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PLANTING THE SEEDS OF CHANGE
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Calatrava Ruiz Marta
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1. THE ROLE OF THE TEACHER

It is almost impossible to recall past teachers without perceiving the positive or negative impact that they had on us, although many people fail to understand the complex task entrusted to these professionals. This section of this master's thesis is aimed to expose the different competences and roles that English as a foreign language (EFL) teachers should have, only after dedicating various lines to define and contextualize why the teacher's role in general is paramount and indispensable considering the concept of education.

1.1. Education: the tool for lifelong learning

Article 27 of the Spanish Constitution lays the foundation for the right that every individual has to education, and, for this reason, it states that it is "compulsory and free" (art. 27.1 CE). Thus, education is bestowed a vital importance and, therefore, it could be metaphorically defined as the path that every individual follows in their holistic development towards acquiring a wide range of different competencies such as self-knowledge and awareness of alterity with the purpose of participating in the manifold social spheres that articulate a society. These ambitions of education are given shape and specified in curricula, which could be considered as tools for teachers to raise awareness in individuals about the current wicked problems related to environment, health, world peace, human rights, and so on. It could be stated that the main objective of education is to facilitate the "development of human character with due respect for the democratic principles of coexistence and for the basic rights and freedoms" (art. 27.2 CE).

1.2. Functions of the teacher in Spain

Parting from this possible definition of education, it is evident that the task entrusted to teachers is herculean, to say the least. Teaching is, consequently, a very complex exercise of group leadership through which teachers carry out different functions that, in Spain, are specified in Article 91 of the *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación* (BOE, no. 340, of 30th December 2020) or LOMLOE. These functions include programming, teaching and assessing their entrusted subjects and areas; participating and organizing additional activities proposed by the school; coordinating teaching, management and direction activities; participating in the general activity, as well as assessment plans of the school; and researching and continuous improvement of the teaching methods. In the LOMLOE it is emphasized that teachers should also carry out a tutoring and orienting role through the collaboration and interaction with the

families, the academic and professional guidance to students, the contribution to the students' holistic development, and, of course, the creation of a respectful atmosphere in which students' competences and personalities can blossom into a peaceful and democratic citizenship. Apart from these functions, teachers should guide students towards the wished competence profile proposed by the Spanish regulations and expected from our society, which is very much influenced by the 2030 Agenda for Sustainable Development.

1.3. Defining a competent teacher

The different roles of teachers have been categorized by many authors. While it is true that teachers have traditionally been regarded merely as transmitters of knowledge or instructors the object of attention of this section will be the EFL teacher fulfilling the task of a “constructor, facilitator, coach, and creator of learning environments” (Amin, 2016, p. 41). To include another classification, Harmer (2007) proposes the following roles: controller, prompter, participant, resource and tutor (pp. 109-110). Of these roles, it is important to mention that although teachers should sometimes act as controllers, they should go beyond this role to offer more learning possibilities to students. The teacher as a prompter is supposed to encourage students to think creatively without taking charge. In order to make lessons livelier without dominating the instruction, the teacher should act as a participant, but also a resource, in order to be helpful and available for students. Finally, Harmer (2007) highlights the role of the tutor, which implies a more intimate relationship so that students can feel supported throughout their learning process (pp.109-110).

The traditional ideas connected to the teaching profession are undergoing a change of perspective due to the current era of globalization and digitalization, and thus, the role of the teacher merely as a controller is no longer valid. Now, the only way to move forwards from conventional teaching is by being open-minded, critical, active cooperators, mediators between learners, and providers of scaffold understanding (Amin, 2016, p. 41). In fact, the EFL teacher should be a resource and a tutor, by providing students with the tools to use the outside world for further acquisition of knowledge parting from the skills and information acquired during instruction (Krashen, 1982 p. 59), as well as helping “learners to make judgements about the quality and validity of new sources and knowledge” to which they are constantly exposed (Amin, 2016, p. 41).

With the inclusion of the plurilinguistic competence in the LOMLOE, EFL teachers hold a significant role in education due to the globalizing impact of English as a *lingua franca*.

The plurilinguistic competence, emphasizing both linguistic and intercultural aspects, highlights the importance of cross-cultural transfer through language within the EU. As such, EFL teachers are responsible for raising students' awareness about the relevance of English as a communication tool in today's digitalized, globalized, and multicultural 21st century.

It should be noted that authors tend to coincide when defining the ideal features of teachers. First, competent language teachers should have an excellent **proficiency level** in the language that they teach in order to be a reliable resource and prompter and transmit accurate linguistic information to their students (Richards, 2010, p. 3). This language awareness will provide teachers with the confidence to create an appropriate atmosphere in which students can dive into the English language, are provided relevant and useful materials according to their level and are corrected appropriately when the correction of mistakes is the goal. However, good language teachers should also possess "classroom skills needed to present and navigate their lessons" (Richards, 2010, p. 9), which means that they will be able to discern, for instance, when it is appropriate to switch into the students' native language to clarify and to make some specific contents more accessible to them, especially in lower levels of the CEFR such as A1, A2 and B1. A competent EFL teacher creates an atmosphere in which students receive comprehensible input, so as to make the classroom "an efficient place to achieve at least the intermediate levels rapidly, as long as the focus of the class is on providing input for acquisition" (Krashen, 1982, p. 59).

In relation to this, language teachers do not necessarily have to be native speakers, it is rather the teacher's capacity to unite the subject knowledge and pedagogy what will determine to a higher extent the quality of their instruction. This is called "pedagogical content knowledge" (PCK), a quintessential factor that entails the ability to understand how particular aspects of subject matter can be organized, represented, and adapted to the diversity of the classroom (Mishra and Koehler, 2006, p. 1021). Thus, PCK involves the comprehensive understanding of the learners' needs and their learning problems (Richards, 2010, p. 6), which implies that they can adapt to their context and make better and more appropriate decisions about teaching and learning.

In order to make adequate decisions about the teaching-learning process, a competent teacher should be **aware of the students' context**, as included in the basic functions of the teacher in the LOMLOE. According to Richards (2010), the notion of "context" is a broad one as it includes not only the school's management style, resources and curriculum, but also the

students' social backgrounds (p. 11). In fact, education is a task for which both teachers and families should cooperate to enhance the students' chance of academic success, educational attention and holistic development. Teachers should build bridges between the families and the school with the objective of facilitating communication among all the agents involved in and during the whole teaching-learning process. For that, the *Real Decreto 217/2022* highlights the tutoring role of teachers and the importance of knowing their backgrounds and particular circumstances, so as to provide accurate academic advice about the best academic or professional road to take according to the students' particular achievements.

Consequently, in line with the latest considerations by the LOMLOE, EFL teachers should be able to **cater for diversity** in their classroom not only by paying attention to those students that present disabilities but by taking the UDL principles into account in order to make every student "feel accepted and appreciated in the school community" (Halinen and Jarvinen, 2008, p. 79). According to Hattie (2003), students themselves account for the 50% of the variance of achievement, which implies that their own abilities determine their trajectory to a very large extent (p. 8). Thus, the teacher's capacity of being receptive and adapting the learning situations to students by specifically considering their needs is a key factor to help them unfold their full potential and improve their outcomes in general, which also proves the teacher's high respect and level of caring for and involvement with the students. As Scott puts it, "... [e]ducation must be reorganized around each 'learner's journey'", so the teacher must "make sure that learning targets are clear, teaching is comprehensible, and the assignments, activities, and assessments are appropriate to the students' language abilities" (Wolfe and Platt, 2015, p. 3).

Teachers can influence students' outcomes positively by engaging them in **cooperative learning** and helping them develop metacognitive learning abilities, "self-regulation, involvement in mastery learning, enhanced self-efficacy, and self-esteem" (Hattie, 2003, p. 9). However, not only does pedagogical differentiation help the students develop their skills and reach their goals, but it also "prevents segregation and alienation in schools and in the larger society" (Halinen and Jarvinen, 2008, p. 80), which is essential in the current globalized world. EFL teachers should be able to address diversity by building a respectful atmosphere in which students' mistakes are welcomed with the purpose of making them more engaged. To ensure that this happens, EFL teachers should be helpful prompters and foster students' creativity at many levels, for "our task is to educate their whole being, so they can face this future" (Robinson, 18m48s).

Hence, authors coincide that an EFL teacher's competencies must also include choosing relevant content knowledge for students. Teachers should be able to carry out **learner-focused lessons and active methodologies**, in which the main goal should be to favor active student participation and interaction, as well as to take the students' feedback, difficulties and preferences into consideration to reshape the lessons (Richards, 2010, p. 17). It is evident that motivation and purpose are key factors for making the English learning process more desirable and successful. For this reason, Richards (2010) proposes the use of authentic materials and technology to motivate students (pp. 6-7). Along these lines, digital literacy and the use of cutting-edge technology is a very important aspect of overall teacher knowledge. Competent EFL teachers should aim higher than "simply learn to use currently available tools; they also will have to learn new techniques and skills as current technologies become obsolete" (Mishra and Koehler, 2006, p.1023).

In accordance with this last idea, EFL teachers should perceive themselves as **participants in the learning process** rather than the source of knowledge. One of their overriding concerns should be "research, experimentation and continuous improvement of the corresponding teaching processes" (LOMLOE). Something that could help EFL teachers to be updated is working collaboratively with other fellow teachers, university colleagues and other members of the school. This can also help EFL teachers broaden their professional horizons and views on teaching, as well as engage in self-critical and reflective reviews of other teachers' and their own teaching practices to keep improving (Richards, 2010, p. 28).

To conclude, a final aspect that would make teachers not only competent but also objects of admiration would be whether they have a humane moral compass, a global awareness, and an unceasing commitment to bringing global projects such as the 2030 Agenda for Sustainable Development to the classroom, "a plan of action for people, the planet and prosperity" (UN).

Needless to say, the aforementioned roles will be followed in the curriculum planning of this master's thesis, since, it is considered that among the external sources of variance that can determine students' achievements, teachers account for the 30% (Hattie, 2003, p. 3). For this reason, I will act as a prompter and try to spark students' creativity during the different tasks; a resource in which students can rely on linguistically; and, of course, a tutor, so that students have a guiding light and support in their process of becoming respectable and decent citizens of this world, which desperately longs for valuable human beings.

2. CURRICULUM DESIGN AND PLANNING

2.1. Introduction

The legal framework in which the curriculum planning of this master's thesis is based is the one that the Spanish Government establishes for Compulsory Secondary Education (CSE) in the whole country and specifically on the sections concerning 3rd grade of CSE. These documents establish the guidelines that institutions must follow to guarantee that students acquire a cultural identity, healthy lifestyles, develop work and study habits, and achieve an adequate competence profile to become good citizens. The regulations in force are:

- *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. (BOE, no. 340, of 30th December 2020) or LOMLOE.*
- *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. (BOE, no. 76, of 30th March 2022).*
- *Instrucción Conjunta 1 /2022, de 23 de junio, de la dirección general de ordenación y evaluación educativa y de la dirección general de formación profesional, por la que se establecen aspectos de organización y funcionamiento para los centros que impartan educación secundaria obligatoria para el curso 2022/2023.*

Nowadays, it is inconceivable to regard the instruction of the English language in CSE as a mere grammar-focused teaching practice, as it generally and traditionally has been. Drawing on the *RD 217/2022*, the curriculum planning of this master's thesis will be focused on the acquisition of key competences that shape the performance profile, by focusing on Universal Design for Learning (UDL) principles, active learning pedagogies and the communicative approach. Foreign languages allow students to acquire the plurilinguistic competence, which is bestowed a vital importance due to our multicultural world, which, according to the philosophy of the Council of Europe (2016), requires for its citizens to perform intercultural dialogue among each other to promote tolerance, inclusion and democratic debate (p. 5).

Thus, the following curriculum design for 3rd grade of CSE is created parting from the idea that respectful communication should be the overriding aim of FL teaching, including the use of real materials, and transversal topics, such as the respect for the environment, that foster the development of other key competences. Additionally, the curriculum planning also draws from

the specific objectives specified in the School Plan that guides the Séneca S.C.A. school. For all this, the curriculum design and planning of this master's thesis is formed by nine didactic units, each one shaped by one learning scenario to ensure the acquisition of the desired competences. Of these units, one will be further detailed and developed in section 3.

2.2. Contextualization

2.2.1. The school

The Séneca S.C.A. is a private school funded by the state that was founded in 1982 in Fátima, Córdoba. The school welcomes students from different neighborhoods such as Fátima, Carlos III, Levante, la Viñuela, Carrera del Caballo and Fidiana. According to the S.C.A Séneca School Plan, the socio-economic and cultural level of these neighborhoods is medium-low. With regards to the academic offer, this school includes bilingual Pre-school Education, bilingual Compulsory Primary Education and Compulsory Secondary Education. The center is formed by two separate buildings for the different educational stages, one of which is shared by Primary and Secondary Education students. Although the space is limited, the facilities that this school offers are rich and varied, as it has a library, an IT classroom, a language and science laboratory, a technology classroom, a gymnasium, a vegetable garden, and various playgrounds. Thanks to the school's founders' spirit of improvement, the center has developed into an Eco-School (it holds two Eco-School Green Flags) and has increasingly amplified its academic offer by creating an integration support classroom (*Aula de Apoyo a la Integración*) and an Orientation Department for CSE. It is worth mentioning that the school is also driven by programmes such as a bilingual project with a special focus on diversity and multiculturalism, and thus, the school takes part in the Erasmus+ programme. Finally, the School Plan clearly sets the foundation to ensure that every student can become autonomous in their own learning process and at their own pace depending on their needs.

2.2.2. The students

In total, there are 700 students, who are divided, approximately, into groups of 25 students for grade of the stage. The following curriculum planning has been designed for the group A of the third year of CSE (3ºA). In this group there are approximately 25 14–15-year-old students. Almost the majority of the students have studied in this school in previous years, and thus, they are familiar with bilingual education.

The reason why I decided to choose this group of students is because at the age of 14 and 15, teenagers can carry out more complex thinking processes than younger ones (Ramsey, 2020). Moreover, the LOMLOE highlights the importance of the respect for alterity, which can be more easily developed at this stage of education, as teenagers this age start to develop the capacity of considering others' emotions. This is an advantage to bring the focus on the specific competencies that the LOMLOE proposes through learning scenarios and final products that are directed towards real-world matters. Considering that, the curriculum planning will be focused on communicative and project-based methodologies, through which students should be able to think about logical and valuable ways of solving a problem or fulfilling a task.

2.2.3. The teachers

The teaching force of the center is made up of 42 teachers. This number includes a counselor and a teacher of special education. This school is a teaching cooperative in which 23 of these teachers are cooperative members and the rest have a contract of work. Moreover, given that the school is bilingual, and several subjects are taught, at least partially, in English, it is necessary for teachers to coordinate and collaborate to provide a CLIL education. Consequently, the English teacher plays a crucial role in furnishing students with the necessary linguistic knowledge to comprehend the subject taught by content teachers.

2.3. Curricular elements

As indicated in Article 13 of the *RD 217/2022*, the curriculum of SCE is constituted by a set of stage objectives, key competences, specific competences, contents stated in the form of basic knowledge, pedagogical methods, and assessment criteria. However, this Article also states that each center should develop and complete this curriculum in their School Plan. The curriculum is holistic in nature and its elements are interconnected, which brings its overriding aim to light: to facilitate the comprehensive development of students and to prepare them for their inclusion and participation in society as active and democratic citizens.

2.3.1. Stage objectives

Stage objectives are defined in Article 2 of the *RD 217/2022* as achievements that students are expected to have reached at the end of the educational stage and whose achievement is linked to the acquisition of key competencies. There are twelve objectives for students of CSE, and they are explained in Article 7 of the *RD 217/2022*:

Table 1.

Stage objectives of CSE

Stage objectives
a) To responsibly assume their duties, to know and to exercise their rights showing respect to others, to practice tolerance, cooperation and solidarity among individuals and groups of people, and to exercise in dialogue, strengthening human rights as common values of a plural society and prepare for the exercise of democratic citizenship.
b) To develop and to consolidate habits of discipline, study, and individual and teamwork as a necessary requirement for effective completion of learning tasks and as a means of personal development.
c) To value and respect the difference between the sexes and equal rights and opportunities between them. Reject stereotypes that imply discrimination between men and women.
d) To strengthen their affective capacities in all areas of the personality and in their relationships with others, as well as to reject violence, prejudices of any kind, sexist behavior and to resolve conflicts peacefully.
e) To develop basic skills in the use of information sources to acquire new knowledge with a critical thinking. To develop basic technological skills and advance in an ethical reflection on its operation and use.
f) To conceive scientific knowledge as integrated knowledge, which is structured in different disciplines, as well as to know and to apply methods to identify problems in the various fields of knowledge and experience.
g) To develop entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative and the ability of learning to learn, plan, make decisions and assume responsibilities.
h) To understand and to express correctly, orally and in writing, in the Spanish language and, if any, in the co-official language of the autonomous community, complex texts and messages, and begin to learn, read and study literature.
i) To understand and to express yourself in one or more foreign languages appropriately.
j) To know, value and respect the basic aspects of their own culture and history and that of others, as well as the artistic and cultural heritage.
k) To know and accept the functioning of one's own body and that of others, respect differences, strengthen habits of care and bodily health, and incorporate physical education and the practice of sport to promote 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, empathy, and respect for living beings, especially animals, and the environment, contributing to their conservation and improvement.
l) To appreciate artistic creation and understand the language of the different artistic manifestations, using various means of expression and representation.

2.3.2. Key competences

Secondly, in order to graduate from CSE, students will have to achieve the aforementioned stage objectives by means of developing key competences. These are defined in the *RD 217/2022* as skills and abilities that are considered essential to guarantee the students' successful progress in their formative journey and to face the main global and local challenges. The key competences are included in the competence profile of students at the end of basic education. This assures the acquisition of the necessary abilities and qualities to graduate.

It is relevant to mention that the key competences of the curriculum of the Spanish regulation are an adaptation of the eight key competences included in the proposal by the Council of the European Union, titled *Recommendations of 22nd May 2018 on key competences for lifelong learning*. These competences, around which the curriculum is structured, are "those which all individuals need for personal fulfilment and development,

employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship” (2018/C 189/01, p. 7).

It is noteworthy that the modification made to the *Ley Orgánica 2/2006* introduces a new competence of great significance for the subject of English as a Foreign Language (FL), namely the plurilinguistic competence. It highlights the importance of utilizing different languages for communication and the significance of linguistic and cultural exchange between languages, as aforementioned.

The present curriculum planning proposed for the 3rd grade will attempt to direct its attention to the acquisition of these competences. Thus, the eight competences will be exposed in the following table in relation to EFL teaching:

Table 2.

Key competences in relation to EFL teaching

Competence in linguistic communication (CLC)	This competence involves reading, writing, oral interaction, expression and understanding of information in different contexts and formats in a coherent and appropriate manner, and for different communicative purposes. The development of this competence constitutes the basis for one’s own thinking and for the construction of knowledge. In relation to EFL, this competence focuses on developing oral and written communication skills in English, which includes the ability to understand and produce oral and written texts in many and varied situations.
Plurilinguistic competence (PC)	The development of this competence refers to the ability to communicate in different languages adequately, effectively, and respectfully. This, in turn, promotes linguistic and cultural diversity and exchange, which is of vital importance in the globalized 21 st century. EFL teaching is crucial for the development of this competence, as English is one of the most widespread languages in the world.
STEM	This competence involves the skills and knowledge in mathematics, science, engineering, and technology that allow individuals to understand the world and act adequately and in a sustainable way in different situations. It is evident that EFL teaching is of use in relation to this competence, as English is a widely used language in scientific and technological fields, so its teaching can also be focused on developing linguistic skills for the comprehension and production of specialized texts in these areas.
Digital competence (DC)	With this competence, students will develop skills to search, select, analyze, and use information in a critical, autonomous and responsible way. Given the generalized use of English as the language of the digital world, EFL teaching can be directed towards developing <u>online communication skills, understanding digital texts, and adequately using digital tools.</u>
Personal, social and learning to learn competence (PSLLC)	This competence involves the ability to learn in an autonomous way, to reflect on and manage oneself’s learning process and to adapt to new situations and contexts. EFL teaching can also be focused on developing abilities to learn autonomously, reflecting on the learning process itself and taking advantage of new situations and contexts to enrich the already existing knowledge of the language.
Citizenship competence (CC)	This competence aims to develop in students’ skills to live in society, know democratic values and principles and participate actively in social and political life. To develop this competence, EFL teaching focuses on fostering intercultural understanding and tolerance through the development of skills to communicate effectively in diverse social and cultural contexts.
Entrepreneurship (EC)	This competence fosters the acquisition of skills to develop and reflect on projects, and undertake creative initiatives, assuming risks and responsibilities in different fields. Due to its position as lingua franca, English is an important tool for the development of projects, so, EFL teaching in relation to this competence should be focused on developing skills to communicate ideas effectively and persuasively.

Cultural awareness and expression competence (CAEC)	This competence implies the understanding of and respect for alterity, which entails ideas, opinions, emotions, different artistic and cultural manifestations. It also entails the deep understanding of one's own cultural identity in a culturally diverse world and the awareness of the main role that artistic or cultural manifestations play in shaping one's worldview. Thus, EFL teaching can be focused on promoting the understanding and appreciation of different cultural and artistic manifestations of English-speaking countries, as well as developing creative skills in this language.
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2.3.3. Performance descriptors

In the *Instrucción Conjunta 1/2022* and in the *RD 217/2022* it is stated that performance descriptors based on European reference frameworks have been defined for each of the key competencies. These performance descriptors establish a set of skills and knowledge that students are expected to achieve throughout their educational process. Performance descriptors, along with the stage objectives, constitute the referential framework for defining the specific competencies of each subject. In fact, the relationship between the performance descriptors and the specific competencies allows for the assessment of the degree of acquisition of the key competencies defined in the competence profile and, therefore, for determining if the competencies and objectives set for the stage have been achieved by students. Later in this thesis (throughout section 3.5.), the specific performance descriptors that are expected to be achieved with the didactic unit by students of 3rd grade of CSE will be included.

2.3.4. Relation between stage objectives and key competences

Despite not being explicitly shown in the legislation, there is a relation between stage objectives and key competences, and it is as follows:

Table 3.

Relation between stage objectives and key competences for CSE

Stage objectives	Key competences
h, i	CLC
h, i	PC
e, f	STEM
e	DC
a, b, c, d, e, f, k	PSLLC
a, c, d	CC
g, f	EC
a, j, l	CAEC

2.3.5. Specific competences for the FL

According to Article 2 of the *RD 217/2022*, specific competences are the skills and abilities that students should be able to unfold in activities or in situations whose approach

requires the basic knowledge of each subject. Consequently, specific competences constitute an element of connection between the competence profile of the students, the basic knowledge of the subjects and assessment criteria of those competences.

In order to achieve the different key competences and stage objectives, Annex II of the *RD 217/2022* pinpoints the manifold specific competences, assessment criteria and basic knowledge of each subject, which are acquired through learning scenarios. This will be shown and made explicit throughout section 3 of this master’s thesis, where the learning scenario includes the curricular elements that will be acquired by the students of Séneca School S.C.A. In the case of the Foreign Language, the specific competences for 3rd grade of CSE are:

Table 4.

Foreign Language specific competences for 3rd grade of CSE

FL specific competences
<ol style="list-style-type: none"> 1. To understand and to interpret the general meaning and the most relevant details of texts expressed clearly and in the standard language, searching for reliable sources and making use of strategies such as meaning inference, to respond to specific communicative needs. 2. To produce original, medium-length, simple texts with a clear organization, using strategies such as planning, compensation or self-correction, to creatively, appropriately and coherently express relevant messages and respond to specific communicative purposes. 3. To interact with other people with increasing autonomy, using cooperation strategies and using analog and digital resources, to respond to specific communicative purposes in respectful exchanges with courtesy rules. 4. To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, to transmit information in an effective, clear and responsible manner. 5. To expand and to use personal linguistic repertoires between different languages, critically reflecting on their functioning and becoming aware of their own strategies and knowledge, to improve the response to specific communication needs. 6. To assess critically and adapt to linguistic, cultural and artistic diversity parting from the foreign language, identifying and sharing the similarities and differences between languages and cultures, to act empathically and respectfully in intercultural situations.

2.3.6. Basic knowledge

According to Article 2 of the *RD 217/2022*, basic knowledge can be defined as knowledge, skills and attitudes that constitute the contents belonging to a subject and that must be learnt for the acquisition of the specific competences. The basic knowledge for the 3rd grade of CSE as included in the *Instrucción Conjunta 1/2022* is divided into three blocks: communication, plurilingualism and interculturality, and they include:

Table 5.

Basic knowledge in the 3rd grade of CSE

<p>A. Communication</p>	<p>LEX.4.A.1. Self-confidence. Error and self-repair strategies as a tool for improvement.</p> <p>LEX.4.A.2. Basic strategies for planning, executing, controlling, and repairing the production and the understanding of key and secondary ideas of different types of texts.</p> <p>LEX.4.A.3. Knowledge and skills that allow mediation activities in everyday situations.</p> <p>LEX.4.A.4. Common and varied communicative functions suitable for a wide variety of communicative contexts and settings.</p> <p>LEX.4.A.5. Recognizing and producing contextual models and discursive genres commonly used in form of brief and simple oral, written, and multimodal texts, literary and non-literary.</p> <p>LEX.4.A.6. Common linguistic units and their meanings such as time and temporal relations, affirmation, negation, interrogation, and exclamation.</p> <p>LEX.4.A.7. Common and varied lexicon of interest to students.</p> <p>LEX.4.A.8. Common sound, accentual, rhythmic, and intonational patterns and general communicative meanings and intentions associated with these patterns.</p> <p>LEX.4.A.9. Common spelling conventions and communicative meanings and intentions associated with graphic formats, patterns, and elements.</p> <p>LEX.4.A.10. Common conversational conventions and strategies for initiating, maintaining, and ending interactions.</p> <p>LEX.4.A.11. Resources for learning and basic strategies for searching for information, use of basic analog and digital tools for oral, written, and multimodal comprehension, production, and co-production; and virtual platforms for interaction, cooperation, and educational collaboration.</p> <p>LEX.4.A.12. Identification of authorship and veracity of consulted sources and used contents.</p>
<p>B. Plurilingualism</p>	<p>LEX.4.B.1. Strategies and techniques to effectively respond with increasing levels of fluency, adequacy, and accuracy to a specific communicative need despite limited language proficiency.</p> <p>LEX.4.B.2. Commonly used strategies to identify, organize, retain, retrieve, and creatively use linguistic units, lexicon, morphosyntax, sound patterns, and spelling, based on the comparison of languages and varieties that make up one's personal linguistic repertoire.</p> <p>LEX.4.B.3. Commonly used strategies and tools for self-assessment, co-evaluation, and self-repair, both analog and digital, individual and cooperative.</p> <p>LEX.4.B.4. Expressions and specific vocabulary commonly used to exchange ideas about communication, language, learning, and communication and learning tools (Metalanguage).</p> <p>LEX.4.B.5. Comparison between languages based on elements of the foreign language and other languages: origins and relationships.</p>
<p>C. Interculturality</p>	<p>LEX.4.C.1. The foreign language as a means of interpersonal and international communication, source of information, and as a tool for social participation and personal enrichment.</p> <p>LEX.4.C.2. Interest and initiative in carrying out communicative exchanges through different means with speakers or students of the foreign language.</p> <p>LEX.4.C.3. Common cultural patterns of the foreign language and common sociocultural and sociolinguistic aspects related to daily life, living conditions, and interpersonal relationships.</p> <p>LEX.4.C.4. Common social conventions for cultural understanding; nonverbal language, linguistic courtesy, and digital etiquette; culture, norms, attitudes, customs, and values specific to countries where the foreign language is spoken.</p> <p>LEX.4.C.5. Common strategies for understanding and appreciating linguistic, cultural, and artistic diversity, while attending to eco-social and democratic values.</p> <p>LEX.4.C.6. Common strategies for detecting and addressing discriminatory uses of verbal and nonverbal language based on gender or origin.</p>

2.3.7. Assessment criteria

The word “assessment” is defined by the Joint Committee on Standards for Educational Evaluation (2003) as a “process of collecting information about a student to aid in decision making about the student’s progress and development” (as quoted in Brown and Harris, p. 4). However, as stipulated in the eighth instruction of the *Instrucción Conjunta 1/2022*, it is

mandatory for teachers to also inform students of the assessment criteria and grading procedures of the respective subject area to ensure the objectivity and transparency of the assessment process at the beginning of each academic course. Assessment criteria denote the level of development of the competencies, that the documents of the legal framework establish. Furthermore, according to Article 28 of the *RD 217/22*, and instructions eighth and ninth of the *Instrucción Conjunta 1/2022*, the assessment procedures shall be formative, objective, criterion-based, inclusive, continuous and differentiated, which will be taken into account in the curriculum design of this master's thesis:

- Formative assessment is meant to facilitate the constant improvement of the teaching-learning process and includes the assessment by teachers of their own teaching practice.
- Objective assessment is aimed at acknowledging the students' endeavors and enabling them to monitor their own progress.
- Criterion-based assessment's ensures objectivity concerning the level of attainment of specific and key competencies, and compliance with the School plan.
- Inclusive assessment implies that all subjects share common key competencies, although each subject has its own assessment criteria.
- Continuous assessment is a means to always monitor the learning process of each student, with respect to the assessment criteria and degree of attainment of specific competences.
- Differentiated assessment aims to take the diverse needs, strengths, and learning styles of students into account, and involves tailoring the assessment process.

Moreover, teachers are required to convene at least twice during an academic year to share information on the progress of each student, to make the necessary adjustments if required. In compliance with Article 15 of the *RD 217/22*, measures shall be taken to reinforce learning, as and when necessary, during the academic year. It is also pertinent to note that there shall be an initial assessment of competencies to properly adapt the curriculum planning to the course.

It is crucial to mention that the assessment criteria have served as the foundational framework for designing the following learning scenarios (section 2.7.) and establishing assessment tool indicators. As such, in the development of this curriculum design, each learning scenario will comprise a diverse range of tasks, three or four of which will be assessed using assessment tools that align with the assessment criteria prescribed by the regulations.

Consequently, each student will receive various scores of each assessment criterium, which will be distributed across the nine learning scenarios. For the subject of English as a FL, and for the creation of the present curriculum planning, the list of assessment criteria related to the different specific competences in the 3rd grade of CSE is as follows:

Table 6.

Assessment criteria for the 3rd grade of CSE

S.C.	Assessment criteria
1.	<p>1.1. Extract and analyze the overall meaning and main ideas, and begin to select key information from oral, written, and multimodal texts on everyday topics, of personal relevance and public interest close to their vital and cultural experience, expressed clearly in the standard language through various analog and digital media.</p> <p>1.2. Interpret and evaluate the content and discursive features of oral, written and multimodal texts, typical of interpersonal relationships, social media and learning, as well as literary texts suitable for the maturity level of the students.</p> <p>1.3. Gradually select, organize and apply the most appropriate strategies and knowledge in each specific communicative situation to understand the general meaning, essential information, and the most relevant details of oral and written texts; infer meanings based on the contextual scope and interpret non-verbal elements; and select and validate accurate information by searching reliable sources.</p>
2.	<p>2.1. Express orally, in a gradually autonomous way, structured, understandable, coherent, and appropriate medium-length texts to the communicative situation on everyday topics, of personal relevance and public interest close to their vital and cultural experience, to describe, narrate, explain, argue, and inform, using verbal and non-verbal resources in different analog and digital media, as well as planning, controlling, compensating, cooperating, and self-repairing strategies.</p> <p>2.2. Write and disseminate medium-length texts with acceptable clarity, coherence, cohesion, correctness, and adequacy to the proposed communicative situation, textual typology, and analog and digital tools used, on various relevant and public-interest topics close to their experience, to describe, narrate, explain, argue, and inform, respecting intellectual property and avoiding plagiarism.</p> <p>2.3. Select, organize, and autonomously apply knowledge and strategies to plan, produce, revise, and cooperate in the elaboration of coherent, cohesive, and multimodal oral, written, and multimodal texts, appropriate to specific communicative intentions, contextual characteristics, sociocultural aspects, and textual typology, using the most appropriate physical or digital resources depending on the task and the needs of the potential interlocutor.</p>
3.	<p>3.1. Plan, participate, and actively collaborate through different analog and digital media in interactive situations on everyday topics, of personal relevance and public interest close to their experience, adapting to different genres and environments, showing initiative, empathy, and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives, and motivations of interlocutors, determining responsible communication.</p> <p>3.2. Select, organize, and develop appropriate strategies in a gradually autonomous way to initiate, maintain and end communication, take and give the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarize, collaborate, debate, solve problems, and manage different situations.</p>
4.	<p>4.1. Infer, analyze, and explain simple texts, concepts, and communications in different situations where attention is paid to diversity, showing respect and empathy for the interlocutors and the languages used, and attempting to participate in the solution of intercomprehension and understanding problems in their immediate environment, relying on various analog and digital resources and supports.</p> <p>4.2. Apply strategies autonomously that help create bridges, facilitate communication, and serve to explain and simplify texts, concepts, and messages, and that are appropriate to the communicative intentions, contextual characteristics, and textual typology, using physical or digital resources and supports depending on the needs of each moment.</p>
5.	<p>5.1. Compare and argue the similarities and differences between different languages, based on personal linguistic repertoires of medium complexity, reflecting with progressive autonomy on their functioning.</p> <p>5.2. Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language, in real situations with the support of other participants and analog and digital tools adapted to an intermediate level of complexity for oral and written comprehension, production and co-production.</p>

	5.3. Record and analyze the progress and difficulties in learning the foreign language at an oral and written level, progressively selecting the most effective strategies to overcome these difficulties and consolidate learning, carrying out activities to plan their own learning, self-evaluation and co-evaluation, as proposed in the European Language Portfolio (ELP or e-ELP) or in a learning diary with analog or digital support, making these progress and difficulties explicit and sharing them with others in a similar context of collaborative learning.
6.	6.1. Act appropriately, empathetically, and respectfully in common intercultural situations, building links between different languages and cultures, rejecting any kind of discrimination, prejudice, and stereotype in everyday communicative contexts, considering ways to address sociocultural factors that hinder communication and coexistence. 6.2. Critically evaluate intercultural expressions in relation to human rights and adapt to the linguistic, cultural, and artistic diversity of one's own country and countries where the foreign language is spoken, progressively fostering curiosity and interest in the development of a shared culture and citizenship committed to sustainability and democratic and eco-social values. 6.3. Apply strategies to defend and appreciate linguistic, cultural, and artistic diversity, contrasting one's own linguistic, cultural, and artistic reality with that of countries where the foreign language is spoken, and respecting cultural diversity and the principles of justice, equity, and equality.

In accordance with the ninth instruction outlined in the *Instrucción Conjunta 1/2022*, the curriculum planning will include self-assessment and peer assessment for students to evaluate their own work and to provide feedback based on well-understood criteria so as to improve their learning and performance (Stancic, 2021, p. 6). These two modes of assessment are, in turn, indispensable tools for the development of the fifth specific competence, which is associated with the linguistic and communicative awareness of the students themselves.

In this curriculum planning, the use of tools such as rubrics and checklists will be essential to evaluate and monitor students' progression and level of attainment of the diverse competencies. The reason for using these assessment tools is apparent: rubrics are designed to specify criteria for evaluating student performance or final product by including a set of descriptors that identify different levels of achievement for each criterion. The primary purpose of utilizing rubrics is to facilitate a clear and objective evaluation of student performance, while also offering constructive feedback to guide future improvement. Moreover, checklists are useful for assessing students because they provide a concise way to evaluate specific skills, break down complex tasks, establish evaluation expectations, ensure consistency, track progress over time, and identify areas for improvement.

2.4. Relation among the curricular elements

Table 7.

Relation among the curricular elements for 3rd grade of CSE

FL specific competences	Assessment criteria	Basic knowledge	Performance descriptors
1.	1.1.	LEX.4.A.2. LEX.4.A.5. LEX.4.A.7	
	1.2.	LEX.4.A.5. LEX.4.A.7	

	1.3.	LEX.4.A.2. LEX.4.A.12.	CLC2, CLC3, PC1, PC2, STEM1, DC1, PSLLC5, CAEC2
2.	2.1.	LEX.4.A.4. LEX.4.A.6. LEX.4.A.7. LEX.4.A.8.	CLC1, PC1, PC2, STEM1, DC2, PSLLC5, EC1, CAEC3
	2.2.	LEX.4.A.4. LEX.4.A.6. LEX.4.A.7. LEX.4.A.9.	
	2.3.	LEX.4.A.2. LEX.4.A.11.	
3.	3.1.	LEX.4.A.8. LEX.4.B.1.	CLC5, PC1, PC2, STEM1, PSLLC3, CC3
	3.2.	LEX.4.A.4. LEX.4.A.10.	
4.	4.1.	LEX.4.A.1. LEX.4.A.3. LEX.4.C.1	CLC5, PC1, PC2, PC3, STEM1, PSLLC1, PSLLC3, CAEC1
	4.2.	LEX.4.A.2. LEX.4.A.11.	
5.	5.1.	LEX.4.B.4. LEX.4.B.5.	PC2, STEM1, PSLLC1, PSLLC5, DC2
	5.2.	LEX.4.B.1. LEX.4.B.2	
	5.3.	LEX.4.A.1. LEX.4.B.3.	
6.	6.1.	LEX.4.C.3. LEX.4.C.4.	CLC5, PC3, PSLLC1, PSLLC3, CC3, CAEC1
	6.2.	LEX.4.C.5. LEX.4.C.6.	
	6.3.	LEX.4.C.1. LEX.4.C.2.	

2.5. Methodology

Pedagogical principles for CSE are established in Article 6 of the *RD 217/2022* and Article 19 of the *LO 2/2020*. These documents prioritize quality and equity as fundamental pillars, meaning that individual attention to each student's specific learning, participation, and social needs is important without compromising the quality of teaching. The School plan of the Séneca S.C.A. also emphasizes attending to diversity and students' needs, which is related to the framework of Universal Design for Learning (UDL) that encourages flexible designs from the outset, offering customizable options and allowing all students to progress according to their abilities (CAST, 2011, p. 4).

2.5.1. Learning scenarios

The various legal documents require teachers to follow a methodology which involves the creation of learning scenarios and that supports students in acquiring the necessary competencies and objectives. In the case of this curriculum planning (section 2.8.), learning scenarios are used to create interesting and motivating final products for students and help them achieve key and specific competencies. Learning scenarios will also address relevant cross-curricular issues for the holistic development of students, such as health, sexuality, emotional intelligence, gender equality, peace and environmental education, as required by regulations.

Additionally, according to the *Agreement of March 30, 2022, of the Sectoral Conference on Education on the update of the reference framework for teacher digital competence*, digital technologies have currently become a vital part of education, as a subject of study and as a tool to enhance learning and teaching. Given the significance of the digital competence, teachers should be updated in this regard to improve the quality of the teaching learning process. For this reason, the present learning scenarios will be designed to incorporate the use of digital technologies as a means of teaching and, at times (Unit 6), as the objective itself.

2.5.2. Specific methodologies

The learning scenarios have been created adopting an eclectic approach taking the characteristics of the 3rd grade of the Séneca School S.C.A into account. Thus, the chosen methodologies for this group of students are the following ones: cooperative learning, task-based learning, project-based learning, content and language integrated learning (CLIL), gamification, communicative language approach, and visual thinking.

Through cooperative learning, students can maximize their own and each other's learning (Johnson and Johnson, 2017, p. 3). As Slavin (2011) suggests, having students work together and interact with each other toward a common goal motivates them “to give elaborated explanations and to take one another's learning seriously” (p. 9). Thus, the different tasks entrusted to students will foster communication and participation among them. This is related to communicative language teaching (CLT), which focuses on learners' interactions and communication. This approach facilitates the development of the CLC and the PC, and, for this reason, CLT is always present in this curriculum planning by means of situations that resemble real scenarios or, at least, that are purposeful for students. As Gustiani suggests (2013) using CLT means trying to get students to develop their linguistic fluency not only the accuracy, which, in turn, helps students acquire lifelong language learning (p. 20). Moreover, task-based (TBL) and project-based (PBL) learning are aimed at creating a real purpose for language use and to promote the “learning through action” as a means to acquire the English language (Ruso, 2007, p. 4). In relation to the competence-based approach that the curriculum follows, TBL and PBL are a way of assuring “sustained pedagogical development” (Ruso, 2007, p. 4), as the different sessions will engage students in participation and teacher will offer guidance as opposed to domination in the instruction. Thus, students will undertake numerous projects that involve the creation of a final product and will be required to publish their work to foster a sense of purpose, and motivation (Hamidah, et al, 2020, p. 20). Finally, the curriculum design

includes visual thinking (VT), which cultivates students' thinking skills, curiosity, and content learning across subjects. VT's aim is to make students enjoy the learning process and creatively express themselves, which are some of the aims of learner-centered approaches.

2.5.3. Didactic materials and resources

In accordance with the information that will be exposed in section 2.6. on attention to diversity, students are entitled to an education tailored to their individual requirements. Therefore, the materials implemented must also cater to their needs and preferences. It has been demonstrated that motivation plays a crucial role in second language acquisition, hence the incorporation of the varied resources is indispensable to arouse the interest of 3^oA students at Séneca S.C.A. For this reason, information and communication technologies (ICT) will be present throughout the whole academic year in order to help them increase their digital literacy, since one of the stage objectives for CSE is to develop technological skills. According to Ghavifekr (2015), students are familiar with technology, and they will learn better within technology-based environments (p. 2). The resources and materials include:

- Chromebooks: for research tasks such as [“Discover your carbon footprint”](#) (in session 9 of section 3.11.).
- Digital board: for collaborative gamified exercises such as [“Ways to help the planet”](#) in session 2 of section 3.11.).
- Projector: for the visualization of videos such as [“Video about climate change”](#) in session 1 of section 3.11.).
- Internet (Wi-Fi) services: for access to all the material from different webpages (needed throughout the whole academic year)
- Social and digital media: for using real materials found in YouTube or to upload the students' products such as [blogs](#).

Additionally, real materials will be employed to provide students will authentic language input, including colloquial language, accents and dialects; and to help them develop a cultural awareness, which is related to the 6th specific competence of English as a FL:

- [Magazines](#) (Unit 4): magazine about fashion.
- Movies (Unit 3): *Inside out* to analyze and learn emotions.
- [Blogs](#) (Unit 8): blog about the environment.
- [Vlogs](#) (Unit 7): different YouTube vlogs about travelling.

- [Songs](#): songs will be used throughout the different units to analyze the lyrics and reinforce the vocabulary.

Finally, it goes without saying that printed materials will also be utilized to support explanations and cater to diverse learning needs, as some students find it more convenient to learn from these kinds of materials. Some of these materials are included in the Appendix 1.

2.6. Attention to diversity

Article 19 of the *RD 217/2022* states that schools will develop the necessary measures in order to respond to the specific educational needs of their students, considering their circumstances and different learning paces. The measures will be included in the School plan and will be carried out with the purpose of helping students with special education needs (*NEAE*) achieve the competence profile and CSE objectives. Depending on the students' needs, these measures may generally involve, among others, adaptations of the curriculum, the integration of subjects into areas, flexible grouping, division of groups, the offering of optional subjects, reinforcement programs, and personalized support.

Specific educational support needs can include special educational needs; maturational delay; language and communication development disorders; attention or learning disorders; severe lack of knowledge of the language of instruction; socio-educational vulnerability; gifted students; late incorporation into the education system; personal conditions or school history (*Ley Orgánica 3/2020*). For all these cases, there are ordinary and extraordinary measures, whose continual monitoring is necessary to adapt decisions and allow students for maximum access to the curriculum and regular schooling.

A relevant measure for catering for diversity that is included in the *Instrucción Conjunta 1/2022* is the fifth instruction, the Transversal Language Area, which shall be implemented for students who present difficulties in the acquisition of the competence in linguistic communication, as alternative for the Second Foreign language. Moreover, regarding the modification of Article 26.6., related to the teaching of foreign languages, a significant modification is emphasized, as it pertains to the need to establish flexible measures and methodological alternatives in both teaching and assessment when students have specific educational support needs, especially if they experience difficulties in comprehension and expression.

2.6.1. Diversity in Séneca S.C.A.

In the case of the students of 3^oA of the Séneca S.C.A., there is a clear difference in the levels of ESL proficiency among some students since some of them attend extracurricular English classes. Moreover, there is a student in this group who is highly gifted and therefore receives further tasks and material extension for the different subjects.

Thus, as English teachers, it would be necessary to direct our attention to adapting the curricular design to their needs, taking the Universal Design for Learning (UDL) principles into account, which are diversity measures in nature that teachers can implement directly during instruction. The UDL framework is aimed at improving teaching and learning for all students based on scientific evidence about how the human brain functions. In fact, it can be defined as “a set of principles that seek to make the curriculum and instruction accessible, challenging and engaging for all learners” (Martínez, 2023). As will be shown in section 2.7., and more specifically section 3.9., to incorporate the UDL principles, this curriculum design will provide multiple means of representation (text, images, video with subtitles and audio); action and expression (final products that consist of written assignments, oral presentations, and visual projects); and engagement (by incorporating student choice, personal relevance, and varied learning activities).

Moreover, due to the students’ different levels of proficiency, the groups in the learning scenarios and tasks will be structured so that students with high, medium, and low proficiency levels work together. This way, the students with a higher level can support students who usually need help, and, in turn, they would be developing mediation skills. Moreover, I will make sure that all students are able to follow the new contents by contrasting them with their prior background knowledge or even with their L1. This way students will be able to identify the continuity of the lessons and how the new contents are enriching for them.

Additionally, I will carry out a differentiated instruction throughout the academic year and depending on the levels of performance of students. Consequently, the final products and tasks that students will be asked to create will be differentiated taking Bloom’s taxonomy, the UDL principles and student’s motivations into account (e.g., writing a text, recording a video, painting a visual thinking poster, debating orally, etc.). Moreover, according to the School plan of the Séneca S.C.A., the different tasks of this curriculum design will be presented in different formats to help students show their own level of acquisition of competences (by using a

computer; designing a different organization of the questions for specific students; by reading the different questions out loud, etc.) (See Appendix 1, sessions 8 and 11).

Finally, the only way of addressing diversity fully and systematically is by also implementing measures when assessing students. As the Séneca S.C.A. School plan states, a unique form of assessment would only benefit one type of student, and thus, in my curriculum design I will use alternative assessment means and instruments. Consequently, assessment criteria will also be adapted in each of the assessment tools so that each student can acquire the necessary competences and stage objectives according to their own paces and needs.

2.7. Curriculum design and planning

The following curriculum planning for 3rd grade of CSE has been created considering the relation among the different curricular elements (section 2.4.); the importance of transversal topics such as sustainability (Unit 4) and environment (Unit 8); and, finally, the new linguistic skills that are included in the CEFR and the LOMLOE: mediation and interaction. Each unit consists of one learning scenario.

Table 8.

Curriculum planning for 3rd grade, following a B1 level of the CEFR

1 st Term	
Unit 1: “Home sweet home”	
V¹	<ul style="list-style-type: none"> • Furniture: board race game (test previous knowledge) (groups of 5). • Introducing my house: write the name of the pieces of furniture in the photographs of my own house (individual). • Describing my city or village: mark the different places in a map and put the correct card on them (whole class). • Directions: “Where shall I go?” game using Google maps (whole class). • Describing people’s routines (phrasal verbs): create an imaginary character and write/talk about their routine.
G	<ul style="list-style-type: none"> • Countable and uncountable nouns: describe what I have in my fridge. • <i>There is/there are</i> and quantifiers: “In my ideal house there is/are...” (in pairs) (writing or speaking). • Present simple: talking about my routine or other people’s routines. • Prepositions of time and place: describing images of luxurious houses. • Frequency adverbs: “How often do you...?” run towards the perfect adverb poster (in the playground) (whole class).
S & I	<ul style="list-style-type: none"> • Questionnaire using Chromebooks: answering questions about my life and routine (in pairs). • Oral presentation: introducing myself, my daily routine, and habits (individually). • Take turns to describe the following silent video to your class mate (they do not look): “The Very Hungry Caterpillar”. • Videoblog: to describe my daily routine (final product).
W	<ul style="list-style-type: none"> • Introducing oneself: visual thinking biography of myself (individually). This is to be shared orally in class.

¹ **Abbreviations:** V: vocabulary; G: grammar; S & I: speaking and interaction; W: writing; R: reading; M: mediation; L: listening.

	<ul style="list-style-type: none"> “To be me you would have to...”: my own daily routine and habits (diary entry) (individually). This is to be shared orally in class. Describing a healthy routine (leaflet) (in groups of 5). This is to be shared orally in class. 		
R	<ul style="list-style-type: none"> Jigsaw competition: put the story “The very hungry caterpillar” by Eric Carle into order (groups of 5). Story reading: “The very hungry caterpillar” by Eric Carle (in pairs). 		
M	<ul style="list-style-type: none"> Rewrite “The very hungry caterpillar” by Eric Carle using the present simple (in pairs). Transforming a diary entry of daily routine into a videoblog (final product). 		
L	<ul style="list-style-type: none"> Vlog questionnaire: “Everything Olympic sprinter Allyson Felix does in a day” (in groups of 3). Vlog taking notes: “All my sustainable daily habits and routines” (in groups of 5). 		
Specific competences	Assessment criteria	Basic knowledge	
2; 3; 4; 6	2.1.; 2.2.; 3.1.; 4.2.; 6.2	LEX.4.A.2.; LEX.4.A.4; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.9; LEX.4.C.5.	
Timing: 15/09/23 – 17/10/23		Sessions: 17	
Final product: Videoblog to describe my daily routine (individually).			
Cross-curricular issues		SO	KC
Health and well-being; sustainability		b, h, i,	CLC, PC, PSLLC
Unit 2: “Delicious food!”			
V	<ul style="list-style-type: none"> Difference between <i>course, dish, food, meal and plate</i>: join the words (Genially). (Whole class). My usual diet: types of food and drink (class discussion and diary entry) (whole class and individually). Famous dishes around the world (cards descriptions) (in groups of 5). 		
G	<ul style="list-style-type: none"> Description of a dish: adjective order and preferences: put in the correct order (Wordwall game). Imperative mode: “Simon says in the kitchen” game. (Whole class). Relative clauses: complete the sentence (Genially) (in pairs). 		
S & I	<ul style="list-style-type: none"> Role play “Where do we eat?”: my favorite food and restaurant (expressing preference) (in groups of 5). Discussion: the best restaurant in the city (in pairs and whole class). 		
W	<ul style="list-style-type: none"> Review: write a comment on Google of a restaurant you often visit (individually). Creating an infographic: Instructions for a healthy recipe (in pairs) (final product). 		
R	<ul style="list-style-type: none"> Instructions for a recipe: find verbs in the imperative mode in a real recipe (individually). Article about healthy eating habits (use of relative clauses) (individually) 		
M	<ul style="list-style-type: none"> Essay: healthy eating habits (ideas taken from YouTube video “Healthy Restaurant Swaps!”) (in pairs). 		
L	<ul style="list-style-type: none"> YouTube video: “Pancakes from around the world (eggless & dairy-free!)” (multiple choice activity) (individually). YouTube video: “Healthy Restaurant Swaps! How To Eat Healthy When Eating Out - Mind Over Munch” (finding key ideas) (in groups of 5). 		
Specific competences	Assessment criteria	Basic knowledge	
1; 2; 3; 6	1.1.; 1.2.; 2.1.; 2.2.; 3.2.; 6.1.	LEX.4.A.2.; LEX.4.A.4.; LEX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.10.; LEX.4.C.4.	
Timing: 18/10/23 – 16/11/23		Sessions: 17	
Final product: Infographic of a healthy recipe (to make an infographic recipe book collaboratively).			
Cross-curricular issues		SO	KC
Health and well-being; cultural diversity		h, i, j	CLC, PC, CAEC
Unit 3: “Cheer up!”			
V	<ul style="list-style-type: none"> Relations with others: phrasal verbs (i.e., <i>get on well</i>) (The Royal Game of Goose) (groups of 5) Adjectives and prepositions: <i>good at, afraid of</i>, etc. (Two lies and a truth) (in pairs). Emotions adjectives and their opposites: match the picture with the emotion (cards) (in groups of 5). 		
G	<ul style="list-style-type: none"> Adjectives: “-ing” and “-ed”: write the sentences with real information about how you feel and how something makes you feel. Past simple: PowerPoint presentation about this tense with incorporated games (whole class). Present perfect: PowerPoint presentation about this tense with incorporated games (whole class). Giving reasons (linkers): dice stories (in groups of 5). 		
S & I	<ul style="list-style-type: none"> An unforgettable anecdote: oral presentation (past tenses and adjectives) (in pairs). 		

	<ul style="list-style-type: none"> Describing the visual metaphors (given in cards) of the song <i>The River</i> by Aurora (in groups of 5). Describe to your classmate what is happening in the video “King kong 2005: fun dancing by Naomi Watts” and how the characters feel. Loom recording about the craziest anecdote of my life (final product). 	
W	<ul style="list-style-type: none"> Haiku writing: what feelings does this image evoke? (in groups of 3 or individually) (review of the present simple). Review of an incredible experience in the cinema or reading a book, the feelings involved (individually). Diary writing: write your feelings during the whole unit in a self-crafted diary. 	
R	<ul style="list-style-type: none"> Haiku reading: extracting key ideas and words (in pairs). Review about a good or bad experience in a hotel (true and false statements) (in pairs). Article about eco-anxiety: jigsaw (in groups of 5). 	
M	<ul style="list-style-type: none"> Summary writing of a review about a good or bad experience in a hotel (individually). Taboo game: express with other words the feeling of the card (in groups of 5). 	
L	<ul style="list-style-type: none"> Movie: <i>Inside out</i>. Edpuzzle activity of choosing the correct adjective (in groups of 3). Song: The River by Aurora (fill in the gaps activity) (individually). Inside Out Sadness comforts Bing Bong: discussion and reflection after listening and watching to this extract of the film. Video comprehension and reflection about feeling: Learning to value. 	
Specific competences	Assessment criteria	Basic knowledge
2; 3; 5	2.1.; 2.3.; 3.1.; 3.2.; 5.2.; 5.3.	LEX.4.A.2.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.10.; LEX.4.B.1.; LEX.4.B.3.
Timing: 17/11/23 - 21/12/23		Sessions: 18
Final product: Loom recording about the craziest anecdote of my life (individually).		
Cross-curricular issues	SO	KC
Cultural diversity; emotional intelligence; climate change	a, c, h, i	CLC, PC, PSLLC, CC
2 nd Term		
Unit 4: “Dressed to kill”		
V	<ul style="list-style-type: none"> Clothes vocabulary: “Who is who?” game (in pairs). Adjectives related to fashion (word soup) (individually). 	
G	<ul style="list-style-type: none"> Describing appearances and actions (present continuous): Gameplay of the Sims 4, to describe what they are doing (whole class). Linking words for sequencing: fill in the gap activity (individually) Comparing: <i>as</i> and <i>like</i>. Clothing preferences: Wh-questions and giving reasons (written or spoken, in pairs). 	
S & I	<ul style="list-style-type: none"> Group conversation: My usual clothes depending on the situation. Description of images: Describe to your classmate what the man is wearing in this YouTube video (take turns, in pairs). 	
W	<ul style="list-style-type: none"> Instagram post: Do clothes matter? (appearances and actions) (in groups of 3). The ideal clothes for me: magazine article (final product) (in pairs). 	
R	<ul style="list-style-type: none"> Magazine about sustainable fashion: put the text in order (groups of 3) and multiple-choice questions. Gender and clothes: article about how fashion has changed throughout the years for men and women. (Key ideas and secondary ideas; true and false exercise; summary) (individually and whole class). 	
M	<ul style="list-style-type: none"> Visual thinking project: My usual clothes depending on the situation (clothes vocabulary) (individually). 	
L	<ul style="list-style-type: none"> Stereotypes about clothing: podcast (key and secondary ideas and questionnaire) (in groups of 3). Dialogue about clothing: spot as many words as possible (in pairs). 	
Specific competences	Assessment criteria	Basic knowledge
1; 2; 4; 6	1.1.; 1.2.; 2.3.; 4.1.; 4.2.; 6.2.	LEX.4.A.1.; LEX.4.A.2.; LEX.4.A.2.; LEX.4.A.5.; LEX.4.A.7.; LEX.4.A.11.; LEX.4.C.1.; LEX.4.C.6.
Timing: 10/01/24 – 01/02/24		Sessions: 14
Final product: Magazine article about clothing preferences (to create a collaborative fashion magazine).		
Cross-curricular issues	Stage objectives	KC
Gender equality; sustainability	c, h, k, i	CC, CLC, PC, PSLLC

Unit 5: “Make the most of your free time!”		
V	<ul style="list-style-type: none"> Hobbies: free-time activities (Mimic game) (groups of 5). The most famous sport in different countries: sport vocabulary (Wordwall game) (whole class). Music around the world: mediation through reported speech statements and questions. 	
G	<ul style="list-style-type: none"> Verbs of liking and disliking: <i>like/don't like/love</i> followed by “-ing” (whole class conversation) Comparatives and superlatives (worksheet on famous people comparisons) (in pairs). Emphasis: <i>so, such</i>. (Flipped classroom) Reported speech statements and questions (rewriting and retelling a conversation). 	
S & I	<ul style="list-style-type: none"> Debate: “Should unknown sports become more popular than football?” (whole class). Dialogue: The best way of spending my free time (in pairs). Podcast (different festivities around the world): key ideas discussion (in groups of 5) (final product). 	
W	<ul style="list-style-type: none"> Essay: The most interesting festivity I have found and why (individually). Poster: festivities around the world (in groups of 5). 	
R	<ul style="list-style-type: none"> Festivities in different cultures: research task (in groups of 5). Jigsaw: unknown sports of the world (groups of 5). 	
M	<ul style="list-style-type: none"> The best way of spending the free time: explaining what my classmate said (pairs and whole class). Healthy hobbies: written and oral summary of the podcast on festivities around the world. Article writing: festivities in different cultures to create a magazine together. 	
L	<ul style="list-style-type: none"> Healthy hobbies listening: checklist (individually). Olympic games athlete interview: “Thinking Deepa with Usain Bolt” true and false (in pairs). 	
Specific competences	Assessment criteria	Basic knowledge
2; 3; 4; 6	2.1.; 2.2.; 2.3.; 3.2.; 4.1.; 6.3.	LEX.4.A.1.; LEX.4.A.2.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.10.; LEX.4.A.11.; LEX.4.C.1.
Timing: 05/02/24 – 27/02/24		Sessions: 14
Final product: Collaborative podcast of different festivities or sports around the world (in pairs).		
Cross-curricular issues		SO
Multiculturality; health and well-being		a, h, i, k
KC		
CLC, PC, PSLLC		
Unit 6: “Always connected”		
V	<ul style="list-style-type: none"> Vocabulary related to technology (Trivial game) (in groups of 5). Technological progress: past simple and present perfect review. 	
G	<ul style="list-style-type: none"> Modals of possibility, advice, permission, obligation <i>should, shouldn't, must, might, may, could, can</i>. Questions tags. Contrasting information: linkers (worksheet) (in pairs). Predicting the future: <i>will/ going to/ present continuous</i> (oral and written predictions of the future in relation to technology) (in pairs and whole class). 	
S & I	<ul style="list-style-type: none"> Debate: benefits and risks of technology (groups of 5). Formulating hypothesis: how will the future look like in relation to technology? (in groups of 5 and whole class). PowerPoint presentation: benefits and risks of technology (flipped classroom) (in groups of 5). Video-interview: your personal use of technology (final product). 	
W	<ul style="list-style-type: none"> Technology in my daily life: visual thinking (individually). E-mail: write a friend about benefits and risks of ChatGPT (individually). My personal experience with and recommendations about social media (Instagram post) (individually). 	
R	<ul style="list-style-type: none"> Article: everything in a mobile phone (underline the key ideas and write a heading for every paragraph). What do experts say? Is AI dangerous for our future? (Multiple choice and summarizing) (individually). 	
M	<ul style="list-style-type: none"> Role play: AI have taken over and they tell you to spread a message. Mediate that message orally (in groups of 5). 	
L	<ul style="list-style-type: none"> Video: Impact of science and technology to the society (education and economy). (Keywords spotting and true and false exercise) (in pairs). Video: Chat GPT Explained in 5 Minutes: key and secondary ideas and checklist. (in pairs). 	
Specific competences	Assessment criteria	Basic knowledge

1; 2; 3; 5	1.2.; 2.1.; 3.2.; 5.2.; 5.3.	LEX.4.A.1.; LEX.4.A.4.; LEX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.10.; LEX.4.B.1.; LEX.4.B.2.; LEX.4.B.3.
Timing: 04/03/24 – 28/03/24		Sessions: 16
Final product: Video-interview classmates about their use of technology and subtitle in Spanish.		
Cross-curricular issues	SO	KC
Digital competence	g, h, i,	CLC, PC, EC
3rd Term		
Unit 7: “Around the world”		
V	<ul style="list-style-type: none"> Means of transport (Taboo) (in groups of 5). Holidays activities (Guessing game) (in groups of 5). 	
G	<ul style="list-style-type: none"> Past ability and past habits: <i>could, was able to, would</i> and <i>used to</i>. Verb + gerund or infinitive constructions, verbs followed by gerunds or infinitives. First conditional: write a wish list of the places you would like to visit given the opportunity. Second conditional: <i>If I were you, I would...</i> (write or tell a piece of advice for each situation) (in pairs). 	
S & I	<ul style="list-style-type: none"> Discussion: how were my holidays in school? How are they now? (whole class). Questionnaire: what is your favorite place to travel to? (in pairs). 	
W	<ul style="list-style-type: none"> E-mail: Write an e-mail to a friend of the places you used to travel to when you where a child or the places you would like to visit (individually). Write a review on Google of a hotel you visited (individually). 	
R	<ul style="list-style-type: none"> Instagram post about interesting places to visit in the world: key ideas and true or false exercise (individually). Message from a friend about adventures in other countries (phrasal verbs and collocations exercise) (in pairs). 	
M	<ul style="list-style-type: none"> Translating a trip leaflet into Spanish (in pairs). Rewrite “Gulliver's Travels Bedtime Stories for Kids in English” with your own words (in pairs). Visual thinking travel journal about my experiences and reflections during a trip (individually). 	
L	<ul style="list-style-type: none"> “12 Tips for sustainable travel”: fill in the gaps exercise and note taking exercise (in pairs). “Gulliver's Travels Bedtime Stories for Kids in English”: key ideas and words and summary (in pairs). 	
Specific competences	Assessment criteria	Basic knowledge
2; 3; 4; 5	2.1.; 2.2.; 2.3.; 3.2.; 4.2.; 5.2.	LEX.4.A.2.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.9.; LEX.4.A.10.; LEX.4.A.11.; LEX.4.B.1.; LEX.4.B.2.
Timing: 10/04/24 – 30/04/24		Sessions: 14
Final product: Visual thinking travel journal about my experiences and reflections during a trip (individually).		
Cross-curricular issues	SO	KC
Multicultural; respect for diversity	h, i, k	CLC, PC, PSLLC
Unit 8: “Planting the seeds of change”		
V	<ul style="list-style-type: none"> Ways to help the planet (Wordwall quiz) (in pairs). Vocabulary and collocations related to the environment (Pictionary) (groups of 5). Wrong actions for the environment (hangman game) (whole class). Sustainability in everyday life (Taboo) (groups of 5). Materials (Genially “What’s behind?”) (whole class). 	
G	<ul style="list-style-type: none"> Passive voice (present simple and continuous, past simple and continuous, present perfect, past perfect). “Make” (obligation), “let” (permission), “be allowed to” (receive permission) (sentence chain game) (whole class). 	
S & I	<ul style="list-style-type: none"> Discussion about the video: “NC man goes viral for videos showing him picking up trash” (in pairs and whole class). Pronunciation: Wheel decide (vocabulary about environment) (whole class). Oral presentation of visual thinking product (groups of 5). “Broken telephone” game (passive voice) (whole class). Running dictation (passive voice) (groups of 5). Discussion: how to lower our environmental impact (WWF questionnaire results) (whole class). Video presentation (final product). 	

W	<ul style="list-style-type: none"> Sentences giving advice including the new vocabulary: revision of <i>should, must, have to</i>. Essay summarizing text “What can you do to be greener?” giving advice using <i>should + passive voice</i> and including future predictions with the passive. Digital blog: environmentally friendly product (individually). 		
R	<ul style="list-style-type: none"> “Spot the mistake”: find the mistakes in the passive sentences (groups of 5). English vs. Spanish: put the passive sentences into order (groups of 4 and 5). “What can you do to be greener?” (linkers, green actions vocabulary, passive structures). “Spot in the text” (“allow” and the passive voice). Discover your carbon footprint (WWF questionnaire). 		
M	<ul style="list-style-type: none"> Visual thinking poster or infographic: do’s and the don’ts in relation to the environment. Rewrite the messages of the video “Nature is speaking” into the passive voice. Explaining key and secondary ideas of “Sustainability in everyday life”: YouTube video (writing) (individually). 		
L	<ul style="list-style-type: none"> Video “Seven Billion Dreams. One Planet. Consume with Care”: note taking, key ideas. Video “Emerging environmental issues that we should be paying attention to”: note taking, key ideas. “Sustainability in everyday life”: YouTube video (key and secondary ideas; key words). Video about bamboo bikes (key ideas) (whole class). 		
Specific competences	Assessment criteria	Basic knowledge	
1; 2; 3; 4	1.1.; 2.1.; 2.2.; 3.2.; 4.1.	LEX. 4.A.1.; LEX.4.A.2.; EX.4.A.3.; LEX.4.A.4.; EX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.9. LEX.4.A.10.; LEX.4.C.1.	
Timing: 01/05/24 – 29/05/24		Sessions: 17	
Final product: Informative video about ways of reducing our carbon footprint (in groups of 5).			
Cross-curricular issues		SO	KC
Climate change; respectful citizenship; sustainability		a, e, h, i, k	CLC, PC, PSLLC, CC
Unit 9: “My linguistic journey”			
V	<ul style="list-style-type: none"> Vocabulary and collocations related to languages (Trivial game) (in pairs). My expectations/desires as a language learner: <i>wish</i> and <i>if only</i> 		
G	<ul style="list-style-type: none"> My experience learning English: use of past tenses <i>past simple, present perfect, past continuous, past perfect</i>. <i>Just, yet, still, already</i>: chain sentences game (whole class). 		
S & I	<ul style="list-style-type: none"> Conversation with a native speaker about the thing I like the most about the English language. What I would like to learn in English next year (in pairs). The most difficult aspect of English (whole class). 		
W	<ul style="list-style-type: none"> Infographic: The differences or similarities between my native language and English. Essay about what I have learnt this year in English. Free essay, any topic seen in the year. 		
R	<ul style="list-style-type: none"> Peer correction of grammar and vocabulary: essay about what I have learnt this year in English. Essay: reflection on my own progress studying English (multiple choice exercise (in pairs)). 		
M	<ul style="list-style-type: none"> Rewrite “The Importance of English” (in pairs). Translate from Spanish into English. 		
L	<ul style="list-style-type: none"> “The Importance of English”: key ideas and summary. “The secrets of learning a new language”: guided worksheet with exercises. 		
Specific competences	Assessment criteria	Basic knowledge	
1; 2; 4; 5; 6	1.2.; 1.3.; 4.1.; 5.1.; 5.3.	LEX.4.A.1.; LEX.4.A.2.; LEX.4.A.3.; LEX.4.A.5.; LEX.4.A.7.; LEX.4.A.12.; LEX.4.B.3.; LEX.4.B.4.; LEX.4.B.5.; LEX.4.C.1.	
Timing: 30/05/24 – 20/06/24		Sessions: 13	
Final product: Portfolio including the work throughout the academic year & written reflection on their own progress.			
Cross-curricular issues		SO	KC
Globalization		b, h, i	CLC, PC, PSLLC

3. TEACHING UNIT

3.1. Introduction and justification

Unit 8, titled “Plant the seeds of change”, is comprised of a learning scenario designed to make students aware of current environmental problems and possible solutions to alleviate them. To achieve this objective, I cover the creation of a digital blog as expository or argumentative textual typology, vocabulary related to environmental problems, sustainability, and materials, as well as the grammatical aspects of passive voice and impersonal sentences, as these aspects are frequently found in real texts related to the environment. For this learning scenario, students will be asked to create three different, complementary and successive final products, which will be a visual thinking poster, a digital blog and finally, an informative video.

Furthermore, since it is a bilingual school, the topic around which this learning scenario is organized and some of the tasks proposed are related to the subjects of Biology, Spanish Language and Plastic Education. This interrelation between subjects makes this learning situation interdisciplinary, which is one of the main objectives of the LOMLOE. As a concluding remark, this learning scenario fosters the development of stage objectives pertaining to environmental awareness and the cultivation of respectful citizenship.

The timing for the development of this learning scenario will be from the 01/05/24 to the 29/05/24.

3.2. Final product description

In this learning scenario, students will be expected to create three final products throughout the learning scenario: a visual thinking poster on environmental issues or ways to help the planet; a blog post on an environmentally friendly product; and finally, an informative video discussing a specific environmental problem and ways to reduce the carbon footprint.

3.3. Curricular elements of the learning scenario

Table 8.

Relation among specific competences, assessment criteria and basic knowledge for the learning scenario “Plant the seeds of change”

Specific competences	Assessment criteria	Basic knowledge
1	1.1.	LEX.4.A.2.; LEX.4.A.5.; LEX.4.A.7.
2	2.1.	LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.
	2.2.	LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.9.
3	3.2.	LEX.4.A.4.; LEX.4.A.10.
4	4.1.	LEX. 4.A.1.; LEX.4.A.3.; LEX.4.C.1.

3.4. Specifications of the curricular elements: Unit 8, “Planting the seeds of change”

2Specific competences	Assessment criteria	Basic knowledge
<p>1. To understand and to interpret the general meaning and secondary ideas of written, oral and multimedia texts <i>dealing with the environment</i>, expressed clearly and in the standard language, searching for reliable sources and making use of strategies <i>such as meaning inference or comparison between the English and the Spanish language</i>, to respond to specific communicative needs.</p>	<p>1.1. To extract and analyze the overall meaning and main ideas, and begin to select key information from oral, written, and multimodal texts <i>on the topic of environment and sustainability</i>, which is of personal relevance and public interest, and close to their vital and cultural experience, expressed clearly in the standard language through various analog and digital media <i>such as YouTube videos and written articles</i>.</p>	<p>LEX.4.A.2. Basic strategies for planning, executing, controlling, and repairing the production and the understanding of key and secondary ideas <i>of YouTube videos, and written articles about the environment</i>. LEX.4.A.5. Recognizing and producing <i>articles and blogs</i>, used in form of brief and simple oral, written, and multimodal non-literary texts (<i>visual thinking posters and videos</i>.) LEX.4.A.7. Common and varied lexicon of interest to students related to <i>climate change, environment and sustainability</i>.</p>
<p>2. To produce original, medium-length, simple <i>sentences, summaries, blogs, discussions, and debates</i> with a clear organization, using strategies such as planning, compensation or self-correction, to creatively, appropriately and coherently express relevant messages and respond to specific communicative purposes.</p>	<p>2.1. To express orally, in a gradually autonomous way, structured, understandable, coherent, and medium-length texts <i>such as debates, discussions, videos and final product presentations</i>, appropriate to the communicative situation <i>on the topic of the environment</i>, which is of personal relevance and public interest close to their vital and cultural experience, to <i>explain, argue, and inform</i>, using verbal and non-verbal resources in different analog and digital media, as well as strategies for planning, controlling, compensating, cooperating, and self-repairing. 2.2. To write and disseminate medium-length texts <i>such as sentences, summaries and blogs</i> with acceptable clarity, coherence, cohesion, correctness, and adequacy to the proposed communicative situation, textual typology, and analog and digital tools used, <i>on the topic of the environment</i>, to <i>explain, argue, and inform</i>, respecting intellectual property and avoiding plagiarism.</p>	<p>LEX.4.A.4. Common and varied communicative functions suitable for a wide variety of communicative contexts and settings: <i>ask and share information about the topic of the environment, express opinions and emotions, describe present situations in the passive voice, express impersonal phrases, give advice about ways to help the environment, express simple argumentations and hypothesis using the future tenses in the passive voice; summarize oral and written texts such as articles and YouTube videos</i>. LEX.4.A.6. Common linguistic units and their meanings. LEX.4.A.7. Common and varied lexicon of interest to students <i>related to climate change, environment; sustainability</i>. LEX.4.A.8. Common sound, accentual, rhythmic, and intonational patterns. LEX.4.A.9. Common spelling conventions and communicative meanings and intentions associated with graphic formats, patterns, and elements.</p>
<p>3. To interact with other <i>classmates and the teacher</i> with increasing autonomy, using cooperation strategies and using analog and digital resources, to respond to specific communicative purposes <i>such as discussions and debates</i> in respectful exchanges with courtesy rules.</p>	<p>3.2. To select, organize, and develop appropriate strategies in a gradually autonomous way to initiate, maintain and end communication, take and give the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarize, collaborate, debate, solve</p>	<p>LEX.4.A.4. Common and varied communicative functions suitable for a wide variety of communicative contexts and settings: <i>ask and share information about the topic of the environment, express opinions and emotions, describe present situations in the passive voice, express</i></p>

² The different curricular elements have been modified and included the specifications of this didactic unit using italics for the sake of clarity.

	problems, and manage different situations.	<i>impersonal phrases, give advice about ways to help the environment.</i> LEX.4.A.10. Common conversational conventions and strategies for initiating, maintaining, and ending interactions.
4. To mediate in everyday situations <i>in the English language and between English and Spanish</i> , using simple strategies and knowledge aimed at explaining concepts, <i>vocabulary</i> or simplifying messages <i>included in articles or videos about the environment</i> , to transmit information in an effective, clear and responsible manner, <i>including visual thinking posters</i> .	4.1. Infer, analyze, and explain simple texts, concepts, and communications <i>related to the environment</i> where attention is paid to diversity, showing respect and empathy <i>for the classmates and the teacher, and English language</i> , and attempting to participate in the solution of intercomprehension and understanding problems in their immediate environment, relying on various analog and digital resources and supports <i>such as Chromebooks</i> .	LEX.4.A.1. Self-confidence. Error and self-repair strategies as a tool for improvement <i>after assessment</i> . LEX.4.A.3. Skills that allow <i>written, oral and multimodal</i> mediation. LEX.4.C.1. The foreign language as a means of interpersonal and international communication, source of information, and as a tool for social participation and personal enrichment.

3.5. Contribution to the achievement of key competences: performance descriptors

Through Unit 8 of this curriculum design, students will achieve the following performance descriptors. The ones that appear crossed out will not be achieved in this unit.

Competence 1. CLC2, CLC3, PC1, PC2, STEM1, DC1, PSLLC5, ~~CAEC2~~.

Competence 2. CLC1, PC1, PC2, STEM1, DC2, PSLLC5, EC1, ~~CAEC3~~.

Competence 3. ~~CLC5~~, PC1, PC2, STEM1, PSLLC3, CC3.

Competence 4. ~~CLC5~~, PC1, PC2, PC3, STEM1, PSLLC1, PSLLC3, ~~CAEC1~~.

CLC1. The student can express ideas orally (debates and presentations), in writing (blog) and in a multimodal way (visual thinking or video) and interacts respectfully during games.

CLC2. The student understands, interprets, and critically evaluates oral, written, or multimodal texts related to sustainability, environmentally friendly products, and climate change.

CLC3. The student locates, selects, and contrasts information, transforming it into knowledge to communicate it while adopting a personal viewpoint in rewriting or summarizing tasks.

PC1. The student can use the English and the Spanish language, to respond to their communicative needs, during grammar explanations and written and oral production tasks.

PC2. The student transfers between languages to communicate and expand their linguistic repertoire in exercises oriented towards the comparison between Spanish and English.

PC3. The student knows, values, and respects the linguistic and cultural diversity and integrates it as a factor for dialogue and social cohesion.

STEM1. The student uses inductive and deductive methods and strategies to solve problems by critically analyzing solutions in group tasks and the creation of the final product (video).

DC1. The student can critically search on the internet, selecting the most appropriate results.

DC2. The student can create digital content (a video, a blog) using different digital tools.

PSLLC1. The student regulates and expresses their emotions adequately in the different tasks.

PSLLC5. The student plans medium-term goals and learns from their mistakes in their learning process through self and peer-assessment tools.

PSLLC3. The student can participate in group work, distributing and accepting responsibilities using cooperative strategies (in the visual thinking poster, games and final video).

CC3: The student understands and analyzes environmental issues and can discuss and give opinion with a dialoguing, argumentative, respectful attitude.

EC1. The student analyzes needs and opportunities to present innovative, ethical and sustainable solutions through the final product of a video to raise awareness.

3.6. Contribution to the achievement of Stage Objectives

Unit 8 would contribute to the achievement of objectives a), e), h), i), and k) of the *RD 217/22*, which are included in section 2.3.1. of this document. These objectives emphasize the importance of developing respect and empathy for the environment and alterity to become respectful citizens of the world. Moreover, they address the ability to use a FL to interact and to develop self-confidence at the time of assuming responsibilities in a specific situation.

3.7. Cross-curricular issues

Teaching students about the environment is indispensable for several reasons: It is crucial for global citizenship, as it helps improve critical thinking skills and develop an understanding of sustainability; an awareness of global challenges such as climate change and loss of biodiversity; helpful environmental actions. The Council of Europe and the Sustainable Development Agenda 2030 have identified education as a pivotal instrument to promote sustainability and, thus, I intend to contribute to this goal. Moreover, the environment is an interdisciplinary topic that traverses various subjects. Thus, students can develop their knowledge and skills in these areas and gain insights into the relation between the subjects.

3.8. Sequence of sessions

Session 1: Introduction and motivation			
Stage	Description of Exercises, Activities & Tasks	Grouping	Skills
Introduction + Motivation	Mindfulness meditation: the teacher will ask students to close their eyes and make the meditation while the video is playing. The purpose is helping students relax and focus on the present moment to introduce the new unit.	Individual	Listening Reading Writing
	Introductory video: the teacher will play a video about climate change. The teacher will ask students to guess the topic of the unit by writing key words on the blackboard.	Whole class	Listening
	Power point introduction to the topic: The teacher will present the unit through a power point presentation including: - Number of different sessions devoted. - Anticipatory overview of the vocabulary (ways to help the environment, don'ts in relation to the environment, materials, sustainability). - Anticipatory overview of the grammatical aspects (passive voice, impersonal sentences, let, make, be allowed to). - Overview of the text typologies at hand (articles, blogs). - The type of final project that is expected at the end of the unit (informative video).		
	Power point explanation of the learning goals: The teacher will make clear which key and specific competences students will have developed by the end of the unit and how they will be assessed throughout the learning scenario. This will be connected to the previous task.	Individual	Listening Reading
	Second visualization of the video: Explanation of the purpose of the unit in relation to the video to awaken students' motivation.		
Previous test: the teacher will write the word "Environment" on the blackboard and will ask students to answer to a series of questions and, for the fast finishers, to write a text, using whatever vocabulary and grammar that comes to their minds. The teacher will take these texts to check the previous knowledge about this topic.	Individual	Writing	
Assessment criteria			
2.2.			
Basic knowledge			
LEX.4.A.4; LEX.4.A.6; LEX.4.A.7; LEX.4.A.9.			
Resources			
Digital whiteboard; projector; speakers; Meditation video ; Video about climate change ; power point presentation (own creation); worksheet guide (own creation); blank pieces of paper.			

Session 2: "Ways to help the planet"			
Stage	Description of Exercises, Activities & Tasks	Grouping	Skills
Developmental stage	Brainstorming: ways to help the environment. Students will discuss this in groups and finally, upload their conclusions to Mentimeter. Then, the teacher will show the answers to the whole class to see the ideas in common.	Groups of 4-5	Listening Speaking Mediation
	Visualization of video: "NC man goes viral for videos showing him picking up trash" with subtitles. The video will be played twice.	Whole class	Listening Reading

	<p>Discussion on the previous video: students will discuss in pairs on the following questions, which will be projected on the board:</p> <ul style="list-style-type: none"> - For how long has the man been picking up litter? - Do you think that this man makes a good use of social media? Why? - Have you ever done something similar? - Should everyone pick up trash? Why? <p>After the pair discussion, the whole class will have the opportunity to share their answers. The teacher will write relevant vocabulary and expressions on the blackboard.</p> <p>Vocabulary introduction: The teacher will ask students to come to the digital whiteboard to answer one question each of a quiz including vocabulary about “ways to help the planet”. This question consists of choosing the correct picture to a collocation related to the environment.</p> <p>Vocabulary expansion (see appendix 1): The teacher will provide students with a worksheet which will include:</p> <ul style="list-style-type: none"> - The previous questions so that students can answer individually in paper. - Further collocations: join the parts of the collocations. - Write sentences giving advice including the new vocabulary: revision of <i>should</i>, <i>must</i>, <i>have to</i>. <p>After this, the task will be corrected, the teacher will guide the correction.</p> <p>Pronunciation activity: The teacher will show all the vocabulary seen in class in a wheel. Students will have to pronounce the word that the wheel chooses. The teacher will guide students on how to pronounce words.</p>	Pairs & Whole class	Listening Speaking Mediation
		Individual & Whole class	Reading Writing Reading Writing Speaking
		Individual	Speaking
Assessment criteria			
1.1.; 2.1.; 3.2.			
Basic knowledge			
LEX.4.A.2.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.9.			
Resources			
<p>Digital whiteboard; projector; speakers; blackboard; students’ own notebooks; App Mentimeter; chromebooks; Wordwall quiz on “Ways to help the planet” https://wordwall.net/es/resource/55272181 (own creation); worksheet to expand vocabulary (own creation); digital whiteboard; speakers; App: <u>Wheel decide</u> (own creation).</p>			

Stage	Description of Exercises, Activities & Tasks	Grouping	Skills
Developmental stage	<p>Hangman game: to introduce the following section of the unit related to environmental issues or “don’ts”. The words in question would be “wrong actions” or “environmental issues”.</p> <p>After students guess the expression, the teacher will make a brief introduction to the wrong actions that people carry out in relation to the environment and in contrast with the previous sessions on “ways to help the planet”.</p>	Whole class	Speaking Listening
	<p>Pictionary game (review session 2) (See appendix 1): Each one of the students of the group will have one card representing a word or collocation related to the environment. They will have to draw it and the classmates of the same group will have to guess which word it is.</p> <p>After this, the whole class will share the vocabulary and their experience as a group with this task.</p>	Groups of 4-5	Speaking Mediation
	<p>Quizlet: Students will have to join the words to the definitions. Students who have committed mistakes can repeat the exercise and will be supported by fast finishers.</p>	Individual	Writing
	<p>Visualization of a video about environmental issues: Students will watch the video twice to take notes on the environmental issues they can observe on the images.</p>	Pairs &	Writing Speaking

	After that, students will share their answers with the rest of the class and the teacher will take notes on the blackboard. If more relevant vocabulary appears, the teacher will ask students to take notes about it.	Whole class	
	Visualization of a video about further environmental issues: Students will be asked to add three more environmental issues. They will watch the video twice of three times and take notes about issues and possible solutions. After that, students will share their answers with the rest of the class and the teacher will take notes on the blackboard. The teacher will highlight and explain important and new vocabulary. Pronunciation exercise: The teacher will ask students to pronounce the new words. If pronunciation mistakes are detected, the teacher will correct the student and will ask everybody to repeat the word.	Individual & Whole class	Reading Writing Speaking Speaking Listening
Assessment criteria			
1.1.; 2.1.; 4.1.			
Basic knowledge			
LEX. 4.A.1.; LEX.4.A.2.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.9.; LEX.4.A.10.; LEX.4.C.1.			
Resources			
Blackboard; printed cards with the words of the topic (own creation); blank pieces of paper; writing materials; Chromebooks; Quizlet questionnaire: https://quizlet.com/793129714/test (own creation); digital whiteboard; projector; speakers; Video about environmental issues. ; Video about additional environmental issues.			

Session 4 and 5: "Draw the word!"			
Stage	Description of Exercises, Activities & Tasks	Grouping	Skills
Developmental stage	Explanation of the task: the teacher will explain to students what they must create in this session. They will have to make a poster or infographic in groups representing the do's and the don'ts in relation to the environment. For this, students will have to use the vocabulary learnt in the two previous sections and put it into practice.	Whole class	-
	Visualization of a video showing some examples of visual thinking products.	Whole class	Reading
	Creation of visual thinking product: students will collaboratively create their poster.	Groups of 4-5	Mediation
Assessment criteria			
2.2.; 3.2.; 4.1.			
Basic knowledge			
LEX. 4.A.1.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.9.; LEX.4.A.10.; LEX.4.C.1.			
Resources			
Poster or infographic with the instruction (own creation); Digital whiteboard; speakers; projector; YouTube video to exemplify; big pieces of paper; cardboard; writing and painting materials.			

Session 6: "Spread the word!"			
Stage	Description of Exercises, Activities & Tasks	Grouping	Skills
Final stage	Exposition: each group will show the rest of the class their infographics and explain it.	Groups 4-5	Mediation

(presentation of the first final product)			Speaking Mediation Speaking
Peer assessment: Students of different groups will assess each other about the process of creation of the final product.	Groups 4-5		
Feedback: The teacher will offer feedback to every group highlighting positive aspects and showing the negative aspects for them to improve.	Whole class		Listening
Assessment criteria			
2.2.; 3.2.; 4.1. (This final product will be assessed with a checklist). (See section 3.10.)			
Basic knowledge			
LEX. 4.A.1.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.9.; LEX.4.A.10.; LEX.4.C.1.			
Resources			
Students' infographics; bull's eye for peer assessment			

Session 7: "The planet is being destroyed"			
Stage	Description of Exercises, Activities & Tasks	Grouping	Skills
Introduction + Motivation	Power point presentation: the teacher will present the tenses that are going to be used to write passive sentences (present simple and continuous, past simple and continuous, present perfect, past perfect). The teacher will make use of a presentation to explain the passive voice. Before this, the teacher will play a video about the use of the passive voice in <i>Harry Potter</i> films.	Whole class	Reading Listening
	Spot the mistake: students will have to decide whether the sentence is correct or incorrect grammatically. The teacher will write or project numerous sentences in the passive voice to test students' prior knowledge. Students who spot the mistake will have to correct the sentence and will win a point. The students that get most of the points will be given the opportunity to choose a song to play in class next day, for fun.	Groups 4-5	Groups 4-5
Developmental stage	Spanish vs. English: The teacher will hand out some papercut sentences in Spanish and in English. Students will have to bring the sentences in order in Spanish first, and then the English ones. This activity is aimed to make them compare the two languages to facilitate the passive conversion. The activity will be corrected collaboratively. Each group will tell their answers.	Groups 4-5	Reading Writing Mediation
	Visualization of a video and transformation into passive voice: Students will be shown a video and they will be told which of the sentences they could put into passive voice. This task will be corrected before the session finishes.	Pairs	Pairs
Assessment criteria			
1.1.; 2.1.; 2.2.; 4.1.			
Basic knowledge			
LEX.4.A.2.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.9.; LEX.4.C.1.			
Resources			
Blackboard or whiteboard; speakers; presentation (own creation); YouTube video ; Passive voice in Harry Potter films; papercuts; Video "Nature is speaking"			

Session 8: "Weather a storm"		
Stage	Description of Exercises, Activities & Tasks	Grouping
		Skills

Developmental stage	Broken telephone game: The teacher will tell one of the students an active sentence, and the student must transform it into passive voice and tell it to the next student. The class will win a prize (chocolate) if the last student gets the message in the passive voice perfectly.	Whole class	Listening Speaking
	Running dictation: In the playground, the teacher will put a photocopy including a text written in active voice on the wall. Members of the group will have to take turns to run towards it, memorize a sentence, dictate it to the group and then, all together convert it into passive voice. The group that gets most of the sentences right, wins. They will get to choose the contents of the next session (Reading or Listening).	Groups of 4-5	Reading Listening Speaking
	Correction: After finishing the dictation, in the classroom or in the playground, the sentences will be corrected in case some students have difficulties understanding the correct answers.	Whole class	Speaking Listening
	Self-assessment: Students will be given a checklist to assess themselves and to reflect on the main difficulties in relation to the passive voice. They will give the checklist to the teacher.	Individual	Reading Writing
Assessment criteria			
1.1.; 2.1.; 3.2.			
Basic knowledge			
LEX.4.A.2.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.10.			
Resources			
Photocopy with active sentences (own creation); checklist (own creation)			

Developmental stage	Session 9: “What can you do to be greener?”		
	Warm up questions: the teacher will ask students: - What actions can make someone be “greener”? - Can you think of expressions that mean the same as “green” in this context?	Description of Exercises, Activities & Tasks	Skills
	Reading activity (See appendix 1): the teacher will give students pieces of paper that are parts of an article titled “What can you do to be greener?”. Students will have to: - Underline the linkers of each paragraph in red to organize the paragraphs into order. - With the text in order, underline in green the actions that could help us protect the planet. - Underline in blue the passive structures. This task will be corrected when all students have finished it.		Speaking Listening Reading
	Writing activity: students will have to write a summary of the text in 120 words giving advice using <i>should + passive voice</i> . Apart from that, they will have to make predictions in the passive voice with the future tense using vocabulary seen in the unit and in the previous text. They will also have to use linkers seen in the previous exercise. This activity will be handed in to the teacher for corrections and assessment.		Writing Mediation Reading
Assessment criteria			
1.1.; 2.2.; 4.1. (This task will be assessed with a checklist). (See section 3.10.)			
Basic knowledge			
LEX.4.A.2.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.9.; LEX.4.C.1.			
Resources			
Text about green actions (own creation); pieces of blank paper; students’ writing materials or Chromebooks.			

Session 10: "Sustainability in everyday life"		
Stage	Description of Exercises, Activities & Tasks	Skills
Motivation	<p>Taboo game: Students will be given cards that contain the vocabulary that will appear in the following listening activity so as to prepare them and help them with the task. Such cards will contain words or expressions such as: "LED bulbs", "CO2 emissions"; "Fairtrade products", "biodiversity"; "recycling"</p> <p>Discover your carbon footprint: Students will be asked to take a questionnaire to discover their carbon footprint by the WWF. They will be guided by the teacher through the different questions and helped with the vocabulary.</p> <p>Discussion: Students will be asked to share with the classmates the recommendations to lower their environmental impact that the webpage recommends them. They will also have to complete a section of the worksheet dealing with carbon footprint.</p> <p>Tiered listening activity (See appendix 1): students will be given a worksheet with some tasks on it depending on their levels of proficiency. Activities 1 and 2 are tiered, but activity 3 will be common. Students will have to take notes on the main ideas of the video and write keywords related to them. The worksheet will have to be handed in for assessment.</p> <p>Mediation: Students will write the main ideas of the video using the passive voice as indicated in the worksheet.</p>	<p>Speaking</p> <p>Reading Writing</p> <p>Speaking Listening</p> <p>Listening Writing Reading</p> <p>Mediation</p>
Developmental stage		
Assessment criteria		
1.1.; 2.1.; 2.2.; 3.2.; 4.1. (This task will be assessed with a checklist).		
Basic knowledge		
LEX.4.A.2.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.9.; LEX.4.A.10.; LEX.4.C.1.		
Resources		
Taboo cards (own creation); digital whiteboard; projector; speakers; sustainability in everyday life worksheet (own creation); video about Sustainability in everyday life. ; Chromebooks; Webpage or questionnaire		

Session 11: "Let or make?"		
Stage	Description of Exercises, Activities & Tasks	Skills
Developmental stage	<p>PowerPoint presentation: The teacher will explain the use of "make" (obligation) through examples and helping students compare some sentences with Spanish ones.</p> <p>Sentence chain game: Students will be given a prompt sentence that they will have to include as part of the chain and add one. Thus, the chain will include sentences in which the use of "make" is present. The teacher will be supervising and correcting the mistakes they make when missing the third person singular "-s" or vocabulary questions.</p> <p>PowerPoint presentation: The teacher will continue presenting the theoretical part of the session, explaining the uses of "let" (permission). There will be a section devoted to compare the use of "let" in English and in Spanish.</p> <p>Vote and tell: Students will be given two big cards in which "make" and "let" will be written. The teacher will show them an incomplete sentence for which they will have to raise their cards to choose one of the two verbs and say it in the correct form for the sentence. The first team to raise their cards will have the opportunity to speak. The team that gets most of the points will win the game and get chocolate. The teacher will write the points of each team on the blackboard.</p> <p>PowerPoint presentation: The teacher will continue presenting the theoretical part of the session, explaining the uses of "be allowed to" (receive permission). There will be a section devoted to compare the use of "be allowed to" in English and its equivalent in Spanish.</p>	<p>Listening Reading</p> <p>Listening Speaking</p> <p>Listening Reading</p> <p>Reading Speaking</p> <p>Reading Writing</p>

	Spot in the text: Students will be given a text in which there are active and passive sentences including “allow”. They will have to underline the passive ones in color green and the active ones in color blue. After that, the task will be corrected to check that they understood the difference between a passive and an active structure.	Pairs	Reading
Assessment criteria			
1.1.; 2.1.; 3.2.			
Basic knowledge			
LEX.4.A.2.; LEX.4.A.4.; LEX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.10.			
Resources			
Digital Whiteboard; PowerPoint presentation (own creation); printed cards; writing materials.			

Session 12: Let’s post it!			
Stage	Description of Exercises, Activities & Tasks	Grouping	Skills
Developmental stage	<p>PowerPoint presentation: characteristics of a blog. This presentation also includes activities to make that are related to a fictional blog titled “Green Earth”:</p> <ul style="list-style-type: none"> - Fill in the gaps to detect the missing informal linkers. - Choose the corresponding heading for each paragraph. - Match formal sentences to the informal ones of the given blog. <p>Visualization of a video: the video deals with the same topic of the blog, which is “bamboo bikes” as an environmentally friendly product. Students will have to focus on:</p> <ul style="list-style-type: none"> - Why are bamboo bikes an ecofriendly option? - Would you like to have a bamboo bike? Why? <p>Writing task: students will be given instructions to do some research, using Chromebooks, about environmentally friendly products and will have to start writing their blogs. They will also be given a checklist to make sure that their blogs are correct. They will be given an example of a blog to create theirs.</p> <p>Students will upload their blogs to WordPress for assessment if they have finished.</p>	Pairs	Listening Reading Writing
	Individual & Whole class	Listening Reading	
		Individual	Reading Writing Mediation



Assessment criteria			
1.1.; 2.2.; 3.2. (This task will be assessed with a rubric).			
Basic knowledge			
LEX.4.A.2.; LEX.4.A.4.; LEX.4.A.5.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.9.; LEX.4.A.10.			
Resources			
PowerPoint presentation (own creation); guide on how to write a blog (own creation); worksheet (own creation); digital whiteboard; speakers; example of a blog ; YouTube Video ; Bamboo bikes ; Chromebooks, Wordpress .			
Session 13: Blog presentation			
Stage	Description of Exercises, Activities & Tasks	Grouping	Skills
Final stage	Students will present their blogs (printed or PDF version): they will read it, explain it and the teacher will give them feedback. Other students will also give their classmates feedback.	Individual &	Reading Listening Speaking


(Presentation of the second final product)		Whole class
Assessment criteria		
2.1.; 4.1.		
Basic knowledge		
LEX.4.A.1.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.C.1.		
Resources		
Digital whiteboard; projector		

Sessions 14 and 15: Brought to the big screen!		
Stage	Description of Exercises, Activities & Tasks	Skills
Developmental stage	<p>Presentation on guidelines about the final product of the learning scenario: Students will be given guidelines on how they can create a podcast or documentary during class hours, including information about:</p> <ol style="list-style-type: none"> Ways to reduce our carbon footprint and help the planet. Environmentally friendly products that can be used to help the environment. 	Writing Mediation Speaking
Assessment criteria		
2.1.; 3.2.; 4.1.		
Basic knowledge		
LEX.4.A.1.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.10.; LEX.4.C.1.		
Resources		
Chromebooks; internet connection; camera; space for recording; microphones		

Session 16 and 17: Final product presentation		
Stage	Description of Exercises, Activities & Tasks	Skills
Final stage (presentation of the final product)	<p>Final product presentation: Students will present their videos and podcast in the classroom and will be given feedback.</p> <p>They will assess themselves about the process and the product of this project (see section 3.10.). The teacher will assess them as well.</p>	Speaking Listening -
Assessment criteria		
2.1.; 3.2.; 4.1. (This final product will be assessed by means of a rubric). (See section 3.10.)		
Basic knowledge		
LEX.4.A.1.; LEX.4.A.3.; LEX.4.A.4.; LEX.4.A.6.; LEX.4.A.7.; LEX.4.A.8.; LEX.4.A.10.; LEX.4.C.1.		
Resources		
Chromebooks; internet connection; checklists		

3.9. Measures to cater for diversity: general and specific educational support needs

UDL adaptations			
UDL principles	UDL guidelines and checkpoints		
<p>I. Provide multiple means of representation</p> 	<p>1. Provide options for perception. 1.1. Offer ways of customizing the display of information: If students need it, there will be the option to change the speed and volume of the audiovisual or auditory information (videos or listening audios). Moreover, if considered necessary, colors will be used to highlight relevant information. 1.2. Offer alternatives for auditory information: All the videos shown in class will be provided with subtitles at the third time of listening (or in all the visualizations if needed). If students are not able to follow the subtitles, they will be given a transcript of the videos and audios. 1.3. Offer alternatives for visual information: One of the readings (“My green inspiration”) will be also read by the teacher through a recording so that students can fully follow the reading and not get distracted by other sounds of the classroom.</p>	<p>2. Provide options for language and symbols. 2.1. Clarify vocabulary and symbols: Before assigning a task or activity to students (e.g., a writing composition, the teacher will make sure that every student understands the vocabulary. 2.2. Clarify syntax and structure: The teacher will establish the relationship between grammatical and syntactic aspects (e.g., the active and the passive voice, or the impersonal sentence) so as to facilitate the understanding by students. 2.3. Support decoding of text, mathematical notation, and symbols: The listening activities have been chosen as YouTube videos, since they include images that can help students understand the oral message. 2.4. Promote understanding across languages: The teacher will offer a comparison with the Spanish language for those students who find it easier to learn by comparing languages. Moreover, for Taboo, the cards will have the keyword and an image, so as to offer various means of representation.</p>	<p>3. Provide options for comprehension. 3.1. Activate or supply background knowledge: there are some tasks in which students have to include information seen in other units, such as revision of the modal verbs (seen in unit 6) for unit 8, session 2. 3.2. Highlight patterns, critical features, big ideas, and relationships: When introducing new vocabulary, the teacher will clearly mention which words are essential and which ones are just additional vocabulary. 3.3. Guide information processing and visualization: The contents (e.g., session 10) will be presented progressively, once all students have understood the important aspects. For this, the presentation is organized with exercises that follow the theory immediately after. 3.4. Maximize transfer and generalization: To maximize the learning process, students will be given guide worksheets in which they will have all the grammatical aspects or vocabulary included so as to assure that they follow the explanations.</p>
<p>II. Provide multiple means of action and expression</p> 	<p>4. Provide options for physical action. 4.1. Vary the methods for response and navigation: In many tasks (e.g. writing task of sessions 1, 8 and 11), students will be offered to finish the task at home if they do not have time during class hours. Moreover, they will be given the option to use traditional pen and paper or the computer at some point (i.e., session 9). 4.2. Optimize access to tools and assistive technologies: If the school has the means, students will be offered the options to work with touchscreens if they prefer or need it.</p>	<p>5. Provide options for expression and communication. 5.1. Use multiple media for communication: With the visual thinking product they have to create (i.e., session 4 and 5) students will be given the option to express the ideas through lettering or drawings. In addition, for the final product, they will be free to choose the format of the video, and thus, they will have the possibility to create, for instance, a film or music, if they prefer it. 5.3. Build fluencies with graduated levels of support for practice and performance: Students will be allowed to use dictionaries in class to support</p>	<p>6. Provide options for executive functions. 6.1. Guide appropriate goal-setting: The objectives and the assessment criteria will be made explicit in the first session of the didactic unit with the aim of making students aware of the goals. 6.2. Support planning and strategy development: Students will be offered time in class to finish their products or tasks and they will have time to present it in the next class. Moreover, they will be given worksheets or written guidelines to plan their projects and include all the relevant aspects.</p>

		<p>their learning. Furthermore, the teacher will always offer feedback. In fact, there are some sessions devoted only to presenting projects and giving feedback.</p>	<p>6.4. Enhance capacity for monitoring progress: Students will be given self-assessment checklists so that they can reflect on their own work. In the sessions in which the final products are presented, the teacher will offer feedback so that everyone can receive the information.</p>
<p>III. Provide multiple means of engagement</p> 	<p>7. Recruiting Interest. 7.1. Optimize individual choice and autonomy: In sessions 6, 7, and 9 students will be motivated not only by explaining the importance of the contents, but also by giving the winners of the games a prize. Students will be given the option to decide the particularities of their final product. 7.2. Optimize relevance, value, and authenticity: The tasks proposed have the main aim of alleviating the current environmental problems and students will be the agents to spread the words through different formats that will be created throughout the learning scenario.</p>	<p>8. Sustaining effort and persistence. 8.2. Vary demands and resources to optimize challenge: Some tasks are differentiated so that students perform according to their proficiency level (e.g., sessions 1, 4, 8 and 9). 8.3. Foster collaboration and community: The different groups will have to establish beforehand their role in the process of the task and students will offer feedback among themselves. Students with the same interests will be allowed to work together towards a specific final product. 8.4. Increase mastery-oriented feedback: Feedback will always be used to promote effort and spirit of improvement.</p>	<p>9. Self-regulation. 9.3. Develop self-assessment and reflection: Students will be provided with self-assessment tools and will be given feedback so that they can reflect on their own learning process and difficulties.</p>

3.10. Assessment instruments

In the following section the different assessment instruments to measure the students' level of achievement of the assessment criteria of unit 8 "Planting the seeds of change" will be exposed.

The first table is an observation checklist that will be used to assess the creation and oral presentation of the visual thinking infographic of session 6 "Spread the word!", in which students will have to put into practice the vocabulary and collocations learnt so far, in order to inform the reader about ways to help the planet as opposed to environmental issues or bad habits.


























The second table is another checklist that will be used to assess the elaboration of the reading comprehension and writing tasks of session 9, "What can you do to be greener?", in which the student will have to use spot the required information in the text and, afterwards, use this information to produce a written summary, in relation to the topic of taking care of the planet by giving advice using the modal verb *should*.

“Visual thinking infographic” observation checklist (session 6)					
Student:	Unit 8: “Planting the seeds of change”			Date:	
	Indicators	No evidence (1 p.)	Minimal evidence (2 p.)	Some evidence (3 p.)	Strong evidence (4 p.)
Organization	1. The infographic includes all its elements (title, body, headings, eye-catching graphics) (2.2.). 2. The information is visual, harmonic, legible, and its elements are well-distributed (2.2.).				
Contents	3. The infographic includes vocabulary related to ways to help the environment and environmental issues (2.2.). 4. The visual elements support the contents adequately (2.2.).				
Grammar and spelling	5. The infographic includes relevant information and is informative for the reader about the topic (2.2.). 6. The use of grammar is adequate and correct. There are no spelling mistakes (2.2.).				
Presentation	7. The student can formulate clarifications and explanations about the content of the infographic (3.2.). 8. The student can explain concepts related to the environment using the infographic as a support (4.1.).				

“What can you do to be greener?” observation checklist (session 9)					
Student:	Unit 8: “Planting the seeds of change”			Date:	
	Indicators	No evidence (1 p.)	Minimal evidence (2 p.)	Some evidence (3 p.)	Strong evidence (4 p.)
Comprehension	1. The student can spot the different linkers of the text (1.1.). 2. The student can spot the expressions related to ways to help the environment (1.1.). 3. The student can spot passive voice constructions (1.1.).				
Production	4. <i>Low tier</i> : The student can give five pieces of advice using “should + passive voice” including vocabulary of the text (1.1. & 4.1.). 4. <i>Medium-high tier</i> : The student can summarize the text in 120 words using “should + passive voice” and linkers and vocabulary of the previous text (1.1. & 4.1.). 5. The student can write predictions (sentences) using the passive form of the future correctly and including the vocabulary given (environment).				

The third table is a rubric created for the self-assessment of students of their own final product. i.e., the informative video in which they will have to make use of a great amount of the content learnt throughout the development of unit 8. During the unit there will be more occasions in which students will have to assess their own and other classmates' performance, but, due to space limitations, only one of the self-assessment tools has been included.

Finally, the last rubric will be used to measure the level of achievement of criteria by students after carrying out the final project of unit 8: an informative video about ways to reduce the carbon footprint, in which they will have to put into practice all the contents seen throughout the unit, i.e., vocabulary and collocations, grammatical aspects, pronunciation patterns, linkers to structure the discourse and real solutions to the real environmental problem that is at stake.

Final project (informative video) Self-assessment rubric (sessions 16 & 17)						
<i>Circle the emoji that best represents your level of achievement.</i>						
Name:		Date:				
I can						Inform and explain, in an organized and coherent way, how people can reduce their carbon footprint (use of linkers, speech rhythm...).
						Use the vocabulary about ways to help the environment and environmental issues.
						Use the grammar of unit 8: passive voice, impersonal phrases, modals to give advice.
						Give all the information in 3 minutes, opening and ending my discourse appropriately.
						Speak clearly and with good pronunciation.

Informative video (final product) rubric (sessions 16 & 17)					
Unit: 8 “Planting the seeds of change”				Date:	
Group of students:	Not enough (IN: 1-4) —From 1 to 4,9—	Enough (SU: 5) —From 5 to 5,9—	Good (BI: 6) —From 6 to 6,9—	Very Good (NT: 7-8) —From 7 to 8,9—	Excellent (SB: 9-10) —From 9 to 10—
Level Indicators					
Oral expression (2.1.)	The student does not express a well-structured, coherent, oral text and does not use expressions related to the environment, and thus, fails to explain ways of reducing the carbon footprint.	The student can barely express a well-structured, coherent, oral text and only using one of two expressions related to the environment, and thus, fails to explain ways of reducing the carbon footprint.	The student can express a well-structured, pretty much coherent, oral text using some expressions related to the environment although the explanation about ways of reducing the carbon footprint is not complete.	The student can express a generally well-structured, coherent, oral text using many expressions related to the environment to explain ways of reducing the carbon footprint.	The student can perfectly express a well-structured, coherent, oral text using a wide range of expressions related to the environment producing a clear and complete explanation about ways of reducing the carbon footprint.
Adjustment to time limits (2.1.)	The student does not produce an understandable, oral, medium-length text, and does not include the necessary information nor adjusts to the time constraints (3’).	The student can barely produce an understandable, oral, medium-length text, and does not include all the necessary information nor adjusts to the time constraints (3’).	The student can produce a generally understandable, oral, medium-length text, including the necessary information but does not adjust to the time constraints (3’).	The student can produce a generally understandable, oral, medium-length text, including the necessary information despite the time constraints (3’).	The student can perfectly produce an understandable, oral, medium-length text, including the necessary information despite the time constraints (3’).
Strategies of oral communication (3.2.)	The student does not use any strategies to initiate and end the speech, summarize and cannot formulate any explanations on the topic of the environment.	The student does not use strategies to initiate and end the speech, summarize and barely formulates coherent explanations on the topic of the environment.	The student uses one to two strategies in order to: initiate and end the speech, summarize and can formulate some coherent explanations on the topic of the environment.	The student uses strategies to initiate and end the speech, as well as to summarize and formulate some coherent and well-thought explanations on the topic of the environment.	The student uses appropriate strategies to initiate and end the speech, as well as to summarize and formulate coherent and well-thought explanations on the topic of the environment.
Transmission of information (4.1.)	The student cannot explain simple concepts related to the environment seen during the development of the unit, using multimedia elements.	The student can barely explain simple concepts related to the environment seen during the development of the unit, using multimedia elements.	The student can explain some simple concepts related to the environment seen during the development of the unit, using multimedia elements.	The student can explain simple texts and concepts related to the environment seen during the development of the unit, using multimedia elements.	The student can perfectly explain simple texts and concepts related to the environment seen during the development of the unit, using multimedia elements.
Use of grammar of unit 8 (2.1.)	The student makes no use of grammatical aspects of the unit or with mistakes: the passive voice, impersonal phrases, advice with the modals.	The student makes little use of some grammatical aspects of the unit or commits mistakes: the passive voice, impersonal phrases, advice with the modals.	The student uses some grammatical aspects of the unit with some mistakes: the passive voice, impersonal phrases, advice with the modals.	The student makes use of many grammatical aspects of the unit: the passive voice, impersonal phrases, advice with the modals.	The student makes perfect use of numerous grammatical aspects of the unit: the passive voice, impersonal phrases, advice with the modals.

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

4.1. Application of contents to the internship.

There are no words, and unfortunately not enough space, that can collect in detail the numerous enriching personal and professional experiences during the two internship periods. These experiences could not have been so enriching if it were not for the great and thorough theoretical preparation by our professors in both generic and specific subjects. In my personal case, a language teacher working in a language academy for five years now, during which I have taught many teenagers and prepared them for official exams, I finish the master's degree with the relevant theoretical bases that complement and complete my years of practice perfectly. However, teaching four classes of 25 teenagers each has undoubtedly been a much more demanding challenge than what I have experienced in the language academy so far.

Thanks to the subject "Personality learning and development" (*Aprendizaje y Desarrollo de la Personalidad*), I started my internship being aware of the implications that adolescence has in the attitude of teenagers, as it is a period of tremendous development and changes in the body and mind. This is why I was able to understand certain behaviors such as vain lies, bad moods for no apparent reason, and even emotional attachment of some of the students towards me, who came to hug me every break. Additionally, in the subject of "Complements for the disciplinary education in the FL" (*Complementos para la Formación Disciplinar en Lengua Extranjera*) I could learn about the relevance that gamification and changes of spaces, such as the playground, has for teenagers. Moreover, this subject offered me the necessary knowledge to level the different activities so that the students felt comfortable and could participate. For this reason, during the "Vote and tell" game that I proposed in session 11, I assured that there were sentences with different levels of difficulty and that the students with the least level of proficiency could have their time to answer and were accompanied by classmates with more ability in English.

There is no doubt that if it had not been for the subject "Educational processes and contexts" (*Procesos y Contextos Educativos*), I could not have planned my sessions taking the curricular elements into account, something that proved to be essential. The professors poured on us all the knowledge related to the current legislation in Spain, and despite the changes it has undergone, they made us understand how the curricular elements interrelate with each

other. Such was the importance of this subject, that I was even able to guide my own tutor in some aspects, from the professional point of view.

Something that specially attracted my attention were the classes of the subject “Teaching innovation and initiation of educational research” (*Innovación Docente e Iniciación a la Investigación Educativa*), in which we were shown first-hand the importance of fostering creativity in students. This inspired me in the development of my curricular design and planning, and in the proposal of activities and tasks in which students could freely express their ideas, such as visual thinking ones or the final video of my teaching unit. In the subject “FL Learning and Teaching” (*Aprendizaje y Enseñanza de las Materias Correspondientes en Lengua Extranjera*) we were taught how to assess students and to create our own assessment tools using the assessment criteria provided by the legislation, which was equally enriching for me as an ESL teacher, given that I would like to offer my students the most just and objective assessment.

Thus, I could conclude that the contribution has been mutual, since during the theoretical lessons in the master I have learned how to approach the internship and, in turn, during the five weeks of practice I have learned which fields of education I should research more, such as class management.

4.2. The teacher and the students

“Time will teach you how to manage a class of 25 students” was something that many teachers told me when I asked them how to make students listen to me. After observing my tutor’s sessions, I have concluded that is not only time or experience, but also the effort that the teacher puts into the methodology and the organization of the session. During the internship I have witnessed varied methodologies by my tutor and very different sessions which led to curiosity in the students at the beginning of each class about what we were going to do that day. I have realized that class management can be successful if the teacher can structure a session around the needs of the students, because they will feel taken into account. In the case of my tutor, I could see how he could successfully organize a class for it to be interesting for students. For instance, he devoted a Friday session to do a running dictation in the playground because he thought that the students would be tired of the classroom at that time of the week. On the other hand, I could see a lot of gamifications, since my tutor is aware that their ages and specially, the historical moment that the students are living, make learning through a game more suitable than through a grammar photocopy.

Inevitably, due to the intense activity of the school in relation to international projects and the center's teachers' own proposals, many classes and events are aimed at aspects such as the importance of reading, the care for the environment, debate and gender equality. These cross-curricular themes were treated in many of the activities that my tutor prepared for the students, such as videos on the importance of respecting different people and making them part of a community. I have witnessed some events such as the project "Amplificarte" in which artists came to the school to sing and let students know that communicating through music is possible; and "*San Calcetín*" instead of Saint Valentine's Day, in which all the individuals of the school give a pair of socks to other person to avoid the possible feeling of not belonging for some students during this day. Thus, the students are made part of numerous interesting projects in which they can learn not only contents but values for their lives.

4.3. My educational action

It is also the case that during this internship I have learnt not only theory, but also lived an enriching experience due to the contact with professionals such as my tutor. From the beginning we coordinated our teaching actions to get the most out of the sessions. Thanks to the fact that he gave me his contact, I was able to ask him questions and he informed me about issues related to attention to diversity in the classroom, something that I took into account from the beginning of the internship. One of the 3rd grade students was gifted and I expanded the materials specifically for him.; and other students had failed English and I adapted the level of my activities to them. Moreover, from my personal perspective, I have tried to foster dynamic and pertinent sessions for the students. In order to achieve this, I have incorporated realia and materials created by myself that are specifically tailored to the school's environmental focus and my teaching unit, which also deals with the environment (see worksheet for session 11, about Sustainability in everyday life in Appendix 1). Furthermore, I have been able to reignite the curiosity and active participation of previously disengaged students, an accomplishment that has an immeasurable value to me as a language teacher.

In summary, I believe that the internship period has provided me with an opportunity to apply the knowledge from the theoretical subjects and acquire new one. In addition, I have gained insight into how the specific context of the school can shape the teaching practice. This prospect of adapting my teaching methods to different schools and generations of students excites me for the future. It presents a challenge that I am prepared to embrace, since during this master's degree I have been able to reaffirm my vocation to teach English.

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Appendix 1

Session 2: Vocabulary worksheet


Let's Protect The Environment! 


EXERCISE 1: THINGS YOU CAN DO

1. 

2. 


3. 

4. 

5. 

6. 

7. 

8. 

Save endangered species
 Recycle our gadgets
 Use renewable energy
 Plant trees
 Find out about global warming
 Ban plastic bags
 Increase solar power
 Build wind farms


EXERCISE 2: JOIN THE COLLOCATIONS

CARBON
CLIMATE
GREENHOUSE
ENERGY
WILDLIFE
ENVIRONMENTAL


DEGRADATION
EFFICIENCY
GASES
PRESERVATION
FOOTPRINT
CHANGE

EXERCISE 3: WRITE ADVICE WITH THE MODAL VERBS SHOULD, MUST AND HAVE TO

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



Session 3: Pictionary


PICTIONARY 

BAN PLASTIC BAGS

CARBON DIOXIDE

LED BULBS

PLANT TREES

COVER THE POT

FAIR TRADE PRODUCT

SOLAR POWER

RECYCLE OUR GADGETS

0 EMISSIONS VEHICLE

BICYCLE

SAVE ENDANGERED SPECIES

GREENHOUSE GASES

BUILD WIND FARMS

CLIMATE CHANGE

WILDLIFE PROTECTION

FIND OUT ABOUT GLOBAL WARMING

Session 8: Reading activity (the text includes the answers)

What can you do to be greener?



1. Read each paragraph, underline the linkers of each paragraph in **red** and put the text in order.
2. Underline in color **green** the things we should do to protect the planet, for example: banning plastic bags (paragraph 1, line 3).
3. Underline the passive structures of the text with color **blue**.

To begin with, environmental protection is an issue of great importance in today's world, and it is up to us to take action to reduce the impact of human activity on the planet. One simple way in which this **can be done** is by **banning plastic bags**, which can take hundreds of years to break down and contribute to pollution. By **reducing the amount of waste** we produce, the environment **can be protected** for future generations.

In addition, a second way in which our impact **can be reduced** is through the **recycling of our gadgets**. By **reusing valuable materials**, we can reduce the need for mining and manufacturing of new materials, which can contribute to pollution and energy consumption.

Thirdly, the **protection of endangered species** is crucial for maintaining the balance of ecosystems. Many species **are threatened by** human activities, such as habitat loss and climate change. By protecting them, the planet's biodiversity **can be preserved**.

Furthermore, **planting trees** is an effective means of reducing our impact on the planet. Carbon dioxide and pollutants **are absorbed** from the air by trees, which can help to reduce the effects of climate change. **Moreover**, trees can provide a habitat for wildlife and contribute to a healthy environment.

Lastly, it is essential that we all work towards the **use of more renewable energy sources**, such as wind and solar power. By **building wind farms and increasing the use of solar power**, our dependence on fossil fuels, which are a major contributor to climate change, **can be reduced**. It is important that we **get educated** about global warming and climate change, so that we can understand the impact of our actions and work towards a more sustainable future.

4. **Low tier:** Summarize the text in 5 sentences giving advice using the passive (low tier).

For example: *Plastic bags should be banned.*

- 1.
- 2.
- 3.
- 4.
- 5.

4. **Medium-high tier:** Summarize the text in 120 words using *should + passive voice*.

5. Write down your predictions using the passive voice (future passive with *will or won't*) and these expressions: *give up plastic; look after the environment; plant trees; reduce pollution/waste; recycle plastic/waste; reuse things; save water.*

For example: *If we don't ban plastic bags, the oceans will be filled with them in the future and more animals will be endangered.*

Session 11: Listening activity

Medium-high tier



1. Listen to the audio: write key words or expressions related to sustainability.

2. Listen again. Take notes on the main ideas.

1.	
2.	
3.	
4.	
5.	

3. Rewrite the main ideas of the video into the passive voice.

1.	1. (Active voice) We can use LED bulbs to spend less money every month. 2. (Passive voice) LED bulbs ...
2.	1. Cars emit 1,70 kg CO2 every 10 km. 2.
3.	1. We can cover the pot while cooking to save energy and money. 2.
4.	1. Only 1 liter of oil can pollute 1000 liters of water. 2.
5.	1. We should look at clothing labels to see if they guarantee respect for biodiversity. 2.

Low tier

1. Put key words or expressions in order as you hear them:

<input type="checkbox"/> Less spending	<input type="checkbox"/> Bicycle
<input type="checkbox"/> Covering the pot	<input type="checkbox"/> Pressure cooker
<input type="checkbox"/> Soap, fertilizer, or fuel	<input type="checkbox"/> LED bulbs
<input type="checkbox"/> Energy savings	<input type="checkbox"/> 0 emissions vehicle
<input type="checkbox"/> Carbon dioxide	<input type="checkbox"/> Buy fair trade products
<input type="checkbox"/> Recycling used oil	<input type="checkbox"/> 1 liter of oil pollutes 1000 liters of water

2. Write the most important idea:

