



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

**PROPOSAL FOR EDUCATIONAL
IMPROVEMENT ACCORDING TO THE
ACTIVE METHODOLOGY OF TASK-
BASED LEARNING**

Presentado por:

MARÍA LUJÁN DE LAS HERAS

Dirigido por:

FERRÁN PERALES MARTÍNEZ

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Abstract and keywords in English.

Abstract

The following dissertation is based on the analysis of the course belonging to second of baccalaureate of the School of Art Cruz Novillo, located in Cuenca, in the Autonomous Community of Castilla La-Mancha, taking into account the unique nature of the art school and that of the students, some of which present certain difficulties in the skill related to speaking. This paper highlights the importance of detecting the student's level with regard to the English subject, specially all those who are insecure about their learning abilities and promote their self-confidence through cooperative activities in a didactic unit, taking as a reference the active methodology of the Task-based learning, in which students focus on meaning in a set of different tasks proposed by the teacher based on the student's interests and making use of language for real communication. The incorporation of the portfolio (in which students can reflect their personal experiences throughout the educative process and they become aware of their learning process) and descriptors according to the Common European Framework of Reference (CEFR) will be also suggested as tools to assess learning. Both the Task-Based Learning and the Portfolio and the CEFR represent a change to the current education system, and whose main objective is that students have access to a more inclusive education, always taking into account the personal needs of each and every student, who will play an active role throughout their educational process and personalize the contents proposed within the classroom.

Keywords

Active methodology, Active role, Art school, Descriptors, Skills, Task-based learning

Resumen

El siguiente Trabajo de Fin de Máster se basa en el análisis del curso perteneciente a segundo de bachillerato de la Escuela de Arte Cruz Novillo, ubicada en Cuenca, en la Comunidad Autónoma de Castilla La-Mancha, teniendo en cuenta la singularidad de la escuela de arte y la de los alumnos, algunos de las cuales presentan ciertas dificultades en la habilidad relacionada con el habla. Este trabajo destaca la importancia de detectar el nivel del alumno con respecto a la asignatura de inglés, especialmente todos aquellos que se muestran inseguros sobre sus capacidades de aprendizaje y promover la confianza en sí mismos a través de actividades cooperativas en una unidad didáctica, tomando como referencia la metodología activa del aprendizaje basado en tareas, en la que los estudiantes se centran en el significado en un conjunto de diferentes tareas propuestas por el profesor en función de los intereses del estudiante y haciendo uso del lenguaje para la comunicación real. También se sugerirá como herramientas para evaluar el aprendizaje la incorporación del portfolio (en el que los estudiantes puedan reflejar sus experiencias personales a lo largo del proceso educativo y tomen conciencia de su proceso de aprendizaje) y los descriptores según el Marco Común Europeo de Referencia (MCER). Tanto el Aprendizaje Basado en Tareas como el Portfolio y el Marco Común Europeo de Referencia suponen un cambio para el Sistema educativo actual, cuyo principal objetivo es que los estudiantes tengan acceso a una educación más inclusiva, que siempre tenga en cuenta las necesidades personales de todos y cada uno de los estudiantes, los cuales tomarán un rol más activo a lo largo de todo su proceso educativo y quienes serán los encargados de personalizar los contenidos propuestos dentro del aula.

Palabras clave

Metodología activa, Rol activo, Escuela de arte, Descriptores, Habilidades, Aprendizaje basado en tareas

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1. Introduction to the Dissertation

Languages are a fundamental part of a country's culture. According to RAE (Real Academia de la Lengua Española) the word "language" is defined as a verbal communication system typical of a human community that generally has writing. However, it is much more complex than that. Language is used within human communities for educational purposes, to represent reality and establish social relations between individuals from different cultures.

The mastery of foreign languages implies the possibility of accessing other cultures, customs and idiosyncrasies. It also facilitates interpersonal relationships, favors an integral formation of the individual, developing respect for other countries, their speakers and their cultures, and allows us to understand our own language. The integration into the European Union of countries with speakers of different languages also requires the mastery of foreign languages that facilitate communication between the members of this broad Community.

In this context, the role of foreign languages as a key element in the construction of European identity is recognized: a multilingual and multicultural identity, as well as one of the factors that favors the free movement of people and facilitates cultural, economic, technical and scientific cooperation between countries.

Indeed, the growing globalization of the world in which we live, the mixture of cultures and the need to travel to other countries for work reasons make speaking languages not a single plus but something essential. Nowadays, the Spanish education system offers the possibility of learning one or more foreign languages, which represents a great tool when it comes to growing as a student and professional.

Taking these facts into consideration, the English teacher must be a guide of their students in a world unknown to them: a new language. That is why today's teachers must possess educational qualities that allow students to know, think and love the language they are knowing (British Council, 2020).

1.A. Justification

The dissertation addresses a problem detected in the second year of high school of the art school, whose students seem to present certain difficulties when it comes to public speaking within the classroom. Most of them are students who show a lack of confidence in themselves and their academic abilities.

As mentioned above, having communicative competence in English is a key factor in our society, a society deeply marked by globalization in which the need arises for the emergence of a lingua franca, to achieve effective communication between different countries. Proficiency in Written and, increasingly, in spoken English, is a fundamental element for the professional development of today's students, determining, in a remarkable way, their future.

Taking into account all these considerations, achieving an improvement in the communicative skills in English within schools would not only have a positive impact at an academic level, but on a personal level in the lives of students, improving their self-concept and their future prospects.

1.B. Objectives

The students who access the Baccalaureate carry a set of knowledge of the foreign language that allows them to function in usual communication situations. At this stage, it is necessary to further develop their autonomy, since the needs and future interests of each student will have been more precisely outlined. Thus, the learning of the foreign

language in the Baccalaureate will suppose on the one hand, the prolongation and consolidation of what is already known and, on the other hand, a development of more specialized capacities depending on the professional and academic interests that will guide the future work of the student.

The main objective of this dissertation is to promote this autonomy in a second year of baccalaureate in the skill regarding speaking by incorporating a didactic unit following the active methodology of task-based learning, since, during the teaching practices, certain difficulties have been identified by some students in their communicative skills, key element in the subject of English.

1.C. Chapters presentation

- Chapter 1: In this chapter the dissertation is presented, exposing the justification, objectives, chapters presentation and the methodology employed in the realization of an improvement in a second of baccalaureate course, following the task-based learning active methodology and the incorporation of the Portfolio and the CEFR descriptors in the curriculum.
- Chapter 2 (Development of the work): In this chapter, the main features of the school and its students are exposed, as well as the current legislation of the Autonomous Community of Castilla La-Mancha. The innovation proposal is also exposed, including the didactic unit and some projects related to educative investigation.
- Chapter 3: This final chapter includes some conclusions, limitations and future prospects related to the dissertation.

1. D. Methodology

The following dissertation is based on the creation of a didactic unit for a baccalaureate educational center, taking as a reference the use of active methodologies and the CEFR portfolio and the descriptors as assessment criteria.

Active learning methodologies are gaining prominence in the classroom in recent years because it is a teaching that provides the student with participation and greater involvement in the learning process, being this the protagonist and not the teacher, as marked by the traditional teaching style. Active methodologies are learning strategies that focus on the learner and training them through a discipline through a constructive process.

Therefore, they are interactive teaching processes based on active communication and are contextualized in real problems of the world, where the student will develop in a few years. The role of the teacher will be to guide them in learning and guide them according to their needs in the process. This type of methodology provides the student with a more active role in their education, whose learning (which invites both reflection and criticism) can be applied to other subjects and real-life situations.

Within the active methodologies, this dissertation proposes an education following the model of task-based learning, a didactic technique that is characterized by promoting self-learning and critical thinking aimed at solving problems. The key to TBL's success is recognizing that students are active elements of their learning processes. TBL learning activities are focused through scenarios that are raised by teachers, where working in groups, students identify what they know about the scenario or problem posed, what they need to know, discuss how and where to obtain information that can lead them to solve the problem posed. The role of the teacher is that of facilitator of the learning process, becoming a tutor, asking questions, being a resource provider, leading the discussion,

designing assessments. This assessment will be carried out by means of some CEFR descriptors and the use of the portfolio, according to the B1+ level required for the second year of baccalaureate

2. Development of the work

2. a) State and specific regulatory framework of the Autonomous Community

of reference

According to the Spanish Constitution in its article 27 “Everyone has the right to education. Freedom of education is recognized”.

Following this principle, the state regulatory framework presents:

- Organic Law 3/2020, of 29 December, amending Organic Law 2/2006, of 3 May, on Education.
- Order ECD/65/2015, of 21 January, describing the relationships between competences, contents and evaluation criteria for primary education, compulsory secondary education and baccalaureate.
- Order ECD/462/2016, of 31 March, by which regulates the procedure of incorporation of the students to a course of Compulsory Secondary Education or of Baccalaureate of the educational system defined by the Organic Law 8/2013, of 9 December, for the improvement of the educational quality, with subjects not surpassed of the curriculum previous to its implantation.
- Royal decree 243/2022, of 5 April, which establishes the ordination and minimum education of the Baccalaureate.

- Royal decree 1105/2014, of 26 December, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate.

Likewise, the Autonomous Community framework presents:

- Order of 15/04/2016, of the Ministry of Education, Culture and Sports, which regulates the evaluation of students in Baccalaureate in the Autonomous Community of Castilla-La Mancha.
- Order 106/2017, of 26 may, of the Ministry of Education, Culture and Sports, by which establish the elements and characteristics of the official documents of evaluation of Baccalaureate in the autonomous community of Castilla-La Mancha.
- Correction of errors of the Order of 15/04/2016, of the Ministry of Education, Culture and Sports, which regulates the evaluation of students in Baccalaureate in the Autonomous Community of Castilla-La Mancha.
- Decree 40/2015, of 15/06/2015, which establishes the curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of Castilla-La Mancha.

2. b) EDUCATIONAL CENTER´S CONTEXTUALIZATION

2. b). 1. CHARACTERISTICS OF THE SOCIAL AND CULTURAL ENVIRONMENT OF THE CENTER

“Escuela de Arte Cruz Novillo”, named after the designer José María Cruz Novillo, who was born in Cuenca, is a public educational center which belongs to the Ministry of Education and Culture and Sports of Castilla la Mancha, and one of the seven Art Schools in Castilla la Mancha. All these Art Schools teach artistic education categorized as

"special regime", in addition to vocational training of medium and higher degree related to the plastic arts and design and the Baccalaureate of Arts: Plastic Arts, Image, and Design and Performing Arts, Music and Dance. The main objective of this category of Schools is to promote the concerns, expectations and creativity of the students who choose them to continue their studies and prepare them for the development of their creative skills.

“Escuela de Arte Cruz Novillo” is quite recent in time. It was not until 2004 that these artistic teachings were taught in the School for the first time. Previously, the Baccalaureate of Arts was taught at the IES Fernando Zóbel set in Cuenca. The School is located in a magnificent building, originally known as “El Convento de las Angélicas” (where we can still appreciate elements of its humble origins) located in the historic center of Cuenca. After a reform, the School begins its journey in this building in 2004, totally surrounded by museums such as “Museo de Arte Abstracto”, “Fundación Antonio Pérez”, “Casa Zavala”, and some emblematic monuments such as the Cathedral or the Hanging Houses.

All this contributes to the development of artistic and cultural sensitivity, one of the main objectives of these studies, fostering, at the same time, relations with plethora of institutions and organizations.

These characteristics make Escuela de Arte Cruz Novillo a unique centre. Furthermore, the teachings promoted there (vocational training of Plastic Arts and Design and Baccalaureate of Plastic Arts), are remarkably unique in the province, and even some are also exclusive throughout the Community, as it is the case of the vocational training in Comic and Art Edition). Finally, it is worth mentioning the fact the Baccalaureate of Performing Arts, Music and Dance, is also a pioneer in Castilla La Mancha.

Notwithstanding, the fact of being located in the middle of the historic center has some shortcomings: it is not as easily accessible as other educational centers, and mainly depends on public transport such as the urban bus, which causes mismatches regarding the hours of entry and exit. This issue has been mentioned to the City Council on several occasions, without obtaining a response.

The School is structured in four floors and basement, and provides plenty of theoretical, drawing, music, engraving, screen printing, computer media, photography facilities in addition to a laboratory and a magnificent library, as well as endless resources for the daily teaching.

2. b). 2. CHARACTERISTICS OF THE SOCIAL AND CULTURAL ENVIRONMENT OF THE STUDENTS

The unique nature of “Escuela de Arte Cruz Novillo” is comparably similar to that of its students. As far as high school students are concerned, it is worth noting their heterogeneity in terms of origin and educational background. Many of them come from rural areas and / or other provinces. These students usually present high sensitivity towards the artistic field, are very vocational and eager to unleash their creativity and talent.

Corresponding to the expectations and enthusiasm that many young people show about these studies successfully while offering a unique, attractive, innovative, and effective educational offer that families with children who present artistic and musical sensibility, or simply seek a committed and quality education is, in any case, the school’s most important challenge.

With regard to the students who attend to vocational training, the diversity is even greater, due to the great range of ages and educational they present. These teachings can be accessed from the artistic baccalaureates, from cycles of the same professional family or through an access test, so it is a priority to give them visibility within the same School. Some of the students who access the cycles do so from a long period of abandonment of the school system, students with degrees such as Fine Arts, Journalism, etc. also arrive, who access our cycles to specialize their training, others make them compatible with some work activity, some are elderly people and even retirees who want to complete their training. It is evident that the different origin, motivation and even the age, condition, to a great extent, the teaching-learning process, but at the same time these factors constitute an integrating and inclusive challenge of which “Escuela de Arte Cruz Novillo” is absolutely aware. Achieving a high degree of quality and satisfaction in these studies is also a priority in its project, as well as creating professionals by an excellent education program that facilitates their employability.

In both cases, the coexistence climate that predominates is excellent, to the point that the inclusive and integrating capacity of the School has become a reference and a claim for some students who have gone through negative experiences throughout their school life.

2. b). 3 PRESENCE OF FAMILIES IN THE SCHOOL

The great majority of the School’s actions are mainly aimed at providing quality teaching that satisfies the artistic expectations of its students as well as developing the improvement of the teaching-learning process, fostering the participation of students in interdisciplinary projects, and the use of new technologies. In addition, considering that the education of the students is the result of the close collaboration between tutors and teachers, it is of the utmost importance for the psychological and social development of

the student, the involvement of families. Being a center where baccalaureate and cycles are taught exclusively, we cannot say that the participation of families is very active.

It is more noticeable in 1st year of Baccalaureate, but in the remaining courses it is very punctual. Efforts should be made to encourage the involvement of families in the center. Furthermore, the fact that in the School Council there is no representation of parents makes the figure of the family in the center even more blurred. This inevitably leads to teachers feeling unassisted in the psychological and educational task and the presence of guidance professionals, experts for certain situations and educational problems are missing.

2. b). 4. THE EDUCATIONAL PRINCIPLES AND VALUES FOR THE DEVELOPMENT OF THE PEDAGOGICAL, ORGANIZATIONAL, AND MANAGEMENT AUTONOMY OF THE CENTRE

“Escuela de Arte Cruz Novillo” is committed to the rights, values and democratic ideals contained in the Spanish Constitution and in the Universal Declaration of Human Rights, assumed by it in its article 10 and therefore, will organize educational and coexistence activities, based on the principles of equality, solidarity, tolerance and plurality.

Education is a universal right. Thus, recognizing the freedom of education, the purpose of education should be the full development of the student's personality within that respect for the democratic principles of coexistence and fundamental rights and freedoms.

The two courses related to baccalaureate are governed by Organic Law 8/2013, of December 9, for the improvement of educational quality (LOMCE), assuming the following principles and values:

-Encouraging and developing the student work habits, self-discipline, self-criticism and research.

-Promoting in the students the active and responsible participation in their own educational process, reinforcing the realization of the necessary tasks related to their learning and life in the center. We consider students to be the protagonists of their learning process.

- Know, value and appreciate the historical-artistic, cultural and natural wealth of the city of Cuenca and its surroundings.
- Promote coexistence and teamwork, as tools to enrich ourselves all.
- Develop actions aimed at promoting the labor insertion of our students, from different social areas, signing agreements with professional associations and public institutions.
- Develop actions aimed at promoting equality, inclusion, tolerance, respect and rejection of all types of behaviors that threaten other groups.
- Bring the business sector closer to the world of the School and vice versa, in order to maintain close contact and know closely the needs of the sector.
- Promote research as well as the work done by students and teachers in the field of plastic arts, music and performing arts.
- Improve the language skills in Spanish of all our students in the center.
- Promote and improving the language skills of our students in English.
- Know and critically assess the realities of the contemporary world, its historical background and the main factors of its evolution. Participating in solidarity in the development and improvement of their social environment.

- Strengthen the entrepreneurial spirit with attitudes of creativity, flexibility, initiative, teamwork, self-confidence and critical sense.
- Integrate new technologies in the educational practice of the School of Art at a professional level. Be open to new educational methods and technologies.
- Develop artistic and literary sensibility, as well as aesthetic criteria, as sources of training and cultural enrichment. Valuing art as a means of transmitting ideas.
- Guarantee equal opportunities for students.

2. b). 5. ERASMUS+ PROGRAM

Escuela de Arte José María Cruz Novillo through the Erasmus+ Program for the mobility of students of Vocational Training Cycles of Middle and Higher Grade announces scholarships Erasmus +.

Candidates will be selected by a commission appointed by the School according to their academic record, a favorable report of the department of the professional family to which the cycle that grants the title belongs, a dossier of works carried out, a letter of motivation, and a personal interview.

It should be noted that priority will be given to students who have not previously enjoyed a mobility grant within the Erasmus+ program.

2. c). PRESENTATION OF THE DIDACTIC PROGRAM, ANALYSIS AND IMPROVEMENT PROPOSAL

2. c). a SEQUENCE OF CONTENTS, COMPETENCES AND ASSESSMENT

2. c). a. 1. SEQUENCE OF CONTENTS

According to decree 40-2015 in its article 1 in relation to Purpose and Scope of Application the contents are “the set of knowledge, skills, abilities and attitudes that contribute to the achievement of the objectives of each teaching and educational stage and to the acquisition of competences”. The linguistic contents must be taught in an integrated manner and must be the starting point to facilitate communication. In this way, it is intended to ensure that students use the language to understand and produce texts in the real contexts that are presented to them.

The curriculum is structured around language activities as described in the Common European Framework of Reference for Languages: comprehension and production and expression and interaction of oral and written texts.

Contents, criteria and standards are organized into two main sections: comprehension of oral and written texts and production of oral and written texts, which comprise the 4 main blocks in relation to the CEFR skills: listening, speaking, reading and writing. This grouping has been carried out with the aim of favoring a better distribution and understanding of the curriculum. Special attention requires the distinction that is made in the standards between those specific to the oral language and those specific to the written language.

According to decree 40-2015 taking as reference the Organic Law 8/2013, of December 9, for the Improvement of Educational Quality (LOMCE), the curriculum must include the following contents:

-Comprehension strategies: Mobilize previous information on the type of task and topic, identify the textual type, adapting the understanding to it, distinguish types of understanding (general sense, essential information, main points, relevant details,

formulate hypotheses about content and context, infer and formulate hypotheses about meanings from the understanding of significant, linguistic and paralinguistic elements (word formation, onomatopoeia...), reformulate hypotheses from the understanding of new elements.

-Production strategies:

- **Planning:** Conceive the message clearly, distinguishing its main idea or ideas and its basic structure, adapt the text to the recipient, context and channel, applying the register and the appropriate discourse structure to each case, mobilize and coordinate the general and communicative competences themselves in order to effectively perform the task (review what is known about the subject, what can or is meant ...), locate and properly use linguistic or thematic resources (use of a dictionary or grammar, obtaining help ...).
- **Execution:** Express the message clearly and coherently, structuring it and adjusting to the models and formulas of each type of text, readjusting the task (undertaking a more modest version of the task) or the message (making concessions in what you would really like to express), after assessing the difficulties and available resources, making the most of previous knowledge, compensate for language gaps through procedures such as:
- **Linguistic:** Modify words of similar meaning, define or paraphrase a term or expression.
- **Paralinguistic and paratextual:** Ask for help, point out objects, use deictics or perform actions that clarify the meaning, use relevant cultural language (gestures, facial expressions, postures, eye or body contact, proxemic), use extralinguistic sounds and conventional prosodic qualities.

- Sociocultural and sociolinguistic aspects: Social conventions, rules of courtesy and records, interest in knowing customs or values, beliefs and attitudes.

-Non-verbal language:

- Communicative functions: Management of social relations in the personal, public, educational and professional spheres, description and appreciation of physical and abstract qualities of people, objects, places, activities, procedures and processes, narration of specific and habitual past events, description of present states and situations, and expression of predictions and future events in the short, medium and long term, exchange of information, indications, opinions, beliefs and points of view, advice, warnings and warnings, expression of curiosity, knowledge, certainty, confirmation, doubt, conjecture, skepticism and disbelief.

On the other hand, according to the center, all these contents will be included in the following didactic units and will deal with the following aspects:

UNIT 0 REVIEW, GETTING STARTED

All the verb tenses learned so far and temporary expressions will be reviewed to refresh the contents a little, through different activities. The basic vocabulary of the previous level will be reviewed.

UNIT 1. GOING PLACES

- Prepositional sentences, vocabulary related to trips, Perfect Tenses, pronunciation, consonant sounds.

- Writing: descriptive texts. Adverbs and adjectives

- Listening: oral comprehension of a conference on "travel hacking".

- Speaking: use of useful expressions to communicate when traveling and to describe a trip.

UNIT 2. A HEALTHY FUTURE

- Nouns and prepositions, vocabulary related to health, phrasal verbs, conditionals, time clauses and wish clauses, consonant sounds.

- Writing an opinion essay, connectors of cause, result and purpose

- Listening, collocations.

- Speaking: useful language related to health.

UNIT 3. THAT'S ENTERTAINMENT

- Vocabulary related to cinema, infinitives and gerunds, the passive and the causative, pronunciation of diphthongs

- Writing: a cinema review

-Listening, special effects in the cinema world.

UNIT 4. WORLD OF WORK

- Vocabulary related to work, relative clauses: defining and non-defining, pronunciation of diphthongs.

- Writing: a formal letter.

- Listening: conversation between students talking about summer plans

UNIT 5. LAW AND ORDER

- Idioms, vocabulary related to law, modal verbs, should/had better, pronunciation, stress and intonation.

- Writing: For and against essay. Connectors of addition and contrast

-Listening, expressions related to crime.

UNIT 6. LIVING GREEN

-Verb + preposition, vocabulary related to the environment, reported speech, pronunciation: silent letters.

- Writing. a summary.

- Listening, understanding a conversation about a hurricane.

Regarding a clear structuring of the contents in the two blocks set out in Decree 40-2015 in its annex II.C. with reference to Baccalaureate Specific subjects (comprehension and production of oral and written texts), the center addresses them satisfactorily by including both sections in each didactic unit, making easier the correct understanding of the curriculum. Notwithstanding, throughout my internship I have been able to observe that the students presented certain difficulties in relation to the speaking part and, in many cases, not complying with the minimum competences related to the communicative competences required by law.

In the following sections of the dissertation, special emphasis will be made on the detection of this problem in the classroom, the identification of all those students with difficulties in this skill, and the realization of activities following the methodological model of task-based learning to address this problem directly.

2. c). a. 2. COMPETENCES

According to decree 40-2105 in its article 2. Definitions and key competences., the main objective is that students develop some competences or that allow them to express

themselves fluently and correctly in one or more foreign languages. As far as this article is concerned, students must prove their competence in the following aspects:

Section 1– Comprehension of oral and written texts

Comprehension of oral texts:

- Includes instructions; announcements, statements and detailed messages on specific topics (declarations, institutional messages...).
- Understands the details of what is said in daily procedures regarding travel (organization of the trip, dealing with the authorities ...) and other less common (health care as a tourist or resident, change of hotel reservation, cancellation of tickets, change of defective item, registration in a course ...).
- Identifies the main ideas, relevant details and general implications in conversations and debates that occur in your presence on general, topical or interesting topics.
- Identifies the point of view of its interlocutors, as well as some implicit senses and nuances such as irony or humor, in debates and informal conversations about current issues or of interest.
- Understands detailed information, points of view and lines of action on topics of its specialty in the educational or professional field, in a formal conversation in which it participates.
- Extracts general, specific and detailed information from presentations, conferences or seminars on topics of your educational or professional interest, provided there are markers that structure the discourse and guide understanding.

- Understands information from material recorded or broadcast in the media, relating to topics of personal interest, identifying the mood, tone and even mood of the speaker.

Comprehension of written texts:

- Understands extensive and complex instructions within his area of interest or his specialty, including details on conditions and warnings (measuring instruments, scientific procedures...).
- Understands relevant details and implications of advertisements and other advertising material on matters of his personal interest (brochures, banners, graffiti...), educational (scientific posters, language courses...) and professional (informative, official documents...).
- Understands the information, intention and implications of notes and personal correspondence (forums, blogs ...) where information, ideas and opinions of a personal nature and within your area of interest are transmitted and justified in detail.
- Understands the relevant details and implications of formal correspondence from institutions such as universities, companies or service companies, of a personal and educational nature within your area of interest or your specialty.
- Easily locates relevant details in news and newspaper and opinion articles that deal with a variety of current or more specialized topics within your area of interest.
- Understands the information, ideas, and opinions implicit in news and newspaper and opinion articles that deal with a variety of current or more specialized topics within your area of interest.

- Understands detailed information on topics of his specialty in the educational or professional fields in reference materials (manuals, encyclopedias, monographs...).
- Understands specific information on practical issues in official, institutional or corporate information texts.
- Understands the main aspects, relevant details, some implicit ideas and the poetic use of the language in adapted literary texts in which the development of the plot, the central characters and their relationships, or the poetic motif, are clearly marked with easily recognizable linguistic markers, valuing reading as a source of knowledge and enjoyment.

Section 2: Production of oral and written texts

Production of oral texts: expression and interaction

- Participates actively and spontaneously in classroom activities, using the foreign language as an instrument to communicate
- Makes presentations on topics of his academic interest or related to his specialty and responds safely to the questions asked (development of a scientific experiment, analysis of historical aspects ...).
- Safely develops in daily and less usual procedures, requesting detailed information, offering clear and precise explanations, developing its argumentation in the resolution of the problems that have arisen.
- Fluently participates in informal conversations in which he describes in detail facts, experiences, feelings and reactions, dreams, hopes and ambitions, and responds appropriately to the feelings expressed by his interlocutors.

- Participates with ease in informal conversations, expressing with conviction beliefs, agreements and disagreements, explaining and justifying in a persuasive way his opinions and projects.
- Participates in formal conversations, interviews, meetings and debates of an educational or professional nature on every day and less common topics developing arguments in an understandable and convincing way, and explaining the reasons for a complex problem, commenting on the contributions of the interlocutors and making proposals on future actions (defending the use of public transport, energy saving ...).

Production of written texts: expression and interaction

- Completes a detailed questionnaire with personal, academic or professional information (to enroll in a university, apply for a job, open a bank account, process a visa...).
- Write a detailed curriculum vitae, along with a cover letter (to present yourself at a foreign university, to apply for a job...).
- Takes notes, in sufficient detail during a conference, talk or seminar and prepare a summary with relevant information and appropriate conclusions, provided that the topic is related to your specialty.
- Writes notes, announcements, messages and comments in which you convey and request detailed information, explanations, reactions and opinions on personal, educational or professional topics.
- Writes texts related to his specialty (about an experiment, a linguistic exchange, a research work ...), or less common (about a problem during a stay abroad), arguing for or against a specific point of view, explaining

the advantages and disadvantages of several options, providing justified conclusions.

- Writes personal correspondence, in any medium, and communicates safely in forums, blogs and social networks, transmitting emotion, highlighting the personal importance of facts and experiences and commenting in a personal and detailed way on the news and the points of view of the people to whom he addresses.
- Writes formal correspondence of an academic or professional nature in which he gives and requests information, describes his academic or professional career and his competences and explains and justifies in sufficient detail the reasons for his actions and plans, respecting the most usual formal conventions of the textual typology.

Regarding the center's criteria towards the approaching of these competences, the didactic program provided by the school is the same that the previously exposed and which corresponds to decree 40-2015, so establishing a comparison which exposes the differences between the two documents has been impossible.

2. c). a. 3. ASSESSMENT

According to decree 40-2015 in its annex II.C. with reference to Baccalaureate Specific subjects the assessment of student learning will be continuous and differentiated and will have a formative character. The evaluation criteria and the evaluable learning standards will be the references for the verification of the degree of acquisition of the competences and the achievement of the objectives of the stage.

Assessments criteria indicates the knowledge and guides the teacher towards the achievement of learning standards, which define the results and specify what the student should know. These standards are measurable and evaluable and allow to grade the performances or achievements by the students.

Teachers will evaluate both the students' learning and the teaching processes and their own teaching practice, for which they will establish indicators of achievement in the didactic programs. It is necessary to incorporate strategies that allow the participation of students in the assessment of their achievements, such as self-assessment or co-assessment. In any case, the different evaluation instruments such as the systematic observation of the students' work, the oral and written objective tests, the portfolio, the registration protocols, or the class work, will allow the integration of all the competences in a coherent evaluation.

The degree of achievement of the standards can be specified through achievement descriptors, establishing ranks and levels, and taking into account the diversity of the students. Assessment scales or rubrics may be useful assessment tools.

It will be up to the teacher to distribute and sequence the contents of each level so that the students can reach these standards, in turn associated with the competences.

On the other hand, as far as the educational center is concerned, assessment aims at the evaluation and correction of the teaching-learning process, and the qualification and integration of students. The progress and individual effort made from the beginning of the academic year will always be assessed as much as possible, taking into account the initial assessment carried out.

The qualification criteria will follow the criteria established by the Law. The final grade of each term may range from 1 to 10 according to the degree of learning and the personal evolution of the student:

- Insuficiente: 1-2-3-4.
- Suficiente: 5
- Bien: 6
- Notable 7-8
- Sobresaliente: 9-10.

In the case of grades with decimals from .5, the approximation will depend on the work and attitude of the students in class, which will be easily verifiable in the remaining 20% of the final mark, where individual work and participation are taken into account.

- Reading y writing

There are three assessments throughout the course and at the end of each term there will be a series of tests that will try to qualify the different learning standards. These tests will be:

- Listening
- Grammar, vocabulary and use of English
- Speaking: this one will be evaluated through an oral presentation in class of a topic proposed by the teacher and the daily oral interventions in class.

The subject will follow an ongoing assessment and not just the exam score will count towards the final grade of each assessment. The grade of each assessment will respond to the official numerical scale from 1 to 10.

The student's grade will be obtained from the achievement of the learning standards. The learning standards will be classified into basic and non-basic. The activities, objective tests and direct observation will be the instruments to observe the achievement of the standards and, therefore, obtain the qualification. A standard may be graded several times with one or more assessment instruments, just as it is feasible to evaluate several learning standards from the same assessment instrument simultaneously. The assessment of the degree of compliance with the learning standards will be carried out through objective tests, performing tasks at home, carrying out examination models similar to those proposed in the Evau...etc.

-Carrying out different tests that evaluate the learning standards that are considered basic and necessary to pass the subject: 80%:

- Oral (it will be mandatory in each of the evaluations to make an oral presentation in class on a previously proposed topic)

- Listening

- Reading and understanding a text as well as writing on a proposed topic

- Grammar, use of English, vocabulary.

The tests that will be carried out at the end of each evaluation will contain activities similar to those that are done in class and the writing of texts of the same style as those requested in the classroom will be requested. In addition, any content seen and worked on in class can be included as an exam subject.

Not taking of any of the tests without justified cause will imply a negative rating in this section. That is, to pass this section it is essential to take all the tests. In the same way, it

will be necessary to get at least a 3 in each of the different sections to be able to make the average.

Each learning standard will weigh equally within the block (basic and non-basic) in which it is applying an arithmetic average or the calculation in order to obtain the final grade of the students.

Homework and class activities whose purpose will be to assess the learning standards which corresponds to a 20% of the final grade. This percentage will be obtained from:

- Written and oral activities both in the classroom and work at home, (the ability to write a text and to communicate orally in English will be valued). Likewise, this section will include the exams of irregular verbs, whose knowledge is considered basic to be able to handle themselves correctly in the subject. Several tests will be carried out each evaluation and the failure to pass this test will be a problem to be able to pass the evaluation.

- Class participation (regular and spontaneous interventions in class will be valued when activities are carried out or corrected in a group manner, questions are asked by the teacher and in any other situation in which the participation of the students is required). Special emphasis will be placed on the section of homework since in recent years it has been observed that the student works less and less at home and this is considered essential for correct learning and work in the classroom, therefore, a record of the daily work of each student will be kept and will directly affect this section in such a way that not doing the house work repeatedly, the fact of not delivering at least half of the proposed exercises as well as not assiduously performing the exercises will imply a 0 in this section.

The grades obtained through the daily class activities (either from the assessment of the exercises and the daily work of the student or through the class notebook). The tasks you must perform at home will also be based on the evaluable learning standards mentioned above. It will be compulsory to obtain at least a 1 in this section to take it into account, considering that a 1 supposes a minimum daily work, essential to successfully follow the subject.

2. c). b. ICT ACTIVITIES

According to decree 40-2015, in linguistic activity, technological means are increasingly present. These media are included in the curriculum as natural supports of oral or written texts that the student will have to produce, understand and process, so that digital competence is understood as a substantial part of communicative competence and a very effective means of access to culture and information in general.

Information and communication technologies have now become a natural medium for oral and written texts. Therefore, it is the teacher's job that students learn to use them with solvency and responsibility and that they know the use of digital resources for their self-learning (dictionaries, databases and other didactic resources).

Notwithstanding, the center does not mention ICT activities in its didactic program and those that have been observed throughout the period of work experience in an educational center have been scarce. Chiefly, the center has only made use of some platforms such as Kahoot, Genially or Educaplay, however, it is worth noting again its absence within the classroom.

2. c). c. ACTIVE METHODOLOGIES

According to decree 40-2015 in its annex II.C. with reference to Baccalaureate Specific subjects the nature of language under study, the socio-cultural conditions, the availability of resources and the characteristics of the students condition the teaching and learning process, so it will be necessary that the method followed by the teaching staff adjusts to these aspects and a rigorous planning is followed in order to achieve success and also promote learning by competences.

Active methodologies are making their way into the education sector, due to their high potential as a learning method, as they try to prioritize the selection of useful and meaningful tasks for the student body and provide a stimulating, yet realistic and affordable goal that involves the student as much as possible and allows for different interpretations and outcomes. The relationship between tasks mainly of meaning and tasks focused on the form, should allow the attention of the students to be directed in a habitual and profitable way to both aspects and the correction and fluency to develop in a balanced way. In this way, students develop communication and critical thinking, and their learning acquires greater durability and a useful and functional meaning.

Among the wide variety of active methodologies, we can highlight some such as task-based learning, which can be defined as the acquisition of skills, abilities and competencies based on a final task or set of tasks that will guide the presentation of different contents. In task-based learning, students begin to take an active role in their own learning process, in addition to defining what will be the final product of the activities proposed by the teacher, who must accompany and take care of the development of the curricular elements (contents, objectives, indicators or standards) according to the current educational legislation.

In task-based learning, the language is used to carry out actions with various purposes, implying, as previously mentioned, the active participation by the students and the interrelation of the different skills. Today, task-based learning plays an important role in the teaching of foreign languages. The tasks are the activities for which we use the language and are part of daily life in the personal, public, educational, and professional spheres: we make plans for the weekend, we discuss a current event, we read information about a city or monument we visit, we write a note to leave at home before leaving, we listen to a debate on the radio or television... There is a wide variety of tasks. The "real life" tasks, many of them included in the learning standards of this curriculum, are chosen according to the characteristics and needs that the students have. Other types of tasks are specifically of a pedagogical nature and focus on the formal aspects of the language (curricular contents) acting as a support for the previous ones.

The teacher must determine the principles for selecting and considering the relative weight given to "real life" tasks and "pedagogical" tasks based on their objectives, including the adaptation of different types of tasks to specific learning situations.

The didactic program provided by the school shows a great concern in that students not only should be in contact with the vocabulary and contents included in the textbook, but also the school cares about providing students with daily use vocabulary which they can incorporate in the several oral presentations that they have to make throughout the academic year, and which topics could be present in an Anglo-Saxon country.

Taking into account that the main objective is for students to develop the skills that allow them to express themselves fluently and correctly in one or more foreign languages, the methodology must be focused on the practice of listening, speaking, conversing, reading and writing skills. In this sense, teaching practice is only understood if teachers use the target language from the first moment, always teaching their subject in the foreign

language. Continuous exposure to the oral language is essential for students to acquire a correct pronunciation, accentuation and intonation, as well as a lexical repertoire, structures and formulas of daily use from which to express their personal experiences and immediate needs. Comprehension and oral expression will be prioritized in the process of learning the foreign language and the ability to express themselves adequately in public with strategies typical of this communicative context must be developed in the students.

Another of the fundamental objectives is to awaken and maintain motivation and attention in the students, providing an environment free of tension where relaxed attention and positive feedback favor the learning process, and where error is considered as an integral part of it.

Since the ultimate goal to achieve is communication in a foreign language, the layout of the classroom should favor communication and the development of cooperative activities, avoiding limiting itself to the traditional provision. Likewise, the teaching of the language must use alternative spaces both in the center and outside it, providing the acquisition of knowledge in an active way. Cooperative learning and joint task solving involve the interaction of group members, conflict resolution, learning strategies (planning of times and tasks, search and selection of information, synthesis...), as well as the development of interpersonal skills and responsibility.

In order to achieve this goal, the school has held several talks with English speakers, both inside and outside the school environment, as well as organized, at least, one excursion a year, to an English-speaking country in which students can make direct contact, in the most practical way as possible, with the culture of the foreign language.

The form of language must be associated with the cultural aspect with which it is related, since a language cannot be understood without its culture. The teacher will promote the

integration of sociocultural and sociolinguistic aspects as part of life and language in the classroom. This will allow the development in students of a series of attitudes implicit in the learning of foreign languages, such as showing curiosity, interest and respect for other realities and cultures, consolidating a personal and social maturity that allows them to act responsibly and autonomously, developing their critical spirit, exercising democratic citizenship from a global perspective and promoting co-responsibility in the construction of a just and equitable society.

2. c). d. PROPOSALS FOR EDUCATIONAL INNOVATION, INDICATING WHAT WILL BE INCORPORATED INTO THE PROGRAMMING, WHEN AND HOW, AS WELL AS THE CRITERIA AND ASSESSMENT METHODOLOGY.

The following proposal of teaching innovation is based on the incorporation and use of descriptors for the evaluation and assessment of the 2nd of baccalaureate students following the CEFR by the teacher and a self-evaluation by the students by means of the portfolio to promote their awareness of their own learning process and give them a more active role within the classroom.

The CEFR (Common European Framework for Reference) is a European initiative to test English language competences. It provides a global framework for learning and assessing language acquisition in an objective way by classifying language into three broad levels of proficiency which, at the same time, can be divided into two sublevels, being the lowest the A1 and followed by the A2, B1, B2, C1 and C2. These common reference levels were introduced for the first time in 2001, by the Council of Europe (CoE). As this initiative will be incorporated in a 2nd year of baccalaureate, the level asked for the students according to the CEFR is a B1+.

The use of the European Language Portfolio can also foster autonomy in learning. In the preparation of the Portfolio, students reflect on what their contact has been and their experiences in the different languages they know and in what environments it has occurred, analyzes his objectives, his styles and his learning strategies and the contexts in which he uses the language, self-evaluates by activities with specific descriptors and selects in a reasoned way works that he elaborates throughout the course. In short, students become aware of their learning process and are able to self-assess their progress.

The following proposal will take place during the academic year 2021/2022, in the period comprised between Monday, March 21, 2022, and Friday, April 1, 2022, covering a total of 6 sessions in total, of 55 minutes each. These sessions will be linked with the didactic unit exposed in the section related to the development of the didactic unit, which will consist of several tasks that will be assessed following the CEFR descriptors and the use of the portfolio.

Regarding the assessment of students, as it is a foreign language class, as indicated in decree 40/2015 of 15/06/2015 in its article 8 "The evaluation of student learning will be continuous and differentiated and will have a formative character", taking into account at all times the evolution of the student throughout the course. At the end of the didactic unit proposed in the next section, a final evaluation will be carried out that will consist of a final task and the elaboration of the portfolio. In addition, aspects such as participation and a positive evolution of the students will be taken into account, and not only the final results. At the beginning of the didactic unit, a brief initial evaluation will be carried out to determine the real level of the students and to identify the different levels and previous knowledge of the students. However, the final score of the students will take into account different aspects and will score as follows:

- 40%: class tasks, participation in class, portfolio.
- 60%: the knowledge acquired, evaluated in the final task, both in the written and oral parts.

Taking into account these percentages it will be compulsory to obtain a mark equal to or greater than 5 out of 10 to successfully pass the final task, proving that the students have made use of all the knowledge acquired in a practical way and with a clear objective. The means used to evaluate all these aspects will be the following rubrics, which include issues related to oral comprehension and expression, performance of tasks and the final task, both written and oral.

Table 1

Oral comprehension (General)

WHAT?	DESCRIPTOR (B+1 LEVEL)	EXCELLENT	WELL DONE	GOOD	FINE	NEXT TIME
Oral comprehension (General)	Understands simple phatic information on everyday topics and identifies both the general message and the specific details, provided that people clearly articulate and employ a well-known linguistic variety.	0'5	0'4	0'3	0'2	0'1

Note. This table shows the minimum requirements with regard to the student's oral comprehension according to the CEFR descriptors.

Table 2*Oral expression (General)*

WHAT?	DESCRIPTOR (B+1 LEVEL)	EXCELLENT	WELL DONE	GOOD	FINE	NEXT TIME
Oral expression (General)	Carries out, with reasonable fluency, a simple description of a variety of topics of interest, presenting them as a linear sequence of elements.	0'5	0'4	0'3	0'2	0'1

Note. This table shows the minimum requirements with regard to the student's oral expression according to the CEFR descriptors.

Table 3*Oral expression (Speak in public)*

WHAT?	DESCRIPTOR (B+1 LEVEL)	EXCELLENT	WELL DONE	GOOD	FINE	NEXT TIME
Oral expression (Speak in public)	Elaborates a prepared presentation on a well-known topic in his area of expertise highlighting similarities and differences.	0'5	0'4	0'3	0'2	0'1

Note. This table shows the minimum requirements with regard to the student's oral expression when speaking in public according to the CEFR descriptors.

Table 4*Written expression*

WHAT?	DESCRIPTOR (B+1 LEVEL)	EXCELLENT	WELL DONE	GOOD	FINE	NEXT TIME
Written expression (General)	Produces simple, cohesive texts on a variety of well-known topics within his area of interest linking a series of short and concrete elements in a linear sequence.	0'5	0'4	0'3	0'2	0'1

Note. This table shows the minimum requirements with regard to the student's written expression according to the CEFR descriptors.

Table 5*Associating with prior knowledge*

WHAT?	DESCRIPTOR (B1+)	EXCELLENT	WELL DONE	GOOD	FINE	NEXT TIME
Associating with prior knowledge	Explains how something works by providing examples that are based on people's everyday experience.	0'5	0'4	0'3	0'2	0'1

Note. This table shows the requirements with regard to the student's association to prior knowledge according to the CEFR descriptors.

2. c). e. DEVELOPMENT OF VALUES RELATED TO EQUITY AND DIVERSITY.

According to decree 40/2015 of 15/06/2015 in its article 3 states that the Ministry responsible for education, in collaboration with educational institutions, will promote the development of effective equality between men and women, the prevention of violence based on sex or against people with disabilities and the values inherent in the principle of equal treatment and non-discrimination for any personal or social condition or circumstance.

With regard to the academic center, as I could observed during my internship, it promotes a principle of equity that guarantees equal opportunities for the full development of the personality through education, educational inclusion, equal rights and opportunities, including between women and men, to help overcome any discrimination, a universal accessibility to education, always acting as a compensatory element for personal, cultural, economic and social inequalities.

These values related to equity and diversity play a fundamental role nowadays, since educational equity continues to be one of the issues that generates the most debate in Education. Its state and evolution depend, to a large extent, on the work done in the classrooms. Children should receive an education that fosters their general culture and allows them to have access to the opportunity to develop their skills, individual judgment, sense of moral and social responsibility, and become a useful and participatory member of society.

2. c). f. DEVELOPMENT OF ETHICAL VALUES.

Decree 40/2015 of 15/06/2015 in its article 3 establishes that learning about the prevention and peaceful resolution of conflicts in all areas of personal, family and social

life will be encouraged; and the development of the values that underpin freedom, justice, equality, political pluralism, peace, democracy, respect for human rights, respect for men and women alike, disabled people, respect for plurality and the rule of law, respect for and consideration for victims of terrorism, prevention of terrorism and rejection of terrorist violence and any type of violence.

The teaching program should, in any case, include the prevention of gender-based violence, violence against persons with disabilities, terrorist violence and any form of violence, racism or xenophobia, including the study of the Jewish Holocaust as a historical fact. Sexist behaviors and content and stereotypes that involve discrimination shall be avoided.

The curricula of Compulsory Secondary Education and Baccalaureate take into account the incorporation of curricular elements related to sustainable development and the environment, the risks of sexual exploitation and abuse, abuse and mistreatment of people with disabilities, risk situations derived from the inadequate use of Information and Communication Technologies, as well as protection against emergencies and catastrophes.

The academic center states that ethical values are essential in the development of today's young people. An education in values constitutes the fundamental basis for the critical and responsible exercise of citizenship and for the integral education of people, as it provides the tools for students to adopt an active and autonomous commitment to the values, principles and norms that facilitate coexistence. In addition, it plays a fundamental role in terms of the intellectual, moral and emotional formation necessary for young people to undertake a personal reflection on the great challenges and problems that constitute our present.

2. c). g. REINFORCEMENT AND SPECIAL ATTENTION GROUPS.

According to decree 40/2015 of 15/06/2015, educational centers will develop and complement, when appropriate, the curriculum and the measures of attention to diversity established, adapting them to the characteristics of the students and their educational reality in order to serve all students. Likewise, they will arbitrate methods that take into account the different learning rhythms of the students, favor the ability to learn by themselves and promote teamwork. All these elements will be included in the educational projects of the centers.

In article 7 with reference to students with specific needs for educational support establishes that what is indicated in articles 71 a 79.bis of the Organic Law 2/2006, of 3 of May, modified by the Organic Law 8/2013 of December 9, will be applicable to students who require educational attention different from the ordinary, for presenting special educational needs, for specific learning difficulties, attention deficit disorder and hyperactivity disorder (ADHD), for their high intellectual abilities, for having joined the educational system late or for personal conditions or school history, so that they can achieve the maximum possible development of their personal abilities and, in any case, the objectives established in general for all students. For these students, the appropriate curricular and organizational measures will be established to ensure their adequate progress.

The Ministry responsible for education will promote quality, equity, educational inclusion, equal opportunities and non-discrimination of people with disabilities. In order to reach this objective, it will promote flexibility measures, methodological alternatives, curricular adaptations, universal accessibility, universal design, attention to diversity; and

all those measures that are necessary to ensure that students with disabilities can access quality education in equal opportunities.

It is up to the Ministry responsible for education, in collaboration with schools, to adopt the necessary measures to identify students with specific learning difficulties and assess their needs early. The schooling of students who present specific learning difficulties will be governed by the principles of normalization and inclusion and will ensure their non-discrimination and effective equality in access and permanence in the educational system. The identification, assessment and intervention of the educational needs of these students will be carried out as early as possible, in the terms in which it is determined.

The Ministry responsible for education will establish the conditions of accessibility and universal design and the human and material support resources that favor access to the curriculum of students with special educational needs, and will adapt the instruments, and where appropriate, the times and supports that ensure a correct evaluation of these students.

Appropriate procedures will be established when it is necessary to make significant adaptations of the elements of the curriculum, in order to attend to students with special educational needs that require them. The adaptations will be made seeking the maximum possible development of the competences. Continuous evaluation and promotion shall take as a reference the elements set out in those adaptations. Students with significant curricular adaptations must pass the final evaluation in order to obtain the corresponding degree.

It is up to the Ministry responsible for education, in collaboration with educational centers, to adopt the necessary measures to attend to students with difficulties due to personal conditions or school history so that they can achieve the maximum possible

development of their personal abilities and, in any case, the objectives established in general for all students, as well as identifying students with high intellectual abilities and assessing their needs early in order to adopt action plans and curricular enrichment programs appropriate to these needs that allow students to develop their abilities to the fullest.

The schooling of students with high intellectual abilities, identified as such according to the procedure and in the terms that are determined, may be made more flexible in the terms determined by current regulations; this flexibility may include both the teaching of content and acquisition of competences of higher courses and the extension of contents and competences of the current course, as well as other measures. The pace and style of learning of students with high intellectual abilities and of students especially motivated by learning will be taken into consideration.

According to the center's teaching program it is established that orientation is the right of the students and is part of the educational action being a fundamental element to favor the attention to diversity, inasmuch as the personalization of the teaching and learning processes of the students in the most appropriate conditions to favor their personal, academic and social progress. facilitates the incorporation and transit through the educational system.

Tutoring is the first level of orientation, which coordinates the work of the entire Educational Team. Its main purpose is to contribute to the personalization and individualization of teaching and learning processes. It is an ongoing, systematic and articulated process aimed at all students and at all levels of each of the educational stages. It must be planned and developed according to the criteria established by the relevant

bodies of the center such as the School Council, Coordination Commission, Staff, and Coordination of tutors.

It is specified in a global plan that coordinates the actions of all professionals. It must have a preventive and diversified character so that it can anticipate the needs that may arise and to try to respond to the characteristics and needs of the students. Additionally, it must be evaluable so that its effectiveness can be verified and aspects to be maintained or reformed in order to adjust it, as well as flexible, in order to spontaneously incorporate several objectives, themes and activities.

One of the main criteria that must be taken into account when choosing tutors should be their professional experience and their knowledge of the center and its peculiarities. This aspect is especially important in 1st and 2nd year of Baccalaureate. This choice of tutors must be a consensual decision between the chosen teaching staff and the head of studies

Through weekly meetings between the tutors and the Orientation Department and the Head of Studies, personal and material resources will be articulated, and the necessary advice and support will be provided so that the development of the tutorial functions in a coordinated way is possible. Coordination between the tutor and the teaching team is essential, being necessary to look for spaces and times to carry out this coordination, outside the specific spaces of the evaluation, as well as the coordination between the tutors of the same level with the orientation department and the Head of Studies.

Individualized tutoring will be used, through school and continuous affective support allows a more effective response to the problem of coexistence and favors school success.

Between the main objectives, the center wants to achieve a development in the students programs related to the promotion of values, social and communication skills, study habits and techniques, mediation and improvement of coexistence, decision making,

creative and entrepreneurial thinking; a coordination of the teaching staff involved in the same group of students to ensure the coherence of the teaching and learning process; an improvement in the exchange and coherence of the educational process with families and to establish a way of active participation of the educational community in the life of the center as well as developing actions with companies and the world of work in the case of Vocational Training.

Following these principles, the actions carried out by the tutors will affect students at an individual level, groups of students, the rest of the teaching staff, and families in Baccalaureate and in Vocational Training with under-age collectives.

The main shortcoming that has been found when analyzing is that, in the great majority of cases, the students with special needs do not feel confident enough to ask for help when needed, since they are afraid of being judged by the rest of the class by not achieving or finding a greater difficulty in achieving the objectives set during the academic year. This is why creating a climate of trust so that students feel comfortable to express your emotions and your needs and ask for help when needed is of great importance, normalizing the situation of this type of students within the classroom and promoting a climate of equality and respect for diversity.

In addition to the tutor, the other teachers can be also close to the students, being a reference, to maintain a systematic and continuous relationship, offering adequate positive reinforcement, strategies to compensate for difficulties, and information and being attentive to their emotional health.

On the other hand, the role of families and their participation in the education of students who present a specific need is of vital importance. It is necessary to exhaust all resources in order to motivate and engage families so that they can work together and

collaboratively with teachers and specialist professionals who support the child or young person, through commitment, cooperation and consensus. It is the school's job to provide them with the spaces and opportunities for collaboration that allow them to be an integral part of the educational community and active agents in the school process. For this, it is necessary that families enhance in their children the capacities that allow them to be more autonomous and independent, even if it costs them effort or require more time, as well as stimulating them to carry out their activities on their own.

On the other hand, in case of having brothers or sisters, they must be informed about what attitude they should take. Finally, it should be noted that parents should act as collaborators of teachers and specialists, providing practical information that is useful on a day-to-day basis, in addition to supporting their sons and daughters in the teaching-learning process, forming work and study habits at home, supporting them to fulfill their duties and obligations.

2. d) DEVELOPMENT OF THE DIDACTIC UNIT OR WORK UNIT.

The following didactic unit will take as reference the task-based learning approach (See Annexes). It is a method for teaching foreign languages where the teacher guides as many activities as possible to his students, such as the preparation of articles, oral presentations, creation of abstracts, etc.; then the grammatical analysis of the structures in which the students present difficulties is carried out.

In this learning method, students first focus on meaning through tasks aimed at using language for real communication. These tasks should be based on the needs, interests and objectives of the students and will determine the language that will be assumed within the classroom, so it is not the teacher who pre-determines what language will be studied. As a consequence, the tasks stimulate students to use all their linguistic resources and help

them to focus not only on certain specific aspects of the language. In this way, the four language skills are integrated, the completion of tasks is adjusted to various learning styles and students develop both fluency and grammatical accuracy.

With regard to assessment, as it is a foreign language class, a continuous assessment will be carried out and the evolution of the student throughout the course of the didactic unit will be taken into account. However, at the end of the didactic unit, a final evaluation will be carried out that will consist in a final task, in which aspects such as participation, content assimilation and a positive evolution of the students will be taken into account.

Before the start of the didactic unit and its tasks, it will be of great importance to detect all those students who attend to English classes outside school hours and whose level is higher than that of the average. It is also important to identify those with a lower level and who, quite possibly, are the most insecure about their own language learning abilities and their chances of successfully passing the subject. In this way, we can make those with the best level cooperate with other students and help them in learning, as well as promote self-confidence in students with lower level in the language through simple tasks that they are able to perform. In this way, we will make these students feel more motivated to learn and that the general climate of the class improves and is aimed at cooperative learning in which the whole class actively participates.

At the beginning of the didactic unit, after performing the first task, groups of three students will be created. Each group will consist of a student who presents a high level of knowledge of English, an average one and, finally, a student with a low level of English, so that those with a higher level reinforce their skills by explaining the contents to the rest of the group, while those members of medium and low level learn differently through their group mate.

As previously mentioned in 2.c). d. with relation to the innovative proposal, the didactic unit will take place during the academic year 2021/2022, in the period comprised between Monday, March 21, 2022, and Friday, April 1, 2022, covering a total of 6 sessions in total, of 55 minutes each (see table 6).

In the first section a pre-task will be presented, in which students will have to think about vocabulary related to the city and the environment. This pre-task will be individual, and its main purpose is to test the student's individual level of competence in the field proposed, so they can be later classified in groups. Furthermore, students will be asked to elaborate their portfolio to record their experience throughout the didactic unit, and will have to fulfill it after each session,

In the second session, the groups will be created, and each group will have to make a list of at least 20 things that they consider that make a city to be "perfect". They will be allowed to use vocabulary seen in the pre-task.

The third session will be oriented to the use of Modal verbs, although their use will not be proposed, it will be the students who will recall the information about these kinds of peculiar verbs. In this task, students will have to think of at least 10 rules or rights that a perfect city should implement.

The fourth session will be devoted to the election of the 10 things each group considers that are most important in a city and the 5 rules a perfect city should implement.

In the fifth session, each group will have to compile the ideas chosen in task four and make an essay on their idea of a perfect island or "Utopia", describing its main characteristics and the advantages its inhabitants have.

Finally, in the final session, the final task will be carried out, in which each group will present their ideal island or "Utopia" and, once all islands have been presented, all groups

will have to vote for their favorite one (voting one's island will not be allowed) and give their reasons why. Once the final task is over, the teacher will evaluate the students through the use of the rubrics proposed in the proposal of innovation, paying special attention to their individual development and cooperative competences.

Table 6

Development and timing of the didactic unit

FIRST SESSION	SECOND SESSION	THIRD SESSION	FOURTH SESSION	FIFTH SESSION	SIXTH SESSION
(21/03/2022): PRE-TASK	(23/03/2022): TASK 1	(25/03/2022): TASK 2	(28/03/2022): TASK 3	(30/03/2022): TASK 4	(01/04/2022): FINAL TASK
Brainstorming. Think of vocabulary related to the city and the environment. Some examples could be public transport, park, greenhouse effect, hospital, cinema, deforestation, facilities, global warming, monument, carbon footprint, café, fossil fuels, bank, amusement park, deforestation, pollution...etc.	Think of at least 20 things that you consider a city to be "perfect". Students can give some examples such as abundance of amusement parks, cinema free tickets, no deforestation, a decrease in global warming...etc.	Think of at least 10 rules or rights that a perfect city should implement. Some examples could be: "Weekends SHOULD last at least three days", "Everyone MUST take the public transport once a week" or "deforestation SHOULD NOT be allowed".	In this task, and taking into account the two previous tasks, you will vote the 10 things you consider that are most important in a city and the 5 rules your perfect city should implement.	Now it is time to create your perfect island. Your group will have to make an essay on your idea of a perfect island or "Utopia" incorporating the aspects chosen in task 4.	In this task, you will present in groups your Utopia and, once all islands have been presented, all the groups will have to vote for their favorite one (voting one's island will not be allowed) and give their reasons why.

Note: In this table the development of the didactic unit is exposed, including the days devoted to the tasks and the main contents proposed by the teacher

2. e) POSSIBILITIES OF EDUCATIONAL RESEARCH PROJECTS.

It is an undeniable fact that today the main work of the teacher within the school is mostly oriented to teaching. Research within the educational field at the secondary and baccalaureate level is a field that we usually leave aside and that, however, plays a fundamental role when it comes to renewing and adapting teaching methods according to our current society.

Fortunately, here in Spain we have cases like David Calle, also known as Unicoos, a Spanish telecommunications engineer, teacher and youtuber, founder of the website Unicoos (Global Teacher prize, 2017). In 2011 he realized that the class hours in the academy were not enough for students to acquire the technical concepts of mathematics, physics, chemistry and technology, so he decided to start using YouTube as a pedagogical platform with video tutorials. As a result of this concern about the lack of support for students outside the classroom, his YouTube channel, Unicoos, emerges, which is currently an educational organization and a website where he teaches mathematics and science for high school and university students, becoming a prominent Spanish-speaking educational channel in the world (Global Teacher Prize, 2017).

As an extension of his YouTube channel, where he had more than 1,370,000 subscribers, in December 2014 he opened a new web platform of his project Unicoos, a free online academy, mainly in Spain and Latin America. In the present day, his YouTube channel

has almost 1.5 million subscribers, receiving as compensation the Golden Button of YouTube, a fact that he shared with his followers through social media.

Now its Unicoos videos have been viewed by over 30 million students and surveys indicate that the site has helped students with almost every aspect of learning. It is the most important Spanish-language educational channel in its category and has 170,000 followers on Facebook. In September 2015, Unicoos was chosen by Google as the channel with the greatest social impact in Spain (Global Teacher Prize, 2017). Their website is helping so many students who cannot afford to attend to a specialized academy or a private tutor to get the help they need outside of the classroom.

David believes that his videos are not there to replace the functioning of a classroom teacher, but to support him since both have the same goal; to give the best education possible. In addition to students, Unicoos is beneficial for teachers who want to start the process of using flipped classroom.

Through his videos, David hopes that little by little, students will begin to understand what they think impossible and begin to feel that if they work hard, almost anything is possible. With 20 years of teaching behind him, he knows first-hand his most frequent doubts, the exercises that give him the most problems and the concepts that are difficult for him to assimilate. In addition, as an engineer, his classes are practical and he teaches his students that everything around them is science, everything has a link with mathematics, physics, chemistry and technology.

3.CONCLUSIONS, LIMITATIONS AND FUTURE PROSPECTS

As this dissertation has exposed, education is a fundamental right of all people, constitutes an essential condition for the integral development of the human being, and is the key to

building more just and equitable societies. At a global level, education is considered a factor of production, since it allows to put an end to many of the economic problems of a nation and functions as a regulatory instrument of social inequalities. education is an essential condition for the integral development of the human being,

In this day and age, the educational field cannot ignore the influence of English as an international language, which has led to it being the most used language in our days. It is considered the global language of the moment, due to the development of new technologies in that language and the cultural influence that English-speaking countries have been exerting on the world over the last century. English is the language that promotes our integration in a globalized world, it is the way to communicate with the whole of international society in the personal and professional field. Mastering English is already an indispensable requirement in our days which, in many cases, makes a difference in our professional future.

Ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all people is an urgent goal for society as a whole. To this end, as teachers we have as a guide the 2030 Agenda for Sustainable Development, an action plan approved by 193 member states of the United Nations in favor of people, the planet and prosperity, which also intends to strengthen universal peace and access to justice (Ministerio de Derechos Sociales, 2021). This plan recognizes that the greatest challenge in the world today is the eradication of poverty and affirms that without achieving it there can be no sustainable development. To carry out this plan, the Sustainable Development Goals (SDGs) are proposed, which are a universal call to action to end poverty, protect the planet and improve the lives and prospects of people around the world.

In the educational field, it is worth highlighting SDG number 4 in relation to quality education, which has as its main objective the guarantee of inclusive and equitable quality

education and promote lifelong learning opportunities for all. As future teachers, our task is to identify and address all the educational needs of our students in a more human way, without making distinctions and seeking equal opportunities at all times.

Although it is true that it is a challenging situation given that there is still much to change in an education that is stagnant, in which inequalities between students continue to exist and that bases the value of the student on their academic results, I believe that the new generations begin to be open to change and we will leave old conventions aside to try to ensure an inclusive and values-based education, in which students no longer perceive education as an obstacle, but as a means to thrive today's society.

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Annexes

DIDACTIC UNIT: UTOPIA PROJECT

Justification: The following didactic unit proposes a set of collaborative tasks in which groups of 3 students will have to create their ideal island or “Utopia” and present it to the rest of the class in a final task. The main objective is to make groups in which students with higher academic results collaborate with all those with lower results, so the first ones teach while they are learning and, the second ones, get learn from a different perspective.

**LESSON
S:** 6 (55 ‘
each)

**STAGE
OBJECTI
VES**

DESCRIPTION OF FINAL TASK/PROJECT

In groups, students will present their ideal island or “Utopia” and, once all islands have been presented, all groups will have to vote for their favorite one (voting one’s island will not be allowed) and give their reasons why. Once the final task is over, the teacher will evaluate the students through the use of the rubrics proposed in the proposal of innovation, paying special attention to their individual development and cooperative competences.

	ASSESSMENT CRITERIA	DESCRIPTORS	BASIC KNOWLEDGE (Former contents)	KEY COMPE TENCES	GRADIN G CRITERI A
1stBL. O.C	<p>Identifies the main ideas, relevant details and general implications in conversations and debates that occur in your presence on general, topical or interesting topics.</p> <p>Identifies the point of view of its interlocutors, as well as some implicit senses and nuances such as irony or humor, in debates and informal conversations</p>	<p>Understands simple phatic information on everyday topics and identifies both the general message and the specific details, provided that people clearly articulate and employ a well-known linguistic variety.</p>	<ul style="list-style-type: none"> - Prepositional syntagmas - Vocabulary related to trips - Perfect Tenses - Pronuntiation, consonant sounds - Oral comprehension of a conference - Nouns and prepositions - Vocabulary related to health - Phrasal verbs - Conditionals, time clauses and wish clauses - Consonant sounds - Writing an opinion essay. - Connectors of Cause, result and purpose - Collocations 	LC	25%

	<p>about current issues or of interest. Understands detailed information, points of view and lines of action on topics of its specialty in the educational or professional field, in a formal conversation in which it participates.</p>		<ul style="list-style-type: none"> - Vocabulary related to cinema - Infinitives and gerunds - The passive and the causative .- Vocabulary related to work .- Relative clauses: defining and non-defining - Idioms - Vocabulary related to law - Modal verbs - Should/Had better - Connectors of addition and contrast -Verb+ preposition -Vocabulary related to environment. - Reported speech 		
2ndBL. O.E.I	<p>Participates actively and spontaneously in classroom activities, using the foreign language as an instrument to communicate Makes presentations on topics of his academic interest or related to his specialty and responds safely to the questions asked (development of a scientific experiment, analysis of historical aspects ...).</p>	<p>Carries out, with reasonable fluency, a simple description of a variety of topics of interest, presenting them as a linear sequence of elements.</p>	<ul style="list-style-type: none"> - Speaking: use of useful expressions for communicate when traveling and to describe a trip -Speaking: useful language related to health 		25%

	Safely develops in daily and less usual procedures, requesting detailed information, offering clear and precise explanations, developing its argumentation in the resolution of the problems that have arisen.				
3thBL. W.E.I	<p>Takes notes, in sufficient detail during a conference, talk or seminar and prepare a summary with relevant information and appropriate conclusions, provided that the topic is related to your speciality.</p> <p>Writes notes, announcements, messages and comments in which you convey and request detailed information, explanations, reactions and opinions on personal, educational or professional topics.</p>	<p>Produces simple, cohesive texts on a variety of well-known topics within his area of interest linking a series of short and concrete elements in a linear sequence.</p>	<p>-Writing: descriptive texts. Adjectives and adverbs -Writing an opinion essay -Writing, a cinema review. - Writing: a formal letter. -Writing a for and against essay. -Writing a summary</p>		25%

4thBL. CC	<p>Management of social relations in the personal, public, educational and professional spheres, description and appreciation of physical and abstract qualities of people, objects, places, activities, procedures and processes, narration of specific and habitual past events, description of present states and situations, and expression of predictions and future events in the short, medium and long term, exchange of information, indications, opinions, beliefs and points of view, advice, warnings and warnings, expression of curiosity, knowledge, certainty, confirmation, doubt, conjecture, skepticism and disbelief.</p>	<p>Elaborates a prepared presentation on a well-known topic in his area of expertise highlighting similarities and differences.</p> <p>Explains how something works by providing examples that are based on people's everyday experience.</p>			25%
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METHOD SELECTED: TASK-BASED LEARNING**RESOURCES: Student's previous knowledge, notebook to take notes for the portfolio****ACTIVITIES****LESSON 1: PRE-TASK****TASK CYCLE**

Act 1 (45'): In the first lesson a pre-task will be presented, in which students will have to think about vocabulary related to the city and the environment. This pre-task will be individual, and its main purpose is to test the student's individual level of competence in the field proposed, so they can be later classified in groups. Furthermore, students will be asked to elaborate their portfolio to record their experience throughout the didactic unit, and will have to fulfill it after each session,

Act.2 (10'): Portfolio

LESSON 2: TASK 1**TASK CYCLE**

Creation of groups: (10')

Task 1. (45'): Each group will have to make a list of at least 20 things that they consider that make a city to be "perfect". They will be allowed to use vocabulary seen in the pre-task.

LESSON 3: TASK 2**TASK CYCLE**

Creation of teams (10')

Task 2 (55'): The third session will be oriented to the use of Modal verbs, although their use will not be proposed, it will be the students who will recall the information about these kinds of verbs. This session will be oriented to the use of Modal verbs, although their use will not be proposed, it will be the students who will recall the information about these kinds of peculiar verbs. In this task, students will have to think of at least 10 rules or rights that a perfect city should implement.

LESSON 4: TASK 3**TASK CYCLE**

Task 3. (55'): The fourth session will be devoted to the election of the 10 things each group considers that are most important in a city and the 5 rules a perfect city should implement. In the fifth session, each group will have to compile the ideas chosen in task four and make an essay on their idea of a perfect island or "Utopia", describing its main characteristics and the advantages its inhabitants have.

LESSON 5: TASK 4**TASK CYCLE**

Task 4. (55'): In the fifth session, each group will have to compile the ideas chosen in task four and make an essay on their idea of a perfect island or "Utopia", describing its main characteristics and the advantages its inhabitants have.

LESSON 6: FINAL TASK**TASK CYCLE**

Final task: (30')

Voting (15')

INCLUSION - UDL: options for comprehension, different ways of action and expressions, different ways of participation**REINFORCEMENT****EXTENSION**

TASK 1: see the book and look for previous vocabulary if needed

TASK 2: seek information on the internet, ask other partners...

TASK 3: look for previous grammar, the teacher will be available to ask questions

TASK 4: seek information on the internet

FINAL TASK: see previous notes taken in the former debates

