Collaborative teaming: Adapting a task-based cycle into a unit Project.

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Abstract: Collaboration and effective communication are highly considered in this society. Schools have added these skills into their programmes, and English lessons seem to become a great opportunity to put them into practice, but there is a misunderstanding of how to include them in group works. For many years researchers have coincide in the importance of building rapport and a trust environment in the classroom. However, students have become quite competitive for reaching a mark and just focusing on the final outcome rather than acknowledging the importance of their process behaviours. This article works from the research question of how to build trust, respect and tolerance between students in a private school context to promote collaboration in high school levels. It also presents results of the implementation of a didactic unit in a Year 11 class from a Chilean private school. They were put in the challenge of creating an Escape Room, which is a popular game people play all over the world, and they formed teams to plan different actions and to assign several responsibilities towards a common goal; all of these lessons were implemented using a Task Based Learning Teaching (TBLT) approach as its principles cope with the article’s research. Results of the intervention showed that competition can be diminished when teachers promote collaboration and interdependence for solving problems in a project.

Key concepts: Trust, collaborative learning, peer feedback, team work, rapport.

INTRODUCTION:

Groups reaching high levels of English as a second or foreign language tend to surface more frequently through the years, so teachers are faced to students who are more proficient and in consequence, they are more challenging. A classroom which evidences a more developed learning process tends to get more individualistic; this hypothesis emerges from personal experience. Nonetheless, several questions spurt related to those students who cannot obtain similar results than their peers. How can they reach the same goals as the others? Is it possible to have heterogeneous classrooms according to levels of knowledge and teaching lessons aimed to every student in the class? Are teachers responsible of building rapport between students? Can students be an active part of the different parts of a learning process? These questions drive the research for the article: how do I build trust, respect and tolerance between students in a private school context to promote collaboration in high school levels? Furthermore, it will try to solve this question and analyse a task-based methodology implemented in a Year 11 class of a private school.

In addition, the theoretical framework tries to cope with what is said about collaborative work and assertive communication skills. Several authors have published articles related to these topics, and the importance of having teachers as facilitators; hence, this document will try to cooperate with them, giving new ideas to implement prior to keep progressing on teaching not

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only cognitive skills, but also life skills, for example, to be assertive when communicating ideas at the moment of speaking, to trust in a team, among others.

Particularly, these ideas will be covered and discussed with a unit project implemented at a private school for a Year 11 class and with eight hours of English per week, which will show a theoretical support, diagnosis of the school, class description and a report of the unit. An analysis will be presented in order to relate the theoretical research with the results obtained, together with an improvement plan proposed by the teacher for the process stage of the game creation.

THEORETICAL FRAMEWORK

Collaboration to create projects:

This society seems to have turned into a constant competition, making people feud for their personal achievements rather than thinking about others. Criticism becomes the natural reaction to this problem; however, it resembles that no one thinks about when people learn referring to effective collaboration, communication and, basically, the 21st Century skills. Schools and future generations may be the answer to this apprehension. It would be possible to teach these essential skills if schools offered the chance, or maybe freedom to try other practices of teaching, moving to a collaborative process so that everyone can help each other to learn any subject or content, focusing on team work, effective communication and peer support, among others. There is a great opportunity for teachers to lead groups which can contribute to a more collaborative society. Friend and Cook (2007, p.7) state that “collaboration is “a style for direct interaction between at least two equal parties voluntarily engaged in shared decision making as they work toward a common goal””. It is important to understand collaboration as a style of interaction. It is quite difficult to agree on decisions when narratives or beliefs impede listening to others’ ideas, for that reason, education needs to be taken into consideration when it comes to building a collaborative society, so students have to learn how to work with others and accept different points of view. “A team will not be effective if some members dominate and others have opinions and attempts to contribute that are ignored or discounted.” (King-Sears, Janney and Snell, 2015 p.11) These statements tend to support the essential question when a teacher tries to go beyond with their students, building important relationships with them and teaching them for life. There are important moments during a project which could determine assembling objectives for developing skills as the main focus of an evaluation more than the formal structure of a mark.

Focus for this intervention

Objective: To have students to rely on their peers and teacher to achieve goals and to build rapport to make themselves understood, knowing also that for every action, there is a consequence they could regret in their lives. This objective can be achieved in high school levels for private schools with seven or eight hours of English per week, which demands planning English lessons to be held only in English when creating projects or creating group interactions; this opportunity could fit perfectly to work on 21st century skills and effective communication. By placing the students in a project, enhancing a collaborative environment,
it could contribute to having the students to feel comfortable when working in teams and to communicate ideas more effectively.

**Collaborative work**

Communication is essential when involves activities where students need to solve a problem or complete a task. There is no argument if anyone establishes this belief as a fact. No matter the way people communicate, a message needs to be given and it has to be effective. For this reason, Ur (1996) mentions group work (pair work included) as an essential part to promote classroom interactions. In addition, collaboration becomes an important life skill to teach or put into practice during lessons. “Group work has a number of advantages as component of classroom interaction: It fosters learner autonomy. Students working in groups are not directly controlled by the teacher, and they make their own choices about how they do the group task...It is pleasant to cooperate with others to produce a joint result, and students enjoy the sense of group solidarity and warmth the often results.” (Ur. 1996, p.234) These activities foster interactions, hence communicating a message and it is important to teach how to give those messages effectively. But what happens when groups are not taught to work as teams? Is there any difference between group and team?

**What is a Team?**

Changing the word Groups into Teams deserves to be discussed as it is possible to find important definitions to establish a difference between these two concepts. For the purpose of this article, and given its focus, the concept team, which is defined in education as “two or more interdependent individuals with unique skills and perspectives who interact directly to achieve their mutual goal of providing students with effective educational programs and services” (Friend and Cook, 2007, p.113). This definition could be used when setting goals and objectives to plan in most private high school levels, where contents take a second role as input, but are used by applying them in project-based teaching to emulate different life situations, basing the rationale into acquiring the different functions. In addition, team interaction plays an important part for achieving those goals. Effectiveness on interactions needs to be taught and promoted when working in teams. For instance, if during the school’s years the evaluations and works are all built to be done independently, in the future those students will never know how to interact and act for any given activity. It is quite common to see people struggling with team work; perhaps it is a lack of practice during school years about this. In addition, when having activities which involve group work, it is important to be precautious about promoting how student should interact and listen to each other, as they need to be taught and put into practice in order to develop communicative skills which will help them for their future lives.

**Listening and interacting effectively**

Many activities could take less time if we put focus on how we interact. There might be a gap between reaching a goal by all means, not considering the manner that teams communicate and build effective relationship for achieving that goal. Problems are no taken into account if the results are somewhat satisfactory. “Effective teams do not avoid conflict; instead, they minimize conflict by using productive teaming skills, recognize it when it occurs, and establish
strategies to address it.” (King-Sears, Janney and Snell, 2015, p.59) This statement can be used as a way of assessing how effective teams are communicating; how effective their speeches have become and how these reflect on their contributions towards common goals. Teams use many strategies to effectively communicate, and there can be different processes to identify and solve problems. It is also necessary to consider nonverbal behaviours as they are strong communicative tools; yet, people in any profession may not have been prepared to use these tools to their advantage (Fortenberry, 2011). These two researches confirm the importance of having effective communicative skills, presenting them from a different perspective: how to have an effective team and the lack of preparation to face a team.

Let us not pigeonhole giving effective messages only at the moment of speaking; all productive skills must be included. Writing tasks, for example, when implemented in groups, offer learners the opportunity to collaborate in the solution of their language-related problems, co-construct new language knowledge, and produce linguistically more accurate written texts (Dobao, A. F. 2012). It comes to mind the focus teachers put regarding to the final results, maybe the qualification of a task of the final product which groups can achieve; however, during the process, the interactions between peers for reaching that goal, have to be considered as an important stage of the qualification. Why? The Chilean society aspires to excellent standardized results (SIMCE and PSU, which are those standardized evaluations used to measure achievement levels in Chile), nevertheless, teachers need to promote the way those results are accomplished, as students will be involved in society and will have to interact and solve problems in teams. When doing what was previously mentioned, the results increase, thus, the final outcome overcomes expectations.

Related to the Chilean context, even the Chilean Ministry of Education in its curricular bases (2013) focuses on the importance of English usage not only for communicative purposes, but also in the development of a collaborative or cooperative learning as it permits the students to solve pedagogical task which requires the use of the language for reaching a goal. This task is developed in teams (groups) that will have to use these techniques for significant and transcendental life situations, applicable in their own contexts. The invitation is to put into practice any methodology that promotes peer interactions and collaboration, and cooperation.

To continue with, it is important to compare both collaboration and cooperation as they contain relevant differences and many people tend to equalise them in terms of definition.

**Collaboration vs cooperation**

It is important to establish those differences, as many teachers tend to use these concepts as synonyms when planning teamwork, taking for granted that they could be as effective as possible. According to Kozar (2010), collaboration provides students with a significant opportunity to learn from one another, negotiate meaning, and improve their social skills. While cooperative learning can be defined as “working together to accomplish shared goals” (Smith 1995), collaborative learning is “a method that implies working in a group of two or more to achieve a common goal, while respecting each individual’s contribution to the whole” (McInnerney & Robert 2004, p. 205). From Kozar’s analysis, the relation with English Language Teaching (ELT) and social skills are essential for developing confidence, trust, partnership and

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2 Translation made from Curricular Bases document of the Ministry of Education on the website, page 218.
tolerance between students. In high schools, especially in those private schools, which involve more than seven hours of English classes per week, the one character who can play the role of promoting collaboration between students is the teacher. For this reason, it is necessary to give relevance to the teacher’s role in the classroom.

Teacher’s role

In the studies of Scrivener (2005), the author sets a debate about what the importance or relevance of having a teacher really is. Adults and high school students are constantly exposed to English language whilst the amount of sources to self-study English is endless. That drives us to the tension this framework is trying to deal with.

Students expect different things from a teacher and if you consider high school students, this does not point only to cognition, but also to human relations, effective messages, rapport, among others. In addition, it is appropriate to mention how rapport is acknowledged to be an important tool for building trust, respect and tolerance in the classroom. “Encourage a friendly, relaxed learning environment. If there is a trusting, positive, supportive rapport amongst the learners and between learners and you, then there is a much better chance of useful interaction happening” (Harmer, 2001). Considering the manner teenagers are exposed to different sources of information, especially by contemplating how competitive and individualistic this society has waxed, teachers need to develop positive relations in the classroom, being focused on putting into practice the 21st century skills.

Through the years, research has been held regarding this topic by giving the importance of human relations between instructors (teachers) and students, but also between students. As an example, in the studies of Frisby and Martin (2010), the relationships to determine the roles in building positive relationships and an overall positive classroom environment are examined, emphasizing the rapport between the characters involved. Their result indicated that rapport is related to perceptions of classrooms’ connectedness (Frisby and Martin, 2010). Consequently, teacher rapport, student rapport and classroom connectedness enhances student participation. Only instructor rapport consistently predicted participation, affective learning and cognitive learning.

Building rapport

Rapport plays a captivating role in the classroom and teachers are the ones in charge of promoting it. Quoting Scrivener, “Teachers and trainers often comment on the importance of ‘rapport’ between teachers and students. The problem is that, whereas rapport is clearly important, it is also notoriously difficult to define or quantify. Sometimes people equate it with ‘being generally friendly to your students’. While this is a reasonable starting point, it seems relevant to find a wider definition, involving many more aspects to do with the quality of how teacher and learners relate” (Scrivener 2005, p. 23). There is a similarity with the perceptions of how important relationships are in the classroom; it is really difficult to change methodologies from teaching as the first attempt goes with repeating the way each teacher received as input of L2. Thus, early years of ELT have focused on cognitive skills only, not considering the importance of building rapport with all members involved in the process.
A study held by Starcher (2011), describes the importance of developing rapport prior to avoid teachers just being the ‘guide on the side’ in the classroom. By quoting other researchers (Chickering 1987; Ramsden 2003; Carson 1996), he narrates that when alumni reflected on professors they had encountered 30 years ago, the quality most frequently associated with effective teachers with this: the attitude toward and relationship with students. When there are moments of interactions whether they are one-to-one and inside or outside of the classroom, consequently students will feel more confident to speak and they increase their engagement.

Education has clearly evolved and aiming to effective goals and accomplishes when teaching involve not only being proficient at any subject, but also framing good relationships with the students. In the studies of Wilson and Ryan (2013), building rapport between students is one of the six items that can predict outcomes, as it leads to positive attitudes toward the teacher and course, student motivation, and perceived learning. This goes to show that reaching language acquisition from students, needs to consider teacher-student rapport together with other techniques and methods, furthermore collaborative and team work methodology will help develop rapport not only from the teacher toward the students, but also between students.

SCHOOL DIAGNOSIS

The school

The school for the unit implementation is a private institution located in a mining city near Santiago, Chile. It was founded in 1998 (as it is 20 years old) by a group of teachers who wanted to have a school which was different from the others in the city, emphasizing English Language as its main subject. Its founder and first principal of the school had a vision that continued to grow even after his passing (March, 2007). Its surroundings are only countryside, so the families who choose this school represent a high middle class society and these families’ aim is to achieve individual results and competition between their peers. It has a registration of 550 students and families pay CL$200,000 per student every month. Having three levels of preschool (playgroup, pre kinder and kinder), elementary and high school, gives the opportunity to start and finish school years in the same premises. There are over 60 teachers, 10 administration workers and around 10 janitors, which do not seem to be enough according to the school needs as it is seen that many workers have to do more than their specific assignment.

In regards to the school’s vision and mission, there are key elements that are relevant to this research. They state for its mission: “Our promise is to stimulate the development of cognitive abilities, emotional intelligence, arts and sports. We promote our institutional values and the learning of English as a tool for higher education and the challenges of society” (PEI, 2018). In addition, it mentions its vision by saying: “We aspire to form students capable of rising to their maximum potential, to maintain harmonious relationships with the environment. We commit to our institutional values, providing our students with emotional intelligence and the necessary tools for higher education and their future lives” (PEI, 2018). Both mission and vision show the connection with the concepts this research has exposed; they aim to teach students to develop emotional intelligence, which could be translated into 21st century skills and harmonious
relationships with the environment, which could be considered as creating effective communication with others. Thus, the English Department bases its work into building those abilities.

The English Programme

The relevance of English in the school is: English has become a distinctive feature between the school and others in the region. It is recognised to be one of the few schools that aim to teach English as a Foreign Language, but with a Communicative Approach, giving its students the opportunity to develop communicative skills in English even having oral exams of English from year 7 to year 11.

According to its Syllabus, the school has been working along with a famous bookstore and recognized Editorial for the last 10 years, getting the latest course books published for English subjects. Furthermore, its syllabus is structured and updated according to 3 main course books: Doodle Town (Linse & Schottman, 2017) for Preschool, Story Central (Clarke & Heald, 2015) for Elementary and Beyond (Bowen, 2015) for Intermediate and Secondary classes.

In its organization, the English Department focuses on establishing that classes are taught 100% in English, having students from Playgroup to year 8 with seven hours of English lessons per week; years 9 and 10 have only six hours a week. The situation differs for years 11 and 12, as English classes are divided into 2 different programmes: English common core, having 4 hours a week; and TAE (Trinity Advanced English), with 4 hours a week itself.

TAE class is a module where students develop their soft skills, using English as a communicative tool to solve problems and create projects. It lasts 2 years and it focuses on team work and collaboration. Sadly, during the last years it has somehow lost its purpose, since the person in charge of the module considered TAE as a lesson where students are not encouraged to try to practise their English, but to only watch movies or, waste their time.

Every year, the English Day is celebrated in October. Each class performs activities to show their English productions from projects they have developed through the year. Most students in high school years work with younger ones to present different activities for the kids. They work collaboratively to have a fun day where English production is essential. They are welcomed to be original and creative with their activities.

Materials and Resources: Course books are purchased by the students. Elementary levels buy the packs (which include student’s book, activity book and reader), while from year 7 to year 12 students just need to have their student’s book. Photocopies are available for teachers to get extra materials without any limited number of copies. There is a protocol to follow by everyone, which is sending the documents to the head of the department to be vised and sent to the copy room. Finally, there is a reading programme where students need to read at least 2 books per year, given by the teachers. If any student wants to read more, the school’s library has a shelf dedicated only to literature in English and they can get as many books as they would like to read.

Teaching of English (Approaches and methods): Teachers are asked to keep a communicative approach when planning and teaching the lessons, this means that they are asked to keep their
classes student-centred, giving the opportunity to develop team and collaborative work among students.

The class for the intervention

Description of the class group: The class where the study and intervention will take place has 21 students: 12 boys and 9 girls. The group is heterogeneous as there is a student with Asperger’s and another with OCP (Obsessive Compulsive Personality disorder); both conditions are permanent and make the planning of lessons considering diversity and adaptability towards all group members individually.

Students’ attitude towards the language is very demanding for the teachers, as they require high levels of English. If a teacher starts using Spanish, they instantly lose interest. “Maybe we should start TAE earlier, when we are in year 9, because working with projects really makes us using all the English skills more effectively” (Student A). The group is willing to try new techniques and methods for English, and they really comprehend that 8 hours of English per week gives them the opportunity to develop new skills. They have a good opinion about their teacher, mentioning that “he is very motivational in his classes and he teaches very well, helping every student who does not understand, but in rare occasions, some projects/classes can be a bit dull, in the sense that the majority of the students don’t find them fun, which is a very critical part for learning” (Student A). Another student says: “I think he is a good teacher, he loves his job and he shares that feeling with his class. He also tries to make different ways to teach, to create attention from the students and learn more. Adding to that, he is a very demanding teacher, because he tries to take the best of his students. He should work on the way he reacts to people who misbehave, he tends to get too intense, and there are other ways to give a message in those situations, I think.” (Student B)

EFL Approaches and methods: For this group of students, classes can be either Teacher or Student-centred. They adapt to what the teachers offer and to whatever subject may be. Materials are created by the teachers referring always to the course book, and they are not different from the ones other classes use.

Tension: There is a “passive” competition when it comes to working in groups. This class, as it was mentioned in the previous diagnosis, reaches high results in most subjects; however, there is a problem when students are given the chance to form groups. It seems that they fear working with any of those students who get lower marks, as this may affect their personal grading results. They do not react to any teacher’s decision, but their performances during the process tend to drop as they immediately lose motivation toward the given task. Is it the context that causes a false competition between students? Is the Chilean grading system affecting the real purpose of learning a subject?
UNIT PLAN

A task-based learning activity might help coping with the tension described before in order to emphasize the importance of an effective process to achieve a final goal. For achieving a demanding and interesting goal, with a collaborative learning process, students were separated into groups of three, previously created by the teacher, but all groups needed to collaborate into building a common project. The idea was to create a game for students from Year 7 to Year 12, including teachers; this game needed to engage the whole community for celebrating English Day, which in 2018 aimed to create a ‘fun fair’ including all classes which presented different games that could be found at any American town fair. This project was for building an Escape room, a game that has become a fad through the years worldwide and it exists even in Chile. The Escape room aims to place a group of no more than 5 people inside a dark room where they need to find a way out of the room before a specific time. The way to escape or to find the key is to solve different clues inside of it, which gives a diverse range of options to English usage and combining it with other disciplines (math exercises, science topics, among others). This game becomes a good opportunity for any group to combine any disciplinary subject, so it should be taken into consideration for team projects. As for this unit’s objectives and functions to be covered needed to aim towards the conditional tenses, most of the clues and advertising of the Escape room could have somewhat be using specific grammar functions in order to use it in an engaging, motivating and challenging manner. The rationale to this project was to make students collaborate towards a common challenge from a communicative approach and with a task-based methodology. For instance, reminding the students that all members were going to have an important function and responsibilities would be given to build a collaborative environment. Finally, by planning the lessons basing all of them into the ‘Task-Based Cycle’, proposed by Willis (1996); and fitting it as unit project; this permitted to include the 4 strands to Language Teaching explained by Nation and Yamamoto (2012), classroom interaction presented by Ur (1996) and rapport, exposed by Harmer (2007), among others.

English Day became the perfect opportunity to carry out this project, as the main objective for celebrating that day was to encourage team work and collaboration, which followed the same direction to working on the tension previously mentioned. Both disciplinary and pedagogical decisions coped with what the English department asked to promote and what the school presents as vision and mission. As for this class specifically, the amount of 4 hours a week to base the Task-Cycle methodology, gave the opportunity to analyse the process in a thorough manner. The other four hours were used for transforming the room where the game was going to be performed (the school’s laboratory).

The objectives where proposed to the class in order to create an environment of collaboration and cooperation, and how important these concepts would be during the monthly project. There were small groups created to keep the lessons going. These were of 3 or 4 members; their designation was based on each individual’s skills, not only about marks or English speaking production, but also about how they socialize and share with others.
The objectives of the Project were:

- To adapt causes and consequences for giving instructions to an escape room game.
- To write game instructions.
- To create a collaborative plan for a live game.

*With few to no mistakes according to their language level.

Lessons and activities

There were 2 lessons per week: 90 minute each. There was a moment to engage students at the beginning of each lesson and to keep reminding them the main objectives of the Unit. This included explaining what a task-based cycle was and how each lesson stages were going to happen. It was necessary to clarify this as the methodology varied from the one they were used to have during the year. These stages were divided into Pre-task, Task, Planning, Report (post-task) and Wrap-up (closure). Pre-task and task involved asking questions to activate schemata and solving the different problems this project may have presented. The planning stage involved writing on the sheets of papers provided by the teacher to explain the solutions each group came up with in order to display or communicate with the other groups. The Report stage gave the opportunity to the team captains to share their groups’ advances to the rest, so that they could hear any comments on how to improve what they had been doing, while the wrap-up stage gave the teacher the opportunity to work as open class feedback with the discussions presented during the lesson and that way to have the whole class reflect on the importance of team work and sharing their work.

Teams responsibilities

The class was divided into six groups: three groups of three members and three groups of four members. There was a decision made by the teacher to assign team captains, notes takers and team managers. The decision came from the teacher as it was imperative to encourage everyone to participate and to avoid having some teams relying on one student only. That way those students who show a less willing to communicate in English had to represent their teams in order to follow the task-based cycle. The roles assigned were the following:

1. Team Captain: This student is in charge to keep a thorough understanding of the whole process and to establish a regular and constant communication with the teacher (see part of Teacher’s role). For the report part in each lesson he or she will be in charge of communication orally the team’s decisions to the rest of the class. For those groups with four members, there was created the co-captain who assisted the team captain and took over his responsibility whenever situation turned up to happen like having one member absent for a lesson.
2. Time keeper/ manager: This team member was in charge of keeping the activities to be done on time as well as organising the diverse action plans the team decided on performing.

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3 See appendix 1
3. Notes taker: This student was in charge of writing all the data collected during each lesson. Each team had a blank sheet of paper, which was filled with the necessary information students registered per lesson; it was mandatory to show the notes clearly as the other teams were going to read their notes during the report part of each lesson.

Materials and resources

Each group was given blank sheets of papers stapled to each other in order to have the Notes Takers keep a register of all the groups’ decisions, action plans and improvements gathered from other groups’ comments. The use of technology was given as an option for groups to prepare advertisement of the escape room and to record small sketches for before and during the game.

Data gathering: Aiming to a mixed methodology approach

For the research and theoretical framework purpose, a mixed methodology was decided to be carried out for this project as both qualitative and quantitative data was collected during the process and at the end of it. In the studies of Johnson and Christensen (2008), a mixed methodology study helps the researcher to analyse both qualitative and quantitative results by first keeping team evidencing their work and discussions which gives the teacher the chance to explore the words, and then to combine them with a quantitative research held by the end of the project, to help promote, as a parallel activity, the reflection of their own behaviours when working in teams and when communicating between their peers.

Following those principles, students were asked to keep a lesson register written down by the notes takers, in order to follow the ideas they discussed as teams and the action plan they managed to implement to reach the timing effectively. This included their reports and investigation of the functions given by the teacher to adapt in their game. As the conditional tenses were the grammar asked to be implemented, they also registered their records of rules and use of these.

As for the teams’ responsibilities, they submitted papers describing the meeting they held according to captains, managers and notes takers, so that way they could acknowledge and share what they understood about their responsibilities.

Figure 1: Team captains, Notes Takers and Managers’ meeting
Team members proved to have a thorough understanding of their functions and their importance. Once they had the opportunity to return to their original teams, they shared their thoughts and realised that the other teams were working on the same planning types and they were willing to continue aiming for their common goal. They shared with the teacher the
importance of planning ahead and to know what to do in advance without waiting for their teacher to tell them what to do. They became autonomous and began to rely on their peers. Once, there was a student who said “We need to be ready for what we had planned; tomorrow we need to bring the Student’s book”. This shows commitment and collaboration during the process, which remained from the beginning of the process until the end of it.

The registration teams built per lesson became a strong opportunity to recollect data and to follow an action plan built by the teams. It gave them the autonomy to make decisions, to contribute with ideas and to support each other when it came to planning they class reports. Teams managed to express their advances in an organized way and so these recordings became an excellent qualitative way to keep track on what they were doing and to assess their process. It also gave the opportunity for sharing ideas between team, permitting them to be critical but assertive when offering an improvement to other teams.

For the Quantitative stage, students were individually asked to answer a questionnaire which will be described in depth on the Feedback part of this article.

**LEARNING OUTCOMES**

**Assessment**

There were two instances of evaluation, where students and teacher shared and agreed on the different traits of assessment. The first involved the process as the lessons added another eight per week to keep students working on the materials and physical decoration of the Escape room, which took place at the school’s lab. Scores were obtained in the process by checking their tracking sheets groups registered, the use of English students performed at all moments and the expositions that took place during each lesson.

The final project exposition took place on English Day and the teacher was invited to play the game as well as watching other players’ performances to escape the room and solve the different clues displayed by the class. That evaluation was assessed as a whole class mark. This type of grade helped involved the students in helping out everyone, and knowing they were all aiming for a common and shared result.

**The Escape Room**

Students performed the “Dr House’s Escape Room” game which is a worldwide fad nowadays. This game took place during the school’s English Day celebration, having groups of no more than 5 people from Year 7 to Year 12, including teachers, to try and find their way out solving clues hidden in a “mental hospital lab” and avoiding being captured by the crazy Dr. House. (Tribute to the famous TV series: Dr House)

Before performing the game, there were many activities covered and ideas to promote the Escape Room emerged from the students brainstorming and organization. During the month preparing and promoting the game, students were evaluated according to a process mark (see appendix 2) where all of them obtained a maximum score.

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4 See Rubrics on appendix 2
During the presentation it was impossible for the teacher to evaluate live as the English Day involved the whole school and there were many activities happened, so the students were asked to record a random group of people playing the game with a camera. Anyways, for the final group, the teacher was invited to observe the game inside, hidden on a corner in order to have a better comprehension of the game’s effectiveness. Their performance was also graded.

All students obtained good grades. On the one hand, the fact that the project gave them enough freedom to create and to make decisions as a whole permitted the teacher focus on their performances each day, and reminding them to use their English to agree on decision or ideas. On the other hand, as the final product was performed during the English Day, students were mostly worried of performing the game and to promote it the best way possible. The results were as expected.
Feedback

Students were asked to check their attitudes in order to reflect on their role’s performances as well as their team’s profiles and communication behaviour. These last two were used from templates collected from:


Some of the results are displayed in the following tables, while the questions are shown in the Appendix 3.

**Table 3:** How students comprehended their responsibilities.

1. Team members are clear on their roles

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Almost never</td>
<td>0%</td>
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<tr>
<td>Sometimes</td>
<td>6%</td>
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<tr>
<td>Often</td>
<td>0%</td>
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<tr>
<td>Very often</td>
<td>24%</td>
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<tr>
<td>Almost always</td>
<td>71%</td>
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</tbody>
</table>

**Table 4:** How students interacted during the process

2. Team members listen to one another

<table>
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<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0%</td>
</tr>
<tr>
<td>Often</td>
<td>0%</td>
</tr>
<tr>
<td>Very often</td>
<td>6%</td>
</tr>
<tr>
<td>Almost always</td>
<td>94%</td>
</tr>
</tbody>
</table>

These results, together with the vast majority of the questionnaire registers, showed that students felt comfortable working with others and they acknowledged their roles and gave importance to each individual’s responsibility.

---

5 There were 3 students absent for the questionnaires as they had to prepare an event.
Table 5: How students showed their communication skills

Table 6: How students built trust between their peers

Table 7: How students communicated their opinions and thoughts during team meetings
Tables 5, 6 and 7 combined with the rest of the questionnaire, built by Johnson, David W.; Johnson, Frank P. (2000) showed that students tend to worry about the effectiveness of their messages and sometimes they prefer to remain silent before giving any opinion. By the end of the project, students felt quite positive about these quizzes as it gave them the chance to reflect on the importance of having good communication behaviours when working in teams.

**Accountability**

According to the most common types of answers, students had a positive perception of teamwork. They could establish a perception of the difference between working cooperatively and collaboratively, giving an importance to each team member and how their communication had to be assertive in order to make strong decisions. They felt secured with the teams and acknowledged how important each member was to the project and to contribute interesting ideas for the game. Finally, they also felt that they received help from their team when it was needed.

**ANALYSIS**

Task Based Language Teaching combined with a class project has proven to fulfil what it may be missing to cover when creating group work. Having a moment for reporting advances and for planning what is next to be done as task has made teams to collaborate to each other and aiming for a common goal. In the words of Willis (1996), the report stage allows teams to put a thorough attention to the whole stages of the lesson (problem solving, planning and report). This opportunity became vital to notice teammates helping each other and collaborating one to another.

Keeping teams collaborating for a whole month was not an easy task, as the difficulty level of the game was higher than expected for them. It was therefore beneficial to have small teams meetings to check on what they had advanced and to reflect on their own roles inside the teams. For that reason, there was a lesson which involved having captains’ meetings, managers’ meetings and notes takers’ meetings, where they could share their own experiences and how important they had felt in the process. By the end of those meetings, they felt more secure and willing to continue their tasks. (See Figure 1) These situations are related to what King-Sears, Janney and Snell (2015) mentioned about facing situations (conflicts) for improving something or even sharing ideas about their own attitudes during a process.

Related to what was previously mentioned, students’ reactions mutated towards the English Day project process. They were eager to try Willis’ (1996) learning methodology (Task-Based Learning Teaching), knowing that they have always reacted well to a difficult challenge since they were younger\(^6\). When teams were assigned by the teacher, there was no negative reactions to it; however, as it was mentioned in the tension of the class, they fail to express what they really feel when are assigned to work with those students who get lower marks. The intention was to give those students the captain role in order to track their English speaking performances every lesson, and also to keep them as an important part of the project.

\(^6\) 90% of the students in this class have been together since they were in pre-school.
since they were given the mission to report their advances on each lesson to the teacher and the class.

Throughout the whole process, many decisions arose which came from team meetings, open class round–robin forums and random talks with individuals as there was a constant tracking of the students’ functions and responsibilities. Most of the students were keen on offering help to others or even to ask for comments for their own decisions. After noticing the high difficulty on short time to implement the game, teams became collaborators between them and started switching roles throughout the lessons. This also seems to confirm what was stated by King-Sears, Janney and Snell (2015), mentioning that collaboration is not simply another word for cooperation nor working together, but it is a style that generates positive interdependence among members who agree both to pool and share their resources and responsibilities. At this point it was a whole class, collaborating towards a common goal. Some of them were worried about these switches they decided on doing, thinking maybe the teacher wouldn’t like it, however the invitation was to communicate their decisions and to give strong reasons why it was imperative to make them. As it was mentioned before, they were the carriers of the project while the teacher remained just as an observer and facilitator.

Building collaboration and team trust is not as simple as it seems; Johnson & Johnson (2000) state that it requires both trusting others and being trustworthy; hence, the importance of believing in your team, your teammates and to create a reliable environment. Lee (2009) noted that trust is built over time and that team’s interdependency can help or hinder trust. For example, if one team does not usually follow through on action plan tasks assigned to him or her, then the trust—the interdependency—is hindered. For this project, teams were critical of another team and their teammates, where interactions’ skills emerged most of the time in an effective manner. Through these instances, it was evidenced that students were more open to others’ ideas, and so they felt less criticized when a different idea was suggested.

Finally, after they had finished their performances, students reflected on two important parts for their self and team evaluation; they collected the results of those quizzes about Team Profile and Communication Behaviour. This instance gave the opportunity to reflect critically about their performance during the project. There was more interest on their actions during the process and joy about the final outcome of the game. Formal evaluation was presented to the class; however, they did not react to the results more than acknowledging what they need to improve their team performances and communication behaviours. It gave good satisfaction to notice the students’ reflections on how to improve themselves as individuals and a team, together with forgetting about the formal mark.

**Improvement plan**

As a personal thought, teaching nowadays has evolved into a constant change where those who dare to stand in front of a classroom need to be aware of the difficulties and challenges they may find during their careers. It is important to prepare ourselves for the opportunities of working in teams, to collaborate with each other as those skills seem to be forgotten when facing a group of students. Why does that happen? What makes a teacher an important character for a student’s growth and development? There is a need for knowing and reflecting
on how to make groups become teams and how to practise effective communication with anyone (peers, teachers, co-workers, among others).

I strongly believe I achieved making my students collaborators and team workers with this project, especially because they were engaged from the beginning and even though the challenge was to perform a game for English Day, they were always told the main objective of the project, giving more importance to the process than the final presentation. Nonetheless, this could not be considered as the solution to the questions previously mentioned. I’ve known this group of people since they were in Year 6, so made it easier for me to engage them as they know how I work and what I expect from them. If I had an unknown group of students, I would first build trust, and I would create micro activities before a big project to teach them how to work collaboratively. I may have taken this group for granted on their performances, but it was mainly because I managed to know them as individuals and as a whole.

Teaching involves, to my personal belief, becoming a facilitator of knowledge; someone who motivates students to solve problems and to confront any task in life, no matter how challenging they may appear. For this reason, I think that my interventions with the teams should have been more systematic in order to give effective feedback to those students who were struggling with the task. I remember there was one student who by the end of the project approached to me and said he didn’t feel like a captain and was always afraid of letting his team down when it was the time for reporting back their advances. I could not prevent that before and maybe he would have given an even better performance if I had been more systematic when observing them work.

I think the classroom becomes a temple of knowledge where attitudes and behaviours reflect how a person has grown; thus, keeping that environment in a positive manner becomes imperative. A place where students feel safe and they trust each other makes the learning process of an integral person easier and more effective. I must not let myself not to keep motivation when starting, working and ending any lesson. I strongly believe that it is important for building a nice learning and collaborative atmosphere. There were moments when I was more focused in the final result and worried about the time limit, that I lost track of the main purpose for this project.

Context and high school levels play in important role when planning a lesson or setting up learning objectives. There is no equal school, or project, even inside a school, class groups are different. For this reason is why building a positive environment and becoming a facilitator rather than an expositive teacher could help students to develop other social skills and even help them to create personal techniques to learn something or to share ideas with their peers. According to this school, the focus of the intervention aimed to two significant purposes.

First, it gave the opportunity for students to rely on their peers, no matter the English level or how they had previously worked in groups. Students were given the opportunity to acknowledge their teammates’ qualities to contribute for a common goal, a class ‘Escape Room’ Game. As a teacher, maybe it could have worked better to have lessons’ meetings with each team, as sometimes it was impossible to talk all of them.
Finally, it would have been better to have assessed the grammar functions in form and use immediately after the teams had discussed them. The reason is because it would have given me the chance to check in depth if everyone had comprehended the functions so that the adaptations to the game would have been more effective or, maybe, more students could have participated better on the decision making in that process.

I believe if we start promoting peer collaboration from early years, maybe the tension I acknowledge for this class would not be present. However, reality shows us how competitive young learners tend to get. I could have planned a final reflection lesson to have this class thinking about how this process could be promoted in all ages; maybe, this could turn into a future school project.

CONCLUSIONS

Teaching has proven to be not only a profession where students receive any content to memorize and then to be assessed. The teacher figure goes beyond that, as the product they have to work with is human beings, and those students do expect to have a person in front of them to teach them about life, about being adapted to society, maybe to fight against the competition and individualism the world has tried to promote lately.

Collaboration in the classroom has more advantages than disadvantages, permitting all students to try their social skills towards a common goal and make them feel confident enough to face adult life based on values and abilities this society really needs. They may become the world leaders and it is our mission to influence them positively to become integral people.

Thoughts arise according to the analysis carried on. The school for the intervention is 20 years old, which tries to carry out principles, once stated by its founder. As years have gone by, those principles have let English language learning evolve into a prestigious place, being recognized not only in the region, but also in the country as a small community that tries to lead edge education.

This article contributes to the development of the four linguistic skills, as it promotes the integral use of them; the benefits of using a task based cycle or TBLT allows a group of students to continue building effective social behaviours whilst working on speaking, listening, reading and writing, aiming for a common goal in a monthly project.

Generations nowadays are a proof of what was mentioned before. Their fraternity, collaboration, creativity and other life skills are part of each student’s personality and behaviour. It may sound generic; however, it is noticeable in the case of those in year 11B class.
References


School Educational Project (2018)

School Evaluation Rulebook (2018)

School Connivance and Discipline Rulebook (2018)


Student B. (2018) Interview. Year 11 student, 16 years old. He is the former President of the Students’ Council. Remarkable at his English speaking skills.

Student A (2018) Interview. Year 11 student, 16 years old. He has never failed a class and his behaviour is uncanny.


Lesson 1:

**LEARNING OUTCOMES**
At the end of the lesson the student will be able to have a thorough understanding about the importance of collaborative learning and peers’ support to solve problems.

<table>
<thead>
<tr>
<th>Name</th>
<th>Short description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Finding solutions to problems.</td>
</tr>
<tr>
<td>Writing</td>
<td>Planning a report.</td>
</tr>
<tr>
<td>Reading</td>
<td>Proofreading</td>
</tr>
<tr>
<td>Listening</td>
<td>Learning from others</td>
</tr>
</tbody>
</table>

**Key Activities (Language Skills)**
- Speaking: Finding solutions to problems. 
  - So communicate different strategies to their peers to solve a common problem given by the teacher.
- Writing: Planning a report. 
  - So develop an informative writing to describe the group’s strategy for solving a problem.
- Reading: Proofreading. 
  - Group members proofread their written work before reporting to the class.
- Listening: Learning from others. 
  - So listen to all the other groups’ strategies and take notes.

**Learning Assumptions:**
- The student is able to:
  - Work in groups.
  - Use effective language in order to communicate a message.

**Anticipated problems:**
- Students tend to be selfish when given a task.
- There is confusion between collaboration and cooperation when working in groups.

**Solutions:**
- Encourage students to collaborate and share information.
- At the stage of presenting TBL, CCQs will be made in order to clarify the difference between collaboration and cooperation.

**CONTENTS**

<table>
<thead>
<tr>
<th>STAGES OF THE LESSON</th>
<th>Procedure</th>
<th>Rationale/Principle</th>
<th>Teaching Material aids</th>
<th>Time (min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK</td>
<td>PRE TASK:</td>
<td>To set the scene as an introduction stage (Willis, 1996); it activates schemata and prepares students to focus on the unit objectives.</td>
<td>Students’ sheet of paper</td>
<td>10</td>
</tr>
</tbody>
</table>
|                      | Presenting the groups (3 students each); They are all given the task to determine how many squares there are in a group of 16 small squares. The groups discuss and find the way to solve the task. | - To challenge students to develop or solve a problem without any teacher’s direct support. (Willis, 1996)  
  - This stage becomes a vital opportunity to use whatever language they can produce and promoting group collaboration. (Willis, 1996)  
  - Adding to Penny Ur (1995) promotes collaboration in small groups as an instance of doing an ‘individual work,’ but students work together, trying to achieve the best results they can. | | 20          |
Lesson 2:

LEARNING OUTCOMES
At the end of the lesson the student will be able to coordinate groups’ responsibilities and inner functions for the groups and presenting an action plan to the class.

Key Activities

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Decision Making</th>
<th>5s share feedback among them from the brainstorm done by the groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Poster</td>
<td>5s write responsibilities and shares plan</td>
</tr>
<tr>
<td>Reading</td>
<td>Analyzing proposals</td>
<td>5s read all groups’ poster pasted on the wall and share opinions</td>
</tr>
<tr>
<td>Listening</td>
<td>Peer’s Ideas</td>
<td>5s listen ideas brainstormed by the group members</td>
</tr>
</tbody>
</table>

Learning Assumptions:
- The student is able to:
  - Work in groups.
  - Use effective language in order to communicate a message.

Anticipated problems:
There may be some disagreement when creating the sub group

Solutions:
After giving the names, I mention a good quality about each student in order to build trust and confidence. (Harmer, 2010)
<table>
<thead>
<tr>
<th>STAGES OF THE LESSON</th>
<th>Procedure</th>
<th>Rationale/Principle</th>
<th>Teaching Materials/Ads</th>
<th>Time (min.)</th>
</tr>
</thead>
</table>
| TASK                 | **PRE TASK:**  
  - Teacher asks the question in Open Class Feedback (OCTB) students brainstorm ideas about: If you are a group of 3 members, which responsibilities will you establish for setting up an escape room project?  
  - To set the scene as an introduction stage (Willis, 1999), it activates schemata and prepares students to focus on the unit objectives.  
  - The question follows the principle of Paul Nation’s 4 strands to language learning (2008) where students are welcome to participate in answering questions focusing on the use of the conditional tense within a real scenario, giving meaning input to this stage.  
  - Students’ sheet of paper |  |  | 10 |
|                      | **TASK**  
  - Presenting the groups’ responsibilities (Captain, Notes taker, Time keeper, etc).  
  - They are all given the task to prepare a group plan to focus on a specific part of the game to be presented on the 25th of October.  
  - To challenge students to develop or solve a problem without any teacher’s direct support (Willis, 1999).  
  - This stage becomes a vital opportunity to use whatever language they can produce and promoting group collaboration. (Willis, 1999) |  |  | 20 |
| PLANNING             | **PLAN A GROUP EXPLANATION**  
  - Each group prepares a written document of how they will proceed to develop their part.  
  - They write it down on a paper and they are passed on the walls.  
  - As there are several reasons why the task stage of the lesson is not enough, the planning stage becomes an essential part of the process in order to encourage students to think harder about their use of language during the task and they will also attempt to use more complex language, and try to be more accurate (Willis, 1999) |  |  | 35 |
| REPORT/POST TASK     | **Each group walks around the classroom to take notes on other groups’ planning. They prepare questions to ask in order to be discussed in class.**  
  - It’s the natural conclusion of the task cycle. It makes the groups put a thorough attention to the previous stages (task, planning). Without this incentive, the learning process of planning, drafting and rehearsing would not happen. (Willis, 1999) |  |  | 25 |
| WRAP-UP/CLOSURE      | **Tasks questions to find out about how they felt about working with their groups. (Focus on team cohesion)**  
  - This round of questions is intended to make students reflect on the importance of collaborative learning and how it helps to achieve a common goal. This statement is presented by King-Sears, Janney and Snell on their third edition of the book Collaborative Teaching (2015), which will be adapted to cope with the class’ needs. |  |  | 5 |

**TOTAL**  
50 min. approx.
Lesson 3:

**LEARNING OUTCOMES**

At the end of the lesson the student will be able to classify the different conditional sentences presented on their student’s book Beyond 82.

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Cause and effect</th>
<th>Students share experiences of cause and consequence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Rules</td>
<td>Students write their own understanding of the grammar rules in conditional tenses.</td>
</tr>
<tr>
<td>Reading</td>
<td>Grammar database</td>
<td>SS will read and solve doubts about it clauses.</td>
</tr>
<tr>
<td>Listening</td>
<td>Attention</td>
<td>SS will listen to their peers’ experiences of cause and consequence.</td>
</tr>
</tbody>
</table>

**Learning Assumptions:**
- The student is able to:
  - Work in groups.
  - Use effective language in order to communicate a message.

**Anticipated problems:**
Students may confuse how to build correct conditional tenses.

**Solutions:**
Teacher will take notes on the problems that may appear and socialise them and correct them after the report stage.

**CONTENTS**

<table>
<thead>
<tr>
<th>STAGES OF THE LESSON</th>
<th>Procedure</th>
<th>Rationale/Principle</th>
<th>Teaching Material/Aids</th>
<th>Time (min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK</td>
<td>PRE TASK:</td>
<td>Teacher asks the question in Open Class Feedback (OCF) about causes and consequences</td>
<td>To set the scene as an introduction stage (Wills, 1986), it activates schemata and prepares students to focus on the unit objectives.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- TASK</td>
<td>Groups will have to check unit 4 of their Beyond Student’s book on page 138 to read and comprehend the rules of the conditional tenses. They develop some exercises and check if all members can follow the grammar rules.</td>
<td>- To challenge students to develop or solve a problem without any teacher’s direct support (Wills, 1996). This stage becomes a vital opportunity to use whatever language they can produce and promoting group collaboration. (Wills, 1996)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLANNING</td>
<td>Plan a Group Explanation Each group prepares a writing of how they will adapt their previous plan to sentences using the unit grammar. They prepare a pre and post adaptation poster to paste on the wall.</td>
<td>- There are several reasons why the task stage of the lesson is not enough, the planning stage becomes an essential part of the process in order to encourage students to think harder about their use of language during the task and they will also attempt to use more complex language, and try to be more accurate (Wills, 1996)</td>
</tr>
</tbody>
</table>
REPORT/POST TASK
- Each group walks around the classroom to take notes on other groups’ planning. They prepare questions to ask in order to be discussed at CCF.

WRAP-UP/CLOSURE
- Praises groups’ achievements by evidencing effective productions of all the different conditional sentences proposed by unit 4.

TOTAL:
20 min.
Approx

LEARNING OUTCOMES
At the end of the lesson the student will be able to apply unit grammar sentences when adapting them to the game’s rules and advertising.

| Speaking | Reflection | So communicate their thoughts about their roles in the group |
| Writing  | Planning   | So write a 2 minutes presentation text                        |
| Reading  | Comprehension | So read the other role’s presentations                      |
| Listening| Shared experiences | So listen to the speakers’ reflections                     |

Learning Assumptions:
- The student is able to:
  - Work in groups.
  - Use effective language in order to communicate a message.

Anticipated problems:
- Students may have arguments when working on adapting the rules with the unit functions.

Solutions:
- Teacher has to monitor all the process and continue encouraging them at all times. General support.

CONTENTS

<table>
<thead>
<tr>
<th>STAGES OF THE LESSON</th>
<th>Procedure</th>
<th>Rational/Principle</th>
<th>Teaching Materials</th>
<th>Time (min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK</td>
<td>PRE TASK: Teacher comments on any grammar error noted on the posters created the class before.</td>
<td>To set the scene as an introduction stage (Wills, 1998); it activates schemata and prepares students to</td>
<td>Sheets of paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td><strong>Planning</strong></td>
<td><strong>Wrap-Up/Closure</strong></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>---------------------</td>
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<td></td>
</tr>
</tbody>
</table>
| - Groups start creating their final adapted products to their roles.  
  - They will reflect on a written paper how their responsibilities have helped them with each task.  
  - They discuss in groups. | - PLAN A GROUP EXPLANATION  
  - All team captains get together to share their reflections.  
  - All notes takers get together to share their reflections.  
  - All time keepers (managers) get together to share their reflections. | - This round of questions is intended to make students reflect on the importance of collaborative teaching and  
  - How it helps to achieve a common goal. This statement is presented by King-Biers,  
  - Jensen and Snell in their third edition of the book Collaborative Teaching (2015),  
  - Which will be adapted to cope with the class’ needs. | 5 |
| focus on the unit objectives.  
- To challenge students to develop or solve a problem without any teacher’s direct support. (Wills, 1996)  
- This stage becomes a vital opportunity to use whatever language they can produce and promoting group collaboration. (Wills, 1996) | | | 20 |
| | | | 30 |

### Lesson 5:

**Learning Outcomes**

At the end of the lesson, the student will be able to create a complete interactive game to present for the school’s community on English Day.

<table>
<thead>
<tr>
<th><strong>Speaking</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Listening</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITICAL THINKING</td>
<td>Planning</td>
<td>Analysis</td>
<td>Acceptance on comments</td>
</tr>
<tr>
<td>SS agree on working collaboratively and ask their peers to give feedback about their advances.</td>
<td>Students write a sum up about their class performance during the lesson.</td>
<td>Students socialise their work in posters.</td>
<td>Students listen to their peers for feedback</td>
</tr>
</tbody>
</table>
Learning Assumptions:
- The student is able to:
  - Work in groups.
  - Use effective language in order to communicate a message.

Anticipated problems:
- Students tend to be selfish when given a task.

Solutions:
- Encourage students to collaborate and share information.

## CONTENTS

<table>
<thead>
<tr>
<th>STAGES OF THE LESSON</th>
<th>Procedure</th>
<th>Rationale/Principle</th>
<th>Teaching Material/aid</th>
<th>Time (min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PRE TASK.</td>
<td>- Teacher hands out peers’ evaluation rubric so each student completes and helps them remember the final objective of collaborative teaching.</td>
<td>- To set the scene as an introduction stage (Wills, 1996)</td>
<td>- Students’ sheets of paper</td>
<td>10</td>
</tr>
<tr>
<td>- TASK</td>
<td>- Groups list materials and cost of products to have the day of presentation.</td>
<td>- To challenge students to develop or solve a problem without any teacher’s direct support. (Wills, 1996) This stage becomes a vital opportunity to use whatever language they can produce and promoting group collaboration. (Wills, 1996)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>PLANNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PLAN A GROUP EXPLANATION</td>
<td>- Groups prepare a poster to be pasted on the walls with their analysis.</td>
<td>- As there are several reasons why the task stage of the lesson is not enough, the planning stage becomes an essential part of the process in order to encourage students to think harder about their use of language during the task and they will also attempt to use more complex language, and try to be more accurate (Wills, 1996)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>REPORT/POST TASK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All groups walk around and take notes to calculate the amount of money and materials the class need to have to implement the Escape room.</td>
<td>- It’s the natural conclusion of the task cycle. It makes the groups put a thorough attention to the previous stages (task, planning). Without this incentive, the learning process of planning, drafting and rehearsing would not happen. (Wills, 1996)</td>
<td>-</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>WRAP-UP/CLOSURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tasks questions to find out how they felt about working with their groups, (focus on team cohesion)</td>
<td>- This round of questions is intended to make students reflect on the importance of collaborative teaming and how it helps to achieve a common goal. This statement is presented by King-Years, Jannay and Snall on their third edition of the book Collaborative Teaching (2015), which will be adapted to cope with the class’ needs.</td>
<td>-</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 90 min. approx.
Lesson 6:

**LEARNING OUTCOMES**

At the end of the lesson the student will be able to create a complete interactive game to present for the school’s community on English Day.

- Speaking: Critical friends
  - Students agree on working collaboratively and ask their peers to give feedback about their advances.
- Writing: Planning
  - Students write a sum up about their class performance during the lesson.
- Reading: Analysis
  - Students socialise their work in groups.
- Listening: Acceptance on comments
  - Students listen to their peers for feedback.

**Learning Assumptions:**
- The student is able to:
  - Work in groups.
  - Use effective language in order to communicate a message.

**Anticipated problems:**
- Students tend to be selfish when given a task.

**Solutions:**
- Encourage students to collaborate and share information.

**CONTENTS**

<table>
<thead>
<tr>
<th>Stages of the Lesson</th>
<th>Procedure</th>
<th>Rationale/Principle</th>
<th>Teaching Material/aid</th>
<th>Time (mins)</th>
</tr>
</thead>
</table>
| **Task**             | - PRE TASK:
  - Teacher reminds the students the main goals of this project. To cycle
  - To set the scene as an introduction stage (Wills, 1996)
  - Students’ sheets of paper. |
|                      | 10        |                     |                       |             |
|                      | TASK:
  - Groups start working on their chores and products to build. |
  - To challenge students to develop or solve a problem without any teacher's direct support. (Wills, 1996)
  - This stage becomes a vital opportunity to use whatever language they can produce and promoting group collaboration (Wills, 1996) |
  - 20 |
|                      | PLAN A GROUP EXPLANATION
  - Students will prepare a 2 minutes oral exposition to describe their advances to the class. |
  - As there are several reasons why the task stage of the lesson is not enough; the planning stage becomes an essential part of the process in order to encourage students to think harder about their use of language during the task and they will also attempt to use more complex language, and try to be more accurate (Wills, 1996) |
  - 30 |
|                      | REPORT/POST TASK
  - Each team captain will report orally to the class and answer any question. |
  - It is the natural conclusion of the task cycle. It makes the groups put a thorough attention to the previous stages (task, planning). Without the incentive, the learning process of planning, drafting and rehearsing would not happen. (Wills, 1996) |
  - 25 |
### Lesson 7:

**Learning Outcomes**

At the end of the lesson, the student will be able to create a complete interactive game to present for the school’s community on English Day.

<table>
<thead>
<tr>
<th>Process</th>
<th>Effective communication</th>
<th>Students agree on working collaboratively and ask their peers to give feedback about their advances.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Planning a summary</td>
<td>Students write a summary about their class performance during the lesson.</td>
</tr>
<tr>
<td>Reading</td>
<td>Round reading</td>
<td>Students socialize their work in posters.</td>
</tr>
<tr>
<td>Listening</td>
<td>Analyze summaries</td>
<td>Students listen to their peers for feedback.</td>
</tr>
</tbody>
</table>

**Learning Assumptions:**
- The student is able to:
  - Work in groups
  - Use effective language in order to communicate a message.

**Anticipated problems:**
- Students tend to be selfish when given a task.

**Solutions:**
- Encourage students to collaborate and share information.

**Contents**

<table>
<thead>
<tr>
<th>Stages of the Lesson</th>
<th>Procedure</th>
<th>Rateable/Principle</th>
<th>Teaching Material/Aids</th>
<th>Time (min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK</td>
<td>PRE TASK:</td>
<td>To set the scene as an</td>
<td>Students’ sheets of</td>
<td>10</td>
</tr>
<tr>
<td>TASK</td>
<td>Introduction stage (Willis, 1996)</td>
<td></td>
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<tr>
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<td>---------------------------------</td>
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<tr>
<td>Groups start working on their chores and product to build.</td>
<td></td>
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<td>- To challenge students to develop or solve a problem without any teacher's direct support. (Willis, 1996)</td>
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</tbody>
</table>

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<th></th>
</tr>
</thead>
<tbody>
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<td>Groups will prepare a 2 minutes oral exposition to describe their advances to the class.</td>
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</tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REPORT/POST TASK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Each team captain will report orally to the class and will answer any question.</td>
<td></td>
</tr>
<tr>
<td>- It is the natural conclusion of the task cycle. It makes the groups put a thorough attention to the previous stages (task, planning). Without this incentive, the learning process of planning, drafting and rehearsing would not happen. (Willis, 1996)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRAP-UP/ CLOSURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks questions to be about how they felt about working with their groups. (Focus on Team Cohesion)</td>
<td></td>
</tr>
<tr>
<td>- This round of questions is intended to make students reflect on the importance of collaborative teaching and how it helps to achieve a common goal. This statement is presented by King, Sears, Janney and Snell on their third edition of the book Collaborative Teaching (2015), which will be adapted to cope with the task's needs.</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 8:**

English Day Escape room presentation.

**Bibliography:**

Willis, 1996 Task Cycle, chapter 11.

Ur, 1996 A Course in Language Teaching, Part IV Module 16 Classroom Interaction, Unit 1.

Nation and Yamamoto, 2012. Applying the 4 strands to Language Teaching, International Journal of Innovation in English Language Teaching...

Harmer, 2010 How to Teach English, Chapter 2: Teachers, Rapport.

King-Sears, Janney and Snell, 2015 Collaborative Teaching.
Appendix 2: Process and Presentation Rubrics used by the English Department on English Day

### English Day Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness</strong></td>
<td></td>
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<tr>
<td>Student is completely prepared and has obviously rehearsed.</td>
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<tr>
<td>Student is fairly prepared, but it might have needed a couple more rehearsals.</td>
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<tr>
<td>Student does not seem at all prepared to present.</td>
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<tr>
<td><strong>Visual Aids</strong></td>
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<tr>
<td>Includes visual props such as drawings, photos, etc. which are on target, creative, and helpful to the audience while not distracting.</td>
<td></td>
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<tr>
<td>Includes visual props such as drawings, photos, etc. which are off target, but may be slightly confusing or distracting at times.</td>
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<tr>
<td>Uses minimal visual props such as drawings, photos, etc. which at times are distracting or seem to have little relevance to presentation.</td>
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<tr>
<td>Student uses no visual props or props that are inappropriate for school.</td>
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</tr>
<tr>
<td><strong>Body Language</strong></td>
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</tr>
<tr>
<td>Excellent physical presence and use of body language to effectively communicate with the audience, including eye contact, and gestures to underscore important points during presentation.</td>
<td></td>
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</tr>
<tr>
<td>Overall satisfactory physical presence and use of body language to communicate with audience, although a certain distance can be noted at times because the speaker is caught up in remembering, rather than presenting information.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Limited use of physical presence and body language to communicate to the audience, including very little eye contact.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Little to no use of body language and eye contact to communicate with audience, with very little core given to physical presence.</td>
<td></td>
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<tr>
<td>Student demonstrates no interest in body language.</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Grade:**
### Pronunciation

| Pronunciation shows a clear understanding of stress and intonation with few basic errors in pronunciation at the level of individual words. | Pronunciation contained some individual word pronunciation errors. | Presenter made a strong attempt at using stress and intonation during the course of the presentation. | Numerous pronunciation errors during course of presentation with no attempt made at the use of stress and intonation. | Student demonstrates no interest in correct pronunciation or effective communication. |

### Grammar and Structure

| Grammar and sentence structure sound throughout entire presentation with only a few minor mistakes. | Grammar and sentence structure mostly correct, although there are a number of minor grammar mistakes, as well some mistakes in sentence structuring. | Grammar and sentence structure lacking coherence with frequent mistakes in grammar, tense use and other factors. | Grammar and sentence structure are weak throughout entire presentation. | Student demonstrates no interest in trying to communicate with effective grammar and sentence structure. |

### Fluency

| Presenter is in firm control of the presentation and communicates directly with the audience with little or no direct reading from prepared notes. | Presenter is generally communicative with the audience, although he or she finds it necessary to often refer to notes during the presentation. | Presenter sometimes communicates directly with the audience, but is mostly caught up in reading and / or referring to written notes during the presentation. | Presenter is entirely tied to notes for presentation with no real contact established with the audience. | Student demonstrates no interest in fluency, does not connect with the audience, and reads continuously from notes. |

### Behavior

| Student shows exceptional behavior, demonstrating respect, professionalism, and independence. | Student shows mostly good behavior, demonstrating respect, professionalism, and independence. | Student shows some good behavior, but they lack respect, professionalism, and independence. | Student shows little good behavior. They struggle with respect, professionalism, and independence. | Student shows no good behavior. They are disrespectful, unprofessional, and lack independence. |

---

**Appendix 3: Team and communication behaviour questionnaire**

![Team Profile](image-url)
23. To what extent do I keep my opinions "under wraps," that is, in my ideas or feelings that I do not bring into the open?  
1. Almost completely under wraps  
2. Sometimes free and expressive  
3. Quite free and expressive much of the time  
4. Almost completely free and expressive

24. How effective is the team in including all members in making decisions?  
1. We do not encourage everyone to share their ideas  
2. Only a few ideas are used in making decisions  
3. We hear the views of most members before making decisions  
4. A few are hesitant about sharing opinions, but everyone generally have good participation  
5. Everyone feels his or her ideas are given a fair hearing before decisions are made

25. How clear are the goals that the team is working toward?  
1. I do not understand the goals of our team  
2. Much of what we are doing is not clear  
3. Sometimes I am not clear on goals, other times I am not doing  
4. I understand most of what we are doing  
5. I am well aware of all the goals of our team

26. How well does the team progress toward its goals and related tasks?  
1. Coasts, lacks, makes no progress  
2. Progress is slow, efforts of effective work  
3. Allow average in progress and pace of work  
4. Works well, achieves definite progress  
5. Each person assumes personal responsibility for work done

27. The way the team operates is largely influenced by:  
1. One team member  
2. A clique or group  
3. Shifts from one person or clique to another  
4. Shared by most members  
5. Shared by all members

28. Who accepts responsibility for most of the tasks of the team?  
1. Nobody/accept perhaps one really assumes responsibility for work done  
2. Only a few assume responsibility for work done  
3. About half assume responsibility for work done  
4. A majority of the members assume responsibility for work done  
5. Each person assumes personal responsibility for work done

29. How are differences or conflicts handled by the team?  
1. Differences or conflicts are denied, suppressed, or avoided if at all costs  
2. Differences or conflicts are recognized, but discussed outside of the team  
3. Differences or conflicts are recognized and some members attempt to work through them  
4. Differences and conflicts are recognized and most but not all members attempt to work through them  
5. Differences and conflicts are recognized and the team works through them satisfactorily

30. What is the typical style of leadership on the team?  
1. The leader dominates the team  
2. The leader tends to control the team, although people generally agree  
3. There is some give and take between the leader and team members  
4. Team members relate easily to the leader and are able to give input  
5. Team members respect the leader, everyone participates, and no one dominates

Checking Out My Communication Behavior

Directions: Complete all the questions by yourself. Review your answers in a round-robin fashion by having each member summarize his or her current communication performance. Discuss any implications for individual and team improvement.

1. If I were to explain something to teammates and they sat quietly with blank faces, I would:  
   - Try to explain clearly and then move on  
   - Encourage members to ask questions until I knew everyone understood

2. If the facilitator explained something to the team that I did not understand, I would:  
   - Keep silent and find out from someone else later on  
   - Ask the facilitator to repeat the explanation or to answer my questions

3. How often do I let other members know when I like or approve of something they say or do?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

4. How often do I let other teammates know when I am irritated or impatient, embarrassed by, or opposed to something they have said or done?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

5. How often do I check out teammates’ feelings and not just assume that I know what they are?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

6. How often do I encourage others to let me know how they feel about what I say?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

7. How often do I check to be sure I understand what others are saying before I think judgmentally (e.g., “I don’t agree” “She’s right!”)?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

8. How often do I check to be sure I understand what others are saying before I express my judgments nonverbally (e.g., head shake, forehead or out loud (e.g., “I don’t agree” “She’s right!”)?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

9. How often do I paraphrase or restate what others have said before I respond?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

10. How often do I keep my feelings, reactions, thoughts, and ideas to myself during meetings?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

11. How often do I make sure that all information I have regarding the topic under discussion is known to the rest of the group?  
   - Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  Always

Question Content
Questions address the following aspects of communication: 1 and 2—One-way and two-way communication; 3 and 4—Your willingness to give feedback to others on how they react to your messages; 5 and 6—Your willingness to ask for feedback on your messages; 7—4—Your receiving skills; 9 and 11—Your willingness to contribute (send) relevant messages about the team's work.