



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

THE SENSE OF WONDER AS A CATALYST FOR ENGLISH LANGUAGE LEARNING

Written by:

ISABEL SODRIC GOLMAYO

Supervised by:

FERRAN PERALES MARTÍNEZ

2022 – 2023 Academic Year

To those who keep their sense of wonder alive.

“Para que el aprendizaje y el placer sucedan, es necesario pararnos, descolocarnos y mirar
como si fuera la primera vez, enlazando la curiosidad como puerta del conocimiento”.

María Acaso y Clara Megías, *Art Thinking – Cómo el arte puede transformar la educación*

“For most of us, knowledge of our world comes largely through sight, yet we look about with
such unseeing eyes that we are partially blind. One way to open your eyes to unnoticed beauty
is to ask yourself, "What if I had never seen this before? What if I knew I would never see it
again?”

Rachel Carson, *The sense of wonder* (1956)

Abstract [EN]

This work analyses the English Syllabus for 3rd CSE at 8 de Marzo High School (Alicante) during the academic year 2022/2023. It begins by providing some background information about the educational centre and the regulatory framework on which the Syllabus is based. Next, there is an identification of some areas on the Syllabus that could be improved and a proposal of an eight-session teaching unit on inventions, objects and making things. The main aim of this unit is to stimulate the sense of wonder, surprise and curiosity among students, who often lack motivation. The unit incorporates elements of various active methodologies, such as game-based learning, art thinking, collaborative work and project-based learning. The unit includes a rubric for its assessment and some materials that have been designed for it.

Keywords: EFL, secondary education, art thinking, active methodologies, sense of wonder

Resumen [ES]

Este trabajo analiza la programación didáctica de la asignatura de lengua extranjera inglés utilizada durante el curso 2022/2023 en los cursos de 3.º ESO del IES 8 de Marzo (Alicante). Para ello primero se contextualiza el centro educativo, luego se indica el marco normativo del que parte dicha programación didáctica, posteriormente se señalan áreas con margen para la mejora y finalmente se plantea una unidad didáctica de ocho sesiones que versa sobre inventos, objetos y creación, en la que se intenta que el asombro y la curiosidad despierten el interés en un alumnado a menudo desmotivado. Para el desarrollo de la unidad se han utilizado elementos de varias metodologías activas, como son el aprendizaje basado en juegos, el *art thinking*, el trabajo colaborativo y el aprendizaje basado en proyectos. La unidad incluye una rúbrica y materiales creados para la misma.

Palabras clave: EFL, 3.º ESO, *art thinking*, metodologías activas, sentido del asombro

Contents

The sense of wonder as a catalyst for English language learning	7
Justification	8
Objectives	8
Methodology	9
Legal framework	10
State level (Spain)	10
Regional level (Valencian Community)	11
High school context	12
Ownership, location and facilities of the centre	12
Student profile and courses offered	13
Linguistic considerations	14
Organization of the school	14
English department	15
Analysis of the Syllabus	16
Contents	16
Competences	21
Evaluation	23
ICT activities	25
Active methodologies	27
Ethical values, equity and diversity	28
Identification of areas for improvement	28

Development of a teaching unit.....	33
Presentation.....	34
Lesson plans	36
Assessment	59
Further areas of research	62
Conclusions and final reflections	63
References	67
Appendices	70
Appendix A. Handout – Session 1 – What is it made of?	70
Appendix B. Handout – Session 2 – The reinvention of normal.....	71
Appendix C. Handout – Session 4 & 5 – Presentations.....	73
Appendix D. Handout – Session 6 – Museum of me	74
Appendix E. Handout – Session 8 – Fanzines	75
Appendix F. Visual aids presentation	76

Tables

Table 1. Number of students and groups per modality of study	13
Table 2. Organizational chart of the high school	15
Table 3. Contents of 3 rd CSE	18
Table 4. Percentage theoretically given to every key competence	21
Table 5. Summary table of the teaching unit “People make things”	36
Table 6. Lesson plan 1.....	39
Table 7. Lexis analysis for session 1.....	42
Table 8. Lesson plan 2.....	44

Table 9. Lesson plan 3.....	49
Table 10. Lesson plan 4.....	51
Table 11. Lesson plan 5.....	52
Table 12. Lesson plan 6.....	54
Table 13. Lesson plan 7.....	56
Table 14. Lesson plan 8.....	58
Table 15. "People make things" rubric.....	59

Figures

Figure 1. Final mark made of term grade	23
Figure 2. Global mark per term	24
Figure 3. Usual arrangement of a classroom	30

EN – ES Glossary

The present work is written in English but it is based on the reality of a Spanish high school. Education systems vary from one country to another and no term in one language is 100% equivalent to a term in another language. Therefore, a glossary has been created to clarify the English terms used in this work, which correspond to terms from the Spanish Legislation and Education System. The glossary does not aim to provide definitive translations –other possibilities may exist–, but rather to clarify the chosen terms.

- Bacalaureate → *Bachillerato*
- Competence(s) → *Competencias(s)*
- Compulsory secondary education (CSE) → *Educación Secundaria Obligatoria (ESO)*
- Curriculum → *Currículo*
- Form teacher → *Tutor*
- General Annual Plan → *Plan General Anual (PGA)*
- High School → *Instituto o Instituto de Educación Secundaria (IES)*
- Syllabus → *Programación didáctica*
- Teaching unit → *Unidad didáctica*
- Vocational training → *Formación profesional*

The sense of wonder as a catalyst for English language learning

This work is carried out as the final step of the Master's Degree in Teaching Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching, completed at the European University of Valencia, in the field of English teaching and with the intention of making use of the skills and competences acquired throughout the course of this programme.

In short, this Master's Final Project consists of an analysis of the Syllabus of the English subject for the third year of Compulsory Secondary Education (CSE) at 8 de Marzo High School for the 2022-2023 school year (González, 2022), hereinafter the Syllabus, identification of areas for improvement and the development of the teaching unit "People make things".

As the UN itself states, English is the current global lingua franca and is spoken by more than 1.5 billion people (United Nations, 2015). Being able to communicate in this language is one of the most wonderful and useful skills one can have. No matter what future adults want to do for a living, what they are best at, or where they want to live, speaking English will only open doors for them. In addition, research has proven that learning languages leads to brain growth and rewiring, better memory, more cognitive creativity and mental flexibility, as well as to a decrease and a delay in Alzheimer's disease and the onset of dementia (Mackey, 2014). Hence, helping people learn English seems like a very neat thing to dedicate oneself to.

The proposed improvements and teaching unit are based on the idea that emotions are crucial in the process of learning and that it is through surprise and wonder, as art thinking implies, that learning can occur. Therefore, the suggested activities and topics work a lot in the intersection between art and education and there is a continuous attempt to grow that sense of wonder.

This paper has been written with a deep respect for adolescent learners, the teaching profession and its role in society, and also with the conviction that being curious about the world is a sign of health and well-being, and that learning is a pleasant and joyful process.

Justification

The design of lesson plans, teaching units and syllabuses makes it possible to transfer state and autonomous curricula to the classroom, ensuring that the contents and the way they are covered are in alignment with the law and that there is coherence between the educational objectives of the teaching staff and their implementation in the classroom. Programming helps teachers in the development of their teaching work, avoiding improvisation, allowing the adaptation of contents to the school context and its diversity, enabling the coordination of the teaching team and facilitating the evaluation of the educational project. Furthermore, for education to be inclusive, equitable, of quality and to promote lifelong learning opportunities for all, as pursued by 2030 Agenda, it is essential to design syllabuses with care, attention and critical vision in order to detect what silently perpetuates biases based on gender, age, disability, origin or any other human characteristic.

The proposed teaching unit provides concrete learning situations based mainly on art thinking methodology that teachers can bring to their classrooms or use as inspiration for creating others. The activities aim to be motivating, relevant and useful for students, through wonder and amazement, since the learning process is bond to feeling curiosity (Acaso & Megías, 2017). Art thinking invites students to 'think like an artist' in order to have a successful future in this liquid society of the 21st century, because then they will be able to do what machines cannot. According to María Acaso, all teachers should ask themselves: what skills do humans have that cannot be developed by robots? The answers will show us what should be taught. And Acaso clearly says that it is the emotional, the critical, the innovative, the empathetic and the creative (Maitedal, 2017).

Objectives

The purpose of this work is to develop alternative approaches to teaching English as a foreign language in the context of 3rd year of CSE, based on the principles of art thinking. Art thinking is a creative and collaborative methodology that fosters innovation, problem-solving and critical thinking skills. The next paragraph outlines the general and specific objectives of this work.

Firstly, the general objective of this work is to design an innovative and motivating teaching unit for 3rd year of CSE English students based mainly on art thinking. Secondly, the specific objectives are to review and analyse the English Syllabus of 3rd year CSE for the academic year 2022-2023 and to detect its strengths and weaknesses, to examine the legal framework on which the Syllabus is based, to research and understand art thinking methodology in order to implement it in the design of improvement proposals, and to design a teaching unit as a proposal for improvement of the didactic programme analysed, which will involve selecting contents, competences and, assessment criteria.

Methodology

In order to achieve the above mentioned objectives, the methodology used to carry out this work is the descriptive analysis of the high school's syllabus, accompanied by the knowledge acquired through direct observation of various teaching tasks and the immersive experience of preparing and delivering classes at the same high school.

The descriptive analysis has involved reviewing and analysing the English syllabus of 3rd year CSE for the academic year 2022-2023 and detecting its strengths and weaknesses, such as the alignment of contents, competences and assessment criteria, the adequacy of materials and resources, the diversity of activities and methodologies, etc. The direct observation involved attending different classes with different teachers and students, taking notes of what was done and how it was done, identifying good practices and areas for improvement, etc. The immersive experience involved planning and delivering some classes with the guidance and

feedback of my form teacher, trying always to introduce a teaching perspective that values creativity, collaboration and critical thinking.

Legal framework

The right to public education is stated in both the Universal Declaration of Human Rights and the Spanish Constitution, both of which mention that education aims to fully develop the personality and promote respect for human rights and fundamental freedoms. Also, one of the Sustainable Development Goals of the 2030 Agenda is dedicated to ensuring quality education that is inclusive, equitable and promotes learning opportunities for all. In the same vein, the new Spanish education law speaks about adapting the education system to the challenges of the 21st century, in line with the goals set by the European Union and UNESCO for the decade 2020-2030.

The legislation on which this Syllabus is based comes from two different levels, the Spanish one and the regional one, and therefore, said legislation is originally published in Spanish or Catalan. What is detailed below are their translated names in English.

State level (Spain)

- Spanish Constitution, Official State Gazette (BOE) no. 311, of 29 December 1978.
- Organic Law 3/2020, of 29 December, amending Organic Law 2/2006, of 3 May, on Education, Official State Gazette (BOE) no. 340, of 30 December 2020.
- Organic Law 2/2006, of 3 May, on Education, Official State Gazette (BOE) no. 106, of 4 May 2006.
- Royal Decree 217/2022, of 29 March, establishing the organisation and minimum teaching of Compulsory Secondary Education (CSE), Official State Gazette (BOE) no. 76, of 30 March 2022.
- Royal Decree 1635/2009, of 30 October, regulating the admission of students in public and publicly funded private schools, the requirements that must be met by schools that teach

the first cycle of pre-school education and the assistance to students with specific educational support needs in the area of management of the Ministry of Education.

Regional level (Valencian Community)

The national legal framework guarantees the right to education and then the autonomous communities can regulate its adaptation to their territories. The following normative documents are relevant for this work:

- Law 4/2018, of 21 February, of the Generalitat, regulating and promoting multilingualism in the Valencian education system. This law was amended due to COVID-19 by Decree Law 2/2020, of 3 April, on urgent measures.
- Decree 107/2022, of 5 August, of the Consell, establishing the organisation and curriculum of Compulsory Secondary Education (CSE), Official Journal of the Valencian Community (DOGV) no. 9403 of 11 August 2022.
- Decree 195/2022, of 11 November, of the Consell, on equality and coexistence in the Valencian education system, Official Journal of the Valencian Community (DOGV) no. 9471 of 16 November 2022.
- Decree 252/2019, of 29 November, of the Consell, regulating the organisation and functioning of public centres that teach Compulsory Secondary Education (CSE), Baccalaureate and Vocational Training, Official Journal of the Valencian Community (DOGV) no. 8693 of 9 December 2019.
- Decree 227/2003, of 14 November, of the Consell de la Generalitat, amending Decree 39/1998, of 31 March, on the organisation of education for the attention of students with special educational needs. Official Journal of the Valencian Community (DOGV) no. 4632 of 18 November 2003.
- Decree 72/2021, of 21 May, of the Consell, on the organisation of educational and vocational counselling in the Valencian education system, Official Journal of the Valencian Community (DOGV) no. 9099, of 03 June 2021.

- Order 32/2011 of 20 December of the Ministry of Education, Training and Employment, regulating the right of students to objectivity in assessment, and establishing the procedure for appealing grades obtained and decisions on promotion, certification or obtaining the corresponding academic title. Official Journal of the Valencian Community (DOGV) no. 6680 of 28 December 2011.
- Order 20/2019, of 30 April, of the Ministry of Education, Research, Culture and Sport, regulating the organisation of educational response for the inclusion of students in publicly funded schools in the Valencian education system.
- Resolution of 12 July 2022, from the Secretary for Education and Vocational Training, approving instructions for organising and operating centres that teach Compulsory Secondary Education and Baccalaureate during academic year 2022-2023.

Apart from all the aforementioned legislation, every high school has the pedagogical autonomy necessary for the development of the curriculum and its adaptation to the specific characteristics of the social and cultural environment in which it is located, as the Syllabus itself mentions.

High school context

Ownership, location and facilities of the centre

The educational centre on which this work is based is named 8 de Marzo [8th March, referring to International Women's Day], a public secondary education and vocational training high school, which was located from 1991 to 2010 in an old building in Monte Tossal, and it is since 2010 located in Ciudad de Matanzas street, in the north-western area of the city of Alicante, where the suburbs PAU II, Rabasa and San Agustín border (B, 2010).

As explained by its General Annual Plan (hereinafter PGA, referring to its Spanish abbreviation), the high school occupies more than 15.000 km², has a two-floor main building, two sports courts, several garden areas, a gymnasium, a car and bicycle parking area and a fenced vegetable garden. The first floor of the building houses the library, almost all the

departments and several specific classrooms, including music, computer and art classrooms, physics, chemistry and science laboratories. On the first floor are most of the classrooms, the cafeteria, the staff room and the administrative area of the high school. The classrooms are simply equipped with tables and chairs, a blackboard (or sometimes a whiteboard), a PC and a projector (IES 8 de Marzo, 2022-a).

Student profile and courses offered

Most of the students come from three public schools associated to the 8 de Marzo High School. In post-compulsory education, the origin of the student body extends to other areas of the city and the province, that chooses 8 de Marzo High School to study the Arts Baccaureate¹ or the sports vocational training courses offered. The school is located in a middle-income area; however, the three main schools from which most of the students come are located in lower-income neighbourhoods that are close to some of the lowest-income areas of Spain (Andrino et al., 2019; *Estudio Barrios Vulnerables Zona Norte De Alicante*, 2006).

As stated in the PGA, 8 de Marzo High School offers the four years of Compulsory Secondary Education (CSE); three modalities of two-year Baccaureate: Humanities, Science and Arts; three vocational training programmes: Instructor in Guiding in the Natural Environment and Leisure Time, Higher Technician in Fitness, and Higher Education in Social and Sports Teaching and Animation; as well as the intermediate and higher courses of Football Sports Technician. The centre has more than a thousand students in total and its distribution can be seen in Table 1.

Table 1

Number of students and groups per modality of study

Study	Nº of students	Nº of groups
-------	----------------	--------------

¹ The original term in Spanish is 'bachillerato' and it refers to a two-year, non-compulsory post-16 course that gives access to university. The coined translation of 'baccaureate' has been chosen to make reading easier, but it should be noted that this term in education systems other than Spanish can mean something else.

CSE	613	24
Baccalaureate	215	8
Vocational training	213	8
Total	1041	40

Note: Adapted from Programación General Anual IES 8 de Marzo, 2022.

8 de Marzo High School is one of the ordinary schools in which there is a *Unidad específica mixta y de comunicación y lenguaje* [Communication and language mixed specific unit] for Secondary Education and Physiotherapy room. These are classrooms for students with disorders or motor disabilities that prevent them from following the ordinary curriculum, even with curricular adaptations. They are meant to provide a specialised, intensive and personalised care to them and to contribute to the promotion of effective inclusion of all students in the school by transforming school policies and practices (RESOLUCIÓN de 20 de julio de 2022, del secretario autonómico de Educación y Formación Profesional).

Linguistic considerations

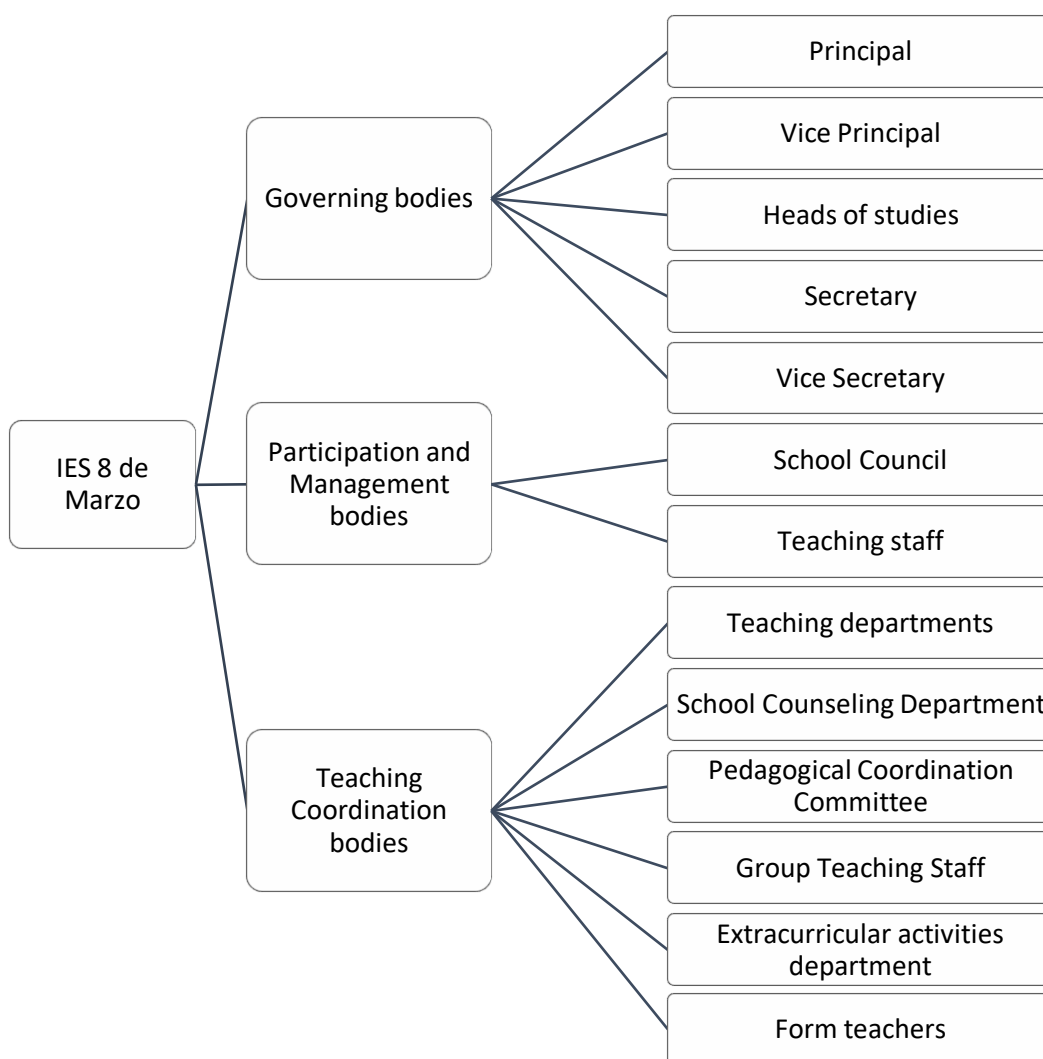
In the Valencian Community, publicly funded schools follow a Plurilingual and Intercultural Education Programme (PEPLI) regulated by Law 4/2018, which regulates and promotes plurilingualism in the Valencian education system and is the regulatory reference through which the teaching and use of the curricular languages is structured. This programme establishes the minimum time allocated to curricular content in each language (Valencian, Spanish and foreign language). In Valencian and Spanish: 25% each, in English: 15% to 25%. Each school specifies the application of the PEPLI, in accordance with the needs of its socio-educational and linguistic context, with the aim of guaranteeing the acquisition of plurilingual and intercultural competences. This is reflected in the School Language Project (PLC).

Organization of the school

The functioning of the following bodies (see Table 2) is regulated by regional legislation. The Governing bodies work in a coordinated manner to ensure the smooth running of the centre, for which they have regular meetings; the purpose of the Participation and Management Bodies is to encourage the participation of the different members of the educational community in the decision-making and management of the school; and the teaching coordination bodies aim to facilitate communication, collaboration and coordination between teachers, promoting coherence and educational quality.

Table 2

Organizational chart of the high school



English department

The high school has a teaching staff of more than 100 people working in 19 departments; one of them is the English department. It consists of 9 teachers and each year one of them becomes the head of the department. Approximately half of the department has a permanent position and the other half does not. The department meets irregularly, about once or twice a month when there is a matter to be dealt with. And they do so at a time of the week when all English teachers have no other duties assigned to them.

Analysis of the Syllabus

A syllabus is a document that includes the objectives, contents, activities, methodology and evaluation criteria that will be developed in the teaching and learning process of a course for a specific year, taking into account the context and needs of the students and the scholar centre. The Syllabus for 3rd CSE of Foreign Language: English for the 2022-2023 academic year of 8 de Marzo High School (Alicante) is analyzed in this section.

Contents

In the Syllabus under analysed, there are two different areas that speak about what we can call contents. On the one hand, all the so-called “Saberés básicos” are mentioned just as they appear on the regional Decree, that is to say, they are divided into three blocks (Block 1: Language and use, Block 2: Communicative strategies and Block 3: Culture and society) and they are all defined in a theoretical way, without specifying how they are applied in practice. And on the other hand, those contents are mentioned in a more practical way with the content tables from the textbook. In other words, the English department does not get together and plan the way they want to cover the contents set by law, what they do is to choose as a group the textbook they prefer to work with, and then they follow it and trust it. That is why in this work, in Table 3, the contents are shown as the textbook sets them.

The contents of 3rd of CSE are determined by the Royal Decree 217/2022, March 29th, and in this case, in Valencian Community, also by the regional Decree 107/2022, August 5th. Then, publishers create textbooks according to those curriculums set by the Spanish and

Valencian educational law. In 8 de Marzo, all five 3rd CSE groups mainly follow the textbook Collaborate 3 published by Cambridge Publishing House in 2022, which includes a student's book and a workbook. The course is divided in three terms and the textbook has 1 + 9 units, so students see around three units per term. Any time teachers consider some part of the book is not relevant or not well designed; they simply adapt it, skip it or extend it. The contents of the book are more detailed in Table 3.

It seems that the publisher has made an effort to adapt the content and format to the new Spanish legal requirements. In this sense, for instance, every unit has a project that "allows cross-curricular content to be taught through English, encouraging students to make connections between the unit topic and other school subjects" (Hancock, 2022). At the end of every unit there is a section dedicated to learning to learn (another of the new key competences) "designed to introduce students to vital learning strategies and techniques which will help them become more independent learners" (Hancock, 2022). The book also includes mediation lessons, which is one of the new specific competences included in LOMLOE. There are also some suggested flipped classroom lessons in order to make students become active agents of their own learning process. And also key competences and CEFR competences in which a unit is focused on are detailed at the beginning thereof.

A part from following the textbook, at this level students are supposed to read at least a book (that depends on the level and needs of each group) and enjoy throughout the year four extracurricular activities that allow them to use the foreign language in a motivating environment. Those activities this year are a tasting of USA products, a musical theatre, a visit to a refugee from the Spanish Civil War and an escape room. These extracurricular activities bring joy, break routine, and seem to be enjoyed by everyone. They do have a price that students have to pay, but the centre covers those payments for students that cannot afford them. On the other hand, the reading of books does not seem to actually happen, at least in all of the groups.

Table 3*Contents of 3rd CSE*

Unit	Vocabulary	Grammar	Reading	Listening	Speaking and pronunciation	Writing	Project	Learn to learn
Starter unit	Technology Feelings Music	Pres. simple and pres. continuous with adverbs of frequency Pres. simple for future Past simple	A message on an app	A conversation		A review of an app	Mini culture project: a presentation How to give a presentation	Recording vocabulary Contextualising vocabulary
Unit 1	Describing people Phrasal verbs	Past simple and past continuous with when, while and as Used to	An article: The man who taught himself to see An article: The boy who brought light to Freetown Local heroes	A radio programme	Interviewing someone /t/, /d/ and /ɪd/ Everyday Eng.	A letter to a magazine	Mini culture project: a presentation How to give a presentation	Opposites Taking notes Cause and effect
Unit 2	Visual and performing arts Music and theatre	Pres. perfect with regular and irregular verbs Pres. perfect with already, just, still and yet	A magazine article: What do you see? Rubbish, pasta or art? Art: Changing our lives for the better	A conversation	Describing a picture Weak and strong forms of <i>have</i> Everyday Eng.	A review	The art project: a profile of an artist How to do online research	Making nouns for people Inferring

Unit 3	Communicating Collocations with say and tell	Can, could, will be able to Pres. perfect with for/since and How long ... ? Pres. perfect and past simple	An article: No more language lessons? A magazine article: Languages in danger Other worlds, other words	A radio interview	Asking for something you need Contractions: will Everyday Eng.	A listicle	Mini culture project: a fact file <i>How to make a fact file</i>	Using spidergrams Using flashcards Skim reading
Unit 4	Health and fitness Healthy eating	Quantifiers Should, shouldn't and ought to	Online FAQs: Frequently Asked Questions Technology and fitness	An interview	Giving advice Consonant to vowel linking Everyday Eng.	A post on a forum	The PE project: a report <i>How to do a survey</i>	Recording vocabulary by topic Cognates
Unit 5	Planet Earth Natural environment	The first conditional The second conditional	A news story: Can we save our oceans? A journal: Wednesday 24 October –snowstorm Take action now!	A class discussion	Giving your opinion Stress in first conditional sentences Everyday Eng.	An opinion essay	Mini culture project: a magazine article How to write a magazine article	Look, cover, remember Drawing pictures Reference words
Unit 6	Making things Materials and containers	Pres. simple passive Past simple passive	A news story: Teen's banana skin invention When lions attack ... get creative!	A quiz show	Giv. and foll. instructions /ɪ/ and /i:/ Everyday Eng.	A review	The technology project: a presentation How to brainstorm	Visualising Using background knowledge

Unit 7	Festivals Music festivals and live music	Past perfect Reported statements	A folk tale: A princess, a farmer and a bridge of birds A travel blog: Ollie in China A monkey buffet	A conversation	Inviting a friend to a party The letter u Everyday Eng.	An email to a friend	Mini culture project: a travel blog How to write a blog	Stress patterns Predicting information Prefixes and suffixes
Unit 8	School Attitude and behaviour	Can/can't Be allowed to Have to, must and need to	A report: Dangerous journeys to school Growing up and giving back	A phone call	Explaining and asking about rules /aɪ/ and /eɪ/ Everyday Eng.	An essay	The citizenship project: a school brochure How to make decisions in a group	Personalising vocabulary Preparing to listen
Unit 9	Travel Travel phrasal verbs	Be going to and present continuous for future Future continuous Relative pronouns and relative clauses	A magazine interview: Holidays of the future A webpage: Volunteer abroad conservation programmes: Costa Rica One world, one culture?	Conversations	Talking about a future trip Stress in compound words Everyday Eng.	An email to a host family	Mini culture project: a poster <i>How to design a poster</i>	Learning collocations Phrasal verbs Making adjectives from nouns

Note: Adapted from Collaborate 3 Teacher's book, Cambridge University Press (Hancock, 2022).

Competences

Key competences

LOMLOE's key competences 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 the challenges of the 21st century to the aims of the education system. Key competences include knowledge, skills, and attitudes that are essential for personal fulfilment, employability, social inclusion and active citizenship, and they are: literacy, multilingualism, STEM, digital competence, interpersonal skills, active citizenship, entrepreneurship, cultural awareness and expression (*Competencias Clave*, n.d.).

Key competences are mentioned in the Syllabus, but they do not seem to be well understood, as it is not clearly stated how they are to be worked on or assessed. There are some paragraphs that name all of them and explain what they all mean, just as it is stated in the regional curriculum (also very similar to the national one). There is also a graphic included that shows the percentages that are supposed to be assigned to each competence, but one of the key competences, multilingual competence, is missing. Apart from the percentages nothing else related to how to assess them is explained. The next table shows the supposed weight of every key competence.

Table 4

Percentage theoretically given to every key competence

3 rd CSE key competences	Percentage
STEM competence	5%
Competence in linguistic communication	40%
Digital competence	5%
Learning to learn competence	10%
Citizenship competence	10%
Entrepreneurship competence	10%

Competence in cultural awareness and expression	20%
Multilingual competence (not included)	0%

Note: Adapted from the Syllabus.

On the other hand, given that the course is based on following the textbook and that the textbook has been designed according to the new curriculum, it could be argued that key competences are addressed in the classroom, albeit indirectly. The new curriculum may still be too unfamiliar for teachers, students and schools and it may require some time to comprehend it, to adapt to it and to develop feasible ways of assessing it.

Specific competences

As for the specific competences, the state and regional legislations name and organise them somewhat differently, but in the end, they are basically the same. The Syllabus speaks of all of them in a theoretical way, basically it is written what the regional legislation says about them. What happens in reality is that only four of the seven specific competences are consciously worked on in the classroom, leaving out mediation (oral and written), interaction (oral and written) and multilingualism and interculturalism. The specific competences that are worked on and assessed are the classic skills: reading, writing, speaking and listening. Sometimes they are assessed through tasks and sometimes through tests, so that in each term all students have at least one mark for each of the four skills.

Although the textbook includes activities for the left-out specific competences (mainly, on mediation), it seems that teachers are not really used to them yet. The textbook includes some mediation lessons to re-visit a text from a unit in the student's book in which students have to practise strategies such as summarising, clarifying, paraphrasing or adapting. And it also includes a final mediation that uses a text that students have not seen before. The Teacher's book itself says about mediation that "teachers sometimes struggle to find ways of focusing on this key skill in the classroom", and it explains that essentially, mediation is about

getting the message across, either in the same language (intralinguistic) or in a different language (interlinguistic) (Hancock, 2022).

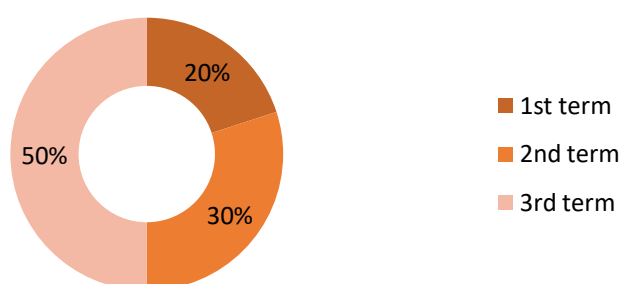
Mediation and interaction are crucial. They are the main skills that enable communication and understanding between people. Mediation and interaction are the most common ways to use a language, even the mother tongue. Most of the time, we use language not to express our own thoughts or feelings, but to communicate with others, to exchange information, to persuade, to cooperate, to negotiate, to solve problems, and interpret meaning in different contexts and situations. Therefore, mediation and interaction are essential for effective and meaningful communication in any language.

Evaluation

The regional Decree 107/2022, August 5th indicates that evaluation must be continuous, so the English Department has decided not to offer the opportunity for retaking exams and to weigh each term as follows: 1st term: 20% of the final grade, 2nd term: 30% of the final grade, and 3rd term: 50% of the final grade (see Figure 1 below).

Figure 1

Final mark made of term grades



The grade of each term consists on the following items (see also Figure 2 for more visual approach):

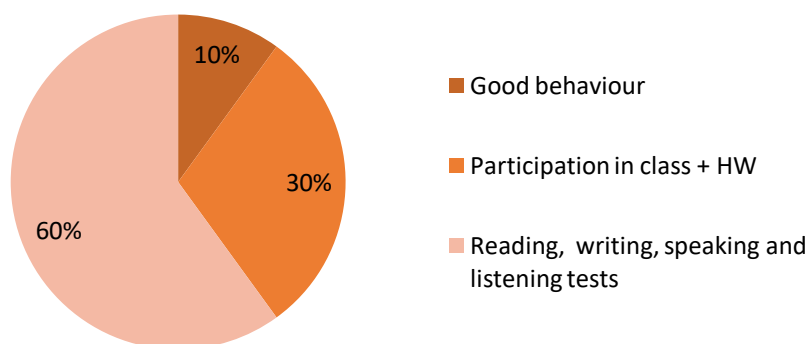
- Respecting the rules, ensuring a pleasant coexistence for all members of the Educational Community, and taking care of the environment and the material. The

English Department relates this item to LOMLOE's Social and Civic Competence and represents 10% of the mark.

- Daily work (interventions and group work), English notebook, worksheets and online homework. The English Department relates this to the following LOMLOE's Competences: Digital Competence (5%), STEM Competence (5%), Personal, Social and Learn to Learn Competence (10%) and the Initiative and entrepreneurship Competence (10%). This section represents 30% of the term grade.
- Reading, Writing, Speaking and Listening Tests. The Department relates this to the Competence in Linguistic Communication (40%) and the Competence in Cultural Awareness and Expression (20%) and it represents the 60% of the grade.

Figure 2

Global mark per term



The English department establishes that the minimum grade for passing a term is 5 (out of 10) and that a term cannot be passed if the student does not show up or leaves blank any test related to the four basic skills (Reading, Speaking, Writing and Listening). Attempts to cheat in an exam mean failing the term. And lack of attendance, delays, insufficient work, lack of group cooperation, not bringing the needed material to class, lack of attention during classes, constant interruption and inappropriate behaviour are valued negatively.

It seems that this assessment system tries to get closer to what the new legislation stipulates but falls short of what is required. It seems that what has happened is that the way of assessing from previous years has been maintained but it has been given the names of the new legislation. This is most probably due to the fact that this has been the first year that LOMLOE has started to be implemented and that the regional decree, Decree 107/2022, which establishes the CSE curriculum was published shortly before the start of the school year, so that teachers and textbook publishers have been caught off guard by all these changes. On the one hand, with this way of assessing, key competences are not really being taken into account, and on the other hand, only four of the seven specific competences included in the regional curriculum (oral comprehension, oral expression, written comprehension and written expression) are being assessed, leaving out mediation, interaction and multilingualism and interculturalism.

At the same time, the connection between the Citizenship competence and respecting rules and having a pleasant coexistence made by the English Department is understandable; or between the Digital competence and homework that has to be done through an online platform. But this has little to do with the operational descriptors of these competences. For example, and according to the Decree 107/2022, citizenship competence “contributes to the ability of students to exercise responsible citizenship and participate fully in social and civic life, based on the understanding of social, economic, legal and political concepts and structures (...) as well as knowledge of world events (...) commitment to sustainability (...) the conscious adoption of the values of a democratic culture based on respect for human rights (...) and the development of a sustainable lifestyle in line with (...) the Sustainable Development Goals set out in the 2030 Agenda”.

ICT activities

Article 111 bis 5 of LOE as amended by LOMLOE speaks about promoting the use of information and communication technologies (ICT) in the classroom as an appropriate and

valuable didactic medium to carry out teaching and learning tasks and also emphasises the risk situations derived from the inappropriate use of ICT, with special attention to online violence and gender stereotypes.

The Syllabus does not include a section on ICT, although it does mention digital competence (DC) and its operational descriptors, as one of the Key Competences of LOMLOE and the regional Decree. The Syllabus states the importance of incorporating ICT to the teaching-learning process with resources like “cameras, mobile phones, tablets or PCs”, without further explanation or specification on how to actually implement them in the classroom.

In the high school, there is a mobile computer room which consists of a trolley with tablets that teachers can request to bring to their classroom. If all teachers wanted to use the mobile computer room at the same time, they would not be able to. In practice, only a few teachers actually use it.

In the English classes there are no digital boards, students do not use laptops or e-books, and very rarely are mobile phones allowed. But there is always a computer and a projector in every classroom. A few teachers use them for projecting videos or applications like Kahoot for making classes fun and engaging, and sometimes students are asked to prepare PowerPoint presentations that are also projected in the classroom. It is also true that often the PC, the projector or the Internet connection in the classrooms do not work for some reason. Two different approaches among teachers have been noticed: some tend to do everything offline, others bring their own laptops, Internet data and cables to ensure they can use online resources in their lessons.

There is a belief in the school that the use of mobile phones is forbidden in the classroom, but what the Internal Regulations document (hereinafter RRI) says is not exactly that but that “the use of mobile phones or devices for recording and/or reproduction of sound

and/or image is not allowed in the school, unless expressly authorised by a teacher for the teaching-learning process". So they can be used.

The whole educational system of the Valencian Community has access to AULES² which is a platform from which teachers can share materials or activities with students. Some English teachers at 8 de Marzo use it to offer extra activities with solutions included, so that students can use the material independently for extra practise.

Active methodologies

The Syllabus does not refer to active methodologies. It includes some aspects related to the way of teaching that will be discussed in the following two paragraphs, but it is important to note that there is no mention of active methodologies such as design thinking, flipped classroom, project-based learning (PBL), or gamification, among others.

The Syllabus states that it is the task of the teaching teams to design 'learning situations' that are based on real contexts, provide challenge and meaningful learning, have different levels of difficulty and allow for personalisation. It also says that the methodologies used in the classroom must recognise students as active agents of their own learning and that the role of the teacher must be that of facilitator. Teachers are encouraged to use communicative situations that include humour and play, to be flexible in the use of the Syllabus itself and to base the lessons on competence-based learning. The use of activities that appeal to multiple intelligences is also mentioned and activities such as brainstorming, role-playing and group activities are suggested.

With regard to learning spaces, the Syllabus states that the lesson will be carried out mainly in the classroom and that within the classroom, desks can be arranged in rows or in a "U" shape and that there will be specific corners for the classroom library, games or handicrafts. After having observed classes, it can be stated that most of the classrooms have no space for anything apart from desks and that desks are arranged in pairs in every

² 'Aules' is a Catalan word that means 'classrooms'.

classroom. Rearranging them for a 50-minute lesson is not something that happens often. It is stated as well that there will be individual, paired, small group and general group activities, to take advantage of the possibilities offered by each type of learning.

Despite not being mentioned in the Syllabus, during my practicum some examples of active methodologies such as flipped classroom or game-based learning were observed, although the most frequent was a class in which grammatical content was explained or a text was read, followed by individual activities that were corrected afterwards as a group.

Ethical values, equity and diversity

The Syllabus details the measures for the four levels of response to inclusion, as set out in Decree 104/2018. The first level deals with the overall planning, management and organisation of the educational centre. The second level consists of general measures that address the whole class group. The third level is aimed at students who need additional support in reference to the ordinary curriculum, such as repeaters, foreign students or students with high abilities. The fourth level is aimed at students who require an individualised response and additional specialised support.

The Syllabus then goes on to detail the measures that can be taken at levels two and three. Some of them are: the graduation of different levels of difficulty in the same activity, reinforcement or extension activities, working in different types of grouping to respond to different learning paces, the use of a variety of resources to enable students to choose what motivates them most, or the strategy of the “student helper”.

Identification of areas for improvement

Lack of implementation of newer methodologies

Traditional teaching methods prevail in most classes. However, the new Spanish education law and the neuroscience findings on the learning process call for a wider application of active methodologies, even if they require more effort and dedication from teachers at first.

Similarly, collaborative work in pairs or teams should be fostered more. Individual performance is often overemphasized, which is detrimental, as pair work can lead to lower the anxiety towards speaking a foreign language and students' confidence can build up if they can double check their ideas with their classmates before sharing them with the open class (Aulia et al., 2020).

According to David Bueno, renowned neuroscientists, learning becomes more efficient when emotions are involved. Emotions are behavioural patterns that cause us to act immediately instead of in a more reflexive way. The brain interprets that what is happening while we feel an emotion is important and will make the effort to remember it. However, not all emotions have the same impact, it is crucial to pay attention to the emotions that are activated in the classroom because learning gets linked to them. For instance, we can learn through fear, such as the fear of failing, but when we want to make use of that learning in the future, we will recall that fear. Ideally, the basic emotion in the classroom should be joy, because joy conveys confidence and it is hard to learn from someone we do not trust. But joy is not as powerful as fear, so we should combine it with surprise, curiosity and the pleasure of discovering something new (UOC - Universitat Oberta de Catalunya, 2020)

Tightness of facilities and times and lack of resources

The high school faces problems of space. The school has few free classrooms, which prevents changing the environment to suit the specific contents or activities of each learning situation. Generally, the classrooms accommodate large groups (even more than 30 students) and English lessons last about 50 minutes, which limits the possibilities of rearranging the tables or carrying out projects that require longer periods of time.

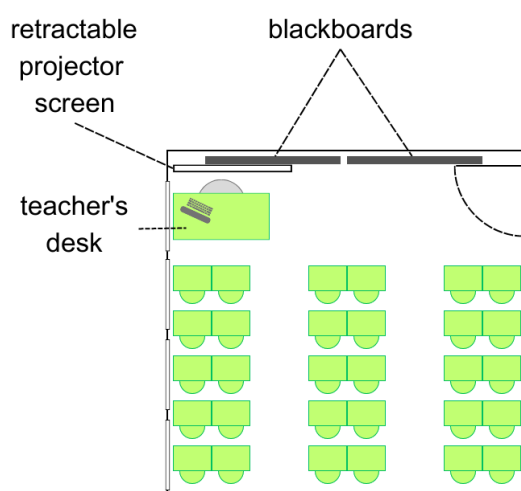
On a first level, one could combine two English sessions in a row and that would allow for more effective lessons, with less rushing and more flexibility to move the classroom furniture around so that it can be arranged in the most suitable way for each occasion so that

other kinds of interactions are possible. On a more ambitious level, a temporal organization not guided by subject blocks would allow for more calm and humane times.

On the other hand, resources in the classroom are limited and outdated. Figure 3 shows a map with a real layout of one of the classrooms in the school as an example of the most common spatial distribution.

Figure 3

Usual arrangement of a classroom



Most classrooms have:

- Old-fashioned blackboards, rather than white boards which are cleaner and make reading easier by providing a greater black and white contrast, which would help e.g. students with dyslexia.
- The typical green desks and chairs that have been used for decades in Spain, facing the front, which are usually the same for everyone, no matter what body you have, except for the teacher, who is assigned a cushioned chair with armrests. This generates what María Acaso (Educación Conectada, 2015) names invisible pedagogy, something that silently teaches, which in this case is the vertical hierarchy established between teacher and student.

- A PC and speakers placed in a corner, on the teacher's desk, which means that the audio is not distributed homogeneously throughout the classroom.
- A retractable screen in the corner of the classroom, which covers one of the blackboards and is behind the teacher's desk. This causes several things: one blackboard becomes unusable, students sitting in the opposite corner of the classroom have difficulty seeing the screen, and if the teacher needs, for example, to change slides, they will cover the screen with their body. In addition, when the sun shines directly through the windows, the blinds have to be lowered, leaving the classroom in darkness so that the projected image can be seen.

The point here is that space educates. It is now urgent to be able to use the educational space in such a way that it favours the teaching-learning process, facilitates the use of active methodologies and is adaptable to what is to be worked on at any given moment (Atrio Cerezo et al., 2023). Students, who are obliged to attend secondary education, must be able to feel that the classroom is a pleasant, friendly, happy, safe and beautiful place that belongs to them. It is the space where they spend eight hours a day. It cannot be a place that inhibits movement, limits learning and fosters boredom.

Lack of interest

One of the main challenges that high school teachers face is the lack of interest and the amount of boredom that students show in their classes. This phenomenon can have multiple causes, such as the lack of innovation and relevance of the content, the compulsory nature of education, the long hours of the school day, the lack of freedom to choose what to learn, or even their own age.

According to a study carried by Spanish Ministry of Health, the percentage of teenagers who like school or high school very much decreases sharply with increasing age. The decline is especially clear from age 11-12 (53.9% for girls and 41.9% for boys) to age 15-16 (14.1% for girls and 11.4% for boys) (Moreno et al., 2020). This means that a vast amount of

students are not interested in what they are learning or do not see the value of it. This can have negative consequences for their academic achievement, their self-esteem, their social skills, and their future opportunities.

Therefore, it is essential to find ways to increase students' interest and engagement in school. Some students may prefer more practical activities or more connection with real-world issues. Some teachers may suggest more creativity and innovation in the curriculum design or more professional support and flexibility in the assessment methods. Some parents may demand more resources. Some policymakers may propose more investment for education. All these perspectives should be considered and balanced when looking for solutions to this complex and urgent problem.

Lack of language immersion

In this Syllabus, there is no reading or watching plan to encourage English comprehension outside of English lessons. It is vital that students are frequently surrounded with real English, that they consume culture made in English and that they use the language, in order to acquire vocabulary, expressions, intonation, pronunciation, etc. in a natural way. Nowadays, with globalization and digitalisation, there are tons of opportunities for learners to be exposed to English in a variety of contexts: from cinema, to music, online videos, webinars, video games, you name it (Kozlova, 2021).

Lack of group cohesion

Group cohesion is a key factor in the educational success and well-being of students. However, in many classrooms, a lack of cohesion can be observed, perhaps due to the diversity of students' levels, needs and interests, the lack of respect and cooperation between them, the absence of common goals, the scarce use of active methodologies and their low motivation and self-esteem. This may have a negative impact on the classroom atmosphere, the academic performance and the socio-emotional development of the students.

To reverse this problem, it is proposed to promote pro-social behaviour in the classroom, i.e. voluntary behaviour that benefits others or improves harmony with others. Similarly, it is recommended to promote collaborative and cooperative learning in the classroom, which consists of using teaching methods in which students work together in small groups to help each other learn academic content. These strategies could lead to the development of more supportive and affectionate relationships among classmates, enhance their social and emotional skills, create a safer and more participatory climate, and ultimately promote the well-being of students.

Content defined mainly by the textbook

Following a textbook has some advantages, no doubt; however, it also implies covering a wide amount of content and leaves little time for alternative methodologies, cross-curricular projects and contents that suit the group's needs and interests. These elements could make the English subject more engaging and useful for students.

Moreover, as the textbook is worked on in class, the classic structure is as follows: see the contents (mainly grammar) of a topic + practise them + take an exam. And from the observation, this generates a tendency to ignore the lessons until the exam, for which students do focus, try to memorise (without needing to understand) and have the clear objective of passing the exam, i.e. to get a 5.

To counteract this tendency, it could be argued that the best thing at this stage would be to ensure that students take responsibility for their own learning, that during all the sessions they can find motivation to make an effort and that when it comes to evaluation, the key is the processes and not the standardised results.

Development of a teaching unit

English is a global language that opens many doors for personal and professional development. However, many students in Spain do not achieve the expected level of competence in this language, despite studying it for several years.

The main objective of this teaching unit is to help students improve their linguistic communication skills in English, by engaging them in meaningful and authentic tasks that reflect real-life situations, by challenging them with open-ended and interdisciplinary problems that require creativity and collaboration and by exposing them to different forms and styles of art that inspire them to create their own works.

Presentation

This teaching unit is designed to help 3rd CSE students enjoy while improving their language skills and critical thinking abilities by exploring the fascinating world of inventions, objects and DIY/DIWO philosophies. This eight-lesson unit is aimed at a group of 30 students with an A2/B1 level of English (CEFR) and it includes a variety of methodologies that will engage and motivate students, including art thinking, gamification, project-based learning, and cooperative work. This proposed teaching unit would substitute Unit 7 “Thinking outside of the box” of the textbook Collaborate 3 published by Cambridge Publishing House in 2022 and would take place in the third trimester.

In terms of the competences outlined in LOMLOE, this unit is intended to address several key areas. Firstly, it will help students to develop their linguistic competence in English by expanding their vocabulary related to materials and everyday objects, as well as giving them opportunities to practice using the present simple passive tense. It will also help students develop their multilingual competence, since they will be transferring ideas from one language to another. Additionally, this unit will promote the development of several other key competences. Through the process of developing, designing and presenting their own inventions for solving a problem, they will be encouraged to think creatively and innovatively, developing their entrepreneurial and STEM competences. They will also have the opportunity to develop their personal, social and learning to learn competence by working collaboratively in groups, learning to communicate effectively and respectfully with others, and by co- and self-assessing. Finally, this unit will help to foster students' digital and cultural awareness and

expression competences by giving them opportunities to use digital tools, such as using AI for creating images.

The unit also has the objective of developing the specific competences related to the English language. Students will practice their oral and written comprehension by watching and reading different descriptive texts about inventions, and their oral and written expression by participating in and producing different texts about their own inventions. Moreover, students will have to use different strategies to mediate and interact with others in English, such as clarifying, paraphrasing, summarizing and asking for feedback. Finally, students will develop their plurilingualism and interculturality by getting to know about a British inventor, contrasting accents, and reflecting on their own cultural identity and values.

This unit consists of eight sessions that challenge students to use various cognitive processes and higher-order thinking skills, such as applying, evaluating, planning, and designing. The materials and tasks are designed to suit different types of intelligences, offering students multiple ways to interact with the content. For example, problem-solving tasks may appeal to those with strong mathematical-logical intelligence, while drawing tasks and visual aids may be particularly helpful for those with high visual intelligence. Group work may be especially appealing to those with strong interpersonal intelligence. In addition to the lesson plans, this unit also provides handouts and a visual aids presentation for the classroom.

During the first session, we will be introducing some basic vocabulary related to materials and everyday objects. We will be looking at how different materials are used in the things we use every day, and discussing the properties of these materials. This will help students to understand how different materials can be used in the creation of new inventions. In the second session, we will be focusing on the present simple passive tense. We will be practicing how to form sentences in the present simple passive, as well as discussing how and when it is used in English. This grammar will be crucial for the students' ability to describe their inventions in the following sessions. During the third session, students will work in groups to

imagine their own inventions. They will use the vocabulary and grammar that we have covered in the previous sessions to describe their inventions, and they will work collaboratively to design and describe their creations. In the fourth and fifth sessions, each group will present their invention to the class, using the vocabulary and grammar that they have learned throughout the unit. We will discuss the different inventions, what makes them unique, and how they could be developed further. In session six, students will speak about themselves through some personal objects that they will have to bring to the classroom. And during the last two sessions, we will create fanzines in which students will be able to express freely and creatively.

By the end of this unit, students will have gained valuable knowledge and skills related to inventions and objects, as well as improving their vocabulary and grammar in English, and at the same time a wide range of specific and key competences outlined in LOMLOE will have been addressed. Hopefully, this teaching unit will be engaging and thought-provoking for students, encouraging them to explore the exciting world of innovation and creation.

Lesson plans

The following table (Table 5) is intended to provide a clear and comprehensive overview of the teaching unit and its objectives. It summarizes the whole unit and shows the contents, specific competences and key competences, based on the Decree 107/2022 that establishes the curriculum of Compulsory Secondary Education in Valencian Community.

Table 5

Summary table of the teaching unit “People make things”

Lesson	Contents (can-do statements)	Key competences	Specific competences
1. What is it made of?	<ul style="list-style-type: none"> • Speak about materials and containers • Give instructions 	LCC1, LCC2, MC1, MC2,	OC, OE, Int.

	<ul style="list-style-type: none"> • Recognise phonetic patterns 	CD2	
2. The reinvention of normal	<ul style="list-style-type: none"> • Form and use present simple passive • Give opinions 	LCC1, LCC2, MC1, MC2	OC, OE, WC
3. Let's create!	<ul style="list-style-type: none"> • Speak about making things • Prepare and deliver an oral presentation • Use IA for image creation • Exchange information 	LCC1, LCC2, CD2, MC1, MC2, STEM3, STEM5, EC1, CAEC3	OE, WE, Int., Med.
4. Presentations (I)	<ul style="list-style-type: none"> • Describe inventions • Understand/give instructions 	LCC1, LCC2, PSLLC4, MC1,	OE, OC, Int.
5. Presentations (II)	<ul style="list-style-type: none"> • Ask/offer help • Auto-assess and co-assess their work • Make suggestions • Give opinions 	MC2, STEM3, STEM5	
6. Museum of me	<ul style="list-style-type: none"> • Speak about themselves through personal items • Describe objects • Narrate past events • Ask questions, interact, exchange information • Give opinions 	LCC1, LCC2, PSLLC1, PSLLC3, MC1, MC2	OE, OC, Int., Med.
7. Fanzine (I)	<ul style="list-style-type: none"> • Understand/give instructions 	LCC1, LCC2, PSLLC1, MC1,	WE, Int., Med.

	• Ask/offer help	MC2, EC1,	
	• Look for information	CAEC3	
8. Fanzine (II)	• Ask questions, interact, exchange information	LCC1, LCC2, PSLLC1,	WE, Int., Med.
	• Make suggestions	PSLLC4, MC1,	
	• Give opinions	MC2, EC1, CAEC3	

Note: Abbreviations used: Key competences (STEM competence → STEM, Linguistic communication competence → LCC, Multilingual competence → MC, Digital competence → DC, Personal, social and learning to learn competence → PSLLC, Civic competence → CC, Entrepreneurial competence → EC, Cultural awareness and expression competence → CAEC. Specific competences: Oral comprehension → OC, Oral expression → OE, Written comprehension → WC, Written expression → WE, Mediation → Med., Interaction → Int.

Brief considerations

Below are some brief considerations to understand the lesson plans, a summary table of the unit's sessions and a table for each session.

- Words in cursive are meant to be said by the teacher.
- T=Teacher, S= Student, SS= Students, OC= Open class.
- Words in brackets after a question are the answers that SS are supposed to say, the information that the teacher is trying to elicit.
- 'Elicit', 'elicitation' = a range of techniques which enable the teacher to get learners to provide information rather than giving it to them (Darn, n.d.-a).
- 'Monitor' = listen to the learners for their accuracy and fluency, check to see whether activities are going to plan and that the learners are 'on task' (Darn, n.d.-b).
- ICQ = Instructions check questions (used to check whether SS know what they are asked to do)
- Doing pair work before speaking to the whole class is a technique used for building up the students' confidence.

- Before the class make sure you have prepared all the materials and that you are familiar with the webs and apps that you will use.

Session 1. What is this made of?

With this session students will acquire some language about objects and materials that will be useful during the whole unit. There is some guided practice and some freer practice, including a drawing game.

Table 6

Lesson plan 1

Stage	Time & Interaction	Procedure	Stage Aim(s)
Lead-in	T-S	Show slide 1 (Appendix F). Ask <i>What's this</i>	Contextualise
	OC	<i>session about?</i> (Materials and containers). Point at the title/image if needed. Show slide 2. <i>Can you name any materials?</i> Elicit answers	Check prior knowledge
	5'-10'	(paper, plastic, wood, metal, glass...) <i>Now, can you name some containers?</i> (Use gestures to provide meaning of 'container' if needed). Elicit answers.	Introduce vocabulary
Language presentation	T-S	Show slide 3 and ask <i>What is this?</i> (a bottle)	Review and
	OC	<i>and what is it made of?</i> (Plastic). Say <i>so this is a...</i> (a plastic bottle).	extend SS knowledge on
	S-S	Show slide 4. <i>Now you are going to continue doing this activity in pairs. You have 4'.</i> Hand out the activity sheet (See Appendix A	materials and containers Provide

	T-S	<p>Handout – Session 1 – What is it made of?) controlled</p> <p>or ask someone to do it. One sheet per practice</p> <p>person. Monitor the activity.</p> <p>Let SS know when the time has finished, show the answers on slide 5 and ask them to check if they have any mistakes. Make sure the meaning of all the words is at this point clear. Let SS ask you any doubts.</p> <p><u>Answers:</u> 1. a plastic bottle, 2. a leather case, 3. a tin can, 4. a rubber tube, 5. a glass jar, 6. a wooden tray, 7. a silk bag, 8. a cardboard box, 9. a ceramic bowl</p>	
	15'-20'	<p>Drill pronunciation of this vocabulary. Tell SS that you are going to say sth and they will have to repeat it after you. Pronounce the words at a random order; first do single words, then in noun phrases. Focus on the words that can be problematic. You can point at the words on the screen as well. Do some choral repetition and also some individual repetition (<i>Teaching tips. Drilling, n.d.</i>).</p>	
Controlled practice:		<p>Have a black bag with similar objects to the previous ones (e.g. a paper bag, a plastic bowl, a wooden box, etc.) in it. 6-8 objects should be enough.</p>	<p>Provide semi-controlled practice on previously seen</p>
What's in the bag?	T-S		
	S-S		

		<p>Show slide 6. Hold and show the black bag.</p> <p>Ask a volunteer to come to you. Ask them to close their eyes or cover them with a scarf (bring one). Ask the volunteer to take an object from the bag, show it to the class and say what it is. If they need help ask the class to give hints.</p>	vocabulary
10-12'			
Freer practice: let's draw	S-S	<p>Show slide 7 and give instructions: <i>work in groups (3-5 people); use 1 mobile phone per group; go to https://www.drawize.com/ and join a room with the code 3ESO8MARZO</i></p> <p>SS will have to choose a name for their team, make sure it is not offensive.</p> <p>SS take turns to draw and guess the objects (a packet of rice, a box of chocolates, a tube of hand cream, a leather jacket, a silk bag, a can of tuna, a paper bag, a bottle of beer, a glass of wine, a jar of Nutella, a jar of honey, a carton of orange juice, a can of coke). The app sets times and turns.</p> <p>Show https://www.drawize.com on the projector while they play.</p> <p>Monitor the activity.</p> <p>If due to technical problems this activity can't happen, it can be adapted and done using a blackboard or paper.</p>	<p>Provide freer practice on vocabulary</p> <p>Have fun</p>
	15-20'		

(Filler) Race board	OC	If needed here there's an activity to fill some left minutes: Divide the class in two groups, make them stand in a line, give one marker or a piece of chalk to the first person of each team. Ask them to make a list of things made of 'glass'. Those who have a marker will run to the board, write one item, run back and give the marker to the next person. The group that can think of more items wins a point. Keep asking about: things that are kept in a box, things that are made of wood, etc.	Provide extra practice
	5-10'		

Lexis analysis for session 1


It could be that all these ways of conveying meaning are not needed. In that case, just do not use them.

Table 7

Lexis analysis for session 1

Target lexis	Meaning (how to convey it)	Possible problems	Phonemic script and stress
Cardboard	It's like very thick paper, usually brown, used especially for making boxes. Make this gesture to convey meaning of 'thick':	SS might say /ˈkɑːrd.bɔːɑːrd/	/ˈkɑːd.bɔːd/
Glass	It's a hard and transparent material used		/glɑːs/



	to make windows.		
Leather	It's animal skin used to make things like shoes or bags. (when saying 'skin' touch your arm skin, for example)	SS might say /ˈleð.ər/	/ˈleð.ər/
Rubber	An elastic and flexible material.		/ˈrʌb.ər/
Silk	A delicate, soft type of cloth (point at some of your piece of clothing) made by silkworms (move your index finger like a worm).	SS might say /si:l/	/sɪlk/
Tin	a light metal material used for store food or drinks	SS might say /ti:n/	/tɪn/
Plastic	an artificial substance produced from oil		/ˈplæs.tɪk
Wood	a hard material that forms the branches and trunks of trees	SS might use 'wood' as an adjective.	/wʊd/
Ceramic	clay that has been shaped and then baked		/səˈræm.ɪk/
Bag	Point at one		/bæg/
Box			/bɒks/
Can	Make gesture of opening a soda can.	SS might say /kʌn/	/kæn/
Case	Point at a pencil case.		/keɪs/
Jar	Mime opening the lid of a jar. Or draw it:		SS might think is a jug ('jarra') or a vase ('jarrón')
Tube	a long cylinder		/tju:b/

Bowl	Mime eating cereals or a soup from a bowl.		/bəʊl/
Bottle	Mime drinking from a bottle.		/'bɒt.əl/
Tray	Mime a waiter holding a tray.	SS might make a “Spanish” ‘r’ sound.	/treɪ/

Session 2. The reinvention of normal


In this session students watch a video about the inventor Dominic Wilcox and some of his projects. Then they read a text about Wilcox’s life through which they are introduced into the use of present simple passive. After reading, they do an online quiz.

Table 8

Lesson plan 2

Stage	Time & Interaction	Procedure	Stage Aim(s)
Lead-in	T-S	Show slide 9. <i>What material is this made of?</i> (Ceramic, metal). <i>And what is it for? Tell your partner.</i> Let SS discuss for a minute and then elicit ideas.	Contextualise
	S-S		Provide
	S-T		speaking
		Show slide 10. <i>What materials is it made of?</i> (plastic, rubber...). <i>And what is it for? Tell your partner.</i> Let SS discuss in pairs for a minute and then elicit ideas.	practice on
	5'		vocabulary
			from the
			previous
			lesson
Watching video	T-S	<i>We are going to listen to the inventor of these devices. Listen to check if your guesses were right.</i> Play only the first	Provide
			listening and
			speaking

	S-S	minute of Little Inventors: How to think up	practice
	S-T	invention ideas! video and stop it.	
		Ask SS if they were right. If they weren't,	Get to know
	T-S	what have they understood now? Give SS a	the project
		minute to talk to their partners and then	'Little
	S-S	elicit answers and vocabulary from the	inventors'
	OC	video. If it is needed, you can play the video	
		twice before asking SS.	
		<i>We are going to finish watching the video,</i>	
		<i>you will see some more inventions and you</i>	
	10'	<i>need to choose your favorite one.</i>	
		Play the video until the end. Show slide 11	
		with pictures of the inventions. Give a	
		minute for SS to talk to their partners and	
		then elicit opinions about their favourite	
		inventions from the video (maraca-	
		toothbrush, "hairdryer", walking case,	
		bungee jumping thing, secret snack area,	
		cloud catcher, watch, tickling lock).	
Reading for	T-S	<i>We are going to read a text now about</i>	Provide
gist		<i>Dominic Wilcox, the inventor of all these</i>	reading
		<i>devices. Hold a copy of the text, so SS can</i>	practice
		<i>see it. But before reading I want you to</i>	
		<i>guess, to predict, the correct answers for</i>	See
		<i>the questions about the text in pairs. SS</i>	vocabulary
	S-S	might get confused about the idea of	and grammar

	S-T	answering before reading, make sure they understand the dynamic.	in context
		ICQ: <i>Are we reading the text now?</i> (no),	
	S-T	<i>what are you doing first?</i> (guessing answers).	
		Give handout (See Appendix B	
		Handout – Session 2 – The reinvention of	
	10'	normal). SS guess the answers in pairs before reading (2'-3'). Elicit some ideas.	
		Now SS turn the page and read the text to check if their answers were correct (4'-5').	
		Ask SS for the correct answers.	
		<u>Answers</u> : 1. C) London, 2. B) Nike, BMW and Kellogg's, 3. B) Tubes and kitchen funnels, 4. B) The ingredients are put inside a football and used for playing, then opened to reveal the smoothie, 5. A) A cooling fan	
Language presentation	T-S	Show slide 12.	Get SS actively engaged
	S-T	<i>Now, I want you to pay attention to this sentence from the text.</i> [It is made with tubes and kitchen funnels.] SS might not know the word 'funnels'.	
		Draw → 	Provide SS with grammar explanation
		<i>Who can translate it into Spanish?</i> Elicit translation (Está hecho con tubos y	

embudos)

¿Quién lo 'ha hecho'? (no se sabe, no es importante) *Exactly, we use this type of grammar when who does the action is not important. Does anyone know the name of this type a sentence?* (passive sentence)

What is the subject then? (It)

What is the verb? (is made)

What's the rest of the sentence? (a complement)

Show slide 13.

How many words does the verb have? (two: is and made)

10' *Which verb is the word 'is'?*(verb to be) *in which verb tense* (future, past,...)? (in present simple)

What is the infinitive form of the word 'made'?(make) *which verb tense is 'made'?* (past participle)

Show slide 14

Is 'make' a regular verb or an irregular verb? (irregular)

Then if we don't know the past participle of an irregular verb where can I look for it? (third column of the irregular verbs list)

And what happens if the verb is regular?

(we add –ed to the infinitive form)

Does anyone remember what we call this?

(Passive, present simple passive).

What is the opposite of passive? (active)

Let's transform this passive sentences into

an active sentence:

Elicit a random subject (e.g. Dominic). Elicit

the verb make in present simple, write the

sentence on the board [Dominic makes it

with tubes and funnels]. Let SS compare the

passive and the active sentence. Ask what is

most important on each sentence.

Reading for	T-S	<i>Now, go back to the text and look for at</i>	Provide
specific	S-S	<i>least 5 more sentences with this type of</i>	reading
information	S-T	<i>language. And then complete the table in</i>	practice
		<i>pairs. You have 5 minutes for this.</i>	
		Elicit examples.	Provide
		<u>Answers:</u> is known, is called, is made, are	controlled
	10'	put, is closed, (is) used, is poured, is turned	practice
		on, is charged.	
		Show slide 15 for a couple of minutes so SS	
		can check their own tables.	
Quiz	5'	Open on Nearpod the quiz on present	Provide extra
		simple passive adapted from <i>Passives</i>	controlled
		(2023):	practice
		https://app.nearpod.com/?pin=71B9FFA5A	

[043E93105AFF98DF2A970B1-](https://www.nearpod.com/join/043E93105AFF98DF2A970B1-1&&utm_source=link)

[1&&utm_source=link](https://www.nearpod.com/join/043E93105AFF98DF2A970B1-1&&utm_source=link)

Tell SS to [join.nearpod.com](https://www.nearpod.com/join) and enter the code that Nearpod will have generated.

Optional homework	Individual work	Those who want to know more can watch the short documentary <i>The Reinvention of Normal</i> https://vimeo.com/122959827	Provide extra content for advanced SS
-------------------	-----------------	--	---------------------------------------

Session 3. Let's create!

This lesson is adapted from Wilcox's project 'Little Inventors'. Students will work collaboratively to create fun or useful inventions that will present to the class in the following two lessons.

Table 9

Lesson plan 3

Stage	Time & Interaction	Procedure	Stage Aim(s)
Lead-in	T-S	Show slide 17. <i>What is the topic of this unit? (inventions)</i> <i>Why do we invent things? Why do we create new objects? (to have fun, to solve problems,..)</i>	Contextualise Activate
	OC	<i>What is a problem that we have? Or that you have? Or that someone else has? It can be a big problem, or a small problem.</i> Elicit problems.	vocabulary and orient SS to the following activity
Group work	S-S	<i>We are going to create inventions in groups.</i> <i>You can use the problems you were mentioning</i>	Set structure for

or I will give you some more ideas.

presentations

Show slide 18 and go through the instructions:

- Choose a problem (bonkers or useful) Give SS time to
- Brainstorm inventions that could solve brainstorm and
it and decide on one prepare
- Prepare an oral presentation (4 min.)
 - Describe the problem
 - Describe the invention
(materials, size, how it is used)
- Create an image of the invention (draw
it or use AI).

40'

Let SS know presentations will be made on the following class. Ask SS to send you by email the images that they create so you can project them during the presentations.

Organise SS in small groups (2-3people) (let them choose or you decide). Rearrange classroom furniture if needed.

When groups are made, show SS cards with various challenges from Little Inventors (have them previously downloaded from <https://www.littleinventors.org/resources/mini-challenges>). SS can use ideas from the cards or their own ones. For creating the image of their invention SS can use Dall-E.

<https://openai.com/product/dall-e-2>

Monitor all the time and help SS if needed.

Wrapping up	5'	ICQ: <i>What are we doing in the next class?</i> (presentations); <i>How many minutes can a team speak?</i> (around 4-5')	Reassure SS understand the task
-------------	----	--	---------------------------------------

Sessions 4. Presentations (1/2)

Half of the students present orally their inventions to the class. Every student co-assesses their classmates' performance.

Table 10

Lesson plan 4

Stage	Time & Interaction	Procedure	Stage Aim(s)
Lead-in	T-S 10'	<p>Explain to SS that they will co-evaluate their classmates' performance. That doesn't mean that they have to point out every mistake they see or hear, this is about paying attention, showing respect and appreciation for the effort made, praising interesting aspects and showing where there is room for improvement.</p> <p>Tell SS that they will also evaluate their own performance.</p> <p>Show slide 20, explain how and what to mark and give out the evaluation sheets (See Appendix C</p>	Introduce the following activity

Handout – Session 4 & 5 – Presentations).

ICQ. *How many groups will you evaluate?*

(the total amount of groups, also their own group)

Presentations	S-S	Half of the groups present their inventions today. Set times depending on the number of groups. There should be between 5 and 7 teams, so around 5' per team.	Provide speaking and listening practice
	30-35'	The rest pays attention and evaluates silently. Show on the screen the image of the invention of each group while they present. After each presentation, questions SS can ask some questions to the presenters.	Provide opportunity for self-reflection
Questions and feedback	OC	Allow some minutes for open feedback.	Provide speaking practice
	5'-10	Collect the evaluation sheets and take them into account when marking the activity.	

Session 5. Presentations (2/2)

The second half of the students presents orally their inventions to the class. And again, every student co-assesses their classmates' performances.

Table 11*Lesson plan 5*

Stage	Time & Interaction	Procedure	Stage Aim(s)
-------	--------------------	-----------	--------------

Lead-in	T-S	Remind SS about co-evaluation and give them the evaluation sheets. Show slide 20, to briefly elicit how and what to mark.	Introduce the following activity
	10'		
Presentations	S-S	Half of the groups present their inventions for around 10 minutes. The rest pays attention and evaluates silently.	Provide speaking and listening practice
	30-35'	Show on the screen the image of the invention of each group while they present. After each presentation, questions SS can ask some questions to the presenters.	Provide opportunity for self-reflection
Questions and feedback	OC	Allow some minutes for open feedback. Collect the evaluation sheets and take them into account when marking the activity.	Provide speaking practice
	5'-10		
Info for next class	2'	Let SS know that they need to bring a couple of personal objects that are important for them to the next class. The objects must mean something to them, or represent something in their lives: a slipper / a doll / a pencil / a book / a piece of cloth / a ring / a toy car / a chess board / photos / a firecracker / a rucksack / a small box... Show your object as an example, but don't explain further.	

Session 6. Museum of me

This lesson is inspired in the work “El Modelo [The Model]” (2022) carried out by the artist and curator Diana Guijarro in Jorge Juan High School in collaboration with Consorci de Museus de la Comunitat Valenciana [regional association of public museums] and also in the activities proposed for a summer camp by the British Council (Thomson, 2019). Those ideas have been remixed, adapted and extended.

Table 12*Lesson plan 6*

Stage	Time & Interaction	Procedure	Stage Aim(s)
Lead-in	2'	Bring a couple of objects that you can use to describe yourself. Hold them, let SS see them.	Get SS attention
Teacher example	8'	Then tell SS a story about those objects Like this you are modelling what they will have to do next. Let SS to ask you questions about your objects and stories.	Model activity
Instructions and preparation	10'	Show slide 22 that sets the mood for the activity. Show slide 23 for scaffolding. Allow five to ten minutes to prepare some sentences about each item.	Scaffold SS performance
Mingle activity	20'	Now, divide the class into two groups, A and B. Each Learner A displays their	Provide speaking practise

	museum on a desk while all of the Learner	Provide listening
	Bs move around the room and ask	practise
	questions:	Provide
	<ul style="list-style-type: none"> • Why did you choose this object? 	interaction
	<ul style="list-style-type: none"> • Why is this important? 	practice
	Use a bell or sth else to make a sound	
	every 3 minutes, so SS know they have to	
	move and speak to another classmate.	
	After a while Bs prepare their “museums”	
	and As ask.	
	You can write some follow-up questions on	
	the board for learners to ask:	
	<ul style="list-style-type: none"> • <i>When did you start...?</i> 	
S-S	<ul style="list-style-type: none"> • <i>How often do you...?</i> 	
Written	Show slide 24.	Provide
mediation	Hand out the activity sheet (Appendix D)	mediation
	and ask SS to write down two of the most	practise.
	interesting facts they’ve heard from their	Provide writing
	classmates. Collect them.	practice

Session 7. Fanzine (I)

The next two sessions consist of the creation of fanzines. The teacher should be familiar with the concept of a fanzine. *Cómo hacer un fanzine* [How to make a fanzine] (Font, 2017) is a guide in Spanish that talks about its origin, formats, styles, and themes, as well as provides numerous resources. A fanzine is a kind of magazine made for fun and pleasure, often created with low-cost and DIY methods, such as photocopying or stapling, distributed in small

numbers, used for expressing creativity and passion about some topic, and that allows many formats and types of content.

Table 13

Lesson plan 7

Stage	Time & Interaction	Procedure	Stage Aim(s)
Lead-in	5'	Show blank fanzines of different styles (have some ready). Ask SS what they could be used for. Elicit ideas (for a comic, for telling a story,...).	Wonder Generate ideas
Instructions	10'	Ideally you'll have some real fanzines with you that you can show to SS. If not, show examples from the video Muchos Fanzines (Torre Notari, 2020) (slide 26) Let SS know they will make fanzines during this and the following lesson. Arrange tables in islands to allow cooperation. Bring materials: A3 paper, A4 paper (white and also coloured), scissors, staplers, tape, newspapers and magazines, envelopes, stickers,... anything you can collect for free and that you think it can be used. Let SS work individually, in pairs or in small groups. Even if they decide to make a fanzine individually they will be sharing	Provide ideas Organise groups Make sure SS know what to do Encourage cooperation

ideas, knowledge and materials in the class. It would be great also to have access to a photocopier/printer.

Give ideas for their fanzines and allow also others (slide 27): a guide on how to use present simple passive, a summary of my classmates' personal objects, a description of one or more of Dominic Wilcox's inventions, etc.

Show slide 28 for format ideas.

Let SS know they will donate one copy of

T-S their zine to the class library. But they can make as many copies as they like.

Show slide 29 and recap all instructions.

Encourage SS to ask any questions they might have at this point.

30'

SS start working.

Develop

Monitor the activity. Interact as much as you find it necessary.

creativity, critical thinking and the

If students need materials that are not in the classroom, encourage them to bring

ability to produce new information.

S-S them for next session.

5'

Collect materials in a box; have them ready for next session.

Optional
extra work

For extra work SS can watch this <https://www.torontozinelibrary.org/zines->

Provide extra
work for

[in-unconventional-unique-format/](#) and this motivated SS
<https://www.northing.no/minizineopencall>
 and even find an open call for fanzines and
 participate with their own.

Session 8. Fanzine (II)

In this lesson, students should finish their fanzines and write a reflection about their creative own process.

Table 14

Lesson plan 8

Stage	Time & Interaction	Procedure	Stage Aim(s)
Lead-in	5'	Arrange tables in islands, bring materials.	
Instructions	40'	SS keep working on their zines. Let SS know they will hand in their fanzines first thing next class. So they can finish them in case they don't during this lesson.	Develop creativity, critical thinking and the ability to produce new information.
Wrap up	5'	SS, each of them, even if they have made a zine in a group, they will fill an individual sheet explaining their process and own reflections. Hand out those sheets (Appendix E). SS will hand them in together with their zines. You can have all the zines together in nice	Provide opportunity for self reflection

box in the classroom's library.

Assessment

The main goal of this rubric is to assess processes rather than outcomes, since that can help students focus on their learning strategies, enhance their motivation, help them monitor their own progress and capture the complexity and diversity of students' learning experiences, rather than simplifying and standardizing them.

The assessment of this unit will be carried out through direct observation in the classroom and through the performance of some tasks such as the oral group presentation on an invention or the writing about the creative process of the fanzine. All the points to be assessed are directly related to the contents and competences covered in the unit, have the same weight and will be assessed with three marks, being (1) an insufficient mark, (2) an intermediate mark and (3) a mark denoting a very good performance. Some of these points may be assessed throughout the whole teaching unit and some belong to specific sessions of the unit.

Table 15

"People make things" unit rubric

When	What to assess	Insufficient (1)	Good (2)	Outstanding (3)
All the sessions	Ask questions, interact, exchange information	Never or rarely.	Occasionally.	Yes, often.
All the sessions	Ask / offer help	Never or rarely.	Occasionally.	Yes, often.
All the sessions	Understand / give instructions	Never or rarely.	Occasionally.	Yes, often.

All the sessions	Give opinions and make suggestions	Never or rarely.	Occasionally.	Yes, often.
Session 1	Phonetic patterns	Does not participate, does not show interest in correcting mistakes.	Participates little, without showing motivation.	Participates in the drilling activity, recognises the sounds and is able to imitate them.
Session 1	Speak about materials and containers	Uses incorrect or non-existent words and shows lack of interest in learning new vocabulary.	Shows interest in using the new vocabulary although makes mistakes repeatedly.	Participates with interest in the activities and uses the vocabulary learned.
Session 2	Form and use present simple passive	Does not know how to use it, does not use it.	Makes some mistakes.	Uses it correctly.
Session 4 & 5	Use AI for image creation	Does not present an image or presents an image irrelevant to the invention.	Presents an image that partially represents the invention.	Creates an image that clearly corresponds to the description of the invention.
Session 4,5 & 6	Describe inventions and	Uses incorrect or non-existent words	Uses repetitive and limited	Makes descriptions full

	objects	that hinder the understanding of their message, shows lack of effort.	language, but communicates their message and shows effort.	of details and varied vocabulary.
Session 5, 6 & 8	Self-assess and co-assess their work	None or almost none of the feedback makes sense.	Gives incomplete or low-quality feedback.	Gives sensible, polite and truthful feedback.
Session 6	Exchange information	Neither answers nor asks, nor shows interest in what others tell them.	Answers, listens, but does not ask.	Asks questions to classmates with interest and answers what they ask.
Session 6	Narrate past events	Makes many mistakes, almost does not understand what they want to express	Makes mistakes but manages to communicate effectively	Uses verbs in past tense correctly most of the times
Session 6	Speak about themselves through personal items	Makes many mistakes, almost does not understand what they want to express.	Makes mistakes but manages to communicate effectively, as they make an effort.	Uses vocabulary and grammar correctly, with fluency and correct intonation.
Session 4 & 5	Prepare and deliver an oral	Does not participate, does not express	Participates sometimes,	Participates actively, speaks

	presentation	themselves clearly enough.	communicates although with important errors.	fluently.
Session 7 & 8	Look for information	Does not use the correct information, does not make sure that the information used is true.	There is correct and incorrect information, does not ask or contrast enough.	Searches for, contrasts and uses correct and quality information.

Further areas of research

On the one hand, it would be interesting to shorten the distance between academia and practice. That is to say that what science researches and develops in terms of the teaching-learning process should be useful and practical for the teaching staffs, who in theory are the ones who are going to be able to apply this knowledge in a more real way in the classrooms. Teachers are sometimes busy and saturated enough and do not have the time to make the effort to keep up with the latest science. Perhaps some understanding or research should be done on what it takes for a teacher to be motivated and to feel that their efforts are rewarded.

According to INJUVE's report about Spanish Youth (Simón et al., 2021), some of the issues that most interest Spanish youth are equality between men and women, climate change, animal rights and LGTBIQ+ rights, so it seems logical that addressing these issues in the classroom could generate an increase in student interest in the subject. It may be interesting to see how to develop projects, based on methodologies such as design thinking, service learning or project-based learning—which place students at the centre and make them active agents in their learning—that address the issues mentioned in the INJUVE's report. In this sense, there are organisations such as Teachers for Future that are already working along

the lines of eco-social education; the project *No solo duelen los golpes* [It is not just the blows that hurt], which works to promote healthy romantic relationships from adolescence; or Red Planea, which, through the combination of art and education, promotes a multitude of initiatives aimed at generating critical thinking and citizen empowerment in formal and non-formal education contexts.

Another interesting point would be to investigate how to bring to secondary high schools the audiovisual literacy that people like María Acaso, head of the Education Department of the Reina Sofía Museum, or Yolanda Domínguez, visual artist, talk about. Domínguez has carried out several projects that highlight the importance of the images we consume on a daily basis, such as the project *Niños vs. Moda* [Children vs. Fashion] (Domínguez, 2015), awarded by the Design Museum of London, in which 8-year-old children were asked to describe images of fashion campaigns and resulted in children giving very different answers depending on the gender of the model. Acaso (2018) along the same lines insists on the fact that the education system must help to generate in students a critical view and their own thinking in terms of the visual culture we consume, in order to achieve intellectual emancipation that allows us to decontaminate our decision-making.

Conclusions and final reflections

The teaching unit “People make things” has been created with care and attention, but has not yet been implemented in a real classroom. It is quite possible that once it is put into practice some points where changes are necessary will be noticed, for example in terms of timing, scaffolding, or the topics covered. It is also acknowledged that the same lesson plan can have very different results depending on the mood of the students, the mood of the teacher, the time of the year, which class they have before or after, or even the time of the day or the temperature in the classroom.

The greatest difficulty I find when teaching is how to translate what a friend of mine calls “happy ideas” into tangible projects. That is, translating theory into practice. Getting to

understand what the laws, with their backwards language, say, in order to transfer this to the reality of the classroom and the specific context of the students. Learning about neuroscience and active methodologies and finding a way to bring that knowledge to real and concrete ways of teaching in my classroom. All this is laborious, and for someone with perfectionist tendencies, it is quite a challenge. Because there is no such thing as perfection in the classroom. It is all a journey towards the healthiest direction, but never quite getting there. And that is fine, it is a bit like the “Voyage to Ithaca” by Kavafis (Poetry Foundation, 1975). Allow me to leave here some lines from the poem, because they explain better what I mean:

As you set out for Ithaka
hope your road is a long one,
full of adventure, full of discovery. (...)
Hope your road is a long one.
May there be many summer mornings when,
with what pleasure, what joy,
you enter harbours you’re seeing for the first time; (...)
Keep Ithaka always in your mind.
Arriving there is what you’re destined for.
But don’t hurry the journey at all.
Better if it lasts for years,
so you’re old by the time you reach the island,
wealthy with all you’ve gained on the way,
not expecting Ithaka to make you rich. (...)

Throughout this work I have been very critical towards the Syllabus, the ways of assessing, the didactic methodologies used, and even the format of the current educational system. But I acknowledge how complex it is to guide so many diverse people in such an uncertain and intense age as adolescence. During my internship I saw first-hand how many

tasks a teacher has to do far beyond teaching a class, far beyond even scheduling, preparing materials and assessing. A teacher is a companion, an authority, an actor, a police officer, a psychologist, a nurse, a guide, a friend. I have been critical because it was my job to be critical. But I strongly and loudly applaud the work carried out by the secondary school that has hosted me and the teachers there. They definitely deserve more recognition than they are getting. I had the feeling that teachers are tired of not being respected by parents who judge their performance, by governments which change education laws quite easily, by society that thinks they do not work enough and that they are just too well paid and have tons of days off, and also by students who sometimes can be very ungrateful.

It is not uncommon in Spain to encounter teenage students who think they are bad at English, feel forced to learn it, find it hard, dislike it and feel frustrated. There are tons of things of the current Spanish education system that I am not fond of and that I would change if I had a magic wand. For instance, building friendlier educational spaces, decreasing the teacher-student ratio or investing in teacher training and support, letting them know that they are valued and needed. Some of these things are out of my hands, but what I can do is carry out the teaching task with responsibility, humility, respect and enthusiasm. An inspiring teacher can change the relationship of a learner's relationship with a subject, making it more enjoyable, useful and interesting. And then, learners who develop an interest in the subject put in extra effort, and that extra effort generates a sense of progress which also boosts their confidence (Lamb & Wedell, 2013). What makes a teacher inspiring then? Having in mind that teachers will rarely inspire a whole class, being patient and kind, giving attention to individual needs and having good knowledge of the subject seems to help (Lamb & Wedell, 2013).

Writing this paper has taken the author significant time, effort and entailed personal development such as overcoming the rewarding, though at times overwhelming, task of research analysis. Luckily I found resources that I find very motivating, such as the work of Dominic Wilcox, the reflections of Rachel Carson (who inspired the title of this work) or the

book written by María Acaso and Clara Megías in which they investigate how to use certain elements of contemporary art in the learning process. Learning about their work and being aware that there are people carrying out projects with so much potential makes me very happy, gives me ideas, and makes me realise that other, gentler ways of learning are possible. At the same time, art fascinates me. I am convinced of its transforming, motivating and inspiring power. And I intend to continue bringing it into the classroom as a subversive tool and with the full intention that what is learnt in the classroom is then reflected outside it.

Given the rapid changes in society, the impossibility of knowing what the future will be like in a few years' time, the complexity of the teenage years, the intensity of a job like this one and the speed at which education laws change, being a teacher does not seem to me to be the easiest thing to do. But I will give it a go and promise to do my best.

References

- Acaso, M. (2018). Educar a La Manada: aprender a pensar como razón de la educación artística en el sistema educativo [Learning to think as the reason for art education to exist in education systems]. *María Acaso*. <https://bit.ly/alfabetizacionvisual>
- Acaso, M., & Megías, C. (2017). *Art Thinking: Cómo el arte puede transformar la educación* [How Art can transform education]. PAIDÓS Educación.
- Andrino, B., Grasso, D., & Llaneras, K. (2019, September 13). El mapa de la renta de los españoles, calle a calle [Salaries map of Spaniards]. *El País*. <https://bit.ly/42YDX0R>
- Atrio Cerezo, S., Azagra Solano, A., Coca Gamito, S., Dinapoli, J., & Megías, C. (2023). *Cuaderno Despacios: Del espacio físico como contenedor de actividades educativas al uso de espacio como material educativo* [Rethinking educational space]. RED PLANEA. <https://redplanea.org/recursos/cuaderno-despacios/>
- Aulia, M. P., Lengkanawati, N. S., & Rodliyah, R. S. (2020). The use of pair work to reduce speaking anxiety in an EFL classroom. In *Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019)* (pp. 134–137). Atlantis Press. <https://doi.org/10.2991/assehr.k.200406.027>
- B, E. (2010, May 7). Bienvenidos al IES 8 de Marzo [Welcome to 8 de Marzo High School]. *Las Provincias*. <https://bit.ly/3MOnB4n>
- Carson, R. (1956). *The Sense of Wonder*.
- Competencias clave*. (n.d.). | Ministerio De Educación Y Formación Profesional. <https://bit.ly/3JzfMOQ>
- Darn, S. (n.d.-a). *Eliciting*. Teaching English. <https://bit.ly/46rqLYG>
- Darn, S. (n.d.-b). *Monitoring*. Teaching English. <https://bit.ly/3r6qGW9>
- Domínguez, Y. (2015). *Niños vs. Moda* [Children vs. Fashion]. Yolanda Domínguez. <https://bit.ly/ninasmoda>

Educación Conectada. (2015, July 2). *Charla digital con María Acaso* [Video]. YouTube.

https://youtu.be/ld_X13DG800

Estudio barrios vulnerables zona norte de Alicante [Alicante poorest neighbourhoods study].

(2006). Ayuntamiento de Alicante. <https://bit.ly/42Z3Mhy>

Font, S. (2017). *Cómo hacer un fanzine* [How to make a good fanzine].

<http://laaventuradeaprender.intef.es/guias/como-hacer-un-fanzine>

González Chinchilla, M. S. (2022). *Propuesta didáctica 3º ESO Lengua extranjera inglés, curso 2022/2023 IES 8 de Marzo* [Syllabus].

Guijarro, D. (2022). *El Modelo* [The Model] (Resistències Artístiques 2022-2023, Ed.). Consorci Museus De La Comunitat Valenciana.

<https://www.consorcimuseus.gva.es/aprende/diana-guijarro-el-modelo/?lang=es>

Hancock, M. (2022). *Collaborate Level 3 Teacher's Book*. Cambridge University Press.

IES 8 de Marzo. (2022-a). *Programación General Anual (PGA)* [General Annual Plan].

IES 8 de Marzo. (2022-b). *Reglamento de Régimen Interno (RRI)* [Internal Regulations document].

Kozlova, M. (2021, May 19). *The benefit of immersive language-learning experiences and how to create them* | Cambridge English. Cambridge Assessment English.

<https://bit.ly/44IFQ8m>

Lamb, M., & Wedell, M. (2013). *Inspiring English teachers: a comparative study of learner perceptions of inspirational teaching*. British Council. <https://bit.ly/inspiringteaching>

Mackey, A. (2014, September 4). What happens in the brain when you learn a language? *The Guardian*. <https://bit.ly/learninglanguagesbenefits>

Maitedal. (2017, October 7). *María Acaso en I Congreso Innovación Educativa 2017 Zaragoza* [Video]. YouTube. <https://youtu.be/5-uVrPfisXQ>

Moreno, C., Ramos, P., Rivera, F., Sánchez-Queija, I., Jiménez-Iglesias, A., García-Moya, I., Moreno-Maldonado, C., Paniagua, C., Villafuerte-Díaz, A., Ciria-Barreiro, E., Morgan,

- A., & Leal-López, E. (2020). *La adolescencia en España: salud, bienestar, familia, vida académica y social: Resultados del Estudio HBSC 2018* [Study on adolescents in Spain]. Ministerio de Sanidad. <https://bit.ly/HBSC2018estudio>
- Passives. (2023). LearnEnglish. <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/passives>
- Poetry Foundation. (1975). *Ithaka by C. P. Cavafy* | Poetry Foundation. <https://www.poetryfoundation.org/poems/51296/ithaka-56d22eef917ec>
- RESOLUCIÓN de 20 de julio de 2022, del secretario autonómico de Educación y Formación Profesional, por la que se dictan instrucciones para la organización y el funcionamiento de las unidades específicas ubicadas en centros docentes ordinarios sostenidos con fondos públicos para el curso 2022-2023 [Legislation on units for students with special needs in public high schools]. DOGV de 26 de julio de 2022, núm. 9391. https://dogv.gva.es/datos/2022/07/26/pdf/2022_7065.pdf
- Simón, P., Clavería, S., García Albacete, G., López Ortega, A., & Torre, M. (2021). *Informe Juventud en España 2020*. Instituto de la Juventud.
- Teaching tips. Drilling*. (n.d). English Unlimited. Cambridge University Press Spain. https://www.cambridge.es/en/content/download/1616/10376/Teaching%2BTips_Pro_n_01_Drilling.pdf
- Thomson, M. (2019, July 22). *English language summer camp activities for teenagers*. British Council. <https://bit.ly/3NRj8PM>
- Torre Notari, C. [Camila Torre Notari]. (2020, May 20). *Muchos Fanzines* ❤️ [Video]. YouTube. <https://youtu.be/PJuYdFdWY-w>
- United Nations. (2015). *English Language Programme | HR Portal*. <https://hr.un.org/unhq/languages/english>
- UOC - Universitat Oberta de Catalunya. (2020, November 4). *La neuroeducación. Diego Redolar entrevista a David Bueno | UOC* [Video]. YouTube. https://youtu.be/nTD4_NPhkHg

Appendices

Appendix A

Handout – Session 1 – What is it made of?

SESSION 1 – WHAT IS IT MADE OF? – UNIT: PEOPLE MAKE THINGS

Activity 1. Use a word from each box to describe the photos (1-6).

Materials

cardboard glass leather
 rubber silk tin plastic
 wood(en)* ceramic

Containers

bag box can case jar
 tube bowl bottle tray

* The word 'wood' is a noun and the word 'wooden' is an adjective.



1. a plastic bottle
 2. ...
 3. ...
 4. ...
 5. ...

6. ...
 7. ...
 8. ...
 9. ...

Appendix B

Handout – Session 2 – The reinvention of normal

SESSION 2 – THE REINVENTION OF NORMAL – UNIT: PEOPLE MAKE THINGS

Activity 1. Choose the correct answer

1. **Where does Dominic Wilcox live and work?**
 A) New York
 B) Paris
 C) London
 D) Tokyo
2. **What are some of the companies that have commissioned Dominic Wilcox?**
 A) Adidas, Coca-Cola and McDonald's
 B) Nike, BMW and Kellogg's
 C) Amazon, Google and Tesla
 D) Samsung, Apple and Sony
3. **What is the “reverse listening device” made of?**
 A) Football and fruit
 B) Tubes and kitchen funnels
 C) Tea cup and saucer
4. **How is the “Ball Kick Smoothie Maker” used to make a smoothie?**
 A) The ingredients are blended together in a blender
 B) The ingredients are put inside a football and used for playing, then opened to reveal the smoothie
 C) The ingredients are poured into a cup with a cooling fan
 D) The ingredients are mixed in a bowl with a whisk
5. **What is the Tea cup and saucer equipped with?**
 A) A cooling fan
 B) A USB charging cable
 C) A heating element
 D) A Bluetooth speaker

Activity 2. Find at least 5 more sentences written present simple passive in the text and complete the following table as in the example.

Verb as it appears in the text	Infinitive form	Regular or irregular?	Meaning or translation
<i>is known</i>	<i>To know</i>	<i>irregular</i>	<i>Saber, conocer</i>

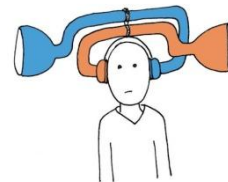
Reading.

Dominic Wilcox, reinventing 'normal'

Dominic Wilcox is a British artist and designer who lives and works in London. He has received commissions from important companies including Nike, BMW and Kellogg's. Dominic **is known** for creating unique and interesting objects.

One of them **is called** "The reverse listening device" and it **is made** with tubes and kitchen funnels. When you wear it, you hear sounds that come from your right side with your left ear and viceversa.

Dominic says that it is a very strange experience using it.



Reverse Listening Device.

Another of his inventions **is called** "Ball Kick Smoothie Maker". The ingredients for a smoothie, such as fruit and yoghurt, **are put** inside a football. The **ball is closed** and **used** for playing. After a while, the ball can be opened and the smoothie is ready to drink.



Sometimes when you are eager to drink your tea, you can't because it is too hot. Well, Dominic has a solution for that: the Tea cup and saucer that are equipped with a cooling fan. The tea of choice **is poured** in the cup, the switch **is turned on** and the fan speeds up the cooling process.

The fan **is charged** by USB.



Tea cup and saucer with built in cooling fan. (no more burnt tongues)

Dominic Wilcox demonstrates how ordinary objects can be reimagined into something extraordinary. With a little curiosity and ingenuity, anyone can be an inventor. Don't you agree?

Optional:

If you are a curious person and want to discover more about Dominic and his inventions, watch this short documentary or go and check his Instagram profile.



<https://vimeo.com/122959827>



https://www.instagram.com/dominic_wilcox/

Appendix C

Handout – Session 4 & 5 – Presentations

**SESSION 4 & 5 – PRESENTATIONS- UNIT: PEOPLE MAKE THINGS
COEVALUATION AND SELF EVALUATION**

- **Preparation.** Is the team well organised? Has everyone spoken? Do they seem well prepared?
- **Grammar and vocabulary.** Are students using correctly the vocabulary and grammar that we have seen in this unit? And also is their grammar and vocabulary in general correct? Are they using a wide range of vocabulary? Are they using synonyms?
- **Fluency.** Are they speaking clearly? Are they speaking at a correct pace (not too fast, not too slow, not too many ‘eeeehmm’). Are they making eye contact? Is their volume ok?
- **Content.** Does it make sense? Is it interesting? Is it fun? Is it engaging?
- **Any other considerations.** Add here any other comment you’d like to make.

Name of the invention:

Preparation. ☆☆☆☆☆

Grammar and vocabulary. ☆☆☆☆☆

Fluency. ☆☆☆☆☆

Content. ☆☆☆☆☆

Any other considerations:

Name of the invention:

Preparation. ☆☆☆☆☆

Grammar and vocabulary. ☆☆☆☆☆

Fluency. ☆☆☆☆☆

Content. ☆☆☆☆☆

Any other considerations:

Name of the invention:

Preparation. ☆☆☆☆☆

Grammar and vocabulary. ☆☆☆☆☆

Fluency. ☆☆☆☆☆

Content. ☆☆☆☆☆

Any other considerations:

Name of the invention:

Preparation. ☆☆☆☆☆

Grammar and vocabulary. ☆☆☆☆☆

Fluency. ☆☆☆☆☆

Content. ☆☆☆☆☆

Any other considerations:

Name of the invention:

Preparation. ☆☆☆☆☆

Grammar and vocabulary. ☆☆☆☆☆

Fluency. ☆☆☆☆☆

Content. ☆☆☆☆☆

Any other considerations:

Name of the invention:

Preparation. ☆☆☆☆☆

Grammar and vocabulary. ☆☆☆☆☆

Fluency. ☆☆☆☆☆

Content. ☆☆☆☆☆

Any other considerations:



Appendix D

Handout – Session 6 – Museum of me

SESSION 6 – MUSEUM OF ME – UNIT: PEOPLE MAKE THINGS

Your name:

Your class/group:

Name of your classmate:

Here you can sketch the object:

Object:

Why is it special?

Name of your classmate:

Here you can sketch the object:

Object:

Why is it special?



Appendix E

Handout – Session 8 – Fanzines

SESSION 6—MUSEUM OF ME— UNIT: PEOPLE MAKE THINGS

Name(s):

Group class:



What is the title of your fanzine? If it doesn't have one, think of one now:



What is the main idea of your fanzine?



How have you made it? What materials have you used?



What have you learnt during the process of making your fanzine?



Is there any fanzine made by any of your classmates that you particularly like? Which one? Why is it special?



Is there anything else you would like to say?

Appendix F

Visual aids presentation

The following images are a thumbnail of the 29 slides of the presentation for this

Teaching unit that can be seen and downloaded from this Canva link: <https://bit.ly/3VxGAnK>

1

2

3

4

5

6

7

8

9

10

11

12

It is made with tubes and kitchen funnels.

13

14

15

	Infinitive form	Reg. or irreg?	Meaning
is known	to know	irregular	saber, conocer
is called	to call	regular	llamar
is made	to make	irregular	hacer
are put	to put	irregular	poner
is closed	to close	regular	cerrar
(s) used	to use	regular	usar
is poured	to pour	regular	echar, verter
is turned on	to turn on	regular (phrasal verb)	encender
is charged	to charge	regular	cargar

16

Go to [join.nearpod.com](https://www.join.nearpod.com)

17



18

INSTRUCTIONS

1. Choose a problem (bonkers or useful)
2. Brainstorm inventions that could solve it and decide on one
3. Prepare an **oral presentation** (4 min.)
 - a. Describe the problem
 - b. Describe the invention (materials, size, how it is used)
4. Create an **image** of the invention (draw it or use AI)

19



20

Name of the invention: _____

Preparation: ☆☆☆☆☆

Grammar and vocabulary: ☆☆☆☆☆

Fluency: ☆☆☆☆☆

Content: ☆☆☆☆☆

Any other considerations: _____

21



22

Tell me something I don't know, tell me something only you know.

Let's exchange a secret.

Let me give my opinion freely and tell you if I like it or not.

Let's try to be sincere.

23

- This is something that I bought when...
- This object represents the fact that I play...
- I chose this because I love...
- This photo is important to me because...

24

Name of your classmate: _____ Here you can sketch the object:

Object: _____

Why is it special? _____

25



Fanzines

Session 6

26



27

Ideas!

- A guide on how to use present simple passive.
- A summary of my classmates' personal objects.
- A story about one of my personal objects.
- A description of one (or +) Dominic Wilcoo's inventions
- An explanation of my group invention.
- What I have learnt recently.
- A day in my life
- A story (fiction/non-fiction)
- ...

28

Format



© <https://www.aucthlay.com/inspiration.html>

29

Instructions

- Work alone, in pairs or in small groups (3 people), you decide.
- Work time: today (45') + next class (45')
- Choose a format (feel completely free)
- Any text on the zine must be English
- Decide on a topic (use a given idea or a different one)
- Make as many copies as you like, you will donate one to the class library
- Start creating!