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UNIVERSIDAD DE CORDOBA

**Máster Profesorado en
Enseñanza Secundaria
Obligatoria, Bachillerato,
Formación Profesional y
Enseñanza de Idiomas**

SE HIZO VIRAL IT WENT VIRAL

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Especialidad de Inglés
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Obligatoria, Bachillerato,
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La alumna Isabel Jiménez Sáez, con DNI -----, informa de que ha realizado esta memoria y que constituye una aportación original de su autora.

Y para que así conste, se firma el presente informe en Córdoba, a 15 de junio de 2022.

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1. THE ROLE OF THE TEACHER

Surely, looking back to our own high school days, most of us can easily identify those teachers that we considered to be “good teachers”. However, we may probably find it harder to select only one single reason why those teachers were so good. This is because being a good teacher implies not only transmitting knowledge as it was traditionally believed, but he/she must perform a wide range of functions. This section is aimed to expose and discuss the essential roles of the Secondary Education teacher in general, and those of the English as a foreign language (EFL) teacher in particular.

In Spain, the general functions of Secondary Education teachers are specified in the legal framework, particularly in Article 91 of the *Organic Act 2/2006* (henceforth, LOE) and in Article 9 of the *Decree 327/2010*. Basically, they address: programming and teaching of the areas entrusted to them; evaluating the learning and teaching processes; tutoring and orienting the students in collaboration with the families and the Orientation Department; attending to the intellectual, affective, psychomotor, social and moral development of the students; organizing and participating in complementary activities; fostering a climate of respect and freedom; providing regular information to families about the learning processes of their children, as well as guidance for their cooperation; coordinating the teaching, management and direction activities entrusted to them; participating in the general activity of the school and evaluation plans; researching and experimenting to improve their teaching practice. Finally, the law adds that every teacher should carry out these functions under the principles of collaboration and teamwork.

Despite the extensive list of functions exposed in the legal framework, an EFL teacher must possess a wide range of competences in order to teach effectively. According to the OECD’s DeSeCo Project, the term “competence” should be understood as “a complex combination of knowledge, skills, attitudes and values that together make effective action possible” (Rychen and Salganik, 2002, p. 5). The issue of language teacher’s knowledge and skills has been largely discussed by scholars, stablishing the distinction between content knowledge (i.e., the knowledge of the subject matter, *what* is to be taught) and pedagogical knowledge (i.e., the knowledge of instructional methods, *how* to teach) (Shulman, 1987). For an EFL teacher, content knowledge includes the knowledge about the language itself, which has prompted a great deal of debate concerning the adequacy of the native or non-native English teacher. This dispute, which has dragged on from the 1960s to the present day,

triggers what Phillipson (1992) called the “native speaker fallacy”, that is, the assumption that “the ideal teacher of English is a native speaker” (p. 185). The preference for native speakers to teach foreign languages is mainly determined by the most notorious difference between L1 and L2 English-speaking teachers: “language proficiency” (Medgyes, 1996, p. 31). In that respect, the non-native EFL teacher must assume the role of “life-long learner” of the English language, since arrested progress may lead to what Selinker (1972) called “fossilization of the language” (p. 215) and we should not forget that, in the EFL classroom, the teacher serves as a model of the target language for the learners. Nonetheless, according to Medgyes (1996), they also tend to differ in terms of teaching behaviours, since non-native speakers have already the experience of learning a foreign language and can guide students more accurately in their learning process. Hence, language proficiency is not the only factor determining the quality of an EFL teacher, but he/she must possess what Shulman (1987) called “pedagogical content knowledge” (PCK) (p. 8), which is the unique understanding of teachers of how content and pedagogy can be related to present and adapt the subject to the diverse interests and abilities of learners. Therefore, PCK is something developed over time and through practice, and it helps the instructor to acquire a repertoire of teaching skills or techniques to manage the lesson and make it comprehensible to all learners. Accordingly, PCK is closely related to “contextual knowledge” (Richards, 2011, p. 11), which entails not only knowing the characteristics of our students, but also having a holistic awareness of the sociocultural paradigm where we teach, including the students’ families, the school, the status of English as a *lingua franca*, and the current educational trends and policies.

Going from the most general to the most specific, the educational paradigm suffered a radical change in last two decades of the past century, due a shift of focus (from a teacher-centred to a learner-centred approach) and a change in the FL teaching practice (from the traditional grammar-based instruction to the communicative approach, also Communicative Language Teaching). Those changes derived from the new demands and challenges of an increasingly globalised world. Linguists and educators began to recognise that the aim of the FL teaching and learning process should not be that learners master the linguistic structures of the language, but that they are able to communicate in their L2 in real-life situations. For that reason, the LOE includes the linguistic communication competence as one of the fundamental skills that Secondary Education students should acquire throughout the whole stage. This new paradigm has led to a radical reshaping of the role of the teacher and the learner in the EFL classroom: the traditional perception of the teacher as an “authority” and “administrator of

knowledge”, and the student as a “passive recipient” (Taylor, 2002, p. 10) was completely remodelled into a conception of the teacher as a “facilitator” or “guide” of learning, and the student as an “active learner”. Within that perspective, Harmer (2010) claimed that during the EFL classroom, the teacher’s role may vary depending on what students are doing in class: he/she needs to be able to function as a “resource” for language content; as a “tutor” to advise students and guide their learning; as a “prompter” to encourage students to achieve more; and as an “assessor” when providing feedback on the students’ performance (p. 25).

In addition to these changes, the teaching practice has been tremendously affected by the advent of technology. In the last two academic years, marked by the COVID-19 pandemic, we have become more aware of the extent to which Information and Communication Technologies (ICTs) facilitate teaching practice. Nonetheless, the pedagogical uses of technology have already been widely recognised by many scholars and educators, such as Mishra and Koehler (2006), who stated that “thoughtful pedagogical uses of technology require the development of a complex, situated form of knowledge that we call Technological Pedagogical Content Knowledge (TPCK)” (p. 1017). Hence, teachers are expected to become technologically skilled to meet the new demands of our digital era. However, ICTs are not merely an aid to instructors to teach their lessons, but it is also a way to enrich the learning experience, as “the new generations have different motivational profiles” (Amin, 2016, p. 40). Undoubtedly, ICTs have also reshaped the teacher’s roles. As a consequence of the digital era, students are extremely exposed to a large flux of information. In this regard, the role of the teacher should not be simply that of “administrator of knowledge”, but, instead, teachers are required to be “facilitators” helping learners to make judgements about the quality and validity of information; “mediators” between learners and what they need to know; “providers of inputs to scaffold understanding” and “nurturers of creativity” (Amin, 2016, p. 41).

Furthermore, we need to prepare our students to cope with the complex reality of the 21st century world and face what Martínez Serrano (2014a) called “wicked problems” (i.e., climate change, terrorism, natural disasters and evacuation, nuclear energy and waste, health care, poverty and hunger, etc.). Thus, the EFL teacher should design heuristic and cognitively demanding activities in which students combine all their knowledge of the language to deal with real-life situations, while fostering collaborative work, problem solving, creativity and innovation. In this endeavour, innovation is a key factor. It is part of the teacher’s role to pay constant attention to innovation in terms of materials, resources and teaching techniques, as well as to become a researcher (or collaborate with university colleagues) in order to find new

ways of renewing his/her teaching practice. In line with that, as Richards (2011) claims, the teacher should not simply put theories into practice, but also reflect consciously about his/her own teaching (i.e., theorizing from practice), so as to arrive at explanations and generalisations of how our learners learn or fail to learn, and to evaluate one's own teaching, which is also part of the independent dimension of professionalism.

Another inescapable aspect that the EFL teacher should acknowledge is the status of the English language as the *lingua franca* in our 21st-century world, and, in particular, in the European context. In 2000, the European Commission decided that the year 2001 would be designated as the “European Year of Languages” (European Commission, 2000, p. 1). During this year, the aim was “to encourage language learning by all persons residing in the Member States” (European Commission, 2000, p. 1) in order to raise awareness of the richness inherent in linguistic and cultural diversity in terms of civilisation and culture embodied therein; to develop a mutual understanding between European states and a sense of European citizenship to eradicate xenophobia, racism, anti-Semitism and intolerance; to bring notice of the advantages of being competent in several languages, as a key element in the personal and professional development of individuals; and to encourage plurilingualism. As Martínez Serrano (2014b) states, this determined impulse for language learning was an important initiative in a Europe that wanted to remain united. Hence, as EFL teachers, it is of the utmost importance that, in these times of political instability in Europe, we make our students reflect on the meaningfulness of learning English. Moreover, we should take advantage of the tools designed by the European Commission to help language learning and teaching, such as the European Language Portfolio (ELP) or the *Common European Framework of Reference for Languages* (CEFR), as well as the opportunities offered by the Erasmus+ programme.

At the same time, the EFL teacher should consider the status of English in the context of the country where he/she teaches. The European Year of Languages gave birth to a revolutionary approach to language teaching: Content and Language Integrated Learning (CLIL), a dual-focused approach that integrates language learning with the learning of content from non-linguistic areas or content subjects. In Andalusia, this methodology began to gain ground in 2005, reaching the current figure of 1226 bilingual and 49 plurilingual schools (Consejería de Educación y Deporte, 2021), which means that we are very committed to the European objective of language learning. Regardless of whether we are teaching in one of these bilingual schools or not, English is not an isolated subject. As Richards (2011) claims, “the school or the teaching context becomes a learning community, and its members

constitute a community of practice” (p. 25). Then, the EFL teacher must be a “collaborator” with fellow teachers and other members of the school (i.e., administrators or supervisors), as well as with the families, who are also important educating agents. In relation to that, we should take into consideration the particular characteristics of the school where we are teaching and that of the families and learners. Article 91 of the LOE includes guidance and tutorial action as an essential part of the teaching function. As Rodríguez (2011) points out, the tutor must carry out functions of coordination, attention or psycho-pedagogical intervention of students, mediation, counselling, planning and evaluation. These actions are aimed at and contemplate the collaboration of all educational agents (i.e., students, families and teachers), so it is part of the teachers’ role to seek the inclusion of all of them. Likewise, tutorial action is presented as a measure of attention to the educational needs of learners. Our classes are heterogeneous, and our teaching must guarantee equal opportunities and rights for the full development of all our students, following the principle of equity established in Article 1 of the LOE. Then, it is important that the teacher becomes an instigator of a safe environment in the classroom, so that all students feel respected and included. Likewise, we must not lose sight of the fact that we are teaching teenagers, and, according to Piaget (1970) and Erikson (1968), it is a stage marked by profound physical and psychological changes. Therefore, as EFL teachers, it is vital to pay attention to the affective domain and to become motivators, since, according to Krashen (1982), affective factors can act as a filter that prevents the correct acquisition of the L2.

To conclude this section, I would like to return to DeSeCo’s definition of competence, because according to it, being a competent teacher would require more than just knowledge and skills, but also “attitudes and values”. To Hattie (2012), “teachers’ beliefs and commitments are the greatest influence on student achievement” (p. 22). He considers high-effect teacher the one that is passionate and inspired. Being passionate is not only having a vocation for the profession, but to translate it into all the functions of our teaching practice, showing passion for our subject, our students, and a passionate belief that our teaching can make a difference in our student’s lives. Remember, “we *must* consider ourselves positive change agents for the students who come to us” (Hattie, 2012, p. 22), so that one day they can remember us as “good teachers”.

2. CURRICULUM DESIGN AND PLANNING

2.1. Introduction and contextualization

The programming of the areas entrusted to the teacher is the first of the teaching functions that appear in Article 91 of the LOE. Teaching programmes are defined in Article 29 of the *Decree 327/2010* as instruments for the planning, development and evaluation of each subject, including the objectives, contents and evaluation criteria established in the official core curriculum and in its different levels of concretion. As stated in Article 125 of the *Law 17/2007* on Education in Andalusia (LEA), we are granted pedagogical autonomy to adapt the curriculum to the different contexts. Thus, the teaching programme will be developed taking into account the characteristics of the school, its socio-economic context and, most importantly, the students.

2.1.1. The school

The Jesús Nazareno school is a private school funded by the state (*colegio concertado*) that belongs to the Diocesan Foundation of Teaching Saints Martyrs of Cordoba, an initiative of the Diocese of Cordoba that combines education with the teaching of Catholic values. It is located in the heart of the city, next to the Jesús Nazareno church, which gives its name to the school. The neighbourhood has a century-old history and has always been inhabited by upper to lower-middle class residents, which accounts for the diverse socio-economic level of our students and families. Regarding the academic offer, it includes bilingual Pre-school education, bilingual Compulsory Primary Education and Compulsory Secondary Education. In addition, the school offers a wide range of extracurricular activities where students can participate voluntarily in the afternoons, such as the W!N language school, which offers support and extension of the contents of bilingual subjects as well as preparation for Cambridge and Trinity foreign language accreditations; the Diocesan Sports School; the music school Ángelus; workshops of sign language and robotics; and an integration support classroom, IMPULSARE, for mixed ability students.

2.1.2. The students

Currently, the school has almost 700 students, who are divided into two groups of 25 students approximately for each year of the stage. The present didactic programme has been designed for the group A of the third year of Compulsory Secondary Education (henceforth, 3ºA). The group is made up of 25 students aged 14-15, coming from different social backgrounds. Proof of this diversity is the case of a Colombian student who joined the school

this academic year. However, most of the students have completed bilingual primary education in the same school. There are two reasons justifying the choice of this group: first, because it is the last year of the first cycle of Compulsory Secondary Education, and therefore it lays the foundations for the second cycle and final year of the stage, which is essentially propaedeutic in nature. Second, because, according to the three major stages of adolescence, it is widely acknowledged that approximately between the ages of 14 to 17, teenagers enter middle adolescence, a stage where they are more capable of thinking abstractly and consider “the big picture” of a situation. Therefore, it is a perfect moment for students to become aware of the importance of English as a communicative and learning tool that will enable them to participate in a wide variety of contexts and access to further opportunities in the personal, public, educational, occupational and professional spheres.

2.2. Legal framework

The Spanish Government establishes a common core curriculum to ensure a common education in the whole national territory and guarantee the validity of diplomas. Then, based on this general legal framework, the different Autonomous Communities concrete and adapt such curriculum to their socio-economic and cultural context. Hence, our didactic programme is elaborated upon the following state and regional regulations in force:

2.2.1. State regulations

- Organic Act 2/2006, 3rd May, on Education. (*BOE*, no. 106, 4th May 2006). (Henceforth LOE)
- Organic Act 2/2020, 29th December, which modifies Organic Act 2/2006, 3rd May, on Education. (*BOE*, no. 340, 30th December 2020). (Henceforth LOMCE)
- Royal Decree 1105/2014, 26th December, which establishes the basic curriculum of Compulsory Secondary Education and Post Compulsory Education. (*BOE*, no. 3, 3rd January 2015). (Henceforth *RD 1105/2014*)
- Order ECD/65/2015, 21st January, which describes the relationships between key competences, contents and evaluation criteria of Primary Education, Compulsory Secondary Education and Post Compulsory Education. (*BOE*, no. 25, 29th January 2015).

2.2.2. Regional regulations

- Law 17/2007, 10th December, on Education in Andalusia. (*BOJA*, no. 252, 26th December 2007). (Henceforth LEA.)
- Decree 327/2010, 13th July 2010, approving the organic regulations of Secondary

Education schools (*BOJA*, no. 139, 30th August 2010).

- Decree 182/2020, 10th January, which modifies Decree 111/2016, 14th June, which establishes the ordering and curriculum of Compulsory Secondary Education in the Autonomous Community of Andalusia. (*BOJA*, no. 221, 16th November 2020).
- Decree 111/2016, 14th June, which establishes the ordering and curriculum of Compulsory Secondary Education in the Autonomous Community of Andalusia (*BOJA*, no. 122, 28th June 2016).
- Order of 15th January 2021, which develops the curriculum corresponding to the Compulsory Secondary Education stage in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity, establishes the organisation of the assessment of the student learning process and determines the process of transition between different educational stages. (*BOJA*, no. 7, 18th January 2021). (Henceforth *Order 15/01/2021*)

Needless to say, the didactic programme must also take into consideration the School Plan, consisting of *Proyecto Educativo*, *Proyecto de gestión* and *Reglamento de Organización y Funcionamiento*.

2.3. Key competences: a competence-based educational model

Recommendation 2006/962/EC of the European Parliament and of the Council of 18th December 2006 on key competences for lifelong learning sets out eight key competences, understood as a combination of knowledge, skills, abilities, and attitudes that all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. To guarantee that learners achieve their full individual, social and professional development before leaving formal education, EU countries are making key competences the cornerstone around which the whole curriculum is structured. Thus, in line with the *Recommendation 2006/962/EC*, the *RD 1105/2014* and the *Decree 111/2016* establish seven¹ key competences that the student must acquire at the end of the Secondary Education stage. As indicated in *RD 1105/2014*, “the competence-based teaching and learning model is characterised by its transversality, dynamism and integral nature, so *it must be addressed from all areas of knowledge*” (p. 170, emphasis added to the original). Hence, we will explain below in what ways EFL contributes to their acquisition:

¹ We find seven competences in the Spanish legal documents because the “linguistic communication competence” combines both the “communication in the mother tongue” and “communication in foreign languages” competencies of the *Recommendation 2006/962/EC*.

Linguistic communication (LC)	It goes without saying that EFL fundamentally aims that the student acquires the ability to understand and produce oral and written messages in the L2 to interact linguistically in a range of societal and cultural contexts. However, since the knowledge and communicative strategies of the L2 can be extended to the mother tongue and vice versa, EFL contributes simultaneously to the acquisition of the linguistic communication competence in both the L2 and the L1.
Mathematical competence and basic competences in science and technology (MSTC)	When learning a foreign language, abstract reasoning is employed to produce and understand the lexical, phonological, syntactic-discursive and functional patterns of the language. In addition, we apply mathematical reasoning when we use the language for different purposes in real-life communicative contexts, such as asking for information, giving instructions, solving problems, making hypothesis, thinking critically on the basis of the information received, etc.
Digital competence (DC)	In EFL, ICTs are included as natural supports for the oral or written texts that students will have to understand, produce and process for two main reasons: first, because our students are “digital natives” (Prensky, 2001), so including ICTs as part of our methodology enhances their motivation and makes them aware of the benefits and risks of these tools; and second, because they foster creativity.
Learning to learn (L2L)	Communicating a foreign language encourages learners to find strategies to overcome communication difficulties, thus developing their autonomy in the language, reinforcing their self-confidence and enabling them to be critical with their own learning process. On the other hand, through collaborative tasks we develop students’ ability to work in groups and use the language as a tool for mutual understanding.
Social and civic competences (SCC)	EFL encourages conscious reflection on the role of English as a lingua franca to participate and have access to further opportunities in a wide variety of contexts, and to communicate with people from different origins. Hence, EFL broadens students’ social and cultural background and promotes an open attitude towards establishing new relationships with people from other countries, as well as respecting and appreciating their culture, customs and ideas.
Sense of initiative and entrepreneurship (SIE)	EFL contributes decisively to the development of a sense of initiative specially in oral and written production and interaction activities where students are required to consciously plan, select and apply strategies to communicate successfully. Moreover, the ability to take risks when articulating their thoughts in a foreign language is fundamental for the development of the sense of entrepreneurship.
Cultural awareness and expression (CAE)	We work this competence in EFL by analysing and producing different artistic and cultural manifestations in that language (e.g., songs, theatre performances, poems, videos, etc). These activities contribute to the personal enrichment of the students while increasing their motivation.

2.4. Objectives

In order for students to acquire the competences described in the previous section, the *RD 1105/2014* in its Article 11 sets out a series of objectives that students need to achieve by the end of the Secondary Education stage as a result of the teaching-learning process (see Appendix 1). To this list of stage objectives, the *Decree 111/2016* in its Article 3 adds two more for the Autonomous Community of Andalusia.² Moreover, each particular subject of the curriculum contributes to the achievement of the stage objectives through its own subject objectives, which are established in the *Order 15/01/2021* (see Appendix 1). The relationship between key competences, stage and EFL objectives is presented in Table 1:

Table 1

Relationship between objectives and key competences

² These two additions correspond to the stage objectives m) and n) in Appendix 1.

Stage objectives	EFL objectives	Key competences
a)	8, 10	SCC
b)	4, 7, 8, 9, 11, 12	L2L
c)	8, 10	SCC
d)	2, 8, 10	SCC
e)	9, 11	DC, L2L
f)	7, 9	MSTC, L2L
g)	5, 11, 12	L2L, SIE
h)	1, 2, 3, 4, 5, 6, 7	LC
i)	1, 2, 3, 4, 5, 6	LC
j)	13, 14	CAE
k)	8, 10	SCC, SIE, MSTC, L2L
l)	13, 14	CAE, L2L
m)	13, 14	CAE, LC
n)	13, 14	CAE

Taking the stage and EFL objectives in Table 1 as a reference, we have designed the specific objectives for this didactic programme, which can be categorized according to skills (i.e., general language knowledge), learning strategies (i.e., individual and social learning skills), language value (i.e., appreciation of the value of the language) and culture (i.e., accessing culture by means of the language). The relationship of these specific objectives with the stage objectives in the *RD 1105/2014* (RD), the EFL objectives in the *Order 15/01/2021* (O) and key competences (KC) is described between square brackets:

- i. To listen and understand general and specific information from oral texts, transmitted face-to-face or through audio visual media, in different communicative contexts: class presentations, transport announcements, formal and informal conversations, TV programmes, news, interviews, documentaries, YouTube videos and songs. [RD: i; O: 1; KC: LC, DC, MSTC]
- ii. To express ideas and interact orally in an understandable and appropriate way for different communicative purposes, such as: to discuss a topic and give opinions, to inform about a topic, to talk about present/past/future events/actions, to talk about hypothetical situations, to persuade, to express ability, prohibition and obligation, to give advice, for mediation activities, games and roleplays. [RD: i; O: 2; KC: LC, SIE, MSTC]
- iii. To read and understand general and specific information and formulate hypothesis from different types of written texts, in digital or paper format, such as: web pages, blog entries, journal/magazine articles, instructions, adverts, leaflets and food labels. [RD: i; O: 2; KC: LC, SIE, MSTC]
- iv. To write simple texts such as narrations, descriptions, essays, reviews, articles,

- checklists, adverts, recipes, posters, decalogues, formal letters and WhatsApp messages, using language creatively and combining other means of expression and representation, in paper or digital format. [RD: i; O: 3, 4; KC: LC, DC; MSTC]
- v. To know and apply correctly the vocabulary related to travel and holidays, types of relationships, personality adjectives, environment and natural surroundings, work and occupations, shopping and commercial act, food and restaurants, transports, health and physical care and ICTs. [RD: i, l; O: 5; KC: LC, SIE, DC, MSTC]
- vi. To identify and be able to produce English phonetic sounds and intonation patterns, such as -ed verb endings, questions intonation, pronunciation of cognate words, long and short vowels, diphthongs in words with ei and ou, /ə/, /z/, /s/, /θ/, /ð/, /tʃ/, /ʒ/ and /dʒ/. [RD: i; O: 6; KC: LC, MSTC]
- vii. To know and use with accuracy the following English grammatical structures: past tenses (past simple and continuous, present simple and continuous), future tenses (will, be going to, present continuous), conditionals (first, second and third), relative clauses, there is/are, countable/uncountable nouns, quantifiers (a/an/the/some/any/many/a lot, how much/ how many), modals (ability, obligation, prohibition, advice), verbs followed by gerund or to + infinitive and the reported speech. [RD: i; O: 6; KC: LC, MSTC]
- viii. To know and apply learning strategies, such as transferring knowledge or communication strategies from their L1, to achieve autonomous learning and personal development. [RD: b, d, f, g, h; O: 7, 11, 12; KC: L2L, SIE, MSTC]
- ix. To develop the ability to work collaboratively, rejecting discrimination and stereotypes of any kind, and practising equal treatment, respect and tolerance. [RD: a, c, d, f, k; O: 8; KC: L2L, SCC]
- x. To be able to use technology, specially ICTs, as a mean of communication and to obtain information, interpret it critically and present it in English. [RD: e; O: 9; KC: DC, LC, L2L, SIE]
- xi. To value and appreciate English as a tool for learning and as a mean of communication, cooperation and understanding between people of different cultures, as well as an instrument to solve conflicts peacefully. [RD: a, c, d, j; O: 10, 11; KC: L2L, SCC, MSTC]
- xii. To value and appreciate English as a means of accessing other cultures and transmitting aspects of the Andalusian culture to citizens of other countries. [RD: j, m, n; O: 13, 14; KC: CAE, SCC]

2.5. Contents

Contents are defined in the *RD 1105/2014* as a set of knowledge, skills, abilities, and attitudes that contribute to the achievement of the objectives of each teaching and educational stage and to the acquisition of the key competences. They can be found in the *RD 1105/2014* and the *Order 15/01/2021*. In particular, EFL contents are organized into four blocks,³ corresponding to the main skills of the language as described in the CEFRL (2001):

Table 2

Blocks of contents in EFL

Block 1: comprehension of oral texts
Block 2: production of oral texts (expression and interaction)
Block 3: comprehension of written texts
Block 4: production of written texts (expression and interaction)

2.5.1. Sequence of contents

The contents for our didactic programme have been divided into nine didactic units, each of them covering the four blocks of contents mentioned above:

1st Term

Unit 1: “Let’s go!”		Dates: 15/09/2022 – 19/10/2022		Sessions: 17	
Stage objectives: b, c, d, e, i, j, l		EFL objectives: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14		Didactic programme objectives: i, ii, iii, iv, v, vi, vii, x, xii	
KC: LC, L2L, DC, SCC, CAE					
Vocabulary	Travel and holidays				
Grammar	Past simple and continuous				
Listening	Transport announcements Visual thinking activity (customs, values, habits): vlog interrail (YouTube video)				
Speaking and pronunciation	Small group discussion: Is travelling a pill against racism and stereotypes? How important is English to travel abroad? Oral presentation: storytelling “your last trip” Taboo game: travel and holidays vocabulary Pronunciation: <i>-ed</i> verb endings				
Reading	Ethical travel, “voluntourism” (volunteering + tourism) (magazine article) Jigsaw reading: Against ‘binge tourism’ (journal article) Types of holidays (leaflet)				
Writing	Write a comment for TripAdvisor about a travel experience abroad or places you visited in your city (review) Poster “Instagram post”: describe a picture about your summer holidays (description and narration)				
Assessment criteria	Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment instrument(s)	
1.1.	10%	1.a., 1.d., 1.f.	- Portfolio - Exam	- Production analysis	- Checklist - Numerical scale
1.3.	10%	1.a., 1.d.			
1.7.	10%	1.a.			
2.1	10%	2.a, 2.c	- Oral	- Direct	- Numerical

³ It should be noted that linguistic-discursive contents, which are worked on in all the blocks, are listed separately in the legal documents.

2.3.	10%	2.a, 2.c	presentation - Small group discussion	observation	observation scale
2.6.	10%	2.a.			
3.1.	10%	3.e., 3.f.	- Portfolio	- Production analysis	- Checklist
3.3.	10%	3.e., 3.f.	- Exam		- Numerical scale
4.1.	10%	4.c, 4.e.	- Written production (review) - Poster	- Production analysis	- Rubric
4.3.	10%	4.c, 4.e.			

Unit 2: “Healthy relationships”		Dates: 20/10/2022 – 21/11/2022		Sessions: 17	
Stage objectives: a, b, c, d, f, i		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, 12		Didactic programme objectives: i, ii, iii, iv, v, vi, vii, ix, x, xi	
KC: LC, L2L, SCC, SIE, MSTC, CAE					
Vocabulary	Types of relationships; personality adjectives				
Grammar	Present perfect simple and continuous				
Listening	Conversations about problems in relationships (TV show) The problem with over-friendly people (YouTube video) Visual thinking activity (main points): the 5 languages of love (YouTube video)				
Speaking and pronunciation	Oral presentation: healthy and unhealthy relationships Personality test: have you ever...? Mime game: personality adjectives Pronunciation: questions intonation				
Reading	The Museum of Broken Relationships (web page) Fictional couples that have fallen in love in real life (blog entry) The power of “our song” (narrative story) Game: humans vs zombies				
Writing	Finding your soulmate: I find someone who has... (checklist) Twitter thread: “the worst date you ever had” (narration) Poster: describing the story of an object for the Museum of Broken Relationships (description of realia)				
Assessment criteria	Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment tool(s)	
1.4.	10%	1.a, 1.d, 1.g.	- Portfolio	- Production analysis	- Checklist
1.5.	10%	1.a, 1.d, 1.g.	- Exam		- Numerical scale
2.2.	10%	2.a., 2.c.	- Oral	- Direct observation	- Numerical observation scale
2.5.	10%	2.a., 2.c.	- presentation		
2.7.	10%	2.a., 2.c.	- Oral questionnaire		
3.2.	10%	3.f, 3.g.	- Portfolio	- Production analysis	- Checklist
3.4.	10%	3.f, 3.g.	- Exam		- Numerical scale
3.5.	10%	3.f, 3.g.			
4.4.	10%	4.a, 4.c, 4.d	- Narration	- Production analysis	- Rubric
4.7.	10%	4.a, 4.c, 4.d	- Poster		

Unit 3: “Take action!”		Dates: 17/11/2022 – 23/12/2022		Sessions: 17	
Stage objectives: b, e, f, i, k		EFL objectives: 1, 2, 3, 4, 5, 6, 8, 9, 11, 12		Didactic programme objectives: i, ii, iii, iv, v, vi, vii, ix	
KC: LC, L2L, DC, MSCT, SCC, SIE					
Vocabulary	Environment and natural surroundings				
Grammar	Future: will, be going to and present continuous				
Listening	Climate Change Basics (YouTube video) Eco-anxiety (news audio)				
Speaking and pronunciation	Impromptu speaking: pollution Hot potato game: how will you help the environment? Pronunciation: cognate words				
Reading	Endangered animals that will be extinct by 2030 (journal article) Earth day (web page)				

	Sustainable fashion quiz (web page)			
Writing	How will the future be in 50 years? (forum) Final project: bird house (design thinking)			
Assessment criteria	Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment instrument(s)
1.2.	10%	1.f, 1.g.	- Portfolio	- Checklist
1.6.	10%	1.f, 1.g.	- Production analysis	- Checklist
2.4.	10%	2.a, 2.d.	- Oral production in class	- Numerical observation scale
2.8.	10%	2.a, 2.d.	- Final project	- Rubric
2.9.	10%	2.a, 2.d.		
3.2.	10%	3.e., 3.f.	- Portfolio	- Checklist
3.3.	10%	3.e., 3.f.	- Production analysis	- Rubric
4.2.	10%	4.d.	- Forum	- Rubric
4.5.	10%	4.d.	- Final project	- Rubric
4.6.	10%	4.d.		

2nd Term

Unit 4: “Working towards equality”		Dates: 09/01/2023 – 03/02/2023	Sessions: 16	
Stage objectives: a, b, c, d, i		EFL objectives: 1, 2, 3, 5, 6, 7	Didactic programme objectives: i, ii, iii, iv, v, vi, vii, viii	KC: LC, L2L, SIE
Vocabulary	Work and occupations			
Grammar	Conditionals (first, second and third)			
Listening	Job interview (formal conversation) Future jobs (YouTube video)			
Speaking and pronunciation	Small group discussion: what kind of jobs are still considered women/men’s work? Talking about hypothetical situations: What if...? Roleplay: job interview Game: Baamboozle Pronunciation: /ə/			
Reading	“Mumpreneurs” (magazine article) Non binary language: reshaping occupations (blog entry)			
Writing	Design your CV including what will you do for the company if you are chosen for the job What would you do if you were president of your country? (essay)			
Assessment criteria	Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment instrument(s)
1.1.	10%	1.b, 1.e, 1.f	- Portfolio	- Checklist
1.3.	10%	1.b, 1.e, 1.f.	- Exam	- Numerical scale
1.4.	10%	1.b, 1.e		
2.1.	10%	2.b, 2.c	- Small group discussion	- Numerical observation scale
2.3.	10%	2.b, 2.c	- Roleplay	- Numerical observation scale
2.9.	10%	2.b, 2.c		
3.6.	10%	3.e, 3.f	- Portfolio	- Checklist
3.7.	10%	3.e, 3.f	- Exam	- Numerical scale
4.1.	10%	4.a, 4.d., 4.f.	- CV	- Rubric
4.3.	10%	4.a., 4.d., 4.f.	- Essay	- Rubric

Unit 5: “For sale!”		Dates: 06/02/2023 – 03/03/2023	Sessions: 16	
Stage objectives: b, e, g, h, i, k, l		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12	Didactic programme objectives: i, ii, iii, iv, v, vi, vii, viii, x	KC: LC, L2L, DC, SIE, MSTC, CAE
Vocabulary	Shopping and commercial acts			
Grammar	Relative pronouns and relative clauses			
Listening	TV commercials “Thrift Shop” Macklemore & Ryan Lewis (song) Extreme Cheapskates (TV programme)			

Speaking and pronunciation	Debate: online shopping vs traditional shopping Weird products: convince the class to buy your product Pronunciation: long and short vowels				
Reading	The buy nothing movement (journal article) Adverts Game: shopping <i>pasapalabra</i> (e.g. a shop where you buy meat, the person who sells meat)				
Writing	Create an advertisement to sell your product (advertisement) Design thinking task: create an innovative product to make our daily life easier				
Assessment criteria	Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment instrument(s)	
1.2.	10%	1.a., 1.g	- Portfolio	- Production analysis	- Checklist
1.5.	10%	1.a., 1.g	- Exam		- Numerical scale
2.2.	10%	2.a., 2.c.	- Debate		
2.4.	10%	2.a., 2.c.	- Oral production in class	- Direct observation	- Numerical observation scale
2.6.	10%	2.a., 2.c.			
3.1.	10%	3.b, 3.e	- Portfolio	- Production analysis	- Checklist
3.5.	10%	3.b, 3.e	- Exam		- Numerical scale
4.2.	10%	4.c., 4.d	- Advertisement	- Production analysis	- Rubric
4.4.	10%	4.c., 4.d	- Design thinking task		
4.7.	10%	4.c., 4.d			

Unit 6: “Food for thought”		Dates: 06/03/2023 – 31/03/2023		Sessions: 16	
Stage objectives: b, e, g, h, i, j, k, m, n		EFL objectives: 1, 2, 3, 4, 5, 6, 7, 11, 13, 14		Didactic programme objectives: i, ii, iii, iv, v, vi, vii, viii, ix, xi, xii	
KC: LC, L2L, SIE					
Vocabulary	Food and restaurants				
Grammar	Expression of existence: there is/are Expression of entity: countable/uncountable nouns Expression of quantity: quantifiers: (a/an/the/some/any/many/a lot, how much/ how many)				
Listening	Vegetarianism: Paul McCartney “Glass walls” (YouTube video) Food waste (informal conversation) Singing my order at McDonald’s (song)				
Speaking and pronunciation	Discussion: eating habits “what do you ate yesterday?” Roleplay: persuade your partner to become vegetarian/meat-eater Pronunciation: diphthongs: words with ei and ou				
Reading	Eat to live or live to eat? (magazine article) Meat-Free Mondays (journal article) Realia: food labels				
Writing	Andalusian recipe A restaurant review Final project: food around the world				
Assessment criteria	Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment instrument(s)	
1.6.	10%	1.c, 1.g	- Portfolio	- Production analysis	- Checklist
1.7.	10%	1.c, 1.g			
2. 5.	10%	2.a, 2.c.	- Discussion	- Direct observation	- Numerical observation scale
2.7.	10%	2.a, 2.c.	- Roleplay		- Rubric
2.8.	10%	2.a, 2.c.	- Final project		
3.2.	10%	3.e	- Portfolio	- Production analysis	- Checklist
3.3.	10%	3.e			
3.4.	10%	3.e			
4.5.	10%	4.b, 4,f	- Recipe	- Production analysis	- Rubric
4.6.	10%	4.b, 4,f	- Review - Final project		

3rd Term

Unit 7: “On my way”		Dates: 10/04/2023 – 03/05/2023		Sessions: 14	
Stage objectives: a, b, i		EFL objectives: 1, 2, 3, 4, 5, 6, 7, 8		Didactic programme objectives: i, ii, iii, iv, v, vi, vii, viii, ix, xii	
Vocabulary		Means of transport			
Grammar		Modals I: ability, obligation, prohibition			
Listening		Commuting by bike in London (News) Game: guess the type of transport they are talking about (informal conversation)			
Speaking and pronunciation		Discussion: At what age can you learn to drive in your country? Can you drive an electric scooter without helmet? Game: obligation and prohibition traffic signs Pronunciation: /z/ versus /s/			
Reading		London Transport Museum (web page) Driverless cars: a great or problematic invention (blog entry)			
Writing		Road safety rules (decatalogue) Design thinking task: invent the safest mean of transport Game “can or can’t you?”: left hand writing			
Assessment criteria		Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment instrument(s)
1.3.	10%	1.d, 1.g	- Portfolio	- Production analysis	- Checklist
1.6.	10%	1.d, 1.g	- Exam	- Production analysis	- Numerical scale
2.1	10%	2.a.	- Discussion	- Direct observation	- Numerical observation scale
2.3	10%	2.a.			
2.6.	10%	2.a.			
3.3.	10%	3.f	- Portfolio	- Production analysis	- Checklist
3.5.	10%	3.f	- Exam	- Production analysis	- Numerical scale
3.4.	10%	3.f			
4.3.	10%	4. b, 4.d	- Decatalogue	- Production analysis	- Rubric
4.4.	10%	4. b, 4.d	- Design thinking task	- Production analysis	- Rubric

Unit 8: “An apple a day”		Dates: 04/05/2023 – 29/05/2023		Sessions: 14	
Stage objectives: b, f, g, i, k		EFL objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11		Didactic programme objectives: i, ii, iii, iv, v, vi, vii, viii, ix	
Vocabulary		Health and physical care			
Grammar		Modals II: advice; Verbs followed by gerund or to + infinitive			
Listening		Visual thinking task: the importance of mental health (documentary) Doctor appointment (conversation)			
Speaking and pronunciation		Roleplay: doctor appointment Cards game: giving advice Pronunciation: /tʃ/, /ʒ/ and /dʒ/			
Reading		Mental health in Tokyo Olympics: Simon Biles (journal article) Physical activity <i>World Health Organization</i> (web page)			
Writing		Healthy and unhealthy habits that we should stop/start doing (decatalogue) Giving advice to a friend (WhatsApp message)			
Assessment criteria		Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment instrument(s)
1.2.	10%	1. e, 1.g,	- Portfolio	- Production analysis	- Checklist
1.4	10%	1. e, 1.g,	- Exam	- Production analysis	- Numerical scale
2.7.	10%	2.b, 2.c, 2.d.	- Roleplay	- Direct observation	- Numerical observation scale
2.8.	10%	2.b, 2.c, 2.d.	- Oral production in class	- Direct observation	- Numerical observation scale
2.9.	10%	2.b, 2.c, 2.d.			
3.1.	10%	3.e, 3.f, 3.g	- Portfolio	- Production analysis	- Checklist
3.7.	10%	3.e, 3.f, 3.g	- Exam	- Production analysis	- Numerical scale

4.2.	10%	4.b	- Decalogue - WhatsApp messages	- Production analysis	- Rubric
4.6.	10%	4.b			
4.7.	10%	4.b			

Unit 9: “It went viral”		Dates: 31/05/2023 – 19/06/2023		Sessions: 12	
Stage objectives: b, e, g, l		EFL objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11		Didactic programme objectives: i, ii, iii, iv, v, vi, vii, viii, ix, x, xi	
Vocabulary		Information and Communication Technologies			
Grammar		Indirect style (reported information, offers, suggestions and commands)			
Listening		73 questions to Selena Gomez (interview) Reported speech in song’s lyrics (songs) Reporting famous people words (social media/YouTube videos)			
Speaking and pronunciation		Discussion: Internet risks Games: broken phone, memory game, mime game Pronunciation: intonation reported speech			
Reading		Searching and reading information online (webpages) Reading gossip magazines Comic (fiction) WhatsApp conversations			
Writing		Decalogue: Tips to use ICTs safely Narrate and draw a story in comic format Final project: write an article for the school magazine and present it			
Assessment criteria		Learning standards	Assessment mean(s)	Assessment technique(s)	Assessment instrument(s)
1.1.	10%	1.a, 1.c, 1.g	- Portfolio	- Production analysis	- Checklist
1.5.	10%	1.a, 1.c, 1.g			
1.7.	10%	1.a, 1.c, 1.g			
2.2.	10%	2.a, 2.c	- Class discussions - Final project	- Direct observation	- Numerical observation scale - Rubric
2.4.	10%	2.a, 2.c			
2.5.	10%	2.a, 2.c			
3.2.	10%	3.a., 3.c, 3.f, 3.g	- Portfolio	- Production analysis	- Checklist
3.6.	10%	3.a., 3.c, 3.f, 3.g			
4.1.	10%	4.c, 4.f	- Final project	- Production analysis	- Rubric
4.5.	10%	4.c, 4.f			

2.6. Cross-curricular issues and extracurricular activities

In addition to the contents, education in ethical values is highly important at this stage for an integral education. Hence, both the *RD 1105/2014* and the *Decree 111/2016* in their Article 6 list a set of cross-curricular elements that, regardless of their specific treatment in a particular subject, must be dealt with in all the subjects of the curriculum. The topics of the didactic units presented above have been strategically chosen to deal with cross-curricular elements. Moreover, we will work on them through extracurricular activities on important dates. The following chart summarises how cross-curricular issues will be covered:

Table 3

Cross-curricular issues

Cross-curricular issues	Units	Important dates	Extracurricular activities
Education for sex equality	4	Women’s day (8 th march)	Workshop “women’s museum”: posters about important women in history and exhibition in the

			school's walls.
Sexual education	2	AIDS day (1 st December):	Workshop: chemistry experiments to raise awareness on STD
Civics and moral education	2, 3	Europe day (9 th May)	Gymkhana
Environmental education	3	Earth day (22 nd April)	Visit to "los Villares" natural park
Peace education	1	Peace day (30 th January)	Collaborative theatre
Health education	8	Health day (7 th April)	School's sports day: sports circuit
Consumer education	5, 6	Consumer Rights Day (1 st March)	Visit to Mercacórdoba and food collection in the classroom
Traffic safety education	7	World Day of Remembrance for Road Traffic Victims (20 th November)	Police officer talk
ICT education	9	International day against violence and bullying at school including cyberbullying (4 th November)	Expert talk about bullying and cyberbullying

2.7. Methodology

2.7.1. Methodological and didactic principles

To guarantee the acquisition of the key competences and the achievement of the objectives set, we must develop appropriate teaching methods. However, as Stern (1983) points out, "language teaching cannot be satisfactorily conceptualized in terms of teaching method alone" (p. 474), since it should be adaptable to the different teaching and learning situations and the students' needs. Therefore, from an eclectic standpoint and considering the specific characteristics of our group, we will put into practice the following pedagogical approaches:

- **Communicative Language Teaching (CLT):** The communicative language teaching sets as its goal the teaching of communicative competence (i.e., knowing how to use the language for different purposes in different situations) rather than the grammatical competence (i.e., the knowledge of language itself) (Richards, 2006, p. 3). Hence, communication and interaction will be at the centre of our teaching programme, providing students as many opportunities as possible to use the language in the classroom through tasks that simulate authentic communicative situations and by encouraging them to use English as the language of communication during the lesson.
- **Task-Based Learning (TBL) and Project Based Learning (PBL):** Following the CEFRL (2001), our approach will be "action-oriented" (p. 9) so as to foster what Schank et al. (1999) called "learning by doing" (p. 164). It means that tasks will be the focus of our lessons so as to make students learn through practice. These tasks will be a kind of rehearsal for the real world to make their learning process meaningful (e.g., Design Thinking, making a presentation on a certain topic, debates, roleplays, etc.). To complete the tasks, students will have to integrate the four skills of the language and use it as an

instrument of communication. PBL takes this methodology to a higher level. As evaluation is continuous, the last unit of each term will include a project so as to put into practice all the contents.

- **Cooperative learning:** Interaction is a central element of the communicative language teaching. Hence, following the most outstanding authors in the field (Olsen and Kagan, 1992; Kagan, 1994; Slavin, 1996; Johnson and Johnson, 1999), we will encourage pair work and teamwork in order to foster communication, participation, and maximize the students' talking time. Moreover, cooperative learning allows students to assume responsibilities in their own learning and their capacity to think critically (Domingo, 2008).
- **Design Thinking:** Incorporating Design Thinking in the EFL classroom is a new pedagogical approach. However, there is empirical evidence which supports its effectiveness in foreign language teaching and learning (Cleminson and Cowie, 2021; Debopriyo and Brine, 2013). It is a viable method to develop 21st-century skills, such as empathy, creativity, problem solving and critical thinking, to enhance motivation since we move away from traditional activities, to foster collaborative work and to cater for multiple intelligences. Therefore, most of the tasks and projects proposed in the units will consist of analysing a problem and providing possible solutions.
- **Visual Thinking:** Studies on the application of Visual Thinking in EFL classroom activities prove the effectiveness of this strategy in terms of English language learning, especially in writing (Choo, 2010; Huh, 2016; Huh, 2010; Rafik-Galea, 2005; Yenawine, 2014; Yeom, 2018). Therefore, we will use this methodology for students to brainstorm their thoughts on an image, to facilitate the acquisition of vocabulary and grammar and to foster creative writing.
- **Gamification:** Review studies examining English learning with games, such as Kaya and Sagnak (2022), have concluded that gamed-based English lessons present numerous advantages for Secondary Education students, especially computer-based games (e.g., Kahoot!, Quizizz, Edmodo). For that reason, we will include games in our lessons to facilitate the learning of grammar and vocabulary.
- **ICTs and LKTs:** We must bear in mind that our students are “digital natives” (Prensky, 2001) and, therefore the use of LKTs and TICs becomes essential to engage and motivate them and to develop their digital literacy. Thus, we will design activities that include the

use of Chromebooks, as most of the students in our group are equipped with them.⁴

2.7.2. Attention to diversity

Article 26 of the LOE and Article 38 of the LEA state that Secondary Education schools will draw up their pedagogical proposals taking into account attention to diversity (mixed-ability classrooms) and the access of all learners to a common education. In our target group, the diversity concerns the level of language proficiency, as some students receive extra-curricular English lessons or have been in contact with native speakers (as is the case of the Colombian student), the degree of motivation towards learning English and the learning style and pace. To adapt our lessons to the particular interest and needs of each individual, we will rely on Universal Design for Learning (UDL):

- **Level of proficiency:** to address the student's varying levels of proficiency we will provide multiple means of action and expression. We will vary the methods for response in the different tasks and provide several options in the final projects (e.g., producing a video, a comic strip, a speech, a text, etc.). In addition, most of the tasks will be performed collaboratively, in pairs or small groups, so that less proficient students can be helped by their peers. Moreover, we will activate their background knowledge when introducing new contents and provide guide sheets to support our presentations.
- **Motivation:** to recruit their interest, we will use multiple means of engagement, such as: personalizing and contextualising the tasks according to the learner's characteristics and interests, designing tasks that invite personal response (e.g., debates, discussions), creativity and innovation (e.g., including ICT), or real-life tasks in which they can appreciate the importance of English (e.g. roleplays), relying on gamification, specially competitive games, to stimulate their extrinsic motivation and make learning enjoyable, and finally, promoting positive expectations and beliefs that optimize their intrinsic motivation (e.g., providing positive feedback, encouraging self-assessment, etc.).
- **Learning style and pace:** According to Gardner (1983) students have different types of intelligences that affect their learning style. Therefore, we will use multiple means of representation to display information, for instance, we will use texts, memes, TikTok and YouTube videos, songs, diagrams, comic strips, etc. All of them will be strategically chosen according to the students' interests and needs, to enhance, at the same time, their motivation. With regards to the learning pace, to favour slow learners, we will review the

⁴ The school offers students and families Chromebook laptops that they can buy voluntarily.

contents at the beginning of each class and allow plenty of time to carry out in-class activities and homework.

2.7.3. Didactic materials and resources

To make the teaching and learning of EFL more attractive and effective for students we must use a wide variety of didactic materials and resources. Needless to say, they should be designed or chosen taking into account the interests of our students to favour motivation, and be flexible to suit the needs of every student in the class. Taking human resources for granted, here is the list of instruments and media that we will use in our EFL lessons:

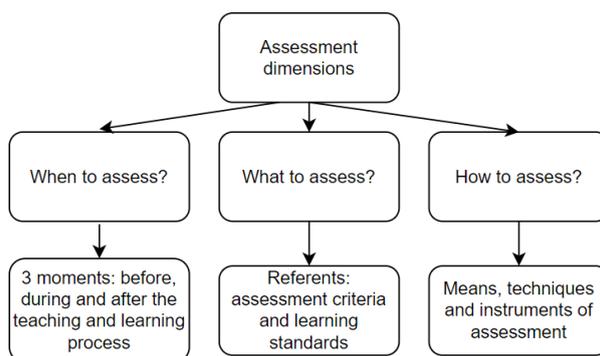
- **Technological resources:** Wi-Fi connection, digital board, overhead projector, speakers, mobile phones (for certain games) and Chromebook.
- **Audiovisual materials:** teacher-designed presentations, videos (YouTube and TikTok), memes, audios, images, songs, adverts, announcements, online games, films, etc.
- **Printed materials:** worksheets, presentation support guide, posters, flashcards, self-evaluation/peer evaluation checklists and other printed materials for games.
- **Task types:** visual thinking activities, design thinking tasks, collaborative tasks, etc.
- **Realia:** English songs, recipes, poems, magazines, leaflets, coins, food, etc.

2.8. Assessment

According to Yániz and Villardón (2006), assessment “is more a process of guided communication, integrated into classroom instruction and oriented towards the achievement of educational objectives, than a process of measuring learning outcomes” (p. 75). However, apart from driving the students’ learning, as Chandio and Jafferri (2005) claim, assessment also guides teachers’ performance, as it plays a critical role in educational decision-making. Therefore, it is a key element to ensure the quality of the teaching-learning process. In the various documents of the legal framework (Article 28 of the LOMLOE and LOE, Article 20 of the *RD 1105/2014*, Article 14 of the *Decree 111/2016* and Article 37 of the *Order 15/01/2021*), assessment in Compulsory Secondary Education is characterized as “continuous”, as it takes place throughout the whole teaching and learning process, “formative”, because it is aimed to improve the teaching and learning process, “inclusive”, since it takes into consideration all the elements of the curricula, and “objective”, as it is based on the assessment criteria and learning standards established in the official core curricula for each subject. In sum, the assessment process is conceptualised in three dimensions that address the following questions:

Figure 1

Assessment dimensions



Note. Author’s own creation.

2.8.1. When to assess? Assessment moments

Assessment does not take place at a single point in time, but in different moments throughout the school year. The *Order 15/01/2021* distinguishes three types of assessment depending on the moment in which they are conducted and their purpose:

Table 4

Moments and types of assessment

Type of assessment	Description
Initial	According to Article 42 of the <i>Order 15/01/2021</i> , initial evaluation will take place before the 15 th of October of each school year. It has a guiding nature and serves to know and assess the initial situation of the students in terms of the level of development of key competences and mastery of the contents of the corresponding subject, identify educational needs and as a point of reference for making pedagogical decisions.
Formative	It is carried out throughout the course and aims to control, guide and improve the teaching and learning process: it provides feedback to students to direct their learning and at the same time it gives us information to make adjustments in our teaching programme if necessary (Black and Wiliam, 2009).
Summative	It is carried out at the end of each term and course for the purpose of grading or certifying the students’ level of acquisition of key competences and their knowledge of the contents of the subject (Black and Wiliam, 2009). According to the <i>Order 15/01/2021</i> , at least three assessment sessions will be held and the results of the assessment for each subject will be expressed on a numerical grading scale from 1-10 without decimals accompanied by the following terms: <i>Insuficiente (IN)</i> , <i>Suficiente (SU)</i> , <i>Bien (BI)</i> , <i>Notable (NT)</i> , <i>Sobresaliente (SB)</i>

2.8.2. What to assess? Assessment criteria and learning standards

In response to the question “what to assess?”, the *RD 1105/2014* and the *Order 15/01/2021* establish a set of criteria and learning standards as specific referents to assess the learning process of the students, ensuring students’ right to objective assessment and to have their dedication, effort and performance valued and recognised. Whereas criteria describe what the student is expected to achieve in each subject in terms of knowledge and competences,

learning standards are specifications of the assessment criteria that allow to define the learning outcomes. In order to assess learning in EFL for 3rd year of ESO, we will consider the assessment criteria and learning standards established in the law for each of the blocks of contents (see Appendix 2). The contents, assessment criteria, learning standards and instruments of assessment for each unit have been already related in section 2.5.1.

2.8.2.1. Grading criteria

To obtain the final mark, the Department of Languages of the school assigns a percentage to each of the thirty criteria listed in the law, being the total sum 100%, which corresponds to the maximum grade that a student can reach by the end of the course. As the Department considers that all language skills are equally important for L2 acquisition, they have decided that the sum of the percentage assigned to the criteria of the four skills will have the same weight in the final grade, as we can see in Table 5:

Table 5

Assignment of percentages to the assessment criteria by the Department of Languages of the school Jesús Nazareno

Skills	Listening (25%)	Speaking (25%)	Reading (25%)	Writing (25%)
Criteria	1.1, 1.2., 1.3, 1.4, 1.5, 1.6, 1.7	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

All criteria will be worked on throughout the nine units of the course by means of different tasks that have been specifically designed to measure certain criteria. Therefore, to obtain the degree of achievement of a student for a given criterion, we will calculate the average of the marks obtained throughout the course in the different tasks. However, it should be noted that assessment in EFL is continuous, as the previous contents serve as a basis for the new ones. It means that each term is assigned a different value by the Department (i.e. 20%, 30%, 50%), and consequently, the final marks obtained in each term shall be weighted according to their assigned value.

Finally, with regards to the grading of the units, the percentage of the criteria to be worked on in a single unit is re-scaled so that the sum of all of them results in 100%, which corresponds to the maximum grade the student can obtain in that unit. The distribution of the thirty criteria into the nine units and their assigned percentage within each of them have already been indicated in the tables of section 2.5.1.

2.8.3. How to assess? Means, techniques and instruments of assessment

To answer the question “how to assess?” we should distinguish three key concepts: means,

techniques and instruments of assessment. According to Ibarra Sáiz and Rodríguez Gómez (2011) and Hamodi et al. (2015), the means are the tests or tasks to gather written, oral or practical information about the criteria that are being measured (e.g. an exam, an oral presentation, a project, a portfolio, etc); techniques are the strategies used by the teacher to systematically obtain information; instruments are real and tangible tools that teachers use to capture accurately the information collected and systematize their assessments (e.g., teacher's diary, peer assessment form, rubric, numerical observation scale, etc.). Each teacher can design the means and adopt the evaluation techniques and instruments that he/she deems most appropriate. However, following Article 39 of the *Order 15/01/2021* teachers should preferably assess through continuous observation and assessment instruments should be varied and adjusted to the assessment criteria and the characteristics of the students. The means, techniques and instruments of assessment for each unit and their relationship with the assessment criteria and standards have been already exposed in section 2.5.1, following the classification designed by Hamodi et al. (2015, p. 156).

2.8.4. Reinforcement (*sistemas de recuperación*)

As previously mentioned, due to the nature of the subject, assessment is cumulative (i.e., each term covers all previous contents). Hence, the students who obtained a negative evaluation at the end of the first or second term will have the opportunity to catch up in the following. However, for those who obtain a negative evaluation at the end of the school year, since the LOMLOE, amending Article 28 of the LOE, eliminates the “extraordinary call” (*convocatoria extraordinaria*) which used to take place in the first week of September, the student will promote (provided that he/she has obtained negative evaluation only in two subjects), and next year he/she will follow a “reinforcement plan” (*plan de refuerzo*) elaborated by the teacher to facilitate his/her recovery of the subject. Although the new modifications of the LOMLOE are being gradually introduced, the school Jesús Nazareno has already adopted this measure.

2.9. Review and monitoring of the teaching programme

The teaching programme is an open and flexible document. Thus, at the end of each term the Department will review the teaching programme and make adjustments, if necessary.

3. TEACHING UNIT

3.1. Introduction and justification

Unit 9, entitled “It went viral”, is aimed at the group 3ºA of CSE of Jesús Nazareno school.

It corresponds to the last unit of the didactic programme and will be taught in the third term, from the 31st of May to the 19th of June. The unit is made up of three main blocks which may seem unrelated at first sight but converge in the final project that students will have to develop in small groups (4-5 students) and present orally in the last session of the unit (session 12). These three blocks we are referring to are: ICTs (sessions 1-4), reported speech (sessions 5-9) and comics (sessions 10 and 11). The final project consists in the elaboration of an article for the school magazine. Students will have to integrate all the contents covered in the unit: using ICTs to obtain information, reported speech to present it including the source, and drawings to support the article visually.

The reasons justifying the choice of this teaching unit are: first, because as mentioned above, it is the last unit of the teaching programme and therefore covers the contents taught in the previous units, especially in grammar, as reported speech requires the knowledge of all English tenses. Second, because of its relationship with other disciplines of the stage, such as Technology (ICTs); Plastic, Visual and Audiovisual Education; and Spanish language and literature (comics). Third, due to the importance of promoting students' digital literacy, innovation and creativity, and the appreciation of comics as cultural works and means of expression. And last but not least, because it is the unit that I had the pleasure to teach during my internship.

3.2. Objectives

These are the objectives that students must achieve in unit 9:

- i. To listen to and understand the essential information and specific details in short oral texts related to ICTs.
- ii. To participate in class discussions about common topics related to the unit, such as the risks the risks of Internet, the impact of earbuds on our hearing health, fake news and gossiping.
- iii. To present information orally with sufficient clarity and coherence.
- iv. To obtain, analyse and use information from digital or paper media.
- v. To identify and understand acronyms commonly used in text messages.
- vi. To identify, label and be able to define the different elements of comic strips.
- vii. To write a decalogue on Internet risks, a poster on hearing loss, a short description of an app, a hoax, an article and a narrative story in comic format.
- viii. To understand and acquire new vocabulary related to ICTs.
- ix. To be able to express in indirect style information, orders or requests given by other

people in different oral (interviews, speeches, and songs) or written (webpages, magazines) texts.

3.3. Key competences

The present didactic unit will contribute to the acquisition of the following key competences:

- **LC:** Since we will be adopting the communicative approach, the main aim of this didactic unit is to foster students' communication in their L2. Consequently, our sessions will focus mainly on the production of oral and written texts, and the tasks designed will be mostly collaborative, so as to increase communication between peers. In addition, in order for students to appreciate the value of the foreign language as a tool for communication, we will design real-life activities where students are required to apply the contents of the unit.
- **L2L:** In this unit most of the tasks will be performed collaboratively or in pairs, which means that students will develop their skills to work in group. At the same time, in this unit students are presented with new contents that they need to acquire. In the presentation of these new contents, the teacher, acting as a guide, will rely on scaffolding (building on prior knowledge) and life experiences to provide students with strategies for autonomous learning. Moreover, one of the main purposes of this unit is to develop students' ICTs skills for further learning, for instance, to search information on Internet, interpret it critically and present it in digital format. Finally, for certain tasks students will be required to evaluate their own work and that of the others.
- **DC:** Given that the main topic of the unit are ICTs, this unit will contribute to the acquisition of the digital competence insofar as it aims to develop their technological skills and competences, such as critical thinking when searching and processing information on Internet, or creativity and innovation when producing or presenting information in digital format for certain tasks, and at the same time raise their awareness on the risks of ICTs and encouraging a responsible use.
- **SCC:** This unit will contribute to the development of the social and civic competences through class discussions and tasks in which students will have to reflect on the mental and physical risks of ICTs and propose solutions. In that sense, this unit will encourage a respectful and responsible use of ICTs to communicate with others in the virtual world. Moreover, they will carry out most of the tasks collaboratively and the teacher will ensure a climate of respect and tolerance.

- **SIE:** This competence will be mostly developed in the final project, where students will have to turn their ideas into action to create and present an article.
- **CAE:** In this unit, the CAE competence will be worked on through the appreciation of comics as an important cultural work and as a means of creative expression of ideas. Students will learn to read and produce comic strips, developing their creative and visual skills and, at the same time, an open and respectful attitude towards the diversity of cultural expressions.

3.4. Contents

In this section we present the contents that will be worked on through this teaching unit:

Block 1: comprehension of oral texts
<ul style="list-style-type: none"> - Listening and understanding the essential information and specific details of short oral texts, such as news, interviews, speeches and songs. - Listening and identifying the intonation patterns in reported speech sentences.
Block 2: production of oral texts
<ul style="list-style-type: none"> - Active participation in simple class discussions, giving their opinions and ideas on different topics, such as the risks of Internet, the impact of earbuds on our hearing health, fake news and gossiping. - Active participation in games (Pictionary, Taboo, mime, memory game, etc.) - Presenting information orally with sufficient clarity and coherence. - Pronouncing reported speech sentences with the correct intonation.
Block 3: comprehension of written texts
<ul style="list-style-type: none"> - Reading and understanding the general meaning, essential information and relevant details in different written texts in paper (magazines) or digital format (webpages). - Identifying and understanding acronyms commonly used in text messages. - Formulation of hypothesis on the basis of the understanding of the general idea of the written text. - Searching for, interpreting and using information from different media, including Internet or realia (gossip magazines). - Reading and comprehension of comic strips.
Block 4: production of written texts
<ul style="list-style-type: none"> - Narrating and drawing a story in comic format adjusting it to the conventions of the genre. - Writing on paper or in digital format short texts with a sufficient clarity and coherence, structuring it appropriately and adjusting to the models and formulas of the type of text, such as a poster, an article, a description or a narrative story.
Linguistic-discursive contents
<ul style="list-style-type: none"> - Identification and production of commonly used vocabulary related to information and communication technologies and comics. - Expressing information, orders and requests in direct and indirect style.

3.5. Cross-curricular issues

This teaching unit revolves around one of the cross-curricular elements that appear in Article 6 of the *RD 1105/2014* and the *Decree 111/2016*, that is, ICTs. Our students are the biggest users of social media and, therefore, it is of the utmost importance to develop their digital literacy. Hence, this unit aims to raise awareness on the risks that their misuse can entail (e.g., cyberbullying, grooming or sexting), to develop their critical thinking skills to sift through the flood of information on the Internet and discern what is reliable from what is not and, finally, to improve their digital abilities so that students thrive in the 21st-century world.

In addition, when addressing Internet risks, we will deal with other related cross-curricular issues, such as sexual education and civic and moral education.

3.6. Methodology

The methodology followed in this teaching unit is based on most of the methodological approaches and strategies developed in section 2.7.1. for the teaching programme. In general terms, our sessions are designed according to the following scheme: a warm-up to activate the students' prior knowledge and familiarise them with the new contents, an input (typically a text) that students will work on to learn the new contents, and finally they will have to respond to said input and produce an output in the different tasks including these new contents. Although this schema is not new, as Krashen (1985, 1991) already formulated the Input Hypothesis and Swain (1985) the Output Hypothesis, the innovation resides in the different methodologies employed for its development. More specifically, our sessions will be mostly driven by three methodological principles: CLT, as they are mainly oriented towards production and interaction; TBL and PBL, since we seek to ensure that students learn the new contents by doing different tasks; and cooperative learning, as students will work in small groups (4-5 students) or in pairs. Other methodologies and strategies that will be applied in certain sessions include the use of ICTs (sessions 1, 2, 3, 4 and 6), because as previously mentioned, developing the students' digital literacy is one of the aims of this unit; gamification to help the students anchor the new contents (sessions 1, 2, 8 and 9); and Visual Thinking to brainstorm ideas (sessions 5, 6, 8 and 10), facilitate vocabulary and grammar acquisition (sessions 1, 5 and 8) and encourage creative writing in the creation of comics (sessions 10 and 11).

3.6.1. Attention to diversity: mixed-ability classes

As mentioned in section 2.7.1., in group 3^oA diversity concerns the level of proficiency, motivation and learning style and pace. Following UDL, we propose the following measures to deal with these three dimensions: first, regarding the level of proficiency, we will scaffold the students' prior knowledge to introduce new contents and review them through games in the following sessions, facilitate their access to information (e.g., playing the listening twice, the second time with subtitles), promote collaborative work so that most advanced students tutor the less proficient ones, give clear instructions, provide guide sheets for the presentations and the final project, vary the methods for response in our tasks (e.g., draw a comic, create a poster, etc.), provide multiple options for the final project (a fake news, a gossip or a story in comic format) and allow freedom for its presentation. Second, we will enhance students'

motivation through multiple means of engagement, such as: warm-up personal questions, jokes, competitive games, challenges, using Chromebooks and mobile phones, adapting the videos and images to their personal interests (e.g., memes, TikToks), discussing familiar topics, encouraging self- and peer-assessment and providing positive feedback. Third, with regards to learning style and pace, we will use multiple means of representation (e.g., songs, images, videos, texts, comics, etc.) and allow plenty of time to perform the tasks and the final project.

3.7. Resources and materials

The resources and materials required to carry out this didactic unit have been grouped in two categories:

- **Digital resources:** Wi-Fi connection, digital board, overhead projector, speakers, Chromebook/mobile phones, presentation, videos, memes, songs, online games.
- **Traditional resources:** printed worksheets, presentation support guides, cards, realia (gossip magazine and comics).

The resources and materials needed for each task have been specified in the sessions of the sequence.

3.8. Sequence of contents and activities (day-to-day lesson plan)

According to the school hours for CSE established in Appendix I of the *Order 15/01/2021*, there are four EFL sessions of one hour long⁵ per week in 3rd year of CSE. Then, in accordance with Article 76(f) of the *Decree 327/2010*, the Head of Studies of the school, when elaborating the schedule for students, established Tuesdays as the only day without an EFL session in the whole week. The following tables will show the day-to-day lesson plan of unit 9, which will be taught in twelve sessions during the third term, between the 31st of May and the 19th of June. However, due to space constraints, the activities created, will be visually presented in the following link⁶: <https://bit.ly/3NuH0WM>

⁵ Even though in the *Order 15/01/2021* it is said to be 60 minutes per session, for practical reasons all the sessions are planned for 55 minutes.

⁶ This link does not include the presentations in sessions 5, 8 and 7 and the online readings and games. Their individual links will be provided in the corresponding sessions.

Session 1: “Learning about ICTs and their risks” (31 st May)							
KC: LC, L2L, DC, SCC, SIE		Stage objectives: a, b, d, e, g, i		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12		Didactic unit objectives: i, ii, vii, viii	
Seq.	Tasks		Skills	Grouping	Contents	Resources	Time
1	Warm up: Introductory questions related to the topic of the unit and small talk.		LI, SP	Whole class	- Introductory questions: “What did you do yesterday?” “Did you use your mobile phone?” “For how long?” - Vocabulary related to ICTs	- None	5’
2	Presentation: vocabulary related to ICTs. Students will do a quiz to learn new vocabulary. The questionnaire consists of definitions and four options including the correct word and its corresponding icon. Students will also have a printed sheet with the icons so that they can note down the vocabulary while checking the quiz.		LI, SP	Whole class	- Identification of commonly used vocabulary related to ICTs	- Overhead projector - Digital board - Speakers - Quizizz: https://bit.ly/3G71Bhb (own creation) - Printed sheet “vocabulary ICTs” (own creation)	10’
3	Task 1: Jigsaw reading: each group will read a text about a specific Internet risk (e.g., cyberbullying, grooming and catfish, identity theft, sexting, etc.) to become experts on the issue. Then they will mix with other groups members, put the information in common and write a decalogue in Padlet of “Internet safety rules” to avoid these risks.		RE, SP, WR	4 small groups (4-5)	- Reading and understanding the general meaning in a text in digital format (webpage). - Formulation of hypothesis on the basis of the text.	- Printed texts about Internet risks (own creation) - Chromebooks - Padlet	30’
4	Game “Pictionary”: a member of the group picks up a card with the vocabulary of the unit, he/she gives directions to other member of the team who will draw it while the rest have to guess the word before time is up.		SP	Small groups (4-5)	- Identification and production of commonly used vocabulary related to ICTs - Active participation in games	- Cards game “Pictionary” (own creation)	10’
Assessment criteria		Learning standards		Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)
2.2.	10%	2.c.		Discussion between peers (task 1)		Direct observation	Numerical observation scale
2.4.	10%	2.c.					
3.2.	10%	3.f.		Portfolio (including task 1)		Production analysis	Checklist
3.6.	10%	3.f.					
4.1	10%	4.d.		Portfolio (including task 1)		Production analysis	Checklist

Session 2: “Acronyms” (1 st June)							
KC: LC, L2L, DC, SCC		Stage objectives: b, d, e, g, i		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12		Didactic unit objectives: i, v, viii	
Seq.	Task		Skills	Grouping	Contents	Resources	Time
1	Warm up: Jokes about ICTs to break the ice and		LI	Whole	Jokes: “How does a computer get drunk? It	- Chromebook/mobile phones	15’

	online collaborative word cloud about acronyms in Mentimeter.		class	takes screenshots” “What does a hunger computer eat? Chips” Vocabulary related to ICTs	- Overhead projector - Digital board - Mentimeter	
2	Task 1: Students are given a list of acronyms and they have to guess their meaning in pairs. Then we will check the activity with the whole class.	WR	In pairs	Identifying and understanding acronyms.	- Printed sheet “acronyms” (own creation)	15’
3	Task 2: Students will read WhatsApp conversations full of acronyms and they should rewrite the complete message.	RE, WR	Whole class	Identifying and understanding acronyms in text messages.	- WhatsApp conversations (own creation)	20’
4	Game “Taboo”: review of the vocabulary from last session. A student describes the word in the card without saying the others. The rest have to guess it.	SP	Whole class	Identification and production of commonly used vocabulary related to ICTs Active participation in games	- Cards game “Taboo” (own creation)	20’
Assessment criteria		Learning standards	Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)
3.6.	10%	3.c	Portfolio (including task 2)		Production analysis	Checklist
4.5.	10%	4.b.	Portfolio (including task 2)		Production analysis	Checklist

Session 3: “ICTs and health” (2nd June)						
KC: LC, DC, SCC		Stage objectives: b, d, e, g, i, k		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12		Didactic unit objectives: i, ii, iv, vii
Seq.	Tasks	Skills	Grouping	Contents	Resources	Time
1	Warm up: Students will take a hearing test to know their hearing loss.	LI, SP	Whole class	Listening and understanding essential information in short oral texts (video)	- Overhead projector - Digital board - Speakers - Hearing test: AsapSCIENCE. (2013). <i>¿Qué edad tienen tus oídos? (Prueba de Audición)</i> [video]. YouTube. https://youtu.be/VxcbppCX6Rk	5’
2	Task 1: Listening to a news video on earbuds and hearing loss and answering multiple choice questions to check comprehension. The first time they will hear it without subtitles and the second with subtitles to help slow learners. After the listening we will do a brief discussion about the video.	LI, SP	Individual	Listening and understanding essential information in short oral texts (news)	- Overhead projector - Digital board - Speakers - News video: ABC News. (2013, 8 th March). <i>Can Earbuds Lead to Hearing Loss?</i> [video]. YouTube. https://youtu.be/ErUWnEOoKls - Worksheet “hearing loss”	15’
3	Task 2: Students will have to search the Internet (links will be provided) for information on earphones and hearing loss. They will have to create a poster in	RD, WR	Small groups (4-5)	Searching for, interpreting and using information from	- Chromebook - Compilation of links for Internet search (own creation)	25’

	Padlet listing possible solutions, using the information searched or other solutions they can think of.			Internet Writing a poster in digital format	- Padlet				
4	Post task: Students present their poster to the class and the teacher focuses their attention on the expression of commands (e.g. keep the volume down, do not put the volume to the maximum, etc.)	SP	Small groups (4-5)	Presenting information orally	- Overhead projector - Digital board - Padlet	10'			
Assessment criteria		Learning standards		Assessment mean(s)		Assessment technique(s)		Assessment instrument(s)	
1.1.	10%	1.g	Portfolio (including task 1)		Production analysis		Checklist		
2.2.	10%	2.c.	Class discussions (task 1)		Direct observation		Numerical observation scale		
2.4.	10%	2.c.							
2.6	10%	2.c.							
3.2.	10%	3.f.	Portfolio (including task 2)		Production analysis		Checklist		
4.1	10%	4.d.	Portfolio (including task 2)		Production analysis		Checklist		

Session 4: "Apps" (5 th June)									
KC: LC, DC, L2L, SCC, SIE		Stage objectives: b, d, e, g, i			EFL objectives: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12			Didactic unit objectives: iii, vii	
Seq.	Tasks			Skills	Grouping	Contents		Resources	Time
1	Warm up: introductory anecdote about apps and small talk.			LI, SP	Whole class	Anecdote: "Some time ago at the library I saw a student with an app that grows trees while you are studying to help you focus. Do you know what app I am talking about?" Vocabulary related to ICTs		- None	5'
2	Task 1: Online reading game (Wordwall): Matching the description with the title of the app			RE	In pairs	Reading and understanding essential information of short texts in digital format.		- Chromebook/mobile phones - Wordwall reading: https://bit.ly/3GOOW2P (own creation)	15'
3	Task 2: create your own app, design its icon and explain how it will make your life easier.			WR	Small groups (4-5)	Writing a short description of an app in paper.		- Template "app design" (own creation)	20'
4	Post task: Students will present their app to the class and the other groups will rate it and leave comments.			SP, WR	Small groups (4-5)	Presenting information orally.		- Template "rating apps" (own creation)	20'
Assessment criteria		Learning standards		Assessment mean(s)		Assessment technique(s)		Assessment instrument(s)	

2.2.	10%	2.a.	Oral presentation (task 4)	Direct observation	Numerical observation scale
2.4.	10%	2.a.			
2.5.	10%	2.a.			
4.1.	10%	4.d.	Portfolio (including task 2)	Production analysis	Checklist
4.5.	10%	4.d.			

Session 5: “Introducing Reported Speech” (7 th June)								
KC: LC, L2L, SCC		Stage objectives: b, d, g, i		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, 12		Didactic unit objectives: ix		
Seq.	Tasks			Skills	Grouping	Contents	Resources	Time
1	Warm up: introduction of the topic with “they said” memes. What do these memes have in common?			RE, SP	Whole class	Reported speech	- Overhead projector - Digital board - Presentation “they said memes” (own creation)	5’
2	Presentation of the reported speech: use, types and changes (scaffolding their previous knowledge). Students will be actively following the presentation as they will have to complete the presentation guide provided. The presentation also includes a short practice where students will have to report memes and short videos.			LI, SP	Whole class	Reported speech	- Overhead projector - Digital board - Presentation “reported speech”: https://bit.ly/38aV0pw (own creation) - Presentation guide “reported speech” (own creation)	25’
3	Task 1: controlled practice direct speech “Rajoy challenge”: students will listen to Mariano Rajoy’s nonsense sentences during his speeches and write them in English using direct speech.			LI, WR	In pairs	Reported speech	- Overhead projector - Digital board - Video in Eddpuzzle: https://bit.ly/389JFGc (own creation)	10’
4	Task 2: controlled practice indirect speech “memory game”: students are asked to think about something interesting or surprising that has happened to them (e.g., I have appeared on TV). Then, they will have 5 minutes to go around the class telling their sentence and listening that of their peers. Finally, they will have 2 minutes to write down as many sentences as they remember using reported speech. The student with the highest number of sentences which are grammatically correct wins.			LI, SP, WR	Whole class	Reported speech Active Participation in games	- Timer - Pen and paper	10’
Assessment criteria		Learning standards		Assessment mean(s)		Assessment technique(s)		Assessment instrument(s)
2.5.	10%	2.a.	Tasks 1 and 2		Direct observation		Numerical observation scale	

Session 6: “Reported Speech and fake news” (8 th June)						
KC : LC, DC, SCC, SIE		Stage objectives: d, d, e, g, i		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12		Didactic unit objectives: ii, iv, vii, ix
Seq.	Tasks	Skills	Grouping	Contents	Resources	Time
1	Warm up: The teacher will do a quick reminder of last session with short questions concerning the use, types and changes in reported speech. Then the teacher will introduce the new lesson with an image and a brief discussion about fake news.	RE, SP	Whole class	Reported speech	<ul style="list-style-type: none"> - Review questions: “Do you remember when do we use reported speech?” “And the changes?” - Overhead projector - Digital board - Image: <i>Shark on the road</i> [image]. CLC. https://bit.ly/3Nm0v3p 	10’
2	Task 1: “continue the hoax”. Sitting in rows, the first student is given the beginning of a fake news story that he/she has to continue and pass to the next student who will do the same. Finally, the last person of the row will read aloud the complete hoax.	RE, WR	Small groups (4-5)	<ul style="list-style-type: none"> - Reported speech. - Writing short texts in paper format 	<ul style="list-style-type: none"> - Sheet with the beginning of the hoax (e.g., I was leaving the school when I heard that the headmaster was telling teacher Isabel that his computer with the final marks of the students was hacked...) 	15’
3	Task 2: Clickbaits: students will read gossip magazines. They will have to make up and write in Padlet a clickbait headline out of a story of the magazines. Then, all headlines will be shown in the board and the whole class will vote (as if clickbaiting) the most catching headline and that group should tell the gossip.	RE, WR	In pairs	<ul style="list-style-type: none"> - Reported speech - Reading and understanding essential information and relevant details in gossip magazines (realia) - Writing short texts in digital format - Presenting information orally 	<ul style="list-style-type: none"> - Realia: gossip magazines (<i>M magazine, Popstar!, J-14</i>) - Chromebooks - Padlet - Overhead projector - Digital board 	15’
4	Explanation of the final project of the unit: Explanation of the final project for session 12, clarifying the instructions, the contents and how it is going to be graded. The teacher can refer back to tasks 1 and 2 to illustrate what they need to do.	LI	Whole class	All the contents of the unit	<ul style="list-style-type: none"> - Printed guidelines of the final project 	5’
5	Post-explanation task: planning the project: students will have to fill a plan of work containing the distribution of tasks between the members of the group, the topic of the news and how they are going to present it.	WR	Small groups (4-5)	All the contents of the unit	<ul style="list-style-type: none"> - Planning sheet 	10’
Assessment criteria		Learning standards	Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)
2.2.	10%	2.a.	Oral presentation of the gossip (task 2)		Direct observation	Numerical observation scale
2.4.	10%	2.a.				

2.5.	10%	2.a.			
3.2.	10%	3.e.	Portfolio (including task 2)	Production analysis	Checklist
4.1.	10%	4.b.	Portfolio (including task 2)	Production analysis	Checklist

Session 7: “Reported Speech and gossiping” (9 th June)							
KC: LC, L2L		Stage objectives: b, d, g, i		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, 12		Didactic unit objectives: ii, ix	
Seq.	Tasks		Skills	Grouping	Contents	Resources	Time
1	Warm up: the teacher tells a gossip about a celebrity or someone in the school and asks students to report any gossip they have been told.		LI, SP	Whole class	Reported speech	- None	5’
2	Task 1: students will listen to a short interview to Selena Gómez and note her answers to the questions in the worksheet. Students will hear it twice, the second time with subtitles. When checking, they should report Selena’s answers using reporting speech.		LI	Individual	- Listening and understanding specific details in short oral texts (interview). - Reported speech	- Overhead projector - Digital board - Speakers - Interview video: Vogue. (2017). <i>73 Questions With Selena Gomez</i> [video]. YouTube. https://youtu.be/_GFkHA5EZdE - Worksheet “interview Selena Gómez” (own creation)	10’
3	Task 2: recreation of Selena Gómez interview with the students (focus on change of adverbs and pronouns). The teacher will interview 5 students each time and the rest of the class will have to report their answers paying attention to the changes.		SP	Whole class	- Listening and understanding essential information in short oral texts (class interview) - Reported speech	- Interview questions (e.g. who was the last person you saw yesterday? What did you drink last weekend? What will you eat for breakfast tomorrow? Who is your crush now? When was the last time you wore these socks?)	25’
4	Post task: after the two tasks the teacher will write some common grammar mistakes in the whiteboard and asks students to spot and check them.		RE, SP	Whole class	Reported speech	- Overhead projector - Digital board	15’
Assessment criteria		Learning standards		Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)
1.1.	10%	1.g	Portfolio (including task 1)		Production analysis	Checklist	
1.5.	10%	1.g					
2.5.	10%	2.a.	Task 2		Direct observation	Numerical observation scale	

Session 8: “Reporting orders and requests” (12 th June)							
KC: LC, L2L		Stage objectives: b, d, g, i		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, 12		Didactic unit objectives: ix	
Seq.	Tasks		Skills	Grouping	Contents	Resources	Time

1	Warm up: introduction to reporting orders and request with two memes showing the two situations	SP	Whole class	Reported speech (orders and requests)	- Overhead projector - Digital board - Memes: Trom, L. (n.d.) [Puss in boots making a request]. Pinterest. https://bit.ly/3xg4ppy . Owens, M. (n.d.). [Queen's guard yelling an order]. We are the mighty. https://bit.ly/3xfOjft	5'	
2	Presentation: reporting speech with commands and requests. Students will be actively listening the teacher's presentation as they will have to complete the presentation guide. The presentation also includes a short practice where students will have to report memes and short videos.	LI	Whole class	Reported speech (orders and requests)	- Overhead projector - Digital board - Presentation https://bit.ly/3Nv6sLs (own creation) - Presentation guide "orders and requests" (own creation)	20'	
3	"Mime game": controlled practice orders in affirmative and negative form: student A picks up a card with a command and whispers it to student B, who will do the mimic. The rest of the class must guess the order using reported speech.	SP	Whole class	- Reported speech (orders and requests) - Active participation in games	- Cards "mime game"	20'	
4	Task 1: students will have to listen to the song "7 years" by Lukas Graham, spot the reported commands in the lyrics and write them. They will hear the song twice, the second time with the lyrics.	LI WR	Individual	- Reported speech (orders and requests) - Listening and understanding specific information in short oral texts (song).	- Overhead projector - Digital board - Speakers - Song: Lukas Graham. (2015). <i>7 years</i> [Official music video]. YouTube. https://youtu.be/LHCob76kigA	10'	
Assessment criteria		Learning standards		Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)
1.1.	10%	1.g.	Portfolio (including task 4)		Production analysis	Checklist	
2.5.	10%	2.a.	Task 3		Direct observation	Numerical observation scale	
4.5	10%	4.d.	Portfolio (including task 4)		Production analysis	Checklist	

Session 9: "Reviewing grammar and learning RS intonation" (14th June)								
KC: LC, L2L, SCC		Stage objectives: b, d, g, i		EFL objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, 12		Didactic unit objectives: ix		
Seq.	Tasks			Skills	Grouping	Contents	Resources	Time
1	Warm up: Introductory questions about videogames and trailer "Jumanji: The next level"			LI, SP	Whole class	Introductory questions: "Do you play videogames or board	- Overhead projector - Digital board - Speakers	10'

				games?" "Have you seen Jumanji?"	- Trailer: Sony Pictures Entertainment. (2019). <i>Official trailer: Jumanji: the next level</i> [video]. YouTube. https://youtu.be/rBxcF-r9Ibs	
2	Game “Jumanji”: grammar review. Students will play Jumanji game online. In each box they must answer questions about the contents of the unit. If a group fails, it goes backwards and the others can answer and win an extra roll of the dice.	RE, SP	4 groups	Reported speech Active participation in games	- Overhead projector - Digital board - Game “Jumanji”: https://bit.ly/3G6rJsu (own creation)	25’
3	Task 2: Students will be given a pronunciation worksheet on intonation in direct and indirect speech. They will have to read the sentences given with the correct intonation and listen to a conversation and repeat.	LI, SP	Individual	Pronouncing reported sentences with the correct intonation	- Pronunciation worksheet: Banerjee, A. (2006). <i>Intonation in direct and indirect speech</i> . Pearson Education. https://bit.ly/3wyZUWK	15’
4	Monitoring the final project: The teacher will ask students how they are doing with the final project.	SP	Small groups (4-5)	-	- None	5’
Assessment criteria		Learning standards	Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)
1.7.	10%	1.a.	Portfolio (including task 2)		Production analysis	Checklist
2.5.	10%	2.a.	Game “Jumanji”		Direct observation	Numerical observation scale

Session 10: “The language of comics” (15 th June)						
KC: LC, SCC, SIE, CAE		Stage objectives: b, d, g, i, j, l		EFL objectives: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12		Didactic unit objectives: vi, vii
Seq.	Tasks	Skills	Grouping	Contents	Resources	Time
1	Warm up: Hangman to guess today’s topic and brainstorming the students’ existing knowledge about comics through a spider diagram.	SP	Whole class	Comics	- Digital board	10’
2	Task 1: Students are given a real comic strip and they should match the vocabulary with the gaps. Then the teacher will explain each part and how comics should be read.	LI, RE	In pairs	Identification and production of commonly used vocabulary related to comics	- Worksheet “parts of a comic” (own creation)	10’
3	Task 2: learning to draw. The teacher will project a presentation on how to draw comic elements step-by-step. Students should draw these elements simultaneously.	RE WR	Individual	Identification and production of commonly used vocabulary related to comics Drawing comic elements	- Presentation “how to draw comic elements step-by-step” https://bit.ly/3ySg8Mf (own creation)	15’
4	Task 3: create a comic. Now it is the student turn to create their own comic strip. They should read the	RE WR	Small groups	Reading and understanding the general meaning of a text	- Guide for comic creation Emmet, J. (2017). <i>How do I make a comic?</i> <i>Jessica</i>	20’

	instructions in the guide on how to make a comic and draw a short 3-panel comic strip.		(4-5)	Narrating and drawing a story in comic format	<i>Emmet Studios</i> . https://bit.ly/3Nvhssw - Paper, pencil, colours, etc.	
Assessment criteria		Learning standards	Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)
3.2.	10%	3.g.	Portfolio (including task 1)		Production analysis	Checklist
3.6.	10%	3.g.	Portfolio (including task 2 and 3)		Production analysis	Checklist
4.1.	10%	4.d.	Portfolio (including task 3)		Production analysis	Checklist
4.5.	10%	4.d.				

Session 11: “Narrating a story in comic format” (16 th June)							
KC : LC, SCC, SIE, CAE		Stage objectives: b, d, g, I, j, l		EFL objectives: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12		Didactic unit objectives: vi, vii	
Seq.	Tasks		Skills	Grouping	Contents	Resources	Time
1	Warm up (engage): introductory questions to the topic of the session.		SP	Whole class	Introductory questions: “Have you ever read Good Ol’ Charlie Brown comic strips?”	- None	5’
2	Task 1: order the panels. Students will be given the comic strip “Peanuts featuring Good Ol’ Charlie Brown” by Charles M. Schulz with the panels mixed up. They should place them in the correct order using as a clue the information inside the speech bubbles. To check the exercise, the teacher will read the story in the correct order.		RE, LI	In pairs	Reading and comprehension of comic strips Narrative elements	- Worksheet “order the panels” (own creation) - Comic strip “Peanuts featuring Good Ol’ Charlie Brown”.	15’
3	Task 2: the teacher will present the narrative elements (beginning, climax and end) and students will have to identify them in the comic strip of task 1		RE	In pairs	Narrative elements	- Presentation “narrative elements”: (own creation)	10’
4	Task 3: create an alternative ending for the story in task 1. Students will have to make up and draw an alternative ending for the comic strip in task 1, starting with the first 4 panels. Then, they will read it aloud.		RE, WR	In pairs	Narrating and drawing a story in comic format Narrative elements	- Template “create an alternative ending” - Paper, pencil, colours...	25’
Assessment criteria		Learning standards	Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)	
3.2.	10%	3.g.	Portfolio (including tasks 1 and 2)		Production analysis	Checklist	
3.6.	10%	3.g.					
4.1.	10%	4.d.	Portfolio (including task 3)		Production analysis	Checklist	
4.5.	10%	4.d.					

Session 12: “Final project presentation” (19 th June)						
KC : LC, L2L, SCC, SIE		Stage objectives: b, d, g, I, j, l		EFL objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		Didactic unit objectives: iii
Seq.	Tasks	Skills	Grouping	Contents	Resources	Time
1	Warm up: This lesson is devoted to the presentation of the final projects. The teacher will engage the students by showing them the price for the winning group: sweets.	SP	Whole class	-	- Sweets	5'
2	Presentation of the videos: each group will present their article while the others will be actively listening as they will have to assess and rate their performance through peer feedback sheets.	SP, LI	Small groups (4-5)	All contents of the unit	- Overhead projector - Digital board - Peer feedback sheets	45'
3	Feedback: after watching the videos students will give their peer assessment sheets to the corresponding groups. Then they will count the points and the group with the highest number of points will win the sweets.	RE	Small groups (4-5)	-	- Peer feedback sheets	5'
Assessment criteria		Learning standards	Assessment mean(s)		Assessment technique(s)	Assessment instrument(s)
2.2.	10%	2.a.	Final project (presentation)		Production analysis	Rubric
2.4.	10%	2.a.				
2.5.	10%	2.a.				
4.1.	10%	4.d.	Final project (article)		Production analysis	Rubric
4.5.	10%	4.d.				

3.9. Assessment

The tasks to be carried out in the different sessions have been strategically designed to measure the ten criteria selected for this unit. The relationship between the assessment criteria and learning standards and the means, techniques and instruments of assessment through which they are going to be measured have been already indicated in tables above. As previously mentioned in section 2.8.2.1., all criteria will have the same weight, that is, a 10% of the final mark of the unit, as they are considered equally important. Therefore, to obtain the final grade for the unit, we will calculate the average of all the grades obtained for each criterion in the different tasks. Note that the final project is designed to measure a greater number of criteria and, therefore, it will have more weight in the final grade than the individual tasks of each session.

3.9.1. Assessment means, techniques and instruments

As indicated in the tables above, the means, techniques and instruments of assessment that will be used to measure the degree of achievement of the assessment criteria are varied. First, to measure the criteria of blocks 1 (comprehension of oral texts), 3 (comprehension of written texts) and 4 (production of written texts), students will have to compile all the listening, reading and writing tasks done throughout the sessions in a portfolio which will be assessed by means of the following checklist:

Portfolio checklist					
Student:		Date:			
Indicators		Strong evidence (10-9)	Some evidence (8-7)	Minimal evidence (6-5)	No evidence (4-1)
Organization and appearance	1. The student includes all the tasks in the portfolio (criterion 4.1.)				
	2. The portfolio is sequenced and well structured (criterion 4.1)				
	3. The portfolio is clearly written (criterion 4.1.)				
Contents	4. The student identifies the essential information and relevant details in the listening tasks (criterion 1.1)				
	5. The student identifies and understand reported information in oral texts (criterion 1.5.)				
	6. The student identifies intonation patterns in reported speech sentences (criterion 1.7)				
	7. The student is able to understand the general meaning and identify relevant details of written texts (criterion 3.2.)				
	8. The student is able to apply the most appropriate strategies to understand written texts in paper and digital format (e.g., skimming and scanning) (criterion 3.2.)				
	9. The student can extract and summarize the main ideas of a text and add his/her own ideas (criteria 3.2 and 4.1.)				
	10. The student recognizes commonly used lexicon related to ICTs in written texts (criterion 3.6.)				
	11. The student identifies and understands acronyms in WhatsApp conversations (criterion 3.6.)				
	12. The student can read and identify the main elements of a comic strip (criteria 3.2. and 3.6.)				
	13. The student can write coherent and clearly structured texts in paper and digital format (criteria 4.1.)				
	14. The student can narrate and draw a story in comic format (criterion 4.1.)				
	15. The student shows control of commonly used grammar and lexicon in his/her writings (criterion 4.5)				

Second, to measure the criteria of block 2 (production of oral texts) corresponding to the oral tasks of the sessions (e.g., oral presentations, discussions, etc.), we will rely on the direct observation technique and use the following numerical observation scale:

Numerical observation scale									
Student:		Task:			Date:				
Criteria	Indicators				4	3	2	1	Further observations
2.2.	The student can participate in class and peer discussions giving his/her opinion about Internet risks and hearing loss								
	The student can describe and app and tell a gossip orally to the class in a brief and understandable manner								
	Values: 4. Excellent, 3. Good, 2. Satisfactory, 1. Needs improvement				Total value:				
2.4.	The student can produce oral texts with sufficient coherence and clarity and fulfil the communicative purpose								
	Values: 4. Excellent, 3. Good, 2. Satisfactory, 1. Needs improvement				Total value:				
2.5.	The student can reproduce with accuracy other people's words, commands or requests using direct speech								
	The student uses sufficient oral lexical repertoire to communicate brief simple and direct information, opinions, and points of view in class discussions.								
	Values: 4. Excellent, 3. Good, 2. Satisfactory, 1. Needs improvement				Total value:				

Finally, to measure the criteria assigned to the final project of the unit, corresponding to blocks 2 and 4, we will use a rubric to assess either the final product (the written article) and its oral presentation:

Rubric final project				
Levels	Advanced (10-9)	Proficient (8-7)	Standard (6-5)	Below standard (4-1)
Indicators				
Planning: structure of the written article and the oral presentation. (Criteria 2.2., 2.4., and 4.1)	The student presents a well-structured plan, his/her ideas are logically connected and clearly explained, and he/she highlights important aspects.	The student presents a generally organized structure, information is presented in a logical order, and he/she highlights some key ideas.	The student presents a loosely organized structure, ideas are not clearly related, which makes it difficult to follow and he/she barely makes emphasis on important aspects.	The student does not present a linear plan, ideas are not logically related and he/she does not highlight important aspects.
Contents: contents included in the written article and the oral	The student conforms to the guidelines, incorporating the	The student conforms to the guidelines, incorporating the	The student barely conforms to the guidelines, misses some	The student does not follow the guidelines nor includes the

presentation. (Criteria 4.1., 4.5., 2.5.)	contents of the unit and following the conventions of the three options allowed in detail.	contents of the unit and following the conventions of the three options allowed.	contents of the unit and does not respect the conventions of the three options allowed.	contents of the unit and he/she does not respect the conventions of the three options allowed.
Language: use of English in the written article and the oral presentation. (Criteria 4.1., 4.5., 2.5.)	The student shows an excellent command of reported speech and a wide range of vocabulary related to the topic. The spelling conventions, punctuation marks, pronunciation and intonation are adequate.	The student shows a good command of reported speech and a decent range of vocabulary related to the topic. The spelling conventions, punctuation marks, pronunciation and intonation are adequate.	The student's command of reported speech needs improvement and he/she shows a low range of vocabulary related to the topic. There are some spelling and punctuation mistakes and his/her pronunciation and intonation make comprehension difficult.	The student's command of reported speech and the lexicon is poor. The spelling conventions, punctuation marks, intonation and pronunciation are unsatisfactory.
ICTs: presence of ICTs in the written article and oral presentation.	The student uses ICTs to obtain information, making reference to the source, and to support his/her oral presentation visually. He/she shows a great command of ICTs.	The student uses ICTs to obtain information, and to support his/her oral presentation visually.	The student does not indicate if he/she has used ICTs to obtain information in the written article and the visual support for the oral presentation is inadequate.	The student shows no command of ICTs. He/she does not indicate if he/she has used ICTs to obtain information in the written article and he/she does not use them to support the oral presentation visually.
Delivery: final design of the article and oral communication	The student presents the written article in time and in the appropriate format. In the oral presentation he/she achieves a positive impact on the audience. The speed and volume are adequate. He/she shows a good management of time. Body language looks natural and confident, and he/she concludes with impact.	The student presents the written article in time and in the appropriate format. In the oral presentation he/she achieves a positive impact on the audience. The speed and volume are fine and body language looks natural.	The student presents the written article in time, but the format does not adjust to the conventions of the article. In the oral presentation the student does not make any impact on the audience. He/she shows good management of the time but the speed and volume are not completely adequate, and body language looks quite unnatural.	The student does not present the written article in time and it does not adjust to the format. In the oral presentation the student makes a negative impact on the audience, he/she exceeds the time limit, the speed and volume are inadequate and does not use body language.

For the elaboration of these instruments, the learning standards previously related to the criteria have been used as a reference to extract the indicators of achievement, corresponding to the different levels of performance, to which a value has been assigned.

3.9.2. Reinforcement

Unit 9 is the last of the third term and the academic year and covers all the previous contents, therefore students will have the opportunity to recover the negative evaluation of the previous units or terms. However, in case a student obtains a negative evaluation in this unit, since this year the “extraordinary call” of September has been eliminated, the Department of languages has agreed that he/she will be given the opportunity to recover it in an exam that will take place the 20th of June.

4. CONTRIBUTION OF THE INTERNSHIP TO THE ACADEMIC TRAINING PROVIDED BY THE MASTER’S DEGREE

Quoting Shank et al. (1999), “life requires us to *do*, more than it requires us to *know*” (p. 164). As a student of the Master’s Degree on Secondary Education, and also as a future teacher, I consider that only through real-life practice can we really learn to be good teachers. The internship period is a golden opportunity to put into practice the theoretical contents acquired in the general and specific modules of the Master and learn first-hand what works and what does not in a real-life context. Personally speaking, my internship at Jesús Nazareno school has been extremely enriching both professionally and personally for a number of reasons that I will detail in this section.

First and foremost, I became aware of the influence of the sociocultural context and the type of school in the teaching and learning process. Although Jesús Nazareno is a private school funded by the state and is located in the centre of the city, there is a great diversity with regards to the socio-economic level of the students and families, which ranges from middle to low-level. Teachers take these differences into account when proposing classroom or extracurricular activities. For instance, I mentioned that the school provides the students and families with Chromebooks at a more affordable price than a conventional laptop, but their purchase is voluntary. Hence, for those students who decide not to buy it and have no digital resources or Internet access at home, teachers always provide a print version of the tasks and avoid assignments or homework requiring Internet search. Moreover, since the school belongs to a religious foundation, teachers try to approach Christian values with the students, for instance, they devote the first five minutes of the first class to pray; design activities for Christian celebrations, such as decorating the school for Holy Week; allow students to attend to certain religious practices (e.g., confession, chorus) during their class hours, etc. In addition, the school projects also have an impact on the teaching and learning

process, for instance, in the case of EFL, the bilingual programme of the previous stages helps students have a more solid foundation in the language for the Secondary Education stage. Nonetheless, we can still appreciate diversity in the language proficiency among the students which stem from the socio-economic differences, as typically middle-class students receive extracurricular English classes in private language schools. In this regard, our first concern as teachers should be to know students deeply and take into account their personal characteristics and needs to prevent them from feeling displaced, unmotivated or uncomfortable. Unfortunately, I did not have the time to get to know the particular situation of each student in the group in detail during the internship, and I had no more information than what I could observe in the first two weeks and what I asked my tutor about. This made me realise that, despite having a planned teaching programme or unit, a teacher must be always ready to make the necessary changes and adaptations and that he/she should be constantly evaluating his/her own performance.

In second place, after dealing with the context and the students, I would like to focus on the Department of Languages of the school and the teaching programme. The Department is made of the teachers in charge of the teaching of the first and second languages (i.e., English and German) in CSE. In the case of EFL, there are three teachers in charge of the four different levels, among them, my tutor, who is responsible for 3rd year of CSE. From my experience in the Department, I would like to highlight the cooperation and coordination between the three teachers. Notwithstanding the level they are responsible of, they keep each other informed of students' progress and needs, the office hours with the families, the activities and materials they prepare, and also of the bureaucratic procedures and controls. They usually meet on Fridays face-to-face, but apart from that, they exchange information during the week in the breaks and through a WhatsApp group. Although I did not have the opportunity to attend any Department meeting during my internship, I witnessed one of those bureaucratic controls that evidenced the enormous coordination between the members of the Department, and which led me to conclude that a well-defined coordination structure in the Department brings coherence and unity into the classroom.

Third, with regards to my intervention in the classroom, in the second period of internship I had the pleasure to teach the grammar of the didactic unit that I have developed in this thesis, i.e., reported speech. As I have anticipated at the beginning, I learned many things by putting into practice what I knew from the generic and specific modules. When designing the sequence of tasks, I bore in mind the methodologies and resources learned in the subject "EFL

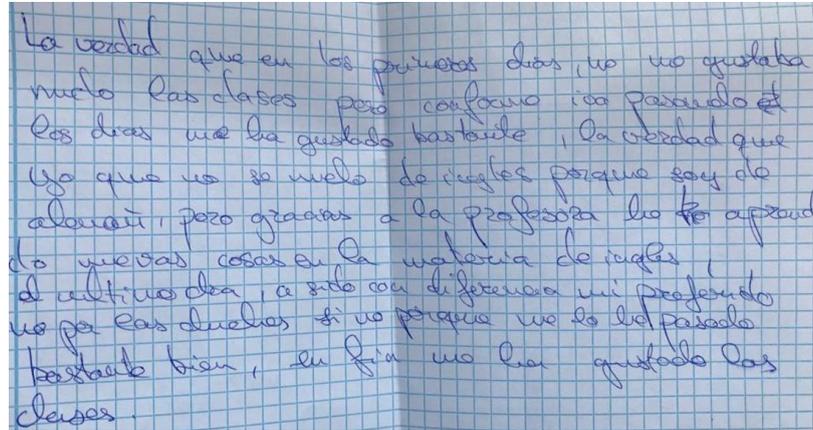
Learning and Teaching” (*Aprendizaje y enseñanza de las materias correspondientes en lengua extranjera*) of the specific module of the Master and the observed teaching practice of my tutor, but overall, I took into consideration the interests and needs of the students. Since I identified that some of them were unmotivated and not very participative, and given that grammar is the most “boring” part about learning English, I decided to place gamification at the centre of my methodology to make their learning experience enjoyable. Furthermore, I also implemented other methodologies learned in the specific module, such as CLT and TBL because, according to my tutor, students have no chance to practice English outside the classroom. It is, therefore, fundamental to design collaborative and purposeful tasks in which students must use the language in context and interact with each other so that they learn by doing and in a meaningful way. In the subject “Teaching innovation and initiation of foreign language educational research” (*Innovación docente e iniciación a la investigación educativa en la lengua extranjera*) we learnt that one of the flaws of schools is that they tend to focus exclusively on the intellectual area of the human mind. Hence, I also considered important to cultivate their creativity, so I tried to propose tasks that boosted their imagination. For instance, I designed practical activities in which they had to make up something (e.g., continue the hoax) or use means of expression other than the language (e.g., mime game), and I encouraged learners to express their own ideas, take risks and experiment with the language (e.g., challenge “report Mariano Rajoy’s nonsense sentences”). The role of the teacher as a guide is highlighted when carrying out this type of activities. Another area in which I have been able to apply the knowledge from the general and specific modules was assessment. Thanks to the subjects “Educational processes and contexts” (*Procesos y contextos educativos*) and “EFL Learning and Teaching” I became familiar with key competences, stage and EFL objectives and assessment criteria, then, I oriented my task sequence to help students achieve these objectives and acquire key competences. Nonetheless, to me, the most difficult aspect was class management. Thanks to the subject “Personality learning and development” (*Aprendizaje y desarrollo de la personalidad*) of the general module, I knew how to handle teenagers, although I must admit that in general terms there is a climate of respect and tolerance fostered by the religious values of the school and which is favoured by collaborative tasks, as students learn to work with different people.

Overall, I consider that I have made the most of my internship and fulfilled all my expectations, but for me, the most important achievement is to have awakened their interest towards learning English and that all of them have acquired the new contents while having

fun. To support this, I would like to expose the feedback comment of a student who did not show any motivation at the beginning:

Image 1

Feedback comment of a student



Note: To be honest, the first days I did not like the classes but, as the days went by, I liked them a lot. I don't know any English because I am more into German, but thanks to the teacher I learnt new things in English. The last day was by far my favourite, not because of the sweets, but because I had a good time. In sum, I liked the classes. [Own translation].

To conclude, I would like to mention that the internship has been also a rewarding experience on a personal level, because apart from enhancing my professional skills, it has helped me to reaffirm my vocation as a teacher.

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Appendix 1: Stage objectives and EFL objectives

Stage objectives <i>(RD 1105/2014 and Decree 111/2016)</i>	EFL Objectives <i>(Order 15/01/2021)</i>
<p>a) To assume their duties responsibly, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to engage in dialogue by strengthening human rights and equal treatment and opportunities between women and men as common values of a pluralistic society and to prepare for the exercise of democratic citizenship.</p> <p>b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective performance of learning tasks and as a means of personal development.</p> <p>c) To value and respect the difference between the sexes and the equality of rights and opportunities between them. To reject discrimination on the grounds of sex or any other personal or social condition or circumstance. To reject stereotypes that discriminate between men and women, as well as any manifestation of violence against women.</p> <p>d) To strengthen their affective capacities in all areas of their personality and in their relations with others, as well as to reject violence, prejudices of any kind, sexist behaviour and to resolve conflicts peacefully.</p> <p>e) To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To acquire a basic preparation in the field of technologies, especially information and communication technologies.</p> <p>f) To conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as to know and apply the methods to identify problems in the different fields of knowledge and experience.</p> <p>g) To develop entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative and the ability to learn to learn, plan, make decisions and take responsibility.</p> <p>h) To understand and express themselves correctly, orally and in writing, in the Spanish language and, where appropriate, in the co-official language of the Autonomous Community, complex texts and messages, and be introduced to the knowledge, reading and study of literature.</p> <p>i) To understand and express themselves in one or more foreign languages in an appropriate manner.</p> <p>j) To know, value and respect the basic aspects of one's own and others' culture and history, as well as artistic and cultural heritage.</p> <p>k) To know and accept the functioning of one's own body and that of others, respecting differences, strengthening body care and health habits and</p>	<p>1) To listen and understand specific information from oral texts in a variety of communicative situations, adopting a respectful, tolerant and cooperative attitude.</p> <p>2) To express themselves and interact orally in common communication situations in an understandable and appropriate way, using dialogue as a means to resolve conflicts peacefully.</p> <p>3) To read and understand different texts at a level appropriate to the students' abilities and interests, in order to extract general and specific information, complementing this information with other sources in order to acquire new knowledge with a critical sense.</p> <p>4) To use reading in different media as a source of pleasure and personal enrichment.</p> <p>5) To write simple texts for different purposes on different topics, using appropriate resources of cohesion and coherence.</p> <p>6) To use correctly the basic phonetic, lexical, syntactic-discursive and functional components of the foreign language in real communication contexts.</p> <p>7) To develop autonomy in learning, habits of discipline, study and work, reflection on one's own learning process and to transfer knowledge and communication strategies acquired in other languages to the foreign language.</p> <p>8) To develop the ability to work as part of a team, to reject discrimination against people on the grounds of sex, or any other personal or social condition or circumstance, strengthening social skills and affective capacities necessary to resolve conflicts peacefully, and rejecting stereotypes and prejudices of any kind.</p> <p>9) To make appropriate use of learning strategies and all available media, including information and communication technologies and audiovisual media, to obtain, select and present information orally and in writing in the foreign language.</p> <p>10) To value and appreciate the foreign language as a means of communication, cooperation and understanding between people of different origins and cultures, fostering solidarity and respect for human rights, within the democratic exercise of citizenship.</p> <p>11) Appreciate the foreign language as an instrument of access to information and a tool for learning different contents, as a means of artistic expression and for the development of the ability to learn to learn.</p> <p>12) To demonstrate a receptive attitude and self-confidence in the ability to learn and use the foreign language creatively, take the initiative</p>

<p>incorporating physical education and the practice of sport to favour personal and social development. To know and value the human dimension of sexuality in all its diversity. To critically assess social habits related to health, consumption, care for living beings and the environment, contributing to their conservation and improvement.</p> <p>l) To appreciate artistic creation and understand the language of different artistic manifestations, using different means of expression and representation.</p> <p>m) To know and appreciate the peculiarities of the Andalusian linguistic modality in all its varieties.</p> <p>n) To know and appreciate the specific elements of Andalusian history and culture, as well as its physical and natural environment and other differentiating facts of our Community, so that it may be valued and respected as our own heritage and within the framework of Spanish and universal culture.</p>	<p>and participate critically in communication situations in the foreign language.</p> <p>13) To know and appreciate the specific elements of Andalusian culture so that it is valued and respected by citizens of other countries.</p> <p>14) To recognise the importance of the tourism sector in Andalusia and develop an entrepreneurial spirit, knowing, respecting and transmitting the basic aspects of Andalusia's culture and history, as well as its artistic and cultural heritage, using the foreign language as a medium.</p>
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Appendix 2: Evaluation criteria and learning standards for 3rd year of CSE

Assessment criteria	Learning standards
Block 1	
<p>1.1. To identify essential information, main points and the most relevant details in short, well-structured oral texts, delivered orally or by technical means and articulated at slow or medium speed, in a formal, informal or neutral register, and dealing with everyday matters in habitual situations or general topics or topics of interest in the personal, public, educational and occupational fields, provided that acoustic conditions do not distort the message and it can be heard again. CCL, CD.</p> <p>1.2. To know and know how to apply the most appropriate strategies for understanding the general meaning of the message, the essential information, the main points and ideas and the most relevant details of the text. CCL, CAA.</p> <p>1.3. To know and use for the comprehension of the text the sociocultural and sociolinguistic aspects of daily life (study habits and leisure activities), living conditions (environment, social structure), interpersonal relations (between men and women, in the private sphere, at work, at school, in institutions) school, in institutions), behaviour (gestures, facial expressions, voice use, eye contact) and social conventions (customs, traditions). CCL, CSC.</p> <p>1.4. To distinguish the most relevant communicative functions of the text and basic discourse patterns related to textual organisation (introduction of the topic, development and thematic change, and textual closure). CCL, CAA.</p> <p>1.5. To apply to the comprehension of the text the knowledge about the constituents and the</p>	<p>1.a. The student grasps the main points and relevant details of indications, announcements, messages and brief communications, articulated slowly and clearly (e.g., change of gate at an airport, information about activities at a summer camp, or on the answering machine of a cinema), as long as the acoustic conditions are good and the sound is not distorted.</p> <p>1.b. The student understands the gist of what is said to him in daily and structured transactions and procedures (e.g., in hotels, shops, hostels, restaurants, leisure, study or work centres).</p> <p>1.c. The student identifies the general meaning and main points of a formal or informal conversation between two or more interlocutors that takes place in their presence, when the topic is familiar to him/her and the speech is clearly articulated, at medium speed and in a standard variety of the language.</p> <p>1.d. The student understands, in an informal conversation in which he/she participates, descriptions, narrations, points of view and opinions on practical matters of daily life and on topics of his/her interest, when he/she is spoken to clearly, slowly and directly and if the interlocutor is willing to repeat or reformulate what has been said.</p> <p>1.e. The student understands, in a formal conversation, or interview (e.g., in study or work centres) in which he/she participates what he/she is asked about personal, educational, occupational or other matters of interest, and simple and predictable comments related to these, provided he/she can ask for repetition, clarification or elaboration of what has been said.</p>

<p>organization of syntactic and discursive patterns of very frequent use in oral communication, as well as their associated meanings (eg interrogative structure to make a suggestion). CCL, CAA, SIEP.</p> <p>1.6. To recognize oral lexicon of very common use related to everyday matters and general topics or related to their own interests, studies and infer from the context, with visual support, the meanings of some words and expressions of less frequent or more specific use. CCL, CAA.</p> <p>1.7. To identify phonological, sound, stress, rhythmic and intonation patterns of common use, and recognize the meanings and the more general communicative intentions related to them. CCL, CAA.</p>	<p>1.f. The student distinguishes, with the support of the image, the main ideas and relevant information in presentations on educational, occupational or other topics of his/her interest (e.g., on a curricular topic, or a talk to organize teamwork).</p> <p>1.g. The student identifies the essential information in TV programmes on everyday matters or topics of interest to him/her, articulated slowly and clearly (e.g., news, documentaries or interviews), when images help comprehension.</p>
<p>Block 2: Production of oral texts (expression and interaction)</p>	
<p>2.1. To produce brief and understandable texts, both in face-to-face conversation, by telephone or other technical means, in a neutral or informal register, with simple language, in which information is given, requested and exchanged on important topics in daily life and known matters or matters of personal, educational or occupational interest, and the reasons for certain actions or plans are briefly justified, despite possible interruptions or hesitations, evident pauses, discursive reformulations, selection of expressions and structures and requests for repetition by the interlocutor. CCL, CD, SIEP</p> <p>2.2. To know and know how to apply the most appropriate strategies to produce brief monological and dialogic oral texts with a simple and clear structure, using, among others, procedures such as the adaptation of the message to patterns of the first language or others, or the use of approximate lexical elements in the absence of more precise ones. CCL, CAA, SIEP.</p> <p>2.3. To incorporate into the production of oral texts some acquired sociocultural and sociolinguistic knowledge related to social structures, interpersonal relationships, patterns of action, behavior and social conventions, acting with due propriety and respecting the most important rules of courtesy in the respective contexts. CCL, CSC, SIEP.</p> <p>2.4. To carry out the functions demanded by the communicative purpose, using the most common exponents and discourse patterns to organize the text in a simple way with sufficient internal cohesion and coherence with respect to the communicative context. CCL, SIEP.</p> <p>2.5. To show control over a limited repertoire of commonly used syntactic structures and use simple mechanisms to communicate that are sufficiently adjusted to the context and the communicative intention. (lexical repetition, ellipsis, personal, spatial and temporal deixis, juxtaposition and frequent conversational</p>	<p>2.a. The student can give brief, rehearsed and well-structured presentations, with visual support (e.g., PowerPoint), on specific aspects of topics of his/her interest or related to his/her studies or occupation, and can answer short and simple questions from listeners about the content of the presentation.</p> <p>2.b. The student performs correctly in daily procedures and transactions, such as travel, accommodation, transportation, shopping and leisure, following basic courtesy rules (greeting and treatment).</p> <p>2.c. The student participates in informal conversations, face to face, by telephone or other technical means, in which he/she establishes social contact, exchanges information and expresses opinions and points of view, makes invitations and offers, asks for and offers things, asks for and gives indications or instructions, or discuss the steps to follow to carry out a collaborative activity.</p> <p>2.d. The student takes part in a formal conversation, meeting or interview of an academic or occupational nature (e.g., to take a summer course or join a volunteer group), exchanging sufficient information, expressing his/her ideas on familiar topics, giving his/her opinion on practical problems when asked directly, and reacting in a simple way to comments, provided he/she can ask for key points to be repeated if needed.</p>

<p>connectors and markers). CCL, CAA.</p> <p>2.6. To know and use a sufficient oral lexical repertoire to communicate brief, simple and direct information, opinions and points of view in habitual and daily situations, susceptible to adaptation in less habitual situations. CCL, CAA.</p> <p>2.7. To pronounce clearly and intelligibly, even if sometimes the foreign accent is evident or sporadic pronunciation mistakes are made, as long as they do not interrupt communication, and even if it is necessary to ask the interlocutors to repeat from time to time to help comprehension. CCL, CAA.</p> <p>2.8. To manage short phrases, groups of words and formulas to communicate in brief exchanges in habitual and daily situations, occasionally interrupting the speech to look for expressions, articulate less frequent words and repair communication in less common situations. CCL, CAA.</p> <p>2.9. To interact in a simple way in clearly structured exchanges, using formulas or simple gestures to take or give up the speaking turn, even if it depends largely on the interlocutor's performance. CCL, CAA.</p>	
Block 3: Comprehension of written texts	
<p>3.1. To identify essential information, the most relevant points and important details in short and well-structured texts, written in a formal, informal or neutral register, dealing with everyday matters, topics of interest or relevant to one's own studies and occupations, and that contain simple structures and a lexicon of common use, both in printed format and in digital format. CCL, FCTC, CD.</p> <p>3.2. To know and be able to apply the most appropriate strategies for understanding the general meaning, the essential information, the main points and ideas or the relevant details of the text. CCL, CAA, SIEP.</p> <p>3.3. To know, and use for the understanding of the text, the sociocultural and sociolinguistic aspects related to daily life (study and work habits, leisure activities, including artistic manifestations such as music or cinema), living conditions (environment, social structure), personal relationships (between men and women, at work, in the educational centre, in institutions) and social conventions (customs, traditions). CCL, CSC.</p> <p>3.4. To distinguish the most relevant communicative function or functions of the text and a repertoire of its most common exponents, as well as frequently used discursive patterns related to textual organization: introduction of the topic, development and thematic change and textual closure. CCL, CAA.</p> <p>3.5. To recognize, and apply to the understanding of the text, the constituents and the organization of</p>	<p>3.a. The student identifies, with the help of the image, instructions for the operation and use of electronic devices or machines, as well as instructions for carrying out activities and safety rules (e.g., in a school, a public place or a leisure area).</p> <p>3.b. The student understands the main points of advertisements and publicity material in magazines or on the Internet, formulated simply and clearly, and related to matters of personal, academic and occupational interest.</p> <p>3.c. The student understands personal correspondence in any form in which he/she talks about him/herself; describes people, objects and places; narrates past, present and future events, real or imagined, and expresses feelings, wishes and opinions on general topics that he/she knows or of interest him/her.</p> <p>3.d. The student understands the gist of formal correspondence informing him/her about matters of interest in a personal, educational or occupational context (e.g., about a language course or an Internet shopping trip).</p> <p>3.e. The student understands the main ideas of short news texts in any medium if numbers, names, illustrations and headings convey a large part of the message.</p> <p>3.f. The student understands specific essential information on web pages and other reference materials clear structured, on topics related to academic subjects, occupational matters, or topics of interest to him/her (e.g., on a curriculum subject, a computer programme, a city, a sport or the environment), provided he/she can reread difficult sections.</p>

<p>syntactic structures commonly used in written communication, (for example, exclamatory structure to express surprise), as well as their associated meanings (for example, interrogative structure to make a suggestion). CCL, CAA, SIEP.</p> <p>3.6. To recognize commonly used written lexicon related to everyday matters and general topics or related to their own interests, studies and occupations, and infer from the context, with or without visual support, the meanings of some words and expressions of lesser use. Frequent or more specific. CCL, CEC.</p> <p>3.7. To recognize the main spelling, typographic and punctuation conventions, as well as commonly used abbreviations and symbols (for example use of the apostrophe, &), and their associated meanings. CCL, CAA.</p>	<p>3.g. The student understands the gist (e.g., in readings for young people) of short, well-structured fictional stories and gets an idea of the character of the different characters, their relationships and the plot.</p>
<p>Block 4: Production of written texts (expression and interaction)</p>	
<p>4.1. To write on paper or electronically, short or medium-length texts with a clear structure on everyday topics or topics of personal interest, in a formal, neutral or informal register, properly using basic cohesion resources, basic spelling conventions and most common punctuation marks, with reasonable control of simple expressions and structures, and frequently used lexicon. CCL, CD, SIEP.</p> <p>4.2. To know and apply appropriate strategies to produce short or medium-length written texts with a simple structure; e.g., copying formats and conventional models typical of each type of text. CCL, CAA, SIEP.</p> <p>4.3. To incorporate into the production of the written text the sociocultural and sociolinguistic knowledge acquired regarding social structures, interpersonal relationships, patterns of action, behaviour and social conventions, respecting the most important rules of courtesy in the respective contexts. CCL, CSC, SIEP.</p> <p>4.4. To carry out the functions demanded by the communicative purpose, using the most common exponents of such functions and the most frequently used discursive patterns to organize the written text in a simple way with sufficient internal cohesion and coherence with respect to the communication context. CCL, SIEP.</p> <p>4.5. To show control over a limited repertoire of commonly used syntactic structures and use simple mechanisms sufficiently adjusted to the context and communicative intention (lexical repetition, ellipsis, personal, spatial and temporal deixis, juxtaposition, and frequent discourse markers and connectors). CCL, CAA, SIEP.</p> <p>4.6. To know and use a sufficient written lexical repertoire to communicate brief, simple and direct information, opinions and points of view in habitual and everyday situations, although in less common situations and on less familiar</p>	<p>4.a. The student completes a simple questionnaire with personal information and information related to his/her education, occupation, interests or hobbies (e.g. to subscribe to a digital publication, enrol in a workshop, or join a sports club).</p> <p>4.b. The student writes notes and messages (SMS, WhatsApp, chats), making brief comments or giving instructions and directions related to activities and situations in everyday life and of interest to him/her.</p> <p>4.c. The student writes short notes, announcements and messages (e.g., on Twitter or Facebook) related to activities and situations of everyday life, personal interest or current affairs, respecting conventions and rules of politeness and netiquette.</p> <p>4.d. The student writes very short reports in conventional format with simple and relevant information about habitual events and the reasons for certain actions in academic and occupational fields, describing situations, people, objects and places in a simple way and outlining the main events in a schematic way.</p> <p>4.e. The student writes personal correspondence establishing and maintaining social contact (e.g., with friends in other countries), exchanging information, describing in simple terms important events and personal experiences (e.g., winning a competition); giving instructions, making and accepting offers and suggestions (e.g., cancelling, confirming or modifying an invitation or plans), and expressing opinions in simple terms.</p> <p>4.f. The student writes short, basic formal correspondence addressed to public or private institutions or commercial entities, requesting or giving the required information in a simple manner and observing the basic formal conventions and rules of politeness for this type of text.</p>

<p>topics the message must be adapted. CCL, CEC.</p> <p>4.7. To know and apply, in an appropriate way so that the text is almost always understandable, the elementary punctuation marks (for example, the full stop, the comma) and the basic spelling rules (for example, the use of upper and lower case letters, the use of the apostrophe or the separation of words at the end of the line), as well as the most common spelling conventions in the writing of texts in electronic format (for example, SMS, WhatsApp). CCL, CAA, SIEP.</p>	
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