



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

**ANALYSIS OF A DIDACTIC PROGRAMME AND THE  
CREATION OF A DIDACTIC UNIT AS A PROPOSAL FOR  
IMPROVEMENT**

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**Abstract:**

This dissertation is the analysis of the didactic program of the English subject in 3<sup>rd</sup> of ESO in the School Real Escuelas Pias Valencia. This has been compared with what the national and autonomous legislations asks regarding the sequence of contents, competences, evaluation criteria as well as methodologies and ICT activities etc and what the didactic program mentions about all these topics. With all of these analysed we have highlighted the weaknesses and strengths of the didactic program already mentioned making a proposal of improvement for the different areas where there were some limitations. Not only that, but the didactic unit executed during the internship has also been explained in detailed following the curriculum and with all the necessary characteristics required. Finally, in further areas of research have made the attempt to look for other useful propositions for the future and in the conclusions has been mentioned all the knowledge acquired

**Key words:**

Didactic program, active methodologies, competences, assessment, PBL, technology, legislation, internship.

**Resumen:**

Esta tesis es el análisis de la programación didáctica de la asignatura de Inglés en 3º de ESO en el Colegio Real Escuelas Pías Valencia. Se ha comparado con lo que pide la legislación nacional y autonómica en cuanto a secuencia de contenidos, competencias, criterios de evaluación, así como metodologías, actividades TIC etc. y lo que menciona la programación didáctica de todas estas. Con todo ello analizado hemos puesto de manifiesto las debilidades y fortalezas de la programación didáctica ya mencionada haciendo una propuesta de mejora para las diferentes áreas en las que existían algunas limitaciones. No sólo eso, sino que también se ha explicado detalladamente la unidad didáctica ejecutada durante las prácticas siguiendo el currículum y con todas las características necesarias requeridas. Por último, en futuras áreas de investigación se ha intentado buscar otras propuestas útiles para utilizar en un futuro y en las conclusiones se ha mencionado todo el conocimiento adquirido.

**Palabras clave:**

Programación didáctica, metodologías activas, competencias, evaluación, PBL, tecnología, legislación, prácticas.

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## 1. INTRODUCTION

People often talk about English as a global language or lingua franca. With more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language, there are English speakers in most countries around the world. (Will, 2023)

As we can observe English has become the language most widely spoken in the world and this has its consequences. As a global language, as Will commented in his article in *English live*, English is being used in all areas in our society therefore its importance has change massively. Nowadays having a great knowledge of English will help you in so significantly. It is asked in most of the jobs to have at least a medium level of this language and the more expertise you have the better for finding a job. Socially talking is also important since it will give you the opportunity to travel around the world and know other cultures and other people as in most of the countries English is well-known and the necessity of communication with different cultures has made the learning of English a must.

Consequently, the importance of teaching English in a way that students can learn it easily and effectively has become a great deal in our globalised society. Nowadays teaching methodologies have changed drastically in order to achieve this goal. In the past, the teaching of languages was focused on the teacher where it was little or no interaction with the students. These methodologies were not appealing or motivating for students and complicated the learning of English. Luckily nowadays many active methodologies have arisen to help students get more involved in the language to learn it in a more organic way. Not only that,

but the development of technology and internet has been a huge change in this area since allows students to learn in a more dynamic way and in real situations.

All these changes and needs for the proper learning of English have forced us to analyse the different ways teachers all around the world are teaching this subject in schools with the purpose of being aware of what is working for students and what is not so we can actualise it, change it, or leave it the way it is. We are going to do this in the School Real Colegio de las Escuelas Pias Valencia with the 3<sup>rd</sup> of ESO students.

## **1.1 Justification**

Programming arises from the need to plan the learning that is to be taught to students. At the classroom level, programming allows for the evaluation and transformation of the teaching itself. Reflection on what we want and can do in the classroom. With programming we ensure, by respecting certain principles in its design, reflection on the most important factors that will influence our teaching, and correct decision-making a priori.

Sometimes we teachers fall into repeating the same programmes without considering aspects such as the environment surrounding the students, their interests, the continuous changes in the knowledge society, etc... The consequence of all the above is that the programmes are lagging behind the current times and what is more dangerous is that they do not address the real needs and demands of our students and society in general. It is necessary to consider the pupils, their socio-cultural characteristics, and their psychological processes. For this reason, planning the development of our activity as teachers is an unavoidable necessity.

Therefore, through programming we can adapt to each class and their necessities and how to use that in our favour. We must enter through the classroom doors thinking about enjoying, sharing, feeling and above all learning, in this way we will be encouraging our pupils to learn from each other, from us and from everything around them. the better the planning for each class, the more probability of them to enjoy learning and engage in the subject.

## **1.2 Objectives**

The objectives of this TFM is to find out which are the strengths and weaknesses of the English teaching in the School Real Colegio de las Escuelas Pias Valencia, especially within the 3<sup>rd</sup> of ESO students. All the weaknesses have to come with a proposal of improvement not only for the teachings imparted, but also the syllabus and the Spanish and Valencian education system and whether or not the school is making use of this syllabus.

Here we have to put into practice what we have learned during this master. We have learned a lot of theory and information that can only make sense using it, so during the internship we can analyse all the methodologies, innovative initiatives, laws etc and what has worked for us and for the different students that we taught and what has not.

Other of the objectives is the fact of making a didactic unit with all the information learned, that let us successfully teach the part of the content that we have chosen, with also the help of a professional teacher that has its own resources and expertise. In the end, we have to apply our knowledge to a practical situation and analyse the results to reach a conclusion.



### **1.3 Presentation of chapters**

In this section I am going to structure this work with the purpose of making easier the understanding of the whole paper. It is structured in three different parts.

The First section explains the reasons for the need of making this paper and the objectives that I was hoping to find at the end of it. Furthermore, it explains how it is going to be accomplished and everything I will need to perform a proper analysis.

The second section explains all the context needed to analyse correctly the didactic unit of the school and how this relates with the law. Therefore, I will be explaining the legal framework that relates education and, specifically in the English subject in 3<sup>rd</sup> of ESO, in Spain and in the Autonomous Community where the school I situated which is Valencian Community. Later the context of the school will be detailed such as the background of the school, the social and economic background of the families, the teachers, the educational programs etc.

Lastly, is where the real work comes. In this last section we will have to analyse the didactic program of the English subject in 3<sup>rd</sup> of ESO analysing the basic, key competences, assessment criteria, the sequence of competences etc. related with what the legal framework stipulates in the curriculum, ICT activities and active methodologies will also be analysed. In addition, this section included the part where it is explained the didactic unit that we put into practice in the internship and the problems encountered. Finally, a conclusion will be made together with a further area of research.

## **1.4 Methodologies**

The methodology used to complete this TFM has been extensive since there were many sections to address and being sure of understanding all of them and context was very important to do it properly. Of course, most of the previous knowledge before starting the execution of the TFM was given in the different modules of the master which in some of them I had to come back to revise them because there was a great deal of necessary information I had to address. The most extensive and difficult one that I dealt with was the legislation which in my opinion is a little bit confusing.

Other of the task that take time and concentration was reading the didactic program in order to find the strengths and weaknesses and observe if this was accurately used in the classroom. Of course, first I had to immerse myself and research about the school and the national and Valencian community legislation. Research about many other things has also been made, for instance different methodologies to understand the ones that I found in the didactic program.

Then the hard work started, and I had to put into words everything that I had been learning in the master and observing during my internship in the school. This took time but considering all the background information I had about the school, the legislation, and the didactic program I just had to look for what was executed correctly as it was said in the programming and what was not.

The other important task to perform was the creation of the didactic unit with all the learning situations, competences, basic skills, assessment criteria etc. I had to design a proper table with all of these for the didactic unit.

Lastly, a final revision of all the parts was done together with assuring that an adequate text and structure was made followed with all APA 7 rules.

## **2. LEGAL CONTEXT**

### **Nacional regulations**

For understanding the curriculum and what we are going to do we have to look into the legal context on the national and autonomous level. This is regulated by the Spanish Constitution from 1978, article 27 where everyone has the right to have a proper public education. It is given great importance to the education that the youth receive with the certainty that both individual and collective well-being depends on it. In Spain, secondary education is divided into two stages: compulsory secondary education (Educación Secundaria Obligatoria or ESO) and post-compulsory secondary education (Bachillerato). The laws that regulate these two stages of secondary education include:

The current state law governing education is the LOMLOE (Ley Orgánica para la Mejora de la Ley Educativa ), which was implemented on December 29th, 2020. This law amends the previous Organic Law 2/2006, also known as the LOE (Organic Law of Education). Prior to the LOMLOE, the LOMCE (Organic Law for the Improvement of Educational Quality) was in effect until it was replaced by the Organic Law 3/2020 on December 29th, 2020.

The law that established the organization and the minimum teaching of compulsory secondary education is the Real decree 217/2022, 29<sup>th</sup> of March. So here are determined the goals and the challenges that the schools must exceed in each level.

The basic curriculum of Compulsory Secondary Education and Baccalaureate which declares and establishes the basic curriculum for both compulsory secondary education and post-compulsory secondary education (Bachillerato) is the Real Decree of 7<sup>th</sup> of April 2022.

The law which regulates the final evaluations of Compulsory Secondary Education and Baccalaureate is Royal Decree 310/2016, of July 29.

The Royal Decree 1635/2009, of 30 October, is the one that regulates the admission of pupils to public and subsidized private centers, the requirements to be met by centers that teach the first cycle of infant education and the care of pupils with specific educational support needs within the scope of management of the Ministry of Education.

The Ministry of Education and Vocational Training has issued Order EFP/279/2022 on April 4<sup>th</sup>, which governs the assessment and promotion procedures for Primary Education, as well as the evaluation, promotion, and grading systems for Compulsory Secondary Education, Baccalaureate, and Vocational Training in the field of management.

Finally, the law that regulates the ICT activities in Spain is the 3/2020 organic law from 29 of December. Where The Ministry of Education, Culture and Sport shall establish, after consulting the Autonomous Communities, the standards that guarantee interoperability between the different information systems used in the Spanish Education System, within the framework of the National Interoperability Scheme provided for in Article 42 of Law 11/2007, of 22 June, on citizens' electronic access to Public Services.

### **Autonomous regulations**

It's important to note that each autonomous region in Spain has the power to develop its own secondary education laws and regulations that supplement the national legislation. Therefore,

the specific laws and regulations that apply to secondary education may vary depending on the region. So now I am going to name the different laws that regulate in the Valencian Community, which is the community where the school is situated. Therefore, in this community the law that regulates is the Decree 107/2022 the purpose of this decree is to establish the curriculum of compulsory secondary education, as well as to develop the aspects of the general organization of this education established in Chapter III of Title I of Organic Law 2/2006, of 3 May. This decree is applicable in public and private educational centres in the Valencian Community authorised to teach compulsory secondary education.

In the Valencian community the optional subjects in secondary education are regulated by the Order 64/2010 of 16<sup>th</sup> of June by the Conselleria of education.

The law that regulates the right of students to objectivity in the evaluation and establishes the procedure for claiming grades obtained and the decisions of promotion, certification or obtaining the corresponding academic title is the Order 32/2011, 20<sup>th</sup> of December of the Ministry of Education, training and employment.

The plan of equality and coexistence has as a main objective the promotion of the equality, the coeducation, respect for the sexual, genre and familiar diversity, the prevention of conflicts in a pacific way. The law that regulates this is the decree 195/2022 of 11<sup>th</sup> of November.

The law that regulates the organization and functioning of special needs schools in Valencian Community is the Decree 105/2022 of 5<sup>th</sup> of August. The purpose of this decree is to regulate the organisation and operation of special education centres: Specialised educational centres that provide schooling for pupils with isupport needs, which cannot be attended in ordinary

centre and Resource centres that provide advice to mainstream schools in the process of becoming inclusive schools.

The Decree 51/2018, of April 27, of the Consell, which modifies Decree 87/2015, which establishes the curriculum and develops the general organization of compulsory secondary education and baccalaureate in the Valencian Community.

The law which establishes a system of recognition of competence in foreign languages in the Valencian Community and creates the Commission for the Accreditation of Levels of Competence in Foreign Languages is the Decree 61/2013, of May 17, of the Consell. Also the Law 4/2018, of February 21, regulates and promotes multilingualism in the Valencian educational system

### **3. THE SCHOOL CONTEXT**

Escuelas Pias de Valencia School it is situated in Calle Carniceros street, number 6 in the City of Valencia. The school has educated children from kindergarten to the last year of Baccalaureate for 300 years.

The area in which the school is located belongs to the Municipal District called "CIUTAT VELLA" which is currently ceasing to be a suburban area with deficiencies at a socioeconomic and socio-educational level thanks to the urban plans carried out by the government of autonomous community of Valencia and the City Council itself in emblematic central neighborhoods such as Terciopeleros, Mercado, El Carmen, etc.

The Center, as a work belonging to the Escuelas Pias of the Demarcation of Valencia, has its own Documents that define its educational offer and through which it is governed. The main ones are Integral Educational Project and Own Character.

Since the 2004/2005 academic year, the center has been in possession of the Quality seal according to the ISO 9001:2008 standard.

## **2.1 History of the school**

The ancient school is situated in the traditional neighborhood of Velluters, it has been considered for more than 275 years a cultural building for the community of Valencia. The construction started in 1739 and it was finished in 1742. It is a large parallelogram with four heights that has undergone various reforms over the centuries, always remaining in good condition.

In the 1990s, a strong remodelling was carried out on the ground floor, the result of which is the Researchers' Library, which houses abundant volumes from the 17th-19th centuries from different schools and private libraries. It is open to the public. The library is linked to the network of Valencian Libraries; in it you can find the catalog of books.

“Las Escuelas pias” is a religious institution that was created by San José de Calasanz in the XVII century, he was the first one in opening a free public school in Europe in 1597, Valencia (s. f.). They have their own style, which they call “estilo escolapio o calasancio”. This is a mix of the main characteristics of the Piarists with the educational practice in the schools. As followers of Calasanz, the school main objective is to contribute to the reform of society, educating children. Their essential idea is to be builders of a pedagogical spirituality with

different features that seek that their students develop their life project in the light of the Gospel lived in their social al cultural environment. Having into consideration this religious thought and knowing what they are asked as a education center, they are determined to give their students the best resources and methods, making their founder's phrase their own. "Si desde su más tierna infancia el niño en imbuido diligentemente en la piedad y las letras hay que esperar un feliz transcurso de toda su vida" (Valencia, s. f.).

On December 24 in 1914, by an R.O. inserted in the Madrid gazette. On January 18, 1915, it was declared of Educational Social and Beneficial Interest and during its long period as an Educational Entity, it has only stopped working on two occasions: during the French occupation in Valencia in 1809, and the three years of the Spanish Civil War (1936-1939).

The service to the families of the city of Valencia and different towns of its area Metropolitan Area for so many years, has made the school an institution of proven worth and excellent consideration for children and young people.

For several years, contact has been maintained with the Charitable Institutions of the neighborhood and has integrated children from these Institutions, as well as in the field of disabilities.

### **Teachers**

English language teachers are aware of the need to pay attention to diversity and the support that they have to give to families, for this reason, they always try to provide resources that are within their reach. They provide quarterly readings by levels to the students, and they try to provide means or alternatives to those who do not have a computer at home. They facilitate



the integration of those students who come from other countries without having studied this subject before, providing them with an appropriate and specific method for them.

### **Social and cultural environment of students and families**

The student's families belong to different social classes, but they mainly come from disadvantaged classes with particular characteristics. The number of members per family of our students is 4,5

Nowadays, kindergarten, Primary, Secondary and Baccalaureate Education are taught under an Educational Agreement. There are 37 classrooms in total, there are three groups for Primary and Secondary education and two for kindergarten and baccalaureate. Here there are accommodated a thousand of students, a faculty of 76 teachers and 12 administration and service staff.

The school is related to the already mentioned context, hosting in the center all those students, children of the neighborhood, who request it, and making the best means and people available to them for their attention and practicing an open door policy with those institutions that dedicate themselves to work with the most marginalized in the neighborhood, thus collaborating with institutions such as Villa Teresita, Amaltea, Caritas Parroquial, Itaka Foundation,...

### **Educational programs**

There are some students in the school with some educational problems whether they have a medical problem that does not allow them to go as the same rate as their classmates or are in

disadvantage in any class for any other reason. Therefore, the school offers different programs so they can adapt better and achieve the minimum obligatory secondary education.

This plan is articulated in line with the programmatic documents of the Province, guaranteeing the students the attention to their specific educational needs, in the educational process of each one of them, in the most personalized way possible and according to the current legislation. (reglamento de regimen interior, s. f.)

- PMAR(Programa de Mejora Aprendizaje y rendimiento): standardized during the 2021-22 academic year by Section 4a of the Order of January 15, 2021, PMAR is a proposal where subjects are reorganized and adapted for the courses of 2<sup>nd</sup> and 3<sup>rd</sup> of ESO so they learn the material in a different path where they can feel more comfortable and where they have more attention, so they can take the 4<sup>th</sup> of ESO year though the ordinary route.
- PR4 (Programa de Refuerzo 4º ESO): it is a program that gives continuity to the PMAR program of 3<sup>rd</sup> of ESO. However this one is for 4<sup>th</sup> of ESO and its purpose is that students develop accomplish the general objectives of the stage.
- PT (aula de Pedagogía Terapéutica ): it is other of the resources that the school has in order to attend to the diversity of students. This classroom is attended by students with learning difficulties of different kinds such as:
  - Dyslexia
  - ADD
  - ADHD
  - High capacities
  - Autism spectrum disorder

- Language barrier
- Acalculia

Furthermore these programs to help the students there also is different educational programs to help with further knowledge for both teachers and students.

- **Erasmus plus:** This program is only for teachers where they can go to teach their subject or help teaching to other countries. This program has the aim of stablishing relationships with professionals of their same sector and observe, learn and take all the methodologies of teaching for other countries and transfer it to Escuelas Pias.
- **Pastoral Project:** in this project there are two activities.
  - Catechism of communion and post communion: the school collaborates with the San Jose de Calasanz church and it offers catechism for preparation of the first communion and post-communion. These classes are taught in small groups, by teachers, parents and members of the church. The aim is to form the youth to participate responsibly in the sacraments of the Eucharist.
  - **The Scoutt group:** it is a group created more than 50 years ago and they meet on Saturday's afternoons in the school. It is dedicated to the education of values and their training process as people. They celebrate all the Christian celebration with different activities, and they also have a summer camp. the supervisors are volunteers, mostly former students of the school, who make games and dynamics. Through these activities it is intended to raise awareness of respect, solidarity, autonomy, responsibility, commitment and service to others to try to build a more just and humane world among all.

**The center's governing bodies and organization chart( annex)**

The governing and management bodies of the Center, some are unipersonal and others are chartered.

a) The following are unipersonal governing and management bodies: the Headmaster's Representative, the Director General, the Manager, the Pedagogical Director of each stage, the General Pastoral Coordinator, the Social Action Coordinator, the Cycle Coordinator, the Tutors, the Department Heads, the Administrator and the Secretary.

b) The following are collegiate governing and management bodies: the Center Management Team, the Center Management Team, the Teaching Staff and the School Council.

c) The governing and management bodies will carry out their functions promoting the objectives of the Character and the Educational Project of the Center and in accordance with current legislation.

If the circumstances of the school so advise, the same person may perform the functions corresponding to several positions, having heard the Representative of the Head Teacher and the Management Team, always in accordance with the legal regulations.

### **Platforms**

They use Classroom in all the subjects. This is where they Create and manage classes and assignments online without the need to use paper. They can also Add materials to tasks, such as YouTube videos, Google Forms surveys, and other Google Drive items and send direct feedback and in real time.

For managing all the grades, they also use an online platform. It is the channel of communication between families and the school. It allows to know the daily activities of the Center, receive circulars, manage, and justify absences and delays, authorize attendance at activities and so on. The platform is called SM Educamos and it is used in all the Escolapios Betania in Spain.

### **Extracurricular and complementary activities**

Many extracurricular activities are carried out at the school that seek to complement the academic training of the students. On the one hand, the Escuelas Pías Sports Club organizes all the sports activities of the School, while a specialized company develops activities of another nature.

During lunch breaks at noon, and some afternoons after school, English or computer classes are organized (every year in September the courses are specified), taught by highly-trained teachers in the field and in small groups of students. Therefore, all those parents who consider it interesting to complement their child's education, taking advantage of free hours at the School, can enroll them in these activities.

the school has delegated the organization of these activities to the specialized company Activa, which has been collaborating with us for some time, as well as with other Colleges of the Pious Schools.

The different activities they offer are:

- Languages
- Artistic activities

- Sports
- Robots and kids
- Drama and musicals
- Early risers
- Chorus

### **Multilingualism**

The school has incorporated the multilingualism program from the Conselleria de Educacion, this consists on incorporating non-linguistic areas in English into the curriculum. In the first place, the school wants to give the importance to learning of a language and other cultures deserves in the process of Integral Education. Secondly, the school wants to prepare their students for the society's demand regarding the knowledge of English.

The creation of the English school languages was created as a complement offered for their students to give the opportunity to learn, strengthen and practice it the language, as well as give them the opportunity to access to internationally recognized qualifications. As well as current students, former students and parents have the possibility to take advantage of this opportunity.

In this institution, English is not the only language practiced since they also use the Valencian Community language which is Valencian. This language is not only used between some of students and teachers in a daily basis, but the students also have some subjects in Valencian, such as this subject itself, technology and History. Ultimately, all these makes a really complete, diverse and versatile school.

#### **4. PRESENTATION OF THE DIDACTIC PROGRAM, ANALYSIS, AND IMPROVEMENT PROPOSAL**

This program represents the content that the 3<sup>rd</sup> of ESO students are going to learn during this academic course in the English subject. The didactic program method covers a wide range of vocabulary and grammar, in addition to include the practice of skills throughout little tasks that develop all the productive capacities and allow the student to express themselves in a competent way in the English language. Besides, fill up all the specific competences and oral and written production. Likewise, settle in interdisciplinary and cultural content in a natural way. This program is compatible with A1+/B1+ of the Common European Framework of Reference for Languages.

The six modules are divided into four-page sections which provide the vocabulary and grammar necessary to tackle the task which completes each one. There are two texts per module based on authentic material. There are also three sets of contextualised thematic vocabulary in each module, with additional reading, and recycling activities to revise previously learned vocabulary and ensure constant review and enrichment. Cross-curricular and cultural exercises are integrated into the modules themselves, providing a natural way of connecting English language learning to the real world.

A wide range of communicative tasks are also provided to enable learners to practice functional language useful in a variety of real-life situations; each module includes a communicative video with activities to practice listening and speaking. The pronunciation section focuses on learners' common difficulties in pronouncing English words and phrases. There are also additional listening and speaking activities in all modules which develop

productive language skills to help learners communicate effectively in the real world. The contents of the writing guide are carefully structured module by module to practice basic writing skills and offer help with homework.

it is a clearly structured program which focuses on developing productive language skills for effective communication. It brings the real world into the ESO classroom so that students reflect, stay motivated and express themselves in English in a simple and natural way.

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

- **Sequence of contents**

The law that established the organization and the minimum teaching of compulsory secondary education is the Real decree 217/2022, 29<sup>th</sup> of March. So here are determined the goals and the challenges that the schools must exceed in each level. Here specifically we are going to focus in 3<sup>rd</sup> of ESO. The contents used in class match with the one in the didactic program.

#### **Module 1: Time Out**

- Vocabulary related to films, music and literature, review of present and past tenses and present simple and past simple tenses in passive.

**Speaking:** to learn how to express opinions, describe past events and talk about a book

**Reading:** blog about mistakes made in films and mythical cities



**Writing:** write cinematographic recommendations, a message about a concert or party and a review about a book

**Listening:** to comprehend a podcast about a film, the descriptions about a musical experiences and the description of a book

### **Module 2: People in action**

vocabulary about verbs, trips, and sport, learn and contrast Present Perfect Simple, Past Perfect and Past Simple, correctly pronounce the sounds /t/, /d/ and /id/

**Reading:** Read in a comprehensive and autonomous way an article about pilgrimage routes and another one about a fake footballer who played in the fake footballer who played in the Premier League.

**Speaking:** talk about experiences, a trip and series of activities and events.

**Writing:** write a list of pending tasks, a post about a trip and a well-known person bibliography.

**Listening:** Understand key information from a book interview, descriptions of travels and an interview on ice speed skating.

### **Module 3: Looking forward**

Vocabulary related to animals, life in the city and health, review of future tenses and learn how to use Future continuous and all the conditionals, correct pronunciation of /dʒ/, /g/, /θ/ y /ð/.

**Speaking:** describe animals, express opinions and offer help

**Reading:** read in a comprehensive and autonomous way an article on the feeding of invasive species and another related to odour and health.

**Writing:** Make a wanted poster about an invasive species, create a mind map of predictions and write a letter of advice.

**Listening:** Understand the key information in a conversation about guessing an animal, a conversation about predictions and a conversation about the history of medicine.

#### **Module 4: Body and Mind**

Learn vocabulary related to nutrition, body parts and adjectives, modal verbs, comparative in adverbs and correctly pronounce the sounds s/, /ʃ/, /aɪ/ e /i:/.

**Speaking:** ask and give advice, speculate, and describe yourself.

**Reading:** Read comprehensively and independently different posters in a museum about the brain and a letter to the editor of a magazine.

**Writing:** conduct a survey about alimentation, nutrition, speculate and describe a character.

**Listening:** Understand the key information in a conversation about superstitions and food, a museum guide's explanations, and a conversation about a film.

### **Module 5: On the Dark Side**

Learn vocabulary related with verbs, crimes and trips, gerund, infinitive, relative pronouns, specific sentences and pronounce correctly the sounds /æ/ y /ʌ/ . .

**Speaking:** talk about scary films or television and describe dream holidays.

**Reading:** Read comprehensively and independently a text about a murder that took place thousands of years ago and the itinerary of a journey.

**Writing:** Take a survey on entertainment and write a summary of the results, write captions for some pictures and describe a place.

**Listening:** Understand the key information in a conversation about horror film soundtracks, a conversation about plans and a telephone conversation between a travel agent and a client

### **Module 6: Material World**

Vocabulary related with fashion, verbs and shopping, grammar about indirect speech (affirmations, questions, demands, instructions, offers and suggestions) and pronounce correctly the sounds /s/, /ʃ/, /tʃ/ y /k/.

**Speaking:** describe cloths, talk about trends and online shopping

**Reading:** read and article about fashion and health and another one about the therapeutical effect of shopping.

**Writing:** write an article for a school newspaper, take a survey about fashion and write an email about a complain.

**Listening:** understand the key information about a lecture about different types of fashion, a conversation about fashion and a radio program about emotions.

- **Key Competences**

Learning a new language is probably one of the most difficult challenges students face during their academic life, not least because it involves actively immersing themselves in a culture and outlook on life that is very different from their own. As they learn a language, they develop several key learning competences. The key competences included in the Exit Profile are the adaptation to the Spanish education system of the key competences established in the Recommendation of the Council of the European Union. This adaptation responds to the need to link these competences to the challenges of the 21st century. The Decree 61/2013, of 17 May, of the Valencian Regional Council, is the one that establishes a system for the recognition of competences in the foreign language subject and creates the Commission for the Accreditation of Levels of Proficiency in Foreign Languages.

**Competence in linguistic communication**

involves interacting in oral, written, signed or multimodal form in a coherent and appropriate manner in different spheres and contexts and for different communicative purposes. It involves consciously mobilizing the body of knowledge, skills and attitudes that enable one to understand, interpret and critically evaluate oral, written, signed or multimodal messages, avoiding the risks of manipulation and misinformation, and to communicate effectively with others in a cooperative, creative, ethical and respectful manner.

For this reason, its development is linked to explicit reflection on the functioning of language in the specific discursive genres of each area of knowledge, as well as to the uses of orality, writing or sign language for thinking and learning. Finally, it makes it possible to appreciate the aesthetic dimension of language and to enjoy literary culture.

### **Plurilingual competence**

Plurilingual competence involves using different languages, spoken or signed, appropriately and effectively for learning and communication. This competence involves recognizing respecting individual language profiles and drawing on one's own experiences to develop strategies for mediating and transferring between languages, including classical languages, and, where appropriate, maintaining and acquiring skills in the familiar language(s) and official languages. It also integrates historical and intercultural dimensions aimed at knowing, valuing, and respecting the linguistic and cultural diversity of society with the aim of fostering democratic coexistence.

### **Mathematical competence and science, technology and engineering competence**

Mathematical competence and competence in science, technology and engineering involves understanding the world by using scientific methods, mathematical thinking and representation, technology and engineering methods to transform the environment in an engaged, responsible and sustainable way.

Mathematical competence enables the development and application of mathematical perspective and reasoning in order to solve a variety of problems in different contexts.

Competence in science involves understanding and explaining the natural and social environment, using a range of knowledge and methodologies, including observation and experimentation, to ask questions and draw conclusions.

Competence in technology and engineering encompasses the application of science-based knowledge and methodologies to transform our society in accordance with people's needs or desires within a framework of safety, responsibility and sustainability.

### **Digital competence**

Digital competence involves the safe, healthy, sustainable, critical and responsible use of and interaction with digital technologies for learning, work and participation in society.

It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including digital well-being and cybersecurity skills), digital citizenship issues, privacy, intellectual property, problem solving, computational and critical thinking.

### **Personal, social, and learning to learn competence**

Personal, social and learning to learn competence involves the ability to reflect on oneself in order to know oneself, accept oneself and promote ongoing personal growth; to manage time and information effectively; to collaborate with others constructively; to maintain resilience; and to manage lifelong learning. It also includes the ability to cope with uncertainty and complexity; to adapt to change; to identify behaviours which are

It also includes the ability to cope with uncertainty and complexity; to adapt to change; to learn to manage metacognitive processes; to identify behaviours that are contrary to living together and develop strategies to address them; to contribute to one's own and others' physical, mental and emotional well-being, developing skills to care for oneself and those around one through co-responsibility; to be able to lead a future-oriented life; and to express empathy and deal with conflict in an inclusive and supportive context.

### **Citizenship competence**

Citizenship competence contributes to enabling students to exercise responsible citizenship and participate fully in social and civic life, based on an understanding of social, economic, legal and political concepts and structures, as well as knowledge of world events and an active commitment to sustainability and the achievement of global citizenship. It includes civic literacy, the conscious adoption of the values of a democratic culture based on respect for human rights, critical reflection on the major ethical issues of our time and the development of a sustainable lifestyle in line with the Sustainable Development Goals set out in the 2030 Agenda.

### **Entrepreneurial competence**

Entrepreneurial competence involves developing a vital approach to acting on opportunities and ideas, using the specific knowledge needed to generate outcomes of value to others. It provides strategies to adapt one's outlook to detect needs and opportunities; to train thinking to analyse and evaluate the environment, and to create and rethink ideas using imagination, creativity, strategic thinking and ethical, critical and constructive reflection within creative

and innovation processes; and to awaken a willingness to learn, to take risks and to face uncertainty.

It also involves making decisions based on information and knowledge and collaborating in an agile way with other people, with motivation, empathy and communication and negotiation skills, in order to put ideas into action by planning and managing sustainable projects of social, cultural and economic-financial value.

### **Competence in cultural awareness and expression**

Competence in cultural awareness and expression involves understanding and respecting how ideas, opinions, feelings and emotions are expressed and communicated creatively in different cultures and through a wide range of artistic and cultural manifestations. It also involves a commitment to understanding, developing and expressing one's own ideas and sense of place or role in society. It also requires an understanding of one's own evolving identity and cultural heritage in a world characterized by diversity, and an awareness that art and other cultural manifestations can be a way of looking at and shaping the world.

- **Specific Competences**

Here the different specific competences that can be found in the didactic program are going to be explained. We can assure that these competences are the same as the ones explained in the curriculum form Valencian Community.

The specific competences in the didactic program are explained to constitute the performances that students must be able to display in activities or situations whose approach requires the basic knowledge of each subject or field. They constitute an element of



connection between, on the one hand, the learner's exit profile and, on the other hand, the basic knowledge of the subjects or fields and the assessment criteria.

The specific competences of the Foreign Language subject also include valuing and adapting to linguistic, artistic and cultural diversity among students in order for them to learn to act empathetically and respectfully in intercultural communicative situations.

### **Specific competence 1**

Multilingualism and interculturalism

To analyse and use the linguistic repertoires of different languages, reflecting on how they work and becoming aware of one's own knowledge, valuing linguistic and cultural diversity based on the foreign language.

### **Specific competence 2**

Oral comprehension

Interpret short, simple oral texts on predictable and non-predictable topics in the personal, social, educational and professional spheres, using appropriate knowledge of textual genres and strategies for comprehension and active listening.

### **Specific competence 3**

Reading comprehension

Interpret explicit and implicit information expressed in short, simple written and multimodal texts, including frequently used structures and vocabulary, on predictable and non-predictable topics of a personal, social, educational and professional nature, using strategies to develop their linguistic repertoire.

**Specific competence 4**

## Oral expression

Produce oral texts, autonomously and fluently, applying planning, production and compensation strategies, to express simple messages of a personal, social, educational and professional nature, by means of strategies that allow them to develop their linguistic repertoire.

**Specific competence 5**

## Written expression

Produce comprehensible and structured written and multimodal texts, in an autonomous way, to express simple messages of a personal, social, educational and professional nature, applying planning, textualisation and revision strategies, by means of strategies that allow the development of his/her linguistic repertoire.

**Specific competence 6**

## Oral and written interaction

Interact in an oral, written and multimodal way through simple exchanges of information, in a synchronous and asynchronous way, showing autonomy and initiative, in order to respond to communicative needs related to the personal, social, educational and professional sphere, by means of strategies that allow the development of his/her linguistic repertoire.

**Specific competence 7**

## Oral and written mediation

Mediating between interlocutors applying strategies of adaptation, simplification, and reformulation of language to process and transmit more elaborated information, in communicative situations of personal, social, educational and professional scope.

- **Evaluation criteria**

The Ministry of Education and Vocational Training has issued Order EFP/279/2022 on April 4th, which governs the assessment and promotion procedures for Primary Education, as well as the evaluation, promotion, and grading systems for Compulsory Secondary Education, Baccalaureate, and Vocational Training in the field of management.

The Evaluation criteria is very important not only to see students' progress, but to observe the teaching process and how positively or negatively is working. There are many ways of assessing students and here I am going to explain the ones in the didactic program.

Here a rubric for assessing the specific competences is going to be shown. It is a template i which can be used for each of the modules of the method. It should be filled in indicating the specific activity in the module that assesses each specific competence, the assessment instrument used and the grade.

## Chard 1

### *Rubric of evaluation*

Specific competences	Activities to assess	Instruments to evaluate					Qualification				
		Work in class	Written	Oral	Portfolio	Reading	IN	SU	BI	NT	SB
			exam	exam		exam					

*Chard 1 Rubric of evaluation*

Note. The assessment instruments and grades specified are the most general ones, but each teacher may have his/her own needs and will adapt the template as appropriate.

This is the rubric used in classes and it does evaluate specific competences among other things like the portfolio, the work in class which would include participation and different exams. This is marked without numbers. It is evaluated with the terms insufficient (IN) for negative marks and sufficient (SU), Good (BI), notable (NT) and excellent (SB) for good marks.

The assessment of the learning process of students in Compulsory Secondary Education will be continuous, formative and inclusive. In the process of continuous assessment, when a student's process is not adequate, educational reinforcement measures will be established. These measures will be adopted at any time during the academic year, as soon as difficulties are detected.

The generalized use of varied, diverse, and accessible assessment instruments adapted to different learning situations will be promoted, allowing for the objective assessment of all pupils and ensuring that the conditions for carrying out the processes associated with assessment are adapted to the needs of pupils with specific educational support needs

### **Evaluation systems**

Several types of evaluation need to be carried out: individual, formative, summative and self-evaluation.

**Individual assessment** is used to find out the students' knowledge of English. A diagnostic test is given at the beginning of the course and self-assessment sheets are used to follow the progress of each student in the language, how they have learnt, their previous experience, etc.

**formative assessment** Students' progress over a period should also be assessed. If a student who has a low level sees how he/she progresses and that his/her effort is considered even though he/she does not achieve a pass, he/she will feel more motivated to continue working and try to achieve it. This is even more evident in heterogeneous classes where lower-level students always get low marks, especially if they are constantly compared with more advantaged students. If the final mark includes a progress component, this is a particularly motivating factor.

Formative assessment tools can be homework, participation, general behavior and attitude, collaborative, pair and group work, the notebook and progress in listening, speaking, reading, and writing skills. It is recommended to compare the results of the formative assessment with the self-assessment the learners have made on the My Personal Evaluation Standards sheets before filling in the **summative assessment** sheet for each learner, to record how they have progressed during the year.

We can also make use of the tests for each module to see how they progress from one module to the next and to assess their attitude towards the language.

## Chard 2

### *Summative evaluation*

Diagnostic test	Term 1	Term 2	Term 3	Final exam 1	Final exam 2	Final mark
Reading						

Vocabulary

Grammar

Listening

Speaking

Writing

*Chard 2 Summative evaluation*

Note. The formative assessment sheet can be used to record the marks they achieve in each module and to assess their attitude towards the language to see how they are progressing.

**Chard 3**

*Formative record sheet*

	Module	1	2	3	4	5	6
Language skills	Reading						
	Vocabulary						
	Grammar						
	Writing						
Communication skills	Listening						
	Speaking						
	Pronunciation						
	Functional language						
Attitude	Use of English in class						

Homework

Behavior

Projects

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*Chart 3 Formative record sheet*

Note. Even though these two charts are explained in the didactic program as a way of evaluating the students I have not seen my teacher use either of them. The one that it is used is the rubric of evaluation shown in chart 3.

Other way of evaluating is **Self-assessment** which is a good way for students to become aware of their progress as well as their shortcomings or needs, thus helping to develop their autonomy and responsibility for their learning. Exercises have been included for them to practice writing skills (Writing section), to translate from their own language into English, and to have the opportunity to assess their progress. At the end of each unit they have a self-evaluation exercises where they can see, with different level exercises, how much they have learned.

Lastly, Nowadays there is a growing tendency to encourage learners to prepare a portfolio of their work, a document in which they record their learning style, their objectives for improvement, evidence of their progress and a record of their contacts with native speakers or their cultural exchanges. To this end, the project has taken as a reference a document promoted by the Council of Europe called the European Language Portfolio, in which learners can record and reflect on their experiences of learning English language and culture. The European reference framework provides a common basis for language learning, teaching and assessment across Europe and, above all, will improve learners' capacity for self-



assessment. They also have a rubric of evaluation in the modules that assess more of the work done during the unit together with the specific competences.

- **Promotion**

Students will be promoted to the next year when the teaching team considers that the subjects or areas that, where appropriate, they may not have passed, do not prevent them from successfully following the following year and it is considered that they have favourable expectations of recovery and that such promotion will benefit their academic progress. Those who have passed the subjects or areas studied or who have a negative evaluation in one or two subjects will be promoted. The Ministry of Education and Vocational Training has issued Order EFP/279/2022 on April 4th, which governs the assessment and promotion procedures for Compulsory Secondary Education.

Those who are promoted without having passed all the subjects or areas will follow the reinforcement plans established by the teaching team, which will periodically review the personalized application of these plans at different times during the academic year and, in any case, at the end of the same.

These students must pass the assessments corresponding to these plans, in accordance with the provisions of the educational administrations.

Remaining in the same year will be considered an exceptional measure and will be taken after having exhausted the ordinary reinforcement and support measures to solve the student's learning difficulties. In any case, the student may remain in the same year only once and a maximum of twice during compulsory education.

## **4.2 ICT Activities**

Nowadays technological activities are widely used in most schools and added to the curriculum due to their advantageous support to the students and the teacher. The students need to fulfil the digital competence therefore These ICT activities are achieving this goal facilitating the access to information and the contrast of this.

As it explains in the Article 111 bis Information and Communication Technologies (LOMCE) from the organic law 3/2020 from 29<sup>th</sup> of December. The virtual learning environments used in publicly funded educational establishments will facilitate the implementation of specific educational plans designed by teachers to achieve specific curriculum objectives, and should contribute to the extension of the concept of the classroom in time and space. To this end, they should, while respecting interoperability standards, allow students to access the learning environments available in the educational centres where they study from anywhere and at any time, and in full compliance with the provisions of the applicable regulations on intellectual property.

The Ministry of Education, Culture and Sport will offer digital and technological platforms accessible to the entire educational community, which may incorporate teaching resources provided by educational administrations and other agents for shared use. The resources must be selected in accordance with parameters of methodological quality, adoption of open standards and availability of sources that facilitate their dissemination, adaptation, reuse and redistribution, and will be recognized as such.

To achieve this goal, they need internet connection, computers, tablets, laptops, digital boards etc. in the didactic program it is mentioned the use of the digital whiteboard as an essential device.

The digital whiteboard is an excellent tool for teachers to improve learning and the student's motivation. The subject matter can be visualized and explained in a clearer way with digital whiteboard technology. The use of sound, combined with visual effects, enables teachers to present the contents of the book in a more realistic way. Videos, film clips and popular songs can be used at any time during the lesson via the Internet. This tool is particularly useful also when checking answers to activities. Answers can be presented one by one to provide detailed explanations, or all at once to correct the exercises more effectively.

There is no doubt that digital whiteboard technology holds the attention of students for longer and involves them in the teaching-learning process in a more active way. The pupil has to answer and participate in class constantly, as the digital whiteboard provides information immediately.

Another important advantage of the digital whiteboard is that it allows you to save all the material generated in a class and retrieve it later for further practice. All content (texts, vocabulary lists, grammar activities, recordings, YouTube videos, student contributions and much more).

The different interactive components of the whiteboards are Communication Videos, Culture Videos, Literature Videos, Slideshows, Grammar Animation, Vocabulary Presentation and Games.

Regarding ICT activities in the curriculum are not mentioned apart from ideas to do using the whiteboard which it is used in a daily basis to explain everything and correct exercises. However other ICT activities have been used like games such as Kahoot, Bamboozle or Socrative.

Within ICT we can as well find in the school websites used with more academic purposes like the ones I mentioned in the context Classroom and SM Educamos. Classroom is used to upload all the projects and the activities that have to be done so the students have all the information they need there. In addition, they have the ability to incorporate different resources into assignments, including YouTube videos, Google Forms, and other items from Google Drive, allowing for immediate and direct feedback.

SM Educamos it is the way to handle the communication between the school and the families. In this platform enables users to stay updated on daily activities at the school, receive important notices, notify the absences and delays, authorize participation in activities and so on.

### **4.3 Active Methodologies**

Active methodologies were defined by Bonwell and Eison (1991) as “any instructional method that engages students in the learning process”. There are different methodologies widely used that have been improving the students learning process significantly since we have moved on from master classes to place the student as the center of the learning process. Some of the examples are Project-Based learning, Task-Based Learning, Cooperative learning, Flipped Classrooms etc. Despite all these new methodologies it is not assured that

they are going to be used in classes. Therefore, the learning methodologies that the school Escuelas Pías uses with the 3<sup>rd</sup> of ESO students in the English subject are not many.

The one mostly used is Project-Based Learning (PBL): and it is explained in detail in the didactic program. PBL “is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.” (What is PBL?, s. f.) This method tries to change the traditional way of teaching to a way of engaging with student throughout real world tasks that stimulate the authentic language use. This task can also be done in groups so it can also help with social skills and communication with different languages like English.

At the end of every unit there is an activity to use all the grammar and vocabulary practiced in the unit. The students work in small groups to achieve common learning goals. They learn from each other, participate in discussions, share responsibilities, and help each other in order to achieve a develop the project asked.

In the didactic unit this methodology is explained in detail with all the steps that should be followed, the key competences that the students will be using, the interdisciplinary topics and the sustainable development goals that will be learned.

This is executed at the end of every unit, however sometimes it is not managed in the better way possible since the explanations of the teacher sometimes can be a little bit confusing leading to the students’ confusion about what should be done. Apart from this, that it is been solved every time, most of the students seem to have fun and put effort in this kind of activities.

Some of the PBL activities they have carried out in groups are for instance, a digital magazine about crimes and dark tourism, a poster about health and good habits and a presentation about different decades, from 1920-2020.

Another of the active methodologies used is Task-based learning (TBL). It places the task at the center of the lesson, rather than focusing on specific grammar or vocabulary. To successfully complete the task, students need to use appropriate language and express their ideas effectively. Thus, language becomes a tool for communication, serving the purpose of accomplishing the task. Students are free to use any language they require to achieve their objective. Some of the activities done with this methodology are writing about a complain of a something they had bought that had any kind of problem, speaking about certain situations they might experience in a future and they had also the opportunity to speak with Americans that have come to the school to practice Spanish, as well as them English.

Some other methodologies are used like gamification, that are educational games that are normally played online. This kind of games incorporates competition and rewards to engage students to feel more motivated and enjoy the learning experience. Different games like Kahoot, Socrative, Bamboozle and some others have been used in class.

#### **4.4 Diversity, equality, and ethical values**

The plan of equality and coexistence has as a main objective the promotion of the equality, the coeducation, respect for the sexual, genre and familiar diversity, the prevention of conflicts in a pacific way. The law that regulates this is the decree 195/2022 of 11<sup>th</sup> of November. The Regional Ministry has produced the document "Guidelines for the design and development of the Equality and Coexistence Plan", as a support material for the

elaboration, development, revision and evaluation of the Equality and Coexistence Plans in educational centres, as well as proposing actions and interventions for the promotion of positive coexistence, under the principles of coeducation and education for equality. It also provides a guide of resources to facilitate the management of a positive coexistence climate in educational centres.

Nowadays in classes we have a wide variety of students with different social and economic backgrounds, capacities, gender, sexual orientation, races etc. All these diversities enrich the class with so many different points of view and personalities. However, they are all human beings, and it is of outmost importance to treat them all in the same way and give them the same opportunities. Nonetheless, this does not mean teaching them the same way because each student has different capacities for learning. We should address different topics like motivation, learning styles, interests, and special needs. This is what the didactic program tells us.

A learner's motivation to learn is very complex, especially when it comes to a language, as it depends on several factors: on one hand, the learner's history of success or failure up to that point and, on the other hand, the learning process he/she has followed. This will greatly influence both the level of individual motivations and the most logical and functional way of presenting all the content to them.

As is well known, learners can be impulsive or reflective when faced with their schoolwork. Some may react very quickly and yet need several attempts to assimilate an idea, while others may work conscientiously and learn more slowly, with the same result. Thus, in presenting the structures and functions, all modules have taken into account the different learning methods.

Special attention has also been paid to the "preferred sensory modality" of the learners (visual, auditory or kinesthetic), i.e., the possible ways of putting what they have learned into practice.

The effort to learn a language varies significantly from one learner to another, depending on their interest and/or need to learn it. For this reason, we include a wide variety of topics, trying to ensure that they are of interest to the majority, and we offer materials to address different levels of knowledge and learning styles.

#### **4.5 Special needs**

The school should have an eclectic methodology, as various learning styles are expected from the students and, likewise, various teaching styles are expected from the teachers. Therefore, they pay more attention to diversity based on the law that regulates the organization and functioning of special needs schools in Valencian Community is the Decree 105/2022 of 5<sup>th</sup> of August. This law main objective is to regulate how the special education centers are organized. Both specialised educational centres that provide schooling for students with support needs that cannot attend an ordinary center and it contributes with resources and advice to the mainstream schools in progression to become inclusive schools

The diversity of students we can find in a school is wide and each of them has different necessities in order to learn. We can find different kind of students with special needs such as autism, ADHD, dyslexia, high-capacity students, people who need reinforcement etc. All these people that deals with barriers that limit their access, participation or learning due to their disability or severe behavioural, communication and language disorders requires a



particular support and educational attention to be able to achieve the learning goals and a proper development of their brain.

It is the responsibility of the Education Administrations to promote the schooling of pupils with special educational needs and to develop programs for their appropriate schooling in the centers. Likewise, it will be encouraged that these pupils can continue their schooling in an appropriate manner at all pre- and post-compulsory education levels.

The didactic program provided by the School Real Colegio Escuelas Pias does not have instructions on the adaptations that should be made for these students, either they have a way of helping or evaluating them. There are not many students that require special needs, however there is girl with autism whose capacities and basic knowledge is lower than the rest of the students, therefore she has a different book where she is learning more basic structures and vocabulary than the rest of the classmates. Despite this, she is in the class with the rest of her classmates. Her needs are not being met because she is working on her own without many assistances. I am aware of the difficulty for the teacher to teach thirty students with different levels and different behaviors and having to explain to a person with special needs a totally different structure. It is positive the fact that she can be with her classmates instead of younger people with her level, this way she feels part of the class with people her age. Nonetheless, something should be done because this girl it is not learning properly since she is having little support from the teachers, and she does not have immediate feedback, which it is very important in the process of learning a language, otherwise she will not remember after it if she made a makes a mistake.

Attention to diversity for instance, it is not really well managed. There are kids in the class who have different books because their level is notably lower than the rest, therefore there

are some exercises that they can't do because they don't have them in the book and the teachers do not approach them to instruct them what should they do have a different book and seeing how they are managing. In this moment they decide not to do the exercises because they do not have the proper material, in my opinion, it confuses them and does not allow them to improve in a favorable way. I could see some of the students frustrated because they do not have the basics of some of the language skills, or even all of them, and in the class, they do what the majority is doing, thus they get stuck.

#### **4.6 Proposal of educative innovations**

Throughout observation and reflection, we can conclude if some methods or way of doing things is working or if we should try something different. This is what I have been doing during my internship observe how everything was done in the school and come to me own occlusion about how students might feel about it. There have been different aspects such as active methodologies, ICT activities, contents and special needs way of teaching that concerned me and that I believe that should be done differently to help the students to improve. So here I am going to explain some of my concerns and how I believe could improve.

From where I stand, special needs students should also have a class where the level is lower, and they can start from the basics so they can get to the level the curriculum asks in a different path and with a teacher that is more involved instead of a teacher that has to pay attention to twenty more students. Otherwise, it is difficult to attend to 30 students where 10 of them are not following because they do not have the basics most of the times because they have

problems learning languages or they have lower capacity for this skill. This makes them give up since they cannot follow the class. Of course, there is always students that are just not interested.

The girl with a certain degree of autism has a book from years below, as I said before, and she does all the class the book until the class finishes. This person needs more attention and maybe for the teacher is not easy to pay attention to 29 students plus one who needs even a little bit more. The school should give the teacher the resources to be able to give her more to pay more attention to her and give her more feedback and explanations about what she is doing. Maybe dedicating a part of the class where the rest are doing exercises to explain her different structures, so she is not alone doing her book. Also, maybe having a class with the special needs students alone once a week to see if she has any doubt. I am aware of the requirement of time needed for this and the complications that it may cause but this should be something that the head department offers the teacher.

Regarding active methodologies, most of the projects are worked as a group but each of them has a task, and they are assessed individually regarding the part they have been working on. As a result, numerous students failed to share the responsibilities as each of them had their individual grades. Some of them showed no interest in helping their peers, leading to a lack of teamwork and poor development of communication skills. This situation can be attributed to certain students not exerting the same level of effort in group projects, yet still receiving the same grade as others, which is sometimes unfair. Consequently, the teacher decided to adopt this approach. While I understand the rationale behind it, I believe it would also be beneficial to occasionally allow them to work on certain PBL projects together as a cohesive

group, enabling them to learn the importance of relying on one another and fostering teamwork.

Not only that but I would encourage to use more often active methodologies like TBL where they can practice different tasks that could happen in their normal life. With these situations they could practice the different skills in English. It could also very useful for them to do games. Students are not motivated with almost any subject; we need to make them engage in a different way where they can have fun and learn at the same time. For instance, at the end of each class if they have behaved and worked properly a game could be done about some of the vocabulary or grammar they are learning. This way the class is not that long for them and the time they think they are playing, they are also learning.

ICT activities are used in class, which is a way to motivate students to do something more dynamic. Despite all the advantages that they have, the devices that the school provides for the improvement of the learning come with problems that are, most of the times, present regarding the technological tools. Internet connection is poor, hence sometimes activities cannot be accomplished, some of the computers do not work properly, consequently some of the students are not able to access to them and the tablets have the very same problem. These problems are constant in the school, so some projects or activities are complicated to execute. My advice would be to invest more of the school money in repairing all these problems since the students could be learning in a more dynamic and effective way, however sometimes they are not. Both computers and internet connection need a change. Tablets however are in good state, but they should be charged more often since when some students decide to use them there is not battery left and this is something teachers could control more.

In addition to this, the contents of the books should also be changed. English language books predominantly center their cultural focus on the United Kingdom and the United States, leaving out the rich diversity of other English-speaking countries such as Australia, New Zealand, Canada, South Africa, and numerous others. However, it would greatly enhance a student's learning experience if English as a Global Language (EGL) included discussions about all these English-speaking nations.

Finally, an innovation that, from where I stand, it is very beneficial for students is having a language assistant in the class with who they can practice English. A lot of schools hire English native speakers that will help the students in the class and not only that but each class a group of students goes to a particular class with the assistant to practice speaking. This way they can practice and learn not only to speak but the pronunciation of the words.

## **5. DIDACTIC UNIT**

In this proposal of an activity, we were advised to use an active methodology since this is what it is being asked to teachers with the purpose of making students more engaging in their education, in order to do this research, about the different active methodologies and the comparison of which one would be more suitable, has been made

Bonwell and Eison (1991) defined active methodologies as instructional methods that involve students in the learning process. These methodologies have significantly enhanced the learning experience by shifting from traditional master classes to placing the student at the center of the learning process. Some widely used examples include Project-Based Learning, Task-Based Learning, Cooperative Learning, and Flipped Classrooms.

The one that I founded more suitable for the idea that I was planning to elaborate was Project-Based Learning (PBL). In this active methodology “Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.” (What is PBL?, s. f.) This method aims to transform the traditional teaching approach into a method that actively engages students through real-world tasks, promoting authentic language usage. These tasks can also be carried out in groups, fostering social skills and facilitating communication in different languages, such as English.

The challenge of this PBL activity is to learn in a dynamic way all the vocabulary a grammar of the Unit 5. The activity is to make a digital magazine in groups of 3 about crime and dark tourism. They have to design it like a magazine in order to attract people to read their magazine see explanation in the Appendix. In the final task they will have to expose their magazine to the class. The didactic unit will be carried out in 7 session of 55 minutes each. The first two sessions will be pre-activities, and then they will have 3 classes to create the magazine and 2 more classes for the expositions. In order to know that they are using all the grammar and vocabulary points a checklist will be provided so they are aware of all the points they have to use. The mark they have in this project is the mark they will have from unit 5.

#### **Chard 4**

##### *Checklist*

Checklist	Yes	No
<b>USE OF GRAMMAR AND VOCABULARY</b>		

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USE WHEN ,WHY, WHAT,WHO, WHOSE, WHICH, HOW, HOW

LONG, HOW MUCH, HOW MANY, HOW FAR,

FIRST SECOND AND THIRD CONDITIONAL

USE OF COMPARATIVE AND SUPERLATIVE

MUCH, MANY, ENOUGH ,TOO MUCH TOO MANY, SOME ,ANY

PRESENT PERFECT. ( FOR, SINCE, YET, ALREADY, JUST,  
EVER)

USE OF DIFFERENT TENSES OF VERBS

CONNECTORS OF ADDITION: ( ALSO, IN ADDITION, AS WELL  
AS, MOREOVER)

MODAL VERBS: CAN, COULD, HAVE TO, MUST, SHOULD

ADVERBS OF FREQUENCY: ALWAYS, SOMETIMES, HARDLY  
EVER...

TO GIVE EXAMPLES: SUCH AS, LIKE, FOR EXAMPLE

USE DIFFERENT ADJECTIVES

USE OF DIFFERENT VOCABULARY AND I HAVEN'T  
REPEATED AND I HAVE USED DIFFERENT ADJECTIVES TO  
DESCRIBE IT

*Didactic unit developed in the class*

TABLE FOR THE DESIGN OF A DIDACTIC UNIT	
GRADE	3 <sup>rd</sup> of ESO
LEVEL	A2
Nº OF SESSIONS	7 (55')
TOPIC	Crime and dark tourism
FINAL OUTPUT DESCRIPTIONS	Present the digital magazine to the class
METHODOLOGIES	<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Project- based learning</li> <li>• Game-based learning</li> <li>• Problem- solving</li> <li>• Task-based learnings</li> </ul>

*Chart 5 Didactic Unit*

Note. This chart explains the basics of this didactic unit

**LEARNING SITUATION Nº 1**

The first session is one of the pre-tasks. During this learning situation the students have to get in contact with all the vocabulary that we are going to learn in Unit 5. It is about crime and dark tourism, so the vocabulary will be explained throughout individual or group exercises in order to knowing all the meaning and uses of the vocabulary they will have to use in the magazine. Here teachers are required to have a projector and a computer to project the text and do the game. The students must have their books where they have the information and a notebook to take notes. The lesson will be carried out in the classroom and will not be assessed even though the participation will be considered.



All the specific competences, assessment criteria, basic knowledge and Key competences are explained in detail in the Annex C.

### **Activity 1.**

The first activity will be a text that the class will read out loud. In this text some vocabulary will be highlighted. This activity will take 15 min and it will be carried out in groups

### **Activity 2.**

In the second activity they will have to guess the meaning of the vocabulary just having the context of the text. Then we will correct how many of the words have they guessed correctly and add more vocabulary that was not in the text. This activity will take 30 minutes and it will be carried out in pairs.

### **Activity 3.**

We will do a game with the vocabulary we just learned to see how many they remember. This activity will last 10 minutes and will be carried out in groups.

### **Attention to diversity**

These activities proposed can be adapted to students with special needs, for instance ADHD or autism, like in the case we have in class.

The activities are already thought to include more the people with special needs. The fact that the reading will be carried out orally will make it easier for them to follow the reading. Then

the activities will be carried out in groups or pairs so he/she will be having the help of some of the classmates, in case its needed, and of course, the teacher.

In the case of the autistic girl we will explain to her the adaptations that she can make with. Regarding vocabulary she will use the same one as the rest.

## **LEARNING SITUATION N°2**

The second learning situation is also a pre-task to get in contact with the grammar. During this learning situation the students have to get in contact with all the grammar structures that we are going to learn in Unit 5. The grammar will be explained throughout individual or group exercises in order to understand all the uses of the grammar structures they will have to use in the magazine. They will have to learn gerund and infinitive and relative pronouns.

Teachers are required to have a projector and a computer to project the explanations in a visual and clear way and do the game. The students must have their books where they have the information and a notebook to take notes. The lesson will be carried out in the classroom. The lesson will be carried out in the classroom and will not be assessed even though the participation will be considered.

All the specific competences, assessment criteria, basic knowledge and Key competences are explained in detail in the Annex D.

### **Activity 1.**

The first activity will be a visual explanation on when we use relative pronouns and several oral exercises to assure, they have understood the use. This activity will be 20 minutes long and it will be carried out individually and the exercises in pairs.

### **Activity 2.**

In the second activity the teacher will explain how to use the gerund and infinitive as a subject and when to use it, this will also be in a visual way. And then some exercises will be made. This activity will be done in 25 minutes where as well activity 1 will be carried out individually and the exercises in pairs.

### **Activity 3.**

We will do a game with the grammar structures we just learned to assure the knowledge. This activity will last 10 minutes and will be carried out in groups.

### **Attention to diversity**

These activities proposed can be adapted to students with special needs, for instance ADHD and autism.

The fact that the exercises are carried out in pairs or groups in for assuring that the person with special need has help from a classmate in case of any doubt and of course, the teacher. In the case of the autistic girl we will explain to her the adaptations that she can make with grammar structures which would be the most difficult part for her. We will use easier structures.

### **LEARNING SITUATION N°3**

In this learning situation the students have to start to create their magazine. Each of them is the responsible for one of the parts of the magazine. It is all about crime and dark tourism, the different parts are first one to talk about favorite scary movie or book. Secondly, Research about a crime which has not been solved and has a huge impact in our society and lastly an activity about Dark tourism (Annex B)

Students are required to have a computer each so they can search for their own material and design the magazine in the app Canvas. They should also use the book and their notebook to search for all the content they need to use, just in case they don't remember something. The lesson will be carried out in the computer room. This learning situation will last three classes. Two classes will be used for deciding in each group which part they have to do and how. Also, for searching for all the information they will use and one class for the design of the magazine. The magazines will be carried on in groups of three. However, each of the group has to take care individually of one of the parts of the magazine.

The assessment for this part will be marked out 6 points and the rest will be for the oral exposition. Here vocabulary, grammar, coherence and cohesion, creativity, the structure and the approach to the content will be the items being evaluated. (Annex F)

All the specific competences, assessment criteria, basic knowledge and Key competences are explained in detail in the Annex E

#### **Activity 1.**

The first activity they will have to do is look for all the information about the part they have to do.

#### **Activity 2.**

Then they will have to check in the checklist explained at the beginning of the didactic unit all the grammar structures and vocabulary they have to add so they start to write it using most of them.

### **Activity 3.**

The last activity will be the to create the magazine. They have to gather all the information and make it in a way that is attractive for the people to read

### **Attention to diversity**

For people who needs extra help with all the grammar and vocabulary the teacher should be offering them more attention to see that they understand what they have to do and any trouble they have during the process. They might need a little bit more of time and maybe do not finish all the task, so if it is necessary, it could be evaluated in a different way.

### **LEARNING SITUATION N°4**

In this learning situation the students have to present to the class their magazines Each group will show all the class their magazine and each student will explain what they have done. If they have a game, for instance, they will have to play it with the class. They don't have to explain everything in the magazine, mostly explain what their part is about and talk a little bit about it. Students are required to have their magazines finished. Teachers are required to have a projector and a computer to show the magazines at the end during the student's expositions. The lesson will be carried out in the normal classroom, and they have to make the exposition in the groups, however each of them has to explain the part they have created. The expositions will last two classes.

The assessment will be marked out of 4 points where the points that will be taken into consideration will be; clarity and fluency, intonation and pronunciation, body language and eye contact, vocabulary and grammar and the appeal of the magazine. (Annex H)

All the specific competences, assessment criteria, basic knowledge and Key competences are explained in detail in the Annex G.

### **Attention to diversity**

Consider in the assessment of the kids with some special needs and how this may affect them. They will assess by the effort, because it is important that at least they try to do it. In the case of the autistic girl in the moment of the exposition she will be able to carry a paper with the information so she can check the information and makes easier her oral communication.

## **6. POSSIBILITIES FOR EDUCATIONAL RESEARCH PROJECTS**

Nowadays one of the main problems that we find in the classes, especially in language classes like English is motivation. Some students do not understand the subject properly and this frustrates them showing little or no interest whatsoever in a subject that they cannot understand properly. Moreover, the fact that most schools still use the traditional way of teaching does not help either because students get bored easily and disconnect from the class which will make them not acquire the knowledge which will complicate the situation for further and more difficult learning. In my internship I have dealt with many students in this situation.

This is the reason why different techniques should be added to the programming instead of using the traditional way of teaching. Students need to be motivated to do the work and

sometimes they will and they also will not, however if we facilitate this part education can change. That is why I am going to explain a project that I found on the website of the ministry of education called cedec (centro nacional de Desarrollo curricular en sistemas no propietarios) where you can find thousands of projects and learning situations about all the subjects and courses. This project is called EDIA and the learning situation is called "English Speaking Cities".

The "English Speaking Cities" series of the EDIA Project offers open educational resources that constitute Learning Situations for 3rd ESO working through projects.

English Speaking Cities are based on a trip to cities where English is the language is the mother tongue. In each of the projects there is an itinerary of the most representative places of the city in which the different tasks or work elements are developed.

This series of resources with PBL (Project Based Learning) methodology presents an innovative learning proposal that combines the different linguistic skills of learning English as a foreign language (reading, writing, listening and speaking & interaction) and offers teachers the possibility of working on all the curricular content throughout the projects.

This kind of project helps with the learning through competences where the student has an active role. It promotes the responsible use of ICT tools supporting the development of the digital competence. These projects try to prepare students for the educational challenges of the 21<sup>st</sup> century.

From where I stand, this kind of activities are more engaging than the traditional teaching making easier for students to pay attention and to get enrolled into the task. It is an activity that I will definitely use in one of my classes.

## 7. CONCLUSIONS

Education has changed drastically in many ways, and they have been exposed here in this TFM about the school where I conducted my internship in the School Real Escuelas Pias Valencia. Here i have been able to analyze which parts need improvement and which had experienced a positive change. Through this project we can see how the legislation has helped many of the changes in education, for instance about the active methodologies, TIC activities, paying more attention to diversity etc. This has been shown in the didactic program of the school.

For instance, the addition of new methodologies such as TBL, PBL, Gamification etc. This has drastically changed the way of learning since students are enjoying more the subject with more dynamic activities rather than only the explanation and gap filling exercises. It is true that there is still this way of teaching, but I do personally believe that not everyone has the same easiness to languages and to understand how different structures work, therefore for some students the explanation of the structures and some traditional exercises are useful for the better understanding of the subject. However, I do believe that after that it is more useful for them to do different kind of activities to reenforce the content learned, activities that are playful and dynamic really helps them. The addition of new technologies is really useful as well. This generation has grown up with technology, have a better understanding of it and are interested on it. Thus, the use of new technologies and TIC activities also has helped them in the education matter, however we cannot forget the importance of useful gadgets that work and with proper internet connection, which was the lacking spot in this area.

All these has been used during my training period, maybe not as much as I was expected, but the improvement is there. Teachers also need to actualize and get use to all these new



methodologies but from where I stand, they have been mostly using what the legislation asks for.

On the other hand, the legislation about students with special needs and reinforcement has not been followed properly. The school is trying, however sometimes I would agree is not that easy for teachers to teach people with special needs when they have not been taught how to or the special necessities these people need. From where I stand, they should take more care about it because some student's needs are not being met properly, so maybe some teachers need extra help or more knowledge about what to do because it is so easy to add a law about inclusion of people with special needs, but they should also make sure teachers are prepared to know how to deal with it.

The evaluation criteria is mostly being followed, they evaluate for competences. I am not sure if it is always done like that since sometimes, I noticed it was being evaluated the traditional way. Other times though it has been evaluated the way the legislation asks to, for instance with didactic units or projects like the one I proposed, this didactic unit was the exam of unit 5. Which is a different way of assessing where they do not have that much pressure and they can learn in a different way.

## **8. LIMITATIONS**

Projects most of the times come with some problem that we did not consider and others that we do know there is a slightly probability of them happening. During this final dissertation we encounter some problems that complicated the process of the project.

The main problem was the accessibility to the didactic program. They did not had it finished and actualized with the new legislation therefore my tutor told me she could not give it to

me. Fortunately, she could give me the didactic program of the book the 3<sup>rd</sup> of ESO was doing and most of the information was there so I did not have to create the didactic program.

Where I found pretty difficult, and it took me a while to understand is the legislation. In the master we did some classes about it so we had some idea, despite this I had problems finding the education laws as a national and autonomous level and when I did most of them were abolished. Moreover, I was not sure about which legislation I should use so I found myself always missing some laws or adding ones that were not necessary.

Also finding the context of the school was not easy because the information provided by my tutor was scarce and I was asked to talk about many aspects that I did not know how to find out.

During the didactic unit creation some challenges were also there. The creation of the activity was easy, the difficulty came when it was time of specifying all the specific and key competences, the assessment criteria and the basic knowledge. There was so much information that we had to add and the organization of how to do it was a little bit unclear for me.

## **9. FURTHER AREAS OF RESEARCH**

I have learned a lot from my internship and from analyzing the didactic program together with the legislation, but there is always more to learn specially being a teacher. Innovation in education is of utmost importance and finding new ways in which students can learn easily and quicker should be the main objective. That is why researching about new methodologies, putting them into practice is so important, trying what might or might not work with students. As a teacher I want my students to be as interested in English as I am, I am aware that you cannot always achieve that goal, but I would like to try to at least make some of them engaged

with the language. My main objective as a teacher is to make students enjoy learning the way that I did not have because there was not as many methodologies and innovation as we have nowadays. However, I did enjoy learning English on my own so I want to teach them that can be fun, I want to bring to the classroom the different ways I had fun and find others that will also suit all of them. I want to involve them within the language in a non-traditional way. That is why my focus right now as a beginner is to learn my way of teaching, the one that I feel comfortable with, but also find the ones that the students learn the most. For that it is necessary to try the new methodologies and activities and to fail many times until I realize in which way will make students be involved with the language. And as Benjamin franklin said "Tell me and I forget. Teach me and I remember. Involve me and I learn."

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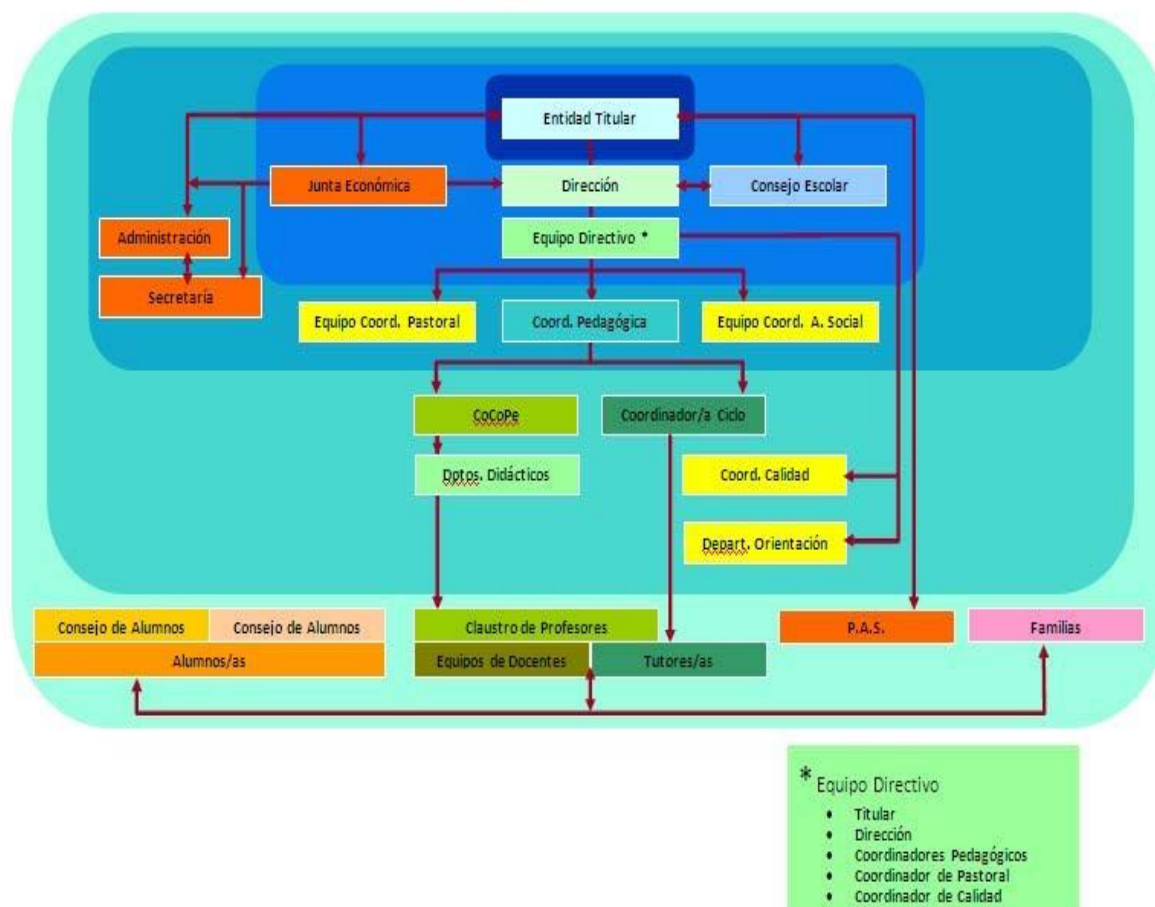
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## 11.ANNEX

### Annex A

#### The center's governing bodies and organization chart

### Organigrama del centro



## Annex B

### Explanation about learning situation

- **favourite scary movie or book**

Write a review or recommend a scary movie or book and explain why.

#### Create a game

- Game of scary movies, books and
  - Creative writing about a scary story
  - Curiosities about a song that talks about scary things and fears
  - Virtual Scape room
- **Research about a crime which has not been solved and has a huge impact in our society.**

Write an interview with witnesses

Write a report with some hypothesis

Write about some positive stories inside prison

#### Create a game

- Game of crime
  - Creative writing
  - Which famous serial killer are you? Quiz
  - Curiosities about a song that talks about a crime
  - Virtual Scape room
- **Dark tourism** (describe a route or activity done in a city about a crime that happened there)

Itinerary of visiting a place, plus one of the activities must be related with dark tourism and the explanation why this is

Give the opinion about this activity

Options:

- Paris catacombs
- Mafia tour in Palermo
- Capuchin catacombs in Palermo

- Pablo Escobar tour
- Visit to the mafia museum in Vegas
- Jack the Ripper route
- Yasuko's tour in Osaka
- Excursion though Chernobyl and Pripyat
- Memorial museum Auschwitz Birkenau, Cracovia
- Closes in Edinburgh



## Annex C

## LEARNING SITUATION No 1 NAME: pre- activity vocabulary

SPECIFIC COMPETENCES	ASSESSMENT CRITERIA
<p><b>Specific competence 1:</b> Can understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language, seeking reliable sources and making use of strategies such as inferring meaning in order to respond to specific communicative needs.</p>	<p>1.1. Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the learner's experience, expressed</p>
	<p>clearly and in standard language through a variety of media.</p> <p>1.3. Select, organise and apply the most appropriate strategies and knowledge in each communicative situation in order to understand the general meaning, essential information and most relevant details of texts; infer meaning and interpret non-verbal elements; and search for, select and manage truthful information.</p>
<p><b>Specific competence 2:</b> Interact with others with increasing autonomy, using cooperative strategies and employing analogue and digital resources, to respond to specific communicative purposes in exchanges respectful of the rules of politeness.</p>	<p>2.2. Select, organise and use appropriate strategies for initiating, maintaining and terminating communication, taking and giving the floor, requesting and formulating clarifications and explanations, reformulating, comparing and contrasting, summarising, collaborating, debating, problem solving and managing challenging situations.</p>

<p><b>Specific competence 3:</b> To extend and use personal linguistic repertoires between different languages, reflecting critically on their functioning and becoming aware of one's own strategies and knowledge, in order to improve the response to specific communicative needs.</p>	<p>3.1. Compare and argue the similarities and differences between different languages, reflecting in a progressively autonomous way on how they work.</p> <p>3.2. Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.</p>
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## BASIC KNOWLEDGE

### A. Communication

- Self-confidence and initiative. Error as an integral part of the learning process.
- Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production and co-production of oral, written and multimodal texts.
- Commonly used sound, accent, rhythmic and intonation patterns, and general communicative meanings and intentions associated with these patterns.
- Learning resources and commonly used strategies for finding and selecting information: dictionaries, reference books, libraries, digital and computer resources, etc.

### B. Plurilingualism

- Commonly used strategies for identifying, organizing, retaining, retrieving and creatively using linguistic units (lexis, morphosyntax, sound patterns, etc.) by comparing the languages and varieties which make up one's personal linguistic repertoire.
- Commonly used strategies and tools for self-assessment, co-assessment, and self-repair, analogue and digital, individual and cooperative.
- Comparison between languages based on elements of the foreign language and other languages: origins and relationships.

## KEY COMPETENCES

- Competence in linguistic communication
- Learning to learn competence

## Annex D

## LEARNING SITUATION N° 2. NAME: pre-activity grammar

SPECIFIC COMPETENCES	ASSESSMENT CRITERIA
<p><b>Specific competence 1:</b> Can understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language, seeking reliable sources and making use of strategies such as inferring meaning in order to respond to specific communicative needs.</p>	<p>1.1. Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the learner's experience, expressed clearly and in standard language through a variety of media.</p> <p>1.3. Select, organise and apply the most appropriate strategies and knowledge in each communicative situation in order to understand the general meaning, essential information and most relevant details of texts; infer meaning and interpret non-verbal elements; and search for, select and manage truthful information.</p>
<p><b>Specific competence 2:</b> Interact with others with increasing autonomy, using cooperative strategies and employing analogue and digital resources, to respond to specific communicative purposes in exchanges respectful of the rules of politeness.</p>	<p>2.2. Select, organise and use appropriate strategies for initiating, maintaining and terminating communication, taking and giving the floor, requesting and formulating clarifications and explanations, reformulating, comparing and contrasting, summarising, collaborating, debating, problem solving and managing challenging situations.</p>
<p><b>Specific competence 3:</b> To extend and use personal linguistic repertoires between different languages, reflecting</p>	<p>3.1. Compare and argue the similarities and differences between different languages,</p>

critically on their functioning and becoming aware of one's own strategies and knowledge, in order to improve the response to specific communicative needs.	reflecting in a progressively autonomous way on how they work. 3.2. Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.
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## **BASIC KNOWLEDGE**

### **A. Communication**

- **Self-confidence and initiative. Error as an integral part of the learning process.**
- **Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production and co-production of oral, written and multimodal texts.**
- **Commonly used sound, accent, rhythmic and intonation patterns, and general communicative meanings and intentions associated with these patterns.**
- **Learning resources and commonly used strategies for finding and selecting information: dictionaries, reference books, libraries, digital and computer resources, etc.**

### **B. Plurilingualism**

- **Commonly used strategies for identifying, organizing, retaining, retrieving and creatively using linguistic units (lexis, morphosyntax, sound patterns, etc.) by comparing the languages and varieties which make up one's personal linguistic repertoire.**
- **Commonly used strategies and tools for self-assessment, co-assessment, and self-repair, analogue and digital, individual and cooperative.**
- **Comparison between languages based on elements of the foreign language and other languages: origins and relationships.**

## **Key competences**

- **Competence in linguistic communication**
- **Learning to learn competence**

## Annex E

## LEARNING SITUATION N° 3. NAME: Activity: content for the magazine

SPECIFIC COMPETENCES	ASSESSMENT CRITERIA
<p><b>Specific competence 1:</b> Can understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language, seeking reliable sources and making use of strategies such as inferring meaning in order to respond to specific communicative needs.</p>	<p>1.1. Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the learner's experience, expressed clearly and in standard language through a variety of media.</p> <p>1.3. Select, organise and apply the most appropriate strategies and knowledge in each communicative situation in order to understand the general meaning, essential information and most relevant details of texts; infer meaning and interpret non-verbal elements; and search for, select and manage truthful information.</p>
<p><b>Specific competence 2:</b> Produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, to express relevant messages creatively, appropriately and coherently and to respond to specific communicative purposes.</p>	<p>2.2. Write and disseminate medium-length texts with acceptable clarity, coherence, cohesion, correctness and appropriateness to the proposed communicative situation, to the textual typology and to the analogue and digital tools used on everyday matters, of personal relevance or of public interest close to the student's experience, respecting intellectual property and avoiding plagiarism.</p>

	<p>2.3. Select, organise and apply knowledge and strategies to plan, produce, revise and cooperate in the elaboration of coherent, cohesive and appropriate texts according to communicative intentions, contextual characteristics, socio-cultural aspects and textual typology, using the most appropriate physical or digital resources depending on the task and the needs of the potential interlocutor to whom the text is addressed.</p>
<p><b>Specific competence 3:</b> To extend and use personal linguistic repertoires between different languages, reflecting critically on their functioning and becoming aware of one's own strategies and knowledge, in order to improve the response to specific communicative needs.</p>	<p>3.1. Compare and argue the similarities and differences between different languages, reflecting in a progressively autonomous way on how they work.</p> <p>3.2. Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.</p>
<p><b>Specific competence 5:</b> Recognizing and using personal linguistic repertoires across languages, reflecting on how they work and identifying one's own strategies and knowledge, in order to improve one's response to specific communicative needs in familiar situations.</p>	<p>5.2 Use and differentiate in a progressively autonomous way the knowledge and strategies to improve their ability to communicate and learn the foreign language, with the support of other participants and of analogue and digital media.</p>
<p><b>Specific competence 6:</b> Critically assess and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.</p>	<p>1. Act appropriately, empathetically and respectfully in intercultural situations, building links between different languages and cultures, rejecting any kind of discrimination, prejudice and stereotyping in everyday communicative contexts and proposing solutions to those socio-cultural factors that hinder communication.</p>

6.2 Accept and respect the linguistic, cultural and artistic diversity of countries where the foreign language is spoken as a source of personal enrichment, showing interest in understanding basic cultural and linguistic elements that promote sustainability and democracy.

6.3 Select and apply, in a guided way, basic strategies to understand and appreciate linguistic, cultural and artistic diversity.

## **BASIC KNOWLEDGE**

### **A. Communication**

- **Self-confidence and initiative. Error as an integral part of the learning process.**
- **Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production and co-production of oral, written and multimodal texts.**
- **Learning resources and commonly used strategies for finding and selecting information: dictionaries, reference books, libraries, digital and computer resources, etc.**
- **Respect for intellectual property and copyright of sources consulted and content used.**
- **Analogue and digital tools in common use for oral, written, and multimodal comprehension, production and co-production; and virtual platforms for interaction, cooperation and educational collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication and the development of projects with speakers or learners of the foreign language.**

### **B. Plurilingualism**

- **Commonly used strategies for identifying, organizing, retaining, retrieving and creatively using linguistic units (lexis, morphosyntax, sound patterns, etc.) by comparing the languages and varieties which make up one's personal linguistic repertoire.**
- **Commonly used strategies and tools for self-assessment, co-assessment, and self-repair, analogue and digital, individual and cooperative.**

- **Comparison between languages based on elements of the foreign language and other languages: origins and relationships.**

### **C. Interculturality**

- **The foreign language as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment.**

### **Key competences**

- **Linguistic communication competence**
- **Plurilingual competence**
- **Digital competence**
- **Personal, social and learning to learn competence**
- **Entrepreneur competence**
- **competence in cultural awareness and expression**



## Annex F

## Content assesment

What?	Excellent(1 )	Very Good (0,85)	Good (0,65)	Fine (0,50)	Next time (0,20)
<b>Vocabulary(depends how many yes the student has in the checklist)</b>	Use a variety of vocabulary of the unit 5 and used all the elements in the checklist. complexity	Use appropriate vocabulary , some synonyms. Missing some of the elements in the checklist, could be more complex	Use of good variety of vocabulary that could be more complex. Missing some of the elements of the checklist	Use of good variety of vocabulary with lack of complexity and missing important points in the checklist	Vocabulary too basic. No use of the elements in the checklist
<b>Grammar(depends how many yes the student has in the checklist)</b>	Use a variety of grammar of the unit 5 and used all the elements in the checklist. There is complexity	Use appropriate grammar Missing some of the elements in the checklist, could be more complex	Use of good grammar that could be more complex. Missing some of the elements of the checklist	Use of good variety of gramamr with lack of complexity and missing important points in the checklist	grammar too basic. No use of the elements in the checklist
<b>Coherence and cohesion</b>	is correctly structured. Good use of linking words.	is correctly structured. It can have more linking words.	Well structures, it can have more linking words	could be better structured. It can have more linking words.	is untidy. No use of linking words.
<b>Creativity</b>	The content created is very original and creative	The content is original and creative	The content is original but needs creativity	It is okey, but needs more imaginatio	Lacks in crrativity

				n and creativity	
<b>Content</b>	The content used is appropriate to the subjects of the unit	The content used is pretty much related to the subjects of the unit	The content is good, but needs more apporachin g to the subjects of the unit	The content is fine, but needs more apporachin g to the subjects of the unit	The content is not related to the subjects in the unit
<b>Structure</b>	It follows a appropriate structure of paragraph and organizatio n	Great structure of paragraph and organizatio n	Could have better organizatio n and structure of the paragraph	Paragraphs are a little bit confusing	It doesn't follow any structure. The paragraph s have different lengths

## Annex G

## LEARNING SITUATION N° 4. NAME: Activity: exposition of the magazine

SPECIFIC COMPETENCES	ASSESSMENT CRITERIA
<p><b>Specific competence 1:</b> Can understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language, seeking reliable sources and making use of strategies such as inferring meaning in order to respond to specific communicative needs.</p>	<p>1.1. Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the learner's experience, expressed clearly and in standard language through a variety of media.</p> <p>1.3. Select, organise and apply the most appropriate strategies and knowledge in each communicative situation in order to understand the general meaning, essential information and most relevant details of texts; infer meaning and interpret non-verbal elements; and search for, select and manage truthful information.</p>
<p><b>Specific competence 3:</b> To extend and use personal linguistic repertoires between different languages, reflecting critically on their functioning and becoming aware of one's own strategies and knowledge, in order to improve the response to specific communicative needs.</p>	<p>3.1. Plan, participate and collaborate actively, through a variety of media, in interactive situations on everyday topics of personal relevance or public interest close to the learner's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.</p> <p>3.2. Creatively use strategies and knowledge to improve the ability to communicate and learn the</p>

	foreign language with the support of other participants and analogue and digital media.
<b>Specific competence 4:</b> Mediating in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, clearly and responsibly.	<p>4.1. Infer and explain texts, concepts and short and simple communications in situations in which diversity is catered for, showing respect and empathy for the interlocutors and for the languages used and participating in the solution of problems of intercomprehension and understanding in the environment, relying on various resources and media.</p> <p>4.2. Apply strategies which help to build bridges, facilitate communication and serve to explain and simplify texts, concepts and messages, and which are appropriate to the communicative intentions, contextual characteristics and textual typology, using physical or digital resources and supports according to the needs of each moment.</p>
<b>Specific competence 5:</b> Recognising and using personal linguistic repertoires across languages, reflecting on how they work and identifying one's own strategies and knowledge, in order to improve one's response to specific communicative needs in familiar situations.	5.2 Use and differentiate in a progressively autonomous way the knowledge and strategies to improve their ability to communicate and learn the foreign language, with the support of other participants and of analogue and digital media.
<b>Specific competence 6:</b> Critically assess and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.	<p>6.1. Act appropriately, empathetically and respectfully in intercultural situations, building links between different languages and cultures, rejecting any kind of discrimination, prejudice and stereotyping in everyday communicative contexts and proposing solutions to those socio-cultural factors that hinder communication.</p> <p>6.2 Accept and respect the linguistic, cultural and artistic diversity of countries where the foreign</p>

language is spoken as a source of personal enrichment, showing interest in understanding basic cultural and linguistic elements that promote sustainability and democracy.

6.3 Select and apply, in a guided way, basic strategies to understand and appreciate linguistic, cultural and artistic diversity.

## **BASIC KNOWLEDGE**

### **A. Communication**

- **Self-confidence and initiative. Error as an integral part of the learning process.**
- **Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production and co-production of oral, written and multimodal texts.**
- **Commonly used sound, accent, rhythmic and intonation patterns, and general communicative meanings and intentions associated with these patterns.**
- **Commonly used conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining, and terminating communication, taking and giving the floor, asking for and giving clarification and explanation, rephrasing, comparing and contrasting, summarizing, collaborating, debating, etc.**
- **Analogue and digital tools in common use for oral, written, and multimodal comprehension, production and co-production; and virtual platforms for interaction, cooperation and educational collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication and the development of projects with speakers or learners of the foreign language.**

### **B. Plurilingualism**

- **Commonly used strategies for identifying, organizing, retaining, retrieving and creatively using linguistic units (lexis, morphosyntax, sound patterns, etc.) by comparing the languages and varieties which make up one's personal linguistic repertoire.**
- **Commonly used strategies and tools for self-assessment, co-assessment, and self-repair, analogue and digital, individual and cooperative.**

**C. Interculturality**

- **The foreign language as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment.**
- Commonly used strategies for understanding and appreciating linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.

**Key competences**

- **Linguistic communication competence**
- **Plurilingual competence**
- **Digital competence**
- **Entrepreneur competence**
- **competence in cultural awareness and expression**

**Annex H**  
**Presentation assessment**

<b>What?</b>	<b>Excellent(0,80)</b>	<b>Very Good (65)</b>	<b>Good (0,50)</b>	<b>Next time (0,20)</b>
<b>Clarity and fluency</b>	Expresses the ideas with clarity and fluency all the time	Expresses de ideas with relative clarity and fluency	Good expression of some ideas, lack in clarity	Expresses the idea with some confusion and continuous pauses
<b>Intonation and pronunciation</b>	Excellent pronunciation of the majority of the words	Correct pronunciation and intonation	Incorrect pronunciation and intonation in some words	Incorrect premutation and intonation
<b>Body language and eye contact</b>	Great posture, expressive body language and eye contact with the audience	Good body language and some eye contact	Good body language but needs improvement	Poor body language and lacks in eye contact.
<b>Vocabulary and grammar</b>	Excellent use of the vocabulary and grammar of the unit	Great vocabulary and grammar, but needs more complexity	Needs more complex vocabulary and grammar	Vocabulary and grammar pretty basic
<b>Appeal of the magazine</b>	Excellent structure of the pictures and content, it stands out	Good structure of content and pictures.	Good structure, but needs a little bit of work	It does not stand out, needs more work