contextual support so that the students do not get overwhelmed because of receiving so many stimuli that cannot be properly connected. This is why, time and physical spaces should also be flexibly organised. On account of that, it is crucial to do activities with a predictable structure so that learners find it easier to go through the lesson. In terms of formative assessment, it is recommended to make use of explicit and visual communication. In addition, autistic students should be assisted by special education teachers as well as by their classmates.

Finally, the third category is devoted to intensive services that an autistic student

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can join like SIEI[9], CEEPSIR[10], CREDA[11] or educational programs planned by AIS[12]. The educational plan of these intensive supports is based on the development of interpersonal relationships, emotional management, symbolic representation plus reasoning, self-knowledge plus self-confidence, and communication plus language. In relation to the assessment, it is advised to lower or higher the evaluative criteria according to the learner's capacities, course and educational stage.

3.2. Intellectual Needs: Limited Intelligence

Limited Intelligence is diagnosed when an individual's IQ is around or less than 70 and 85%. This disorder is characterised by a mismatch between chronological and mental age, which provokes difficulties in making decisions, solving problems, taking initiative, adapting oneself to new contexts and being able to create and maintain interpersonal relationships. People who suffer from Limited Intelligence also struggle with organising their free time and achieving academic objectives. For this reason, Schaepper et al. (2021) state that they normally have low self-esteem and do not find it easy to deal with failure and frustration.

On account of that, EnLinea Association (2007) and CEDEC (n.d.) provide the following methodological strategies regarding teaching Limited Intelligent people at high school:

- Following the individualisation principle.
- Placing the student in a suitable physical space to foster their interest and mental concentration.
- Introducing the contents of the didactic unit with key words.
- Combining visual support, clear statements and direct experiences with the theoretical instruction.
- Using simple syntactic structures and vocabulary so that there is no room

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[9] SIEI: Suport Intensiu per a l'Escolarització Inclusiva (*Intensive Support for Inclusive Education*).

[10] CEEPSIR: Centre d'Educació Especial Proveedor de Serveis i Recursos de Suport a la Inclusió *(Special Education Centre for Providing Services and Resources of Inclussive Support).*

[11] CREDA: Centre de Recursos Educatius per Deficiència Auditiva *(Educational Resources Centre for Auditory Disabilities).* Although, students with serious linguistic and communicative difficulties that are not related to auditory causes can also be assisted by this service.

[12] AIS: Aula Integral de Suport *(Integral Support Classroom).*

for misunderstanding and consequent disengagement by the student.

- Working on projects that are meaningful and based on students' interests.
- Defining abstract concepts in more concrete vocabulary.
- Teaching learning strategies and skills to solve problems.
- Using written instructions as a way to organise their responsibilities, *i.e.* in a personal agenda.
- Developing personal and critical appraisals of the information that they receive.

3.3. Learning and Communication Needs: ADHD

In words of the American Psychiatrist Association (2001), ADHD (Attention deficit/Hyperactivity Disorder) is a neurobiological disorder characterised by inappropriate levels of impulsivity, activity and attention in relation to developmental age. People who suffer this disorder encounter difficulties adapting themselves to their familiar, academic and leisure contexts. Therefore, their performance both in their personal and academic life are below the average, which can cause further emotional and behavioural disorders.

There are three types of ADHD, 1) inattentive, which is featured by constant oversights tendency to distraction and a slow cognitive development that leads to learning obstacles; 2) impulsive, which is featured by excessive physical movements, verbal and behavioural impulsivity, and troublesome behaviour; 3) combined, which present symptoms from the previous types.

Some pedagogical strategies to deal with ADHD students provided by Departament d'Ensenyament (2013) are:

• Maintaining eye contact and a high interactive relationship with the student by giving feedback, asking questions, reminding and recalling, giving extra instructions or going around the class to check how they carry out the tasks.

• Keeping a high level of students' response by promoting group discussions, role playing, or using touchable material to foster engagement.

• Cultivating students' interest in the topics being learned by creating connections with students' previous experiences or real-life situations, plus explaining the importance and the usefulness of the topic.

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• Carrying out pedagogical methodologies that require reduced teams, such as cooperative tasks, because it helps to raise students' motivation and it also improves their social and solve-problem skills. On account of this, the teacher could offer rewards so that all the members of the group would work together to gain them.

• Increase the level of engagement and effort towards the tasks by explaining the learning objectives, the process students will go through and the results that are expected from them.

• Barkley and others (2008) also propose to provide students with visual support in order to improve their memory. For example, class rules could be glued on the wall as a visual reminder.

3.4. Speech, Language and Communication Needs:

The Devon County Council (n.d.) uses the concept of Speech, Language and Communication Needs (SLCN) to describe students' struggle with producing speech sounds accurately, stammering, voice problems such as hoarseness and loss of voice, understanding language, using language and interacting with others. In other words, it can be difficult for these students to make sense of what people say, produce accurate words and sentences, and understand non-verbal rules of communication.

Although the previous description provides specific symptomatology about students with SLCN, the National Council for Curriculum and Assessment from Ireland (NCCA, 2023: 4) establishes a difference between receptive plus expressive language, and intentional plus functional communication. The first one refers to all forms of communication responses in which the use of gestures, signing, vocalisation, speech and communication aids or devices are also included. So, students become aware of their immediate environment by stimulating their senses and enabling them to understand symbols, hand signs, oral and written language. On the other hand, intentional and functional communication is related to the production and association of verbal and non-verbal communication, which is also linked to abstract thinking. An example of a goal to students with SLCN is "understanding that photographs or symbols can be used to represent and communicate about a particular need, desire, person, object or activity" (NCCA, 2023: 5).

Under the umbrella of these indicators, there is a wide range of disorders related to speech, language and communication. On account of that, this section is only dedicated to two of them because of being the most common among PIM1 students in Josep Lluis Sert. These are Dyslexia and Developmental Language Disorder.

3.4.2. Dyslexia:

In accordance with CLC (Col·legi de Logopedes de Catalunya, n.d.), dyslexia is a learning disorder that affects fluent reading and writing because there is a lack of phonological consciousness, verbal memory and speed processing. Hence, it is crucial to take into account that since written language is a cultural invention, it implies different features for each type of society and culture. So, this fact should drive the individual to get engaged in learning the given linguistic code.

On account of that, PRODISCAT (n.d.) provides the following general educational strategies:

● Fostering the learner's self-esteem and awarding their achievement in public.

● Avoiding embarrassing situations related to the learner's disorder.

● Evaluating the student by doing oral examinations or providing more visual support in the instructions, as well as considering the implementation of other ways of evaluation such as work projects, digital presentations or creative posters.

● Using other colours to highlight the errors rather than red because this colour is culturally linked to failure.

PRODISCAT also offers specific pedagogical strategies regarding the L2 instruction:

● Describing the grammatical and lexical objectives of the didactic unit.

● Prioritising oral production.

● Providing schematic rules about grammatical structures and verb tenses.

● Focusing on acquiring morphosyntactic structures, especially in irregular words.

● Using songs, videos, and other audiovisual supports rather than only textbooks.

3.4.2. Developmental Language Disorder:

Another dysfunction related to language and communication is DLD (Developmental Language Disorder). As claimed by Garrido & Alonso (2022) from CREDA, it affects the acquisition and development of oral language. Thus, it implies a poor input processing and

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outcome production, plus a detrimental influence on social and academic contexts. Furthermore, people who suffer from DLD have a limited ability to process and internalise the given information by both oral and written means. Therefore, their reaction time is longer.

This way, CREDA provides the following methodological strategies to assist DLD in class:

- Reducing the speech's speed can help the learner to process the information properly.
- Adapting the quantity of information that is given while speaking. It is better to use simple, short and clear statements and to pause between different instructions in order to check that the student is following.
- Using gestural and prosodic support by emphasising the key words of the instructions.
- Ensuring the learner's understanding by asking open-ended questions that imply a certain level of reflection on the given information.
- Encouraging the student to use other sources of expressions such as drawing or making sounds to recall the word with which the learner has difficulties to evoke.
- Taking into account their limitations, but without overprotecting. It is crucial to find balance between help and demand. It is also vital to have high expectations on their acquisition and improvement.

4. UDL (UNIVERSAL DESIGN FOR LEARNING):

In relation to support to diversity, the latest pedagogical proposals are based on Universal Design for Learning. A model that advocates for equality by providing multiple means of engagement, representation and action plus expression. Therefore, as specified by CAST (2018), it focuses on the "why", the "what" and the "how" of learning respectively, since it is based on neuroscience and cognitive psychology and its ultimate objective is getting learners to be metacognitively conscious.

This design was first implemented in architecture. For instance, by making all kinds of structures and buildings accessible for everyone. Then, David Rose, an alumnus and professor in Harvard University, transferred these ideas into the educational and pedagogical scientific research. This way, as Yerkey states (2022), the UDL foundation consists in a change of

perspective towards learning obstacles because the barriers only exist within the design, not within the students; variability should be taken as a nuclear aspect that is contextual and can be planned; and an UDL result is not a quantitative mark or an intellectual outcome anymore, but an experience by which someone learns. Therefore, intelligence is not considered as fixed because designers can become agents that influence the learning environment and its specific conditions.

Regarding the engagement (Rose & Meyer cit. in Tobaruela, 2022), the "why" of learning is aimed at building a purposeful and motivated student by providing diverse options to get them motivated. This can be done by fostering individual choice and autonomy, promoting authenticity and minimising threats and distractions. It is also important to provide alternatives for sustaining effort and persistence by implementing collaboration and increasing mastery oriented feedback. As for offering self-regulation chances, it can be done by promoting high expectations, facilitating skills and strategies especially related to emotion management as well as developing self-assessment and reflection.

In terms of representation, the ultimate goal is to develop a resourceful and knowledgeable student. So, as it is proven in the previous sections related to NESE A's specific support, it is fundamental to provide options for perception such as visual and auditory means, language and symbols in reference to suitable vocabulary and grammatical structures, and comprehension options by activating background knowledge and guiding information processing.

Concerning action and expression, in order to get a strategic and goal-directed learner, it is crucial to provide alternatives for physical action by implementing access to assistive technologies and modifying the methods for response, also for expression and communication by using multiple media for producing outcome, and for executive functions by guiding the goal setting, supporting strategy development and enhancing the ability for monitoring their process.

On account of that, UDL will be implemented in the present investigation because it recognises that all students learn in unique and diverse ways. Therefore, this model offers a wide range of backups so that everyone can access learning. Furthermore, all students in a group can benefit from this method because they can count on several ways of learning not only the explicit content of the subject, but also how to master it. This implies collaborative activities, which are also beneficial because they develop an interdependence of positive goals

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that contribute to autonomy, self-regulation within the group, and students' salience by eliminating physical, sensorial, cognitive and cultural barriers (Tobaruela, 2022). Thus, it can be concluded that this research agrees with the following statement: "un currículum que no aporta múltiples recursos d'accés a l'aprenentatge serà discapacitat, en la mesura que no permeti a tot l'alumnat accedir-hi" (Tobaruela, 2022: 296).[13]

5. THE INFLUENCE OF TEACHERS' EXPECTATIONS TOWARDS STUDENTS:

In the previous chapter, it has been proved that expectations play an essential role when providing diverse students with additional and specific support or placing them out of their ordinary group to receive the mentioned help. In the field of Sociology of Education this is thought to create internal segregation processes that have their foundations on the Pygmalion Effect (Merton, 1948), also known as Self-fulfilling prophecy (Rist, 1970), and a more recent theory called The Pedagogy of Poverty (Haberman, 1991).

Departament d'Ensenyament shows awareness of this phenomena in its paper titled *De l'Escola al Sistema Inclusiu* (2015). Actually, it is recommended that all educational agents, such as family, teachers and peers, raise their expectations towards all kinds of students and, especially, towards their ability to learn. This is because low expectations are commonly related to a poor compliance of the "ideal pupil" archetype (Tarabini, 2015: 351), which is a concept that was first proposed by Howard Becker in the fifties' decade. The mentioned cultural representation is based on the social features of middle-class students because the culture of education is proportional to the dominant culture. Thus, learners with socioeconomic issues differ from the values and behavioural requirements of school because their incorporated cultural capital, also known as *habitus* (Bourdieu, 1970), is distant from the attitude that school expects from them.

Therefore, since teachers judge students' capacity to learn by their psychological diagnosis or the sociocultural and economic situations of their families, the Pygmalion Effect takes place not only inside the classroom, but also throughout the educational institution. This has two consequences: 1) low expectations towards diverse students are what segregates them from the ordinary group-class and reduce the opportunities to create rich, attractive and effective pedagogical proposals because they increase the probability of lowering the level

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[13] Own translation: "A curriculum that does not provide multiple resources to access learning will be disabled in view that it does not allow all students to follow it" (Tobaruela, 2022: 296)

instead of providing adjusted help, which is known as the Pedagogy of Poverty (Haberman, 1991); 2) since students are thought not to be able to acquire the taught competences and the educational level is always low, they progressively set themselves apart from the educational system by becoming disruptive, getting unsatisfactory qualifications and even abandoning school at a premature stage. This is what Rist (1970) named Self-fulfilling Prophecy, which proves that teachers' expectations can totally influence learners' future opportunities for failure or achievement. Meanwhile, with respect to sociolinguistics, this phenomenon could be equivalent to the Observer's Paradox (Labov, 1972) that specially takes place when the teacher examines students, and it consists in learners adapting their performance to the influence that the educator's observation has on them. So, the best way to overcome this is to get students familiarised with their learning process via self-reflection and self-assessment tasks.

On account of that, Rujas (2017) recognises these processes as the starting point for internal segregation because the Pedagogy of Poverty is based on lowering the level so that students can achieve the minimum basic competences and get the ESO official certificate. However, this causes the creation of a parallel ESO for diverse learners that undergo the segregation originated by the power of symbolic hierarchies. Hence, the implementation of additional measures, such as PIM, that fight against academic failure, requires the definition and delimitation of the public allowed to receive the help together with the institutionalisation of habitual procedures for detecting, identifying, classifying and assigning the given collective; the designation of specialised agents that will be responsible for the diverse students' instruction; the limitation of formalised principles to carry out the mentioned action such as specific methodologies and approaches; the enactment for starting and finishing the action, the mobility restrictions of students within the mechanisms, plus the timing and processes of decision about their academic and professional career (Rujas, 2017: 333). On the whole, this sociological view leads education to be based on Credentialism because it is committed to cultural institutionalised capital and, thus, Marx's Reproductive Theories become the nucleus of the paradoxical inclusive education.

In brief, Departament d'Ensenyament is sensitive to this contradiction and states that the above-mentioned categories and labels do not define students, but the temporal or permanent special educational conditions in which learners find themselves (2015: 28). For this reason, they advocate for the Pedagogy of Wealth (Cole, 2008) by which students' strengths should be enhanced to improve their learning process. This way, DUA and teamwork

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become possible solutions because they highlight virtues, attend specific educational needs, and increase interest, motivation and engagement by specially creating diverse learning contexts that are dedicated to link experience with understanding and reasoning.

5.1. The Affective Domain: from Reflective Teacher to Reflective Students

Teaching is a social practice that creates symbolic hierarchies in the instructor-pupil relationship; relations of power that end up influencing not only students' intellectual and academic results, but also the acquisition and development of further social skills that they will be constantly using in their lifetime. This phenomenon shows a lack of affective educational strategies due to the total focus on academic basic competences that are not thought to be meaningful by learners because they are commonly presented in isolation without being contextualised in real-life situations and experiences. Therefore, expectations are not the only matter that can alter students' learning process.

Since the current aim of education is getting learners engaged and motivated in order to obtain long and worthwhile results, self-reflection is essential. However, educators cannot demand students to self-regulate their learning if they are not reflective teachers themselves. Actually, Pete Scales (2013) provides a crystal-clear definition for the reflective practice that is highly related to the Universal Learning Design method:

> "There is one quality above all that makes a good teacher – the ability to reflect on what, why and how we do things and to adapt and develop our practice within lifelong learning. Reflection is the key to successful learning for teachers, and for learners." (Scales, 2013: 20)

Hence, it is nuclear to be reflective in order to 1) overcome the unconscious prejudices that instructors make depending on students' personal background, and 2) eradicate the possible consequences of such processes. This can be done by raising awareness on the issue, which is mainly achieved if the educator undergoes a continuing professional training and has access to research that enriches their knowledge on educational procedures. This way, the next steps are to reprocess that knowledge in order to link it to the emotions that one already possesses. On account of that, two types of reflection arise (Schön, 1983): *reflection in action* and *reflection on action*, which refer to the consideration of what someone is doing and what someone has done, respectively.

Furthermore, since instructors' presumptions have a clear effect on students' chances of failure and achievement, it is elementary to teach according to the cognitive and affective

domains. The first one contributes to the acquisition of intellectual abilities together with an overall comprehension of the content, whereas the second one guarantees social and character development of learners. Thus, affective teaching coupled with self-reflection becomes a solid educational strategy that takes profit from negative situations within the group-class, which can be either inappropriate peer interactions, lack of processing and understanding, or appreciation of segregation and discrimination inside the classroom.

In terms of affective teaching skills, Ken Hansen (2009: 16) is committed to the implementation of the following ones:

- Listening and communication skills guide respectful relationships between all the members of the group-class. It should be reinforced by reminding that everyone has the right to be heard, and that body-language might say more than words.

- Interpersonal skills require the ability to work with others and make friends, which is mainly fostered by teamwork tasks and varying the groups that students create so that they can "look for strengths in other students instead of focusing on weaknesses." (Hansen, 2009: 15)

- Intrapersonal skills are the ability to manage personal emotions in order to develop self-discipline, self-control and learn from experiences. In this case, it is fundamental to tell students that every experience relies on an emotion that might be positive or negative. So, positive and constructive feedback both from the instructor or peers can lead to a better emotional management and an increase of self-confidence.

- Balancing Needs claim for understanding other students' equally important different needs. By reinforcing this skill, empathy is also being developed because everyone in the classroom has the right to participate and improve their performing skills without being judged.

- Conflict resolution helps to peacefully solve arguments as a team. So, letting students solve the conflict among themselves is more substantial than if the teacher does it.

- Accountability contributes to a rise of responsibility for personal choices and the consequences that these may have on oneself and others. This way, asking students specific questions about their decisions made in class can lead both to an affective and reflective learning.

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- Self-confidence is about helping learners to understand that it is more important to keep trying and do their best rather than being the most skilled pupil. This can be done by encouraging students even when they are struggling and provide them with multiple chances to practise diverse skills.

- Helping others requires offering assistance to peers that encounter difficulties with a skill, procedure or concept. So, it is profitable to let students teach one another by designing cooperative tasks, and to exemplify or demonstrate the correction of mistakes so that students can realise success.

6. PEDAGOGICAL PROPOSAL: TASK-BASED LANGUAGE TEACHING

Task-Based Language Teaching is a pedagogical methodology that was first implemented by Prabhu (1982) in SLA contexts. Although it is crucial not to confuse ESL (English as Second Language) with EFL (English as Foreign Language), this method is suitable for both learning contexts because it is committed to authentic language use. However, the present research focuses on the instructional features rather than in naturalistic L2 learning since the subject in which the lesson plans are carried out is English as a Foreign Language. Thus, the learning process is not done in a natural context. For this reason, it is aimed at describing the method by selecting different views of TBLT and adapting them to a 1st of ESO PIM English classroom setting.

Firstly, it is important to highlight that TBLT emerged as a solution to the constraints of the traditional PPP approach, which was based on presenting a linguistic form and practising it until students automatise the use of the given target-form in their production. PPP is considered to be the contemporary adaptation of earlier methods such as Grammar-Translation and Audiolingualism, being the first one the approach that Josep Lluis Sert Highschool uses in their PIM English lessons. Their starting point is focused on forms, so language is taught in isolation and the lessons are organised in relation to the chosen form. Moreover, TSLT (Task Supported Language Teaching) is sometimes used under the name of TBLT, but their main difference is the focus on the tasks and the type of instruction that the teacher provides to students, which is normally implicit in TBLT, and explicit in TSLT.

Secondly, there are several definitions of what a task is:

"Willis, J. (1996: 53) stresses that task is a "goal-oriented activity in which learners use

language to achieve a real outcome". Skehan (1998: 95) lists features of "task" as: (1) meaning is primary; (2) there is some sort of relationship to comparable real-world activities; (3) task completion has some priority; (4) the assessment of tasks is in terms of outcome. Ellis (2003) gives the meaning of task a "work plan" that requires learners' cognitive processes via the inclusion of Skehan's four criteria." (Hismanoglu & Hismanoglu, 2011: 48)

It is crystal clear that all of them have something in common: a communicative approach. Since the task must refer to authentic use of language, it builds bonds with the extralinguistic world and, thus, goes beyond the task performed in the classroom so that students can create connections between the use of language and their own experience. Hence, it helps them to set clear objectives regarding the language learning and allows them to move the given goals into real-life contexts, which makes their learning process more meaningful because they feel more engaged with the tasks. According to support to diversity, this is essential because what these students commonly lack is motivation due to the influence of low expectations and the consequent reduction of learning opportunities.

Since TBLT comes from learning theories such as Information Processing, Input Processing, Neo-Vygotskian Sociocultural Theory and the Interactionist Approach, it is notable that the relationship between teacher-students is learner-centred (Ellis, 2005). This is especially profitable for PIM students because, as Ciubacan claims (2013), it gives them the chance to experiment with the foreign language in a spontaneous, individual and original way. Furthermore, TBLT does no longer impose a method in its concept like Grammar-Translation or the PPP method, which are still very common among the instruction of EFL, "but rather appeal[s] to either psychological or cognitive aspects of the student's personality. The student is no longer treated as a puppet following the master's model but asked to use his/her own mind and body to integrate the language learning experience" (Ciubancan, 2013: 60). Therefore, Negotiation of Meaning (Long, 1989) plays an important role because language forms are introduced when learners struggle communicatively to complete the tasks. That is why feedback is also essential, because when the learner has difficulties is when they are the most receptive (Pica cit. in Skehan, 2003) and what PIM students need are challenges to be completed in order to feel aware of their learning process and to have a rewarding sensation of task fulfilment. Of course, this feedback is expected to be personalised in order to assist individual variability and conserve group heterogeneity.

Regarding the structure that a TBLT design should follow, it requires a pre-task, a main task, and a post-task that drives to reflection on both the linguistic errors and the developmental

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stage in which learners are (Ganta, 2015). So, as Robinson (2011) states,

> "the exhibition gives students greater scope for negotiating and interpreting the meaning of the task or the purpose of the partner performing the same task and receiving implicit feedback from colleagues or teachers, sensitivity to the disparity between learner output and input, and accumulation of the memories of past language outputs." (Sholeh et al., 2020: 141)

In other words, TBLT promotes collaborative tasks and cooperation among students since authentic language is used in interactive contexts. However, researchers (Long, 1985; Willis and Willis, 2007; Skehan, 1998; Ellis, 2003) differ on how these tasks should be guided and if they should be focused or unfocused. Since the Spanish and Catalan educational system is regulated by the achievement of Basic Competences (*Competències Bàsiques*), it is fundamental to follow both focused and unfocused tasks so that learners can acquire specific linguistic structures according to their CEFR English level and, what is more, that they get to use them in different communicative contexts, which means that the tasks will mostly be output-based. Nevertheless, efficient learning is needed in order to pass the Basic Competences official paper and obtain the ESO Certificate, which means that Catalan students are not learning in a naturalistic context and, thus, they also need input-based tasks to be in contact with authentic language use.

On account of that, the present investigation shares the weak interface position of TBLT, which "has been used to provide a basis for consciousness-raising tasks (Ellis, 1991) that require learners to derive their own explicit grammar rules from data they are provided with" (Ellis, 2005: 215). In this case, a mix of Skehan's (1998) and Ellis's (2003) views is supported because, according to NESE-A pedagogical measures illustrated in Chapter 1, the most suitable lesson structure would be a pre-task based on explicit instruction of the integrated target-form followed by unfocused and collaborative communicative activities. Still, the pre-task also requires cooperation not only between students, but also a teacher-student interaction thanks to the previously mentioned Negotiation of Meaning. Hence, as Pica and Doughty (1985) clarify, "group and pair-based interaction, where information exchange [is] required, provide[s] more conversational modification than a teacher-fronted situation" (Skehan, 2003: 4). For the present research, in terms of evaluation, the focus will be on one of the three ways that Ellis (2005) proposes: external ratings by designing specific rubrics to assess free constructed language production since the given tasks will mainly provide open-ended responses. In conclusion, TBLT is the pedagogical chosen approach as an innovative proposal

to teach English as a Foreign Language in a 1st of ESO PIM group because, as Ellis (2009) vindicates, it has plenty of benefits that are linked to NESE-A additional support. Briefly, it provides opportunities for "natural" learning inside the classroom; meaning is emphasised over form, but the last one can also be covered; it supplies learners with a rich input of target language; it contributes to intrinsic motivation; it is learner-centred, but it also allows the teacher to give input and direction; it advocates for fluency communicative development without ignoring accuracy; and it can also be combined with a more traditional approach. All these advantages will allow the teacher to follow the UDL method, in which every approach is acceptable if it assists learners' educational specific needs.

7. IMPLEMENTING TBLT IN AN EFL CLASSROOM: RESEARCH DATA

7.1. Setting: Josep Lluis Sert High School

This section attempts to contextualise the high school where the research has been carried out in terms of location, cultural, social and educational features. Firstly, Josep Lluis Sert is a public high school that offers both Obligatory Secondary Education and Baccalaureate. Each ESO course is formed by four groups, three of them are ordinary and the fourth is dedicated to PIM students. It also has four Batxillerat modalities (humanities, social, scientific and technological) together with Batxibac, which consists in integrating subjects in French in order to obtain a double certificate in French and Catalan. This is why the most essential project of the centre is Erasmus+ because it promotes interaction with other European countries, especially the French-speaking ones.

With respect to Josep Lluis Sert's geographical situation, it is placed in Castelldefels, which is a city from Baix Llobregat region in Catalonia. What is more, it is important to highlight that it is set in the industrial area of Castelldefels, just in front of the train station that connects to R2 line, and it shares its facilities with another public high school known as Les Marines. Although the majority of students live in Castelldefels, it is also true that thanks to the high school's setting there are students from other towns in Baix Llobregat and even Sitges. However, their origin is not always from Catalonia or Spain, there are a great number of students that come from Latin America, the North of Africa or Eastern Europe. Especially since the war between Ukraine and Russia began, the high school has taken Ukrainian refugees in. Therefore, this proves the socio-cultural diversity that the high school embraces. In view of this variety of origins, the educational support that these students receive comes from *Aula*

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d'Acollida[14], where they work on the acquisition of the official languages of the territory. The protocol consists of taking into account if students already know Spanish in order to focus on learning Catalan, or if they do not know either Spanish or Catalan. If the last option happens, a PI[15] is designed so that they can also acquire the basic competences of other subjects that are taught in the two previous languages.

Regarding attention to diversity, the high school offers SIEI service and Aula PUF[16], where 10 students with major disabilities participate in workshops about sport, cooking, music or environment. In fact, students from Aula PUF are in charge of taking care of the high school's vegetable garden when they are not attending workshops or a class in their ordinary group, where they are also included, because this project aims at improving inclusion. Likewise, PIM, also known as *Intensive Improvement Plan,* is devoted to students who are at high risk of school dropout due to their specific educational needs that come from sociocultural, socioeconomic and psychological circumstances. This is why students who are taking PIM classes can also participate from Aula d'Acollida. Conventionally, as it is indicated by Departament d'Ensenyament, the program can last for a maximum of two years. But since every high school designs its own rules or *NOFC*, Josep Lluis Sert offers a PIM group in all ESO courses so that every student can join the project when necessary independently of the grade they are in.

It is also crucial to mention that although the educational centre is not considered to be a high complexity high school, they deal with a large amount of absenteeism cases. This is because a lot of students take benefit from the facilities of the neighbouring centre or escape by jumping the fences of the school. Sometimes, they also go away by opening the door of the municipal sports facilities, which are located inside the high school, but since it is property of the town council it is not always locked. As mentioned before, this situation leads to class skipping, which is commonly related to serious drug addiction issues, internal conflicts among students, dissociation from the educational centre or personal and family issues. Fortunately, all of them are treated by CAD, known as *Comissió d'Atenció a la Diversitat (Attention to Diversity Commission)*, which coordinates with EAP[17] and Social Services' members in order

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[14] Aula d'Acollida *(Newcomers Program)* is an intensive educational support in which new students are trained on the official languages of the territory.

[15] PI: Pla Individualitzat *(Personalised Plan)*

[16] Aula PUF: It is the classroom where SIEI students do workshops. It is called PUF because of the type of chair they sit on.

[17] EAP: Equip d'Atenció Primària *(Primary Attention Team)*

to refer these students to other external support such as the Day Hospital, or UCA[18] in extreme circumstances, CSMIJ[19], CRETDIC[20] and CSMA[21]. The last one is especially aimed at psychological assistance to families that deal with low socioeconomic situations and cannot afford private psychological and psychiatric services.

Finally, concerning the use of language in Josep Lluis Sert, the community prioritises the fact that the mother tongue of the majority of students is Spanish. That is why subjects that are not strictly Catalan can be taught in the language that the teachers prefer, which most of the time leads to English teachers using the official languages of the territory in their classroom instead of the L2 that is being taught. At the same time, students are always allowed to freely communicate in Catalan or Spanish with their classmates and instructors. In view of the mentioned rules, Josep Lluis Sert's culture and philosophy is defined as laic, plural, democratic and equal.

7.2. Participants:

7.2.1. Students:

The group of learners who are participating in the present investigation are formed by seventeen 1st of ESO students that pertain to a PIM (*Pla Intensiu de Millora*) group from Josep Lluis Sert. The research is carried out three hours a week during four weeks in the English as Foreign Language classroom.

The group organisation is not equal in terms of gender because only 28% are girls, whereas 72% are boys.[22] Based on my observation, this affects the active participation of the girls in class due to the fact that there is a higher probability that a boy tries to stand out. However, it is also more common that boys raise their hand in order to answer or ask something that is not mainly related to the instructed topic. So, it is at that moment when girls take the opportunity to confidently benefit from their speaking time. Thus, one of the features that are to be improved in terms of class interaction is students' participation, which is expected to result in two possible ways after carrying out the action plan of the present research: an increase of

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[18] UCA: Unitat de Conductes Adictives *(Addictive Behaviour Unity)*

[19] CSMIJ: Centres de Salut Mental i Juvenil *(Youth's Mental Health Centre)*

[20] CRETDIC: Centre de Recursos Educatius per a Alumnes amb Trastorns del Desenvolupament i la Conducta *(Educational Resources Centre for Students with Developmental and Behavioural Disorders)*

[21] CSMA: Centres de Salut Mental per a Adults *(Adult's Mental Health Centre)*

[22] To see the total natural number of each category, look at Table 1 (p. 31).

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girls' contributions, or an equal involvement in class discussions. Although both of them seem a consequence of the other, it is important to highlight that the desired result is the second option because it will also mean an increase of engagement from the vast majority of the group-class, whereas the first option could be proof of a decrease in boys' participation.

With respect to ethnicity, the data is classified by specific continental regions rather than countries due to a wide range of nationalities. As it can be observed, there is a preponderance of South American and North African students with 33,3% respectively. This is followed by Occidental European students, who are a 16,6%, and it finishes with a minority of Asian students, who also form another 16,6%. Although in this case they are divided into Septentrional Asians (11, 1%) and Southern Asians (5,5%). These numbers show a great multiculturality within the group-class, but there is not much cultural exchange between people from one category and another because since there are two prominent ethnicities, South Americans and North Africans, they are used to being together. Thus, another goal concerning interpersonal skills would be improving their interaction by discussing topics that can lead to cultural exchange, which at the same time would be contributing to switching from a multicultural class to an intercultural one.

Regarding NESE-A features, not everyone in the group-class suffers from a learning, communicative, behavioural or intellectual disorder. Although they are the majority with a 66,6%, the other 33,3% is formed by students whose marks are very low or have specific sociocultural and socioeconomic needs. For instance, this could be the case of a learner that accesses the high school in the middle of the course and does not know how to speak Catalan, Spanish or both. In this case, the additional support they receive is *Aula d'Acollida*.

On account of that, the adaptations that NESE-A students were receiving before the researcher designed the Action Plan were:

- Sitting next to the teacher in the first rows (ASD, ADHD)
- Clear and simple instructions with unambiguous beginning and ending, especially in exams (ASD, ADHD, Dyslexia)
- Additional support during the exam by the teacher (ASD, ADHD, Dyslexia)
- Reduced selection of activities for homework and in the exam (ASD, ADHD, Dyslexia)
- Extra time in the exam (ADHD, ASD, Dyslexia, DLD)
- Spelling mistakes do not lower the final mark (Dyslexia, DLD, ASD)
- Extra guidelines about writing production (ASD, ADHD, Dyslexia, DLD)

- Visual support (DLD)
- Providing an anticipation before starting to do a new type of activity and paying special attention to the vocabulary used in the instructions (DLD)
- In terms of assessment, the content is more significant than formal requirements (DLD)
- In case of negative results in the exam, the student can get a second oral opportunity (DLD)

Finally, in relation to the student who suffers Limited Intelligence there were not more specific adaptations than the differentiated assessment criteria that is used in PIM, which contrasts to the ordinary groups (Guia de l'alumnat d'ESO, 2023: 14 – 17). This consists of a total mark that is calculated out of 100, for which a minimum of 50% is required in order to pass the subject. This percentage is organised in the following way: 10% for oral communication (20% in ordinary group), 15% for reading comprehension (20% in ordinary group), 20% for writing production (30% in ordinary group), 5% for literature (10% in ordinary group) and 50% for behaviour and plurilingualism (20% in ordinary group). Additionally, below the reader can find a table with a summary of the group's composition (Table 1).

Table 1:

STUDENTS DATA						
TOTAL NUMBER	GENDER	ETHNICITY	NESE-A FEATURES	COURSE	SUBJECT	GRADE AVERAGE
17	Female: 4 Male: 13	North of Africa: 6 Southern Occidental Europe: 3 South America: 5 Septentrional Asia: 2 Southern Asia: 1	ADHD: 5 ASD: 1 DLD: 2 LI: 1 Dyslexia: 3	1st of ESO	English as a Foreign Language	3,94/10

7.2.2. Teachers:

The instructor's participation in the present investigation consists of two teachers of English as Foreign Language: one man and one woman. The first one has more than twenty-five years of experience in teaching this subject both in different ESO courses and *Batxillerat*.

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However, in the academic year 2022-2023 he has only been the principal instructor of the group-class in which the research is carried out, apart from being the headmaster of the high school. By contrast, the researcher is getting trained in order to become a professional teacher, so she has no experience in formally teaching ESO or *Batxillerat*.

Both teachers have a degree in English and Spanish Philology, although they are not native speakers of English. Furthermore, the main teacher is not familiar with the latest educational curriculum of *Departament d'Ensenyament*. So, he masters the class management, but he is not implementing new learning methodologies or UDL in his lessons yet. While on the contrary, the researcher has been instructed in these new educational laws. That is why she suggests a change of teaching approach in order to achieve more conscious learning processes.

Regarding their role in the present investigation, the researcher observed the principal teacher for four weeks and then she planned the learning situation to be carried out in class, whereas the principal teacher just stayed in class while the researcher was teaching during three weeks in order to give her advice on group management and make sure that students would be polite.

8.   OBSERVATION:

8.1. Initial pedagogical approach in PIM1 EFL classroom from Josep Lluis Sert High School

After the four-week observation, the researcher could conclude that the pedagogical approach that the principal instructor was following was PPP (Presentation-Practice-Production) with a Task-Supported Language teaching approach in the Practice phase. In order to prove it, the researcher analysed the lessons by following the COLT PART A. In this section, the reader will find the analysis of one of the sessions that was carried out by the main teacher with the aim of justifying the use of PPP and TSLT in the PIM1 EFL classroom before carrying out the Action Plan.[23] The content of the lesson consisted of vocabulary and grammar, especially daily-life activities and negative plus interrogative present simple tense, and the timing of the session was about fifty minutes.

The lesson starts with an episode based on the explanation of the teacher about the first activity that students will perform, which lasts less than two minutes. The activity is intended

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[23] The completed COLT PART A chart can be found in Annex 1.

to last ten minutes and it consists in copying and translating the vocabulary on their notebooks into Catalan or Spanish, which is both projected in the digital board and in their digital books. This is a controlled activity that implies mechanical and individual performance, although the participants' organisation is considered to be teacher-students (T-S/C) because they just follow the teacher's instructions. Regarding group work, it is clear that since it is an individual exercise, every student works on the same task and there is no group organisation. As for the content management, the teacher gives directives and makes critical comments on student behaviour because they are not completely focused on the task, while some others try to disturb the group-class. The language content is focused on form since it is reduced, out of context and, thus, not meaningful for students because it is not integrated in a real-life situation in which they could produce it. About other topics that are treated in the classroom while doing this activity, it is important to say that they are completely broad. Students do not follow a sequence of topics to talk about, but just random interventions in order to make the other students laugh with the aim of getting distracted from the exercise. This is why, as it has been stated before, the teacher has to manage both procedure and discipline. Regarding content control, it is clear that the teacher selects the topic to work on, but what is more important, this topic has been selected firstly by the people who designed the book syllabus that is used in Josep Lluis Sert High School in order to teach and learn English as a Foreign Language. Thus, the use of the materials in this activity is highly controlled by the teacher because they are strictly provided by the writer of the course book. Furthermore, concerning the student modality, which is a section devoted to the skills that may be involved in the analysed activity, the focus is on controlled and monitored writing with little or no production. Finally, in relation to the material, it is a minimally written text with pedagogical purposes because it has been created for L2 teaching.

This activity is followed by an episode in which the teacher makes sure that everybody has copied the vocabulary list and projects a mechanical identification activity on the digital board about matching the vocabulary with pictures in which people appear doing the daily-life actions that they are to learn. This activity lasts ten minutes. The participant organisation differs from the previous activity because this activity is done orally, so the class organisation is choral, and all students work on the same task. In this case, surprisingly, the teacher does not need to manage discipline because students are engaged with the task. They want to talk, so they all raise their hands in order to get their talking-time, then the only content management that the

teacher does is about the procedure of the activity. Regarding the language content, it is still focused on form, but the content topic is immediately related to the classroom environment, so it changes from broad to narrow. Although it might seem worse, the content topic is now more controlled, and students show themselves to be focused on the activity. In addition, they use the L2 in order to communicate with the teacher, whereas in the previous one they did not. About the content control, it is still managed by the teacher because of the material selection that, although now it is visual, it continues to have a pedagogical purpose and it is characterised by a high control of the teacher and the course book designer.

Later on, an episode in which the teacher asks the students to go to a specific page of their digital book takes place before explaining how to do a mechanical drill activity in which students have to complete sentences by choosing between two options that refer to the instructed vocabulary. This activity lasts ten minutes. Now, the participant organisation changes again into teacher-student and there is no group interaction because the activity is done individually; all students do the same activity simultaneously. Regarding the content management, the teacher gives disciplinary directions because one more time the students are not focused on reading and writing to do the task. The content language is still focused on form, and the content topics are again broad and featured by the use of the L1. The student modality is based on reading the sentences and drawing a circle in the correct option, so the production is limited with close-ended responses. Finally, the material consists of a minimal written text with pedagogical purposes and a high control of its use exerted both by the teacher and the writer of the course book.

Next, there is an episode in which the teacher comments on the vocabulary from the previous unit that was about routines in order to establish a connection between both target-forms and check if students remember about it. However, this episode is an isolated performance that lasts two minutes and it is not linked to the following activity, which is a content explanation task that lasts ten minutes. Because of this, students get lost from the instructor's discourse and another episode takes place in order to recapitulate on the actual topic: the negative and interrogative forms of the present simple tense. In this phase, the participant organisation is teacher-students and there is no group organisation because it consists of an individual activity of comprehension, so all students work on the same task. In terms of content management, the teacher gives procedural directions on the grammatical rules, and disciplinary ones on the students' behaviour towards his explanation. The content language

is strictly focused on form, and students' interventions are based on narrow topics related to the classroom environment and the grammatical explanation. With respect to content control, it is selected by the teacher because he explains the rules as he designs a chart on the digital board with his own examples. Thus, the students' modality is listening. Concerning the material type, it consists of a minimal spoken and written text with a pedagogical purpose that is featured by the teacher's high control.

Finally, a one-minute episode takes place in which the instructor asks the students to write four sentences about a provided schedule from the course book. In this case, the previous vocabulary is integrated in the schedule and what students have to do is to create sentences with the present simple tense. Thus, it is a mechanical identification task that lasts another ten minutes. Regarding the class participant organisation, it is teacher-students, there is no group organisation because the activity is carried out individually and all students perform the same task simultaneously. In terms of content management, the teacher gives procedural and disciplinary directions, the language content is focused on form, especially on grammar now, meanwhile the topics that are talked about are narrow and related to the classroom environment such as requests for extra instructions on how to do the activity or how to write the sentences. Moreover, the content control is selected by the teacher, and the student modality is reading and writing. As for the material, it consists of a minimal written text with pedagogical purposes that is highly controlled by the writer of the course book.

From this analysis it can be concluded that the educational approach used by the principal teacher is PPP (Presentation-Practice-Production) with a Task-Supported Language Teaching in the Practice phase. The production phase is not considered to be TSLT because there is no "free production practice where the learner applies the learned knowledge under real operating conditions" (Boers cit. in Khezrlou, 2023: 2). Instead, the production phase, as it can be proved by the COLT PART A analysis, is highly controlled by the teacher. This is because all the phases of PPP are strictly focused on form and, what is more obvious, this approach is not learner-centred. As the participants' organisation shows, the teacher has a typical organiser and controller role of the traditional methods of teaching, rather than being a facilitator as in the humanistic approaches to language learning (Ciubancan, 2013: 60). In addition, the lessons are fully organised according to a structural syllabus that is completely marked by the course book (Devlin, 2021). Although it is true that Catalan education needs to follow this syllabus in order to get students passing the official paper called *Competències Bàsiques* at the end of the

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first and second cycles of ESO, it is also advisable by Departament d'Ensenyament (2022) to adapt the content to students' real context and special needs in order to develop a more competencial learning.

8.2.   PIM1 students' previous social roles:

The analytical mechanism that Josep Lluis Sert High School uses in order to examine students' social roles inside a group-class is CESC, also known as "Conducta y Experiencias Sociales en Clase"[24] (Collell & Escudé, 2006). It is based on Children's Social Behavior Scale – Peer Report (CSBS-P), which was designed by Crick and Grotpeter (1995), and Children's Self Experiences Questionnaire – Self Report (CSEQ-SR) by the same authors (1996).

CESC is a survey that analyses social relationships among students between 9 and 14. It is measured in terms of verbal, physical, and relational abuse, both as a victim and aggressor roles. It helps to identify students who deal with the abusive behaviours of their classmates. It also gives results about prosocial attitudes, which are considered the strong personalities of the group-class and can help reduce biased relationships. This way, this method's roles are aggressor, victim, aggressor-victim, prosocial, non-renowned, popular, rejected, ignored, normative and controversial.

Furthermore, the results must be interpreted as a one-time observation from a whole group evolution. It will never be used in order to categorise students in view that their social roles can change throughout time and thanks to the proper restorative measures or among different group organisations. Overall, CESC tries to raise awareness of bullying and provide a relational map of the group to plan further interventions for possible initial maltreatment (Collell & Escudé, 2006: 3).

Regarding the first CESC sociogram carried out in Josep Lluis Sert High School, it is important to highlight that it was done in ordinary groups of first of ESO. So, there is no single sociogram for PIM1 because these students completed the survey in their ordinary group. In the researched high school, there are four groups of first of ESO, which are named E-11, E-12, E-13, and E-14. However, the sociogram was only carried out in the first three groups. So, there was no data about PIM1 students whose ordinary group is E-14. In any case, the present section intends to describe the social roles that 13 PIM1 students have when they are in their respective

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[24] Behaviour and Social Experiences in the Classroom.

ordinary groups to establish a comparison to the results of the sociogram that was finally implemented in PIM1 after performing the Action Plan of this investigation. Additionally, since the findings must be anonymous, only the initial letters of students' names and their group-class will be included in the analysis.

Concerning PIM1 students who are part of E-11, there are two aggressor-victims. In the first case, Y.B. is physically and verbally aggressive but also receives physical and verbal abuse, so this person is developing and going through direct maltreatment. This way, as illustrated by Collell and Escudé (2022), this student would be an anxious aggressor featured by reactive aggressiveness, which turns it into a proactive victim. In this group of aggressor-victims, students who have ADHD and ASD are especially included because they have high levels of anxiety, lack emotional self-management, and externalise attitude problems such as hyperactivity. The second aggressor-victim from E11 is J.U., who, apart from exerting physical, verbal, and relational abuse, is considered to be a provocative relational victim, which would prove his social role as rejected within the group-class. In E-11, another rejected student (S.T.) also suffers from verbal abuse, so he is an unspecific victim that is possibly excluded by cultural and ethnic differences within the group-class. Finally, there is a normative and reactive verbal aggressor (M.M.), which can be linked to his high levels of impulsivity, hostility, lack of social information processing, and his deficient skills in managing some stimuli. All these indicators are mainly connected to the fact that this student has ASD.

With respect to PIM1 students from E-12, there is a highly rejected aggressor (A.B.) who exerts physical, verbal, and relational abuse but also receives physical mistreatment from other classmates. So, A.B. would be a provocative aggressor-victim. In the case of Y.O., he deals with physical abuse. However, the data indicate that he is socially normative, which means that he also exerts some violence against his classmates but not as much as categorising him as an aggressor. Finally, there are two students in E-12 who are completely rejected. One is also a passive relational victim (S.R.); the other is rejected without any specific reason, so it would be examined as an unspecific victim (L.S.). Actually, it is vital to bear in mind these kinds of victim roles because the whole group-class can socially and unconsciously generate them as a collective joke against these students, so this can derive in further internalised attitude issues such as psychosomatic unease, anxiety, and depression among others (Collell & Escudé, 2022: 11).

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In relation to PIM1 students whose ordinary group is E-13, there is a verbal reactive aggressor (C.D.), and a dominant verbal and relational aggressor with a controversial social role (A.A.), which means that this person is seen as a hostile leader, although she has a limited group of friends with whom she plans mistreatments against other classmates. Moreover, A.A. is also categorised as a provocative verbal victim. In terms of verbal victims, two students in the class deal with verbal abuse. One of them (A.G.) is a passive victim because she does not consider anyone in the class to be her friend, but she is chosen by one ignored student who does not form part of PIM1. The other verbal victim also has a normative social role (Q.P.), which means that she is a provocative victim because she exerts violence up to a limited stage, probably to defend herself from maltreatment. Additionally, Q.P. only selects one person from the group-class as her friend, and this person only chooses Q.P. In this case, it is essential to remark that when the sociogram was carried out, these two students pertained to PIM1, but at the time of the action research, only Q.P. is still in PIM1. Finally, one student is wholly ignored (I.O.). Although she selects three ordinary students as her friends, I.O. is not chosen by anyone in the class, which places her as an unspecific victim.

In conclusion, there is not any prosocial student attending PIM1. They all have a negative social role, such as aggressor, victim, or aggressor-victim, which proves that when they get together as a group-class in PIM1, the group cohesion is very low due to the mentioned socially negative experiences they go through in their ordinary groups.

9. ACTION PLAN:

9.1. Lesson Plans 3 and 6: Teaching Sequence Charts

In this section the reader will find the Teaching Sequence charts of sessions three and six of Postcard Design. During these lessons, students are instructed on vocabulary about animals and asked to perform the evaluative task, which consists of creating a postcard about a past vacation. Previously, they have been taught about weather vocabulary and the past simple forms of the verb "to be" and "there is/there are".

As it can be observed, the students' distribution is different from one session to the other since they began by doing individual activities in the first two sessions, pair work in sessions four and five, and finally teamwork on session six. This is because PIM1 students were not used to cooperative learning, so it is gradually introduced in order not to overwhelm students with the noise and the metacognitive processes that feature the mentioned approach.

Additionally, the riddles' tasks are part of an extra cohesive mechanism titled *The Riddles' Project* that is used throughout the teaching sequence. In fact, it is established as a class routine since the beginning of the learning situation and it consists of guessing one riddle each week, in which the vocabulary of the unit is embedded, with the objective of getting points that will help students to raise their final mark. The score system is planned so that learners can help each other by transferring points to other students in the class. If they guess the riddle, they get 10 points. If they answer but do not guess it, they receive 5 points. Nevertheless, if they do not submit any answer, they get -5 points. So, the intention is that they talk to each other and answer the riddles to place themselves in the positive category of the score system. Finally, if at the end of the project they get more than 10 points they can share points with other classmates and help the people that are placed in the negative ranking. If they get more than 20 points, they receive +0,2 in the final mark. If they get more than 30 points, they receive +0,3 in the final mark. If they get more than 40 points, they receive +,05 in the final mark. On account of that, the first riddle is done as an example, which is "What comes down but never goes up? Rain". The following ones are:

1. What letter of the alphabet is an insect? B (bee).
2. What do you call a fish without an eye? A fsh.
3. What is as big as an elephant, but weighs nothing at all? The shadow of an elephant.

Finally, the specific competences that are worked out throughout the sessions are 3, 5 and 9, which refer to the production of multimodal oral texts, the production of multimodal written texts, and the use of personal linguistic repertoires respectively.

SESSION THREE: VOCABULARY ABOUT ANIMALS						
Activities	**S.C.**	**Students' distribution**	**Attention to Diversity**	**Materials and resources**	**Assessment**	**Total timing: 50min**
Checking the homework (page 72)	9	Teacher-Students	Visual support Clear and simple instructions	Burlington's digital book, laptops and digital board	Assessment FOR learning: Seeking for participation by checking the activities for oral and immediate feedback purposes.	15min
Checking Riddle 1, whose answer is "bee". This will	9	Teacher-Students	Visual support	Edpuzzle and digital board	Assessment AS learning: students self-review their answers and judge their work	5min

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lead to introducing the vocabulary about animals.				by the help of the scores system.	
Treasure Hunt about animals around the world. On the digital board, the teacher will show a treasure-hunt. Students will have to follow clues that will be hidden in different countries around the world to find the vocabulary related to animals. In order to get students copying the vocabulary in their notebooks, we will not move on to the next clue until they do that. There are some letters in bold so that students discover the last word they need to complete the vocabulary list.	9 3	Teacher-Students Students (individual)	Visual support Clear and simple instructions ICT tool L1 translation (if needed)	Padlet and digital board	Assessment FOR learning: Seeking for participation by participating in the treasure-hunt game for oral and immediate feedback purposes.	20min
Since the participation of Riddle 2 was very low, students will do Riddle 3 by pairs in class, whose answer is "The shadow of an elephant".	9 3	Students-Students	Visual support, Clear and simple instructions , ICT tool, answering by audio	Edpuzzle and laptops	Assessment AS learning: students share their possible answers with their mates and judge each other's ideas in order to find out the correct answer.	10min

SESSION 6: THE FINAL TASK						
Activities	**S.C.**	**Students' distribution**	**Attention to Diversity**	**Materials and resources**	**Assessment**	**Total timing: 50min**
Checking homework (page 77)	9	Teacher-Students	Visual support Clear and simple instructions	Burlington's digital book, laptops and digital board	Assessment AS learning: students self-review their answers and judge their work by the help of the scores system.	10min
Designing a postcard about a place students visited on holidays. They have to explain to their classmates what the weather was like and what animals they could see. Instructions: · Students get in groups of 3/4. · Decide the holiday destination. · Prepare your text: • Do a little introduction: explain when and why you visited that place. • Talk about the weather and the animals from your destination. · Design your postcard with Canva:	9 5	Students-Students (groups of 3/4)	Visual support. Personalised help to each group, but solving their doubts as globally as possible so that the other groups can benefit from these extra explanations.	Canva, checklist and backgrounds, laptops and digital board	Assessment AS learning: students self-review their project and judge their work by the help of their peers' different opinions, the provided example and the checklist. Assessment FOR learning: The teacher will answer their questions with oral and immediate feedback.	35min

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· Look for a picture of a landscape from your destination (Internet) · Take a picture/selfie of your group and paste it on the left/right side of your postcard. · Write your text on the right/left side of your postcard.					
Checking the last Riddle of the unit. The final scores will be shown so that students know what reward they will get.	9	Teacher-Students	Visual support Clear and simple instructions	Edpuzzle, laptops and digital board	Assessment AS learning: students self-review their answers and judge their work by the help of the scores system.	5min

9.2. UDL method analysis of Lesson Plans 3 and 6:

The main universal measure of the lesson plans mentioned before is the Universal Design for Learning adaptation, which provides multiple means of representation, action plus expression, and engagement. In other words, these categories are related to the "what," the "how," and the "why" of learning, respectively. Therefore, in this section the reader will find an analysis of the lesson plans three and six to prove they are based on UDL. This examination is done by checking if all the UDL items are accomplished in the mentioned sessions.

Referring to the means of representation, *Postcard Design's* lessons provide options for perception in the sense that they offer a varied way of displaying the information because the visual support is mainly digital, so this allows the teacher to change the size of the text or any other visual content by attending their students' needs. Especially the most important content is always emphasised in red and green since there are no colour-blind students in the group-class. Additionally, as an alternative for visual information, the riddles and the scoring system of the *Riddles' Project* are displayed around the class in A3 posters as well as a calendar of the learning situation sessions. Regarding alternatives for auditory information, visual support is

featured by using images and emojis so that students can build bonds between symbols they are familiar with and the L2 vocabulary of lesson 3. This is especially great for students that suffer from ADHD, ASD, DLD, and ID because they need more time to process information and commonly have memory difficulties.

On the subject of language and symbols, vocabulary is pre-taught in session 3 by doing a vocabulary Treasure-Hunt and throughout the whole teaching sequence by carrying out the *Riddles' Project*, which is strictly related to the vocabulary that is taught in each lesson and by providing L1 translations when necessary. As for clarifying syntax and language structure, the grammatical target-forms are highlighted in red and green on the visual support so that it is easier for learners to identify them in a text, such as a postcard example they get in session 7, or bold, italics and orange in the clues of the animals' vocabulary Treasure-Hunt of session 3. Regarding the understanding across languages, it is essential to highlight that students who this learning situation is aimed at are bilingual with limited-English proficiency. So, the critical information, such as instructions or requirements to design the postcard, is done in their dominant language, which is Catalan or Spanish. At the same time, they are encouraged to create a list of essential vocabulary that includes L2 words plus L1 translations in session 3.

In relation to comprehension, apart from using colours to highlight key elements, students are also given examples and non-examples about the grammatical target-forms they will have to use when creating the postcard throughout the learning situation as means of feedback and extra explanations. Additionally, they are also provided with a postcard template that works as a feasible model to be followed when performing the task of session 7. Moreover, since they are learning past tense structures, the teacher should emphasise previously learned skills such as other past tense forms, how to write a postcard, which is an activity they did in a previous Term Project titled *Avancem*, or more straightforward vocabulary related to weather and animals that students learned at primary school throughout the sessions as a way to retrieve previous knowledge. In terms of guiding information processing and visualisation, TBLT is a pedagogical approach that enables the teacher to progressively realise the information by scaffolding in the pre-tasks, promoting the practice in the tasks, and fostering reflection on the learned content post-tasks. However, this is not the only organisational method that is used in these sessions because learners are also provided with models to follow in each task's instructions and a checklist in the sixth lesson plan. Finally, about maximising transfer and generalisation, there are always explicit opportunities for review and practice in each lesson,

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thanks to the pre-tasks and tasks. In addition, the content to be learned from this learning situation is embedded in familiar contexts, such as Castelldefels' locations in the vocabulary Treasure-Hunt task from session 3 or explaining a past vacation in the postcard of session 7.

Concerning action and expression, although all the curricular content of the present learning situation is based on Burlington's First of ESO Catalan Edition coursebook (Devlin, 2021), it is thought that only using coursebooks in the classroom limits students' physical action. That is why the curricular content has been adapted into varied methods for response and navigation. Thus, timing is provisionally set so the teacher can adapt the speed to students' needs. Moreover, learners have a textbook and writing tools, laptops, a digital board, and analogical material. This way, they can interact with the content in different ways because they need to write but also to speak and listen to the explanations of the teacher or their classmates' interventions. That is why they are also allowed to use all kinds of writing tools such as markers, pencils, pens, rubber, and highlighters of different colours according to their preferences so that they can design their notes as it fits best for them. Another measure is mouse alternatives in case it is difficult only to use the laptop trackpad, which is also considered to be an optimised access to tools and assistive technologies in the UDL method.

Regarding expression and communication, students can produce the language in different ways, such as writing, speaking, and designing their postcards, including expressing themselves by creating a digital illustration piece. In addition, the *Riddles' Project* allows students to answer with an audio recording or written text. In fact, implementing the use of EdPuzzle, Canva, and Padlet proves the requirement of providing multiple tools for construction and composition. In terms of building fluencies with graduated levels of support for practice and performance, these lesson plans are thought for the teacher to be able to offer differentiated feedback not only in the classroom while monitoring students' performance but also via Google Classroom after learners submit their tasks.

As for executive functions, the materials include a score system poster and A3 riddles to glue around the classroom together with a schedule where students can see each session's topic, as mentioned before in the previous UDL category. Furthermore, they are orally reminded about the objectives of the whole learning situation and the specific objectives of each lesson in every session in order to motivate them to achieve these goals. This way, to support planning and strategy development, breaking long-term goals refer to the general objectives of the teaching sequence, which should be achieved by the end of the learning situation. However,

these can be seen as ambiguous or complex to accomplish by students, so these are broken into reachable short-term objectives that refer to goals to be achieved in each lesson. For instance, the short-term objectives of these two sessions would be being able to finish the Treasure-Hunt in order to come back to a Castelldefels' location, answering the riddles correctly in order to win more points, and respectfully working in groups in order to create a common postcard about a past holiday. In fact, being able to design the postcard is an overall objective of the whole learning situation since it is the final evaluative task. Moreover, learners are also provided with a project planning template for that activity. In facilitating the management of information and resources, using Padlet to teach vocabulary is a way to supply students with summarised information as a guide for note-taking. Finally, on the subject of enhancing the capacity for monitoring process, *Postcard Design* provides students with the scoring rubric with which they will be assessed in session 7 and differentiated models of self-assessment such as Kahoot, Mentimeter, and Google Forms. However, in the present investigation, only the results of the last one will be analysed, as well as oral feedback on students' instantaneous performance in the classroom that works as examples for their classmates.

In connection with the engagement, it is essential to recruit interest. So, the *Riddles' Project* advocates for optimising individual choice and autonomy by letting them decide at what stage they want to complete it to get a reward. Apart from that, students are provided with different options and layouts to carry out the task in session 7. They are as well allowed to use any writing tools that best fit their study techniques in order to develop self-determination and foster their feeling of connection to their learning process in both sessions. As for optimising relevance, value, and authenticity, it is essential to highlight that all tasks have been specially designed to be linked to students' real context and to be equal in terms of racial, cultural, ethnic, and gender issues. So, the contextual content of both sessions is not random but connected to their daily life. Furthermore, since TBLT is a communicative approach, most tasks are intended to develop active participation by personal response. Thus, tasks such as the postcard design look for an authentic learning outcome by which students communicate to a real audience with a clear purpose: explaining an experience that they have at least once a year, so with which they are familiar and that can be imaginary or a true personal story. About minimising threats and distractions, it is essential to remark that the group-class in which this learning situation is carried out is not used to teamwork. So, since one of the objectives of this research is to improve group cohesion, the group organisation is planned so that it gradually changes from individual

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to common sharing and cooperative learning. This way, students get used to working with other people and to the potential sensory stimulation that can derive from these cooperative group structures and dynamics.

With respect to sustained effort and persistence, the salience of goals and objectives is heightened by displaying posters about the *Riddles' Project* as well as a calendar around the classroom, where all the sessions are highlighted so that students can anticipate what content they will learn next, remember what they have already done and write down the homework as a cooperative agenda. Besides these analogical tools, Google Classroom is another helpful digital instrument to send reminders during these sessions. About varying demands and resources to optimise the challenge, students are provided with permissible tools and scaffolds such as a Google Drive Folder in which they can find several visual options to carry out the postcard design. However, if learners prefer to use another picture destination or Canva layout that challenges them more, they can look for another one. On the topic of fostering collaboration and community, the *Riddles' Project* creates expectations for group work because, although it begins as an individual task, it ends up being a collaborative project in which students can transfer their points to other classmates. In addition, students that answer the riddles properly are encouraged by Google Classroom private comments to help their mates answer the same or the following questions. This way, everyone in the classroom has the chance to cooperate. In addition, group organisation is not intended to always be the same, so students are also prompted to change to learn how to work with different people in the class and identify who they best work with. As for increasing mastery-oriented feedback, it can be observed that the teacher is to provide substantive, informative, corrective, and instantaneous feedback during the lessons, but also feedback that emphasises students' efforts and improvements. This feedback is provided both orally in the classroom and via Google Classroom private comments.

Concerning self-regulation, it is important to highlight that this UDL category focuses on the emotion management of students' learning process. However, it is difficult to explicitly incorporate these techniques when the overall timing of the teaching sequence is reduced; seven sessions in total, but only two are examined in this research. On account of that, every learning situation should rely on developing this topic during the lessons of Orientation and Tutorial subjects, which should facilitate specific personal coping skills and strategies. In any case, *Postcard Design* offers opportunities to self-regulate students' learning process in each analysed session because the tasks are mainly based on the assessment as learning so that

learners can self-reflect on their performance and identify the accomplishment of their personal goals, which also helps to develop self-assessment and reflection. In other words, throughout the learning situation, students are trained to identify when they need extra aids and ask for them either from their classmates or the teacher.

In brief, the examined lesson plans from *Postcard Design* follow the UDL method, implement cooperative learning, use both digital and analogical support, promote different kinds of assessment, and offer feedback to solve doubts or check mistakes and highlight students' effort and sound performances. Additionally, they support sharing objectives and assessment criteria with learners in every session to set academic and personal goals, and it stands out or improving group cohesion.

9.3. Assessment Rubric:

In this section, the reader will find the rubric with which the main task from session six was assessed. As it can be observed, the chart is formed by the objectives and evaluative indicators. Both of them are based on the official assessment criteria of the specific competences to be assessed, which are also described before providing the full chart.

Regarding the objectives, they are related to specific competences 5 and 9 since this task only implies producing the language by writing the postcard. However, competences 3 and 9 are checked in the following session with the oral presentation of the postcard, which is tested with a different rubric because the objectives are not the same as in written production. Furthermore, the fourth objective is related to a transversal competence, which is Personal, Social and Learning to Learn Competence[25] because it refers to students' behaviour towards their classmates when carrying out the cooperative postcard design activity.

Concerning the evaluative criteria, they are divided into four categories. NA (No Assolit) would mean that the production is not accurate enough to pass the exercise, AS (Assoliment Satisfactori) stands for a pre-intermediate level of achievement since the requirements are fulfilled though not with great accuracy, AN (Assoliment Novell) that refers to a intermediate level of achievement since there are very few mistakes but there is still room for improvement, and AE (Assoliment Excel·lent), which is the most advanced level of performance and implies a high control of the assessed competences.

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[25] This competence aims at improving not only students' self-esteem, but also their reflection abilities by implementing cooperative group dynamics.

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Finally, the two first objectives are related to assessment criteria 9.1 (175/2022), which is about contrasting their knowledge on their L1 and L2 in an autonomous and progressive way in order to understand L2 operation. The second objective also requires the use and the differentiation of the knowledge and the learnt strategies to improve their L2 communication skills, which is criteria 9.2 (175/2022). Moreover, the first and the third objectives refer to 5.1 (175/2022), which consists of organising and writing a comprehensible text about a personal experience by following the established requirements. The third objective also implies assessment criteria 5.2 (175/2022), which is about applying the knowledge and the learnt formal strategies to write a text. Ultimately, the fourth objective is related to 9.3 (175/2022) by which students are examined on their peer- and self-assessment performance while taking part in cooperative group dynamics. At the same time, this last objective is also related to the assessment criteria of the Personal, Social and Learning to Learn Transversal Competence by which learners are tested on their ability to work with other classmates and sharing ideas and duties in a polite context in order to achieve a common goal.

OBJECTIVES	NA	AS	AN	AE
Using the correct form of verb "to be" and "there is/there are" by explaining past states and describing a personal experience about the past when producing the postcard's written text.	The verbs are not in past tense, but present.	There is a low use of verb structures, normally the same verb all the time, although in past tense.	There is a varied use of verb structures in the past, although some show of spelling mistakes.	There is a wide range of verb structures in past tense with no spelling mistakes.
Integrating vocabulary about animals and weather in their written descriptions.	Weather and animals' vocabulary are used, but in Catalan or Spanish.	There is a low use of specific vocabulary plus spelling and pronunciation mistakes.	There is a varied use of specific vocabulary, although with some spelling or pronunciation mistakes.	There is a wide range of specific vocabulary with no spelling or pronunciation mistakes.
Fulfilling the formal and content requirements of the postcard design.	The content and proper formal structure are not followed.	Some formal and content requirements are not fulfilled.	The content requirements are fulfilled, but not the formal ones.	The formal and content requirements are fulfilled.

Being respectful to each other and participating actively when doing communicative activities with collaborative group structures.	There is no participation shown, no interest on the topic, and the student has been laughing at their peers' interventions. No collaboration when doing the peer-assessment rubric. The student did not answer the self-assessment survey.	There is a very low participation with a lack of interest on the topic, but respectful with their peers. They respectfully fulfilled the peer-assessment survey, but they did not answer all the questions of the self-assessment survey.	There is an active participation with interest on the topic, although instead of being collaborative, the student got competitive. The student fulfilled the peer-assessment and self-assessment survey properly.	There is an active participation with interest on the topic. The student is respectful to their peers and tries to help them when necessary. The peer-assessment and self-assessment surveys show a great sense of collaboration and honesty.

9.4. Self-assessment Survey:

Self-assessment is used in the present investigation as a mechanism to prove whether students feel more confident about their learning process and what their opinion is after implementing TBLT in the EFL classroom. This evaluative instrument is categorised by some authors (Sargeant, 2008; Memis and Seven, 2015; Nicol & Macfarlane-Dick, 2006; Black & William, 1998; Andrade, 2019) as formative assessment, whereas some others (Tejero et al., 2012; Brown, 2011) take it as a summative assessment. In any case, the present research holds that self-assessment is a mechanism used for formative assessment, especially regarding Assessment As Learning. Furthermore,

The differences between formative and summative assessment are that the first one monitors learning and aims to provide ongoing feedback so that students can identify their weaknesses and strengths. Additionally, Assessment As Learning aims to foster students to reflect on their learning process and their academic performances to be their own judges. By contrast, summative assessment is only intended for evaluating learners with a closed mark.

In order to carry out self-assessment, it is essential to set specific criteria to which students can compare their outcomes. Therefore, PIM1 students are provided with the rubric from section 7.2, and a checklist about the Postcard Design task from session 7. In such a manner, learners are asked to reflect on the instructed competencies, the processes they went

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through, and the products they created to generate "feedback that promotes learning and improvements in performance" (Andrade, 2019: 2), which gives them a more autonomous view of the acquired knowledge.

On account of that, PIM1 learners are to answer the following Google Form survey[26] on the last session of the TBLT Teaching Sequence:

1. Write your name:
2. What have you learned in this unit?
3. Which activity did you like the most? Why?
4. Which activity did you like the least? Why?
5. What do you think about doing cooperative and oral activities?
6. Do you think that these kinds of activities have improved your relationship with your classmates?
7. Would you change any of the activities or how the teacher taught you? Which are your proposals?
8. From 1 to 5, how confident do you feel about the content you learned in this unit?

In brief, students had fifteen minutes to fill in the questionnaire, which was administered in Catalan since they did not work on such specific vocabulary. Of course, they were free to answer in the language they preferred.

10.   ANALYSIS OF THE RESULTS:

10.1. Pedagogical approach: COLT PART A analyses of TBLT lessons

COLT PART A data compilation of sessions 3 and 7 of the Teaching Sequence designed for the Action Plan of the present research was carried out right after finishing the lessons since the researcher changed her role from observer to active actioner, so she was not able to fulfil the chart as she was instructing students. Therefore, this section aims to describe the results of the compiled data and compare them to those from the observation of the lead teacher's lesson to contrast the communicative orientation of the EFL classroom depending on the pedagogical approach.

The third lesson plan was carried out in the second week of the Action Plan by the teacher-researcher, and it is devoted to teaching vocabulary about animals. As can be observed

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[26] The questions are translated into English. Students were provided with a Catalan version survey since there is vocabulary they might not know. This way, they could freely express themselves in their preferred language.

in Annex 1[27], the session starts with an "a propos" (Gunduz, 2004: 296) episode that lasts for two minutes in which the teacher welcomes students and asks them how they are. This is a disciplinary and communicative routine done since the beginning of the learning situation so that students can freely express themselves in their L1 or practise the L2. Obviously, the questions are asked in English, but the instructor does not force students to answer strictly in that language. This way, the participant organisation of the class is choral. Then, students, as a group-class, work on the same task. This method helped them interact because as they answered the teacher, they also talked to each other. In terms of content management, this episode is aimed at providing disciplinary directives on how to act when students enter the classroom. Thus, the content language is focused on students' discourse and sociolinguistic features so that their speech is adequate to the social context of the school. Other topics that appear during this episode are narrow because they are strictly related to students' personal affairs and are considered a stereotypical topic since it is a formulaic exchange (Gunduz, 2004: 284). Regarding content control, both instructor and learners decide on the topic together as students answer the teacher's initial question differently and discuss other narrow topics, as mentioned before. This way, the involved skills in this episode are listening and speaking. Finally, the material type is minimal plus auditive, and the source is student-made since they are crucial in order to complete the episode.

Next, another organisational episode of 5 minutes takes place. In this case, the teacher sets the lesson's short-time objectives and solves any doubts students may have. Then, the participant class organisation is teacher-students. However, it changes to choral when learners ask questions, and the teacher asks another student in the class to solve their classmate's doubt rather than doing it herself. In such a manner, the group participant organisation is based on working on different tasks. In terms of content management, it is focused on procedural directives. In contrast, the language content is focused on function since it is explicitly focused on "illocutionary acts such as requesting, [···], and explaining" (Gunduz, 2004: 284). Other content topics are narrow because they are related to the immediate classroom environment. Moreover, the teacher decides the overall content control, and the practised skills are listening and speaking. That is why the material type is mainly minimal and auditive, although it is accompanied by visual support designed for pedagogical purposes.

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[27] The reader will find the full chart in Annex 1 on page 72.

Afterward, a checking homework activity that lasts for ten minutes takes place to provide students with explicit feedback and retrieve knowledge from previous sessions. The participant organisation of the class is choral, and all the group works on the same task. The content management is based on procedure, and language is focused on form, especially on weather vocabulary and the past simple form of the verb "to be" since it was the linguistic content of the preceding lesson. As for other content topics, they are considered to be narrow because they are related to the immediate classroom environment, such as asking for a red pen to a classmate, asking about the book page, or solving potential doubts that students may have about the homework answer key. This way, the content control is directed by the teacher and the author of the coursebook since the homework consists of activities from Burlington's First of ESO Catalan Edition coursebook (Devlin, 2021). As for the practiced skills, students develop listening, reading, speaking and writing simultaneously because they have to listen to the correct answer, read theirs, ask questions out loud, and write down the correction of their mistakes. Finally, the material type is extended, auditive, visual, and designed for pedagogical L2 purposes.

The following activity is also a checking task in which students discover the correct answer to the second riddle from the *Riddles' Project*, lasting five minutes. Its class participant organisation is choral, and all the group works on the same activity. The language content is mainly focused on form since this activity looks for a close-ended response based on animals' vocabulary, but the teacher's interventions are also concentrated on sociolinguistic features so that students learn how to adapt themselves to a social context in which not everyone can talk at the same time, and not everyone receives the maximum points from the scoring system. Content management is featured by disciplinary directives done by the teacher, such as asking students to raise their hands before answering the riddle out loud.

Regarding other content topics, they continue to be narrow because they are related to the classroom environment, such as students asking for silence to other classmates. The content control is definitely based on the teachers' decisions, and the practised skills are listening and speaking. Finally, the material type is minimal, auditive, and visual with pedagogical L2 purposes.

Thanks to the answer to the last activity, the teacher can contextually introduce the animals' vocabulary as the session's main topic. So, a lead-in episode of two minutes takes place in which the class participant organisation is teacher-students, every student works individually

on the same task, and the instructor mainly gives procedural directions on what will happen next. The content language is focused on form since it is based on explicit vocabulary, and the other content topics are still narrow. As for content control, it is selected by the teacher, but it has a higher level of supervision determined by the curricular content from EFL learning in the Spanish and Catalan educational systems. This way, the student modality is just listening to the teacher's speech, which is minimal, auditive, and planned for L2 pedagogical purposes. Afterward, another short lead-in episode of two minutes provides students with instructions about how to do the Vocabulary Treasure-Hunt, which is the following activity. This episode is compiled with the same features as the aforementioned ones.

Next, students perform a game activity that lasts for twenty minutes, consisting of finding clues around the world on a digital map to guess the animals' vocabulary of the lesson and come back to their village location. In the meantime, they also need to gather isolated letters highlighted in bold on the clues so they can find the last animal to complete their wordlist. Concerning class participant organisation, it is choral because the task is done cooperatively with the help of the teacher's comments on procedure and discipline, so all students in the class work on the same activity at the same time. The content language is focused on form since it is an explicit vocabulary task, but also on sociolinguistics because the instructor provides immediate feedback on L2 learners' production and helps them to adapt their speech to the social context. For instance, some students started using English swear words when they did not guess the precise word, so although they were using the L2, it was not in the proper manner. To this extent, other content topics are still narrow because the previous example is considered a formulaic expression. As for content control, it is selected by the teacher and designed with particular L2 pedagogical purposes. Regarding student modality, learners practise listening, speaking, and reading with the help of extended visual material.

After finishing the main task of the lesson plan, a two-minute organisational episode takes place in which the teacher congratulates students for finding the treasure that was the missing word. This episode has the same features as the two analysed above, except for content management, which, apart from being procedural, is also disciplinary since the teacher makes motivational comments on students' performance. Thus, language content is also different because it is focused on sociolinguistic learners' behaviour.

Subsequently, a ten-minute question-answer activity about answering by pairs the third riddle is performed by the group-class, which means that the participant organisation is choral,

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and all members of the group work simultaneously on the same task. In terms of content management, the teacher comments on procedural features of the activity to remind the riddle or offer clues to find the correct answer. Evidently, the teacher selects the topic, and students are encouraged to practise speaking, reading, and writing skills since they have to read the riddle, comment on the possible answer with their partner and write it down on the digital platform. In such a manner, the content language is focused on form, and other content topics are considered narrow since they are based on the immediate classroom environment or formulaic exchanges. Finally, the material is minimal, visual, and with L2 pedagogical purposes.

In the end, a final *a propos* episode of two minutes takes place so that teacher can say goodbye to students and remind them about the homework for the next session. This way, class participant organisation is choral, and all learners work on the same task simultaneously, allowing them to practise listening and speaking by controlling the content of the episode with the teacher. The content management is specially focused on discipline and procedure since students are given homework instructions and modelled on how to behave when they leave the class, so the language content is mainly discursive and sociolinguistic; meanwhile, other content topics continue to be narrow. Finally, the material consists of a minimal and auditive student-made L2 production.

One week later, session six of *Postcard Design* was carried out by the teacher-researcher. This lesson was devoted to doing a review of all the linguistic content of the learning situation and giving students a chance to perform in class the final project, which in the present study is assessed by the researcher according to a specific rubric to prove that learners improved their academic skills thanks to the implementation of TBLT.[28]

The lesson starts with the routine mentioned above of an apropos episode that lasts for two minutes, in which the teacher welcomes students and asks them how they are. COLT PART A features are the same as in the previous analysed session, but there is a significant difference in L2 production. In session three, students are not forced to use L2 to answer the teacher because the objective was to let them use either their L1 or L2 freely in the classroom.

After that, a review activity about checking homework takes fifteen minutes. This homework acts as an assessment as learning since students can judge their overall

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[28] The reader will find the full chart in Annex 1 on page 72.

understanding of the linguistic content of the learning situation and, thus, they will deduce if they need extra aids on specific target-forms or if they are ready to move to the final assessed task. Class participant organisation is choral, and all members in the group work cooperatively and respectfully on the same task to check their results. In terms of content management, the teacher gives procedural directives on how to use the linguistic target-forms when students ask their doubts, so the linguistic content is focused on form; meanwhile, other content topics are narrow because they are immediately related to the checked activities and the EFL classroom environment. The content control is both on the teacher and the author of the coursebook since the homework consists of the Progress Check on Unit 7 from Burlington's First of ESO Catalan Edition coursebook (Devlin, 2021). This way, the skills learners are to practise by carrying out this activity are listening, speaking, reading, and writing since they check the answers out loud and ask questions to the teacher. They must also listen to the correct answers, read theirs, and note any possible corrections. All this is done thanks to minimal auditive and visual material strictly designed for L2 pedagogical purposes.

Next, a short organisational episode takes place for two minutes. In this case, the teacher refreshes the overall objectives of the learning situation since they are almost finishing it and introduces the final task. The class participant organisation is teacher-students; every learner works individually on the same task: listening to teacher explanations. These are focused on procedural directives with a linguistic focus on form. In the event of any student intervention, other content topics are narrow because they are related to the teacher's speech. That is why the content control is entirely on the instructor. During this episode, the skill to be developed is listening to minimal auditive material, which has visual support and is designed for L2 pedagogical purposes. To this extent, the same happens with the following preparative lead-in episode that lasts for five minutes, in which the teacher gives instructions on how to design and create a postcard in groups of three learners.

Subsequently, students carry out a twenty-five-minute group activity that consists of producing a postcard about a place they visited on holidays and explaining what the weather was like and what animals they could see in that location. The narrated experience can be real or imaginary. Additionally, they have to write it down on a Canva layout that they can customise and add a group picture in a landscape from the chosen destination. This way, class participant organisation is students-students, all groups work on the same task, but they may differ in speed or internal group organisation. The content management is based on the teacher's comments on

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procedure and discipline since she advises students on how to coordinate themselves but also asks for a quiet attitude among all learners. Regarding language content, it is focused on form, discourse, and sociolinguistics; meanwhile, other content topics are narrow because students are engaged with the task and talk about its development, but also broad since they are encouraged to come up with imaginary ideas and personal information. In such a manner, the content control is both on the teacher and the students. The skills that learners can practise thanks to this task are listening, speaking, and writing, as well as other modalities like explicit digital competence. Finally, the material type is auditive, visual, extended, and its source is student made.

Afterward, a short checking activity takes place for four minutes. In this case, the instructor and learners chorally check the answer to the last riddle, so all members of the group-class work simultaneously on the same activity. Concerning content management, the teacher gives procedural directives such as clues about the correct answer, which is linguistically focused on form. Other content topics are narrow since they are related to the task itself. As for the content control, it is done by the teacher. The skills developed in this activity are listening and speaking thanks to minimal, auditive, and visual material designed for L2 pedagogical purposes.

At the end of the session, the teacher carries out a short two-minute a propos/organisational episode to farewell students. Since the learning situation is almost finished, students are not asked to do homework. That is why content management is only disciplinary about cleaning up the classroom and putting the furniture in its proper place. In such a way, the language content is focused on sociolinguistics since the teacher aims for students to behave appropriately according to the social context. Other content topics are still narrow, although content control is on both instructor and learners. Ultimately, the trained skills are listening and speaking, given the episode's minimal, auditive, and student-made material.

10.2. TSLT and TBLT COLT PART A Analysis Comparison:

In the present section, the three COLT PART A analyses, one about the lead teacher's lesson and the other about the teacher-researcher ones, are compared to establish differences between Task-Supported Language Teaching and Task-Based Language Teaching in order to prove the second one's benefits. Especially, the comparison will focus on participant's

distribution, the use of L2 in the classroom, the material modalities and the kinds of intervention that the teachers do.

Therefore, the findings to be drawn are that TSLT does not provide students with opportunities to freely use the L2 in the EFL classroom since all the episodes and activities from the main teacher's session are based on teacher-student class participant organisation except from one, which is an identification activity with an explicit language focus on form. In contrast, implementing TBLT and routine episodes has encouraged learners to produce their L2 voluntarily.

As it can be observed in session six, almost at the end of the learning situation, students do answer in English and even ask the teacher-researcher how she is in this same language, which means that without being focused on form, this routine episode has helped students to acquire formulaic expressions that are meaningful for their daily life and improve their self-confidence when using the L2 in the classroom. Additionally, the main teacher was constantly making disciplinary comments on lousy attitude, whereas the researcher-teacher focused these disciplinary directives on motivational feedback about students' performance of the tasks or sociolinguistic guidelines on how to behave in the classroom social context, which has result in an increase of self-esteem and confidence, as well as a better attitude.

Furthermore, the TSLT session covers very few student modalities since most tasks are mechanical and have limited close-ended responses. By contrast, TBLT lessons aim at implicitly developing as many skills as possible in each task since it is a communicative approach. Finally, it is also important to highlight that the content control of the TSLT session as well as the source of the materials are highly dominated by the lead teacher and the author of the coursebook, which does not provide students with room for autonomy and creativity, whereas in the TBLT lessons, there are activities and episodes whose material's source is mainly students made. This fact also indicates that TSLT sessions were not specially adapted for NESE-A learners since all the tasks pertained to the coursebook and are generically designed without specific educational adjustments.

Therefore, it can be concluded that teacher-student interaction is better thanks to the implementation of TBLT because fewer disciplinary directives are needed. Students are more confident to ask for doubt-solving in class. Their interaction with each other has also improved in view of the choral class participant organisation of cooperative group dynamics such as the *Riddles' Project*, the Vocabulary Treasure-Hunt, and the Postcard Design. In brief, the

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compiled data about the TBLT sessions show more engaged learners willing to participate and use the L2 in an EFL classroom setting and more respectful and well-mannered people, who have also been fostered apart from learning English to develop their social and interpersonal skills.

10.3. Assessment Rubric Results: An Increase of Group Grade Average

In this section, the reader will find the assessment results after checking the students' postcard production according to the provided rubric in section 7.2. It is important to remember that PIM1 is formed by seventeen students, but only thirteen learners were assessed since four of them did not attend the sixth lesson.

On account of that, there were two groups of three people, two groups of two people, and two other students who voluntarily carried out the task alone, although one of the requirements was to train teamwork. That is why, the people who did the task individually got an NA (Non-Acquired) in the evaluation indicators of objective four. In any case, the grade average before implementing TBLT was 3,94/10, which means that mostly everyone in the class failed. However, the grade average of the postcard's design activity is of 7,42/10. This proves that continuous and immediate feedback, active communication and cooperative students' distribution can foster their skills acquisition. In fact, they achieved specific competences five and nine with an average of intermediate level.

In conclusion, Task-Based Language Teaching has increased engagement since all the students who attended the sixth lesson completed the evaluative activity. This is a crucial indicator because if they did not do it, they could not be assessed, which is what happened before: students did not write anything in their exams. That is why they failed. By contrast, they have been able to produce comprehensible short texts thanks to the adapted guidelines they were provided with, such as the checklist and the layout, which are resources they did not have in their previous exams. Finally, *The Riddle's Project* also helped to increase learner's marks because they received a maximum of 0,5 extra points if they guessed all the answers on the due date.

10.4. A Self-confidence Growth: Analysis of the Self-assessment Results

The self-assessment survey was administered on the last session of the TBLT Teaching Sequence, and students took twenty minutes to fill it in. Since not all of them attended the class, only fifteen out of seventeen answers were compiled. In the present section, the reader will find

a description of learners' reflections that will prove an increase in their self-confidence toward their learning process. These thoughts will remain anonymous, so the first answer will not be specified.

Regarding the second request, most of the students, except for two, state that they have learned many things such as animals, weather, and temperature vocabulary, was/were forms, how to write a better text, how to teamwork, and that they can learn with another method. This confirms that they have become aware of the pedagogical approach change and have acquired the trained competencies and curricular content.

Concerning the third query, some students explain that they liked all the activities. In contrast, others prefer *The Riddles' Project*, the Treasure-Hunt, and the Postcard Design tasks among all the activities carried out throughout the Teaching Sequence. The main reason is that they find these tasks fun, meaning they enjoyed the process and showed engagement. Especially, most of them highlight the part in which they had to take a group picture and paste it on their destination's landscape.

With respect to question number four, most learners remark again that they liked all the activities. Only one student confesses that taking notes was difficult, indicating that he might need more time to process information and a summarised layout about critical data in further pedagogical interventions.

In relation to the fifth interrogation, all students except for one think that teamwork and oral activities have helped them learn differently. It has been fun and has contributed to improving their relationship with their classmates. However, one learner explains that he encountered more difficulties doing group dynamics than individual tasks, which is an aspect to continue working on since this student suffers from ASD, and his opinion is comprehensible.

Referring to the sixth question, six students believe that their relationship has not improved because of cooperative learning since they state that it is difficult to work with some classmates. By contrast, seven learners feel they have improved their interpersonal relationships. These answers are related to the second sociogram results and show students' unease with a victim's social role.

Apropos of query seven, no student would like to restyle any activity or the pedagogical approach since they all enjoyed the proposed change. Nevertheless, one student comments on the affective way of teaching of the researcher-teacher and recommends her not to be so benevolent because she feels as if some students were taking benefit of that during the sessions.

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In fact, this answer proves the development of the affective domain by the researcher-teacher but a poor view of it by the learners, who are used to more traditional teaching practices that involve punishment rather than personal reflection.

Finally, request number eight shows a notable growth of self-confidence since students are asked to grade their level of certainty towards the acquired knowledge out of 5, and most choose 4/5. However, two students selected 2/5, another one 1/5, and the other two went for 5/5. This question allows the teacher to identify who needs extra aid to understand the instructed content fully.

In conclusion, PIM1 students show outstanding satisfaction with the Action Plan and, more importantly, a higher awareness of their learning process and the pedagogical strategies used in the EFL classroom. This definitely turns them into reflective beginners with stronger self-confidence, which is significantly positive for PIM1 learners since they commonly encounter more difficulties in learning because of the wide range of disorders they may suffer from.

10.5. Sociogram 1 and Sociogram 2 Comparison:

A CESC sociogram (Cullel & Escudé, 2006) was carried out in PIM1 group-class after developing the whole Teaching Sequence called *Postcard Design*. This way, they had already experienced teamwork, as proved by sessions 3 and 6, and had filled in the self-assessment survey. So, they also had the opportunity to self-reflect on their learning process and the new group dynamics implemented throughout the learning situation. Furthermore, since they had already done a sociogram within their ordinary group and were familiar with the procedure, they were not provided with the pre-activities that intended to raise consciousness on emotional management related to interpersonal relationships. These tasks consist of asking the following questions: "How do we know that someone is intelligent?" And "What makes us happy?". However, after fulfilling the survey, three Tutorial sessions were carried out by the High School's Orientation Department to comment on the results and continue working on group cohesion and bullying awareness.

In the present section, the social roles of 17 PIM1 students are compared to their roles in the ordinary group to prove or dismiss one part of the hypothesis of this research: Task-Based Language Teaching contributes to improving interpersonal relationships in the classroom. The

description is organised by the following CESC categories: aggressiveness, victimisation, sociometric status, and prosociality.

Regarding PIM1 students from E-11, it is essential to highlight that they all changed their roles. In the case of Y.B., he is not an aggressor-victim anymore but an anxiously reactive physical and verbal aggressor, which could be related to suffering from ADHD. As for J.U., he continues to be an aggressor-victim in terms of verbal abuse, but he is not rejected in the group. This is a negative change because the support of other classmates transforms him into a dominant aggressor and a provocative victim. In relation to S.T., he becomes normative, so this can be considered in two ways: 1) it can be a positive change because this student is used to being more reactive in the PIM group, and it could be a boost of confidence to deal with his rejected social role in the ordinary group, or 2) it could derive in an aggressor-victim that due to his negative social position in the ordinary group, becomes an aggressor in PIM. Finally, M.M. has a controversial role in PIM, so he is seen as an opposing leader with a specific group of students who supports him while the other classmates reject him.

Concerning PIM1 students from E-12, A.B. is not an aggressor-victim anymore but a physical, verbal, and relational aggressor with a controversial social role, which places him as a dominant aggressor rather than a provocative aggressor-victim. This person is the group-class leader since most classmates support him, whereas he was rejected in his ordinary group. In the case of Y.O., he turns out to be a prosocial and popular student, so he can be considered one of the strengths of PIM1 as a means of further restorative measures. The same happens with L.S., who is rejected as an unspecific victim in his ordinary group. However, he is conceived as popular in PIM1, so this learner has positive leadership skills in the group-class. Finally, S.R. changes from being a rejected unspecific victim to being ignored, so although she is still not wholly accepted by the group, she is no longer a passive relational victim.

Concerning PIM1 students from E-13, C.D. undergoes a negative transformation from being a verbal reactive aggressor to a physical reactive aggressor. Additionally, this student has a significant number of positive elections by other group members, and he is friends with A.B., so he needs proper monitoring so that he does not continue exerting violence towards his classmates. In the case of A.A., she is not a provocative aggressor-victim anymore. However, she is still considered a dominant relational aggressor, which is a negative transformation because the fact that this student is accepted gives her the power to become an unfavourable relational leader in the group. As for A.G., she is ignored in PIM1, whereas she is a passive

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verbal victim in her ordinary group. Although she does not receive any specific aggression, she would be considered rejected regarding relational social status. In fact, this student is only chosen as a friend by one person in the class (Q.P.) as well as A.G. selected Q.P. when answering the E-13 sociogram. By contrast, Q.P., a normative and provocative verbal victim in her ordinary group, becomes prosocial in PIM1, so this is another strong student on which the positive focus of further restorative measures should be. The same happens with I.O., she is ignored as an unspecific victim, but she turns out to be prosocial in PIM1.

Finally, about PIM1 students from E-14, there is a clear rejected aggressor-victim (N.J.) in terms of physical, verbal, and relational abuse. Therefore, a private monitoring interview and an E-14 sociogram would be needed to work on this specific and notable case of bullying. As for A.V., he is seen as a controversial student who exerts verbal abuse. Lastly, there are two students whose social result is being ignored (H.K. and J.M.) because they only have two positive elections, respectively.

To sum up, although it is true that there are positive social transformations (S.T., Y.O., L.S., S.R., Q.P. and I.O.) in comparison to students' roles from their ordinary group in which they do not work with TBLT, it is also noticeable that these changes are not enough in order to determine them as total indicators of a cohesive group. In fact, there is one apparent victim of bullying that had not been perceived with only class observation. So, it is evident that more explicit measures are needed to continue developing students' interpersonal relationships throughout the EFL lessons, all other subjects, and especially in Tutorial and Orientation lessons. In any case, thanks to the favourable evolution of some PIM1 students, it can be proved that implementing TBLT in the EFL classroom in such a limited time has helped obtain the mentioned results. Actually, pedagogical approaches that advocate for cooperative and communicative learning are taken into account as a primary prevention measurement. So, in this case, it would be recommendable to keep this methodology change as an option for future interventions.

11. REFLECTION:

In this section, the reader will find a summary of the Action Plan's results. These are divided into three categories: pedagogical approach, interpersonal relationships and grade average. Additionally, the researcher will also reflect on the limitations of the investigation in order to set future improvements and further lines of study.

Firstly, it is essential to remember that the examined lesson plans from *Postcard Design* follow the UDL method, implement cooperative learning, use both digital and analogical support, promote different kinds of assessment, and offer feedback to solve doubts, check mistakes and highlight students' effort as well as sound performances. Furthermore, the learning situation supports sharing objectives and assessment criteria with learners in every session to set academic and personal goals, and it stands up for improving group cohesion.

On account of that, the conclusions to be drawn in terms of pedagogical approach are that teacher-student interaction is better thanks to the implementation of TBLT because fewer disciplinary directives are needed. Students are more confident to ask for doubt-solving in class. Their interaction with each other has also improved in view of the choral class participant organisation of cooperative group dynamics such as *The Riddles' Project*, the Vocabulary Treasure-Hunt, and the Postcard Design task. In fact, the compiled data about TBLT sessions show more engaged learners willing to participate and use the L2 in an EFL classroom setting, more respectful and well-mannered people, who have also been fostered apart from learning English to develop their social communicative skills.

Regarding students' interpersonal skills, the first sociogram showed that there was not any prosocial student attending PIM1 since they all carried out negative social roles in their respective ordinary groups. This proved that, when they got together in PIM lessons, the group cohesion was very low due to the mentioned socially negative experiences they went through in their ordinary group. By contrast, the second sociogram, which was done after implementing TBLT, proved that although it is true that there were positive social transformations (S.T., Y.O., L.S., S.R., Q.P. and I.O.), it is also noticeable that these changes are not enough to determine them as total indicators of a cohesive group. Actually, class observation did not allow the teacher-researcher to notice a clear victim of bullying. So, it is evident that more explicit measures and a deep social monitoring is needed to continue building consistent students' interpersonal relationships. Furthermore, this should not be done only in the EFL classroom, but also throughout all other subjects. Especially in Tutorial and Orientation lessons. In any

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case, thanks to some PIM1 students' positive changes, it can be proved that implementing Task-Based Language Teaching in the EFL classroom in such a limited time has contributed to obtaining these results.

With respect to grade average, it is fundamental to highlight that PIM1 students showed outstanding satisfaction with the Action Plan and, what is more important, a higher awareness of their learning process and the pedagogical strategies used in the EFL classroom when they answered the self-assessment survey. This definitely turns them into reflective learners with stronger self-confidence, which is significantly positive for PIM1 learners since they commonly encounter more difficulties in learning because of the wide range of disorders they may suffer from. Therefore, this is linked to the fact that Task-Based Language Teaching has increased engagement since all the students who attended the sixth lesson completed the evaluative activity. This is a crucial indicator because before students did not write anything in their exams. Therefore, they could not be assessed, and they always failed. By contrast, they have been able to produce comprehensible short texts thanks to the adapted guidelines they were provided with, such as the checklist and the layout, which are resources they did not have in their previous exams. Moreover, *The Riddles' Project* also helped to rise learner's marks because they received a maximum of 0,5 extra points if they guessed all the answers on the due date. So, the final results indicate a considerable improvement since group grade average change from 3,94/10 to 7,42/10.

With respect to the limitations of the research, it is evident that the Action Plan's timing, only three weeks of teaching, was very reduced. So, if the researcher would have had more time to develop TBLT lessons by designing an extensive teaching sequence, the results would have been more specific, reliable and consistent. Nevertheless, the present investigation shows empirical differences between one pedagogical approach (PPP with TSLT in the Practice Phase) and the other (TBLT), meaning that the change has been positive for the EFL PIM1 classroom. In addition, another limitation is the educational systems to which each country is ascribed because, in the case of Catalonia and Spain, the major indicator of success is proved in terms of grade average. However, the present research stands for formative assessment rather than summative assessment since a numeric mark does not show any specific clues on improvements or achievements. That is why, students were provided with the assessment rubric as a means of feedback on their performance that would help them to understand their final mark. Finally, the fact that the first sociogram was not carried out in E-14 was also a significant

limitation since the researcher had no light on these students' social roles in their ordinary groups and could not accurately compare them with the results of the second sociogram.

Therefore, the present research could be improved by examining students' learning process of a whole longer learning situation. This way, more than two lessons could be analysed, which in the present investigation has been not possible because of space limitations. Moreover, it would be necessary to carry out a previous sociogram, before implementing TBLT, in the PIM group-class in order to compare not only their social roles between their ordinary and PIM groups, but also their social transformations within the PIM classroom. This would also help to quickly detect any possible bullying situations, work on them throughout the lessons, and prove if at the end of the intervention cooperative and communicative learning has improved their interpersonal skills.

Finally, the present research could lead to further investigations on how NESE-A students acquire their L2 in the EFL classroom, on the implementation of other innovative pedagogical approaches such as learning by projects, for which more time would be needed definitely, and on how bullying situations can affect the learning process of a whole group-class.

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12. CONCLUSION:

In view of the present study's initial question, "Can I contribute to reducing internal segregation and school failure in a first of ESO PIM group, without having the option of eliminating PIM?", it is essential to admit that the reduced timing has not allowed the researcher to reduce internal segregation since an overall change on how NESE-A students are conceived would be needed at a higher stage, meaning that more specific adaptations are essential to cover their learning difficulties. Furthermore, school failure cannot be proved by the results of a single learning situation. That is why an extensive examination on PIM learners' EFL performance throughout their Secondary Education academic process would be fundamental in order to provide reliable findings.

Regarding the objectives of this research, it can be proved that all of them have been achieved:

a) The Intensive Improvement Program (PIM) as well as NESE-A learners' additional support are illustrated in section 3, which refers to the theoretical framework of the present investigation. In there, the reader can find how PIM works in Catalonia and, especially, in Josep Lluis Sert High School, the disorders the participants of the research suffer from, and possible adaptations for each one.

b) Segregation and discrimination processes that NESE-A students undergo are described in section 5, which is also part of the investigation's theoretical framework. In there, not only sociologist phenomena such as the "ideal pupil" archetype, the incorporated cultural capital or *habitus*, the Pygmalion Effect, the Pedagogy of Poverty, the Self-fulfilling Prophecy or the Observer's Paradox are illustrated, but also advises on how to avoid these social practices by being a reflective and affective teacher.

c) A learning situation focused on Task-Based Language Teaching, and titled *Postcard Design* was applied in PIM1 EFL classroom as a change of pedagogical approach in order to improve students' academic and interpersonal skills, which is proved in the Action Plan section and its positive results.

d) TBLT sessions are finally compared to PPP (Presentation-Practice-Production) lessons with a Task-Supported-Language Teaching approach in the Practice part by the examination of COLT PART A analyses, and TBLT results to provide much more benefits than TSLT in terms of communication and group cohesion.

In brief, the hypothesis "The implementation of Task-Based Language Teaching in an English as a Foreign Language classroom will contribute to address NESE-A students' educational needs, increase their motivation and engagement with English learning, raise self-awareness on their learning process and improve their interpersonal skills in terms of group cohesion" has been proved. The learning situation has been accurately adapted to NESE-A students thanks to the described universal measures, such as the Universal Design for Learning adaptation of the lesson plans. Moreover, students' attitude towards the tasks and their answers of the self-assessment survey show a great satisfaction with the learning situation and self-awareness of their learning process. Finally, their interpersonal skills have also improved thanks to the examined positive transformations of some learners' social roles in their PIM group-class. However, as it has been stated, this last item needs much more training, which could be done by carrying out cooperative group dynamics in all the other subjects.

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14. ANNEX 1: COLT PART A FULL CHARTS

In this section, the reader will find an extra document with three COLT PART A full charts corresponding to the main teacher's session, and two charts referring to session 3 and 6 of *Postcard Design* learning situation. Click on the link to download the PDF: https://drive.google.com/file/d/1t_GuVzEPXYrblkpnBs24uaKIGGYEVIEx/view?usp=share_link

15. ANNEX 2: POSTCARD DESIGN LEARNING SITUATION

In this section, the reader will find an extra document containing the full *Postcard Design* learning situation. Click on the link to download the PDF: https://drive.google.com/file/d/1qQDyAV_xyiYpSmI9Lk-rGmUj3Dbjd1ST/view?usp=share_link