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**IMPROVING ENGLISH COMMUNICATION COMPETENCES AND  
MOTIVATION OF A 4<sup>TH</sup> CSE CLASS-GROUP THROUGH THE  
IMPLEMENTATION OF ACTIVE METHODOLOGIES**

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### **Abstract**

This Master's Degree Dissertation aims to respond to two of the main challenges encountered in a 4<sup>th</sup> year Compulsory Secondary Education (CSE) class: the lack of student motivation and students' insufficient practice of communicative competences —specific competences of oral and written production, interaction and mediation— in English. To provide solutions to both challenges, this paper analyses the syllabus of this class to identify areas for improvement, based on the current national and regional educational legislation of the Valencian Community and education literature. Following these suggestions, this paper aims to illustrate a practical example of how all this could be applied in a learning situation: *The Fast Fashion Challenge*, which uses gamification, TBL and cooperative learning.

**Key words:** Task-Based Learning, Gamification, Active Methodologies, Motivation, Communication Skills, Specific Competences.

### **Resumen**

El presente Trabajo Final de Máster pretende dar respuesta a dos de los principales retos encontrados en una clase de 4<sup>º</sup> de ESO: falta de motivación del alumnado y falta de práctica de las competencias comunicativas —competencias específicas de producción, interacción y mediación oral y escrita— en inglés. Para brindar soluciones a ambos desafíos, este trabajo analiza la programación de aula de dicho grupo-clase para identificar los aspectos a mejorar, sirviéndose de la actual legislación educativa nacional y autonómica de la Comunidad Valenciana y la investigación en materia de innovación educativa para proponer una serie de mejoras. Tras dichas sugerencias de mejora, este trabajo pretende ilustrar un ejemplo práctico de cómo se podrían aplicar en una situación de aprendizaje: *The Fast Fashion Challenge*, que utiliza la gamificación, el TBL y el aprendizaje cooperativo.

**Palabras clave:** Aprendizaje basado en tareas, Gamificación, Metodologías activas, Motivación, Competencias comunicativas, Competencias Específicas.

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## Introduction to the Final Master's Degree Dissertation

It is no secret that today's world is experiencing constant and rapidly-changing crises. Climate change, poverty, regional and international conflicts and structural inequalities between men and women are some of the current challenges we face as humanity. To address these crises, education is key (UNESCO, 2021). In fact, as the United Nations stated in the Sustainable Development Goals (SDG) — which include a goal specifically dedicated to education—, quality education can help people breaking from the cycle of poverty, reducing inequalities, reaching gender equality and empowering people to live more healthy and sustainable lives. In essence, education can and should be a driver for social change.

We are also in the midst of the Fourth Industrial Revolution, which means that many future jobs have not yet been invented. Education must, therefore, be able to change in line with socio-economic and living conditions. We no longer need to memorise concepts that we can easily find on our devices and “some curricula content is either irrelevant for today or can be gained at the press of a button” (Sage & Mateucci, 2024). This means that education must necessarily pay more attention to providing students with competences needed to find information, learn how to learn, and monitor digital tools such as Artificial Intelligence (AI), which will soon do most of the mechanical tasks that we humans used to do. This also calls us to rethink education from a lifelong learning perspective (Latorre et al., 2021), because education needs to help us to learn *in* and *with* the world and improve it (UNESCO, 2021). For that purpose, if it wants to stay relevant in the 21<sup>st</sup> Century, education needs to prepare learners to face current challenges and give them the necessary tools to become inclusive, tolerant and peaceful citizens.

Moreover, in today's globalised world, multiculturalism has become the norm in most corners of the world. Unfortunately, current issues illustrate the need for more inclusion in our societies, not only in terms of cultural diversity but also of all other forms of diversity. In this context, schools serve as

melting pots where students from diverse backgrounds converge (Bakay M. E., 2023). Schools can do so with pedagogies that are based on principles such as non-discrimination and respect, as well as participatory, collaborative, problem-posing, and interdisciplinary, intergenerational, and intercultural learning (UNESCO, 2023).

Notwithstanding the above, education has mostly stayed oblivious to these issues and classroom settings and teaching methodologies have remained almost the same over centuries. Fortunately, positive changes are happening in these areas, since most education experts have realised that a change was needed to fully adapt education to the 21<sup>st</sup> Century (Latorre et al., 2021). This has led to the establishment of competency-based learning in national and international education policies and curricula in countries such as Spain, bringing a growing interest in constructivism and, more specially, John Dewey's pragmatism, identified as one of the precursors of competency-based learning (Jover & García, 2015). The competency-based model attempts to leave behind the traditional instructional model focused on memorization and content. The aim is for students to acquire a series of competences and strategies that will enable them to progress in and self-regulate their learning process. Competences are, therefore, a combination of knowledge, abilities and attitudes (learning to know, learning to do and learning to be), which focus on practical skills, critical thinking and problem-solving, and through which students can tailor their learning to their own needs and interests, fostering students' intrinsic motivation and engagement. John Dewey's quote: "Education is not a preparation for life, it's life itself" (1897), illustrates this. He placed importance on experiential learning and active, hands-on engagement in learning, viewing knowledge as emerging through ongoing interactions between individuals and their environment, meaning that learning is rooted in meaningful, authentic and real-world activities and experiences promoting inquiry, reflection and problem-solving (learning by doing).

Looking more specifically at the Foreign Language curriculum, firstly, the competency-based approach focuses on communicative activities and strategies for comprehension, production, interaction and mediation, leaving behind the structuralist approach (focused on grammar). Secondly, education should enable students to learn about, value and respect linguistic and cultural diversity and help them to become independent, active and committed citizens. According to researchers, learning a new language has been shown to increase tolerance (Nguyen, H., & Kellogg, G. 2010). English as a Global Language, a theory proposed by linguist David Crystal, suggests that in today's interconnected world, English has become the lingua franca for communication across different cultures and nations, building bridges between cultural differences (Crystal, 2003). This concept emphasises the role of English as a means of global communication; the fact that communication and fluency should be prioritised over accuracy; and that students should be exposed to different varieties of English (post-colonialist approach) to better prepare them to face, live in, and understand our interconnected world.

To conclude, this renewed education paradigm requires a major reconceptualisation of the teaching profession and the acquisition of new professional competencies. As Imbernón (2001) explains, until recently, "to know, that is, to possess a certain formal knowledge, was to assume the ability to teach it", and perhaps there was a lack of teacher training in didactic methodologies, developmental psychology and psychoeducation, as well as other soft skills such as working in teams, public speaking or positive interpersonal and intrapersonal skills, etc. As part of this need to improve teacher trainings, it is crucial to analyze teaching practices deeply. Future and current educators must reflect on existing gaps and identify steps to enhance their teaching skills. Therefore, practical experience in real schools during teacher education, with reflection on what has been learned and its application, is central to preparing teachers for the 21<sup>st</sup> century.

## **Justification**

Having established the need to change the way we teach and the fact that this requires teachers to rethink the way they educate themselves and others, this dissertation aims to constructively review teaching practices in a real school and suggest improvements. To this end, the design and implementation of a good syllabus, tailored to meet the diverse needs of learners and consistent with educational standards and objectives, is one of the most important factors influencing teaching practice and review. A sound syllabus outlines not only the content to be covered, but also sets the strategies, assessment methods, tools and criteria, content sequencing, teaching methodologies and the resources needed for teaching-learning processes. All of this helps teachers to develop their work with clarity, purpose and effectiveness, while also assessing their own teaching practice to continue to improve as professionals. To put things into context, the two main challenges identified in the target student class-group are the lack of motivation and the lack of communication skills (LOMLOE's key competences). Therefore, this paper aims to address these two issues and find solutions.

Fostering and maintaining student motivation is undoubtedly the greatest challenge of this class. It is well known that motivation is a key factor in the learning process, yet traditional education has ignored it for decades. Piaget defines motivation as the willingness to learn, understood as a person's interest in absorbing and learning everything related to his or her environment. This motivation can be extrinsic or intrinsic, depending on whether the learner's motivation comes from external influences (passing an exam, recognition from others, reputation) or from within (enjoyment of learning, acquisition of new skills). Intrinsic motivation leads to a deeper and more lasting form of learning. But what are the factors that determine motivation? According to Ruiz Marín (2020), we find two: the subjective value (the importance that the learner gives to the learning object) and expectations (people

are only motivated to pursue goals that they believe can be achieved) —closely linked to what Bandura (2012) defined as self-efficacy in his social learning theory.

The second major challenge of this class-group is quite common in secondary English language teaching (ELT). Students are able to learn grammatical structures, verb lists and vocabulary, but have problems when producing oral and written texts. This is due to the strong focus on grammar and the lack of time spent on communication. These two aspects — fostering students' motivation and communicative competences —will be the main focus of this paper.

### **Objectives**

The main objective of this paper is to provide insights and recommendations to improve the syllabus of a real English class in 4<sup>th</sup> course of ESO (hereinafter referred to as CSE or Compulsory Secondary Education) and to address students' lack of motivation and lack of communication skills.

Firstly, the general objective of this work is to analyse a real syllabus taking into account the following aspects: methodological approach; sequence of contents, competences and evaluation; the use of active methodologies; the implementation and development of values related to equality and diversity, as well as ethical values; and attention to students with special educational support needs. To be able to carry out this analysis, the first specific objective is to understand the local and national legal frameworks for education and the key literature that underpins the current CSE curriculum. The second specific objective is to observe the class group in which this syllabus is implemented. This will be done over a three-month period. Based on this observation, another specific objective is to give recommendations to address the main issues identified during the observation and analysis process.

Secondly, another general objective is to address the two main challenges identified during the observation period: improving students' motivation levels and communicative competences - which are

called 'specific competences' in the CSE English as a Foreign Language curriculum. To achieve this, there are two specific objectives: firstly, to research some authors who deal with these two issues. Secondly, to design a learning situation, taking into account the current literature and legislation, as well as the specific context, in order to address the two challenges identified.

## **Chapters**

The first chapter addresses the context in which this analysis takes place. To do this, the first step will be to identify the regulatory framework that applies to the school under analysis. The chapter then goes on to look at the specificities of the school and the class group in question: school values and educational model, school organisation and the importance of English in the curriculum. We will conclude with an analysis of the families, the parents and the teachers.

In the second chapter, the methodological approach; the sequence of contents, competences and assessment; digital competence; the development of values related to equity, diversity and ethical values; and the reinforcement and special attention groups are analysed. Firstly, the theoretical framework of each point will be addressed to then analyse the syllabus in detail, proposing some improvements for each point. The chapter ends with some suggestions for pedagogical innovation.

In the third chapter, this paper will outline a learning situation based on the information gathered in the analysis and review phases, addressing the two main challenges identified in this group. The fourth chapter will briefly tackle opportunities for educational research projects, while the fifth and final chapter will discuss the conclusions of this paper, the author's limitations and future perspectives.

## **Methodology**

The methodology approach of this paper will include the following components:

- Research: Analysis of the Spanish, local and international legal framework for the curriculum of CSE education, as well as literature research about innovative and active teaching methodologies currently recommended at the national and international levels, especially focusing on Gamification and Task-Based Learning.
- Descriptive analysis and review: Direct observation and review of a real CSE classroom and syllabus, paying particular attention to the following aspects: school context, teaching practice, students of the class-group, and 4<sup>th</sup> CSE syllabus review, identifying strengths and weaknesses. The direct observation component included attendance to classes during three months, interviews with teachers and the Orientation Department, note-taking during classes and two weeks of supervised teaching in the class under study.
- Recommendations: Suggestion of areas for improvement in the relevant syllabus, based on prior research on educational legislation and literature.
- Innovative proposals: As this work does not pretend to be exhaustive, some innovative proposals will be offered that could improve the current syllabus without going into a reformulation of its entire content.
- Learning situation proposal: Explanation of the proposed learning situation where the objective is to address the challenges identified in the analysis and review phase through the use of active methodologies and the implementation of recommendations from the legal framework and education literature.

### **Context-setting**

In order to apply all that the Master's Degree teaches in terms of curriculum analysis and the design of a learning situation, the first thing to do is to look at the specific context, because without an

adequate contextualisation there can be no adequate curriculum design and implementation. To this end, this chapter will deal with the legal framework and analyse the context of the the school and its structure, main values and educational project, specific class group and student profile.

## **Legal Framework**

To put this dissertation into context, it is essential to consider the legal framework that regulates and/or guides education programs, laws and curricula in the chosen education centre. Current legislation can be divided into three categories, namely regional/international, national and local levels.

### ***European and International Level***

The European Union has developed a new approach to education in response to various social, cultural, environmental, and political challenges and to promote job creation, social fairness, active citizenship, and a sense of European identity. The foundation for this approach is the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, updated in 2018, identifying eight key competences essential to citizens. Ever since, the EU has developed different European reference frameworks on various competences<sup>1</sup>.

Furthermore, at the international level, it is important to highlight that Spain is committed to various international treaties, agreements and guidelines that influence national policy:

- Convention on the Rights of the Child (CRC): Spain ratified the CRC in 1990, an international treaty that establishes the fundamental rights of children, including the right to education. This

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<sup>1</sup> Some of the existing reference frameworks related to education are: European Framework for Digital Competences (DigComp), Framework for Entrepreneurial Competences (EntreComp), European Framework for Personal, Social and Learning to Learn Competences (LifeComp), Common European Framework of Reference for Languages (CEFR) and Framework for Competences in Sustainability (GreenComp).

convention recognises, in article 28, the right to education of boys and girls and establishes, in article 29, that education shall foster the full development of the personality, talents and abilities of children and respect for human rights and individual freedoms, and shall prepare them to live responsibly in a free society, based on a spirit of understanding, tolerance, peace and equality between men and women and between peoples.

- Sustainable Development Goals (SDGs): The SDGs of the United Nations' 2030 Agenda include SDG4, dedicated to ensuring inclusive, equitable, and quality education for all. Furthermore, the Spanish curriculum recommends linking syllabus content to the SDGs in a meaningful way.
- UNESCO Declarations and Resolutions: UNESCO issues declarations and resolutions on various aspects of education, including inclusion, quality of education, and teacher training. One of the most influential is Key Drivers of Curricula Change in the 21st Century.
- United Nations Convention on the Rights of Persons with Disabilities (CRPD): the CRPD is one of the cornerstones for the inclusion of persons with disabilities in the educational system.

### ***National Framework***

Spanish education legislation has frequently changed due to the absence of a national consensus between political parties. In 2021, following the aforementioned 2018 Council Recommendation, Spanish education law was amended: Organic Law 2/2006, of 3 May, on Education, as amended by the Organic Law 3/2020, of 29 December (hereinafter referred to as LOMLOE).

In addition, many other laws and frameworks have been enacted to regulate various aspects of education. For instance, the law that regulates the curriculum of Compulsory Secondary Education is the Royal Decree 217/2022 of 29 March, which establishes the organisation and minimum teachings of Compulsory Secondary Education; as well as Order EFP/754/2022 of 28 July, which establishes the

curriculum and regulates the organisation of Compulsory Secondary Education in the area of management of the Ministry of Education and Vocational Training.

In Spain, educational centers can be either publicly-funded or privately-funded. Article 27.6 of the Spanish Constitution of 1978 grants individuals and legal entities the freedom to establish educational institutions according to constitutional principles. The LOMLOE provides the legislative framework for both public and private education sectors. Private, non-subsidized schools have the autonomy to set their internal regulations, select qualified teaching staff, develop their educational projects, organize the school day, extend teaching hours, determine student admission procedures, establish rules of coexistence, and define their financial regime. However, they must obtain authorisation from the relevant education authority, provided they meet the required conditions.

Regarding child protection, the Organic Law 8/2021, of 4 June, on the comprehensive protection of children and adolescents against violence, articulates the right of children and adolescents to be free from violence and all procedures for awareness-raising, prevention, detection and levels of action in the family, educational, health, judicial, public administration and other public or private entities.

Finally, the recently approved Royal Decree 193/2023 of 21 March, which regulates the basic conditions of accessibility and non-discrimination of persons with disabilities for the access and use of goods and services available to the public, also specifies the obligation to integrate persons with disabilities in education and guarantee their accessibility.

### ***Regional Framework***

In Spain, regions have considerable autonomy in the field of education. Therefore, each autonomous community has its own local education laws. The Comunidad Valenciana (hereafter "Valencian Community") has the following legislation:

- Decree of the Valencian Community (107/2022) of 5 August of the Council, which establishes the organisation and curriculum of Compulsory Secondary Education, in which we find the regulations and curriculum for the subject of Foreign Language; and,
- Order 19/2023, of 29 June, of the Regional Ministry of Education, Culture and Sport, regulating the procedures derived from Decree 107/2022, of 5 August, of the Regional Council, which establishes the organisation and curriculum of Compulsory Secondary Education.

The local framework also pays particular attention to equality, inclusion and gender equality:

- Law 26/2018, of 21 December, of the Generalitat, on the rights and guarantees of children and adolescents, dedicates Chapter VII of Title II to the right to education.
- Decree 104/2018 of 27 July, by which the principles of equality and inclusion in the Valencian education system are developed, establishes the general guidelines that define the inclusive school model. Article 14 divides the educational response to inclusion in four levels that schools need to integrate in their programs and actions.
- Decree 195/2022, of 11 November, of the Consell, on equality and coexistence in the Valencian educational system.
- Order 20/2019, of 30 April, of the Regional Ministry of Education, Research, Culture and Sport, which regulates the organisation of the educational response for the inclusion of students in publicly funded schools in the Valencian education system, aims to ensuring educational access, participation, retention and progression for all students.
- Resolution of 27 June 2023, of the Regional Secretary for Education and Vocational Training, approving the instructions for the organisation and operation of the centres that provide Compulsory Secondary Education and Baccalaureate during the academic year 2023-2024, refers

to academic planning measures, teaching coordination, the drafting of the Educational Project and the annual general programme, school timetables, etc. for the current academic year.

### The School

Colegio Privado San Cristóbal is a privately-funded, family-run and non-denominational educational institution on the outskirts of Castellón de la Plana (Valencian Community, Spain). Officially founded in 1970, San Cristóbal built its current educational complex in 2003, offering modern facilities.

### Figure 1

*Photograph of Colegio Privado San Cristóbal.*



*Note.* Source: Colegio San Cristóbal's Website (<https://www.sancristobalsl.com>).

San Cristóbal teaches from Infant Education to Baccalaureate and Intermediate and Advanced Vocational Training and Educational Cycles (*Ciclos de Grado Medio and Superior*). One important feature of this school is the fact that they teach the International Baccalaureate (1st and 2nd Baccalaureate) and is currently preparing the school to become an applicant for the MYP (Middle Years Programme), which means the school is currently implementing MYP in 1<sup>st</sup> and 2<sup>nd</sup> years of Compulsory Secondary Education (CSE) for the first time this year (although still adapts its assessment to LOMLOE's guidelines) and continue implementing LOMLOE syllabus in 3<sup>rd</sup> and 4<sup>th</sup> years of CSE. While this paper will focus on the courses that follow LOMLOE's guidelines, when comparing both systems —CSE vs. MYP—, it seems that

many of the aspects that LOMLOE is promoting and trying to implement have already been implemented in the International Baccalaureate and MYP for years - less focus on grammar, more focus on critical thinking and self-assessment, and the implementation of communicative approaches, active methodologies and UDL, to name but a few.

The recently-built school covers an area of 8500 m<sup>2</sup> and includes the following facilities: Administration offices, Management offices, boardroom and meeting rooms; classrooms for all educational stages and support classrooms, laboratories (physics, chemistry, drawing, music, IT); library; psycho-educational office; teachers' rooms with computers and large central desks; sports pavilion; a large dining room; and, separate playgrounds for infant, primary and secondary school.

### ***School Vision, Values and Educational Model***

The vision of the school, found in the *Proyecto Educativo de Centro* (Educational Project of the School Centre), is to provide the students with the necessary tools and skills to achieve their social and professional integration and to successfully face their personal, academic and professional future, in an atmosphere of affection, respect and trust, considering their individual characteristics.

The values promoted by the school are: Respect, as the foundation of all relationships to contribute to building a peaceful and tolerant society; Responsibility, by conveying the need to recognise and accept the consequences of each person's actions; Autonomy, by encouraging students' development in order to achieve, through socialisation and teamwork, a level of autonomy that allows them to function adequately in any situation; Personal effort, as the natural means to achieve any desired objective, by encouraging personal improvement through short-term goals that are periodically assessed in order to favour motivation; and, Affection, by fostering a welcoming and caring environment among students and in the overall education community.

**Figure 2**

*The motto of the school is "When they grow up, they will be happy".*



*Note.* Source: Colegio San Cristóbal's Website (<https://www.sancristobalsl.com>).

The educational model implements a student-centered learning approach, stressing the importance of 'learning to learn' by integrating the development of students' critical thinking. Its aim is to attend to the cognitive, emotional, physical, artistic and intellectual development of all students and provide them with the necessary skills to be fully integrated in society and the labour market, and become responsible, constructive, determined, autonomous, tolerant, respectful and happier people.

**Figure 3**

*Photograph of a regular classroom.*



*Note.* Source Colegio San Cristóbal's Website (<https://www.sancristobalsl.com>).

The school also promotes physical education as a key aspect for physical and mental balance. Moreover, digital competence is key to students' education. Therefore, every student has a digital device

to complete class activities and study, and both teachers and students receive extensive training in the responsible use of digital technologies.

### ***School Organisation***

As this school is privately owned, the school Director is the owner of the institution. Therefore, this centre does not elect its governing body. Moreover, as it provides education at all levels of kindergarten, primary and secondary education, this school has many departments, each of which reports to different pedagogical directors. The Secondary Education Manager is the Pedagogical Director of Secondary and Baccalaureate, and all Secondary Education teachers report to him. Finally, each secondary subject has its specific department, which is normally made up of five teachers (in Secondary Education). Every Wednesday at the end of the school day, the entire secondary school teaching staff meets to deal with the typical issues that arise at the school. Finally, there is no AMPA (Parents and Students Association), since it is not required by law in private education centres. However, the school has *Consejo Escolar* (School Council), required by law, which meets at least once a term and when convened by the school management or at the request of at least one third of its members.

### ***Importance of English Language Teaching***

If we focus more specifically on ELT and learning, the school teaches many hours of English per week (5 hours). This school adheres to the guidelines outlined in the Common European Framework of Reference for Languages (CEFR), which serves as a standardized reference for the teaching, learning, and assessment of foreign languages across Europe, and delineates proficiency levels ranging from A1 (beginner) to C2 (proficient). Each class-group also has one hour a week of a Cambridge-specific class to

prepare students for Cambridge examinations (B1 to C2) and train their oral and written production with an English native teacher. In fact, this school is an official Cambridge University exam preparation centre.

Moreover, the students' level of English is significantly higher than in other schools in the area. When they finish 4<sup>th</sup> CSE they should have reached the B2- level (B2+ for 1<sup>st</sup> Baccaulaureate and C1 for 2<sup>nd</sup> Baccaulaureate), but some students are below or above their expected level due to various reasons.

### ***Students and Families***

The students (more than 1,800 in total) come from a middle socio-economic background and families are very involved in their children's education. They live mainly in the city of Castellón and the surrounding municipalities: Benicasim, Almazora, Burriana, Villarreal and Nules. Most of the students enroll this school when they are toddlers and stay until they finish their baccaulaureate or vocational studies, which means that the teachers usually know their students very well. In addition, most of the teachers who have children enroll them in this centre. The academic results are similar to the regional average and there are no foreign students in the majority of the groups, representing only 4% of the students, mainly concentrated in the primary and secondary courses.

Although there is no lack of resources due to the private nature of the school, nor frequent family breakdown or social exclusion issues, there is a small percentage of students with these problems. In order to attend to diversity, the centre has a School Orientation Department with different types of interventions depending on the needs. These actions are specified in the Tutorial Action Plan and the Coexistence Plan. Finally, respect is one of the basic pillars of this school, so there are no serious incidents of violence or conflict and there is a zero-tolerance policy for violence and aggressiveness. Generally, students are well-behaved and listen to teacher instructions and follow the rules. We do find,

however, many students in 3<sup>rd</sup> and 4<sup>th</sup> courses of CSE with significant lack of motivation, and this can sometimes have a negative impact in the course of the lessons.

### ***Teaching Staff***

All teachers are actively involved in the projects developed as part of school's philosophy of education in values. Most teachers use Valencian as the vernacular language among teachers, but use mostly Spanish with students and parents. According to the Tutorial Plan at the infant, primary and secondary stages, each class has a general tutor for all the students. At Baccalaureate and Vocational Training stages, each student is assigned a personal tutor. The number of students assigned per tutor depends on the teacher's workload. This personal tutor holds regular individual conversations with students and parents, especially focused on career advice, but also on personal issues that may arise.

### ***Class-Group***

As researchers have demonstrated, one of the basic pillars of a good syllabus resides in observation. Knowing your students, the barriers they face, their interests and personalities, is key. For this purpose, *Tutorías* (tutoring classes) and constant communication with each teacher of the group-class is vital. Students seat in groups of four, and they are usually rotated depending on their performance and behaviour. They are 20 students in total.

In terms of English level, most students do have the expected lever for their course. There are six students who are not quite engaged in the class, two students who already have a C2 level and another student preparing to take the C1 Cambridge exam (two of them have high capabilities). Finally, two students have a lower English level than the rest, and two students came last year from another school and have some issues to follow the subject and have had non-significant curricular adaptations (ACNS, in

Spanish), which do not involve substantial changes in the syllabus content (Level III measures according to regional guidelines), only some minor modifications such as providing longer times during exams, minor adaptation of some activities, etc. In addition, one of the ACNS students displays some disruptive behaviour that tends to interrupt the normal rhythm of the class. He usually ends up sitting alone.

One of the main traits of this group class is the fact that their motivation level is quite low.

### **Reflective Analysis, Critical Review and Suggested Improvements to the Syllabus**

This paper focuses on a 4<sup>th</sup> CSE group-class and its syllabus, since this is one of the courses following CSE and LOMLOE criteria compared to the remaining courses which follow the MYP. In this section, the aim is to conduct a critical analysis of various components. Each of these components will be addressed separately in the following order: firstly, the theoretical framework of best practices in relation to the component in question as advised by current Spanish education legislation and in the relevant literature; secondly, a syllabus analysis to see how the component has been included and, where feasible, implemented; and, thirdly; suggested improvements to the syllabus. Finally, there will be a section on proposals for educational innovation. Before embarking on an in-depth analysis, it is worth mentioning that the syllabus for this class has been taken from the textbook used in English subject.

### **Methodological Approach**

Any syllabus should include a clear explanation of the teaching methodology to be followed in the classroom and in the overall subject: set of strategies, procedures and actions thoughtfully organised and planned by the teaching staff to enable students to learn.

### ***Theoretical Framework***

Spanish national and regional legislation is quite flexible when it comes to teaching methodologies. However, it does establish certain pedagogical principles that must be taken into account. According to Article 6 of the Royal Decree 217/2022, methods which take into account the different learning paces of students, favour self-directed learning and promote teamwork should be used. Furthermore, in Article 7 of the Decree 107/2022, of the Consell, in the foreign language learning process, regional official languages will be used only as a support. In this process, “priority must be given to oral comprehension, mediation, expression and interaction in the foreign language”, as well as to the creation of learning situations which facilitate the transferability of the competences achieved as well as meaningful learning by students.

The syllabus also needs to specify and explain the various methodological approaches that will be used throughout the course. Finally, in this section, we can also address aspects such as motivation, the types of groupings that encouraged in the classroom, classroom layout and teaching resources.

### ***Syllabus Analysis***

In the syllabus we find a clear explanation of the objectives and a whole section devoted to methodology, although it focuses more about what they want to achieve — motivation of students, acquisition of the eight key competences that LOMLOE stipulates, mistakes as part of the learning process, etc.— rather than the means to achieve it.

The syllabus states that content is divided into units and that the aim of each unit is to get students to reflect first and then progressively more specific and concrete techniques, activities and tasks will be introduced. The skills, like the content, are dealt with from various angles so that students can differentiate the different learning orientations in a dynamic and interesting way. Units are sequenced to gradually increase difficulty until the desired structure, strategy or competence is

acquired. However, a better explanation of how this will be achieved, and what methodologies will be used, is lacking. Most of the content is taught through activities or tasks, but there are no learning situations as such, although they are mentioned and five learning situations are included as additional teacher resources outside the book, which rather look like projects. Furthermore, there is an excessive focus on grammar, and less focus on specific competences. This approach is not conducive to attain “oral comprehension, mediation, expression and interaction in the foreign language” (Decree 107/2022).

A great aspect of this syllabus is the link it makes with the learn-to-learn component. For example, there are specific mini-lessons on how to take good notes, how to record and learn new vocabulary, how to use online dictionaries, how to practise English outside the classroom, how to prepare for exams, and how to use graphical diagrams, outlines, and other visual aids to organise ideas. These skills are practised through the *Learn-to-Learn* tasks, which comprehensively progress from simple study techniques to more advanced techniques, thus enabling students to expand on what they already know how to do while putting new techniques into practice as they progress. Furthermore, the material also includes specific preparation work for the Cambridge B2 First for Schools exams, but the content gives the impression of being more focused on passing an exam than on meaningful learning.

Regarding the spatial distribution of students in the classroom, the syllabus makes no reference to this important issue, although students are seated in small groups.

### ***Suggested Improvements***

Despite the fact that the syllabus specifies that the teacher will play the role of facilitator rather than protagonist of the learning process, in the way the sessions are structured, however, this does not seem to be entirely the case. It is true that it offers activities and tasks fostering greater student

engagement than in traditional lesson plans, but there is a lack of innovative and active methodologies for greater student engagement and active role in their own learning process.

Another important aspect has to do with collaboration: although the importance of teamwork is mentioned in the syllabus, there are not many tasks that actually encourage teamwork. Most activities are done individually or in pairs.

Furthermore, there is a lack of “playfulness” in the syllabus. Since one of the main issues of this class-group is lack of motivation, more importance should be given to the implementation of gamification and other active methodologies with proven positive impact on motivation.

Another aspect that could be improved has to do to the way students are seated within the classroom. Groupings are decided throughout the course in the *Tutorías*, but usually have nothing to do with student performance and are usually decided depending on personal behaviour. It would be very beneficial to seat students according to the needs and barriers they face, so that the group can benefit from greater collaboration during lessons. These groupings should be heterogenous and promote diversity. This will be explained in section “Reinforcement and special attention groups”.

In a nutshell, the main recommendation in this section would be the specification, explanation and implementation of further active methodologies, which are those that have been shown to promote self-learning, collaboration, the leading role of students in their own learning, and motivation, among others. More on this will be addressed in the Active Methodologies section.

### **Sequence of Contents, Competences and Assessment**

A good syllabus is the foundation of effective teaching, acting as a map to guide teachers through the learning process. A sound sequencing of contents (Basic Knowledge) and competences that students need to acquire, and description of assessment methods, criteria and tools are essential

components. Clarity in these aspects will make our syllabus useful not only to the dedicated teacher, but also to any other teacher or person who may refer to or use the syllabus in the future.

### ***Theoretical Framework***

As stipulated in the Decree 107/2022, of the Consell, each teaching department has to design and assess the pedagogical proposal of each subject, and each teacher must design and assess the syllabus for each of the subjects, levels and groups, in coherence with the pedagogical proposal. The syllabus is the document where each teacher has to state the teaching objectives and develop tailored learning situations to achieve them. These must be delivered in the context of everyday life to provide an educational response that addresses students' collective and individual features, interests and needs.

Moreover, Decree 107/2022, by the Consell, clearly establishes the minimum elements of a syllabus (Article 22), namely: a) learning situations adapted to the characteristics of the group; b) assessment criteria associated with the given learning situations; c) layout within the classroom; d) time distribution; e) resource and material selection and organisation; and, f) measures for inclusion, which are the necessary adaptations to cater for learners with various learning needs following UDL principles. Finally, the course syllabus, which is the result of pedagogical reflection, must be flexible, under constant construction, revision and improvement (Article 21).

In terms of content distribution, didactic units are the main units of work and refer to a specific theme. Within each unit, learning situations can be found. A learning situation is a set of activities designed by the teacher so that students can apply their acquired knowledge to solve an everyday problem. In other words, they are the opportunity to achieve a competency-based learning approach. The idea, in short, is that learning situations should be connected to the syllabus and that the key competences and the specific competences should be covered through learning situations. Each learning

situation should have the following components: academic year, course, level, group and number of sessions; date(s) of session(s); context and objectives; Specific Competences and evaluation criteria; time distribution of each activity; assessment tools, criteria and techniques; inclusion response measures (Levels II, III and IV); and Universal Design for Learning (UDL) elements.

### ***Syllabus Analysis***

The syllabus under review somehow manages to combine all the aforementioned concepts and mentions the different competences and basic knowledge to be acquired by students. However, each Unit only specifies that it will tackle all the items of the basic knowledge, without being more specific.

The syllabus also specifies that it has been designed in accordance with the guidelines contained in the Royal Decree 217/2022, of 29 March, which establishes the organisation and minimum teaching of Compulsory Secondary Education. This legislation, however, corresponds to the Spanish national legislation. At no point in the syllabus is the regional legislation of the Valencian Community mentioned. This is probably because this syllabus is generic and distributed to all schools in Spain that use this book series. Certainly, most of the content is the same, but the regional legislation regarding CSE curriculum distributes and names specific competences differently. Therefore, this syllabus should follow the regional legislation outlined in the Context section of this paper. To conclude, an adaptation of this syllabus to the specific context of the region, the locality, the school and the class would be advisable, together with the inclusion of a tailored calendar, with the timing of each unit and where other important dates and events appear. Since this syllabus has not been adapted to this specific school and class group, we do not find festivities such as Human Rights Day, Music Day, Magdalena (a local festivity) or St. Patrick's Day, that could be a perfect occasion for students to know more about English-speaking cultures, sustainability and local traditions. There is an overall lack of planning in this regard.

Subsequently, the syllabus proceeds to tackle the various materials that will be used, but it only refers to sections within the English Student's book, which is not the whole picture of what needs to be used in a classroom (blackboard, stationery items, games, etc.).

When it comes to contents, each unit includes a section explaining the main competences that learners need to develop. Then, it links them with the exit profile, the specific competences and the evaluation criteria, with a clear table showing the three elements. It also includes the basic knowledge (Figure 4). And each session is explained as in Figure 5.

#### Figure 4

*Example of unit tables found in the Syllabus.*

COMPETENCIAS ESPECÍFICAS	Descriptores perfil de salida	CRITERIOS DE EVALUACIÓN	SABERES BÁSICOS UNIT 1
Competencia específica 1: Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas.	CCL2 CCL3 CP1 CP2 STEM1 CD1 CPSAA5 CCEC2	1.1. Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes. 1.2. Interpretar y valorar el contenido y los rasgos discursivos de textos progresivamente más complejos propios de los ámbitos de las relaciones interpersonales, de los medios de comunicación social y del aprendizaje, así como de textos literarios adecuados al nivel de madurez del alumnado. 1.3. Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.	<b>A. COMUNICACIÓN</b> <b>Autoconfianza. El error como parte integrante del proceso de aprendizaje</b> <ul style="list-style-type: none"> <li>Reflexión sobre el propio aprendizaje a través de los objetivos de la unidad.</li> <li>Reflexión sobre el propio proceso de aprendizaje mediante la realización de las tareas de autoevaluación del <i>Student's Book</i> y el <i>Workbook</i>.</li> <li>Uso de los materiales impresos y digitales adicionales del curso para repasar y reforzar lo aprendido.</li> <li>Identificación y revisión de errores comunes en las secciones <i>Get it right!</i></li> </ul> <b>Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la producción de textos orales, escritos y multimodales</b> <ul style="list-style-type: none"> <li>Escucha y comprensión de un extracto de un programa de radio.</li> <li>Escucha y comprensión de un artículo.</li> <li>Interacción oral hablando sobre aventuras arriesgadas.</li> <li>Práctica de conversaciones hablando sobre tomar decisiones en diferentes situaciones.</li> <li>Intercambio de preguntas y respuestas.</li> <li>Intercambio de opiniones.</li> <li>Contraste de respuestas por parejas.</li> <li>Compleción de actividades en pareja o grupos.</li> <li>Debate por parejas sobre las cuestiones planteadas.</li> <li>Práctica de conversaciones sobre problemas y consejos sobre lo que hacer.</li> </ul>
Competencia específica 2: Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes	CCL1 CP1 CP2 STEM1 CD2 CPSAA5 CE1 CCEC3	2.1. Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no	

*Note.* Each unit has tables where all Specific Competences, Exit Profile Descriptors, Assessment criteria and Basic knowledge are found. Image taken from the Syllabus.

With regard to the tables dedicated to the different units, the syllabus has been able to include most of the necessary points for structuring the content. We do find, however, some points missing. For instance, no materials outside the Student's Book or time sequences are included (the number of

sessions needed or the duration of each session are not defined). In addition, we do not find a section with measures for inclusion, neither accessible learning elements related to UDL. Finally, a small section with the 21st Century challenges addressed by the LS/Unit could also be included.

**Figure 5**

*Example of session tables found in the Syllabus.*

UNIT 1 PROGRAMACIÓN DE AULA / SECUENCIACIÓN DE ACTIVIDADES					
Lección Grammar; Vocabulary. p. 8					
Objetivos:					
<ul style="list-style-type: none"> <li>Identificar y practicar verbos seguidos de infinitivo gerundio</li> <li>Identificar y practicar verbos de movimiento.</li> </ul>					
Actividades	Competencias específicas	Competencias clave	Interacción	Refuerzo/Ampliación	Apuntes del profesor/a
Warmer, <i>In pairs, students find as many infinitive and gerund forms in the article on page 7 as they can in three minutes (not including be/have).</i>	CE1 / CE2 / CE3	CCL / CC /CPSAA	P	<b>Get it Right!</b> Verb patterns Student's Book p24  <b>Workbook</b> Grammar p10, Ex.1–5 Vocabulary p12, Ex.1–2 Vocabulary Extra p13, Ex.1–2  <b>Worksheets</b> Grammar Worksheets 1 Vocabulary Worksheets 1  <b>Teacher's Book, p. 8</b> <a href="#">Activity idea. Extension</a>  <b>Student's Digital Pack</b>	
Student's Book, <b>GRAMMAR</b> Act. 1 <i>Read the sentences from the article on page 7 and choose the correct words. There are two sentences in which both options are possible. Then complete the rules with a gerund and an infinitive.</i>	CE1 / CE2	CCL / CP	Ind		
Student's Book, <b>GRAMMAR</b> Act. 2 <i>Complete the sentences with the verbs in the list. Use the gerund or infinitive form.</i>	CE2 / CE1/CE5	CCL / CE/CPSAA	Ind		
Student's Book, <b>VOCABULARY</b> . Act. 3 <i>Complete the sentences with the correct form of the verbs in the list. Then check your answers in the article on page 7.</i>	CE2 / CE1 / CE4	CCL / CP	Ind/GG		
Student's Book, <b>VOCABULARY</b> . Act. 4 <i>Match the words with the definitions.</i>	CE2 / CE1/ CE4	CCL / CPSAA / CP	Ind		
Student's Book, <b>VOCABULARY</b> . Act. 5 <i>Complete the sentences with the correct forms of the verbs from Exercise 4.</i>	CE2 / CE1	CCL / CP	Ind/GG		

*Note.* Key Competences: CCL-Competence in linguistic communication; CP-Plurilingual competence; STEM-Mathematical competence and competence in science, technology and engineering; CD-Digital competence; CPSAA-Personal, social and learning to learn competence; CC-Citizenship competence; CE-Entrepreneurial competence; CCEC-Cultural awareness and expression competence. Interaction: Ind-Individual; P-Pair; GG-Group (whole class). Image taken from the syllabus.

Another aspect that has not been included is a summary of the assessment techniques, tools and instruments. Furthermore, there is no mention of the percentages that will correspond to each of the competences in the assessment (e.g., whether specific competences are worth more or less than key competences, the weight of basic knowledge, etc.); nor does it mention which competences will be

assessed in each term, how they will be assessed and what weight each will have in the final mark.

Additionally, there is no mention of which units will be taught in each term, nor what weight each termly assessment will have in the final mark at the end of the school year.

Finally, there is a vital component of the new educational approach that is only briefly referred to in this syllabus: formative assessment, defined as a systematic process of information gathering aimed at improving both teacher teaching and student learning. It does mention that the assessment of students must be global, continuous and formative, taking into account the degree of development of key competences and their progress. However, this component needs to be developed further, especially in terms of self-evaluation and co-evaluation (or peer-review), since it has been demonstrated that formative evaluation can boost motivation (Black & William, 2018).

### ***Suggested Improvements***

This syllabus succeeds in linking different competences, exit profile, assessment criteria and basic knowledge - but it should be based on the regional law instead of the national law. The syllabus also mentions, in each unit, all the Specific and Key Competences as well as Basic Knowledge found in the Royal Decree, which is not quite realistic. The proposal of this analysis would be to tailor and only mention the competences and knowledge that each unit addresses.

Furthermore, the syllabus does not include learning situations. The syllabus is structured into units, but no learning situations are mentioned on the tables, only a concatenation of tasks or activities, with little cooperative and collaborative work. There are not many instances where active methodologies are implemented, nor any mention to end products, or linkages to SDGs. The whole syllabus could have been rearranged into Learning Situations (LS), with a clear final product and well-specified active methodologies and based on UDL when designing activities, tasks and LS.

Finally, although the syllabus makes a great effort to include topics that students probably find attractive, most content is not meaningful to them. This is probably due to having activities and tasks that do not foster motivation, demonstrating that a meaningful topic is not the only ingredient needed for a meaningful activity.

The main suggestions of this paper are as follows:

### **Summative Assessment Arrangement.**

One of the most important areas for improvement in this syllabus is the assessment component. For this reason, we will try to address this. A first question worth asking is the kind of assessment to consider: formative (more focused on learning and checking progress) and summative (focused on learning and obtaining a qualification) and how these assessments will be distributed throughout the course. It is also essential to ask ourselves which competences will be assessed in each term and what weight will be given to key competences, specific competences and basic knowledge. Following recommendations from the aforementioned regional legislation, the proposal will be as follows:

The course is divided into three terms, and the law obliges teachers to give a mark in all three. However, the grades for the first and second term will be given as a guideline for students and parents, and will not be taken into account in the third and final evaluation (except in extraordinary circumstances, to cater for student diversity). Therefore, the final mark will be that of the third term.

The law also states that we must assess all the specific and key competences throughout the course; and that basic knowledge, although vital for achieving the specific competences, will not carry as much weight in the assessment. Specific competences, given their relevance, will be assessed in every term, and key competences assessment will be spread throughout the year. Basic knowledge assessment will be spread throughout the year, with minimal weight in the final mark.

To cater for student diversity, this course will be assessed with different assessment instruments that address both key competences and specific competences and basic knowledge. The reference percentages are addressed below; however, depending on the needs of our students, and taking Universal Design for Learning as a reference, these percentages may vary.

Let us see the assessment of one specific term (the 2<sup>nd</sup> term in this case):

Due to the importance that the law gives to communication skills in ELT, and the fact that we want to implement active methodologies in the classroom, most of the classes will be structured following a Task-Based Learning approach. This means that students will mostly work in small groups and will have to present a small final product at the end of the class. Since with TBL it is very difficult to assess all students every day, the way to proceed will be as follows: Each student will have to be assessed on a TBL at least three times each term. This means that the students (despite working in teams) will have to be responsible for the presentation of the end product at least three times during the term. Students will be able to choose when they want to be assessed, which gives them more autonomy and makes them more responsible for their own learning. However, the rest of the group members will have to work and define their roles ([Appendix C](#)) and even if they are not assessed with a mark, they will fill in a Group Assessment table on each assignment ([Appendix D](#)). Each TBL will assess some Key Competences and Specific Competence of multilingualism and interculturalism (CE1).

### Table 1

*Rationale for the whole summative assessment by the teacher (2<sup>nd</sup> Term).*

Assessment instrument (Product we assess)	% of termly mark	What is assessed	Assessment Technique	Assessment tool
Term Project product	15%	Key Competences (will vary) + Spec. Comp. CE1 (in this case: CCEC4, CD2, CPSAA3, CEmp.3, STEM4 + CE1)	Teacher product analysis, direct observation	Rubrics

TBL products during the term (min. 3/student)	15%	Key Competences (will vary) + Spec. Comp. CE1 (in this case: STEM2, STEM5, CC1, CC3, CD3, CD4, CPSAA2 + CE1).	Teacher product analysis, direct observation	Rubrics
Competency exams (end of term)	60%	CE2, CE3, CE4, CE5, CE6, CE7	Teacher analysis of exams	Rubric
Basic knowledge (Block 1) exam (two weeks before Competency exams)	10%	Basic Knowledge (will vary)	Teacher analysis of exams	Rubric

*Note.* As mentioned, this is the example of the 2<sup>nd</sup> term, but rest of terms would be assessed in the same way: one project (15%), 3 TBL/student (15%), competency tests (specific competences) (60%) + one basic knowledge test (10%).

Regarding Basic knowledge, only Block 1 of Language and Use will be assessed by means of a written examination. Block 2 of Communicative Strategies (comprehension and production strategies, conversational strategies, intercultural exchanges and mediation, self-assessment and co-assessment strategies, information processing) and Block 3 of Culture and Society (sociocultural and sociolinguistic aspects, Linguistic and intercultural diversity and Foreign language as a means of communication), will be worked on throughout the course in the different TBLs and tasks/projects that students must complete, as this knowledge cannot be assessed by means of a written exam and is necessary for the production of oral texts and oral and written interaction and mediation. Other aspects such as self-confidence or conflict resolution (Block 3) will be worked on and assessed through Key Competences.

Below is an example of a term project, a TBL and the distribution of competency and Basic Knowledge exams. The rubrics for these examples are in [Appendix A](#) and would need to be adapted for the rest of terms (since each project/TBL would cover different competences).

***Term Project Assessment: My Dream Festival.***

This project is based on Unit 6 of the book, titled *Better together*. The final product will be an oral presentation in class (4-6 minutes), with the help of a written presentation (in Canva or PowerPoint) including the following elements:

- Design your dream music festival with your team, you can use any software you like.

Components: the theme of the festival, line-up, target audience/customers, the date, the place and main facilities, calculate costs and income.

- Name a few festivals that have inspired you.
- Create a short radio commercial (audio only) to advertise your festival.

Objectives: Students will learn about interesting music festivals around the world and develop their imagination and cultural awareness to create the festival of their dreams; they will work cooperatively to come up with ideas and develop their design process; and, they will learn how to create a radio commercial to promote their festival, practicing with different software, as well as advertising language to attract customers.

Assessment: The weight of this Term Project will be 15% of the final mark for the term. In this project some key competences will be assessed + the specific competence of multilingualism and interculturalism. Each of the points will be worth 2,5% of the final mark (Rubrics in [Appendix A](#)).

### ***Task-Based Learning Assessment Example.***

Based on Unit 5 of the book, titled *Too much Tech?* Students make a 3-minute oral presentation calculating number of hours/week they spend browsing the internet, playing videogames, interacting on social media and watching TV. They also need to list all the things they like doing but never find time to do, and the number of hours they would need for these activities. Finally, they need to come up with strategies to spend less hours on digital devices.

Objectives: Students expand and apply vocabulary related to technology, social media and linkers of contrast; they reflect on the impact of technology on their daily lives; they are able to use mathematical competence to reflect on the amount of time spent with devices; and they improve their teamwork abilities and oral communication competences.

Assessment: Although the task is done in groups, each student must submit/present three tasks during the term in order to be assessed (they need to self-regulate and decide when they want to present). In total, the sum of the tasks will correspond to 15% of the final mark for the term. Some key competences will be assessed + the specific competence of multilingualism and interculturalism. Each of the points will be worth 3% of the final mark (Rubrics in [Appendix A](#)).

***Assessment of Specific Competences and Basic Knowledge (B2 CEFR level).***

Specific competences and basic knowledge (Block 1) will be assessed through three exams and will be assessed once each term. 60% of the final mark corresponds to the set of Specific Competences assessed in this section (10% each). And 10% for Basic Knowledge (Rubrics in [Appendix A](#)). It should be noted that, since this school stipulates that the CEFR level required to pass 4th CSE is B2, despite the fact that this level is higher than what is usually required in other secondary schools, the rubrics of the Specific Competences will establish B2 as the minimum level to pass the subject.

1. Oral exam: Individual (oral) production + Mediation and oral interaction will be assessed together through the presentation of multimodal texts to be interpreted and explained, as well as a conversation in pairs.
2. Listening + Writing + Written comprehension exam: Listening comprehension with subsequent comprehension questions + Writing a written text + Written comprehension with subsequent comprehension questions.

3. Grammar and vocabulary exam (basic knowledge Block 1: Language and Use), assessed two weeks before the competency exams.

Note. This proposal corresponds to the second term (due to extension constraints, the rest of terms are not included), but the rubrics could be extrapolated to the rest of terms (the key competences assessed would vary depending on the project, TBL or Basic knowledge exam content).

### **Formative Assessment Opportunities.**

Typically, the teacher conducts assessments, but involving students in the assessment process fosters their responsibility for their own learning. Throughout the course, students will often be assessed without receiving grades. For instance, during task-based learning (TBL), students will receive feedback and guidance even if they don't present a final product. Lessons will also emphasize self-assessment, allowing students to reflect on their knowledge, gaps, and learning progress. This will be encouraged through exit tickets and rubrics. Students will not only carry out self-assessment but will also, on occasion, co-assess the work of their classmates. See [Appendix P](#) and the proposed LS for examples of exit tickets and [Appendix K](#), [Appendix M](#), for examples of rubrics. Rubrics presented before tasks also serve as a powerful guideline for students, since they can know exactly what is expected from them.

### **Digital Competence**

Digital competence is becoming very important as technology continues to be a part of our daily lives. Critical thinking, media literacy and the appropriate, safe, ethical and responsible use of technology are key aspects that both students and teachers need to develop.

### ***Theoretical Framework***

For many years, schools focused on the use of Information and Communication Technologies (ICTs), but no importance was given to other skills needed when using digital tools. For this purpose, the Digital Competence Framework for Citizens (DigComp) was created in 2013 at the EU level, and revised in 2016, 2017 and in 2022, when the 2.2 version was released. Digital Competence is the "confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society" (EC, 2019). Figure 6 outlines the five competence areas.

**Figure 6**

*Digital Competence areas.*

## Competence areas



*Note.* Source: [European Joint Resource Centre](#).

Following the above Recommendation, Digital Competence became one of the eight key competences for lifelong learning that are part of the minimum teaching curriculum at all educational stages in Spain (Royal Decree 217/2022). To develop this competence, it is not only necessary to focus on student training and the availability of ICTs in the classroom, but teachers themselves must also receive training to become facilitators of knowledge acquisition. For this reason, the EC published in 2017 the European Framework for the Digital Competence of Educators (DigCompEdu), composed by six areas (Area 1. Professional Engagement; Area 2. Digital Resources; Area 3. Teaching and Learning; Area 4.

Assessment; Area 5. Empowering Learners; and Area 6. Facilitating Learners' Digital Competence) and six proficiency levels (A1 to C2), as well as achievement indicators and performance statements. Spain has adapted this framework in the *Marco de referencia de la competencia digital docente (MRCDD)*, published in 2020 and updated in 2022.

### ***Syllabus Analysis***

As already mentioned in previous chapters, students use their digital device (iPad in this case) during English lessons, as well as the print book. In the Cambridge exam preparation classes, students work with an online platform where they upload their speaking, writing, listening and reading activities, which are corrected online. This is very useful for teachers, since they have an online platform where they can have all the information and all the activities done by their students, and for students, since they can assess their progress. Furthermore, tutors usually use the weekly session with their classes to speak about responsible use of digital devices. In fact, students have a separate workbook where they address issues such as internet security, critical and responsible use of ICTs and problem-solving. Finally, since this school heavily relies on ITCs, teachers receive digital competence courses regularly.

### ***Suggested Improvements***

Since Digital Competence is one of the school's fortes, it has been very hard to find areas for improvement. However, in the classroom practice, more digital content could be encouraged, not only to improve students' motivation, but also to cater to different learning styles. The syllabus heavily relies on the Student's Book and only occasionally uses videos or other content, and these videos rarely have English subtitles, which could help those students with different learning needs. Since students lack motivation, the use of the book does not motivate them enough. Active methodologies such as

gamification could be a great solution, together with tasks where students use their digital skills to produce digital outputs that are meaningful to them.

### **Active Methodologies**

Active methodologies are teaching strategies that engage students in the learning process through their active participation, rather than passively receiving information. They are designed to promote deeper understanding, critical thinking, and knowledge retention by engaging students in hands-on activities, discussions, problem-solving, and collaborative projects and tasks.

According to the CSE curriculum, in foreign language acquisition, less emphasis should be placed on grammar (basic knowledge) and more on communication (specific competences) and key competences. Basic knowledge, which enables the other competences to be acquired, is gained through practice and should not be the focus of what is taught in class. Excessive focus on grammar, memorisation and repetition is what has led to the failure to learn in traditional classes.

### ***Theoretical Framework***

Educators recognise that students learn best, and are more motivated, when they are actively engaged and able to apply their knowledge in meaningful contexts (Prince, 2004). Active methodologies shift the focus from the teacher as the sole source of knowledge to the student as an active participant in their own learning journey. It is also effective in developing higher-order thinking skills (HOTS), such as problem-solving ability and critical thinking (Konopka et al. 2015). This paper will focus on gamification, cooperative learning and TBL, but other active methodologies include the following:

- Project-Based Learning (PBL): PBL involves students engaging in extended, projects that require them to investigate, problem-solve, and create. Through PBL, students tackle real-world

challenges, often collaborating with peers to develop solutions, conduct research, and present their findings in a meaningful format.

- **Problem-Based Learning:** Problem-Based Learning focuses on presenting students with authentic, complex problems that require investigation, analysis and critical thinking. Students work collaboratively to generate hypotheses, and devise solutions.
- **Service-Based Learning:** Service-Based Learning integrates community service experiences with academic learning objectives. Students apply classroom knowledge to real-world contexts, develop empathy and social responsibility.
- **Flipped Classroom:** In a flipped classroom model, traditional instruction is delivered outside of class time, often through video lectures or readings, while class time is dedicated to interactive activities, discussions, and hands-on learning experiences.
- **Design Thinking:** Design Thinking is a problem-solving approach that emphasizes empathy, creativity, and iteration. Students identify and define problems, brainstorm innovative solutions, prototype and test their ideas, and refine their solutions based on feedback.

In Cooperative Learning, students work together in small, structured groups to achieve common goals. Each member is responsible not only for their own learning but also for helping their teammates learn, fostering a sense of accountability and mutual support. It involves positive interdependence, individual accountability, promotive interaction (which involves students encouraging and assisting each other's learning), the development of interpersonal and teamwork skills, and group processing, where teams reflect on their performance (Gillies, 2007).

Gamification, or incorporating gaming elements into non-gaming contexts, has been shown to increase student motivation. Educators can tap into students' intrinsic motivation and create a more

engaging learning environment by incorporating elements such as scoring systems, leaderboards and rewards. This approach not only makes the learning experience more enjoyable, but also encourages persistence and a sense of accomplishment. Marczewski's RAMP model (Marczewski, A. 2023) provides a comprehensive approach to designing gamified experiences that tap into intrinsic motivation by fulfilling fundamental psychological needs. By focusing on Relatedness, Autonomy, Mastery, and Purpose, gamification can create engaging, motivating, and rewarding experiences that keep users actively involved and committed. When users feel connected to others (Relatedness), have control over their actions (Autonomy), see their progress and skill development (Mastery), and perceive their activities as meaningful (Purpose), they are more likely to engage deeply and persistently. Gamifying is a way of incorporating motivational learning strategies into the classroom, providing players (students) with a "sense of empowerment and engagement in the way they work" (Figueroa Flores, 2015), as well as immediate feedback and a sense of accomplishment when they overcome challenges.

Task-Based Learning (TBL) is an active methodology with a communicative focus that stems from Communicative Language Teaching (CLT) in which learning activities are organized around the completion of meaningful tasks that require learners to use language in authentic and purposeful ways. In TBL, the focus is on the task itself, rather than on the language forms or structures used to accomplish it, and could include problem-solving activities, role-plays, simulations, decision-making tasks, and project-based assignments. The class sessions can be divided into pre-task (teacher activates student's prior knowledge and introduces the topic and task), task (students work in teams to perform the task proposed and then report the outcome to the rest of the class) and post-task (students and teacher evaluate their performance, and there is time for the teacher to focus on language and grammar that emerged during the task, if needed). That means teacher will not use the traditional Presentation, Practice, Production (PPP) model, consisting on teaching a traditional grammar lesson and then expect

students to practice and produce grammar sentences in a vacuum. Instead, students learn by doing, and then receive some language and grammar clarifications. As Willis (1996) clearly explains, a single task would normally involve both productive skills (e.g., speaking and note-taking), and receptive skills (e.g., listening and often reading).

Since this paper is also focused on improving student motivation and communication skills, it is worth noting that active methodologies have been proved to increase student motivation and academic performance (Perez-Poch et al., 2019). Active methodologies could be implemented in Learning Situations that include tasks and/or activities that are meaningful for students, that encourage them to participate and face challenges, generating meaningful learning, stimulating emotional development and cognitive functions and favouring a good classroom atmosphere. The learning outcomes should be useful to students and relevant to their lives, their engagement in society and their knowledge of the world.

### ***Syllabus Analysis***

In this syllabus, active methodologies are predominantly absent. It mentions that collaborative learning is encouraged, but only in terms of working in pairs in speaking activities. However, this is not what active learning is about. The syllabus does offer some materials to develop various collaborative projects along the course, but these are difficult to find in teachers' materials. Active methodologies should not be a one-off event at given moments, but rather a systematic, cross-cutting element that should be applied throughout the course.

Although students are seated in small groups — which is a perfect setting for active methodologies — these groups are decided on a behavioural basis and do not consider students' abilities, learning styles and needs. If students were placed according to these criteria, more collaboration and co-learning could be encouraged.

### ***Suggested Improvements***

As mentioned above, active learning methodologies should be present throughout the syllabus. Students need a short adaptation period to learn to work in this way, but its benefits are undeniable. One of the great allies in the English classroom is Task-Based Learning (TBL), which can be applied to any class — as will be illustrated in the 'Proposals for educational innovation' section. Each unit should also have at least one meaningful learning situation that could involve one or more active methodologies. Another interesting active methodology that improves motivation is gamification. The Learning Situation proposed in this paper will show how gamification, cooperative learning and TBL could be implemented.

Furthermore, classroom groupings could be decided by considering students' various learning styles and needs. This could enhance student collaboration and co-learning, with fast-learners helping those students with learning difficulties. The proposal is to divide students into heterogeneous groups ([Figure 8](#)), explained in the section 'Reinforcement and Groups with Special Needs'.

### **Development of equality and diversity values.**

LOMLOE emphasizes the importance of having an inclusive education system that welcomes all students, regardless of their personal, social, or economic circumstances. According to Pasarín-Lavín (2024), inclusive education refers to the creation of education environments that recognise and appreciate the diversity of learners to ensure equal opportunities for all. Booth and Ainscow (2011) developed the three main elements needed for inclusive quality education: inclusive culture, policies and practices. Inclusive culture refers to teachers' shared values, beliefs and attitudes that promote diversity, equality and mutual respect, as well as an appreciation of individual differences. Inclusive policies are the legal frameworks that establish the principles of inclusion within the school and give a clear message of

commitment to equal opportunities. Inclusive practices are the strategies and pedagogical approaches ensuring the participation and learning of all students regardless of their learning styles and needs, and go beyond traditional teaching methods by promoting cooperative learning, accessible educational materials and formative evaluation. Only when we align inclusive culture, inclusive policies and inclusive practices, true inclusion is possible.

### ***Theoretical Framework***

Decree 104/2018 of 27 July, of the Consell, commonly known as the 'Inclusive Education Degree', states that inclusive education is based on the premise that each student has unique needs and that diversity is a positive value that enhances and enriches the learning and teaching process. The main lines of action of an inclusive school model are: identification and elimination of barriers; resource mobilisation to respond to diversity (Inclusive educational response measures, explained in the "Reinforcement and groups with special needs" section); commitment to inclusive culture and values; and, development of a curriculum for inclusion, which shall: stimulate the motivation and involvement of students in their learning process and allow them to feel represented; apply diverse means of representation and expression that enable individualisation to cater for the different learning rhythms, motivations and circumstances; give contents and assessment criteria referring to knowledge, respect and appreciation of personal, social and cultural diversity, as well as gender perspective, identity and expression, sexual and family diversity in society, in a cross-cutting manner in all subjects and modules; use active methodologies and disciplinary and interdisciplinary teaching sequences that promote interaction, collaboration and cooperation; and, use participatory processes and tools for student assessment that consider all elements influencing the learning process and that facilitate the planning of educational interventions, support analysis and implementation and student qualification.

All of these components are quite similar to what Universal Design for Learning (UDL) entails.

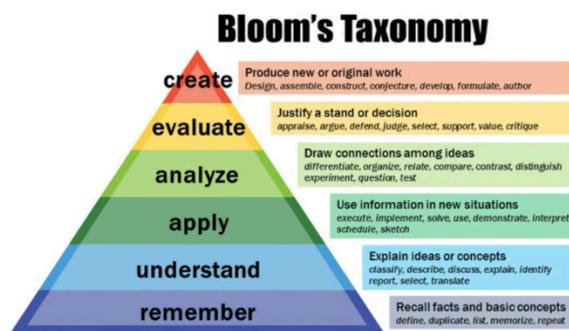
UDL is based on principles of inclusivity, providing a blueprint for creating flexible learning environments that can accommodate individual learning differences. It is based on three core principles: providing multiple means of representation, expression, and engagement (CAST, 2018):

- Multiple means of representation (R) means that information is presented in a variety of formats to meet different perceptual and cognitive needs.
- Multiple means of expression and action (E/A) emphasises the importance of allowing students to demonstrate their knowledge in diverse ways, offering various methods to organize, express, and communicate their learning.
- Multiple means of engagement (E) means that it is necessary to stimulate interest and motivation for learning by offering choices in the learning process, providing relevant and relatable content, and encouraging collaboration.

Another important tool for inclusion is Bloom's Taxonomy. Bloom's Taxonomy serves as a structured framework for categorising learning objectives based on their varying complexity levels.

**Figure 7**

*Bloom's Taxonomy.*



*Note.* Bloom's Taxonomy is very useful when designing single activities with various complexity levels.

Source: Armstrong, P. (2010) <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

One approach that integrates Bloom's taxonomy and UDL is multilevel teaching, defined as a teaching approach in which the emphasis is on having one lesson per class (even if heterogeneous), but that this lesson is pre-adapted to different levels of learning (Collicot 2000). The various levels of complexity are similar to Bloom's taxonomy, but multilevel teaching also includes a metacognitive component where learners can reflect on their own learning process.

### ***Syllabus Analysis***

Developing guidelines and official documents to promote inclusion and equality are only two of the three components needed to achieve true inclusion. Inclusion practices in Teaching-Learning processes should also be in place. The syllabus mentions the word 'inclusion' several times. However, it does not follow a UDL approach, which could be a great adaptation that could benefit all kinds of learning needs. Although the syllabus mentions in the narrative section that activities found in the Student's Book can be scaffolded, there are no practical examples of how this can be done, nor is there a single mention of UDL within the various units into which the syllabus is divided or in the teachers' materials. Proposed activities rarely include multiple means of representation, expression and engagement. Multimodal texts do not offer accommodations for learners with diverse learning needs. Besides, we rarely find tasks with various levels of complexity, only grammar activities offer this. Although the teaching material includes a Student's Book and a Workbook, the Workbook is not used by students, nor are any of the online student resources provided in the book. The Workbook does offer activities divided in levels of difficulty, so it could be used as a support or as an extension material that could help teachers plan activities for both fast learners and students who need extra support. However, the activities found in the workbook usually focus on grammar and skills and are not very engaging.

### ***Suggested Improvements***

In order to include all learners, it would be advisable to have a UDL approach for the whole syllabus. Since the proposal of this paper would be the inclusion of learning situations in each unit, one of the sections we can find within a learning situation table is the UDL section where the teacher includes the multiple means of representation, expression and engagement provided therein. Different levels within Bloom's taxonomy, together with a metacognitive level, could also be included in activities and tasks to cater for both fast finishers and students with various learning needs.

In conclusion, as in previous points, a tailored approach is needed in this syllabus, where content and units are developed to meet student's different learning styles and needs. UDL should be implemented in all units and LSs. The 'Learning situation proposal' section provides an example.

### **Development of ethical values**

The CSE curriculum establishes that all subjects should promote inclusion, equality between men and women, education for peace, education for responsible consumption and sustainable development and education for health; and mentions the importance of the Sustainable Development Goals (SDGs) of the 2030 Agenda as a cross-cutting element in CSE curriculum. In fact, in the Royal Decree 217/2022, both the Exit Profile and the Key Competences address the main 21<sup>st</sup> Century challenges.

### ***Theoretical framework***

The importance of ethical values goes beyond the subject devoted to ethical values in Primary and Secondary Education, as it is a cross-cutting aspect that permeates the whole curriculum. In the regional context, Decree 195/2022, of 11 November, of the Consell, on equality and coexistence in the Valencian educational system, outlines how the response of schools to building positive coexistence has

to be based on a global model of equality and coexistence management that encompasses three dimensions: principles/values, structures and practices, aimed at achieving positive coexistence through supportive and empathetic educational communities that operates to facilitate fair treatment, participation, respect for diversity, equal rights, equality, social justice, healthy interpersonal relationships and non-violent conflict resolution. As it happened with inclusion, the promotion of ethical values needs policies, culture and practices. In other words, theoretical explanations are important, but students need hands-on experiences where they reflect on and apply these values in real contexts.

### ***Syllabus Analysis***

Book materials and images reflect a wide diversity, with content from different cultures and countries, and offer a good gender balance. In addition, activities are always thought-provoking, and promote respect towards diversity, respect for human rights and sustainability. Furthermore, the school is fully committed to equality between men and women and upholds the respect for human rights and fundamental freedoms, as demonstrated in its main official documents.

As seen in previous sections, one of the most important shortcomings of this curriculum is that it does not specify when and how key competences, specific competences and basic knowledge are to be assessed. It is true that, in the different book units, various ethical and sustainability-related aspects are covered, but these key competences are not assessed in any way and are not given the importance they deserve. For instance, the book does not mention the SDGs.

### ***Suggested Improvements***

Regarding sustainability and values such as tolerance and respect, more SDG-related content should be included in the syllabus. The promotion of sustainability could be enhanced with Learning

Situations where students not only learn about the main 21<sup>st</sup> Century challenges, but also find solutions to these pressing issues. The proposal of a learning situation in the following chapter will focus on this.

A specific recommendation related to SDGs would be the creation of a yearly calendar including some important projects and events promoting sustainability and other ethical values and principles. For instance, on Women's month (March), the syllabus could include activities addressing equality between men and women and the promotion of relevant women in history. The same could be done with other dates such as Human Rights Day (December 10<sup>th</sup>), Earth Day (April 22<sup>nd</sup>), International Day of Persons with Disabilities (December 1<sup>st</sup>) and other relevant international days where students could work on Learning Situations promoting sustainability and ethical values.

### **Reinforcement and groups with special needs**

To educate means doing everything possible to ensure that all students achieve the maximum personal, intellectual, social and emotional development possible, as well as achieving the established curricular objectives. This means paying careful attention to the diversity of our students. Students with special educational support needs (NEE, in Spanish) – referring to disabilities or severe behavioural disorders – and students with specific educational support needs (NEAE, in Spanish —students with specific learning difficulties; high intellectual capabilities; a late entry into education; with personal circumstances or school history — have the same right to quality education as the rest.

### ***Theoretical Framework***

The Order 20/2019, of 30 April, of the Regional Ministry of Education, Research, Culture and Sport, establishes that NEE and NEAE students will preferentially enroll ordinary schools. Decree 104/2018, mentions the various levels of educational inclusion response: a) First level: aimed at the

whole education community and at the school's relations with the social and community context, these measures involve planning processes and general management of the school's support. b) Second level: aimed at all the students in the class, these are the general measures programmed for a class that involve ordinary support, including the design and implementation of syllabus that respond to the diversity of all students, including extension and reinforcement activities for competence development and the prevention of learning difficulties (UDL), as well as cross-cutting actions that promote equality, coexistence, health and well-being. c) Third level: consists of measures for students who need a differentiated response, individually or in groups, which involve additional ordinary support. In this level we have two students in the class-group. Finally, the d) Fourth level: aimed at NEE students who require an extraordinary, tailored and individualised response with additional support.

### ***Syllabus Analysis***

In theory, a good syllabus should indicate whether there are any students with special educational support needs. However, the syllabus analysed did not contain this information, nor did it indicate what kind of accommodations should be made to enable these students to succeed at school. In this class, there are two students with high capabilities (HC) and two with non-significant curricular adaptations (ACNS, in Spanish) (Level III measures), which do not involve substantial changes in content, but only some minor modifications, such as allowing more time to complete exams, adaptation of activities and remedial classes in the afternoons to catch up, provided by the school.

One of the issues observed is that ACNS students (and the two students with lower English level) find it very difficult to keep up with the pace of the class, and the teacher often resorts to giving them easier content to work on alone. This isolates them from the rest of the group, makes them reluctant to work and ultimately distracts the rest of their classmates. On the other hand, the two HC students are

extremely bored in class. They usually finish the activities 10 to 15 minutes earlier than the rest, and start playing cards or doing other things because they don't get enough stimulation. They are not offered extension activities or activities that require more cognitive effort. The approach taken by the syllabus/teacher is neither advisable nor desirable, as in both cases (ACNS and HC students) these learners feel isolated and demotivated. If the syllabus implemented a multilevel teaching approach (Collicot 2020), these students could be better included and motivated during lessons.

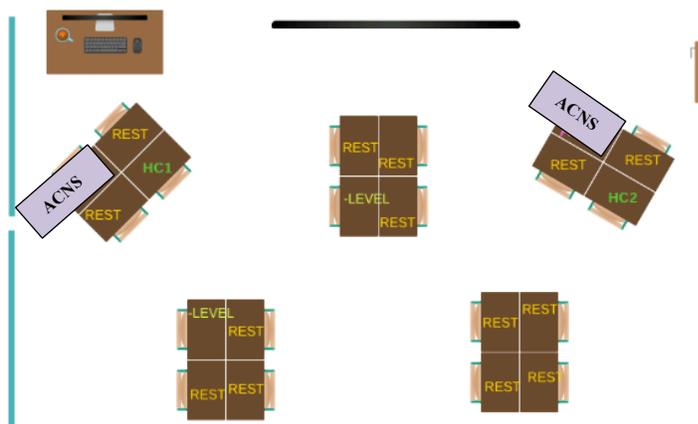
### ***Suggested Improvements***

The two main proposals in this section involve student grouping, the implementation of UDL and Bloom's Taxonomy, as well as active methodologies in lessons as suggested in previous sections.

As Pasarín-Lavín (2024) rightly explains, grouping in class can be very useful to ensure that all students achieve the learning objectives. As mentioned above, students are seated in groups of four, but these groups are not decided to cater their diverse learning needs, but for behavioural reasons. In fact, the students with higher English level are seated together, and the same happens with the ACNS and lower English level students. With this particular class-group, the recommendation would be to group students in such a way that in one group there would be one student with high capabilities together with one student with learning difficulties. According to regional guidelines (Arocas, S. et al, n.d.), one way of encouraging the motivation of students with high capabilities (HC) is that they can help other students, so in this case it would be advisable for them to sit with one student with ACNS each. Same would be done with the two students who have a lower English level and those with higher level.

### **Figure 8**

*Proposed classroom seating arrangement: Heterogenous groups.*



*Note.* HC: High Capabilities; Rest: rest of students with average English level; -Level: student with lower English level than the average; ACNS: Students with Non-significant curricular adaptations. Figure prepared by the author.

The next recommendation would be to effectively implement UDL throughout the curriculum. As mentioned in the previous section, many materials did not have multiple forms of representation. For example, if videos were subtitled in English, this would be of great help to ACNS students. There are also not many forms of expression because most tasks are all the same and do not offer opportunities to demonstrate that knowledge has been acquired in different ways. And more multiple forms of engagement are missing as well, which impacts student motivation.

In terms of Bloom's taxonomy, activities and tasks in class could be proposed with different levels of complexity. For example, if we read a text in class about smart cities and want them to write a text on the topic (Unit 5), we could offer them three ways to present the information: 1) Explain three facts that you didn't know before from the text we just read (Understanding); 2) Compare two of the Smart Cities mentioned in the text and explain which one you think is smarter and why (Analysing and Evaluating); and 3) Imagine if Castellón could be a real Smart City, what would it be like? What

characteristics would it have? (Creating). This individual activity could then be transformed into a group activity, where students could design a Smart City together.

Regarding active methodologies, in addition to this paper's suggestions, expanded in the following sections, collaborative and cooperative learning would be advisable so students can benefit from peer learning, which can be very helpful for students with HC and those with lower English levels.

### **Suggested Improvements Overview**

As seen in the previous analysis, the syllabus under review lacks a tailored and flexible approach. As we all know, each class-group is different, and content, methodologies and even sequencing of sessions will need to be tailored to each group. In summary, the syllabus should:

- Include a context section, which is the most important part of a syllabus. The context and reality of the specific class-group is key to develop a tailored syllabus.
- Include a calendar with important dates that could be leveraged to raise awareness about SDGs and other important values and principles.
- Include a clear calendar of the whole course, with sequencing of each unit and dates for assessment periods.
- Implement a TBL Approach in each unit to improve English production skills.
- Introduce more Learning Situations, where other active methodologies besides TBL are implemented, such as gamification and cooperative learning.
- Instead of prioritising basic knowledge (grammar), more weight should be given to specific competences and key competences in the syllabus.
- Clearly-defined (formative/summative) assessment techniques, tools and instruments for each term, each unit, each session and each Learning Situation.

- Clear explanation of the weighting of specific competences, key competences and basic knowledge in the summative assessments, the weighting of the termly assessments in the final mark, and the type of assessments in each part of the syllabus.
- More focus on formative evaluation: self-evaluation (by the teacher and students) with the use, for example, of exit tickets, and co-evaluation rubrics.
- Each unit/session/LS should have a clear explanation of the materials used, the sequencing and the use of UDL in terms of offering multiple means of representation, expression, and engagement. A clear reference to SDGs addressed in each unit would also be beneficial.
- Students should be seated in heterogenous groupings, considering their learning needs, so they can benefit from each other and work cooperatively. Since students are not used to working in teams, they will need a period of adaptation and a clear explanation of the importance of participation (each member will participate based on his or her capabilities) and the various roles they can play within a group ([Appendix C](#)). One way to do this is to familiarise them with a group work assessment rubric, so they take responsibility for team work. Students should complete this rubric assessing each member of the team at the end of each term or when the teacher finds it appropriate ([Appendix D](#)).

### **Proposals for educational innovation**

Since the main challenges identified in this group-class are to foster both student motivation and production/interaction competences, this will be the main focus of this paper's proposals. Another important aspect is the emotional education of students. To tackle all this, many approaches could be followed. The proposals of this paper are only some of the possible solutions.

### ***Emotional education and knowing your students***

Before embarking on some proposals, this paper wants to underline the importance of the emotional management of class-groups. Therefore, one of the most important aspects which should start any school year is having a few class sessions to get to know the students. Instead of starting immediately with the content of the book or the material, the proposal of this paper is to invest the first classes to get to know the students, their likes, their needs, their emotional state. The author of this paper, fortunately, has some training in psychology and Gestalt therapy, so the emotional management of the group will be of great importance in her teaching style.

Some introductory activities for group cohesion and introduction could be: For example, the first day of class can be devoted to presentations. All participants are put into groups of two. They introduce themselves by telling each other their basic information and some identifying or unexpected detail or a particular taste or dream. Afterwards, the whole group will convene and each member of each pair will introduce the other. Another activity could be the desert island exercise: Each person has to say, in addition to their name, which three objects they would take with them to a desert island, and why.

A group dynamic that the author has implemented is the emotion thermometer: at the beginning of the course, a container would be left in the classroom, and there would be papers with four colours: green (I feel good), blue (I feel sad/worried), white (I am tired) and red (I feel angry/stressed/anxious). The students, when the class starts, put a piece of paper each with the colour that most identifies with their current mood in the container. In this way, the teacher can find out very quickly what the general mood of the class is like, which can help him/her to make decisions about which activities or tasks can help his/her students the most. If, for example, there are many red papers, it will be clear that the students have some kind of group conflict, and addressing this should be a priority during the lesson.

Finally, it would also be necessary to dedicate a session to explain how classroom work will be done: explanation of cooperative group work, explanation of what TBL is and how it will work, explanation of how assessment by the teacher, assessment within the groups and self-assessment by the students themselves will be carried out. Furthermore, it would also be advisable to set class norms: Students should be part of the norm-setting process. This means that they should be given the opportunity to express their views on their peers' and the teacher's expectations. Involving students in this process will increase their commitment to the rules and their sense of ownership.

***Innovation proposal: Cooperative learning***

Cooperative learning should be encouraged throughout the school year. This active methodology has many benefits for students: it improves teamwork skills, their motivation, self-esteem and fosters important values such as collaboration. The great aspect of cooperative learning is that even students with lower English level can have an important task to do; and, if members of the group rotate their roles, this could really help these students feel integrated and get help from their peers. To introduce this methodology to the class, the teacher would need to:

- 1) Establish the groups: they would be heterogeneous (See [Figure 8](#)). Groups can last for as long as needed and should be flexible throughout the year.
- 2) Introduce students to cooperative work and the importance of interdependence: help students understand how it works, the need to establish roles for each group member (roles rotated within the group). A role checklist could be used so students can take notes and verify what each member did, with a clear task distribution: the recorder, the materials manager, the group speaker, the time/quiet/focus captain, etc. ([Appendix C](#)). By having a specific role,

students can decide who does each part depending on their interests/previous knowledge, emotional wellbeing, etc.

- 3) Clearly establish the outputs of each task/project and evaluation criteria (for each student individually and as a group).

### ***Innovation proposal: TBL in small groups***

As already mentioned in the section 'Active Methodologies', it would be quite easy to apply a Task-Based Learning approach to the syllabus under analysis. This could be an easy adaptation that could significantly improve the syllabus without undergoing greater content redistribution. TBL would also address the two main issues encountered in the class-group: lack of motivation and the need to improve English production skills, especially oral production/interaction competences. TBLs should take into account UDL in order to include all learners.

Let us see a concrete example. The focus of the session under review addresses the theme of *fake news* and *reported speech* as basic knowledge. In the Student's Book there is a text about fake news, where they need to fill the gaps via a listening activity. As it will be demonstrated in Table 2 (below), the session is supposed to foster oral production, but most interactions are in pairs and, as it usually happens when working in pairs, students tend to speak in their mother tongue or, even worse, decide to do something else. The topic chosen for this session can be quite meaningful, but the way it is presented is not engaging. Also, teacher plays the main role in this session, directing the conversation and tasks. The table below has been adapted from one session in this syllabus:

### **Figure 9**

*Example of one session (Unit 10: Unbelievable News).*

**UNIT 10 PROGRAMACIÓN DE AULA / SECUENCIACIÓN DE ACTIVIDADES**

Lección: Reading p. 104					
Objetivos:					
<ul style="list-style-type: none"> <li>Identificar y practicar lenguaje para compartir información</li> <li>Leer y escuchar texto sobre <i>fake news</i>.</li> </ul>					
Actividades	Competencias específicas	Competencias clave	Interacción	Refuerzo/Ampliación	Apuntes del profesor/a
<b>Warmer.</b> Tell students about an interesting piece of news you have heard recently and then ask: What's the most interesting news you've received this week? Make it clear that this could be news from a friend/family or from a newspaper/TV programme. Ask students to discuss in pairs.	CE1 / CE2 / CE3	CCL / CE/CC	Ind/P	Teacher's Book p104 Culture note	
<b>Student's Book, Act. 1</b> Look at the photos. How are these people getting or giving news? Can you think of any other ways of giving or getting news?	CE1 / CE2 / CE3	CCL / CE/CC	Ind/P		
<b>Student's Book, Act. 2 Speaking</b> Work in pairs. Match these opinions with the photos in Exercise 1. They can go with more than one photo. Is each one an advantage or a disadvantage?	CE1 / CE2 / CE3	CCL/CP/CC	P	Student's Digital Pack	
<b>Student's Book, Act. 3 Speaking</b> With your partner, think of more advantages and disadvantages related to each of the different ways of sharing news in Exercise 1. Compare with another pair.	CE2 / CE1 / CE3	CCL / CC	P		
<b>Student's Book, Act. 4 Audio 10.01</b> Read and listen to the magazine article. What are the four main research results about 'fake news'?	CE1/ CE2 / CE3	CCL/CC	P		
<b>Student's Book, Act. 5</b> Read the article again. Six phrases have been removed. Choose from A–G the phrase which fits each gap (1–6). There is one extra phrase.	CE1 / CE2 / CE4 / CE6	CCL/CD/CCEC/C C	Ind / GG		
<b>Student's Book, Act. 6 Speaking</b> Work in pairs and discuss the questions.	CE1 / CE2 / CE6	CCL/CD/CCEC/C C	Ind / GG		

**Note.** Interaction: Ind-Individual; P-in pairs; GG-Group (whole group).

To make this session more engaging, we could transform the session into a TBL. By doing so, students would be more motivated, they would work in groups and organise themselves as needed. We should remember to apply UDL (Universal Design for Learning) principles in terms of giving multiple ways of representation (R), expression/action (E/A) and engagement (E), so students with diverse learning styles and needs can engage in the task. Let us see how the previous session could be transformed, bearing in mind that, if students' final products are oral presentations, two sessions might be required instead of only one, but the activity will be more meaningful and useful for students.

**Table 2**

*TBL proposal.*

T	G	Activities description	Materials
20'	WC	Pre-Task: Start by brainstorming about Fake News to check the students' prior knowledge (R) and to get their attention (What is Fake news? Any example of Fake news you remember? Then we play Video 1 (with subtitles(R)) on Fake News asking them to take notes of interesting ideas or words. Video played twice (R) (5' in total). Then we socialise ideas and words that emerged. Then, the teacher tells students that they will work in their groups and need to do a small presentation (max. 3 min) about: what fake news are; a concrete,	<a href="#">Video 1</a>

		real-world example of fake news (reported speech will probably be needed); and some brief advices to avoid believing a fake news story (the listening found in the book will be a material they could use for research, plus other previously-selected materials: Video 2 and Article. Furthermore, students could opt for various ways of presenting the information (E/A), with a Canva presentation, a role play, a performance, as long as they speak about Fake News.	<a href="#">Video 2</a> <a href="#">Article</a> Student's book article (SB)
30'	SG WG	Task: Now students research, work within their group and create the presentation (some can look for information, others can design the presentation (Cooperative learning), or they can work together on every aspect of the assignment (Collaborative learning) (E). Then, groups report back to the class (presentation).	iPad, Canva, <a href="#">Video 2</a> <a href="#">Article</a> SB
5'	WC	Post-Task/Language focus: Time for teacher's feedback on the presentations and language use. In this case, the teacher focuses on reported speech and clarifies any doubts. Maybe some time from next session is needed (E).	Blackboard

*Note:* T: Timing; G: Grouping; WC: Whole Class; SG: Small Groups; SB: Student's Book.

By using TBL in this context, learners are more motivated, research, collaborate and use their communication skills to deliver a final product. It would take some time for students to get used to this way of working and the teacher needs to establish a concrete way of assessing students. Since they would normally work in groups of 4 students, the teacher could tell students that each TBL should be presented by one of the students in the group, and that each of them needs to present at least three times each term to be assessed. Furthermore, the whole group would also be assessed as a whole, so all members of the team need to be involved. See [Appendix A](#) (Figure A2) for an example of a TBL rubric.

### ***Innovation proposal: Gamification and Game-Based Learning***

Another major challenge for this group is motivation. Therefore, other active methodologies that have been proven to increase students' motivation could be implemented, such as gamification and game-based learning. Broadly speaking, we can say that game-based learning involves the use, adaptation or creation of a game to use it in the classroom, while gamification will only include certain

game mechanics. Many authors (Vygotsky, 1978; Piaget, 1999) have argued that play has a high educational value that facilitates the acquisition of new learning. In fact, the use of gamification has the following benefits: improves student engagement and motivation, collaboration skills and knowledge retention, as well as providing a personalized learning environment (Zahra, 2020). Adequately-selected games help students improve their attention, memorisation, effort and learning, all of which tend to be associated with "serious work", which can be developed in a fun and rewarding way by using games.

One concrete example of gamification will be explained in the proposed Learning Situation below, in which students are divided in heterogenous teams, incarnating famous young climate activist from each corner of the world that need to solve challenges to get the best scores and become the winning team, that will have a special reward: a wildcard question in one of the final exams. These teams could be used during the schoolyear to complete various challenges or projects, where teams could gradually win scores and prizes.

A concrete example of how to introduce game-based learning in the classroom is to adapt a traditional board game and use it at the end of each unit to review what has been learnt or used by fast-finishers to practice content. This game ([Appendix B](#)) is inspired by the Game of the Goose, but there are different types of boxes divided by themes: grammar, vocabulary, translating and culture. Each player has to answer the question in the box correctly to move on. Students can add more questions when they finish each unit. The advantage of this game is that, the longer they play, the more questions and content they can add and review. The questions of the proposed game correspond to Unit 9 of this class-group's Student's Book, and this is a game that the author designed during the school internship. It can be played analogically or digitally if needed, with the help of online platforms such as Genially

### Learning Situation Proposal

This gamified Learning Situation (LS) has been designed to be implemented during the week of Earth Day (April 22<sup>nd</sup>) —April 8<sup>th</sup>-17<sup>th</sup>—, although it could be adapted to any other moment during the school year. This LS would replace part of Unit 10 in the syllabus, which addresses reported speech, introducing and sharing news, and review content from previous units. It will consist of 8 sessions.

#### Learning Objectives and Methodologies

The main objective of the proposed Learning Situation addresses the two main challenges identified during the analysis: lack of motivation and the need to improve communication competences (specific competences). This will be addressed through gamification —to foster motivation— and TBL —to foster communication skills—.

It also aims to promote critical thinking and raise awareness among students on the impact of Fast Fashion, an issue addressed by SDG12: Ensure sustainable consumption and production patterns. Students might not be aware that Fast Fashion impacts the achievement of most SDGs, as it affects the environment, the seas, human and animal health, decent labour, environmental sustainability, responsible consumption and production and gender equality. While issues related to the SDGs often generate a lot of helplessness and sense of pessimism among students because they can feel powerless towards changing the *status quo*, if education fosters a problem-solving attitude, students can implement personal, local and even global actions to achieve change. Therefore, this learning situation aims not only to develop students' critical thinking and understanding of the problem of fast fashion, but also to find solutions to this problem that they can apply on a personal and community level. In addition, fashion is a hot topic of interest to them.

To achieve all this, this Learning Situation will be gamified. Through an interactive presentation of the game and theme on Genially, students will have to complete challenges and get the best score to become the winning team. Learners will be divided into 5 heterogeneous groups of 4 people; each group will have a character that has been chosen from real life: 5 young climate activists. These activists will have to learn what fast fashion is and prepare awareness-raising materials for their school. The aim is to score as many points as possible in each challenge to become the winning team, who will get a great reward in the final term exam: a "wildcard" question (each winning team member can leave one question in blank and get the highest mark in that question).

The final product of this Learning Situation will be a school-wide awareness-raising campaign about fast fashion, its problems for the environment and people's well-being, and possible solutions or alternatives (with campaign materials that will be shared within the school). In addition, the final stage of the LS will be a second-hand clothes exchange session where students can bring in their unwanted clothes and take back home clothes that someone else no longer wants.

Regarding LOMLOE's key competences addressed in this LS, firstly the aim is to enhance students' linguistic communication competence (CCL), because there will be many moments where oral interaction and mediation are required. Furthermore, by engaging in the process of conceptualizing, designing, and presenting their awareness-raising campaign, students are encouraged to think creatively and innovatively, thus enhancing their entrepreneurial competence (CE). Cooperative work promotes the development of personal, social, and learning-to-learn competence (CPSAA), as students learn to communicate effectively and respectfully while co-evaluating and self-evaluating their work. Moreover, the LS aims to cultivate students' digital competence (CD) by integrating the use of digital tools. And last but not least, citizen competence (CC) is one of the key competences of this LS, since they will be more aware and raise awareness of a harmful trend and find collective ways to address it.

In terms of Specific Competences, this LS provides opportunities for students to practice oral and written comprehension (CE2, CE3) through working with various multimodal texts about Fast Fashion, as well written expression through the creation of an awareness-raising campaign (CE5). Additionally, students are encouraged to use different strategies to interact in English (CE6).

Regarding basic knowledge, this LS will also practice reported speech and sharing news. Moreover, it provides opportunities for them to practice persuasive language strategies, and making recommendations. It will also broaden their vocabulary on the fashion industry and sustainability.

In terms of cognitive processes and types of intelligences, the LS comprises six sessions that engage students in various cognitive processes and higher-order thinking skills (HOTS), including applying, evaluating, planning, and designing. Materials and tasks are designed to accommodate different types of intelligences (Gardner, 1993): in the creation stage (in groups), some students may prefer data-gathering on Fast Fashion (mathematical-logical intelligence), others may enjoy more the creation of engaging written (linguistic intelligence) or visual (spatial intelligence) campaign materials. Lastly, group work may appeal more to those with a strong interpersonal intelligence, and students with naturalistic intelligence will be motivated with an environmental issue.

Finally, Universal Design for Learning will be taken into account as various means of representation (R), engagement (E) and expression/action (E/A) are included.

### **Sequencing of the Learning Situation**

The way in which this LS is designed gradually introduces the topic and builds student's motivation. In the first session, the focus is on recalling previous knowledge about fashion and introducing students to the topic and its challenges, as well as to new vocabulary they will need to develop the project output. We will do so with the game presentation in Genially with a subtitled video

presenting the topic, and an initial Mentimeter to recall what they already know and where some new vocabulary will emerge. Students get introduced to their Team Activist, learn more about each of them and get introduced to the game's rules. They will devote the rest of the class to research more on the topic, so they can get ready to start the challenge.

In the second session, the challenge will start. Teams need to complete a video comprehension questionnaire (Kahoot). Then, they will receive some feedback on the test. Finally, the points earned by each team are counted and written on the scoreboard and will have a final self-evaluation moment with a Mentimeter to reflect on what they have learnt in the last two sessions.

In the third session, once they understand the severity of this issue, a TBL is applied to introduce students to alternatives to fast fashion. In the Pre-Task, students watch a video on this topic, then in the Task, also with the help of a written text, the groups prepare a 3-minute oral presentation on alternatives. In the language focus part, the teacher will give some feedback.

In the fourth session, the teacher starts by assessing the presentations, and points are recorded on the scoreboard. Students reflect as a group on commitments they can make to promote sustainable fashion practices. Students write down their pledges and commit, at least, to have second-hand clothes swapping session in class, amongst other pledges they come up with.

In the fifth session, the third challenge is presented: the creation of campaign materials to raise awareness about fast fashion at school. Groups start working on their materials.

In the sixth session, after short feedback from the whole class to the groups to check their progress, groups continue working and rehearse the presentation they will make the following day.

In session 7, the groups present their campaign material, vote for their favourite and the teacher assesses the materials. They end the class with a final Quizziz of what they have learned, and the points obtained from both challenges are recorded.

The last session is devoted to hanging the campaign materials on the walls of the school, a small second-hand clothes exchange session and a student's final self-evaluation. The students will find out who is the winning team of the Fast Fashion Challenge.

### **Assessment**

This Learning Situation (LS) offers multiple formative assessment opportunities. Although this LS provides the opportunity to work on different specific competences (SCs), key competences (KCs) and basic knowledge (BK), only the KCs described above will be assessed with a final mark (summative assessment). This LS will be assessed as a group and will count for 15% of the final termly mark. In other words, in this term, this gamification will correspond to the termly project. Let us remember that the assessment proposal of this paper is to use termly projects and TBLs that are done in class to assess (with a mark) KCs (summative assessment). Therefore, although in this LS we practice and even get some game points for some SCs and BK, only KCs will be assessed with a mark, since most of the work is done in teams and SCs and BK will be assessed with a mark in the final exams. Therefore, all the things related to oral/written expression, comprehension and oral interaction that students practice during the LS, will be assessed under the Key Competence in linguistic communication (See [Appendix Q](#) for an explanation on how the various challenges will count in the final Project/LS mark and the Key Competences assessed).

In this specific LS, the means of determining a final mark for this LS will be based on the points that teams can score for each Challenge: 20% of the mark from the initial Kahoot; 20% of the mark will be from the TBL on alternatives to Fast Fashion; 40% will be from the creation of campaign material and 20% will be from the final quiz. If a group scores all 11 possible points (10 points from the challenges plus the point for the poster winner team), the assessment will be a 10 and that extra point would correspond to the wildcard question in the exam ([Appendix H](#)).

**Table 3***Context and Justification of the Learning Situation*

LS	The Fast Fashion Challenge
Course	4rth ESO A, Colegio San Cristóbal
Subject	English Language
Temporalisation	8 sessions of 55', Dates: 8 <sup>th</sup> -17 <sup>th</sup> April, 2024.
Description	This learning situation aims at raising students' awareness about fast fashion by promoting responsible and sustainable consumption practices. Through gamification and various challenges, students learn more about this issue while improving their oral and written comprehension skills and acquiring vocabulary related to sustainability and fashion.
Objectives	By the end of this gamified learning situation, students will be able to: <ul style="list-style-type: none"> <li>• critically analyse the impact of fast fashion on the environment and society and find practical solutions to address this issue;</li> <li>• develop language vocabulary related to sustainability and the fashion industry in English;</li> <li>• practise their oral and written comprehension, written production and oral interaction skills;</li> <li>• develop planning, organisational and group management skills;</li> <li>• work cooperatively to design and implement an awareness-raising campaign at the school level and second-hand clothes swapping session in the classroom that could eventually be transformed into an event for the whole educational community; and,</li> <li>• improve their intrinsic and extrinsic motivation.</li> </ul>
Connection with SDG's and 21 <sup>st</sup> Century challenges	SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 13: Ensure sustainable consumption and production patterns; and Target 12.5: By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.
Contribution of this LS to the Exit Profile and 21 <sup>st</sup> Century Challenges	Through this LS, students will work on the following aspects: <ul style="list-style-type: none"> <li>• To develop a responsible attitude based on awareness of environmental degradation (...) based on knowledge of the causes that provoke, aggravate or improve it, from a systemic vision, both local and global.</li> <li>• To identify the different aspects related to responsible consumption, assessing its repercussions on the individual and common good, critically judging needs and excesses (...).</li> <li>• To cooperate and live together in open and changing societies, valuing personal and cultural diversity as a source of wealth and taking an interest in other languages and cultures.</li> <li>• To feel part of a collective project, both locally and globally, developing empathy and generosity.</li> </ul>

Links to students' real life	This learning situation is closely linked to the students' interests, as most of them are interested in fashion and may not be aware of its environmental impact. Sustainability is also a great concern for some students, and some are quite pessimistic in terms of what they can do to change things.
Interdisciplinary relationship between areas	This Learning Situation could also be applied in collaboration with other subjects. Interactions with other subjects: <ul style="list-style-type: none"> <li>- Plastic, Visual and Audiovisual Education: collaboration in the design of infographics and posters.</li> <li>- Technology and Digitalisation: collaboration in the campaign and dissemination of the different final products.</li> <li>- Education in Civic and Ethical Values: reflection and debate on responsible consumption and sustainability.</li> </ul> <p>This LS could be replicated in the whole education community (in fact, the school is considering this for next year): a clothes-swapping and upcycling event could be organised in the school where parents, students, teachers and rest of the community could be engaged. Clothes could also be donated to a local charity (<a href="#">Koopera</a>) promoting social inclusion in Castellón (Service-based learning).</p>
Methodology	In line with what is detailed in the paper, this Learning Situation has been developed from a learner-centred teaching perspective and a learning-by-doing approach, aiming at the active participation of all learners. The selected methodologies are appropriate to a competency-based approach to teaching. One of the main objectives of this LS is to address student's lack of motivation and lack of confidence when communicating in English, and the methodologies selected are: Task-Based Learning, Cooperative Learning and Gamification.
Groupings	Work within heterogeneous groups, with different learning styles, abilities and needs.
Final product	Whole class work + some individual work (within a cooperative group). To develop an awareness-raising campaign that clearly and persuasively shows the disadvantages of fast fashion and some sustainable alternatives, using infographics and any other means students find useful. Students will organise a second-hand clothes exchange event.
Qualification (Summative Assessment)	This LS will correspond to a 15% of the final mark in the 3 <sup>rd</sup> term. By the teacher: Kahoot comprehension activity (20%), TBL on sustainable fashion alternatives (20%), creativity and effectiveness of the awareness campaign materials (40%), final test (20%).
Assessment techniques	By the teacher (hetero-assessment): direct observation, production evidence analysis (TBL product and Campaign material), tests results analysis. By students: Reflection on personal learning and contribution to the project (self-assessment) and observation: class and group feedback on each campaign material and voting for best campaign material (co-assessment).

Assessment tools	Campaign checklist, rubrics (for oral presentation and to assess infographics), scoreboard, group-assessment table.
Assessment instruments	Comprehension test (kahoot), final test (quizizz), TBL presentations, campaign material outputs, entry and exit tickets (mentimeters).

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**Table 4***Curricular Concretion*

<b>Key C.</b>	<b>Operative descriptors</b>
CCL	<p>CCL1. Can express him/herself orally, in writing, through sign language or multimodally, coherently, correctly and appropriately in various social contexts, and engages in communicative interactions in a cooperative and respectful way, both to exchange information, create knowledge and give opinions, and to build personal relationships.</p> <p>CCL2. Can understand, interpret and critically evaluate oral, written, signed or multimodal texts in the personal, social, educational and professional spheres to engage in different contexts in an active and informed way and to construct knowledge.</p> <p>CCL3. Locates, selects and contrasts in a progressively autonomous way information from different sources, evaluating its reliability and relevance according to the reading objectives and avoiding the risks of manipulation and misinformation, and integrates and transforms it into knowledge in order to communicate it adopting a creative, critical and personal point of view while respecting intellectual property.</p> <p>CCL5. Puts their communicative practices at the service of democratic coexistence, the dialogical resolution of conflicts and the equal rights of all people, avoiding discriminatory uses, as well as abuses of power, in order to favour not only the effective but also the ethical use of the different communication systems.</p>
CD	<p>CD1. Can research on the Internet according to validity, quality, topicality and reliability criteria, selecting results critically and storing them in order to retrieve, reference and reuse them, respecting intellectual property.</p> <p>CD2. Manages and uses his/her personal digital learning environment to build knowledge and create digital content, by means of information processing strategies and the use of different digital tools, selecting and setting up the most suitable one according to the task and his/her lifelong learning needs.</p>
CPSAA	<p>CPSAA3. Can proactively understand other people's perspectives and experiences and incorporate them into his/her learning, to participate in group work, distributing and accepting tasks and responsibilities fairly and using cooperative strategies.</p> <p>CPSAA4. Can carry out self-assessments of his/her learning process, seeking reliable sources to validate, support and contrast information and to obtain relevant conclusions.</p> <p>CPSAA5. Can plan medium-term objectives and develop metacognitive feedback processes to learn from his/her mistakes in the process of knowledge construction.</p>
CC	<p>CC2. Analyses and takes on board the principles and values stemming from the European integration process, the Spanish Constitution and human and children's rights, participating in community activities, such as decision-making or conflict resolution, with</p>

a democratic attitude, respect for diversity, and commitment to gender equality, social cohesion, sustainable development and the achievement of global citizenship.

CC4. Understands the systemic relationships of interdependence, eco-dependence and interconnectedness between local and global actions, and adopts, in a conscious and motivated way, a sustainable and eco-socially responsible lifestyle.

- CE  
CE1. Analyses needs and opportunities and faces challenges with a critical sense, taking stock of their sustainability, assessing the impact they may have on the environment, in order to present innovative, ethical and sustainable ideas and solutions, aimed at creating value in the personal, social, educational and professional spheres.
- CE3. Develops the process of creating valuable ideas and solutions and makes decisions, rationally, using agile planning and management strategies, and reflects on the process carried out and the result obtained in order to complete the process of creating innovative and valuable prototypes, considering the experience as an opportunity to learn.

<b>Spec. Comp.</b>	<b>Evaluation criteria</b>	<b>Exit Prof Desc.</b>
CE2: Oral compr ehensi on.	2.1. To listen actively and interpret independently oral and multimodal texts on predictable and non-predictable topics in the personal, social, educational and professional fields, as well as literary texts. 2.3. To infer the meaning of vocabulary and the use of frequent and infrequent structures and idiomatic expressions of common usage in personal, social, educational and professional contexts.	CCL, CD, CPSAA, CC
CE3: Writte n Compr ehensi on	3.1. To read and interpret, independently, short and simple written and multimodal texts on predictable and non-predictable topics in the personal, social, educational and professional fields, choosing the ones that match his/her preferences and interests. 3.4. To locate, select and contrast information in digital media, autonomously, from different multimodal texts in the personal, social, educational and professional fields, based on information from different sources. 3.4. To locate, select and contrast information from different sources in digital media.	CCL, CD, CPSAA, CC
CE4: Oral expres sion	4.1. To produce different types of oral texts, with appropriate pronunciation, rhythm and intonation, independently, using informal/formal register, and select a variety of expressions, vocabulary and structures, in personal, social, educational and professional situations. 4.2. To use strategies for planning, production, compensation and revision, independently, such as the use of paraphrases to make up for gaps in vocabulary and structures, the use of approximate lexical items or the adaptation of the message to new situations.	CCL, CD, CPSAA, CC
CE5: Writte n Expres sion.	5.1. Produce coherent and cohesive written and multimodal texts, autonomously, in analogical and digital formats, using both formal and informal language according to the type of text and the communicative situation, on personal, educational, social and professional issues. 5.2. Apply strategies for revising texts independently, suggesting alternative responses.	CCL, CD, CPSAA, CC

CE6: Oral and written interaction	6.1. Autonomously and spontaneously engage in conversation in both analogue and digital contexts. 6.2. Use linguistic politeness, digital etiquette, non-verbal language and strategies to indicate that the message has not been understood, to ask for repetition and to show understanding and follow the conversation. 6.3. Interact with interest, respect and empathy towards others in everyday, formal and informal multicultural contexts, such as giving and asking for the floor, cooperating and asking for clarification in a spontaneous and autonomous way.	CCL, CD, CPSAA, CC, CE
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<b>Block</b>	<b>Basic Knowledge</b>
1	<p><b>LANGUAGE AND USE</b></p> <ul style="list-style-type: none"> <li>- Basic communicative functions appropriate to the communicative domain and context: greetings, farewells and introductions; describing people, objects and places; placing events in time; placing objects, people and places in space; requesting and exchanging information on everyday matters; giving instructions and orders; offering, accepting and refusing help, propositions or suggestions; partially expressing taste or interest and basic emotions; narrating past events, describing present situations, and expressing future events; expressing opinion and possibility.</li> <li>- Principles of language functioning of lexis, grammatical rules and language varieties.</li> <li>- Contextual models and discourse genres in common use in the comprehension, production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of context (participants and situation), expectations generated by context; organisation and structuring according to genre, textual function and structure.</li> <li>- Commonly used vocabulary of interest to students, related to personal identification, interpersonal relationships, places and environments, leisure and free time, everyday life, health and physical activity, housing and home, climate and natural environment, information and communication technologies.</li> </ul>
2	<p><b>COMMUNICATIVE STRATEGIES</b></p> <ul style="list-style-type: none"> <li>- Commonly used strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</li> <li>- Knowledge, skills and attitudes for detecting and collaborating in mediation activities in simple everyday situations.</li> <li>- Self-confidence and initiative. Error as an integral part of the learning process.</li> <li>- Basic strategies and tools commonly used for self-assessment and co-assessment, analogue and digital, individual and cooperative.</li> </ul>
3	<p><b>CULTURE AND SOCIETY</b></p> <ul style="list-style-type: none"> <li>- Commonly used sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, customs and values specific to countries where the second foreign language is spoken.</li> <li>- The second foreign language as a means of interpersonal and international communication, as a source of information, and as a tool for social participation and personal enrichment.</li> </ul>

Note. Key C.: Key Competences; Spec. Comp.: Specific Competences; Exit Prof Desc.: Exit Profile

Descriptors.

**Table 5**

*Sequencing Summary*

Resources	Students' iPads, digital blackboard, Kahoot, Quizziz, Genially, Canva and Mentimeter. School printer for campaign materials, rubrics, materials examples, entry/exit tickets. If everything goes wrong (no Internet connection), teacher's mobile could be used as hotspot, tests/materials could also be printed and then shared in class. USB Stick with downloaded Genially and videos/text materials.
Groupings and spaces	Heterogeneous groups, individual work (Ind.), small group work (GW) and whole class interaction and work (WC).
<b>Session</b>	<b>Session Sequence</b>
1	<ol style="list-style-type: none"> <li>1) Introduction to Fast Fashion (FF) in class. Initial <a href="#">Mentimeter</a>(1) to check previous knowledge (Entry Ticket, <a href="#">Appendix P</a>). Further introduce FF through <a href="#">Genially</a> interactive presentation. Watch a <a href="#">video</a> on FF, students take notes.</li> <li>2) Class discussion: Main issues with FF, vocabulary and possible solutions.</li> <li>3) Explanation of the Game, players, rules, scores, prize. Students read out loud (Genially).</li> <li>4) Teacher explains that in next session the proper game will start with Level 1: Kahoot on FF (video comprehension). They can start preparing the topic for next session.</li> </ol>
2	<ol style="list-style-type: none"> <li>1) <a href="#">Kahoot</a> video comprehension task on FF (03045612). (<a href="#">Appendix I</a>)</li> <li>2) Class discussion: Analysis of Kahoot questions. Note down in the Scoreboard each team's score (<a href="#">Appendix H</a>).</li> <li>3) <a href="#">Mentimeter</a>(2) on the blackboard on what they have learnt during the last two sessions (Exit ticket, <a href="#">Appendix P</a>).</li> </ol>
3	<ol style="list-style-type: none"> <li>1) TBL Pre-task: Students watch a <a href="#">video</a> and take notes on FF alternatives. <a href="#">Assessment Rubric for oral presentation</a> (<a href="#">Appendix K</a>) is shared.</li> <li>2) Task: Students work in their teams and prepare a 3 min oral presentation on Sustainable Fashion Alternatives and present it to the rest of the class. Access to supporting materials (<a href="#">text</a> and previous video). Students present, Teacher assesses groups.</li> <li>3) Language focus: feedback on grammar/terms emerged during presentations (<a href="#">Appendix E</a>).</li> </ol>
4	<ol style="list-style-type: none"> <li>1) Language focus/teacher's assessment: More language focus if needed. Record each team's score on the scoreboard (<a href="#">Appendix H</a>).</li> <li>2) Teacher asks students to reflect (in their groups) on things they would like to implement in their own lives, and maybe something they could do as a class to promote sustainable fashion alternatives, then they share this with rest of the class.</li> </ol>

- 3) Individual and collective pledges: Students write down actions that they want to take individually and collectively about sustainable fashion practices. Teacher will suggest a clothes-swapping event in class.
- 5 1) Introduction to the Third Challenge ([Appendix L](#)): Creation of an awareness-raising campaign. Rules are explained (with [poster assessment rubric](#), [Appendix M](#)) and students get access to some supporting materials (information as well as [examples](#) of posters used in other campaigns). They also get access to a [document](#) explaining how they can divide work within the team, they need to use it to reflect on what they are supposed to do.
- 2) Groups start working on their campaign material.
- 6 1) Class feedback: teams explain briefly what they are focusing on, their ideas and progress. Class and teacher give feedback to groups. Students incorporate feedback to refine their campaign materials.
- 2) Groups continue working on their campaign material and rehearse their presentations. Fast-finishers can help other groups.
- 7 1) Campaign material presentation: Groups present their materials for peer and teacher assessment, focusing on clarity, effectiveness, and visual appeal.
- 2) Students vote for the best campaign material through [Mentimeter](#) ([Appendix N](#)) (the team with the best material will get one extra point)
- 3) Teacher assesses each team's work. Notes down on the Scoreboard each team's points ([Appendix H](#)).
- 4) Time for the final assessment in groups ([Quizizz](#)) 9493 4403 to see what they have learnt ([Appendix O](#)). Record scores on the Scoreboard.
- 8 1) Students display the campaign material in the school and return to the classroom.
- 2) Clothes-swap session in the class while they chat about replicating this experience: How about a bigger school-wide event?
- 3) Who's the winning team? Time for celebration.
- 4) Students answer in their notebooks the following questions: What Have I learnt? Things I found interesting. Something I wonder (Exit ticket).
- Bloom's Taxonomy LOTS (Lower-Order Thinking Skills):
1. Remember: Activate of prior knowledge on sustainability and fashion, note-taking.
  2. Understand: Build meaning from oral/written/graphic messages about FF.
  3. Apply: Present information, use learned material in new situation (campaign), illustrate ways to act.
- HOTS (Higher-Order Thinking Skills):
4. Analyse: Determine how fashion and sustainability relates to one another.
  5. Assess: Make judgments based on criteria and standards. Self-assessment, co-assessment, metacognitive processes.
  6. Create: campaign material design and implementation processes.

UDL	Multiple means of engagement (E)	Multiple means of representation (R)	Multiple means of expression and action (E/A)
	Variety of active learning tasks that allow for participation, exploration, and experimentation.	Slides, readings, and course materials online in advance if needed.	Variety of assessment strategies to allow students to express what they know in multiple ways.

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<p>Multiple opportunities to learn through practice. Regular feedback. “Knowledge check” interactive tools, not for marks but rather to provide immediate student / formative feedback. Provide attractive content (gamification). Guide students through goal-setting activities at the outset of tasks. Rubrics given at the beginning of task to prompt self-assessment/defined objectives Checklists for students to track their own progress. Challenge students with meaningful assignments. Positive environment Cooperative learning.</p>	<p>Connection with previous knowledge Enable subtitles / transcripts for videos. Supplement lecture and reading assignments with visual aids (e.g., photographs, videos). Summarize key points throughout the class, and tie these points to the larger outcomes. Student response systems (e.g., Mentimeter) to check for comprehension and guide further discussion.</p>	<p>Variety of question types on tests (kahoot/quizziz). Technologies that facilitate class communication &amp; engagement. Polling software to allow all students to participate without feeling “called out”. In-class peer feedback. Offer tools and technologies to support learner needs and reduce barriers (grammar checkers, online dictionaries). Facilitate learner capacity for monitoring progress and development Provide templates and examples of campaign material they can use as inspiration.</p>
<p>Individualised adaptations for ACNS students/students with lower English level</p>	<p>Check at all times that the learner has understood the task. Place the learner close to the teacher. Cooperative learning, where peer-learning is fostered. Peer tutoring. Give important vocabulary before the tasks and written Kahoot/quizziz Q&amp;As after the tests for future reference. Give verbal and visual information at the same time. Introduce the subject using videos and images. Students of different levels sit together to go over the activities together (heterogeneous groupings). Value the content of answers rather than the spelling or structure of the text. Use positive reinforcement (praise, compliments...). Allow the use of material support: online dictionary and translator.</p>	
<p>Individualised adaptations for students with High Capabilities (HC)</p>	<p>Students of different levels sit together to go over the activities together. HC students help ACNS students to increase HC students’ motivation and engagement through cooperative and collaborative work. Campaign materials allow for various complexity levels. HC students can have leading roles within the group (coordinator/verifier).</p>	

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Table 6

## Session 1: The Fast Fashion Challenge

Min	Grouping	Activities description and timing	CC/TS	Materials	Teacher's notes
20'	WC (Whole Class)	Introduction of the topic: Write in the Blackboard the word Fast Fashion and ask students what they know. Then, <a href="#">Mentimeter</a> to check prior knowledge (Entry Ticket). <a href="#">(Appendix P)</a> Introduction of the game: A <a href="#">Genially</a> with the game presentation is displayed in the interactive backboard. Within Genially, Students watch a <a href="#">video</a> (with English subtitles) about fast fashion. Video will be played twice (7 min in total). After first time, there is a small brainstorming about the video. Second time, they need to take notes on relevant terms and information. ACNS: working within an heterogenous team, access to the video with subtitles, vocabulary with translation is provided at the beginning of the class ( <a href="#">Appendix F</a> ).	LOTS CCL CE2 CE3 CE6	<a href="#">Mentimeter</a> <a href="#">Appendix P</a> <a href="#">Genially</a> presentation <a href="#">Video</a> (backup: USB) <a href="#">(Appendix F)</a>	What worked? What went wrong? How can this be improved?
10'	WC	Group feedback: Ask students what are the main issues with fast fashion, and some possible solutions. Write some vocabulary in blackboard and discuss meaning: garments, landfills, trendy, outfits, tag, developing countries, lower wages, poor working conditions, pollution, natural resources, farmland, chemicals, polluter, global carbon emissions, donate to charity, <i>trashion</i> , poor-quality, environmentally-friendly. ACNS students has this vocabulary written and translated beforehand ( <a href="#">Appendix F</a> ).	LOTS CE3 CE4 CE6 BK1	Blackboard	
20'	WC	Game rules are explained: The whole class navigates through the various parts of the Game, rules, scores and prize. They also get an explanation of this game's assessment (15% of final mark on the 3rd term, and % of each part).	CE2 CE3	<a href="#">Genially</a> presentation	
5'	SG (Small Groups)	Research in groups: Students start researching to find out more about the environmental impact of fast fashion. They will have the link to the video they just watched, just in case they need extra time to fully grasp its content (ACNS). Teacher reminds them that in next session they will have a Kahoot video comprehension activity (1st challenge, that will be assessed) about this topic.	HOTS CE3	Tablets Internet (Backup: printed <a href="#">article</a> )	

Note. CC/TS: Curricular Concretion/Thinking Skills; BK1: Basic Knowledge Block 1; LOTS: Low Order Thinking Skills; HOTS: High Order Thinking Skills.

**Table 7***Session 2: Understanding Fast Fashion. Challenge Begins.*

<b>Min</b>	<b>Grouping</b>	<b>Activities description</b>	<b>CC/TS</b>	<b>Materials</b>	<b>Teacher's notes</b>
20'	WC	Video comprehension: A Kahoot especially prepared for this LS will be shared in the digital blackboard. Each team, with one iPad per team will complete the Kahoot about Fast Fashion. The first Kahoot slide is a 6-minutes video (with subtitles, ACNS) explaining more facts and figures about fast fashion. All members of the group need to take notes of important information. ACNS students can take notes on vocabulary and important data (no. of litres needed to produce a T-shirt, etc. and then ask rest of team members if he does not understand something). ( <a href="#">Appendix I</a> )	HOTS CE2 CE3 BK1	( <a href="#">Appendix I</a> ) <a href="#">Kahoot</a> Video from the Kahoot in USB stick and Kahoot printed	What worked? What went wrong? How can this be improved?
20'	WC	Guided discussion: Analyse Kahoot answers together when Kahoot ends. Start reflecting about the environmental impact of fast fashion. Note down in the Scoreboard each team's score.	HOTS CE6	Kahoot results ( <a href="#">Appendix X</a> ).	
15'	WC/ Ind. (Individually)	<a href="#">Mentimeter</a> (exit ticket) ( <a href="#">Appendix P</a> ): What words and expressions have you learnt during the last two sessions? What new ideas have you learnt? Do you think your friends and other schoolmates really know the impact of fast fashion on the environment and working conditions? How could we raise awareness about this issue? The whole class see and discuss the answers displayed. ACNS student: Teacher assistance if needed.	HOTS BK2 BK1	<a href="#">Mentimeter</a>	

*Note.* CC/TS: Curricular Concretion/Thinking Skills; BK2: Basic Knowledge Block 2 (Communicative Strategies: self-assessment and co-assessment); BK1: Basic

Knowledge Block 1 (Language and Use); Ind.: Individual work.

**Table 8***Session 3: Exploring Sustainable Fashion Alternatives (TBL)*

<b>Min</b>	<b>Grouping</b>	<b>Activities description</b>	<b>CC/TS</b>	<b>Materials</b>	<b>Teacher's notes</b>
20'	WC	Pre-task: Watching a <a href="#">video</a> about sustainable Fashion Alternatives, edited by the teacher in terms of speed and with added terms and information (ACNS). Then have a small brainstorming on alternatives they remember from the video and others they might come up with: Upcycling, mending, buying second-hand, selling your unwanted clothes online, washing at a cooler temperature, exchange clothes...	LOTS CE2 CE6 BK1	<a href="#">video</a> (USB) Blackboard	What worked? What went wrong? How can this be improved?
30'	SG	Task (30 min): Instruction: 3 min. oral presentation on FF alternatives. They can include images in their presentation. Each group will do some research sustainable fashion alternatives and prepare some tips to be shared with the rest of the class, besides the video, they have access to an <a href="#">article</a> they can get information (15'). Oral presentation assessment rubric ( <a href="#">Appendix K</a> ) for their reference. ACNSs have access to online translator and teacher/peer assistance if needed. Groups present (orally, max. 3 min each team) their findings (15').	HOTS CE3 CE4 CE6 BKs	Canva <a href="#">article</a> iPads Rubric ( <a href="#">Appendix K</a> )	
5'	WC	Language focus: brief grammar clarifications and feedback from the teacher, that will continue on next class. Possible grammar points that could emerge ( <a href="#">Appendix E</a> ). ACNSs: printed grammar points and further clarifications if needed.	HOTS CE2 BK1	Blackboard ( <a href="#">Appendix E</a> )	

*Note.* CC/TS: Curricular Concretion/Thinking Skills; BK1: Basic Knowledge Block 1 (Language and Use); BKs: Basic Knowledge Blocks 1, 2 & 3.

**Table 9***Session 4: Time to Take Action*

<b>Min</b>	<b>Grouping</b>	<b>Activities description</b>	<b>CC/TS</b>	<b>Materials</b>	<b>Teacher's notes</b>
15'	WC	Language focus and teacher's assessment: Note down in the Scoreboard each team's score. More language focus if needed. ACNSs: same as in last session's Language Focus.	HOTS BKs CE2	Scoreboard ( <a href="#">Appendix H</a> )	What worked?
20'	WC	Group discussion: Teacher asks students to reflect on things they would like to implement in their own lives, and maybe something they could do as a group at school to promote	HOTS CE2	Notebook	What went wrong?

		sustainable fashion alternatives. Students share things they could do individually and as a class to change their consumer habits, and how they could raise awareness about this topic among other students at school. What about organising an awareness-raising campaign at school? Maybe a second-hand swapping session in class? An upcycle session to share upcycling tips? Teacher will promote at least the first two actions, but maybe students come up with other ideas. Students could also donate unwanted clothes to a local charity. ACNSs: teacher/peer assistance if needed.	CE6		How can this be improved?
10'	Ind/ WC	Individual and collective pledges: Students will write down actions that they want to take about sustainable fashion practices. Teacher suggests a clothes-swapping event in class.	LOTS CE5	A4 Sheets	
10'	WC	Final brainstorming on ideas for a campaign: they need to create at least one infographic to raise awareness. For fast-fininishers, they can also create social media video they can share with their mates. The teacher shows some examples of infographics ( <a href="#">PDF</a> ).	HOTS CE2 CE3 CE6	<a href="#">PDF</a>	

*Note.* CC/TS: Curricular Concretion/Thinking Skills; BK1: Basic Knowledge Block 1 (Language and Use); BKs: Basic Knowledge Blocks 1, 2 & 3.

**Table 10**

*Session 5: Creating an Awareness-Raising Campaign*

Min	Grouping	Activities description	CC/TS	Materials	Teacher's notes
20'	WC	Introduction to the Third Challenge ( <a href="#">Appendix L</a> ): Creation of an awareness-raising campaign. Rules are explained (with <a href="#">poster assessment rubric</a> , <a href="#">Appendix M</a> ) and students get access to some supporting materials (information as well as <a href="#">examples</a> of posters used in other campaigns). They also get access to a <a href="#">Campaign how-to</a> document explaining how they can divide teamwork.	HOTS CE2 CE3 BK2 BK3	<a href="#">Campaign how-to</a> Genially Examples Rubric	What worked?  What went wrong?
20'	SG	Guided discussion: students will decide, with teacher's guidance, what they want to do. At least one infographic/group must be created, but if some groups find it too easy, they can also do a social media reel with tips on sustainable fashion involving more creativity. Deadline will be defined, as well as evaluation criteria. ACNSs: Can gather pictures, design or less demanding tasks.	HOTS CE6 BK2 BK3	<a href="#">examples</a>	How can this be

15'	SG	Group work: Students start working in their chosen groups to brainstorm about the awareness-raising campaign material of their choice.	HOTS CE5	Canva iPads	improved?
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*Note.* CC/TS: Curricular Concretion/Thinking Skills; BK3: Basic Knowledge Block 3; BK2: Basic Knowledge Block 2.

**Table 11**

*Session 6: Creating an Awareness-Raising Campaign pt.2*

Min	Grouping	Activities description	CC/TS	Materials	Teacher's notes
20'	SG	Group work (20 min): Students continue working in their smaller groups on their awareness-raising campaign materials. Teacher assists when needed.	HOTS CE5	Campaign materials Canva iPads	What worked? What went wrong?
20'	WC	Small class discussion of campaign proposals: Each group briefly presents their campaign idea, discussing the strengths/weaknesses of each proposal and giving feedback. If this discussion ends quickly, groups carry on working. ACNSs: assistance if needed.	HOTS CE2 CE4 CE6	iPads	How can this be improved?
15'	WC	Workshop continues (10 min): Students finalise their poster, infographic, social media content, etc. Fast finishers/HCs can help other groups/ACNSs if needed.	HOTS CE5 CE6		

*Note.* CC/TS: Curricular Concretion/Thinking Skills.

**Table 12**

*Session 7: Campaign release and last challenges*

Min	Grouping	Activities description	CC/TS	Materials	Teacher's notes
25'	WC	Campaign material presentation: Groups present their materials for peer and teacher feedback, focusing on clarity, effectiveness, and visual appeal (Rubric).	HOTS CE4/6 CE3	Rubric ( <a href="#">Appendix M</a> )	What worked?
5'		Students vote for the best campaign material through <a href="#">Mentimeter</a> (the team with the best material will get one extra point).	LOTS CE6	( <a href="#">Appendix N</a> )	What went wrong?

25'	WC	Teacher assesses each team's work. Note down in the Scoreboard each team's points. Time for the final evaluation in groups ( <a href="#">Quizizz</a> ) 9493 4403 to see what they have learnt. Note down in the Scoreboard each team's points. ACNSs: Get printed questions/answers after the test (for future reference/study). Teacher ends the class announcing that students will have their clothes swapping in the next class and hang up campaign materials in the school.	CE2 CE6 HOTS CE3 CE5 CE6 BKs	( <a href="#">Appendix H</a> ). ( <a href="#">Appendix O</a> ).	How can this be improved?
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Note. CC/TS: Curricular Concretion/Thinking Skills; BKs: Basic Knowledge Blocks 1, 2 & 3.

**Table 13**

*Session 8: Time for Action and Reflection*

Min	G	Activities description	CC/TS	Materials	Teacher's notes
20'	WC	Students hang the posters around the school and return to the classroom. They pledge to raise awareness about this topic with people in other classes and outside school (20').	LOTS CE6	Campaign materials	What worked?
15'		Clothes-swap session in the class while they chat about replicating this experience: How about a bigger school-wide event? Unwanted items will go to the local charity. (15')	LOTS CE6	Second – hand clothes <a href="#">Genially</a>	What went wrong?
10'	WC	Who's the winning team? Time for celebration (10').			
10'	Ind WC	Students write an Exit ticket: Ask students to write in a separate sheet the following questions and their answers: <i>What Have I learnt? Things I found interesting. Something I wonder.</i> Facilitate a group discussion on the success of the awareness campaign and clothes swap event. Discuss the impact of their actions on fast fashion and promoting sustainable choices. What about doing the same clothes swapping event but at the school level? Maybe this could be an interdisciplinary project to be developed in the future, engaging parents, students and overall educational community (unwanted garments could be donated to local charity).	HOTS CE5 CE6 BK3	Student's notebook	How this can be improved?

Note. CC/TS: Curricular Concretion/Thinking Skills

### **Opportunities for educational research projects**

Given the rise of technologies, one of the main areas where there is still much scope for exploration is the role of Artificial Intelligence (AI) in education. While it does not seem feasible that generative intelligence could replace the teacher, it is possible to explore how this technology can be used to the benefit of both the teacher and the learner. Moreover, given the importance that these new technologies are having among students, if the teacher wishes to maintain their motivation, it would be advisable for teachers to receive extensive training in these technologies and to implement them in the classroom. A British Council study highlights how AI can facilitate more adaptive and less invasive learning (British Council, 2023). This tailored approach is crucial for overcoming barriers to language learning, allowing learners to progress at their own pace (Rodríguez et al., 2023).

One of the most promising applications of AI in English language learning is the use of intelligent tutoring systems. These systems use advanced algorithms to provide personalised feedback, identify specific areas for improvement and adapt learning content according to the individual needs of each learner (Chicaiza et al., 2023). Furthermore, the use of ChatGPT in English language learning has the potential to improve communicative practice, provide tailored feedback and encourage autonomous learning. While there are challenges and considerations to consider, it is important to recognise the advantages and possible pedagogical applications of this tool. As a complement to traditional learning, ChatGPT can be a valuable addition to help learners develop their language skills.

Despite the growth of literature regarding AI applications into ELT, most studies found are from Asia, so future studies could be conducted in other geographies. Furthermore, more studies could focus on Secondary Education, and especially on AI applications on assessment.

### **Author's conclusions, limitations and future prospects**

As mentioned in the introduction to this paper, reflection on the teaching practice by prospective and current teachers is an extremely powerful tool for lifelong learning. If we attach so much importance to student's assessment in the learning processes (self-assessment, co-assessment and hetero-assessment), the teacher practice assessment should also play a vital role during teacher trainings and in the teacher profession. In my specific case, this reflection during and after the professional internship at Colegio San Cristóbal has made sense of all the concepts learned throughout the Master's degree. What has surprised me most was the fact that, despite the educational innovations brought about by the LOMLOE, it seems that its application is still rather limited in actual teaching practice. This has not only been the case in my personal experience, but also for most of my fellow Master's students.

With no intention of getting into political issues, I believe that the lack of permanence of education laws has something to do with the lack of implementation. During my internship, and in conversations with friends who are already secondary school teachers, two of the most common comments were the following "What value can you give to a law that, as you know from experience, will be changed from top to bottom if another political party wins the general election?" "Why should I bother with everything that has to do with objectives, content, etc... if all this is completely arbitrary and temporary, depending on who is in the Government?". Juan Manuel Fernández Soria, professor of Theory and History of Education at the University of Valencia, according to an article on RTVE, believes that the consequence of not having a stable educational law is that this prevents teachers and the social community from understanding and taking ownership of the legislation in place. Therefore, a general

education agreement is vital in order to have the time and stability needed to implement and see the results of the education law.

In the course of the internship, I have had the opportunity to meet and learn from many excellent teachers, very committed to their profession and emotionally involved with the students. However, the excessive and growing workload and lack of curriculum stability means that many of them end up demotivated and disillusioned with the profession. This could be the reason why they end up using the generic syllabus provided by English language textbook publishers, with no tailored approach to teaching and learning. Still, they have been able to convey the beauty of this profession to me. Personally, I have been very excited to meet them and also the students, most of whom have been very kind and friendly towards me.

One issue that I began to glimpse during the Master's course and that I have seen in practice, is the importance for teachers to have some training in psychology, psycho-pedagogy, coaching or group management. In many situations, emotional management is much more important than the syllabus contents, as there can be no learning without an enabling environment. For this reason, I am very happy to have some training in psychology and Gestalt therapy, as I believe this will be a great ally in the classroom.

Regarding the main limitations encountered, these have to do with following Master's classes, doing the internship and developing this dissertation while working as a professional translator. It has been very difficult to juggle all of these activities while trying to keep a balanced mental health. Also, many master's degree contents that are vital to develop a good paper (such as active methodologies or assessment) were not yet available to me at the time of submitting this paper, which meant that I had to do a lot of research on my own. It would also have been desirable to have more classes dedicated to analysing a syllabus and creating a learning situation. I wished, for example, that the group activity of

creating a learning situation had been done (and, more importantly, assessed) well before the deadline of this paper, so that I could have incorporated the feedback into my master's dissertation.

With regard to the limitations encountered in the centre where I carried out my internship, perhaps the most important limitation was the excessive workload of the teachers, as it was very difficult for them to find and provide me with many of the documents necessary to be able to carry out an adequate school analysis. Moreover, as I have already mentioned throughout this paper, the syllabus under review is not a dynamic document that is revised and adapted to the reality of the class-group. Instead, it is a document to which little attention is paid throughout the course.

Regarding future prospects, it is worth noting that the lack of motivation of the students, one of the challenges of this class, has only been a problem when the lessons were limited to following the textbook. When I have implemented my sessions, however, I have encountered very receptive and motivated students. This gives me hope, but also saddens me, because I understand that due to the excessive workload of teachers (especially in a privately-owned school) and the obligation to teach all the content, there is often no time left to adapt the content to the specific needs of the group or to give more importance to two aspects that I think are vital for the future: education in values and emotional education. There is no point in having future citizens with a lot of theoretical knowledge if they do not learn to be caring, critical and responsible citizens. Despite this minor disappointment, this internship has given me a lot of hope. I believe that a lot can be done in the subject of English to educate students in these central aspects.

Having been a victim of bullying as a teenager and having been deeply affected by it, I want to help my students understand the importance of respect and empathy for others. Therefore, the teacher I want to be in the future will focus on emotional education and education in values. Due to my background in mindfulness and psychology, I would like to research the role of mindfulness in students'

concentration and well-being, which can have a positive impact on their learning process. When tutoring, I would like to start the lesson with a short centering (short meditation) to help students get into a more focused state of mind. I would also like to provide more emotional education so that they learn about their self-concept, develop their self-esteem and learn to work collectively and respect the people around them.

I would like to conclude with a quote from His Holiness the Dalai Lama, who said the following: “The planet does not need more successful people. The planet desperately needs more peacemakers, healers, restorers, storytellers and lovers of all kinds.” This quote sums up my personal approach to education. Of course, we need students to learn key and specific competences, but it is even more important to make them more aware of the world they live in and of themselves, and to help them become more resilient and learn strategies to cope better with the vicissitudes of life.

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## Appendices

### Appendix A. Term Rubrics.

**Figure A1. Project Rubric (2<sup>nd</sup> Term)**

Project rubric (15% of the final term grade)						Mark
Name of Learner (L): Date:		Rating scale				
Specific competence	Assessment criteria	Fail (1-4) Not submitted is 0	Pass (5-6)	Good (7-8)	Very good (9-10) Excellent (10) implies that it is well above what is required.	15% of total
Specific Competence 1: Multilingualism and interculturalism	Use and differentiate, autonomously, the knowledge and strategies that make up their linguistic repertoire with the support of other learners and analogue and digital media. 1.3. Analyse and value independently, the linguistic and cultural diversity of countries where the foreign language is spoken as a source of personal enrichment, showing interest in understanding cultural and linguistic elements of the personal, social, educational and professional sphere.	Learner (L) rarely uses and differentiates, autonomously, the knowledge and strategies which make up his/her linguistic repertoire with the support of other learners and of analogue and digital media. L has rarely been able to autonomously analyse and value the linguistic and cultural diversity of the countries where the foreign language is spoken as a source of personal enrichment, and has shown little interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	L sometimes autonomously uses and differentiates the knowledge and strategies that make up his/her linguistic repertoire with the support of other learners and of analogue and digital media. On occasions, L has been able to autonomously analyse and value the linguistic and cultural diversity of the countries where the foreign language is spoken as a source of personal enrichment, and has shown a certain interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	L has, on most occasions, autonomously used and differentiated the knowledge and strategies that make up his/her linguistic repertoire with the support of other learners and of analogue and digital media. On most occasions, L has been able to autonomously analyse and value the linguistic and cultural diversity of the countries where the foreign language is spoken as a source of personal enrichment, and has shown interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	Learners always use and differentiate, autonomously, the knowledge and strategies that make up his/her linguistic repertoire with the support of other learners and of analogue and digital media. L has always been able to autonomously analyse and value the linguistic and cultural diversity of the countries where the foreign language is spoken as a source of personal enrichment, and has shown great interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	2.5% of total
Key Competence	Operational descriptor	Fail (1-4) Not submitted is 0	Pass (5-6)	Good (7-8)	Very good (9-10) Excellent (10) implies that it is well above what is required.	
Competence in Cultural Awareness and Expression (CCEC)	CCEC4 Know, select and creatively use different media and supports, as well as plastic, visual, audiovisual, sound or body techniques, for the creation of artistic and cultural products, both individually and collaboratively, identifying opportunities for personal, social and labour development, as well as entrepreneurship.	Almost never knows, selects or creatively uses different media and supports, as well as plastic, visual, audiovisual, sound or body techniques, for the creation of artistic and cultural products, both individually and collaboratively, identifying opportunities for personal, social and labour development, as well as entrepreneurship.	Knows, selects and creatively uses different media and supports, as well as plastic, visual, audiovisual, sound or body techniques, for the creation of artistic and cultural products, both individually and collaboratively, identifying opportunities for personal, social and labour development, as well as entrepreneurship.	Almost always knows, selects and creatively uses different media and supports, as well as plastic, visual, audiovisual, sound or body techniques, for the creation of artistic and cultural products, both individually and collaboratively, identifying opportunities for personal, social and labour development, as well as entrepreneurship.	Always knows, selects and creatively uses different media and supports, as well as plastic, visual, audiovisual, sound or body techniques, for the creation of artistic and cultural products, both individually and collaboratively, identifying opportunities for personal, social and labour development, as well as entrepreneurship.	2.5% of total
Digital competence: safe, healthy, sustainable, critical and responsible use of digital technologies for learning (GD)	CD2 Manage and use their personal digital learning environment to build knowledge and create digital content, through information processing strategies and the use of different digital tools, selecting and configuring the most appropriate one according to the task and their lifelong learning needs.	L manages and uses the digital learning environment with extreme difficulty to construct knowledge and the PowerPoint presentation is not of the necessary quality, his/her information processing strategies and the use of different digital tools have not been adequate. L has not been able to select the most appropriate tool for this task.	L manages and uses the digital learning environment to construct knowledge and a PowerPoint presentation of a certain quality, his/her information processing strategies and the use of different digital tools have been adequate. L has been able to select the most appropriate tool for this task.	L manages and uses the digital learning environment to construct knowledge and a high-quality PowerPoint presentation, his/her information processing strategies and the use of different digital tools have been adequate. L has been able to select the most appropriate tool for this task.	L manages and uses the digital learning environment to construct knowledge and an excellent quality PowerPoint presentation, his/her information processing strategies and the use of different digital tools have been adequate. L has been able to select the most appropriate tool for this task.	2.5% of total
Personal, Social and Learning to Learn Competence (CPSAA)	CPSAA3 Proactively understand the perspectives and experiences of others and incorporate them into their learning, to participate in group work, distributing and accepting tasks and responsibilities fairly and using cooperative strategies.	Learners have difficulties in proactively understanding other people's perspectives and experiences and incorporating them into their learning, to participate in group work. They find it difficult to distribute and accept tasks and responsibilities fairly and using cooperative strategies.	Learners are sometimes able to proactively understand other people's perspectives and experiences and incorporate them into their learning, in order to participate in group work. They sometimes tend to distribute and accept tasks and responsibilities fairly and use cooperative strategies.	Learners are almost always able to proactively understand other people's perspectives and experiences and incorporate them into their learning, in order to participate in group work. Learners almost always tend to distribute and accept tasks and responsibilities fairly and use cooperative strategies.	Learners are always able to proactively understand other people's perspectives and experiences and incorporate them into their learning in an excellent way, to participate in group work. They are always able to distribute and accept tasks and responsibilities fairly and use cooperative strategies.	2.5% of total
Entrepreneurial Competence (CE)	CE3 Develops the process of creating ideas and valuable solutions and makes decisions, in a reasoned manner, using agile planning and management strategies, and reflects on the process carried out and the result obtained, in order to complete the process of creating innovative and valuable prototypes, considering the experience as an opportunity to learn.	Students have difficulties in developing the process of creating ideas and valuable solutions and making decisions, in a reasoned way, using agile planning and management strategies, and have difficulties in reflecting on the process carried out and the result obtained, in order to complete the process of creating innovative and valuable prototypes, considering the experience as an opportunity to learn.	Students are sometimes able to develop the process of creating valuable ideas and solutions and make decisions, in a reasoned way, using agile planning and management strategies, and sometimes they are able to reflect on the process carried out and the result obtained, in order to complete the process of creating innovative and valuable prototypes, considering the experience as an opportunity to learn.	In most cases, students are capable of developing the process of creating ideas and valuable solutions and making decisions in a reasoned manner, using agile planning and management strategies, and are usually capable of reflecting on the process carried out and the result obtained, in order to complete the process of creating innovative and valuable prototypes, considering the experience as an opportunity to learn.	Students are always able to develop the process of creating valuable ideas and solutions and make decisions, in a reasoned way, using agile planning and management strategies, and are always able to reflect on the process carried out and the result obtained, in order to complete the process of creating innovative and valuable prototypes, considering the experience as an opportunity to learn.	2.5% of total
Mathematical competence and science, technology and engineering (STEM) competence	STEM4 Interprets and conveys the most relevant elements of scientific, mathematical and technological processes, reasoning, demonstrations, methods and results in a clear and precise way and in different formats (graphs, tables, diagrams, formulas, schemes, symbols...), making critical use of digital culture and	L hardly interprets and conveys the most relevant elements of scientific, mathematical and technological processes, reasoning, demonstrations, methods and results in a clear and precise way and in different formats (graphs, tables, diagrams, formulas, schemes, symbols...), making critical use of digital culture and	L most of the time interprets and conveys the most relevant elements of scientific, mathematical and technological processes, reasoning, demonstrations, methods and results in a clear and precise way and in different formats (graphs, tables, diagrams, formulas, schemes, symbols...), making	L always interprets and conveys the most relevant elements of scientific, mathematical and technological processes, reasoning, demonstrations, methods and results in a clear and precise way and in different formats (graphs, tables, diagrams, formulas, schemes, symbols...), making critical use of digital	L excellently interprets and conveys the most relevant elements of scientific, mathematical and technological processes, reasoning, demonstrations, methods and results in a clear and precise way and in different formats (graphs, tables, diagrams, formulas, schemes, symbols...),	2.5% of total
	of digital culture and using formal mathematical language with ethics and responsibility, in order to share and build new knowledge.	using formal mathematical language with ethics and responsibility, in order to share and build new knowledge.	critical use of digital culture and using formal mathematical language with ethics and responsibility, in order to share and build new knowledge.	culture and using formal mathematical language with ethics and responsibility, in order to share and build new knowledge.	making critical use of digital culture and using formal mathematical language with ethics and responsibility, in order to share and build new knowledge.	

Figure A2. TBL Rubric (2<sup>nd</sup> Term, each Rubric will have different Key Competences)

Standard TBL rubric (the sum of all TBLs equals 15% of the final mark for the quarter).						Mark
Name of Learner (L): Date:		Rating scale				
Specific competence	Assessment criteria	Fail (1-4) Not submitted is 0	Pass (5-6)	Good (7-8)	Very good (9-10) Excellent (10) implies that it is well above what is required.	15% of total
Specific Competence 1: Multilingualism and interculturalism	Use and differentiate, autonomously, the knowledge and strategies that make up their linguistic repertoire with the support of other participants and analogue and digital media. L.3. Analyse and value, independently, the linguistic and cultural diversity of countries where the foreign language is spoken as a source of personal enrichment, showing interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	Learner (L) rarely uses and differentiates, autonomously, the knowledge and strategies that make up his/her linguistic repertoire with the support of other learners and of analogue and digital media. L has rarely been able to autonomously analyse and value the linguistic and cultural diversity of the countries where the foreign language is spoken as a source of personal enrichment, and has shown little interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	L sometimes autonomously uses and differentiates the knowledge and strategies that make up his/her linguistic repertoire with the support of other learners and of analogue and digital media. On occasions, L has been able to autonomously analyse and value the linguistic and cultural diversity of the countries where the foreign language is spoken as a source of personal enrichment, and has shown a certain interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	L has, on most occasions, differentiated the knowledge and strategies that make up his/her linguistic repertoire with the support of other learners and of analogue and digital media. On most occasions, L has been able to autonomously analyse and value the linguistic and cultural diversity of the countries where the foreign language is spoken as a source of personal enrichment, and has shown interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	Learners always use and differentiate, autonomously, the knowledge and strategies that make up his/her linguistic repertoire with the support of other learners and of analogue and digital media. L has always been able to autonomously analyse and value the linguistic and cultural diversity of the countries where the foreign language is spoken as a source of personal enrichment, and has shown great interest in understanding cultural and linguistic elements of the personal, social, educational and professional spheres.	3% of total
Key Competence	Operational descriptor	Fail (1-4) Not submitted is 0	Pass (5-6)	Good (7-8)	Very good (9-10) Excellent (10) implies that it is well above what is required.	
Mathematical competence and instruments, appreciating the importance of accuracy and truthfulness and showing a critical attitude towards the	STEM2 Use scientific thinking to understand and explain the phenomena occurring around them, relying on knowledge as a driver of development, asking questions and testing hypotheses through experimentation and enquiry, using appropriate tools and instruments, appreciating the importance of accuracy and truthfulness and showing a critical attitude towards the	L has difficulties in using scientific thinking to understand and explain the phenomena occurring around him/her, asking questions and testing hypotheses through experimentation and enquiry. L has had difficulties in using appropriate tools and instruments, appreciating the importance of accuracy and truthfulness and showing a critical attitude towards the	L has, at times, been able to use scientific thinking to understand and explain phenomena occurring around him/her, asking questions and test hypotheses through experimentation and enquiry. L has, at times, been able to use appropriate tools and instruments, appreciating the importance of accuracy and truthfulness and showing a critical attitude towards the scope and limitations of	In most cases, L has been able to use scientific thinking to understand and explain phenomena occurring around him/her, asking questions and test hypotheses through experimentation and enquiry. L has almost always been able to use appropriate tools and instruments, appreciating the importance of accuracy and truthfulness and showing a critical attitude towards the scope and limitations of science. Almost	HL has always been able to use scientific thinking to understand and explain the phenomena occurring around him/her, asking questions and test hypotheses through experimentation and enquiry. Has always managed to use appropriate tools and instruments, appreciating the importance of precision and accuracy and showing a critical attitude towards the scope and limitations of science. Always undertakes scientifically based	3% of total
	scope and limitations of science. STEM5 Undertake scientifically based actions to promote physical, mental and social health, and to preserve the environment and living beings; and apply ethical and safety principles in carrying out projects to transform their immediate environment in a sustainable way, valuing their global impact and practising responsible consumption.	mental and social health, and to preserve the environment and living beings; and has had difficulties in applying ethical and safety principles in carrying out projects to transform his/her immediate environment in a sustainable way, valuing his/her global impact and practising responsible consumption.	science. L can take scientifically based actions to promote physical, mental and social health, and preserve the environment and living beings; and has been able, on occasions, to apply principles of ethics and safety in carrying out projects to transform his/her immediate environment in a sustainable way, valuing his/her global impact and practising responsible consumption.	always undertakes scientifically based actions to promote physical, mental and social health, and to preserve the environment and living beings; and has been able, almost always, to apply principles of ethics and safety in carrying out projects to transform his/her immediate environment in a sustainable way, valuing his/her global impact and practising responsible consumption.	actions to promote physical, mental and social health, and to preserve the environment and living beings; and has always been able to apply ethical and safety principles in carrying out projects to transform his/her immediate environment in a sustainable way, valuing his/her global impact and practising responsible consumption.	
Citizenship competence (CC)	CC1 Analyse and understand ideas related to the social and civic dimension of their own identity, as well as the cultural, historical and normative facts that determine it, showing respect for rules, empathy, fairness and a constructive spirit in interaction with others in any context. CC3 Understand and analyse fundamental and current ethical problems, critically considering their own and other people's values, and developing their own judgements to confront moral controversy with an attitude of dialogue, argumentative, respectful and opposed to any type of discrimination or violence.	L has had many difficulties in analysing and understanding ideas related to the social and civic dimension of his or her own identity, as well as the cultural, historical and normative facts that determine it. Has found it difficult to show respect for rules, empathy, fairness and constructiveness in interaction with others in any context. Has difficulty in understanding and analysing fundamental and topical ethical issues, and in critically considering own and others' values. L finds it difficult to develop his/her own judgements in order to deal with moral controversy and find it difficult to have an attitude of dialogue, argumentative, respectful and opposed to any kind of discrimination or violence.	At times, L sometimes has been able to analyse and understand ideas related to the social and civic dimension of his/her own identity, as well as the cultural, historical and normative facts that determine it. Has shown, at times, respect for rules, empathy, fairness and constructive spirit in interaction with others in any context. Occasionally understands and analyses fundamental and topical ethical issues, as well as critically considering own and others' values. L tends to be able to develop his/her own judgements to deal with moral controversy and manages to have an attitude of dialogue, argumentative, respectful and opposed to any kind of discrimination or violence.	L has almost always been able to analyse and understand ideas related to the social and civic dimension of his/her own identity, as well as the cultural, historical and normative facts that determine it. Has almost always shown respect for rules, empathy, fairness and a constructive spirit when interacting with others in any context. Almost always understands and analyses fundamental and topical ethical issues and critically considers own and others' values. L is almost always able to develop his/her own judgements to deal with moral controversy and has an attitude of dialogue, argumentative, respectful and opposed to any kind of discrimination or violence.	L has always been able to analyse and understand ideas related to the social and civic dimension of his/her own identity, as well as the cultural, historical and normative facts that determine it. Has shown respect for rules, empathy, fairness and a constructive spirit in interaction with others in any context. Always understands and analyses fundamental and topical ethical issues, as well as critically considering one's own and others' values. L is always capable of developing his/her own judgements in order to face moral controversy and is always able to have an attitude of dialogue, argumentative, respectful and opposed to any kind of discrimination or violence.	3% of total
Digital Competence (CD)	CD3. Communicates, participates, collaborates and interacts by sharing content, data and information through virtual tools or platforms, and responsibly manages his/her actions, presence and visibility on the web, in order to exercise	L almost never communicates, participates, collaborates and interacts by sharing content, data and information through virtual tools or platforms, and responsibly manages his/her actions, presence and visibility on the web, in order to exercise	L sometimes communicates, participates, collaborates and interacts by sharing content, data and information through virtual tools or platforms, and responsibly manages his/her actions, presence and visibility on the web, in order to exercise	L almost always communicates, participates, collaborates and interacts by sharing content, data and information through virtual tools or platforms, and responsibly manages his/her actions, presence and visibility on the web, in order to exercise an	L always communicates, participates, collaborates and interacts by sharing content, data and information through virtual tools or platforms, and responsibly manages his/her actions, presence and visibility on the web, in order to exercise an	3% of total
	an active, civic and reflective digital citizenship. CD4. Identifies risks and adopts preventive measures when using digital technologies to protect devices, personal data, health and the environment, and to become aware of the importance and need to make a critical, legal, safe, healthy and sustainable use of these technologies.	exercise an active, civic and reflective digital citizenship. L almost never identifies risks and adopts preventive measures when using digital technologies to protect devices, personal data, health and the environment, and to become aware of the importance and need to make a critical, legal, safe, healthy and sustainable use of these technologies.	an active, civic and reflective digital citizenship. L usually identifies risks and adopts preventive measures when using digital technologies to protect devices, personal data, health and the environment, and to become aware of the importance and need to make a critical, legal, safe, healthy and sustainable use of these technologies.	active, civic and reflective digital citizenship. L almost always identifies risks and adopts preventive measures when using digital technologies to protect devices, personal data, health and the environment, and to become aware of the importance and need to make a critical, legal, safe, healthy and sustainable use of these technologies.	active, civic and reflective digital citizenship. L always identifies risks and adopts preventive measures when using digital technologies to protect devices, personal data, health and the environment, and to become aware of the importance and need to make a critical, legal, safe, healthy and sustainable use of these technologies.	
Personal, Social and Learning to Learn Competence (CPSAA)	CPSAA2 Understands health risks related to social factors, consolidates healthy lifestyles on a physical and mental level, recognises behaviours that are contrary to coexistence and applies strategies to deal with them.	L almost never understands health risks related to social factors, consolidates healthy lifestyles on a physical and mental level, recognises behaviours that are contrary to coexistence and applies strategies to deal with them.	L sometimes understands health risks related to social factors, consolidates healthy lifestyles on a physical and mental level, recognises behaviours that are contrary to coexistence and applies strategies to deal with them.	L almost always understands health risks related to social factors, consolidates healthy lifestyles on a physical and mental level, recognises behaviours that are contrary to coexistence and applies strategies to deal with them.	L always understands health risks related to social factors, consolidates healthy lifestyles on a physical and mental level, recognises behaviours that are contrary to coexistence and applies strategies to deal with them.	3% of total

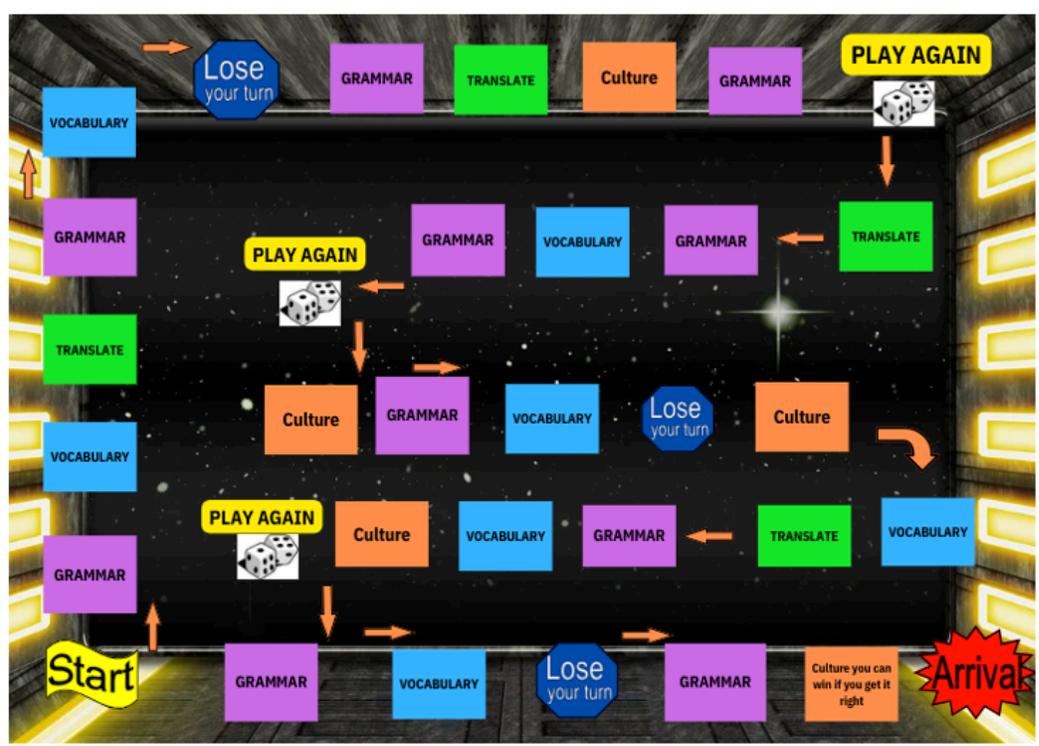
Figure A3. *Specific competences (skills) and Basic knowledge rubrics*

Specific competences assessed by examination (10% each <i>skill</i> ) and basic knowledge assessed by examination (10%): All of them in total correspond to 70% of the final grade.						
Learner (L): Date:		Rating scale				Mark
Specific competence	Assessment criteria	Fail (1-4) Not submitted is a 0 Framework level: B1+ or less	Pass (5-6) Framework level: B2]	Good (7-8) Framework level: B2+	Very good (9-10) Framework level: C1 Excellent (10) indicates performance well above the requirements.	
Specific competence 2: Oral comprehension.	CE2.1, CE2.2, CE2.3	L finds it difficult to actively listen to and independently interpret oral and multimodal texts on predictable and non-predictable personal, social, educational and professional topics, as well as literary texts appropriate to the expected level. L finds it difficult to analyse and compare formal and content elements as well as implicit and explicit meanings and to infer meaning from vocabulary, idioms and structures.	L can sometimes actively listen to and independently interpret oral and multimodal texts on predictable and unpredictable personal, social, educational and professional topics, as well as literary texts appropriate to the expected level. L can sometimes analyse and compare formal and content elements as well as implicit and explicit meanings and to infer meaning from vocabulary, idioms and structures.	L can most of the time actively listen to and independently interpret oral and multimodal texts on predictable and unpredictable personal, social, educational and professional topics, as well as literary texts appropriate to the expected level. L can, most of the time, analyse and compare formal and content elements as well as implicit and explicit meanings and to infer meaning from vocabulary, idioms and structures.	L can always actively listen to and independently interpret oral and multimodal texts on predictable and unpredictable personal, social, educational and professional topics, as well as literary texts appropriate to the expected level. L can always analyse and compare formal and content elements as well as implicit and explicit meanings and to infer meaning from vocabulary, idioms and structures.	10% of total
Specific competence 3: Reading comprehension.	CE3.1, CE3.2, CE3.3, CE3.4	L has great difficulty in reading and independently interpreting written and multimodal texts on predictable and unpredictable personal, social, educational and professional topics. L finds it difficult to identify the communicative function, the main idea, the secondary ideas and their explicit and implicit meanings. L finds it difficult to infer the meaning of vocabulary and the use of common structures and idioms. L finds it very difficult to locate, select and contrast information in digital media, independently, in different multimodal texts.	L can sometimes read and independently interpret written and multimodal texts on predictable and unpredictable personal, social, educational and professional topics. L can sometimes identify the communicative function, the main idea, the secondary ideas and their explicit and implicit meanings. L can sometimes infer the meaning of vocabulary and the use of common structures and idioms. L can sometimes locate, select and contrast information in digital media, independently, in different multimodal texts.	L can mostly read and independently interpret written and multimodal texts on predictable and unpredictable personal, social, educational and professional topics. L can mostly identify the communicative function, the main idea, the secondary ideas and their explicit and implicit meanings. L can mostly infer the meaning of vocabulary and the use of common structures and idioms. L can mostly locate, select and contrast information in digital media, independently, in different multimodal texts.	L can always read and independently interpret written and multimodal texts on predictable and unpredictable personal, social, educational and professional topics. L can always identify the communicative function, the main idea, the secondary ideas and their explicit and implicit meanings. L can always infer the meaning of vocabulary and the use of common structures and idioms. L can always locate, select and contrast information in digital media, independently, in different multimodal texts.	10% of total
Specific Competence 4: Oral Expression	CE4.1, CE4.2	L has produced an oral text with little autonomy and without reaching the given length, with inappropriate pronunciation.	L can produce an oral text with some autonomy, reaching the given length, sometimes with correct pronunciation, rhythm and intonation.	L can produce, with almost complete autonomy, an oral text of a given length, mostly with correct pronunciation, rhythm and intonation.	L can produce, with complete autonomy, an oral text of a given length, with correct pronunciation, rhythm and intonation, without	10% of total
		rhythm and intonation, confusing formal and informal style, choosing expressions, lexis and varied structures with extreme difficulty in situations relevant to the field of activity. L struggled to use planning, production, compensation and revision strategies independently.	intonation, without confusing formal and informal styles, choosing vocabulary, lexis and varied structures with relative ease in situations relevant to the field of activity. L can sometimes use planning, production, compensation and revision strategies independently.	intonation, without confusing formal and informal styles, choosing vocabulary, lexis and varied structures with ease in situations relevant to the field of activity. L can mostly use planning, production, compensation and revision strategies independently.	confusing formal and informal styles, choosing vocabulary, lexis and varied structures with outstanding ease in situations relevant to the field of activity. L can independently use planning, production, compensation and revision strategies.	

Specific competence 5: Written expression	CE5.1, CE5.2	L has had difficulties in producing a coherent and cohesive written text, without reaching the desired level of autonomy, confusing formal and informal register, and has had difficulty in adapting the textual typology and communicative situation to what was asked for and applying revision strategies autonomously.	L has been able to produce a relatively coherent and cohesive written text, relatively autonomously in formal/informal register and has managed to adapt, on most occasions, to the textual typology and the communicative situation to what was asked for and to apply revision strategies autonomously.	L has been able, in most cases, to produce a coherent and cohesive written text, completely autonomously in formal/informal register and has, in most cases, managed to adapt the textual typology and the communicative situation to what was asked for and to apply revision strategies autonomously.	Has been able to produce a remarkably coherent and cohesive written text of excellent quality, completely autonomously in formal/informal register and has managed to adapt brilliantly to the textual typology and the communicative situation to what was asked for and to apply revision strategies autonomously.	10% of total
Specific competence 6: Oral interaction	CE6.1, CE6.2, CE6.3	L has difficulty participating in conversations in an autonomous and spontaneous way. L finds it difficult to use linguistic politeness, non-verbal language and strategies to indicate that the message has not been understood, to ask for repetition and to show that he/she understands and follows the conversation. L has difficulty in interacting in a way that shows interest, respect and empathy towards others in the given context.	L is sometimes able to participate in conversations in an autonomous and spontaneous way. L can sometimes use linguistic politeness, non-verbal language and strategies to indicate that the message has not been understood, to ask for repetition and to show that he/she understands and follows the conversation. L can sometimes interact showing interest, respect and empathy towards others in the given context.	L is mostly able to participate in conversations in an autonomous and spontaneous way. L can most of the time use linguistic politeness, non-verbal language and strategies to indicate that the message has not been understood, to ask for repetition and to show that he/she understands and follows the conversation. L can interact most of the time showing interest, respect and empathy for others in the given context.	L is always able to participate in conversations in an autonomous and spontaneous way. L can always use linguistic politeness, non-verbal language and strategies to indicate that the message has not been understood, to ask for repetition and to show that he/she understands and follows the conversation. L can always interact showing interest, respect and empathy for others in the given context.	10% of total
Specific competence 7: Oral and written mediation	Show interest in participating in the solution of problems of incomprehension on a variety of personal, social, educational and professional contexts.	L shows little interest in participating in solving comprehension problems on a variety of personal, social, educational and professional contexts. L can hardly understand, communicate, describe and paraphrase texts in different formats, or explain concepts, orally or in writing, combining his/her linguistic repertoire (L2-L2, L1-L2, L2-L1), including frequent and infrequent vocabulary, expressions and structures, in an autonomous way. L almost never selects and applies, autonomously, strategies of language simplification, adaptation and rephrasing, which facilitate comprehension and oral and written expression of information in different languages (L2-L2, L1-L2, L2-L1), adapted to the communicative intentions, contextual characteristics and textual typology, using analogue or digital resources and supports, depending on the needs of each moment.	L shows some interest in participating in solving comprehension problems on a variety of personal, social, educational and professional contexts. L can sometimes understand, communicate, describe and paraphrase texts in different formats, or explain concepts, orally or in writing, combining his/her linguistic repertoire (L2-L2, L1-L2, L2-L1), including frequent and infrequent vocabulary, expressions and structures, in an autonomous way. L sometimes selects and applies, autonomously, strategies of language simplification, adaptation and rephrasing, which facilitate comprehension and oral and written expression of information in different languages (L2-L2, L1-L2, L2-L1), adapted to the communicative intentions, contextual characteristics and textual typology, using analogue or digital resources and supports, depending on the needs of each moment.	L shows interest in participating in solving comprehension problems on a variety of personal, social, educational and professional contexts. L can most of the time understand, communicate, describe and paraphrase texts in different formats, or explain concepts, orally or in writing, combining his/her linguistic repertoire (L2-L2, L1-L2, L2-L1), including frequent and infrequent vocabulary, expressions and structures, in an autonomous way. L mostly selects and applies, autonomously, strategies of language simplification, adaptation and rephrasing, which facilitate comprehension and oral and written expression of information in different languages (L2-L2, L1-L2, L2-L1), adapted to the communicative intentions, contextual characteristics and textual typology, using analogue or digital resources and supports, depending on the needs of each moment.	L always shows interest in participating in solving comprehension problems on a variety of personal, social, educational and professional contexts. L can understand, communicate, describe and paraphrase texts in different formats, or explain concepts, orally or in writing, combining his/her linguistic repertoire (L2-L2, L1-L2, L2-L1), including frequent and infrequent vocabulary, expressions and structures, in an autonomous way. L consistently selects and applies, autonomously, strategies of language simplification, adaptation and rephrasing, which facilitate comprehension and oral and written expression of information in different languages (L2-L2, L1-L2, L2-L1), adapted to the communicative intentions, contextual characteristics and textual typology, using analogue or digital resources and supports, depending on the needs of each moment.	10% of total

Basic knowledge (10% of the final grade)						
Basic knowledge	Content	Fail (1-4) Not submitted is a 0 Framework level: B1- or less	Pass (5-6) Framework level: B1+	Good (7-8) Framework level: B2-	Very good (9-10) Framework level: B2+ Excellent (10) indicates performance well above the requirements	10% of total
Language and Use	Communicative functions, contextual models and discourse genres, expressions/lexicon, sound, accentual and rhythmic patterns, spelling conventions and reflection on language.	L has difficulties in using commonly used communicative functions appropriate to the communicative context and domain. L has difficulty in applying the principles of language functioning in terms of lexis, grammatical rules and linguistic varieties. L disregards basic spelling conventions and communicative intentions and meanings associated with formats, patterns and graphic elements. And he/she has struggled to reflect on formal similarities and differences in meaning (borrowings, cognates, false friends, etc.) and their application in different communicative contexts.	L can sometimes use commonly used communicative functions appropriate to the communicative context and domain. L can sometimes apply the principles of language functioning in terms of lexis, grammatical rules and linguistic varieties. L sometimes applies basic spelling conventions and communicative intentions and meanings associated with formats, patterns and graphic elements. And he/she sometimes can reflect on formal similarities and differences in meaning (borrowings, cognates, false friends, etc.) and their application in different communicative contexts.	L can most of the time use commonly used communicative functions appropriate to the communicative context and domain. L can most of the time apply the principles of language functioning in terms of lexis, grammatical rules and linguistic varieties. L most of the time applies basic spelling conventions and communicative intentions and meanings associated with formats, patterns and graphic elements. And he/she mostly can reflect on formal similarities and differences in meaning (borrowings, cognates, false friends, etc.) and their application in different communicative contexts.	L can always use commonly used communicative functions appropriate to the communicative context and domain. L can always apply the principles of language functioning in terms of lexis, grammatical rules and linguistic varieties. L always applies basic spelling conventions and communicative intentions and meanings associated with formats, patterns and graphic elements. And he/she always can reflect on formal similarities and differences in meaning (borrowings, cognates, false friends, etc.) and their application in different communicative contexts.	

**Appendix B: Example of a board game (own creation) that has been adapted to 4th CSE syllabus. Game-Based Learning**

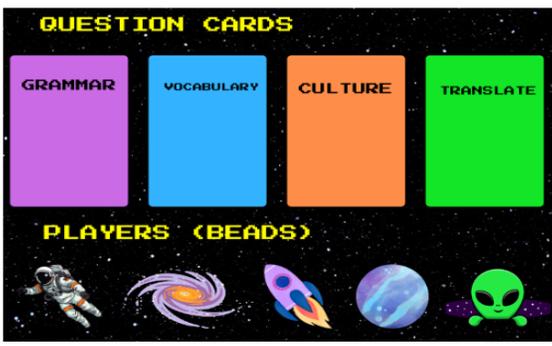


Game rules and examples of game questions.

### GAME RULES

BEADS are placed on the starting space at the outside of the spiral. Highest roll of the dice starts.

PLAY	Answer	WIN
Players take turns to roll the dice and move forward their bead forward by the number they get. Take an answer card matching your colour.  If a BEAD lands on an occupied space, the player who was on the space originally is removed and placed on the space that their opponent started that move from (the 2 BEADs swap places).	When you land on a colour, another player takes a card of that colour and makes you a question.  You have to answer a question correctly to carry on playing. If your answer is not correct, you loose your turn.	Players must land exactly on the ARRIVAL space to win, if they roll more their BEAD must move towards the last space and then back until the count on the dice is finished.  You can also win if you answer correctly the second last question.



**VOCABULARY**

<p>Synonym: to disappoint someone.</p> <p>Answer: To let someone down</p>	<p>Synonym: to do your best.</p> <p>Answer: to try your hardest</p>	<p>Synonym: to think about something for a long time.</p> <p>Answer: To dwell on something.</p>	<p>Synonym: to be difficult</p> <p>Answer: To be tricky.</p>	<p>Synonym: to say something is someone's fault</p> <p>Answer: to blame someone.</p>
<p>Synonym: experience of having a job.</p> <p>Answer: Work experience</p>	<p>Synonym: set up or start a company.</p> <p>Answer: To launch your own business.</p>	<p>Synonym: training whilst you work.</p> <p>Answer: Apprenticeship.</p>	<p>Synonym: someone who finishes school.</p> <p>Answer: School leaver.</p>	<p>Synonym: a qualification you get from a college or university.</p> <p>Answer: A degree.</p>

**CULTURE**

<p>Who is the Princess of Wales?</p> <p>Answer: Catherine</p>	<p>What is the capital city of Ireland?</p> <p>Answer: Dublin</p>	<p>What makes up the United Kingdom?</p> <p>Answer: Wales, England, Scotland and Northern Ireland.</p>	<p>Which title do many British women use to avoid indicating whether or not they are married?</p> <p>Answer: Ms.</p>	<p>What are the soldiers who stand outside Buckingham Palace called?</p> <p>Answer: The King/Queen's Guard</p>
<p>What is the minimum compulsory school leaving age in the UK?</p> <p>Answer: 16</p>	<p>What do the British celebrate on Bonfire night on 5 November?</p> <p>Answer: The failure of Guy Fawkes to blow up the king and Houses of Parliament</p>	<p>Which of the following nationalities has the largest number of UK residents?</p> <p>Answer: Indian</p>	<p>What is the most prominent religion in the UK?</p> <p>Answer: Anglicanism (Church of England)</p>	<p>Which side of the road would you drive on in the UK?</p> <p>Answer: Left.</p>

## TRANSLATE

Translate: Tomar una decisión difícil.

Answer: To make a difficult decision.

Translate: Asumir una responsabilidad

Answer: To take charge.

Translate: una cumbre.

Answer: a summit.

Translate: No me importa ir al cine solo siempre y cuando sea una peli que realmente quiero ver.

Answer: I don't mind going to the cinema alone provided it's a film I really want to see.

Translate: Es un secreto. Preferiría que no se lo dijeras a nadie.

Answer: It's a secret. I'd prefer it if you didn't tell anyone else.

Translate: Creo que debería irme a casa ahora, si no mis padres se preocuparán.

Answer: I think I should go home now, otherwise my parents will be worried.

Translate: No debería haber jugado a fútbol en la casa.

Answer: I shouldn't have been playing football in the house

Translate: Ojalá no me hubiera quedado despierto toda la noche. Estoy tan cansado ahora.

Answer: I wish I hadn't stayed up all night. I'm so tired now.

Translate: Ojalá mi hermano no comiera con la boca abierta. Es tan asqueroso...

Answer: I wish my brother didn't eat / wouldn't eat with his mouth open. It's so disgusting...

Translate: No quiero perder el tren. Mejor dejo la casa un poco más temprano.

Answer: I don't want to miss the train. I'd sooner leave the house a bit earlier.

## GRAMMAR

Complete the sentence: By the time I get to the airport, the plane \_\_\_\_\_ (take off)

Answer: will have taken off.

Make the right question: How long / he / study / English?

Answer: How long has he been studying English?

Use the verb HAVE to express that you paid somebody to mow your lawn last week.

Answer: I had my lawn mown last week.

is this sentence correct? This book is much more older than they told me.

Answer: NO

Past participle irregular verb: Forget

Answer: Forgotten

Make the right question: How many times / they / visit Scotland / so far?

Answer: How many times have they visited Scotland so far?

Past simple irregular verb: Go

Answer: Went

Past simple irregular verb: Arise

Answer: arose

Past simple irregular verb: Forget

Answer: Forgot

Past participle irregular verb: Grow

Answer: Grown

## Appendix C: Group roles



# GROUP ROLES

**MATERIALS MANAGER**

- Collects materials
- Participate in Group discussions
- Listens to others' ideas

**GROUP SPEAKER**

- Represents the group in class
- Does the presentation

**RECORDER**

- Does the writing part (presentation, ideas emerging during discussion, etc.)

**TIME/QUIET/FOCUS CAPTAIN**

- Keeps track of time
- Reminds the group to stay on track
- Controls voice levels

**COORDINATOR**

- Organises teamwork
- Makes sure to include/listen to all member's perspectives

Barbara Gual

**Appendix D: Group Work Rubrics (students evaluate each group member).**

Group Work Rubric:	STUDENT'S NAME:			Final Mark:	
Individual work	Excellent (3)	Very Good (2)	Pass (1)	Fail (0)	Mark
The student is responsible for the part of the work he/she had to do.	Yes, the student has done everything he/she had to do.	The student has done almost everything he/she/they had to do.	The student has done much less than he/she was supposed to do	The student has done nothing.	/3
The student participates in the group discussions by contributing ideas, clarifying, helping to make decisions...	The student is fully involved.	The student participates a lot.	The student hardly participates.	The student does not participate.	/3
The student actively listens to others	The student listens to and respects others' opinions.	The student listens to others, but interrupts sometimes.	The student interrupts colleagues quite often.	The student does not allow others to be heard.	/3
The student accepts the opinions of other group members.	The student accepts feedback.	The student accepts feedback, but makes excuses.	The student sometimes accepts feedback, but sometimes does not.	The student never accepts feedback.	/3
The student is respectful and does not obstruct the work of the group.	The student respects everyone.	The student respects in general, but does not respect one (or more) member of the group.	The student hardly respects others.	The student respects no one.	/3
The student encourages, supports and congratulates the rest of members of the group.	The student fully encourages the other members of the group.	The student encourages others most of the time.	The student hardly encourages others.	The student never encourages others.	/3

**Appendix E: Grammar structures that could be needed during TBL and campaign creation process.**

Possible grammar structures that could emerge	
Structures	Examples
<b>Present Simple Tense:</b> Use the present simple tense to describe general facts and habitual actions related to fast fashion and the objectives of the campaign. For example:	"Fast fashion pollutes the environment." "Our campaign raises awareness about the impacts of fast fashion."
<b>Imperative Mood:</b> Introduce the imperative mood to give instructions and commands for the campaign. For example:	"Spread the word about sustainable fashion practices!" "Join us in promoting ethical clothing brands!"
<b>Adjectives and Adverbs:</b> Encourage students to use descriptive adjectives and adverbs to convey the importance and urgency of the campaign message. For example:	"Choose eco-friendly fabrics for a greener future." "Shop consciously and make a positive impact."
<b>Modal Verbs (Can, Should, Must):</b> Use modal verbs to suggest possibilities, obligations, and recommendations for action in the campaign. (Can, must, should...) For example:	"You can make a difference by supporting sustainable fashion." "We should boycott fast fashion brands to demand change." "We must take action to protect the environment and workers' rights."
<b>Question Forms:</b> Use question forms to engage the audience and prompt reflection on their fashion choices. For example:	"Have you considered the environmental impact of your clothing purchases?" "What steps can you take to support sustainable fashion?"
<b>Conditional Sentences (Zero, First, and Second):</b> Introduce conditional sentences to discuss hypothetical situations and their potential outcomes in relation to supporting sustainable fashion. For example:	Zero conditional: "If we buy eco-friendly clothing, we reduce our carbon footprint." First conditional: "If everyone supports sustainable fashion, we will see positive changes in the industry." Second conditional: "If consumers boycotted fast fashion brands, they would be forced to improve their practices."
<b>Passive Voice (Advanced):</b> Reinforce the passive voice to discuss actions and processes in the fashion industry with more complex sentence structures. For example:	"Garments made in factories are often labelled as fast fashion." "Many workers in developing countries are exploited by fast fashion companies, which prioritize profits over human rights."
<b>Reported Speech:</b> Introduce reported speech to quote and paraphrase statements from experts, activists, and stakeholders in the fashion industry.	Indirect speech: The environmental activist emphasized the importance of demanding transparency and accountability from fashion brands.

**Appendix F: ACNS Vocabulary**

English	Spanish
Garments, clothes,	prendas de vestir
landfills	vertederos
trendy	tendencia
made in bulk	prendas a granel
outfits	conjuntos
tag	etiqueta
developing countries	países en desarrollo
lower wages	salarios más bajos
poor working conditions	malas condiciones laborales
pollution	contaminación
natural resources	recursos naturales
farmland	tierras agrícolas
chemicals	productos químicos
polluter	contaminante
global carbon emissions	emisiones mundiales de carbono
donate to charity	donar a organizaciones benéficas
<u>trashion</u>	Moda hecha con artículos usados o del vertedero
poor-quality	mala calidad
environmentally-friendly	respetuoso con el medio ambiente

**Appendix G: Game presentation and interactive platform ([Genially](#))**



Introductory video:



Game presentation:

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# THE GAME

THE MISSION: IN TEAMS YOU WILL HAVE 3 CHALLENGES TO COMPLETE.

THE TEAM WITH THE BEST SCORE, WINS THE CHALLENGE!

## ARE YOU READY???

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# PLAYERS



1. Greta Thunberg
2. Mari Copeny
3. Xiye Bašida
4. Lesein Mutunkel
5. Licypriya Kangujam

GO TO NEXT PAGE TO FIND OUT WHO THEY ARE

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## Meet the Young Activists

**Mari Copeny**



Mari is a 16 year old from Flint, Michigan known globally as Little Miss Flint. Born on July 6th, 2007. She first entered the public spotlight when her letter to President Obama about the water crisis prompted him to visit the city and survey the water crisis for himself. That visit ultimately led to him approving \$100 million dollars in relief for the city of Flint. Her young age has not prevented her from making a significant impact on the dialogue around environmental racism and confronted the entire country with the reality faced by victims of state negligence.

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## The Challenge



YOU ARE AT AN INTERNATIONAL MEETING WITH OTHER YOUNG ACTIVISTS

- You want to find out more about Fast Fashion and why it is a problem for our planet.
- You want to find solutions to this problem.
- You want to make change possible in your community.

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## The Challenge



YOU ARE AT AN INTERNATIONAL MEETING WITH OTHER YOUNG ACTIVISTS

- LEVEL 1: You will watch a video about Fast Fashion and Play a Kahoot. The more answers you get right, the better your final mark!
- LEVEL 2: You will present some sustainable fashion alternatives.
- LEVEL 3: You will create an infographic about Fast Fashion, why it is a problem and list some possible solutions.
- LEVEL 4: You will present your infographic to the meeting, co-evaluate the posters and decide who wins.
- LEVEL 5: Complete a quiz to see what you've learnt!

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Appendix H: Scoreboard.

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# SCORING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	THE WINNER TEAM
Kahoot!	Present some solutions	Poster creation + presentation	Vote (INDIVIDUALLY) for the best campaign material. YOU CANNOT VOTE FOR YOUR OWN MATERIAL.	Final Quizz	The total score (kahoot-presentation+info + quizz + extra winner point, if applicable)
The more right answers, the more points your team gets!	Teacher will decide the score	Teacher will decide the score	Students decide who the winner team is	The more right answers, the more points your team gets!	The winner team gets an amazing prize: A wildcard question in the final exam!
Max. 2 points	Max. 2 points	Max. 4 points	1 point (only the winner gets this extra point)	Max. 2 points	Max 11 total points.

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# SCOREBOARD

	TEAM GRETA	TEAM MARI	TEAM XIYE	TEAM LESEIN	TEAM LICYPRIYA
kahoot	/2	/2	/2	/2	/2
Presentation	/2	/2	/2	/2	/2
Poster	/4	/4	/4	/4	/4
Quizz	/2	/2	/2	/2	/2
Final score					

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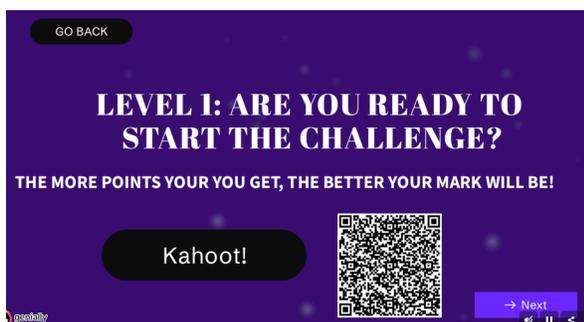
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## THE TEAM WITH THE HIGHEST TOTAL SCORE GETS A WILDCARD QUESTION!!!

The winning team will be able to redeem a question in the third quarter exam.  
 (If there is a question in the exam that you don't know/do not want to answer, you will be able to get the full score of that question without answering it!!)

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**Appendix I: Kahoot (video comprehension).**



**Fast Fashion Comprehension**  
Kahoot en curso

Termina: dentro de 8 días [Ver información del kahoot](#) 2

Kahoot finalizado [Ver resultados](#) 1

3 jugadas · 4 jugadores

[Presentar en vivo](#) [Asignar](#) [Jugar en solitario](#)

Un kahoot público

Intergual  
Actualizado hace 3 semanas

**Preguntas (11)** [Mostrar respuestas](#)

- 1 - Diapositiva  
Watch this video about Fast Fashion
- 2 - Verdadero o falso  
Cotton production is a manual process
- 3 - Verdadero o falso  
Production of cotton releases harmful chemicals.
- 4 - Quiz  
How much water (on average) is used to produce one T-shirt?
- 5 - Verdadero o falso  
10% of cotton is organically grown
- 6 - Quiz  
Fast fashion is...
- 7 - Quiz  
What is the meaning of "dye" in Spanish?
- 8 - Quiz  
which country is the world's biggest T-shirt exporter?
- 9 - Verdadero o falso  
People working in the T-shirt production industry in Bangladesh face poor working...
- 10 - Quiz  
Find the word that does NOT mean prenda/ropa in English

T1 - Quiz

What can you do to help solving the Fast Fashion problem?



### Appendix J: Level 2 (TBL).

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## LEVEL 2: PRESENT SOME SUSTAINABLE FASHION ALTERNATIVES

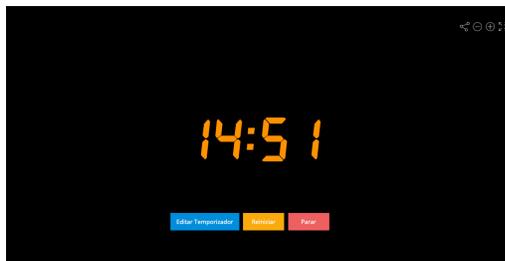
- PRESENT TO THE REST OF THE CLASS (oral presentation) some individual and collective solutions to Fast Fashion
- Present main solutions and focus your presentation on one of them.
- DEADLINE: You have 15 min to create a script so you can present your findings (images and other creative content are optional).
- Max 2 points of final mark.

YOU CAN CHECK THE FOLLOWING LINK TO GET MORE INFO FOR YOUR CAMPAIGN



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**Appendix K: Assessment *Rubric* (oral presentation)** (Adapted from [CEDEC](#), Intef).

ASSESSMENT RUBRIC FOR AN ORAL PRESENTATION									
CATEGORY	4 EXCELLENT	3 GOOD	2 NEED IMPROVEMENT	1 LOW PERFORMANCE	T1	T2	T3	T4	T5
<b>Greeting/ Farewell/</b>	The student greets and introduces the topic to the audience. The main idea is repeated at the end to sum up.	The student greets and introduces the topic to the audience. The main idea is not repeated at the end to sum up.	The student doesn't greet the audience or the student doesn't introduce the topic to the audience but the main idea is repeated at the end to sum up.	The student doesn't greet, the student doesn't introduce the topic to the audience and the main idea is not repeated at the end to sum up.					
<b>Organization</b>	The speech is always organized sequentially. The main ideas are shown first, and then, the secondary ones.	The speech is not always organized sequentially. The main ideas are normally shown first, and then, the secondary ones.	The speech is organized but not in the logical order: first the main ideas, and then the rest.	The speech isn't organized sequentially. The main ideas are not shown first, and then, the secondary ones.					
<b>Body language</b>	The student is continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nervous expressions.	The student is not continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nervous expressions.	The student is continuously orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nervous expressions.	The student isn't orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nervous expressions.					
<b>Vocabulary</b>	The student uses a wide range of vocabulary and there is no repetition.	The student uses quite a wide range of vocabulary and there is not a lot of repetition.	The student uses some new vocabulary and a few new expressions.	The student tends to repeat words all the time.					
<b>Materials</b> If no material is needed, give highest mark	The student uses high quality material to support the speech. And the material is used in the right way.	The student uses good quality material to support the speech. And the material is usually used in the right way.	The student uses the material in the right way but it is not high quality one and/or the other way round.	The student doesn't use the material in the right way and it is not a high quality one.					

**Appendix L: Level 3 (Campaign materials production).**

GO BACK

## LEVEL 3: CREATE YOUR CAMPAIGN MATERIALS

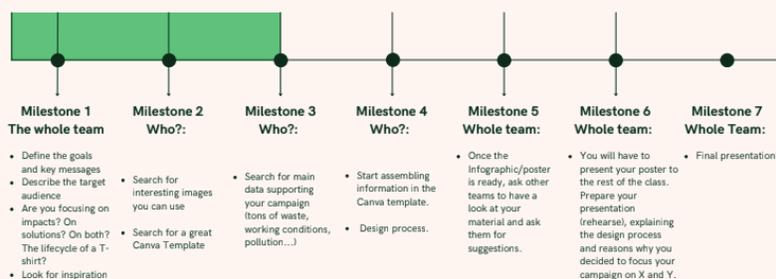
- Create an infographic (Canva) with your team about some of the problems of fast fashion as well as individual and collective solutions to Fast Fashion
- This infographic will be used locally to raise awareness about fast fashion.
- DEADLINE: You have the rest of the class and tomorrow's class to complete it. Max. 4 points of final mark.
- Then, all the teams will vote for the best infographic.

YOU CAN CHECK THE FOLLOWING LINK TO GET MORE INFO FOR YOUR CAMPAIGN

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# CAMPAIGN STEPS



## ARE YOU READY?

**Appendix M: Assessment rubric for campaign material** (Adapted from [CEDEC](#), Intef).

RUBRIC TO ASSESS AN INFOGRAPHIC/POSTER									
ASPECTS	4 EXCELLENT	3 GOOD	2 NEED IMPROVEMENT	1 LOW PERFORMANCE	T1	T2	T3	T4	T5
<b>Organisation</b>	All the elements of the infographic are included (title, body -information, different fonts) There is a perfect balance between text and pictures.	All the elements of the infographic are included (title, body -information, different fonts, and credits) The text and pictures are quite well balanced.	One of the elements of the infographic are not included (title, body -information, different fonts, and credits) and / or there is not a good balance between the text and the pictures.	Only one or two of the elements of the infographic are not included (title, body -information, different fonts, and credits) and / or there is not a good balance between the text and the pictures.					
<b>Design</b>	The information is very visual and well distributed. There is a harmony between colours and the typography is legible and appropriate.	The information is quite visual, and it is quite distributed. There is a harmony between colours and the typography is legible and appropriate.	The information is not visual, and it is not well distributed. There is no harmony between colours and / or the typography is not the appropriate one.	The information is not visual at all. There is no harmony between colours and / or the typography is not the appropriate one.					
<b>Content</b>	The infographic has all the concepts and key ideas of the topic. And all of them are shown very clearly.	The infographic has all the concepts and key ideas of the topic. And a lot of them are shown quite clearly.	The infographic has not all the concepts and key ideas of the topic But at least it has got the most relevant ones.	The infographic doesn't include main concepts and key ideas of the topic.					
<b>Appeal</b>	The campaign material is very engaging and thought-provoking, leading to raise awareness about the issue.	The campaign material is quite engaging and thought-provoking, leading to raise awareness about the issue.	The campaign material manages to be engaging and thought-provoking in some parts, and does not fully raise awareness about the issue.	The campaign material is not engaging nor thought-provoking, it does not raise awareness about the issue.					
<b>Grammar and spelling</b>	There are no grammar or spelling mistakes.	There are one or two grammar or spelling mistakes.	There are three or four grammar or spelling mistakes.	There are more than five grammar or spelling mistakes.					

**Appendix N: Campaign material Co-assessment.**

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## LEVEL 4: TIME TO VOTE FOR THE BEST INFOGRAPHIC!

NOTE: Vote individually (one person, one vote). You cannot vote for your own infographic.



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**Appendix O: Final Quizziz.**

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## LEVEL 5: COMPLETE THE QUIZZ WITH YOUR TEAM!

Complete the quizz with your team. The more correct answers you get, the more chances you will have to become the WINNER TEAM!



join my quizz.com - 67998132



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EXAMEN </> Integrar Compartir

## Fast Fashion Final Quiz

7th curso Inglés  
0% precisión 0 jugadas

Barbara G hace 23 días

Hoja de cálculo Guardar IA mejorada Editar

Empezar ahora

Asignar

10 preguntas

Ocultar respuestas

Vista previa

1. Opción múltiple

30 segundos 1 punto

Spare a thought for the ----- of fast fashion on the environment.

opciones de respuesta

- affect
- cause
- impact
- pollution

2. Llene el espacio en blanco

Editar



Write a synonym of Clothing (item)

responder

garment

3. Opción múltiple

30 segundos 1 pt



Criticism of Fast Fashion includes the increasing levels of ----- waste.

opciones de respuesta

- textile
- nuclear
- garbage
- rubbish

4. Opción múltiple

30 segundos 1 pt

How can you tell if something is "Fast Fashion"?

opciones de respuesta

- New items are coming into stock every day or few days
- They follow the latest fashion trends and quickly move on as the trends changes
- The majority of their clothes are made using cheap synthetic fibres
- All of above

5. Llene el espacio en blanco

Editar



Translate into English the following word: Vertedero

responder

landfill

6. Opción múltiple ⌚ 30 segundos Ⓞ 1 pt

Which of the following materials are made using plastic?

opciones de respuesta

-  Nylon
-  Polyester
-  Lyca
- All of above

7. Opción múltiple ⌚ 30 segundos Ⓞ 1 pt

Which of the following materials can result in microplastics in waterways after washing?

opciones de respuesta

- Cotton
- Wool
- Synthetic fibres (Polyester, Nylon, Lyca etc)
- clothes don't create microplastics

8. Opción múltiple ⌚ 30 segundos Ⓞ 1 pt

 In order to tackle fast fashion, we need to see companies changing their practices and governments introducing regulations. However, some changes we can make in our own lives include

opciones de respuesta

- Repairing and reusing old clothes
- Choosing second hand over buying new
- Wearing what we already own instead of looking for new outfits
- All of above

9. Opción múltiple [Editar](#)

What are some environmental impacts of fast fashion?

opciones de respuesta

- Increased textile waste
- Water pollution from dyeing processes
- Deforestation for raw materials
- All of the above

10. Llene el espacio en blanco ⌚ 1 minute Ⓞ 1 pt

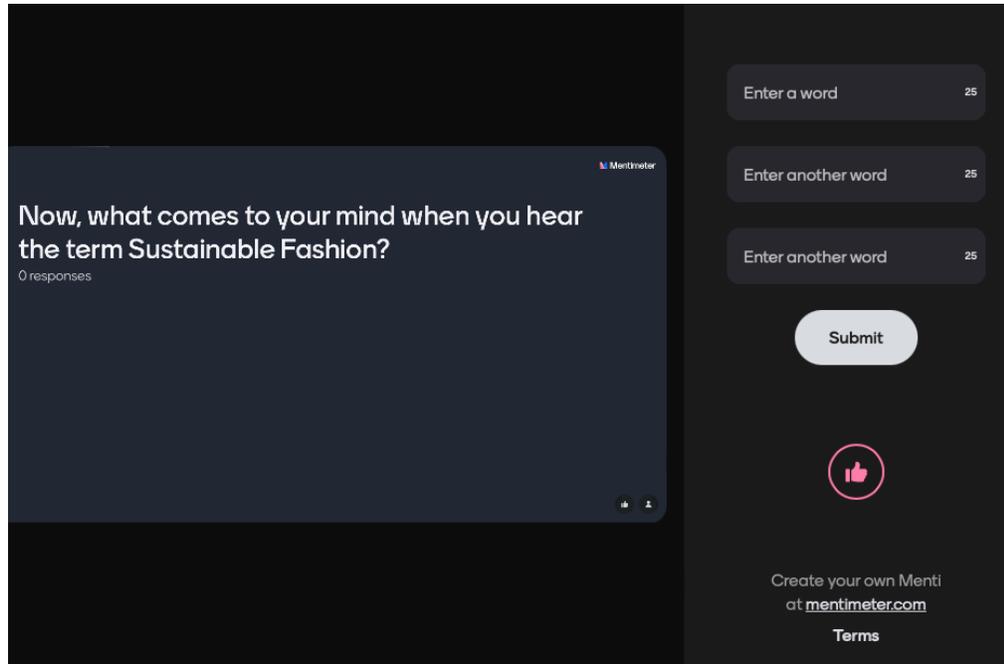
 Write the word: the process of transforming clothes or unwanted products into new clothes or products perceived to be of greater quality.

responder

③ upcycling

**Appendix P: Entry/Exit tickets.**

Entry ticket:



Now, what comes to your mind when you hear the term Sustainable Fashion?

0 responses

Enter a word 25

Enter another word 25

Enter another word 25

Submit



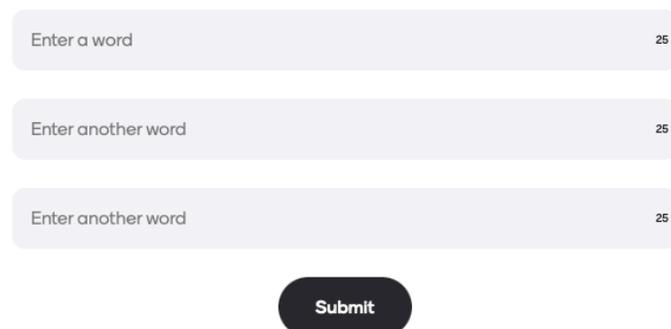
Create your own Menti at [mentimeter.com](https://www.mentimeter.com)

[Terms](#)

Exit ticket:



Share 3 words you have learnt in the last two lessons



Enter a word 25

Enter another word 25

Enter another word 25

Submit



What new ideas or facts have you learnt? Add some more vocabulary if you want.

Short answers are recommended. You have 200 characters left.

200

You can submit multiple responses

Submit



Do you think your friends and the school community really know the impact of fast fashion in the environment and working conditions?

Yes

No

Some yes, some no

Submit

**Appendix Q. Final Project (Gamified Learning Situation) Assessment explanation.**

This is for administrative purposes only. Students will have the Scoreboard as reference to know their final mark in this LS.

**TERMLY PROJECT ASSESSMENT. GAMIFICATION: 15% of Final Termly Mark**

The percentages correspond to the different Challenges within the Gamified Learning Situation

ASSESSMENT INSTRUMENT	Key Competence Assessed	Explanation	Assessment Tool	PERCENTAGE (out of 10 points)
Campaign materials creation + observed engagement	CD + CPSAA	To assess if the student uses digital tools to research and produce campaign materials; and if student participates during the campaign materials creation process.	Assessment rubric for campaign material	2% + 2%
Sustainability TBL + observed Teamwork	CE + CC	To assess if the student has been able to reflect on the impact of Fast Fashion and suggest some sustainable alternatives. To assess if the student participates and is able to work in a team	Assessment Rubric for Oral Presentation	1% + 1%
Kahoot & Quizziz	CCL	To assess if the student has acquired the desired language vocabulary and structures, as well as understanding of the issue.	Tests results	2% + 2%