

MÁSTER UNIVERSITARIO EN FORMACIÓN DEL PROFESORADO DE  
SECUNDARIA, BACHILLERATO, CICLOS, ESCUELAS DE IDIOMAS Y  
ENSEÑANZAS DEPORTIVAS

**ENGAGING STUDENTS IN SOCIAL ISSUES  
THROUGH TASK-BASED LEARNING:  
ADAPTING A DIDACTIC UNIT**

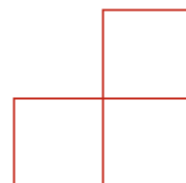
Presentado por:

**DAVID SERRANO GALERA**

Dirigido por:

**FERRAN PERALES MARTÍNEZ**

CURSO ACADÉMICO 2022-2023



### **Abstract [EN]**

The aim of this work is to analyse and propose improvements for a didactic programming in the subject of Foreign Language: English for 1st of Bachillerato. The ultimate goal is to create an example of a didactic unit using active methodologies, specifically Task-Based Learning, and thereby put into practice everything learned in the Master's Degree in Secondary Education, Bachillerato, Vocational Training, Language Schools, and Sports Education.

The structure of the project is characterised by detailed research of the legal framework at the national and regional levels, followed by a comprehensive analysis of the specific features of the educational centre, including its own characteristics, students, and teaching staff.

One of the central parts of the project involves presenting, analysing, and proposing improvements to the didactic program of the school for the subject of English in 1st of Bachillerato. This includes a sequence of contents, assessment of competences, integration of active methodologies, ICT activities, and aspects related to equity, diversity, and the development of ethical values.

The project culminates in the creation of a complete didactic unit on social issues with specific sessions and an assessment strategy using the active methodology of Task-Based Learning. This unit serves as a practical example, applying the ideas obtained in the research stages of the project.

Finally, the work concludes with the implications and possibilities of future educational research projects, along with its final conclusions.

*Keywords:* Task-Based Learning (TBL), high school, education, active methodologies, English language, ESL, EFL, didactic unit, social issues, Sustainable

Development Goals (SDGs)

### **Resumen [ES]**

El objetivo del presente trabajo es analizar y proponer la mejora de una programación didáctica de la asignatura de Lengua Extranjera: Inglés de 1º de Bachillerato para finalmente crear un ejemplo de unidad didáctica para dicha programación utilizando metodologías activas, en concreto el Aprendizaje Basado en Tareas, y así poner en práctica todo lo aprendido en el Máster Universitario en Formación del Profesorado de Secundaria, Bachillerato, Ciclos, Escuelas de Idiomas y Enseñanzas Deportivas.

La estructura del proyecto se caracteriza por una investigación detallada del marco legal a nivel estatal y regional, seguida de un análisis exhaustivo de las especificidades del centro educativo, incluyendo las características propias del centro, de su alumnado y de su profesorado.

Una de las partes centrales del proyecto consiste en la presentación, análisis y propuesta de mejora para la programación didáctica del centro para la asignatura de inglés de 1º de Bachillerato. Esto incluye una secuencia de contenidos, evaluación de competencias e incorporación de metodologías activas y actividades con TIC, y aspectos como la equidad, la diversidad y el desarrollo de valores éticos.

El proyecto culmina en la creación de una unidad didáctica completa sobre problemas sociales con sesiones específicas y una estrategia de evaluación que utiliza la metodología activa del Aprendizaje Basado en Tareas. Esta unidad sirve como ejemplo práctico, aplicando las ideas obtenidas en las etapas de investigación del proyecto.

Finalmente, el trabajo concluye con las implicaciones y posibilidades de futuros proyectos de investigación educativa, así como las conclusiones finales del mismo.

*Palabras clave:* Aprendizaje Basado en Tareas, Bachillerato, metodologías activas, inglés, lengua extranjera, unidad didáctica, problemas sociales, Objetivos de Desarrollo Sostenible (ODS)

## Contents

Introduction.....	6
Justification .....	9
Objectives.....	11
Presentation of the chapters.....	12
Methodology .....	14
Legal Framework .....	15
State Level.....	16
Regional Level .....	17
Contextualisation of the educational centre .....	18
Ownership, Location and Facilities of the Centre.....	19
Student Profile and Courses Offered.....	19
Linguistic considerations.....	21
Organisation of the School.....	21
Governing Bodies and Centre Structure .....	21
English Department.....	23
Department of Orientation .....	24
Technology .....	24
Presentation of didactic programming, analysis, and proposal for improvement.....	25
Sequence of contents, competences, and assessment.....	25
ICT activities .....	28
Active methodologies.....	29
Development of equity, diversity, and ethical values .....	31
Support and special needs .....	32
Proposal for educational innovation.....	33
Sequence of content, competences and assessment.....	33

CIT Activities .....	33
Active methodologies .....	34
Development of equity, diversity, and ethical values.....	35
Support and special needs.....	35
Development of a teaching unit .....	35
Presentation .....	35
Lesson plans .....	40
Assessment .....	55
Further areas of research.....	58
Conclusions, limitations and future prospecting.....	59
Conclusions .....	59
Limitations .....	62
Future prospecting.....	63
References.....	64
Annexes.....	66
Annex 1 .....	66
Annex 2 .....	67

### **Tables**

Table 1. Ethical values in every didactic unit .....	31
Table 2. Contents and competences .....	37
Table 3. Didactic unit .....	40
Table 4. Session 1.....	40

Table 5. Session 2.....	45
Table 6. Session 3.....	46
Table 7. Session 4.....	48
Table 8. Session 5.....	50
Table 9. Session 6.....	54
Table 10. Equivalence between marks and the CEFR .....	56
Table 11. Level of accomplishment of the competences in the rubric.....	57

### **Figures**

Figure 1. Number of students in the academic year 2021-2022.....	20
Figure 2. Number of foreign students during the 2021-2022 academic year.....	20
Figure 3. Number of teacher in the different sections of the centre.....	23
Figure 4. Structure of the Departmen of Foreign Languages.....	23

## Introduction

English has become the international *lingua franca* and, as David Crystal (2003) said, a global language, due to a variety of factors, such as the political influence of the United States of America and the United Kingdom during the last centuries, or the widely spread use of this language on the Internet. Because of this, there is an urge in every developed country to master this language. However, as seen in an article published by *El País* (Meneses, 2023), the English level in Spain has always been considered low when compared to that of its fellow countries in the European Union or among the most developed countries in the world.

As a result of this, efforts are being made to improve the quality of English teaching and the number of hours the students in the Spanish educational system spend on this. The previous efforts of increasing the number of hours of other subjects did not seem to be enough, since that did not change the fact that the quality of English lessons was not as high as it was desirable.

In order to improve this situation, the Government passed the new educational law, the Organic Law 3/2020, of 29 December, which modifies the Organic Law 2/2006, of 3 May (*BOE-A-2020-17264*, 2020), widely known as LOMLOE (which we will consider in this project properly). There are many different aspects in which this law intends to change the Spanish educational system, but some of the most relevant ones in the field of language teaching are the acquisition of competences rather than contents, and the role of active methodologies in language teaching.

This project aims to encourage the use of innovative pedagogical approaches, with a focus on active methodologies, with the purpose of leaving behind some outdated traditional language methods. Communication, creativity and action are the most effective ways when it comes to the acquisition of a new language, and these kinds of communicative and active



methodologies achieve their goal.

This project expresses a commitment to advancing English language education and providing students with the essential competences to adapt to a constantly changing global world. In UNESCO's Sustainable Development Goals (UNESCO, 2017, p18), the fourth goal states "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Education should be a priority for any society that seeks its development and progress. To echo the sentiment of the great Nelson Mandela (1990), "Education is the most powerful weapon which you can use to change the world." Through our work, we hope to empower our students to wield this weapon effectively and bring about positive change in their lives and in the broader global context.

### **Justification**

The development and implementation of a well-structured didactic unit within the educational framework is paramount in modern teaching, aligning with the principles set forth by the LOMLOE. This legislative document underscores the importance of quality education and the enhancement of teaching methodologies.

The LOMLOE recognises the dynamic nature of the education system and the need for educational institutions to adapt to the evolving needs of students and society. It emphasizes the promotion of active, meaningful, and student-centred learning approaches. By developing and adhering to a well-structured didactic unit, educators align themselves with these educational reforms and fulfil their responsibility to provide high-quality instruction.

The advantages and benefits of creating and adhering to a programmed didactic unit are multifaceted and profound:

1. Alignment with curriculum objectives: Didactic units provide a structured and organized approach to teaching that aligns with curriculum objectives. They serve as a

roadmap for educators, ensuring that all essential content and skills are covered.

2. **Enhanced teacher preparation:** By creating a didactic unit, educators invest time in thorough lesson planning, resource preparation, and assessment design. This preparation enhances the teacher's understanding of the material and their ability to deliver it effectively.
3. **Improved learning outcomes:** A well-structured didactic unit facilitates coherent and logical progression in teaching. This continuity improves student comprehension and retention, ultimately leading to improved learning outcomes.
4. **Customization and adaptation:** Educators can tailor didactic units to meet the specific needs and interests of their students. This adaptability fosters engagement and personalisation, making the learning experience more meaningful.
5. **Assessment and evaluation:** Didactic units include assessments and evaluation methods that enable educators to monitor student progress. This data-driven approach allows for timely intervention and support, ensuring that no student is left behind.
6. **Efficient time management:** A programmed didactic unit helps teachers manage their time efficiently, optimising class hours and ensuring that essential topics are adequately covered.
7. **Legal Compliance:** In accordance with the LOMLOE, it is mandatory for educational centres to program didactic units as part of their pedagogical planning. Adherence to this requirement is essential to meet legal obligations and maintain educational quality.

Furthermore, the significance of programming didactic units in teaching is reflected in the words of renowned educational experts and scholars. Influential authors in education, such as John Hattie (2009), state that teachers need to think carefully about the intended

learning and plan with the end in mind. This sentiment emphasises the necessity of deliberate planning, a fundamental aspect of creating didactic units. The absence of a well-structured didactic unit leaves room for disorganization and hinders the achievement of educational objectives.

In conclusion, creating and adhering to a programmed didactic unit is not merely a pedagogical choice; it is an essential practice deeply rooted in educational legislation and supported by research and expert opinion. The advantages and benefits it offers, including alignment with curriculum objectives, improved teacher preparation, and enhanced learning outcomes, make it a fundamental tool for educators to deliver quality education. In the ever-evolving educational landscape, the creation and implementation of didactic units are not only important but necessary to foster meaningful and effective learning experiences for students, ensuring that they receive the high-quality education they deserve.

### **Objectives**

The purpose of this project is to analyse and propose improvements for a didactic programming for 1st Bachillerato, focusing on the integration of active methodologies, notably Task-Based Learning (TBL), in the context of English language education. The project aims to assess the existing curriculum, propose evidence-based improvements, and develop an engaging teaching unit that leverages TBL and other active methodologies. In pursuit of this goal, the project outlines the following general and specific objectives:

The first general objective of this project is to analyse the current legislation in order to comprehend the new standards which the new legislation intends to implement. The second general objective is to conduct a comprehensive analysis of the current English language didactic programming for 1st Bachillerato in the school Centro Sagrada Familia. The third general objective is to suggest improvements for this didactic programming. Finally, the

fourth objective is to design a didactic unit which implements these improvements.

As for the specific objectives, the first one is to evaluate the alignment of the current curriculum with LOMLOE'S educational standards and objectives for English language learning. The second specific objective is to identify specific areas within the curriculum that may benefit from enhancements or modifications. The third specific objective is to develop targeted recommendations for improvements, integrating research-backed strategies for language learning. The fourth specific objective is to create a detailed outline of the didactic unit, specifying learning objectives, content, activities, and assessments. The fifth specific objective is to implement Task-Based Learning as the primary instructional approach within the designed didactic unit, with a focus on authentic, task-oriented activities. And the sixth specific objective is to stay updated on emerging active teaching methodologies and assess their applicability within the English language classroom.

These objectives collectively aim to improve the quality of English language education for 1st Bachillerato students through an analysis of the didactic programming, the integration of active methodologies, and the development of an engaging didactic unit.

### **Presentation of the chapters**

The project consists of six main chapters, followed by the references and the appendix. In these chapters, each with a specific purpose, we develop the different stages of the analysis and proposal for improvement of the didactic programming.

**Chapter 1: Introduction.** The first chapter serves as a comprehensive introduction to this project. After an introduction which sets the context and motivation behind this project, it continues with a thorough justification, enunciating the essential reasons for this academic exploration. Additionally, it articulates the project's objectives, divided into general and specific ones. Moreover, the methodology section explains the strategies employed

throughout the project. It provides an account of the research design, methods of data collection, and the analytical techniques used in the making of the project.

**Chapter 2: Legal framework.** In this second chapter, we investigate the intricate legal context in Spanish education. After an introduction, it begins stating the relevant laws at the national level, examining the educational laws and regulations in Spain. Subsequently, we focus on the regional level, the specific legal framework of the Valencian Community.

**Chapter 3: Contextualisation of the educational centre.** The third chapter provides information about the educational institution on which this project focuses. It specifies the ownership, geographical location, and the physical facilities of the centre. Furthermore, it illustrates the reader about the student profile and the diverse courses offered by the institution. This chapter also contains linguistic considerations, and information about the organization of the school, the English department and the teaching team, and discusses the role of the Department of Orientation. In addition, it explores the use of technology in the educational process, detailing the school's approach to technology integration.

**Chapter 4: Presentation of didactic programming, analysis and proposal for improvement.** This is one of the core sections in the project. Within this chapter, a systematic analysis of didactic programming is carried out, focusing on its potential improvements. The chapter presents an analysis of contents, competences, and assessment methods, with a meticulous examination of the programming. Moreover, it evaluates the integration of ICT activities and active methodologies within the school didactic programming. The proposal for educational innovation is a central component of this chapter, offering evidence-based recommendations for improvements.

**Chapter 5: Development of a teaching unit.** This chapter shifts the focus to practical application. It introduces a meticulously designed teaching unit, which encompasses

specific lesson plans and assessment strategies. The teaching unit is structured to engage students in a dynamic learning experience through the use of active methodologies.

Furthermore, this chapter provides insights into further areas of research, highlighting the potential for future academic exploration in the field.

**Chapter 6: Conclusions and final reflections.** The final chapter synthesizes the key findings and insights derived from the research. It offers a summary of the study's outcomes, considering its limitations, and lays the basis for possible future research.

**References.** This section lists the sources, academic literature, and materials referenced throughout the project, ensuring transparency, and providing readers with the opportunity to access the cited works.

**Annexes.** This section serves as a supplementary resource, providing additional materials and information that enrich the project's content and support its findings.

## **Methodology**

To produce this project, I adhered to a systematic methodology that facilitated organised and efficient progress. Primarily, I attended a series of training sessions with my project tutor, during which we learnt the project's objectives and scope. Thanks to these sessions, I formulated a work plan, setting clear objectives for the different stages of the project.

The analysis phase centred on a thorough evaluation of the curriculum associated with 1st Bachillerato. I conducted a meticulous review of the different documents provided by the centre. This evaluation considered the course's structure, pacing, and pedagogical methodologies, assessing their efficacy in promoting active learning and student engagement. These findings significantly contributed to the development of my didactic unit.

Throughout the research process, I devoted substantial time to the examination of the

legal framework and applicable laws in the field of education. This comprehensive review equipped me with a deep view of the legal context, enabling me to identify areas requiring improvement.

In the pursuit of my project objectives, I incorporated a multifaceted methodology that combined the descriptive analysis of the high school's syllabus, direct observation of various teaching activities, and immersive experiences in lesson planning and delivery. The descriptive analysis implied a review of the English syllabus for 1st Bachillerato for the academic year under consideration, extracting its strengths and weaknesses. This evaluation considered the coherence of content, competences, and assessment criteria, the adequacy of learning materials, resource diversity, and the teaching methodologies used. Additionally, direct observation implied active participation in different classes with different teachers and student groups, recording their activities and methodologies, identifying interesting practices and areas for potential improvement. The immersive experiences involved the planning and execution of lessons, guided by my tutor's input and feedback, focusing on fostering creativity, collaboration, and critical thinking in the classroom.

This multifaceted methodology, combining curriculum analysis, observation, and practical teaching experiences, was instrumental in ensuring a comprehensive and insightful approach to the project's objectives.

### **Legal Framework**

Spanish laws and regulations in the field of education are a complex structure divided into state and regional levels. However, the Spanish Constitution, the highest-ranking law in our system, guarantees our right to education in its Article 27, which states: "Everyone has the right to education. Freedom of teaching is recognised." In Spain, education is considered one of the most important pillars in our democracy, so our Constitution guarantees the quality

and gratuity of our educational system.

Educational laws have come and gone in the last decades, and they have changed as much as the political parties in our government. In 2023, the law that establishes the basis of our educational system is the Organic Law of Education 2/2006 modified by the Organic Law 3/2020 (*BOE-A-2020-17264*, 2020), which is widely known as LOMLOE for its Spanish acronym. This is the fundamental law in education, but there are other different laws and regulations in different levels within the Spanish legal system. In this project, we will focus on the laws that regulate education in Bachillerato in the Valencian Community.

### **State Level**

- Spanish Constitution, Official State Gazette (BOE) no. 311, of 29 December 1978.
- Organic Law 2/2006, of 3 May, on Education (hereinafter referred to as LOE), Official State Gazette (hereinafter called as BOE) no. 106, of 4 May 2006, modified by Organic Law 3/2020, of 29 December, which modifies the Organic Law 2/2006, of 3 May, on Education, BOE no. 340, of 30 December 2020. (Hereinafter referred to as LOMLOE.)
- Royal Decree 243/2022, of 5 April, establishing the organisation and minimum teachings of Bachillerato, BOE no. 82, of 6 April 2022.
- Royal Decree 984/2021, of 16 November, regulating the assessment and promotion in Primary Education, as well as the assessment, promotion and certification in Compulsory Secondary Education (hereinafter referred to as ESO), Bachillerato and Vocational Training, BOE no. 275, of 17 November 2021.
- Law 6/2022, of 31 March, modifying the Consolidated Text of the General Law on the rights of people with disabilities and their social inclusion, approved by the Royal Legislative Decree 1/2013, of 29 November, in order to establish and regulate the



cognitive accessibility and its requirement and application conditions, BOE no. 78, of 1 April 2022.

- Royal Legislative Decree 1/2013, of 29 November, approving the Consolidated Text of the General Law on the rights of people with disabilities and their social inclusion, BOE no. 289, of 3 December 2013.

### **Regional Level**

- Decree 108/2022, of 5 August, of the Regional Government (hereinafter referred to as Consell), establishing the organisation and syllabus of Bachillerato, Official Journal of the Valencian Community (hereinafter referred to as DOGV) no. 9404 of 12 August 2022.
- Order 32/2011 of 20 December from the Regional Department (hereinafter referred to as Conselleria) of Education, Training and Employment, regulating students' right to objectivity in assessment, and which regulates the procedure for appealing grades, and decisions regarding promotion, certification, or the issuance of the corresponding academic title, DOGV no. 6680 of 28 December 2011.
- Decree 252/2019, of 29 November, of the Consell, regulating the organisation and operation of public institutions offering Compulsory Secondary Education, Bachillerato and Vocational Training, DOGV no. 8693 of 9 December 2019.
- Resolution of 12 July 2022, by the Regional Secretary of Education and Vocational Training, approving the instructions for the organisation and operation of educational centres offering Compulsory Secondary Education and Bachillerato during the 2022-2023 academic year, DOGV no. 9384 of 15 July 2022.
- Decree 72/2021, of 21 May, of the Consell, on the organisation of educational and professional counselling in the Valencian educational system, DOGV no. 9099 of 3

June 2021.

- Resolution of 1 October 2021, by the general director of Educational Inclusion, establishing the strategic lines for educational and professional counselling and tutorial action for the 2021-2022 academic year, DOGV no. 9188, of 5 October 2021.
- Decree 227/2003, of 14 November, by the Consell which modifies the Decree 39/1998, of 31 March, on the organisation of the education of students with special educational needs, DOGV no. 4632 of 18 November 2003.
- Order of 14 March 2005 by the Conselleria of Culture, Education, and Sports, regulating the education of students with special educational needs in secondary education centres, DOGV no. 12385 of 14th April 2005.
- Order of 15 May 2006 by the Conselleria of Culture, Education, and Sports, establishing the model for psycho-pedagogical reports and the formalisation procedure, DOGV no. 5270 of 31 May 2006.
- Resolution of 23 December 2021 by the general director of Educational Inclusion, issuing instructions for the detection and identification of specific educational support needs and the needs for the correction of disparities, DOGV no. 9245, of 29 December 2021.
- Resolution of 31 July 2020 by the general director of Educational Inclusion, regulating, on an experimental basis, the organisation of Special Education specific centres owned by the Generalitat as resource centres, DOGV no. 8873, of 4 August 2020
- Decree 195/2022, of 11 November, issued by the Consell, on equality and coexistence in the Valencian educational system, DOGV no. 9471, of 16 November 2022.

### **Contextualisation of the educational centre**

### **Ownership, Location and Facilities of the Centre**

The name of the educational centre which is the subject of this project is Centro Sagrada Familia, a private or state-subsidised private (depending on the educational stage) Catholic institution located in the city of Elda, Alicante.

The centre is located on the outskirts of Elda, bordering Petrer, in an easily accessible area. This location primarily attracts students from Elda, with a notable presence from Petrer and, to a lesser extent, from nearby towns such as Monovar, Novelda, and Sax, among others.

Regarding the facilities, according to its website (Martinez, s. f.), the centre has a land area of 50,000 square metres and comprises two buildings. The first main building houses the Pre-school and Primary School wing, while the other wing contains some common areas, including the school cafeteria, the library, the teachers' lounges for primary and secondary school, a chapel, and the school hall, among others. The ESO and Bachillerato classrooms, as well as the IT and the Arts and Crafts classrooms, are located in the second main building. Additionally, the centre has a sports hall, two football fields (one with artificial turf and one with natural grass), and four courts for various sports. There are several parking areas, and an additional playground is located in an area surrounded by pine trees for pre-school education.

### **Student Profile and Courses Offered**

This educational centre offers comprehensive education from early childhood education to the second year of Bachillerato. Regarding the educational stages available in the centre, which are ESO and Bachillerato, there are 3 groups (A, B, and C) for each academic year of the former and 2 (A and B) for each year of the latter. Additionally, the centre provides a wide range of extracurricular activities, including English and German language classes.

Being a state-subsidised private school in primary education and ESO, and a fully

private school in pre-school and Bachillerato, the admission process and associated costs imply that the student profile primarily comprises families from middle to upper-class backgrounds, resulting in lower levels of diversity compared to public centres in the area.

Our access to the centre's documents were limited. However, according to the 2021-2022 academic year English syllabus for Bachillerato, the centre had a total of 1,069 enrolled students in that academic year, distributed as follows:

### Figure 1

*Number of students in the academic year 2021-2022*

Niveles	Educación Infantil 2º ciclo			Educación Primaria					
	3 Años	4 Años	5 Años	1º	2º	3º	4º	5º	6º
Unidades en funcionamiento	3	3	3	3	3	3	3	3	3
Nº total de alumnos	43	74	75	69	69	63	66	76	77
Ratio alumnos/unidad	20	25	25	23	23	25	25	25	25

Niveles	Educación Secundaria Obligatoria				Bachiller	
	1º	2º	3º	4º	1º	2º
Unidades en funcionamiento	3	3	3	2	2	2
Nº total de alumnos	90	92	90	59	66	60
Ratio alumnos/unidad	30				35	

Source: Centro Sagrada Familia (2022)

Foreign students and their origin during the 2021-2022 academic year are reflected as follows:

### Figure 2

*Number of foreign students during the 2021-2022 academic year*

PAÍS	Nº ALUMNOS
Bélgica	1
China	1
Colombia	1
EEUU	2
Italia	2
México	1
Portugal	2
Reino Unido	5
Rumanía	1
<b>TOTAL</b>	<b>16</b>

Source: Centro Sagrada Familia (2021)

### **Linguistic considerations**

Apart from Spanish, the main official language in Spain, a co-official language in the Valencian Community is Valencian. However, Elda is not a native Valencian-speaking town, even though some of the surrounding towns, such as Petrer, Monovar and Novelda, are. Most of the students and teachers are native Spanish speakers, so the language which is used for general communication in the centre is Spanish.

The centre is really involved in a variety of programmes to promote English language learning, including the Erasmus+ programme, through which students and teachers communicate with students and teachers from other European countries, receive students and teachers in their school, and organise trips to spend some time in different countries in Europe.

### **Organisation of the School**

#### *Governing Bodies and Centre Structure*

Within the centre's organisational structure, there are two types of bodies: individual and collegiate. The individual bodies are as follows:

- General Director: Beatriz Montalbán García
- Heads of Studies:
  - Pre-school: M<sup>a</sup> José Segarrá González
  - Primary: Amalia Muñoz Gascón
  - Secondary: Susana Rubio Fontcuberta

Next, we present the collegiate governing bodies of the centre:

- Owner Entity:
  - General Assembly: The highest body of the Association, responsible for approving financial accounts and the budget for the following year, among other responsibilities.
  - Representation Body or Governing Board: Comprising 22 members, 50% of them elected every two years. They meet once a month and receive information from the General Director and the commissions that form the association.
  - Board of Directors of the Parents Association (hereinafter referred to as APA): Comprising members of the APA Board, the General Director, and the Administration Manager, this body studies and prepares the issues that require approval by the Governing Board.
  - Working Commissions: Parents integrate in these commissions in order to fulfil their duties in a better way.
- School Council: Regulated by Decree 234/1997 and Decree 93/2016, it is composed of representatives from the entire Educational Community and has competences in areas such as the approval of the General Annual Syllabus, prices for activities and complementary services, Annual Report, other operating expenses, and

more.

- **Teachers' Assembly:** The specific participation body of the teachers in this centre, responsible for planning, coordinating, and providing information on the educational aspects of the centre. They meet twice a year with the entire teaching staff and every two months by educational stage.

### **English Department**

In the 2021-2022 academic year, the last year for which we have data, the teaching team in the centre was distributed as follows:

#### **Figure 3**

*Number of teachers in the different sections of the centre*

<b>Niveles</b>	<b>Educación Infantil 2º ciclo</b>	<b>Educación Primaria</b>	<b>Educación Secundaria Obligatoria y Bachiller</b>
<b>Nº total de profesores</b>	12	30	34

Source: Centro Sagrada Familia (2021)

The Department of Foreign Languages, in which this project focuses, is structured as follows:

#### **Figure 4**

*Structure of the Department of Foreign Languages*

Departamento de Lenguas Extranjeras	Jefe de departamento: Inmaculada Payá Huesca
-------------------------------------	--

CURSO	MATERIA	DOCENTE
1º BACH	Inglés 1ºA	Juan Luis García
	Inglés 1ºB	Azucena Hernández de la Torre
	Alemán	Cristina Gracia
2º BACH	Inglés 2ºA, B	Juan Luis García
	Alemán	Cristina Gracia

Source: Centro Sagrada Familia (2021)

### Department of Orientation

Regarding students with specific educational support needs (hereinafter referred to as SEN), according to the 2021-2022 academic year English curriculum for Bachillerato (Centro Sagrada Familia, 2021), the educational centre had a total of thirteen students in ESO and three students in Bachillerato with various conditions. These diagnoses include Attention Deficit and Hyperactivity Disorder (ADHD), Specific Learning Difficulties such as Reading Disorder, Calculation Disorder, and Disorder of Written Expression, as well as High Capacities, Dysphasia, Mixed Receptive-Expressive Language Disorder, and Autism Spectrum Disorder, specifically Asperger's Syndrome. Additionally, there is a significant number of students in classrooms facing access, participation, and learning barriers.

Both students with SEN and those experiencing previously mentioned access barriers are documented in an internal record. This record outlines the measures taken to address their needs, and all teaching staff have access to this document and must consider it when planning their teachings.

### Technology

One of the main objectives of this centre is the use of technology in its classrooms.



For that purpose, students in Primary School and ESO use iPads in class and Bachillerato students use Chromebooks. They use the platform Google Classroom to send materials and to hand in projects. They also assess their projects through that platform. Their textbooks are digital, and they access them through these digital devices.

### **Presentation of didactic programming, analysis, and proposal for improvement**

#### **Sequence of contents, competences, and assessment**

The didactic programming that we are hereby analysing strictly follows the guidelines established by the previously mentioned state and regional laws. For every didactic unit, the didactic programming establishes the following:

- The specific competences and their evaluation criteria, as established by the regional decree 108/2022: multilingualism and interculturality, oral comprehension, written comprehension, oral expression, written expression, oral and written interaction, and oral and written mediation.
- The general objectives of the educational stage applied in the didactic unit. The Decree 108/2022 establishes 16 general objectives for Bachillerato, which the didactic programming takes into consideration for every didactic unit.
- The key competences, common to all the subjects in the academic year, which are the following: linguistic communication competence (CCL); plurilingual competence (CP); mathematical, scientific, technological, and engineering competence (STEM); digital competence (CD); personal, social and learning to learn competence (CPSAA); citizenship competence (CC); entrepreneurship competence (CE); and cultural awareness and expression competence (CCEC).
- The basic knowledge established in the regional decree, divided into 3 main blocks: language and use, communicative strategies, and culture and society. The didactic unit

specifies in each of the blocks, the different points of basic knowledge included in the unit. The blocs of basic knowledge contain the following contents:

- Language and use: communicative functions, linguistic units, contextual models and discourse genres, expressions and vocabulary, sound patterns, intonation and rhythm, spelling conventions, and reflection about language.
- Communicative strategies: strategies to understand and produce, conversational strategies, cultural exchanges and mediation, self-assessment and co-assessment strategies, and information treatment.
- Culture and society: sociocultural and sociolinguistic aspects, language diversity and interculturality, and foreign language as a means of communication.
- The didactic strategies for learning and teaching. This section presents the different methodologies and approaches used in the didactic unit, as well as the different types of tasks and activities carried out in it.

In addition, it includes the different materials and resources necessary for the didactic unit, the assessment criteria and the percentages of the different assessment instruments and the adaptation measures for the different needs of the different students in the class. This is repeated in every didactic unit, adapting the corresponding guidelines to the content included in the unit. Apart from that, the didactic unit is divided into different sessions and every session includes the basic knowledge, evaluation criteria and didactic resources necessary to carry out the lesson. In the annex, we attach an example of a didactic unit.

As for the didactic unit, the didactic programming is divided into 6 units, distributed into 2 units per term. The main reference materials used in class are the digital books Mindset

published by Burlington Books (Grant & Edwards, 2020), which are adapted to the new educational law, LOMLOE. Apart from that, the teacher provides other materials, projects and activities through Google Classroom, which they access via their Chromebooks. Due to the lack of time, they cover only 6 out of the 8 units in the book.

Regarding assessment, each evaluation period features various types of written and/or oral tests assessing topics covered in the course, with questions related to the unit's content and practical application of acquired knowledge. The assessment of each evaluation is calculated based on the following aspects:

- Written tests for Use of English: Grammar and Vocabulary (20%-30%) - written tests are used to evaluate the grammar and vocabulary contents from each unit.
- Written tests for reading comprehension (Reading).
- Written tests for written expression (Writing). All written tests are assessed using a rubric based on Communicative Objective, Use of English, Coherence, and Cohesion.
- Oral tests for oral expression and comprehension (Speaking & Listening).
- Class activities and homework assignments, including both individual and group tasks.
- Classroom behaviour: use of English, interest in cultural aspects of the language, active participation in activities, willingness to collaborate, attentiveness, punctuality, and attendance.

In the event that the significance of any of the above components diminishes during an evaluation, the percentage will be redistributed among the components of the same type.

Recovery mechanisms are determined based on the above-explained context. The

intention is to provide each student with an opportunity to recover what they have not achieved. Thus, the mechanism of recovery is adjusted to the specific needs of each student in each evaluation. The school will communicate the dates of the recovery exams.

For 1st-year Baccalaureate students, the distribution of the final grade for each evaluation is as follows: 1st evaluation is 30% of the final mark, 2nd evaluation is 30%, 3rd evaluation is 40%, and, if the student requires an extraordinary assessment, is it 100% of the final mark.

For example, let's take into consideration unit 5. The assessment of learning considers the evaluation criteria related to the specific competences of the subject. It will be divided as follows:

- In-class activities, including Critical Thinking and Attitude (10%)
- Written expression (10%)
- Listening comprehension (10%)
- Spoken expression (10%)
- Language use, covering Grammar and Vocabulary (10%)
- Evaluation exam (50%) including Reading, Writing, Grammar and Vocabulary, and Listening.

### **ICT activities**

As we previously mentioned, the use of Information and Communications Technologies is well extended around the whole educational centre. In the case of 1st of Bachillerato, students work constantly with their Chromebooks. The main communication platform is Google Classroom, although they also use email.

The teachers connect their laptops or iPads to the projector and use it as their main medium to share and explain information, slides, and videos. Different kinds of exercises are

corrected using it so that the students can see the right answers and follow the class properly.

They use their Chromebook for a wide variety of purposes, including using their digital books, receiving materials and assignments through Google Classroom, handing in activities and projects using this same method, participating in electronic games using technologies such as Kahoot, or creating and editing all kinds of documents using Google online tools, such as Documents, Presentations, Forms, or Spreadsheets, among others, as well as the online image and text edition tool Canva, with which they are very well familiarised.

### **Active methodologies**

According to the didactic programming (Centro Sagrada Familia, 2022), “the didactic methodology is situated within the communicative framework, aiming for meaningful and active learning by the students. It combines a behaviourist approach [...], which help to recall, comprehend, and apply ideas, with project-based learning of limited scope”.

The central methodology used in class is Presentation, Production, and Practice (PPP), an extended methodology which, as its name implies, consists of 3 main stages:

1. Presenting the content within a context so that they familiarise with it.
2. Practising the use of the content through a variety of activities so that they understand it, become familiar with it and interiorise the way it works.
3. Producing, without assistance by the teacher, their own material (either spoken or written) through an activity through which they put into practice the knowledge they have acquired throughout the previous stages with the assistance of the teacher.

Occasionally, this 3rd stage consists of more than one activity, since they carry out writing and speaking exercises which are assessed by the teachers, but they also create

projects using ICTs, both as one of these assessed activities or as an extra activity in the didactic unit for further practice.

The “communicative framework” mentioned in the didactic programming refers to an approach to this PPP methodology in which the teacher tries to make the students feel involved through the use of questions and communicative activities in which they must express their own ideas in the 3 stages of the PPP methodology.

In conclusion, apart from the PPP methodology, strictly looking at active methodologies, the only active methodology occasionally used is Project-Based Learning (PBL), which is an educational approach that focuses on students working on real-world projects or complex tasks that address significant questions or problems. PBL is designed to engage students in active learning, critical thinking, collaboration, and problem-solving. Instead of traditional lectures and content delivery, students take ownership of their learning through hands-on projects. Key characteristics of PBL include:

- **Engaging Projects:** Students work on projects that are relevant, authentic, and connected to their interests and the real world.
- **Inquiry and Exploration:** PBL encourages students to ask questions, investigate, and explore topics deeply.
- **Student-Centred:** Students take responsibility for their learning, setting goals, and making decisions about their projects.
- **Collaboration:** PBL often involves teamwork, where students collaborate to plan, design, and execute their projects.
- **Critical Thinking:** Students must think critically and solve problems, applying knowledge and skills in practical contexts.
- **Reflection:** PBL typically includes opportunities for students to reflect on their

work, process, and learning outcomes.

- **Assessment:** Assessment in PBL focuses on the quality of the project and the learning that occurs. It often includes peer and self-assessment.

### **Development of equity, diversity, and ethical values**

The didactic units in which the didactic programming is divided include a variety of topics which are relevant in this section. Every didactic unit deals with topics included in the Sustainable Development Goals (UNESCO, 2017) and the teachers use these topics to handle these issues in a communicative and practical way. Apart from that, the Burlington Books include some content which they call “Stretch your mind - Critical thinking” spread along the different units in the text. In the following table, we connect the different didactic units to the different ethical values which students work on:

**Table 1**

*Ethical values in every didactic unit*

<b>Didactic unit</b>	<b>Ethical values</b>
1. Great Expectations	- Empathy - Diversity - Prejudice
2. Into the Future	- Responsible use of technology - Dangers of the Internet - Addiction to technology
3. Making a Choice	- Responsible use of money - Financial inequalities

---

	- Consumerism
	- Solidarity
	- Supporting local community
<hr/>	
4. Time Out	- The value of time
	- Cultural and artistic awareness
<hr/>	
5. Take a Stand	- Sense of community
	- Social issues
	- Freedom
	- Fake news
	- Cyberbullying
<hr/>	
6. Extreme Nature	- Climate change
	- Biodiversity
	- Conservationism
	- Waste management
<hr/>	

Apart from this, teachers use international and special days to work on a variety of issues, doing some activities or spending some time in the class trying to debate or comment on different issues so that they work on their ethical values. For example, on International Women's Day, the teacher held a debate about gender stereotypes, and it was extremely productive, since some of the kids had quite sexist views.

### **Support and special needs**

As mentioned in the previous section "Student Profile and Courses Offered", the level



of diversity in this centre is rather low, due to its private nature, which implies that most students come from middle to upper-class backgrounds. This translates into the fact that the teachers do not have to carry out as many adaptation measures as those in a public centre. However, subjects related to language learning are implicitly multi-level subjects, with students with different levels in the same class. According to the didactic programming, the only measures for the adaptation of the contents to the different kinds of students would be the following:

- Adaptations, such as the reduction of length, or the use of bold text.
- Reinforcement activities for additional support with answer keys to facilitate learning.
- Extension activities, which are optional tasks with different complexities.

### **Proposal for educational innovation**

#### ***Sequence of content, competences and assessment***

A possibility for educational innovation connected to the content is a reduction in the use of published books. The use of the Mindset book published by Burlington makes teachers busy and stressful lives easier, but they restrict the possibilities and limit the learning process into a more traditional educational approach. Also, this book focuses mainly on the culture of English-speaking countries and forgets about other approaches such as David Crystal's approach known as English as a Global Language (EGL) (Crystal, 2003).

Apart from this, even though the didactic programming and the reference materials use the Common European Framework of Reference for Languages (CEFR), the activities and assessment process could be more connected to it. It would be interesting for the students to understand how it works and what their current level is.

#### ***CIT Activities***

The school has made a huge effort to incorporate technologies into the classroom. However, they have faced problems regarding the great number of distractions that technologies bring to class. A very positive improvement would be incorporating some training regarding the healthy use of technologies. The students would benefit from learning the risks in mental and physical health, as well as the legal risks that technologies may bring. Activities related to the use of interesting programmes in the professional world, such as Microsoft Excel or Google Spreadsheets, would also be interesting for them.

### *Active methodologies*

Even though the didactic programming is very well elaborated, and the kind of activities and teaching methods focus on communication, the methodologies used in the programming and eventually in class are based on a communicative approach to traditional methodologies.

After what has been previously mentioned in this work, a clear improvement that can be made is the implementation of active methodologies in this didactic programming. Even though the current system applied in the lessons intends to be rather communicative, as we expressed in the Methodology section, the main one could be defined as Presentation, Production, and Practice (PPP), in which students are exposed to new concepts, then they practice some exercises and, not always, unfortunately, they practice the content through a variety of exercises or projects. However, the students do not always have the possibility to perform the Practice part as much as they should.

Therefore, the students could benefit from learning through newer approaches to education, such as active methodologies, and TBL is a methodology that can be applied to the current didactic programming.

In addition to this main possibility for improvement, the students are used to working

individually or in classic groups for cooperative work. Consequently, the students could gain a possible advantage by working in various kinds of groups and with a variety of different systems. Working as part of a team and adapting to different circumstances is a valued skill, so they could experience different situations which can be a plus for them in the future.

### ***Development of equity, diversity, and ethical values***

As mentioned in the previous sections, the content of the units includes a wide variety of values which we developed properly. However, these values could be connected to the Sustainable Development Goals (UNESCO, 20217) so that the students understood them properly and the content related to this matter would be better distributed.

### ***Support and special needs***

Due to the small number of students in these circumstances derived from the characteristics of the centre, not as many adaptations as those in a public centre are required. However, the school could benefit from a more present adaptation of the school programme, with specific measures for the different kinds of special needs. All this could be properly structured and specified in the didactic programming.

As well as that, the most common support measure is the completion of extra work for those with a higher or a lower level than the majority of students in the class. However, they could take advantage of such differences in language levels through the use of groups and dynamics in which students with different levels work together, thus enhancing the learning experience through peer-to-peer learning.

## **Development of a teaching unit**

### **Presentation**

For our proposal for improvement of a teaching unit, we have chosen Unit 5 for 1<sup>st</sup> of Bachillerato at Centro Sagrada Familia. The unit is called “Take a Stand!” and talks about

social issues, among other topics. As we mention in the previous analysis, one of the main areas of improvement is the use of active methodologies.

For that purpose, we have decided to develop a teaching unit based on Task-Based Learning, an active methodology in which instructional activities are centred around real-world tasks that students might encounter in their daily lives or future careers. These tasks can be diverse, ranging from problem-solving exercises to practical activities that require communication, decision-making, and critical thinking. These tasks are usually divided into 3 main steps: pre-task, task, and post-task and language focus. In the pre-task, students get in contact with the topic and the content they are going to work with. In the task, they perform a task connected to the content of the pre-task. To complete it, they will necessarily use a variety of linguistic tools which they should learn as they use them. In the post-task, they receive positive and negative feedback about the work they have done and the linguistic tools they have used, and they can optionally work on some language focus activities to perfect the tools they used during the task.

The target level in 1<sup>st</sup> of Bachillerato according to the Common European Framework of Reference for Languages (CEFR) is B2, although this subject is inherently multilevel, and we will have students with a variety of levels. For that reason, students can benefit from working together as part of a team in different activities where their difference in level can be beneficial for both of them. This methodology is commonly known as peer-to-peer learning and has proven to be extremely effective.

The use of active methodologies, due to the high level of engagement by the students, make it easier for the teachers to work on multiple specific and key competences. In the following table, we include the different contents on which the students will work in every session in the didactic unit, as well as the different specific and key competences which they

will improve during these sessions.

**Table 2**

*Contents and competences*

<b>Session</b>	<b>Content/Activities</b>	<b>Specific competences</b>	<b>Key competences</b>
<b>Session 1:</b> <b>Social issues</b>	- Pre-task: Speaking about the social issues	CEMI, CECO,	CCL, CP, CD,
	- Task: Reading the text and presenting an issue	CECE, CEEO, CEEE, CEMOyE	CPSAA, CC, CE, CCEC
	- Post-task and language focus: Receiving feedback and revising vocabulary about social issues		
<b>Session 2:</b> <b>If I won the lottery</b>	- Pre-task: Answering questions introducing conditionals	CEMI, CECO,	CCL, CP, CD,
	- Task: Preparing an interview and representing it using conditionals	CEEO, CEIOyE	CPSAA, CC, CE, CCEC
	- Post-task and language focus: Learning the conditional structures and practising through a Bamboozle activity		
<b>Session 3:</b> <b>What would you</b>	- Pre-task: Revising the vocabulary of Session 1 and	CEMI, CECO, CECE, CEEO,	CCL, CP, CD, CPSAA, CC,

<b>do?</b>	choosing a topic for their task	CEEE, CEIOyE,	CE, CCEC
	- Task: Answering questions about social issues and preparing a presentation	CEMOyE	
	- Post-task and language focus: Receiving feedback, and revising and learning vocabulary		
<b>Session 4:</b>	- Pre-task: Watching and	CEMI, CECO,	CCL, CP, CD,
<b>Volunteering</b>	summarising a YouTube video about volunteering	CEEO, CEEE, CEMOyE	CPSAA, CC, CE, CCEC
	- Task: Preparing a presentation on a charity and presenting it		
	- Post-task and language focus: Learning vocabulary about volunteering and charity		
<b>Session 5:</b>	- Pre-task: Speaking about their	CEMI, CECO,	CCL, CP, CD,
<b>When the plane lands</b>	experience travelling and about sustainable tourism	CECE, CEEO, CEEE, CEIOyE,	CPSAA, CE, CCEC
	- Task: Recreating a text conversation with customers of a travel agent's, using time clauses	CEMOyE	
	- Post-task and language focus: learning and practising time		

	clauses		
<b>Session 6:</b>	- Pre-task: Speaking about	CEMI, CECO,	CCL, CP, CD,
<b>Letter of</b>	experiences with complaints	CECE, CEE0,	CPSAA, CC,
<b>complaint</b>	- Task: Writing a letter of complaint	CEEE, CEIOyE, CEMOyE	CE
	- Post-task and language focus:  Learning the structure and  language in a letter of complaint		

Note: The specific and key competences are expressed through a series of abbreviations so that the table is rather concise. The abbreviations used are the following:

- Specific competences: Multilingualism and interculturality = CEMI, oral comprehension = CECO, written comprehension = CECE, oral expression = CEE0, written expression = CEEE, oral and written interaction = CEIOyE, oral and written mediation = CEMOyE.
- Key competences: linguistic communication competence = CCL, plurilingual competence = CP, mathematical, scientific, technological and engineering competence = STEM, digital competence = CD, personal, social and learning to learn competence = CPSAA, citizenship competence = CC, entrepreneurship competence = CE, and cultural awareness and expression competence = CCEC.

As the table shows, this didactic unit has been designed so that students work on most specific and key competences throughout the unit. Regarding the specific competences, the most difficult one to include due to the topic of the unit is the STEM competence, which would have to be put into practice in a different didactic unit. Apart from that, most competences are included several times throughout the unit, with special emphasis on the ones related to written and spoken production and interaction, which are sometimes more difficult to stimulate in large groups, as well as the social and learning to learn competence, and the citizenship competence, due to the topic of the unit. Regarding digital competence, an

essential objective of the new law, it plays an important role in most sessions.

Ultimately, the student will have acquired a large amount of vocabulary connected to social issues, volunteering and charity, and complaints, and they will have assimilated a variety of structures to express their views on these topics by the end of this didactic unit. In addition, they will have done it in an active and participative manner and, hopefully, while having a good time.

### **Lesson plans**

**Table 3**

*Didactic unit*

---

<b>Unit 5: Take a Stand!</b>	
Academic Year:	1st of Bachillerato
Level of the European Framework of Reference:	B2
Main active methodology:	TBL

---

**Table 4**

*Session 1*

---

<b>Session 1: Social issues</b>
<b>Pre-task</b>
<p>Introducing the unit by asking them the following questions and writing them on the whiteboard:</p> <ul style="list-style-type: none"> <li>● What are the main social problems in our society?</li> </ul>

---



- 
- What worries you the most?
  - Is there anything we can do to change that?
  - Do you think we have the power to change that?
  - What are the advantages and disadvantages of working as part of a team?
  - “Alone we can do so little; together, we can do so much.” Hellen Keller. What do you think?
- 

### Task

---

Present one of the social issues in this text. Make sure that all the issues are covered before they repeat them. Research to obtain further information. Here is the text:

#### **Social Issues: Understanding and Overcoming Them**

As members of society, we face many social issues that can have a profound impact on our lives. From poverty and homelessness to bullying and gender inequality, these problems affect us all. In this article, we will explore some of the most pressing social problems today and discuss ways to work together to overcome them.

**Refugees:** Refugees are people who flee their home countries due to war, persecution, or other crises. They often face difficulties in their new countries, such as finding a job, housing, and dealing with prejudice and discrimination. Governments and non-governmental organizations can provide support by offering welfare programmes, health care, and education. Communities can also help refugees by providing a welcoming environment and assisting them in integrating into society.

**Poverty and Homelessness:** These are two social problems that are interrelated and affect people of all ages and backgrounds. Low wages and unemployment contribute to

---

poverty, which can lead to homelessness. Providing affordable housing and creating jobs that pay a living wage are just a few ways to tackle these problems. Welfare programmes can also help individuals and families who live in slums and are struggling to make ends meet.

**Bullying:** This is a problem that can occur in many settings, from schools to workplaces. It can have a devastating impact on the victim's mental health and well-being. Schools and workplaces can address bullying by implementing policies that prohibit such behaviour, providing education on what constitutes bullying, and ensuring that those who engage in bullying behaviour are held accountable.

**Gender Inequality:** This refers to the unequal treatment of individuals based on their gender. It can take many forms, such as unequal pay, discrimination in the workplace, and lack of access to education and health care. Overcoming gender inequality requires a collective effort by individuals, communities, and governments to promote equal opportunities and justice for all.

**Juvenile Delinquency:** This problem refers to criminal behaviour committed by young people. It can be caused by a range of factors, including poverty, lack of parental support, and peer pressure. Prevention measures, such as providing after-school activities and mentorship programs, can help young people avoid getting involved with gangs and other criminal activities. Curfews and other measures can also be used to keep young people safe and reduce the risk of delinquent behaviour.

**Corruption:** This problem, caused by a desire for wealth and power, can take many forms, from bribery and embezzlement to nepotism and cronyism. It undermines trust in government and institutions and can have serious consequences for individuals and

---

communities. Overcoming corruption requires a commitment to transparency, accountability, and good governance. This can involve measures such as public demonstrations and strikes to demand accountability from those in power, as well as efforts to promote ethical behaviour and discourage corrupt practices.

In conclusion, social problems can be challenging, but they can be overcome by working together and taking proactive measures. Whether it's by providing support to refugees, addressing poverty and homelessness, or promoting gender equality, each of us can make a difference. By working together, we can build a more just and equitable society for all.

---

**Groups:** This task is performed in groups of 3. The students should be distributed heterogeneously, and the groups should contain students with a higher and a lower level. They create the presentation together and distribute the speaking parts evenly.

---

### **Post-task**

---

Provide feedback about their presentations and point out the relevant vocabulary. After that, do the following language focus activities.

---

### **Language focus**

---

#### **Activity 1: Defining**

After reading the text and discussing it, we will see some definitions and they would have to match the definitions with the words in bold in the text. Here are those definitions:

- The state of being without a job, especially when actively looking for one.

(Unemployment)

---

- 
- A payment for work that is below the average or minimum amount considered necessary to meet basic needs such as housing, food, and clothing. (Low wages)
  - Government initiatives that provide financial and other assistance to people in need, such as unemployment benefits, housing assistance, and health care. (Welfare programmes)
  - Overcrowded and impoverished urban areas characterised by poor living conditions and inadequate infrastructure. (Slums)
  - The maintenance and improvement of physical and mental well-being through medical treatment and preventative measures. (Health care)
  - To succeed in dealing with a problem or difficulty. (Overcome)
  - Organised groups of individuals, often involved in criminal activity or social disruption. (Gangs)
  - Rules set by authorities that prohibit people from being out on the streets or in public places during specific hours, usually at night. (Curfews)
  - An abundance of valuable possessions, money, or resources. (Wealth)
  - Public protests or displays of support for a particular cause or issue.  
(Demonstrations)
  - Organised work stoppages by employees, often as a form of protest or to demand better working conditions or wages. (Strikes)
  - To have enough money to pay for basic necessities such as housing, food, and bills.  
(Make ends meet)

### **Activity 2: Using the vocabulary**

After this, students must complete the following sentences so that they can use the

---

---

vocabulary:

- One of the biggest challenges faced by people living in slums is...
  - Gangs are often involved in illegal activities such as...
  - Low wages can make it difficult for people to...
  - Demonstrations are a way for people to...
  - To make ends meet, many people have to...
  - In some cities, there are strict curfews in place to...
- 

## Table 5

*Session 2*

---

### Session 2: If I won the lottery

---

#### Pre-task

---

Introduce the topic of the unit by asking them some questions using conditionals. For that purpose, we will ask one question for each of the types of conditionals:

- What do you normally do if you find a lost object at the school? (Zero conditional)
  - What will you do if you finish your homework early today? (First conditional)
  - What would you do if you won the lottery? (Second conditional)
  - What would you have done if you had overslept this morning? (Third conditional)
- 

#### Task

---

Task: Divide the class into groups of 3/4 students. Every student prepares 3 questions about hypothetical situations, such as the ones done in the pre-task. The students ask each other

---

the questions and they write their answers. When they finish, they ask and answer their questions in front of the rest of the class.

**Groups:** This task is performed in groups of 3/4. Even though the task has an individual part, it would be interesting that the students were distributed heterogeneously depending on their English level and commitment.

---

### Post-task

The teacher gives them feedback about their questions and answers and, using examples of correct sentences they used during the exercise, explains the different structures necessary to express these hypothetical questions through the use of conditionals.

---

### Language focus

After explaining the different conditional structures, we divide the class into groups of 4-5 students, and they compete by playing the game Bamboozle where they get points depending on their answers. The teams take turns to answer the questions and, when depending on their answers, they are awarded points. The result of this game will dictate the order in which they will choose their topics for the following session.

<https://www.baamboozle.com/game/327791>

---

## Table 6

### *Session 3*

---

### Session 3: What would you do?

---

### Pre-task

---

---

The teacher asks the students if they remember the different social issues studied in Session 1. After revising them, they ask the students to choose the topic they want to work on. When doing so, they must explain why they are choosing it and why it is an important issue. Those who choose the last must still give arguments in favour of their choice.

---

### **Task**

---

In this task, they must answer some questions about a social problem by using conditional sentences. The sentences must be long and as complete as possible and must use the appropriate tenses and vocabulary from the unit. The problems they must address are the following:

- Refugees
- Poverty and homelessness
- Bullying
- Gender inequality
- Juvenile delinquency

The questions they must answer about the problem they choose and using the different conditionals are the following:

- Zero: What does the administration do when this happens?
- 1st: What should we do if we find ourselves in such a situation?
- 2nd: What would you do if you were in a position of power?
- 3rd: What could governments have done if they had detected the problem on time?

In order to do this task, the students will follow the 1-2-4 cooperative learning method. They

---

---

will answer the question individually. After that, they will compare their answer to one of their partner's answers and they will combine them into an answer. Then, both pairs will compare their answers and combine them into a final group answer for each of the questions.

Once they have finished this, they decide who will read each of the 4 answers (each member will read one answer) and they will practise it. They must write their answers and prepare a one-slide presentation or poster using the method they prefer, such as Google Presentations or Canva.

---

**Groups:** This task is performed in heterogenous groups of 4 if possible. Although the students have a variety of levels, the weight of their arguments should be considered evenly.

---

---

#### **Post-task**

---

Provide feedback and point out the most common mistakes and the most widely used vocabulary, including new vocabulary used by the students.

---

---

#### **Language focus**

---

Write a list with new vocabulary and a simple example where the meaning of the word is clear instead of a translation or definition.

---

### **Table 7**

*Session 4*

---

---

#### **Session 4: Volunteering**

---



---

### Pre-task

---

To start the session, we ask them if they know what a volunteer is and if they have ever been volunteers. After, listening to their suggestions and perhaps their experiences, we play the video *Why be a volunteer?* (Family and Community Services NSW, 2019). We can ask them the following questions to make sure they understood:

- What are the advantages of working as a volunteer?
- Who are volunteers?
- What can you do as a volunteer?

Now, ask them to add extra ideas.

---

### Task

---

In this task, the students must choose a charity they would like to volunteer in and promote and they prepare a presentation explaining several things:

- What kind of people can volunteer?
- What profiles are the most wanted?
- What kind of work do they do?
- How does the charity receive its funds?
- What is the impact of this charity in society?
- Why should we volunteer there?

They must distribute the work and the interventions as well as create a presentation using Google Presentations or Canva, which they will expose in front of the class.

---

---

**Groups:** This task is performed in groups of 3/4. The students will take on a variety of roles:

- The editor supervises the language used in the written and spoken presentation.
- The designer creates the visual part of the presentation and puts the ideas into writing.
- The spokesman leads the spoken presentation and is in charge of introducing his/her teammates when it's their turn to speak.

Even though they have different roles, everyone must speak evenly during the presentation.

---

#### **Post-task**

---

The teacher provides feedback about their presentation, pointing out the most relevant vocabulary used by the students.

---

#### **Language focus**

---

Vocabulary about volunteering and charity. The teacher and the students work together to create a wordlist with the most interesting words used in their presentations as well as some extra words that could be interesting.

---

### **Table 8**

*Session 5*

---

#### **Session 5: When the plane lands**

---

---

### Pre-task

---

We introduce the topic by asking them questions about travelling. We introduce the concept of sustainability in tourism, and we ask them what they do in order to be more respectful to the local ecosystem and society of the places they visit. We use questions and expressions that suggest that they use time clauses, such as the following:

- When I travel to a different country...
- Once I have finished eating...
- As soon as I arrive...

---

### Task

---

Imagine you are a travel agent, and you are selling an organised trip. Your customers are sending you messages asking doubts about the trip. Here you have some examples of possible questions they may ask.

- What will we do once the plane lands at the destination?
- Will we start our morning tour as soon as we finish breakfast?
- Will we have some time to wander around the city after we finish our activities?
- When we have a meal in a new location, will we try local food and visit local shops?

The students write the questions and answers and simulate a conversation through any kind of chat format, using their creativity to present it. If they do not know what to do, suggest the use of Canva or a similar platform.

---

---

**Groups:** This task is performed in heterogeneous couples. They must help each other express their ideas and put them into writing.

---

---

### Post-task

---

Provide feedback about the structures used. Explain how time clauses work by pointing out some examples they used in their presentations. Connect the way it works to the use of first conditional.

---

---

### Language focus

---

#### Activity 1: Multiple Choice

Choose the correct time clause to complete the sentence.

1. I'll call you as soon as / unless I finish my meeting.
2. She couldn't attend the party because / when she was feeling unwell.
3. We'll start the movie once / until everyone arrives.
4. He hadn't left the house before / after his friends arrived.
5. Unless / While it rains, I prefer to stay indoors.

#### Activity 2: Fill in the Gaps

Fill in the gaps with the appropriate time clause.

1. I'll visit the museum \_\_\_\_\_ I have some free time.
  2. She'll come to the party \_\_\_\_\_ she finishes her work.
  3. We can't start the game \_\_\_\_\_ everyone arrives.
  4. \_\_\_\_\_ she studies, she always listens to music.
  5. I'll call you \_\_\_\_\_ I get home.
-

---

**Activity 3: Drag and Match**

Match the beginning of the sentence on the left with the correct time clause on the right.

Left:

1. I'll take my umbrella
2. She'll be late
3. We'll go for a walk
4. He'll visit the doctor
5. They'll go to the beach

Right column

- A. if it stops raining.
- B. once we finish dinner.
- C. before she leaves work.
- D. when they arrive.
- E. as soon as he feels better.

**Answers:**

Activity 1:

1. as soon as
2. because
3. once
4. before
5. While

Activity 2:

---

- 
1. when
  2. once
  3. until
  4. While
  5. as soon as

Activity 3:

1. I'll take my umbrella if it stops raining.
  2. She'll be late once we finish dinner.
  3. We'll go for a walk before she leaves work.
  4. He'll visit the doctor when they arrive.
  5. They'll go to the beach as soon as he feels better.
- 

**Table 9**

*Session 6*

---

**Session 6: Letter of complaint**

---

**Pre-task**

---

We start the session by asking them about a situation where they had to complain about something, what they did and how they solved it.

---

**Task**

---

Collaboratively, they must imagine a situation where they must write a letter of complaint in order to solve a problem they have had or claiming compensation for a badly provided

---

service.

They send their letter via Google Classroom, and we will assess them.

---

**Groups:** This task is performed in heterogeneous groups of 4-5. We divide them into different roles:

1. Introduction and first paragraph
  2. Second and third paragraph
  3. Ending the letter
  4. Connectors and coherence
  5. Spelling, grammar, format and structure (editor)
- 

### **Post-task**

---

Using their letters as examples, we provide them with some general feedback regarding the task and talk about the appropriate structure for a letter of complaint and the different expressions they can use. Also, we can focus on the appropriate register and the characteristics of formal language.

---

### **Language focus**

---

Continuing with the post-task, we write a structure of a letter of complaint and a list of connectors and proper formal structures we can use.

---

### **Assessment**

According to the didactic programming, the unit which is being analysed and improved in the present project is aimed at adolescent students at the B2.1 level. However,

some extension suggestions are included to make it suitable for use in high-achieving groups at the B2.2 level, along with stepped proposals for B1.2. Therefore, due to the fact that legislation does not state a specific level for each academic year and since the content included in most materials are those of a B1+/B2.1, we considered the 5 as a B1+, since it is a high achieving B1 and the marks gradually improve. The following table tries to adjust the different marks with the appropriate level of the CEFR.

**Table 10**

*Equivalence between marks and the CEFR*

1 <sup>st</sup> Bachillerato									
1	2	3	4	5	6	7	8	9	10
A2	A2+	B1-	B1	B1+	B2-	B2	B2+	C1-	C1

Regarding the different evaluation criteria related to the specific competences, key competences and basic knowledge the percentage of the final mark would follow the following proportion:

Tasks would be worth 50% of the final mark. From the students' performances in tasks, we would extract the mark for several aspects, such as Spoken Expression (10%), oral and written interaction (10%), oral and written mediation (10%), and including the rest of key competences (10%) and basic knowledge (10%).

Apart from the marks extracted from their performance in tasks, the rest of their marks is extracted from an evaluation exam following the CEFR which is worth 50% of the final mark, including Written Comprehension (10%), Written Expression (10%), and Spoken Comprehension (10%), and also Grammar (10%) and Vocabulary (10%).



In the Appendix section, there is a rubric with the different levels according to the CEFR for Written Comprehension, Written Expression, Spoken Comprehension, and Spoken Expression, which can be used to assess the student's level.

Apart from that, the rest of the key and specific competences, as well as the basic knowledge can be assessed through a rubric. The rubric would establish 5 different level for each aspect which is assessed. It shows the minimum requirements for each of the aspects as the central level and the rest of the levels in the rubric reflect the level of accomplishment of such aspects. Here we have an example of how it works:

**Table 11**

*Level of accomplishment competences in the rubric*

Level of accomplishment	1	2	3	4	5
Key competence / specific competence / basic knowledge	The student does not meet the minimum criteria in the various descriptors of this competence.	The student only meets some of the minimum criteria in the various descriptors of this competence.	Minimum requirements of the aspect which is being assessed.	The student exceeds some of the minimum criteria in most descriptors of this competence.	The student exceeds the minimum criteria in most descriptors of this competence.

Each of the different key and specific competences, and basic knowledge in the rubric are assessed according to the evaluation criteria stated by the Decree 108/2022, of 5 August, of the Regional Government, establishing the organisation and syllabus of Bachillerato. Through those criteria we can establish the minimum requirements and, depending on the level of completion, they would receive one of the five levels established in the table.

### **Further areas of research**

The world of active methodologies is an ever-changing field, since teachers and researchers are constantly creating new methods and types of activities that engage students into their own learning process and provide significant learning for them. Task-Based Learning is a fantastic method which accomplishes this really positively, but I think that some long-term research on several aspects of the methodology can be beneficial. However, the pre-task phase could benefit for further research on how to approach this phase. There are really different ways to expose the students to the topic and the linguistic resources which they need to use in the task phase and it would be interesting to explore the impact of these different approaches in the long term.

Regarding the use of ICTs and technology in class, the world of education could also benefit from some long-term research on the effects of technology for students. In June 2023, we were surprised to read pieces of news (<https://www.newtral.es/por-que-suecia-digitalizacion-escuelas/20230606/>) that Sweden was giving a step back in the use of technology, since they had negative results in the application of technology. Their approach is a balance between the use of technology and more analogical resources.

Related to this previous point, another issue that worries the education community is the increase in attention problems derived from the incorrect use of technology. Communication nowadays is changing and the input we receive is shorter and more intense.

That makes it difficult for students to concentrate on formats that are currently still extremely useful and valid. Students have more problems concentrating on longer texts or tasks that require a longer effort. For those reasons, it would be interesting to carry out long-term research on how the attention span of students is evolving and how education can help them adapt to these changes and be able to work with other kinds of formats, such as written texts and longer projects.

One of the main advantages of active methodologies is that they can adapt to different formats and resources while keeping the students' interest and providing them with significant learning. Active methodologies can be a connecting thread between projects which use modern educational technologies and more traditional media with a fresh and participative perspective. Therefore, research connecting these different aspects could be interesting for future generations.

### **Conclusions, limitations and future prospecting**

#### **Conclusions**

Creating this project has been an incredible challenge due to a variety of reasons that I will particularly mention in the limitations section. However, it has been a productive way of putting into practice everything we have learnt in this master's degree, from the legal aspects of education in Spain to more specific and academic concepts related to methodologies and research.

In crafting this project, I followed a structured methodology, ensuring an organised and efficient progression. Extensive discussions with my mentor led to a well-defined work plan. My approach involved research analysis, examining materials, structure, and teaching methods to develop a comprehensive didactic unit. My in-depth study of the legal framework added depth and relevance to my proposals. This has been an extremely intense but

rewarding effort, since facing such a big amount of information, processing it, and applying it to the purpose of the project taught me about organisation and deepening into the world of education in a way that I had never done before.

In addition to that, my analysis of the legal framework encompassed both the broader state-level regulations in Spain and the specific legal framework of the Valencian Community. This investigation was instrumental in ensuring that my proposals aligned with existing regulations, enhancing their relevance and adherence to legal requirements. Understanding how the legal education system works is essential for a teacher and the project allowed me to master it.

The contextualization of the educational centre provided a comprehensive overview of its organisation and way of working. This information offered valuable insights into the context in which my didactic unit would be implemented and provided me with a deeper vision to the one I experience during my work experience programme there.

By analysing the didactic programming of the centre thoroughly, I assessed its effectiveness and proposed areas for improvement. It involved evaluating the sequence of contents, competences, and assessment methods, as well as the integration of ICT activities and active methodologies to enhance the overall teaching and learning experience. This process showed me a different perspective to the one I experienced with the teacher in class. There is a lot of effort and planning behind every class and the teacher need to do it in a structured way.

Additionally, one of the most enriching aspects of this project was creating my own didactic unit and stating its objectives, lesson plans, and assessment strategies. I focused on applying Task-Based Learning as a way to implement active methodologies and engage the students more deeply into their learning process. It was an extremely rewarding experience,

since using this kind of methodology forces me to leave my comfort zone as a teacher, thus learning a lot in the process.

However, it seems easier to exercise this kind of theoretical proposal than actually putting it into practice. Some experienced teachers seem to be reluctant to the use of these methodologies due to the practical difficulties they face. These include time limitations for their classes, since the classes are short and a lot of time is wasted between classes, the students' attention span, due to the fact that they spend long hours at school and they get tired and bored, or the stress they undergo on account of their need for higher mark and the pressure they receive by their parents, among others.

The section in which I outlined the potential for future educational research projects invited me to reflect deeply into the state in which I felt the educational system was and the challenges that education may face in the future. My impression was that the field of education was undergoing a lot of changes connected with the burst of technological resources and that these fast changes require deep research and reflection, since we still do not know their long-term consequences.

In conclusion, this project has been a comprehensive journey aimed at analysing and improving a didactic programming for 1st Bachillerato. It sought to enhance the quality of education through the implementation of active methodologies, aligning with the principles of Task-Based Learning. I have identified crucial areas for improvement, clarified the legal framework, and provided insights into the contextualization of the educational centre. My didactic unit development offers a practical tool for teachers, while my exploration of future research projects demonstrates a commitment to ongoing educational innovation.

The dedication and effort throughout this project state my commitment to educational excellence. By adhering to the proposed active methodologies and addressing the legal and

contextual aspects, I believe my work contributes to the advancement of teaching and learning practices in education. It is my hope that my didactic unit and the potential suggestions for improvement and research will inspire both educators and students, fostering a culture of continuous improvement in education.

### **Limitations**

During the course of this project, various challenges and limitations were encountered, impacting the research and proposal development.

A pervasive and ongoing challenge in the field of education is the frequent and often unpredictable legislative changes. The absence of a comprehensive national education pact poses a significant limitation for the educational community. These legislative shifts require continual revisions to the proposed improvements in the didactic programming, often leading to delayed progress and adaptations to stay aligned with evolving regulations.

Another significant limitation was the time constraint. The responsibilities of managing a personal business and pursuing academic studies required hard work and a great amount of organisation. These commitments limited the time available for in-depth research, analysis, and the development of the didactic unit. Furthermore, the work experience period at the high school required careful time management and dedication, leaving less time for the project.

The vast and diverse landscape of educational resources available on the internet presented a unique challenge. Filtering, selecting, and synthesizing relevant information in this rich field required meticulous effort. The vast amount of data available required a cautious approach to ensure the project's integrity and quality.

This project shares some typical limitations associated with similar educational research projects. These include constraints related to data collection, limited access to

specific resources, and the challenge of ensuring that the proposed didactic unit meets the needs of all students, despite differing levels of proficiency.

Despite these limitations, the project was guided by a commitment to delivering high-quality work. The constraints served as valuable learning experiences, highlighting the need for flexibility and adaptability to variable educational environments and personal commitments. By acknowledging these limitations and addressing them proactively, I aspired to carry out the best project within my possibilities and contribute to the improvement of the didactic programming in 1st Bachillerato.

### **Future prospecting**

As an aspiring educator, the journey of working on this project has been an enriching experience. However, when considering future prospects, I must confess that I am not inclined towards pursuing research or a doctoral program in the field of education. Instead, my primary focus lies in the application of pedagogical knowledge and best practices in a practical teaching environment.

I am passionate about teaching, and my career aspirations are firmly rooted in the classroom. My interest is primarily in working with adults, especially in the context of Official Language Schools. The dynamic and diverse nature of adult education, the challenges it presents, and the opportunity to make a meaningful impact on the lives and language skills of adult learners are aspects that strongly resonate with my teaching goals.

In the rapidly evolving landscape of education, I am committed to continuous professional development. I aim to stay updated with the latest methodologies and developments in the world of education, specifically those relevant to language teaching. My goal is to incorporate innovative teaching strategies, such as active methodologies and task-based learning, to ensure that my students receive the most effective and engaging language

education.

While I do not foresee a future in research or a doctorate, my focus on teaching, particularly in the realm of adult education, remains unwavering. I look forward to leveraging the knowledge and insights gained from this project to create meaningful and effective learning experiences for my future students. In doing so, I aim to contribute to the broader goals of education and the development of language skills for adult learners in the Official Language Schools.

### References

BOE-A-1978-31229 *Constitución Española*. (s. f.).

<https://www.boe.es/buscar/act.php?id=BOE-A-1978-31229>

BOE-A-2020-17264 *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*. (s. f.).

<https://www.boe.es/buscar/doc.php?id=BOE-A-2020-17264>

Centro Sagrada Familia (2021). *Programación Didáctica Inglés Bachillerato Curso 2021-2022* [Didactic Programming English Bachillerato]

Centro Sagrada Familia (2022). *Programación de aula Inglés 1º Bachillerato 2022-2023* [Classroom Programming English 1st Bachillerato B 2022-2023]

Crystal, D. (2003). *English as a global language* 2nd ed. Cambridge: Cambridge University Press

Family and Community Services NSW. (2019, 1 agosto). *Why be a volunteer?* [Vídeo].

YouTube. <https://www.youtube.com/watch?v=2szQhR4oZtA>

Grant, E., & Edwards, K. (2020). *Mindset: Bachillerato 1*. Burlington Books.

Hattie, J. (2009). *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge.



Mandela, N. (1990, 23 June). *Speech in Madison Park High School, Boston, USA.*

Martinez, A. (s. f.). *Colegio Sagrada Familia de Elda / Mejores colegios de Alicante.* Colegio Sagrada Familia Elda. <https://sagradafamiliaelda.com/>

Meneses, N. (2021, 18 November). El nivel de inglés en España sigue a la cola de Europa. *El País*. <https://elpais.com/economia/formacion/2021-11-18/el-nivel-de-ingles-en-espana-sigue-a-la-cola-de-europa.html>

UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives.* <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

## Annexes

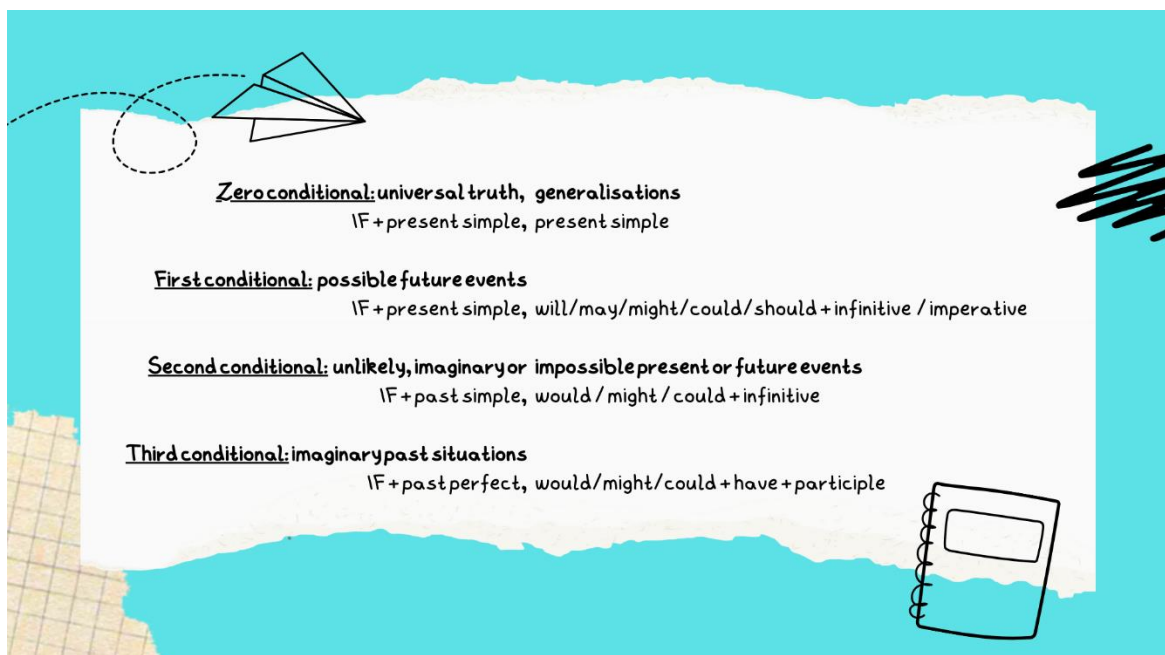
## Annex 1

*Rubric relating the CEFR to the different levels of the corresponding skills.*

Levels	TESTS			
	Reading	Writing	Speaking	Listening
A1	Identifies minimal stated information in simple texts	Can express personal details in written form with a very limited range of grammar and vocabulary	Can describe themselves, what they do and where they live.	Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.
A2	Identifies some stated information in simple and brief texts	Can write short and simple phrases relating to matters in everyday life using a limited range of grammar and vocabulary	Can express what they are good at and not so good at (e.g. sports, games, skills, subjects).	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.
A2+	Identifies basic conventions and some stated information in simple and brief texts related to day to day topics and work related topics	Can write short and simple phrases relating to a wider broad of matters with a basic range of grammar and vocabulary	Can use simple descriptive language to make brief statements about and compare objects and possessions.	Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.
B1	Identifies simple conventions in texts featuring factual	Can express his/her opinion on specific topics and explain ideas with relatively accuracy organizing the	Can reasonably fluently relate a straightforward narrative or description as a	Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly
	information about specific topics	information in a partially-recognizable format using some basic cohesive devices	sequence of points.	encountered at work, school, leisure, etc., including short narratives.
B1+	Identifies simple and complex conventions in texts featuring factual information about specific topics	Can write detailed descriptions, experiences and describe feelings with certain precision as well as being able to write short simple essays organizing the information a recognizable format using a range of basic cohesive devices	Can clearly express feelings about something experienced and give reasons to explain those feelings.	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.
B2	Identifies explicit and implicit information in texts with certain complexity consisting of abstract and/or concrete topics	Organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices as well as using a range of grammatical structures with few errors	Can give clear, detailed descriptions on a wide range of subjects related to their field of interest.	Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.
B2+	Identifies explicit and implicit information in complex texts consisting of abstract and/or concrete topics and, is able to analyze conventions	Organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices and communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.	Can describe the personal significance of events and experiences in detail.	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.


## Annex 2

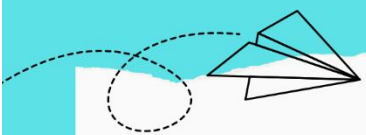
## Session 3 – Presentation






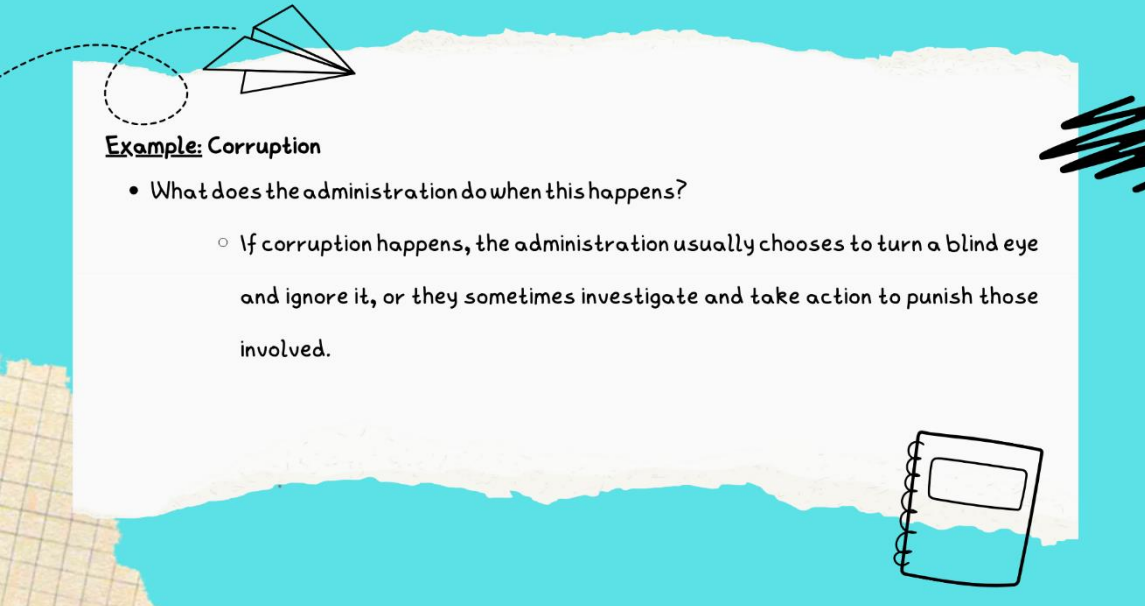
## Group task

- Situation in groups of 4 students
  - 5 topics {2 groups per topic} – 1 sample topic
    - Refugees
    - Poverty and homelessness
    - Bullying
    - Gender inequality
    - Juvenile delinquency
- 



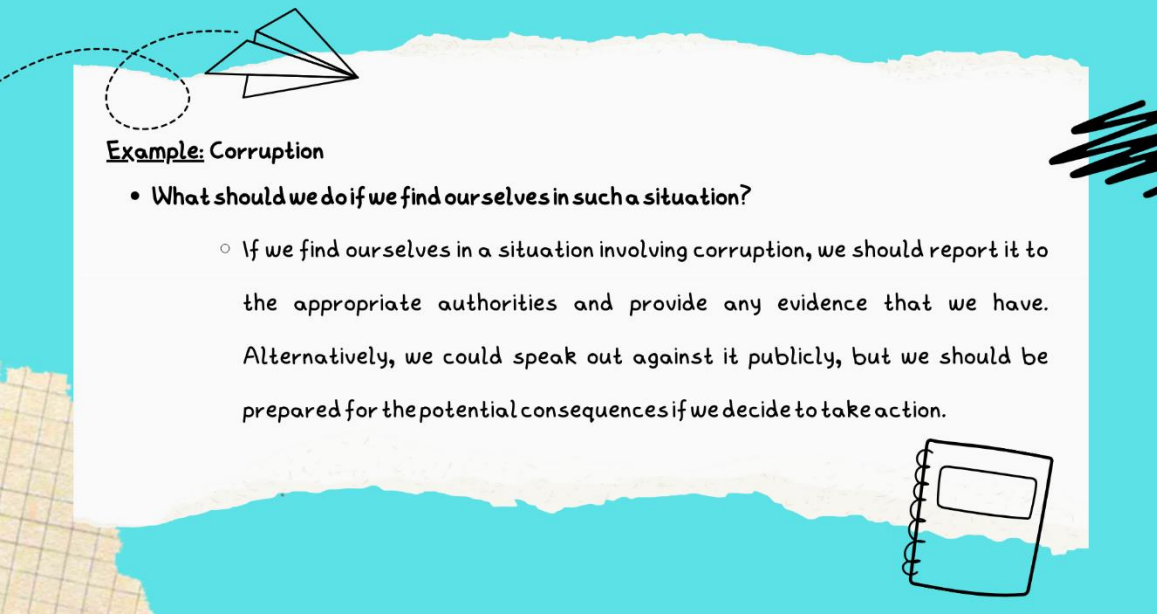
**Task:** Answer the following questions using full and complete sentences {more than 1 if possible} and present your answers in front of the class:

- Zero: What does the administration do when this happens?
  - 1st: What should we do if we find ourselves in such a situation?
  - 2nd: What would you do if you were in a position of power?
  - 3rd: What could governments have done if they had detected the problem on time?
- 



Example: Corruption

- What does the administration do when this happens?
  - If corruption happens, the administration usually chooses to turn a blind eye and ignore it, or they sometimes investigate and take action to punish those involved.




Example: Corruption

- What should we do if we find ourselves in such a situation?
  - If we find ourselves in a situation involving corruption, we should report it to the appropriate authorities and provide any evidence that we have. Alternatively, we could speak out against it publicly, but we should be prepared for the potential consequences if we decide to take action.




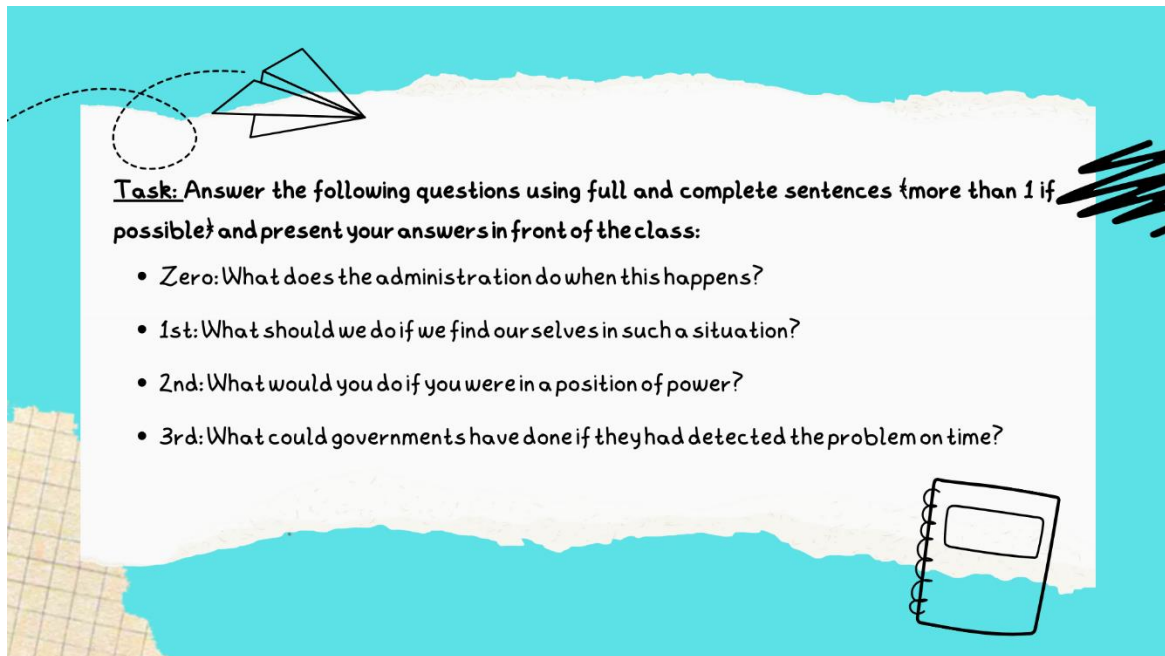
**Example: Corruption**

- What would you do if you were in a position of power?
    - If I were in a position of power and corruption was present, I would investigate the matter thoroughly, ensure that justice is served, and take preventative measures to stop it from happening again in the future. I could never choose to overlook the issue and risk losing the trust of the people.
- 



**Example: Corruption**

- What could governments have done if they had detected the problem on time?
    - If governments had detected the problem of corruption on time, they could have implemented measures to prevent it, such as strengthening anti-corruption laws, increasing transparency in government activities, and creating more effective mechanisms for monitoring and reporting corrupt activities. Additionally, they could have taken measures to punish those involved in corrupt practices, including imposing fines, revoking licenses, and even imprisonment.
- 



**Task:** Answer the following questions using full and complete sentences (more than 1 if possible) and present your answers in front of the class:

- Zero: What does the administration do when this happens?
- 1st: What should we do if we find ourselves in such a situation?
- 2nd: What would you do if you were in a position of power?
- 3rd: What could governments have done if they had detected the problem on time?