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

ANALYSIS AND IMPROVEMENT OF A DIDACTIC SEQUENCE OF ENGISH SUBJECT FROM 2nd ESO.

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Abstract:

Didactic sequences and units are meant to be the backbone of every school year since they are the key structures and contents to follow in class. Laws regulate these two documents and the legislation must be followed appropriately. Consequently, this document covers in detail these aforementioned laws. There is good evidence to prove that innovative methodologies and approaches are being introduced in classrooms but more should be done. This study does not only analyse and show how a didactic sequence should be created but also comes together with a didactic unit including the use of innovative methodologies and approaches. Nevertheless, new methodologies are as important as new assessment tools so that a section is devoted to it. Furthermore, equality, diversity and reinforcement groups are highly taken into account when designing the didactic unit. It is clear that education is in constant change and for this reason, a section that addresses further areas of research is included in this study.

Key Words: Didactic sequence, didactic unit, ESO, TBLT, PBL competences, contents, evaluation, active methodologies.

Resumen:

Las secuencias y unidades didácticas deberían ser la columna vertebral de cada curso académico ya que incluyen estructuras y contenidos clave desarrolladas en clase. Existe una legislación la cual se debería cumplir con rigurosidad ya que establece las bases y los principios de la educación. Este trabajo de fin de máster cumple con toda la legislación además de explicar las leyes y reales decretos más importantes. Hay varios estudios que demuestran que las metodologías activas se están introduciendo de manera efectiva en las aulas, pero se debería hacer más. Este estudio no solo analiza y muestra como deberían hacerse las secuencias didácticas, sino que además incluye una unidad didáctica en la cual se utilizan metodologías activas. A parte de esto, hay un apartado donde se incluye nuevas herramientas de evaluación además de tener en cuenta la diversidad equidad y los grupos que necesitan refuerzo. Está claro que la educación cambia constantemente y es por esta razón que la conclusión incluye un apartado haciendo referencia a futuras áreas de recerca

Palabras Clave: Secuencia didáctica, unidad didáctica, ESO, TBLT, PBL, competencias, contenidos, evaluación, metodologías activas.

ABBREVIATION LIST

LOE- Ley Orgánica de Educación

LOMCE- Ley Orgánica para la Mejora de la Calidad Educativa.

ESO - Educación Secundaria Obligatoria

PEC- Proyecto Educativo del Centro

CFGM- Ciclo Formativo de Grado Medio

ADHD- Attention Deficit and Hyperactivity Disorder

PAT- Pla Acció Tutorial

TFM- Trabajo de Fin de Master

NA- No Assolit

AS- Assoliment Satisfactori

AN- Assoliment Notable

AE- Assoliment Excellent

ICT- Information and Communication Technology

ACTIC- Acreditación de Competencias en Tecnologías de la Información y la Comunicación

TBLT- Task-Based Language Teaching

PBL- Project-Based Learning

CLIL- Content and Language Integrated Learning

CC- Competencies Clau

CD- Competencia Digital

C- Competencia

CA- Criteri d'Avaluació

SELFIE- Self-reflection on Effective Learning by Fostering Innovation through Educational

technology

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1. Introduction

1.1 Justification

Teaching has been changes through time and so does English learning. First and foremost, we cannot reach in the same way our teachers taught our parents or even us. Society needs and preoccupations have changed. Some decades ago, English teaching, as well as teaching other subjects in general, was teacher-centered and using rather ineffective methodologies as several studies conducted had shown. Some of these methodologies were also based on unreal examples and situations, something neither attractive nor motivating. The Internet plays an important role when analyzing the needs that appeared with a new generation. Many terms linked to the Internet were created in English and for this reason most part of society were enhanced to be familiar with this language. Moreover, as technological devices were created, the easiness to communicate with someone living in the other side of the globe was a fact. Language limitation was faced by many people even though translating tools were also coming to light.

Apart from that, globalization as we know it nowadays did not yet happen. This specific element has been of great importance to change people's point of view towards English learning and teaching. Another key element to take into account is that since traveling became easier and more accessible to everyone, the need to communicate with other people when visiting a foreign country, made people aware of the importance of learning this language. However, English learning was not only a need for leisure activities but also for work. As mentioned before, globalization is a fact and nowadays many companies export or import their products to other countries. This does not mean that the country a company is working with is an English-speaking one but this specific language has become the international language for communication. Linked to all of this, we, as teachers, must prepare the youngest generations

to face all the aforementioned challenges and needs even though they are not fully aware of them.

As we all know, COVID-19 pandemic has been affecting our lives and routines for a long time now. When this pandemic started, the first measure authorities took was to create a general lockdown and everyone had to stay at home. This also changed the way of working and studying. Thanks to technology, a great number of people could still go on doing their work as well as completing their studies. This had a great impact in how governments and authorities promoted different programs to foster online education. SELFIE, Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies, is a free tool to help educational centers to embrace digital technologies and apply them to their teaching, learning and assessment. This tool was promoted by the European Commission and is available for any European primary, secondary or vocational school and is available in more than 30 languages.

What is more, since students have to adapt rapidly to a rapidly changing world, what would be offered to them is a lifelong learning program. The European Council of Europe aims to promote different areas that, as far as I am concerned, are very similar to the competences included in the curriculum. Such areas of promotion include plurilingualism, linguistic diversity, social cohesion democratic citizenship and mutual understanding. Even though this is promoted from the European Council, it is really good to see this applied to our curriculum and to see that the changes introduced are a true fact and that are put into practice. However, further implementation should be done because, even though a vast number of high schools and educational centers are applying these rules, many other do not.

1.2 Objectives

One of the aims of this TFM is to highlight the strengths and the weaknesses not only of Institut Puigreig, the high school where I took my internship, but also on the global Spanish

and Catalan education system. Having set the background of English teaching and learning from the 21st Century, we have to take that into consideration when designing our lessons as well as the annual program. It is true that in many high schools this is already done but further action and research to have a better implementation should be done.

Apart from that, and to a more personal and professional level, one of the aims of this research project is also to put into practice everything we have been learning during our master's degree lessons. The content of these lessons has fallen into place once we started developing this final research project not to mention also doing our internship period. Even though at first we felt totally lost and unfamiliar with the Spanish and Catalan legislation, once we started dealing and working with it, everything made perfect sense. Furthermore, during the master's lessons, we have been introduced to several innovative and active methodologies, something also taken into practice in this final paper and in the internship period.

Looking at it for a future perspective, another objective included in this final dissertation research is to be truly competent when teaching English. Even though we may have a degree on English Studies or similar, this does not mean that we know how to teach English properly. Many of us has already experience in teaching but the truth is that you never stop learning and improving as a teacher. This profession is a very demanding one and since society is in constant change, our interaction should also be. This does not only include classroom control but also following what the current legislation says and what society demands. Innovative methodologies will always be present and teachers must be up to date with it.

1.3 Chapters Presentation

To have a better understanding and becoming familiar with the structure of this document, we have to take into account that this final research paper is divided into three main sections. The first section is the presentation of the TFM. Even though this is the shortest part of the document, it is of great important since it sets the contexts and the parameters in which

the research has been conducted. This part includes a background of English learning and teaching in the 21st Century explaining what our society needs are. This part also includes the main objectives of this TFM as well as how it has been carried out.

The second section, and the longest one, has two subsections. The first one and a very important one for the development of this TFM is the legal framework. Here both Spanish and Catalan legislation is mentioned and used in order to design the didactic sequence and the didactic unit. The second sub-section focuses on the background of the high school I carried out my internship and the centre this project is based on. Here it is included the social and economic background, the students and teachers' rules, the areas division and the project this high school takes part in.

When having a look at the third and last section, we have to say that is of great importance. In this part is where the best effort has been put into. It includes an analysis of the high school didactic sequence that in my personal case, the high school did not have one and I had to develop it from zero. Even though it has been a challenge, having achieved it successfully on my own has been very enriching not only in a personal but also in a professional level. Apart from that, an analysis of the ICT activities, special needs and reinforcement groups, attention to diversity and equality is also included. Furthermore, we can also find the development of the didactic unit linked to the didactic sequence. In this part is where everything falls into place because all the theory learnt must be put into practice when designing the whole unit and the activities included in it. Then, a short section where the conclusion and further areas of research is also included. Even though these two last sections are short, they are of great importance since some further research is mentioned to try to have a better education quality in our country and especially in our subject.

1.4 Methodology

When it comes to methodology, the one used to complete this TFM has been a simple and effective one: never stop working and having all the work done by the draft submission time. First of all, gathering information and understanding all the important documents from the educational center was a very important point to start with. The fact that the high school where I was taking my internship did not have a didactic sequence and unit supposed a big challenge in order to complete the TFM. The didactic sequence and academic guide provided by the high school does not follow any curriculum or legislation and it also focuses on the content from a text book.

The following step was to read, understand and select the legal framework which was important for the development of the TFM as well as the didactic unit and sequence. Being already familiar with some parts of the legislation because it was taught during some sessions of the master's degree, made this step easier to follow. Even though we did not analyse the whole legislation in class, being familiar only with the curriculum of our autonomous community was of great help. Once the legal framework was covered, completing the didactic sequence and from there, the didactic unit. Further research was also needed in order to become familiar with certain methodologies even though many of the knowledge came from the master's degree lessons. Once having filled in all the parts, a final revision was done taking into consideration all the formal and document aspects which have to follow APA7.It is also worth mentioning that while gathering information or doing some reading, the reference section was also being completed.

While developing this TFM, the importance of having a well and properly done didactic sequence and, consequently, a didactic unit, has been totally understood. It is true that if a teacher has these two documents developed by the beginning of the school year, much time will be saved as well as more objectives will be achieved. When working with people, and

specially teenagers, we will surely face some setbacks during the year. However, it will be easier to get back on track after a setback if we have everything planned and organised. Thus, it is of great importance not only to follow what the government establishes by law but also the documents required in the highs schools. This way, it would be easier for a substitute teacher to accomplish all the objectives set at the beginning of the year. Apart from that, teachers must have the responsibility to make sure students have an inclusive and quality education not only as professionals but also as human beings.

2. Legal Framework

For the adequate understanding and development of this syllabus, some key aspects regarding the Spanish legal framework have to be taken into account. Firstly, the advantages and opportunities offered by the Spanish Education Law (LOE), modified by the Law 8/2013 (9th May) on the improvement of the quality of Education (LOMCE); in second place, as included in the article 131 de l'Estatut d'autonomia de Catalunya and therefore, included the the Law 12/2009 (10th July), the government of Generalitat de Catalunya is in charge to establish the curriculum in each period of the educational Catalan system in order to acquire the basic competences, the legitimacy of the titles and the common apprenticeship regulated by law. The Spanish Order ECD/65/2015 (21st of January), establishes the relationship and connections between competences, content and evaluation criteria.

The particularities of the curriculum developed in Catalonia are included in the Decree 187/2015 (25th August) and the evaluation included in the Decree ENS/108/2018, which establishes the basis to improve the quality of education by evaluating and designing the curriculum based on competency. Therefore, the aim is to make the students competent and crate an inclusive school. These bases are also established in the Common European Framework of Reference for Languages. Regarding the evaluation and stated in the law

12/2009 (10th July) of education, establishes the basic principles of evaluation as well as a detailed pedagogic guide, including the steps to follow to achieve an objective way to evaluate each student progress and performance. The law 2/2006 (3rd May), establishes the learning assessment framework in Educació Secundaria Obligatoria (ESO). The Decree 187/2015 (25th August) establishes the principles and characteristics on how students pass the course. The aforementioned Decree also indicates that the students' evaluation is an essential part of their learning process with a global, continuous and integrating point of view.

To understand what a mixed-ability class is, we must start from the idea that all learners are different. The preoccupation related to the need to address and respond adequately to diversity is very present in the Decree 150/2017 (17 October), which focuses and supports an inclusive teaching with a clear objective: to reduce school dropout and social exclusion and higher the quality of education of all the students without exception, from students with learning difficulties, students with high capacities to disruptive and unmotivated students, through students with mental or physical disabilities, students from other countries or students with socio-economic difficulties.

Apart from what it has been already mentioned in the legal aspects, the Decree 102/2010 (3rd August) on school autonomy is also worth mentioning and so is the importance of the School Educational Project (PEC), which adapts the policies to the social educational context of the institution. Furthermore, this document lists and defines the identifying features of the school, formulates the objectives to be achieved and expresses the organizational and functional structure in order to enrich the learning development.

## 3. Context of the Educational Centre

Institut Puig-Reig, located in a small town close to the Catalan Pyrenees, is where I carried out my practicum for the Master's Degree on Máster Universitario en Profesorado de

Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas.

Puig-Reig high school is a public institution that is controlled and ruled by Departament d'Educació de la Generalitat de Catalunya. Puig-Reig is a small town, with 4289 inhabitants, located in Berguedà, close to the Catalan Pyrenees. The high school was created in 1993 and it was firstly located in Cal Pons, a textile colony that is part of the town. It is important to know the history of this area since one of its major economic activities was the production of textile fabrics. During the industrial revolution, all the small towns that were close to rivers, in this case the Llobregat River, became a centre of life. Many people from rural houses as well as from the south of Spain immigrated to these textile colonies in order to work. Since these colonies had everything the inhabitants needed, such as schools, shops, a church and even a theatre, they decided to build the high school there. Some years later, in 2004, the high school moved to the centre of the town, where it is located nowadays.

Image 1:

Map of Catalonia with a sign to locate Puig-Reig.
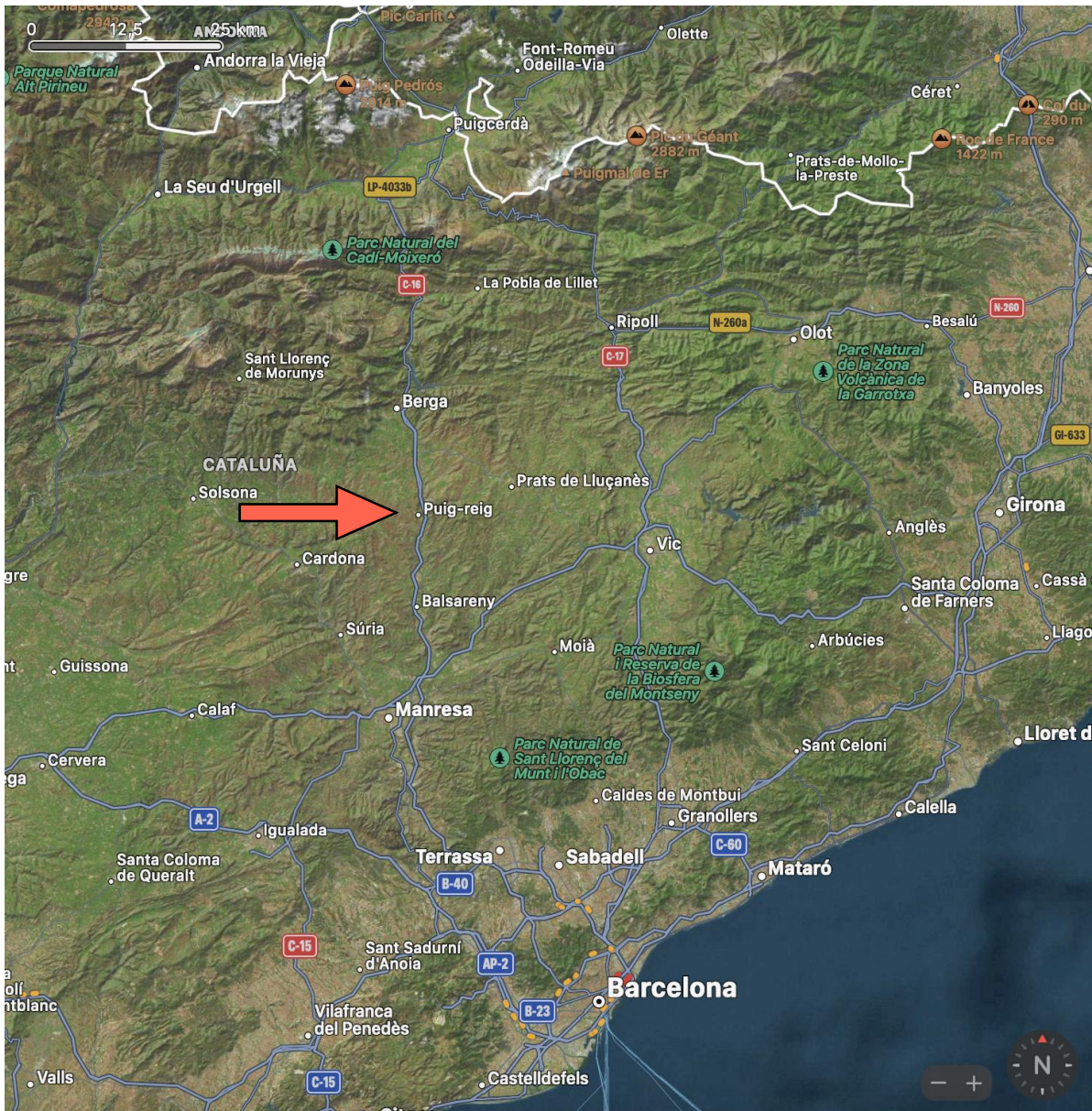
Note: This image shows the location of Institut Puig-Reig, in order to see the geographic context.

The classes start at 8am and finish at 2:30pm. They have two breaks, the first one lasts 20 minutes and the second only 10. Since the COVID-19 pandemic started, the organization of the centre took measures to avoid the spread of the virus. They divided the courses into different groups: 1st and 2nd ESO, 2nd of baccalaureate and CFGM (Cicle Formatiu de Grau Mitjà) have the first break from 10am to 10.20am and the second one from 12:20pm to 12:30 pm. The rest of the grades, 3rd and 4th of ESO and 1st baccalaureate, have their first break from 11am to 11:20am and the second one from 13:20pm to 13:30pm.

Focusing on the educational levels, the ones that are taught in the high school are: ESO, baccalaureate and CFGM in Elaboration of Food Products. The fact that the high school also has students from a CFGM, gives it a special feature: a wide variety of students from different ages and from all walks of life. We have also to take into account that lots of students come from adjacent small towns which do not have a high school. These towns are Casserres, with 1500 inhabitants and Viver I Serrateix, with 170 inhabitants. Talking about the socio-economic situation, a great number of families are working in the secondary sector and their economic level is medium-low. Due to the fact that Puig-Reig is a small town, there is not big issues regarding immigration or violence.

As it is included in Proyecto Educacional del Centro (PEC), this high school has some aims to accomplish. The main one is to educate responsible people with abilities to be autonomous. Linked to that, the education has to be collaborative with the families, enhancing the cohesion and integration of those diverse students in order to acquire the basic skills. Other aims are to educate committed, tolerant and responsible people, to value the effort, autonomous work and leading roles, to embrace the diversity and ensure that they acquire the basic skills. Furthermore, they also want to enhance the use of the new technology as a teaching and learning tool, to promote the learning through observation and experimentation and to embrace the multilingualism. In the same line, this high school tries to follow some values linked to the

country such as commitment to the Catalan language and culture, respect to heterogeneous students, culturally or ideologically, to bring a respectful and caring environment among the students and also the use of critical thinking, creativity and scientific reasoning as tools for personal growth. Apart from that, this high school wants to achieve that students are aware of the environment, sustainability and responsible consume and also to work collaboratively with the socio-cultural surroundings as well as institutions and families.

According to the article 131.3.c) de l'Estatut d'autonomia de Catalunya, la Generalitat de Catalunya has the authority to establish the study plans as well as the curriculum in the secondary education (ESO). Since this is a public institution controlled by Generalitat de Catalunya, the curriculum and the subjects that have to be taught in public high schools have to be the same. Even though there are not any remarkable changes regarding the curricular subjects, we have to take into account the linguistic project in which this high school participates. One of the aims of this educational centre is that students learn and acquire the basic skills to communicate fluently in three languages: Catalan, Spanish and English. Moreover, the intention is that the pupils embrace the Catalan culture, respecting their classmates that come from elsewhere and helping them to get to know and respect the historical values and the culture of our country. In addition, reading is a cross competence for the high school. The reading competence is included in the basis of all learning processes as well as in the Project Educatiu del Centre (PEC). For this reason, Institut Puig-Reig started a program in order to enhance students to read not only in Catalan and Spanish but also in English. Each year, the course material includes at least three books in all the language-based subjects, enabling the pupils to read one book each term. Apart from that, another initiative from the centre is that all ESO students have 1 reading hour every week. This is divided in 30 minutes 2 days of the week and each term the schedule changes in order not to affect always the same subject.

It is also worth mentioning that in the subject of English, there are several projects going on in the present: Erasmus and E-Twinning. Nowadays, due to the sanitary situation, Erasmus has been stopped for two years even though the direction of the centre wishes to re-establish it the following year if the situation allows it. This project gives the opportunity to those students who wish to study abroad to stay overseas for a term, especially those in their last years of ESO and Bachelorette. On the other hand, E-Twinning project is carried out throughout the year and during class hours and it is a platform which enables both teachers and students to work cooperatively with other educational institutions around Europe. In the case of Institut Puig-Reig, the students of 1st, 2nd and 3rd of ESO are exchanging letters, materials and even video calls with high schools from Turkey, Greece and Italy.

When it comes to the facilities, Institut Puig-Reig is rather small. The high school is mainly built in three buildings which have 2 floors each. The first building (and the biggest one), contains the main entrance, secretary and both, in the first and second floor, teacher's offices. The other 2 buildings are adjacent to the first one and contains mainly the classes, the library, laboratory and the kitchen for the CFGM students. The gym is located in the outdoor part of the high school, in an individual building which also has its own playground. Apart from the main playground (located in the main entrance of the high school), there is a greenhouse which is grown by ESO and CFGM students. The fruits collected from there, are used in the CFGM classes to cook. Each year has its classroom and since the pandemic started, they do not change classes unless they need to go to the laboratory, technology workshop or PE. Something to take into account is that all the classes have big windows in order to save energy as well as to have a more pleasant work environment.

Starting from a general outlook, the characteristics of students from this high school are not very complex to analyse. As stated above, this high school is basically made up of families working in the secondary sector and mainly factories. Hence, the economic level is between

low and medium. Connected to this, it is also important to mention that there are no major problems about violence, immigration or discrimination. There are several families that are new to the town and there are children that have arrived recently in the high school. They mainly come from South-American countries such as Colombia, Perú and Ecuador. Since these mentioned countries share some characteristics with our country in terms of language and culture, it is easier for them to adapt not only quicker but also more comfortably. As it can be observed in the classroom, the other students from the town have welcomed very well the recently arrived students. It is important to mention that a great number of both, boys and girls, play in the town's football or basketball team and this is a plus regarding cohesion.

The Organic Law 2/2006 (3rd May) establishes that it is necessary to pay special attention to students' diversity. Thus, all the institutions, either public or private, have to undertake an education without exclusions. As stated in Lay 14/2010 (27th May) on rights and opportunities during the childhood and adolescence, it is a responsibility from all the society as well as those in power, to ensure that all infants and teenagers have access to education, especially those more vulnerable or with more limitations regarding cognitive development or participation. In the article 50 of the aforementioned Law, it is said that all infants and teenagers have the right to enjoy an inclusive educational system, with access to compulsory education with the same rights that other society members and without any exclusion due to disabilities. Furthermore, it also says that those who need special adjustments and supports, must have the right to receive it in order to have the chance to reach the best academic, personal and social progress. In the same way, the Law 13/2014 (30th October), has as one of its aims to achieve an inclusive society that offers equal opportunities for everyone and that avoids discrimination.

Students that have arrived recently follow a program, in which during some hours, they talk to the psychologist and educational psychologist from the centre. They analyse their level of comfort, adaptation and knowledge. Sometimes it is difficult to know which their level is

since they come from a foreign country and teachers have no access to their previous academic record. For this reason, they may be analysed and somehow tested, in order to see which aspects of their learning process they might need to be reviewed or strengthen. Moreover, for those who have special cognitive disabilities, some support is provided. To do so, there should be a medical or pedagogical report or diagnosis in order for the high school to take action. Some of these cognitive needs could be ADHD, dyslexia, high intellectual capacities or other disorders which affect the learning process.

Having a look into a more detailed analysis to the different years, we can say that this high school is not particularly big in term of students' numbers. The classes and students of each year are the following ones:

Chard 1:

Number of students in each group in Institut Puig-Reig.

Year	Group A	Group B
1st ESO	24	26
2nd ESO	26	27
3rd ESO	22	23
4th ESO	25	24
1st Batx	20	23
2nd Batx	15	17

Note: This chard makes reference to the number of students in each group of each school year. Source: own source.

Since this TFM is going to include a didactic unit based on real groups, the analysis of them should be taken into account. During my internship the year I followed the most was 2nd of ESO and this is the main reason to create the didactic unit focused on them. Since the English teacher is also the tutor of 2nd of ESO A, I have seen in detail how the progress of different

aspects such as evaluation or conflicts solution has been done. Both groups are very similar in terms of number of students, gender division and students with special needs. In both groups there are 26 students, 10 girls and 16 boys. When it comes to NEAE, there are three pupils who need special adaptation. In the group of 2nd of ESO A, there is one boy with a quite advanced level of dyslexia and another one with TDAH. As far as I am concerned, both of them are willing to learn and this is a key factor when helping them with their learning difficulties. In 2nd of ESO B, there is also one student with TDAH and self-esteem problems. Even though there is not a regulation that says that teachers should adapt material to students with emotional problems, some special attention should be payed to them as well not only as teachers but also as human beings.

The truth is that when taking tests or working in groups, these aforementioned students with special needs have been very taken into account and their English performance and confidence improved. For these reasons, it is very important to be conscious about how we treat students and how can we really help them. Materials, exams, tasks and activities must be adapted but sometimes it only takes 2 minutes to ask them how are they feeling or if there is something we can do to help, not only in learning but also in behaviour and self-esteem.

Image 2:

This image shows the 2ⁿᵈ of ESO A students.

BOYS GIRLS NEAE

7%

36%

57%
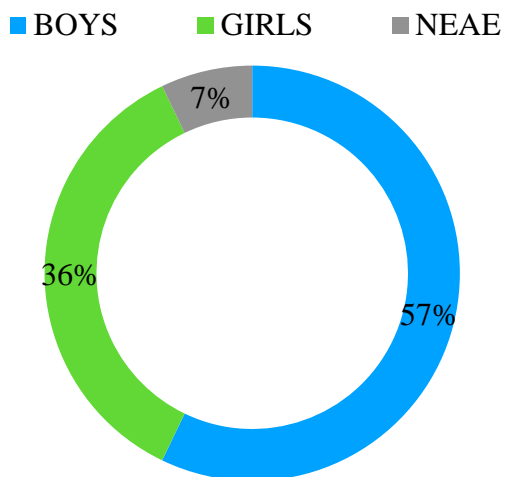
Image 3:

This image shows the 2ⁿᵈ of ESO A students.

BOYS GIRLS NEAE

4%

37%

59%
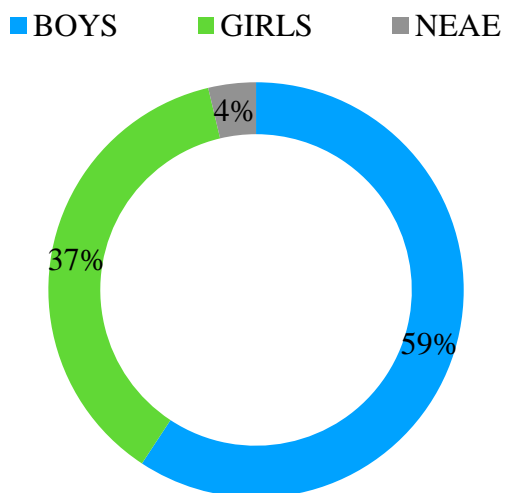
Note: both images show that both groups are very similar. Source: own source.

Regarding the teaching team, we can say that here are different categories when it comes to the government board. First of all, there are the more important ones which duties are carried out only by one person: the head teacher, the head of studies, the secretary and the director of studies. The teaching team is also accompanied by Consell Escolar. Concerning the coordination of the teaching team, there are three different groups: the didactic departments which are formed by all the teachers included in each of them, level teams which include the teachers that teach in a specific level (year) and the committees that are build in order to work on different cross aspects such as celebrations, excursions or end of year trips. It has to be said that all the functions and responsibilities of each role is specified in more detail and included in the document Normas de Organización y Funcionamiento del Centro (NOFC).

Apart from teaching, teachers have also a role of tutors. In this high school, there are two different types of them: the group tutor and the personal tutor. The former one has different responsibilities such as carrying out the tutorial classes included in the Pla d'Acció Tutorial (PAT), which students deal with different cross topics including gender equality, sexuality, racism and more. Furthermore, if there has been a problem within the group, these sessions are the perfect moment to deal with it. The individual tutor has more personal responsibilities which include a closer relationship with the student regarding the academic orientation as well as with their families, being the one in charge of communicating to the families the students' academic performance, behaviour and, if necessary, punishments. Having a small number of students under your tutorship is a great way to pay closer attention to those students who may need more assistants wither with studies or behaviour.

As included in the curriculum, in Catalonia the secondary education (ESO) groups the different subject according to ambits or areas. This high school has already divided the subjects according to that as well as the physical rooms devoted to meetings. Thanks to that, it is easier

for the teachers to create cross content, do the follow-up, exchange information and work collaboratively. There are five different ambits which include the following subjects:

Image 4:

Different ambits or areas and the subjects included in each one.
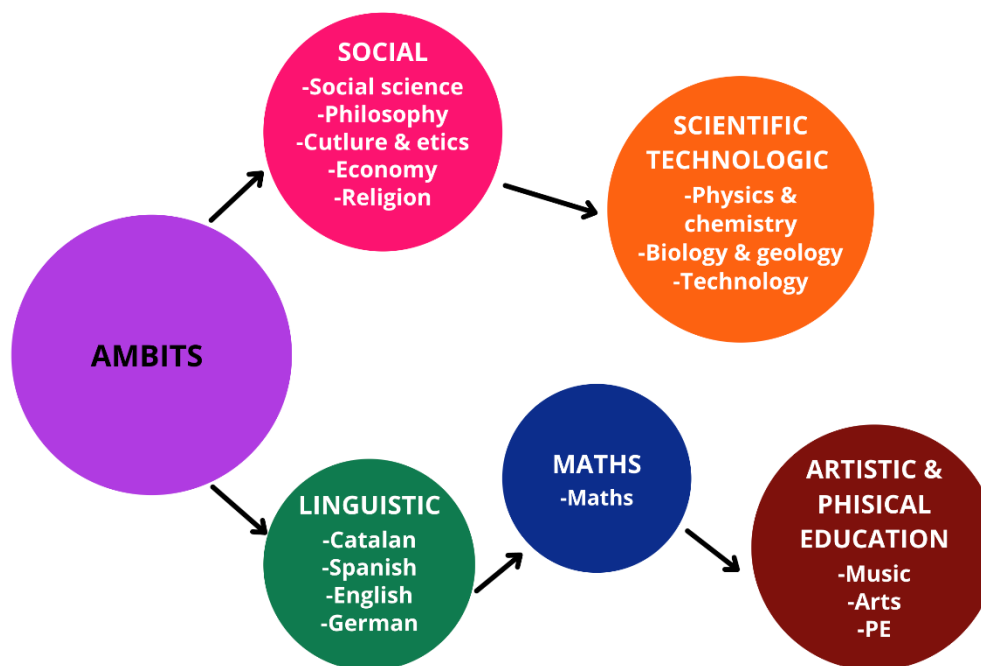
Note: This image shows which subject is included in each ambit or area. Source: own source.

As said before, since this is a small village, the relationship with other institutions is not only easier but also kind of a necessity. There are several projects in which this high school participates in: Joves x Poble, Fàbrica Oberta and Qui Coneix Estima. Starting with the first mentioned project, Joves x Poble establishes a way to promote the town's and the high school activities in order to achieve a better social cohesion not only in the centre itself but in the town. The different activities are shared through social networks such as Facebook, Twitter, the high school webpage and press such as Regio 7, Nació Digital, Radio Puig-Reig and TV Berguedà.

Apart from sharing activities, the high school has a partnership with the town hall in which Baccalaureate and CFGM students take a kind of practicum a period of 120 hours during summer in a company. By doing so, the students get an extra mark in the final grade. Furthermore, students during ESO years can choose an optional subject which is called Radio. As its name indicates, the students work collaboratively with the local Radio to produce some programs and podcasts.

The project named Fàbrica Oberta is a collaboration between Departament d'Ensenyament, the Departament d'Empresa and the Coneixement i el Consell de Cambres de Catalunya, in order to offer not only students but also teachers an educational tool to promote vocational workplaces. Moreover, this initiative is a way to promote the industrial workplaces and the transition into the work market. One of the biggest companies in the town, Serradora Boix, works closely with the high school and the town hall to offer to students' opportunities to learn have a closer look into the industrial sector.

Considering the environmental aspects, this high school thinks that all the educational centres should also take in some changes in order to protect the environment. For this reason, they have two projects going on: Escola Verda and Qui Coneix Estima. The first one is mainly focused in the recycling plan of the centre itself but also promote and enhance students to reduce their waste. The second project, Qui Coneix Entima, is not only about ecologic agriculture, but also a way to teach students how to cultivate and take care of the plants in order to obtain its fruits. It has to be mentioned that in the playground students from CFGM and ESO have a big greenhouse to grow vegetables, some of which they will collect and use it to cook something. It is not only a way to teach how important is to preserve the environment but also a very effective one to teach how to respect things. Teenagers usually do not think about how difficult is to build, grow, or take care of something. However, if we give them the chance to

take part of a project in which they will be the protagonists, they will probably change their behaviour towards some things, having seen how hard you have to work in order to achieve something, in this case, collect the vegetables and fruits they have grown. In addition, this is a way to promote and to give the possibility to students to acknowledge which fruits, crops and even trees are grown in the area due to climatic reasons. Nowadays, the students who take care of the greenhouse are the ones in CFGM and the 1st of ESO which are taking the Optional subject called agriculture.

Even though there are not any remarkable changes regarding the curricular subjects, we have to take into account the linguistic project in which this high school participates. One of the aims of this educational centre is that students learn and acquire the basic skills to communicate fluently in three languages: Catalan, Spanish and English. Moreover, the intention is that the pupils embrace the Catalan culture, respecting their classmates that come from elsewhere and helping them to get to know and respect the historical values and the culture of our country. In addition, reading is a cross competence for the high school. The reading competence is included in the basis of all learning processes as well as in the Project Educatiu del Centre (PEC). For this reason, Institut Puig-Reig started a program in order to enhance students to read not only in Catalan and Spanish but also in English. Each year, the course material includes at least three books in all the language-based subjects, enabling the pupils to read one book each term.

It is also worth mentioning that in the subject of English, there are several projects going on in the present: Erasmus and E-Twinning. Nowadays, due to the sanitary situation, Erasmus has been stopped for two years even though the direction of the centre wishes to re-establish it the following year if the situation allows it. This project gives the opportunity to those students who wish to study abroad to stay overseas for a term, especially those in their last years of ESO

and Bachelorette. On the other hand, E-Twinning project is carried out throughout the year and during class hours and it is a platform which enables both teachers and students to work cooperatively with other educational institutions around Europe. In the case of Instutut Puig-Reig, the students of 1st, 2nd and 3rd of ESO are exchanging letters, materials and even video calls with high schools from Turkey, Greece and Italy.

4. Presentation and Analysis of the Annual Teaching Plan

During my internship in Institut Puig-Reig, I asked for the annual teaching plan in order to develop my TFM but they do not have one. Therefore, the analysis of the annual teaching plan is not going to be carried out but I will create a didactic sequence and analyse what a didactic unit should include according to the curriculum and my own criteria. When doing so, I will try my best to be creative and use innovative methodologies to embrace the changes in education.

This didactic unit is meant to be taught in 2nd of ESO. According to the decree 187/2015 (25th August), a competencial curriculum is designed in order to achieve a better learning quality and following some principles which include:

1) A competencial curriculum not only makes the acquirement of competencies easier but also promotes the excellence. Apart from that, it brings methodology stimuli to the educational centre, including cross-curricular aspects into the curriculum.

2) Establishes a priority the learning continuity of all students in order to promote that they take post-compulsory studies linked to their interests and skills.

3) Fixes the students' orientation as a shared responsibility among the teaching team in order to guide them through their schooling years. It also offers an inclusive point of view which has as a main objective: increase the numbers of students who complete the ESO period.

4) The aforementioned decree establishes sees the evaluation process as a global, inclusive and continuous. Apart from that, the decree wants to promote the group work as well as the responsibility of the teaching staff to develop educational projects.

The objective of ESO period is the acquirement of basic competences in order to allow students to develop personal and social skills as well as independence, effective relationships with others and how to manage effectivity. Apart from that, there are academic objectives such as an acquirement of an appropriate level of thinking process, ideas expression as well as the cultural, personal and social abilities and competences.

4.1 Contents, Competences and Didactic Sequence

Included the Law 12/2009 (10th July), the government of Generalitat de Catalunya is in charge to establish the curriculum in each period of the educational Catalan system in order to acquire the basic competences. Regarding competences in this didactic unit, there are 2 main blocks: basic competences based on linguistic aspects and cross-competences with include the digital aspect and the personal and social aspect. Apart from that, as mentioned before, the subjects are divided into ambits.

Image 5:

Division of competences and ambits.
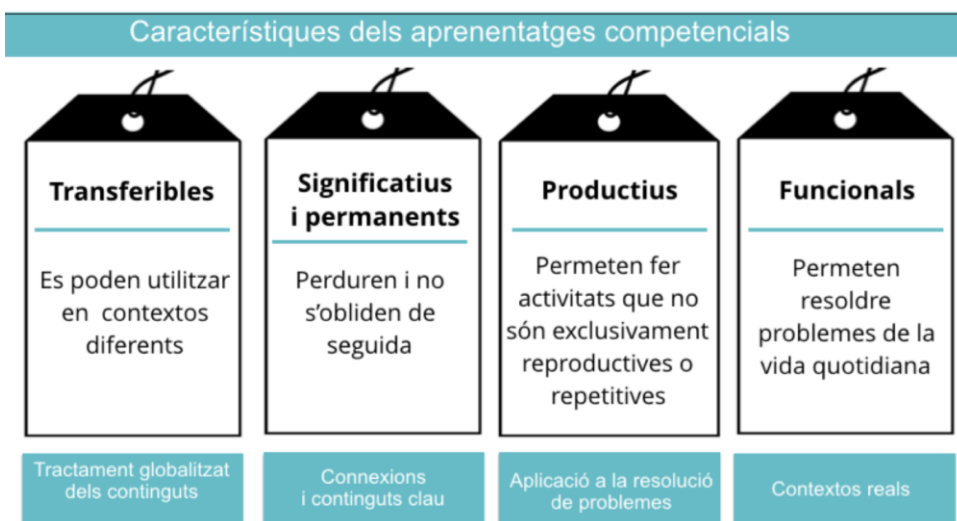

Note: Retrieved from https://educaccio.cat/wp-content/uploads/2020/02/programar-eso.pdf
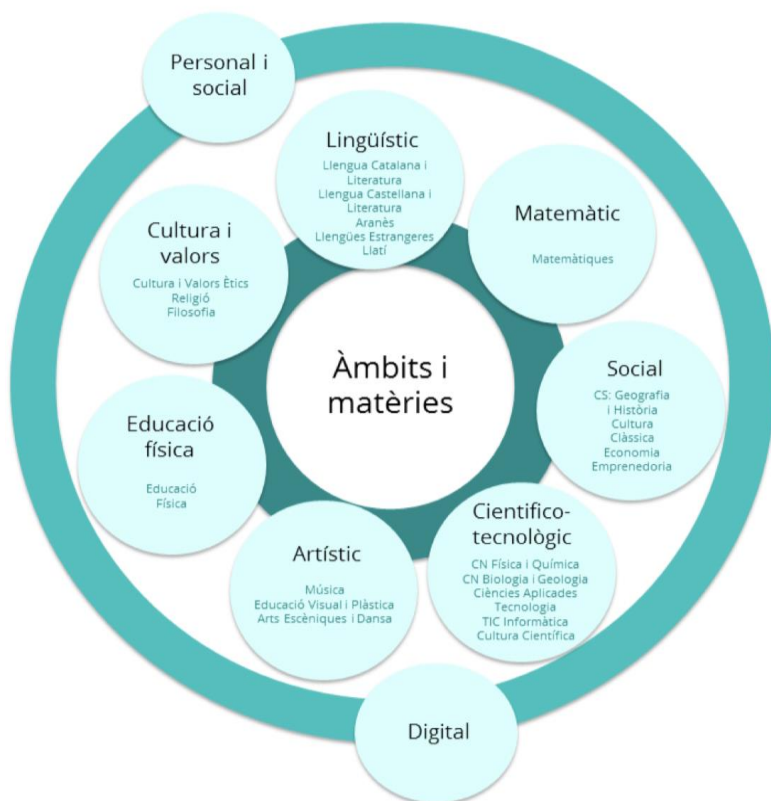
Image 6:

Characteristics of competencial learning.

Note: Retrieved from https://educaccio.cat/wp-content/uploads/2020/02/programar-eso.pdf

As mentioned before, Institut Puigreig does not have a didactic sequence properly developed and they follow a chard based on a student's text book. However, there are some competences included in the document but do not match any of the ones included in the curriculum. Furthermore, there is neither any indication of how these competences will be evaluated nor the level of achievement of these. When it comes to content, there is a specific content and specific sections related to the book. There is neither any mention to key contents included in the curriculum nor the evaluation process.

The first section of the didactic sequence it has been designed for this TFM includes the basic information to look for the content easily such as the area, subject, level, timing and the title. Then, in this first section we can also find a list of the key contents and curricular contents. The fact is it at the beginning, makes it easier to look for the Key contents in the curriculum whenever we need it. After this, we find a section where the dimensions and competences are described. The columns include: dimensions and competences, learning objectives, assessment criteria and the number of the activity. Here, it is important to know that the dimensions and the evaluation criteria are included in the curriculum but the rest of the columns are teachers' own creation. As mentioned in several occasions, in Catalunya the curriculum is divided in dimensions and ambits. There are basic competencies, dimensions and competences from the digital field and from the personal and social field. These last two are found in an annex document which includes all the subjects and years. As its name indicates, the dimensions and competences from the personal and social field include those competences achieved when working collaboratively and in group. This evaluates the behaviour and the level of responsibility of students when asked to work in groups. It is worth mentioning that we are not only teaching a subject, in this case English, but we are also creating and shaping human beings that have to be prepared for real life outside the classrooms.

Regarding the evaluation and included in the law 12/2009 (10th July) of education, establishes the basic principles of evaluation as well as a detailed pedagogic guide, including the steps to follow to achieve an objective way to evaluate each student progress and performance. Each competence is evaluated separately and with a division of (AS) assoliment satisfactori, (AN) assoliment notable and (AE) assoliment excel·lent. The evaluation of each competence is included in the curriculum with a guide to follow. However, what is not included in the curriculum is how the divisions are going to be applied and what do they include. That is to say that evaluation criteria are found in the curriculum and everyone must follow it but how it will be evaluated is divided is up to each teacher. It must be also noted that even though all these evaluation aspects are followed by rules and laws, some educational centres do not follow them strictly. As my experience shows, there are still lots of high schools where students are taking tests in grammar or vocabulary when there is not any dimension, competence or area that says so. Thus, reinforcement in following the legislation should be transmitted to high schools and teachers.

This unit is addressed to 2nd of ESO students and is based on future tenses and vocabulary about the environment and it has 8 sessions of 55 minutes each. As mentioned before and since the high school annex A) where I took my internship does not have an academic guide, I have developed one (see according not only to my own criteria but also on what the law establishes in the curriculum.

4.2. ICT Activities

The European Union established a set of educational aims aims included in the European Strategy (ET-2020), something embraced by Generalitat de Catalunya in order to obtain better educational results in the population as well as a better personal, professional and social development during their whole life. Apart from that, the article 58 and 59 of the Law 12/2009 (10th of July, of education) in primary and secondary education, several technological

competences have to be developed to a certain level. Apart from that, the Catalan curriculum includes the digital competence included in the Decree 89/2009 (9th of June) which establishes and regulates the accreditation of the information and communication technologies (ACTIC).

The didactic sequence, or chard, provided by Instiut Puig Reig does not mention anything about ICT activities. As said before, as they focus and follow a book, the only digital tool students use are laptops to complete activities from the digital book. However, there is a short section where some digital competences are mentioned but they are from teachers' own sources and do not follow the curriculum. How this competence will be evaluated is neither included in this section whereas the didactic sequence that has been developed for this research, does.

Due to the fact that this didactic unit and guide have been designed for students taking 2nd of ESO, we can say they are almost native digitals. Moreover, each of the pupils in this stage of ESO has their own computer to work with. This specific didactic unit, includes several digital tools that students have to use in order to complete in-class activities and projects. Students will be shown how to use design-based webpage and Apps as well as the basic functions of presentation webpage. Apart from that, and taking into account that they are old enough, they will be oriented on how to look for meaningful and truthful information as well as give them the resources to do so.

Having a deeper look in the aforementioned digital tools, we can classify them into three main groups: information searching tools, designing tools and presentation tools. Starting with information searching tools, we have to take into account that even though there are great tools in the net, students are not capable of distinguishing a good and reliable source from a one the offers poor-quality or fake information. Some introduction and guidance to these webpages should be done at the beginning of the session which they will have to use them. The second big group, designing tools, is easier to show to students. In this specific didactic unit,

they will be working with easy designing webpage such as Canvas since in the same web they have a wide variety of templates they can use. In this specific didactic unit, they will use Canvas in order to design their own brand logo and to create a poster. The component of the brand will be included in a Google Sites. The last group, presentation tools, offers as well a wide variety of sites to use. During the presentation of the final project, a list of some tools they can use should be provided to students which would include: Google Presentations, Prezzi, Genially, Canva or PowerPoint. These webpage or tools are very easy to use and they have already used them in some other subjects or other units.

To conclude, even though we can call this group year almost native digitals, lots of work need to be done in order for them to make good use of technology. The Catalan Curriculum includes Digital Competences but from my experience, the high school I took the internship lack on the practice of them. If we want students to be digitally competent, we have to teach them how to do so in a good and useful way for their personal and professional future.

4.3. Active Methodologies

What is known as active methodologies, refer to any instructional method in which students are engaged and take part in their learning process. Apart from that, another key aspect when talking about active methodologies is that students act in the classroom. This is to say that they will work in collaborative groups, using stations and moving around. Apart from that, this methodology is student-centered, meaning that the teacher only becomes a guide when the learning process takes place. This term encloses a lot of different methods and methodologies to be applied in the classroom and that researchers have proved to be successful. Some of the methods and methodologies used in this didactic unit are flipped classroom, Task-Based Language Teaching (TBLT) and Project-Based Learning (PBL).

As some researchers state, in a flipped classroom, new information is transferred to students when they are out of school, mostly through videos. In the classroom, students engage

in hands-on activities and practices under the teachers' guidance (Chen Hsieh, Wu, & Marek, 2017). Since the material students will have to watch at home, normally videos, can be played, watched and paused as many times as the student wishes, makes the learning process adaptable. In other words, a student with special needs or reinforcement will be able to watch it as many time he/she needs in order to acquire the content. Moreover, as it is well known, foreign language acquisition takes time and practice and with this aforementioned methodology, time restriction from the classroom is not a limitation anymore. In this way, we allow students to have enough time to do other meaningful activities in the classroom enabling them to work collaboratively in groups and sharing information.

Furthermore, this methodology promotes an autonomous and student-centered learning leaving the teacher ins a second-role position since it is no longer the information provider but rather a guide for language acquisition. When the student is fully aware, responsible and the main character in his/her own learning process, it is shown to be more meaningful for them. As soon as a methodology is engaging and gives students the chance to have responsibilities, most of the time has a great success in the classroom. It is about time to move from passive instruction to active and creative methodologies. In this didactic unit, the usage of flipped classroom is to give students information about future tenses and its structures. Once they watch the video at home, there is an in-class task putting into practice what students have acquired and learnt from the video.

Task-Based Language Teaching (TBLT) is a methodology in which learners are asked to complete tasks based on authentic texts using a target language. It has been used in ESO context since the late 1990's. Nunan (2004: 1) mentions some aspects that TBLT strengthens. First of all, it is said that students have to learn how to select content, how to introduce authentic texts into their learning process and that learners are not only aware of the language but also of the learning process itself. Apart from that, something that TBLT also brings into the classroom

is learner's own personal experiences, making them count when analyzing the learning process as well as rising awareness of the language use in the real world. This methodology is divided into three main parts: pre-task period, task period and post-task. During the pre-task, student is introduced, in the case of this didactic unit, to the topic from a video. Once they have watched the video, the teacher gives clear instruction on how to complete the task. During the task period, students work in groups in order to complete a task, in this case a creation of a poster in which they have to include 4 things they will do in the future to help the planet. The post-task period is not only evaluation bur also presentation. Students are asked to give a short presentation about their final result in front of the class. This way, the acquired language is integrated in real-life practice since they are using authentic sources and problems in order to complete a meaningful task.

Project-Based Learning (PBL) is similarly defined by Jones et al. (1997) and Thomas et al. (1999) as a learning that involves complex tasks, based on challenging questions or problems that involve students I design, problem-solving, decision making or investigate activities. Apart from that, students are given an opportunity to work almost autonomously over long periods of time and which results in real presentations and products. It is important to mention that when using this methodology, students work in collaborative groups, making the learning process richer in terms of diversity of ideas and creation. Apart from that, when working collaboratively, problem-solving becomes sometimes easier when all the group faces a challenge. In this didactic unit, the final task students have to come up with is a clothing brand. Having given them background information about the environment vocabulary during the first lessons of the unit and an explanation on what fast fashion is, they are asked to develop the task. Students are asked to design a clothing brand which is eco-friendly as well as to design the webpage and three clothing items this brand would sell. It is a true fact that 21st Century children are fully aware of the environmental problems our planet is facing and it is a cross-

curricular topic that should be tackled in so different ways. Real world problems and tasks are more meaningful to students and thus, more enhancing.

Referring to the didactic sequence and chard provided by Institut Puig Reig, it has to be said that very little is mentioned about active methodologies. As mentioned several times, they follow a book which is divided into grammar, vocabulary, reading, listening and a shor speaking section. Due to the fact that teachers follow this book, there is little to be done in terms of active methodologies. It is true though that in the grammar section flipped-classroom is mentioned. The digital book includes a short video about the grammar structure the unit will focus on and students should watch it at home. Nowadays active methodologies are a key to succeed as a teacher not only in terms of performance but also academic results in students.

4.4. Proposal of innovative methodologies, evaluation and assessment methodology

The educational and society needs changed a long time ago. The truth is that sometimes we are stuck with old and not so effective methodologies or teaching ways because it is how it has always been. The needs from society are not the same as they were fifteen or twenty years ago and for this reason, education should advance as well. Apart from teaching what is included in the curriculum, we are also teaching cultural and social competences because we are creating world's inhabitants. A good way to integrate both language learning and social behaviors is through innovative methodologies. Such methodologies have an underlying concept and is that have to include real-life and up-to-date topics in the lessons, projects, activities and exercises. As mentioned above, whenever students feel motivated, enhanced and find what they are learning is meaningful, the whole learning process makes sense and it is more effective.

Apart from that, we must make feel students part of their learning process. Fifteen or twenty years ago, the lessons were mainly teacher centered and it was the teacher the one in charge of transmitting and to provide the information. Introducing innovative methodologies this takes a drastic change. As mentioned before in several occasions, active methodologies

bring students to the center of their own learning process, being the ones with a role of investigators and the ones to discover how language works. Having a deeper look into what it is done nowadays in high schools and from my own experience doing my internship, I found lacking the fact that students do not work collaboratively. In the didactic unit designed for this TFM, I have included as many tasks to complete in multi-level groups as possible. It is not only a matter of introducing innovative methodologies but also inclusion.

Homework is another controversial topic when entering into the teaching world. From where I stand, homework is useful when giving the right amount and type of tasks/ activities to complete. Taking flipped classroom as an example, students may need to watch an explanation video for a specific topic at home. This is considered homework and if students do not do it, the whole lesson loses its purpose. It is important to inform students how important it is to watch the video at home since in-class activities will be done. Apart from that, sometimes it is good to take home some practice for an oral presentation. Rehearsing at home what they have to say in front of the class and repeating the same text all over again, help students develop more fluency in oral expression. Moreover, revising what has been done in class in order to hand-in a little exercise I think is a good way to practice and acquire specific vocabulary or grammatical structures. Nevertheless, nowadays teachers still give a great amount of homework to do at home and most of the students do not complete them. Thus, the whole process becomes useless because they do not revise the contents at home and they only waste their teachers and own time.

When it comes to evaluation, much has to be said. If we have a look into the Spanish and the Catalan legal aspects, clearly there is not a section or a document which says grammar has to be evaluated. The question is: why are we still evaluating grammar and vocabulary separately when there is no rule that says so? The same question goes for the text books we find in secondary education which are divided into 5 major sections: grammar, vocabulary

reading, listening and speaking. As far as I am concerned, this is not done appropriately. Apart from that, and taking the Catalan curriculum into consideration, grading with numbers does not exist. The indicators are NA that would be between 1 and 4.9 out of 10 AS that would be between a 5 and 6 out of 10, AN between 6.1 and 8.5 out of 10 and AS 8.6 and 10 out of 10. Furthermore, we should change our point of view of grading everything and evaluating everything through exams at the end of each unit. Instead of these old-fashion techniques, we should take into consideration assessing rather than grading in order to make the learning process not only student-friendly but also giving them other skills and to assess. Continuous assessment would be a good resource to take into account as well as assess all the little activities, tasks and exercises done in class but only considering the competences included in the curriculum and not what the book's test says.

In the didactic unit designed for this TFM, all of this has been taken into account especially with evaluation and lesson plan. In the assessment criteria and grading there is no grammar or vocabulary division. This does not mean it will not be assessed in the unit but it will be integrated into other competences such as written expression or oral production. Apart from that, as mentioned before, there is no exam from the book unit since this didactic unit is meant to be taught without any book guidance. It is also included a section where says how students with special learning needs will be helped in order to achieve the completion of an exercise, activity or task successfully.

4.5. Diversity, Equality and Ethic Values

A competencial curriculum and educational projects in high schools offer to all students a more inclusive schooling system. By introducing these small changes, the complexity of the classroom plays an important role in order to get a wider view and to offer all students the same opportunities and chances to succeed. Apart from that, and included in the Decree 187/2015 (25th August), a competencial curriculum guarantees an inclusive overview. Whenever

entering to a classroom, we have to be aware of the wide variety of students we are dealing with, not only regarding cognitive issues but also personal and social. Treating all of them in the same way is necessary but adaptations are a must when it comes to teaching. By doing so, we are giving those students who struggle a shed of light to get through the year and feel satisfied with themselves by achieving some goals.

Analyzing in depth what I have found during my internship is that even though there are students coming from other countries, they have a very good cohesion in the classroom. The reason for this is not only teachers help but also their own willingness to feel integrated and they enroll to extracurricular activities and practice sports in the town. Even integration and inclusion is well achieved in the educational center where I attended, some further work should be done in terms of curriculum adaptation. It is true that some activities are adapted to students who have cognitive problems but as far as I am concerned, it is an area which not only teachers but also the leading teaching team should tackle as soon as possible.

When it comes to the didactic sequence and chard provided by Institut Puig Reig, there is not any adaptation for those students who need it. Adaptation does not mean isolation and this is what would happen if we were to follow the didactic sequence that they provide. There is a small chard at the end of the unit's didactic sequence where there are several page numbers for students with educational and learning needs. These book pages include some easier activities to be done alone as well as some further practice before the exam. As far as I am concerned, this is not how inclusion is going to be achieved in classrooms.

Something else to take into account when talking about equality and diversity is coeducation. La Generalitat de Catalunya has several documents to which teachers have access to promote a better performance of a session with some tips to follow, activities and even links to further information or help if needed. These documents include, as mentioned before, some tips to use in the classroom such as using a more inclusive language for all genders or how to

select material to carry out the class. Furthermore, it is very useful to have some resources when tutoring a group in order to talk about inclusion, gender, ethics and race. Coeducation can also be done in a cross-curricular way, introducing some topics into the subject, in this case, English. The didactic unit that has been developed, focuses on the environmental problems our society is facing nowadays. A good way to link that to ethics is to talk about those developing countries or that people who do not have access to all the luxuries we are used do.

4.6. Special Needs and Reinforcement Groups

Included in one of the most important documents of an educational center, PEC, there are several guidelines for the teacher to treat students with special needs and reinforcement groups. It is also stated in the Law 14/2010 (27th May) that it is a responsibility from all the society as well as those in power, to ensure that all infants and teenagers have access to education, especially those more vulnerable or with more limitations regarding cognitive development or participation. In Catalonia, it exists a public service, the EAP, which refers to Assessing and Orientation Pedagogic Guidance. This group provides help and counselling to teachers, educational centres and families to treat students' diversity and educational difficulties. Some of the services offered are the diagnosis of specific cognitive limitations, advise to teachers on how to carry out the classes and tracing the different stages of the students' educational life. Furthermore, and as included in the United Nations 2030 Agenda for Sustainable Development and taking into account that this includes real-life and nowadays challenges, this didactic unit focuses on some aspects targeted by the European Union.

As to follow what it is established by law, not all students can be assessed or taken care of in the same way. This didactic unit takes into account these aforementioned obstacles, either regarding social or cognitive aspects. When working in a multi-level group, students are able to share the load of work and to help each other in completing tasks. Apart from group work, the reading and listening comprehension will also be developed in three different levels. The

first level, starters, will include easier activities to complete, with basic vocabulary. The second level, intermediate, will be very similar as the first level but using a more complex vocabulary but with some help. The third and last level, the upper-intermediate, will be based on the Common European Framework of Reference for Languages.

This didactic unit is meant to be taught with the student of second of ESO from Institut Puig-Reig. The didactic sequence and unit provided by the high school does not have any specific instruction on how students with special needs or reinforcement groups should be assessed or helped in any way. Regarding special educational needs, there are two of them who have been diagnosed with ADHD and one who has a high dyslexia level. Since inclusive education is a must when teaching, for those students who need more help, scaffolding must be provided. In this specific didactic unit, when dealing with individual work such as a written and oral comprehension, different activities will be designedd for them. For the oral comprehension, students with ADHD will be able to listen to the audio more than twice as well as an adapted activity to complete. There will be easier vocabulary to understand and shorter sentences. For the student with dyslexia, the text will be made bigger, with more separation and the sentences will be shorter. The written comprehension will be adapted as well, using color coding to underline key words students need to understand to get the meaning of the text. Apart from that the exercises will include a more basic vocabulary and sentence complexity. The didactic unit includes a wide range of collaborative activities and tasks where students will be working in multi-level groups. By doing so, we are already being inclusive and not segregating students with need from others.

5. Didactic Unit

As mentioned in several occasions, this didactic unit has been designed according to the actual legislation as well as following the didactic sequence designed for this. It is also

based on Institut Puig-Reig context meaning that the students with special needs have been taken also into consideration for the design of some exercises adaptation (see Annex B). This didactic unit is divided into 8 sessions of 55 minutes each and the activities and tasks focus on future tenses and vocabulary related to the environment. Following what the curriculum establishes, the evaluation will be carried out through formative and summative assessment and only oral comprehension and written comprehension will be evaluated via test. The final project is the most important part of the unit not only in terms of content but also evaluation since it includes written production, oral production as well as competences from the personal and social field and digital.

The fact that every teacher should have a didactic unit always ready at the beginning of the year is mainly because it is easier to plan each session. It is also useful to make sure all the curriculum content is covered and well distributed through the sessions. When a substitute teacher arrives to his/her new working place, it is great to have all sessions planned because the aim for the course was set by the other teacher. This way, all the main objectives can be followed and, hopefully, achieved. Moreover, in the didactic units there should be a section where evaluation is explained as well as how students with special needs should be evaluated.

At the very beginning of the didactic unit there is a summary of what will be done during the unit, how, with which tools and a brief description of the main tasks. Apart from these key aspect, it will also include which methodologies will be used to carry out the sessions. The main reason for including this is because in case a substitute teacher has to cover the teacher who designed the didactic unit, he/she should be familiar with the aforementioned methodologies.

Chard 2:

Didactic transposition developed for the TFM.

Didactic transposition
METHOD SELECTED: Flipped classroom, cooperative learning, Task-Based and Project-Based. RESOURCES: EducaPlay, Youtube, Google Sites, Canva, Genially, Google Presentations, PowerPoint.
FINAL PRODUCT OF TASK 3: Invent a clothing brand and some items this brand will sell. DESCRIPTION OF TASK: Having watched a video about the fast fashion industry and the impact this on the environment, students are told to create their own clothing brand. The brand will be developed in a Google Sites and has to include at least a section which includes a brief summary about the brand, how it is supposed to help the environment, a design of the logo and a motto as well as the design of three clothing items. TASK CYCLE: Students will work in groups of 5. The first thing is to do a brainstorm and them divide the workload among the group members. The outcome will be a Google Sites about the design of an eco-friendly clothing brand and a presentation of its parts.

Note: This chard includes the first section of the didactic unit. Source: own source.

It is worth mentioning, and also a shame, that the didactic sequence and chard also includes what they call the didactic unit. As one can expect, the document provided by Institut Puig Reig do not have this section described above. The didactic sequence starts right after the didactic sequence, with the number of the unit and a title followed by what should be done in session number one.

In the didactic unit developed for this TFM, it is just after this section that there are the 8 sessions explained in detail including timing, methodology and students 'grouping. It is also included in each session the underlying concept, which contains the main objective for that

mentioned lesson. It is also worth mentioning that in the didactic unit designed for this TFM, whenever group-work is mentioned, students will be always divided into mixed-level groups. In this way, high-achieving students will be helping low-achieving ones. Inclusion has to be taken into account when designing and planning the course.

Focusing on the first session from the didactic sequence provided by the high school, we can clearly see that it is not properly done. Due to the fact that this has been designed by using a book as a guide, there are several things that should be totally removed. The first thing that should be eliminated is the number of the page from the book that students will be working on. Didactic units focus on contents and learning objectives not on book pages. There is any mention to several aspects which are key to develop a good didactic unit: timing, grouping and methodology.

Chard 3:

Session one in the didactic unit provided by Institut Puig Reig.

Unit 6: Going Green
1st Session (55 minutes)

SB, p. 73

Comment the unit's títle, the objectives and watch the vídeo.

SB, p. 74

Vocabulary: Transport

IC Vocabulary Presentation

1. Observe the webpage, listen and repeat the colour vehicle. Classify them depending if they are air, land or water transports. Class CD 2, track 22

2. Indicate which transport is depending on the webpage's pictures.

3. Identify if the sentences are true or false and correct them.

Listening: A radio programme

4. Listen to the track and indicate which vehicles students think are better for the environment. Listen to a short radio program about vehicles and contamination. Class CD 2, track 23

5. Listen to the track again and ask the questions. Class CD 2, track 23

TM, T74

If it is necessary, do the optional activities. Class CD 2, track 23; TM, T168

Note: This is an example of what is found in the didactic sequence the high school uses. Source: own source.

Having a deeper look into the first session from the didactic unit developed for this research project, we have to mention that it is a very important one since the introduction is done. This introduction is very important for the students because they will be explained not only what will be done but also how will be graded and assessed. The fact that students know which areas and how will be evaluated have a great impact on their performance since they will pay close attention to those items selected to be graded. Thus, introduction is a key element to each didactic unit. Once this is done, there is a warm-up activity where students working in pairs will have to brainstorm as many words as they know about the environment. Then, each pair will share it with the rest of the class. To work more on vocabulary, they will have to complete an EducaPlay challenge individually. As far as I am concerned, technology is a great tool to enhance students to complete activities. Even though the vocabulary activities are quite difficult, they will be more willing to complete them correctly since they are competing between them. The last part of the session is a conclusion where some feedback is given and some improvements are analyzed for further sessions.

Chard 4:

Session one in the didactic unit designed for the TFM.

LESSON 1	GROUPING
Underlying concept: discover how students will be assessed and revise vocabulary about the environment.	
-INTRODUCTION: Introduce the topic and the grading / assessment criteria and tools for the unit (15')	
-WARM-UP: How many words do we know about the environment and pollution? Work in pairs (10')	Individual and group-work
Activity 1: EducaPlay challenge based on environment vocabulary (20')	
-CONCLUSION: what have we learnt/revised and forming assessment: further improvements (10')	

Note: This chard shows what a lesson contains in the didactic unit. Source: own source.

The second lesson is about skills. Students are meant to understand oral and written texts related to the topic of the environment and complete comprehension exercises. The texts are from real life context. They will work individually and those students with special needs will be given an adapted version of them. At the end of the session a correction of the activities will be done and a little bit of feedback will be given.

Chard 5:

Adaptation of exercises or reinforcement groups and extension included in the didactic unit

designed for this TFM.

	UDL: this section includes the parameter to adapt certain activities and exercises to those students who need reinforcement or special attention. It includes options for comprehension, different ways of action or expression and different ways of participation	
	REINFORCEMENT	EXTENSION
EXERCISE 1: Oral comprehension	-Audio transcription. -The student will be able to reproduce the audio more times.	-Shorter sentences to understand using a more basic vocabulary. -The student with dyslexia will have a worksheet with bigger text.
EXERCISE 2: Written comprehension	-Colour coding and use bold and underline key words that the student need to pay attention to.	-Short sentences and the gap will only be filled with a word. - The student with dyslexia will have a worksheet with bigger text.

Note: This chard indicates how the adaptations will be made. Source: own source.

The chard included above, does not exist in the document provided by the high school where I took the internship. There is not any chard or paragraph where evaluation is mentioned and either how students with special needs will be assessed. Thus, there is neither a section talking about how the different activities and exercises will be adapted.

The third session is about grammar future tenses. This session will be carried out using flipped classroom methodology. Thus, students will be working in multi-level groups and they will have to create a mind map like a poster including the different verb tenses used to express the future. It is important they know that cooperative work and behaviour will be also evaluated through the activity. This is to say that every single member of the group should have the same workload and responsibilities. It is also important to give clear instructions and sometimes, it is a good option to show examples of the tasks or activities they will be dealing with. When the time is up, students will of around the class having a look at their classmate's work and comparing the contents.

Chard 6:

Lesson three in the didactic unit designed for the TFM.

LESSON 3	GROUPING
Underlying concept: understand and put into practice grammar accuracy when making future plans. Share information with the rest of the class.	
-INTRODUCTION: Flipped classroom about grammar accuracy; different language focus to make future plans.? How many tenses are there to talk about future plans? Are we familiar with the structures in affirmative, negative and question forms? (15')	Group-work
-Task 1: in multi-level groups of 5, create a mind-map which include different ways to talk about future plans. and 3 sentences in each one illustrating the affirmative, negative and question forms. (30')	

-SHARE THE WORK: Go around the class to see other groups'
work and hand-in to the teacher. (10')

Note: This chard shows what a lesson contains in the didactic unit. Source: own source.

Lesson four deals with the topic of fast fashion and students will be also working in multi-level groups. This lesson will be carried out using task-based methodology. There is a short introduction to the topic where the teacher asks a couple of questions about the general knowledge of the topic. Then, a video is played and commented all together. After that, the task is explained: in multi-level groups of 5, students have to create a poster including 4 promises to help the environment in the future. The final part of the session is a presentation where all groups share their creations. It is worth mentioning that since students with needs are working in multi-level groups they do not need much adaptation.

Chard 7:

Lesson four in the didactic unit designed for the TFM.

LESSON 4	GROUPING
Underlying concept: discover what fast fashion is and how it is this topic related to the unit. Also do short presentation in front of the class.	
-INTRODUCTION: What is fast fashion? Are you aware of the environmental problems our planet is facing? (10')	Group-work
-VIDEO: The true cost of fast fashion - The Economist (10')	
-Task 2: in multi-level groups of 5, create a poster including 4 promises to help the environment in the future. Language focus: future tenses and environment vocabulary. (20')	

-PRESENTATION: Share in front of the class what your poster includes (15')	

Note: This chard shows what a lesson contains in the didactic unit. Source: own source.

The last four sessions remaining of the didactic unit focus on a project-based methodology where students will be creating a clothing brand. Since the whole unit has been dealing with the environment, fast fashion and the future tenses, students are meant to include these concepts into the final project. The session number five will have a very important introduction where the teacher will review the previous content and introduce the guideline of the project and how they will be assessed. An explanation will also be done about all the webpages and ICT resources they will need to use to complete the final task. At the end of the session they will have some time to start brainstorming in, again, multi-level groups.

Lessons six and seven are meant to develop the project. Since the teacher plays a second-tier role, there will not be any explanation, just guidance. During these the two lessons students, in multi-level groups of 5, have to create a Google Sites including different sections: Who are we?, logo and motto, commitment to the environment, three clothing items and its components.

Chard 8:

Lesson five, six and seven in the didactic unit designed for the TFM.

LESSONS 5-7	GROUPING
Underlying concept: review previous sessions content and explain what the project will be based on and how will students be assessed. -INTRODUCTION: Review what fast fashion is and what we can do to change it. Introduce the guideline of the project and how they	Group-work

will be assessed (rubric). Also show them all the webpages and ICT

resources they will need to use to complete the final task. (40')

-GROUPING: When all this is finished, the teacher divides the class

into multi-level group of 5 (5')

-WORK: during the two lessons students are supposed to finish all

the parts of the webpage. (55' + 55')

-Task 3: FINAL TASK. in multi-level groups of 5, create a Google

Sites including different sections: Who are we?, logo and motto,

commitment to the environment, three clothing items and its

components.

Note: This chard shows what a lesson contains in the didactic unit. Source: own source.

The last session is the most important one since it is the moment of the presentation. Students will have to express orally what the webpage contains, communicating clearly and with good and appropriate body language. At the beginning of the lesson students will have five minutes to revise and then the presentations will start. Each group will have 5-6 minutes to do the presentation which have to include visual support. When all the presentations are done, the teacher will give students feedback commenting on what they have done right and how they can improve the weak parts of their presentations.

Chard 9:

Lesson eight in the didactic unit designed for the TFM.

LESSON 8	GROUPING
Underlying concept: express orally what the webpage contains. Communicate clearly and with good and appropriate body language. -INTRODUCTION: give students some time to do the final review for the presentation (10') -PROJECT PRESENTATION: A 5-6-minute presentation about their brand. All members of the group need to present at least one part. (35') -FEEDBACK: what they have done right and how they can improve the weak parts of their presentations (10')	Group-work

Note: This chard shows what a lesson contains in the didactic unit. Source: own source.

Analysing assessment in detail, we have to take into account that not all activities and tasks are summative. For example, the Educaplay Challenge is included in the formative assessment since there is not a final mark and this does not count for the term's grades. What does count are the oral and written comprehension exercises which are 10% of the final mark. The mind map and the poster tasks are also summative, weighing the 20% of the final mark. Due to the fact that the clothing-brand design project is the longest one and all contents are included, it counts for the 40% of the final mark. Next to each evaluated item, activity or task, there is a brief description on how students with special needs will be assessed. As mentioned before, if a new teacher is to come to a new high school, he/she may not know or no one will tell them that there are some students with special needs. Thus, it is important to include a section that explains the adaptations.

Chard 10:

Evaluation explanation included in the didactic unit designed for the TFM.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	GRADING CRITERIA	MULTIPLE OPTIONS OF ASSESSMENT:
Activity 1- EducaPlay			
	Exercise 1- Oral comprehension (test)	10 %	-Students with ADHD will be able to listen to the audio more than twice as well as provide them the transcript. The sentences form the exercise will include more basic vocabulary and structure. -Dyslexia student will have bigger text in the worksheet and the sentences will be shorter as well as with basic vocabulary.
	Exercise 2- Written comprehension (test)	10 %	-Students with ADHD and dyslexia will have a bigger size text and with color coding on the key words. The sentences include basic vocabulary and structure. -Dyslexia student will have bigger text in the worksheet, shorter and simple sentences and with more basic vocabulary.

Task 1- Future tenses mind map	20 %	Student with dyslexia won't be penalized for typing errors.
Task 2- How will we help the environment? Poster	20 %	Student with dyslexia won't be penalized for typing errors.
Task 3- Eco-Friendly clothing brand	40 %	Student with dyslexia won't be penalized for typing errors.

Note: This chard explains in detail how the assessment will be carried out as well as the grading and adaptations. Source: own source.

As mentioned before, in the didactic sequence provided by Institut Puig Reig, there is not any section mentioning evaluation. It is not understandable how such an important part it is not even mentioned in any document the high school has. The only thing that it is mentioned is that the last two sessions, session number eleven and twelve, will be devoted to take the unit test. Session eleven students are meant to complete the test which includes contents about grammar and vocabulary and session twelve a reading and listening test. It is also a reference on where to find the unit's test in the teacher's digital sources as well as the three different levels that exist. Apart from not following the legislation, this should not happen in any high school because the most affected ones are students. Students have the right to learn inclusively, equally as well as with a good learning level and quality. It is calming to see that new teachers are being properly formed in order to achieve such levels of quality and not to mention, follow the legislation established by the government.

6. Conclusions and Limitations.

Having analyzed all the parts of this TFM, we can clearly say that there is still lots of work to do regarding innovation. Even though some advances are being introduced into the

education system, further action must be taken not only in terms of innovation but also regarding the legal framework. What it came as a surprise is the evaluation system and how a high number of high schools do not follow what it is established in the law and each community's curriculum. As it is well known, books and exams are divided into grammar, vocabulary reading and listening and some speaking practice. I find surprising the fact that this is not included in the evaluation system by law and that we are still evaluating students with the aforementioned parameters. This has to change as soon as possible. Grammar, vocabulary, reading and listening can be assessed and graded included in the competences that are established by the law such as oral communication, reading comprehension, written production or literary dimension.

The bright side of it is that during this Master's degree, we have been learning a lot how to use these innovative methodologies as well as some techniques to become qualified 21st Century teachers. Apart from what they have been teaching us during these months, we have also learnt a lot during our internship that is where we put into practice all the theory learnt in class.

However, what we did not put into practice until the submission of the TFM is how to work with the legal framework and how it is used to read a didactic sequence or a didactic unit. It is true though that my own experience was rather a bad one since the high school where I took the internship did not have any didactic sequence for the English subject. The fact that I was faced with the problem of having no didactic sequence has taught me how to create one. Luckily enough, in Catalonia we have a webpage where there are great resources that help you how to develop didactic sequences and units. This also has been useful for my future preparation as a teacher and for Oposiciones even though we will be working with a new curriculum based on LOMLOE.

When it comes to the analysis of the evaluation process in high schools, I have had several challenges in terms of what is right and what is not. For many years it has been seen that English evaluation only took into consideration grammar, vocabulary reading, listening and writing through old-fashioned tests and exams at the end of each unit. Nowadays this is still happening in many educational centers and it is shocking. There are laws and the curriculum that include what and how we must evaluate students' competences and through tests at the end of each unit is definitely not the way.

Teacher roles should be also take into account when dealing with introducing innovative methodologies and providing a good quality education. As it has been seen throughout the history, it has been the teacher the center of attention at schools for many decades. Thankfully, this is changing nowadays. New roles are being introduced into classrooms such as the teacher as a guide rather than the main source of information or students being part of the learning process helping each other to become proficient. In addition to that, the content that is being taught in classrooms is also changing for good. It has been proved that when students are presented with real life problems and topics, their learning success is higher. Emotions are something to take into great account when dealing with students and especially teenagers. Their levels of stress and anxiety can be really overwhelming during some periods and it is the teacher's responsibility to help them feel somehow released from those feelings. Through affection and understanding, students will be more open to understand the input as well as leaving behind anxiety and frustration with a certain subject.

To conclude, this experience has been a very enriching one not only professionally but also personally. Time management, being conscious of everything teachers have to do and learn how to follow the laws and integrating it into the didactic unit has been really useful. Furthermore, it is nice to be the responsible one to make students enjoy the subject and in order to do so, be creative and think about their interest when designing what will they learn and do

in class. English teaching has always been seen as rather boring only focusing on the four big mistaken skills. Now that we have power to change this perspective, we should all teachers and future teachers take action.

7. Further Areas of Research

Since society and especially education is in constant change, research should be as well. As mentioned before, English teaching has been seen for a long time as a behaviorist approach and not so effective. I think that we should divide this section into two different parts: English level acquisition and effective learning. While the first section focuses on how much students know and have acquired at the end of each stage, the second one deals with how effective AICLE is.

To start with, and according to the Common European Frame of Reference for Languages, when students finish 2nd of baccalaureate, they are meant to have a B2 level. However, I personally do not believe it to be so true. Some students who are good in language learning and acquisition may have the aforementioned level but the low-achieving students may not. The question is: why do we have to tell our students to take extracurricular English classes in order to achieve this level? That would be analyzed and improved. Being realistic, it is very difficult that every student in the class reaches this level but we have to try our best for them to be as close as possible. From the results the research may conclude with, we can consider different options in teaching such as starting to prepare for this level some years before and being stricter when it comes to following the CEFR during the ESO period.

Two other key questions that would be also looked into detail is: how effective is English teaching in secondary education? And is Content and Language Integrated Learning (CLIL) more effective than other methodologies? First of all, Content and Language Integrated Learning refers to language learning not only in the subject itself but in other common subjects

such as science, maths or history. I am sure that many studies have been carried out to test its effectivity. If the results prove that to be effective, we are still not doing much to promote this type of learning. Some limitations I think this methodology may have is that not every teacher is qualified and capable of teaching his/her subject in English since they may not be proficient enough for doing so. What is more, qualified English teacher may neither be capable of teaching another subject rather than their own well enough for this methodology to be successful.

To conclude, further research should be done in language acquisition and language teaching areas. Apart from that, we should have into account what students think about our subject and what their interests in real life are in order to make the lessons more meaningful. This way, we may have a better performance and acquisition all together with a good environment in our classrooms.

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Annexes

Annex A. Didactic Sequence.

Chard A1:

AREA	Subject	Level		Year
Linguistic	English	2 ESO		2021-2022
Title of the didactic unit				
UNIT 6: What is yet to come.				
TIMING				
8 SESSIONS (55')				
Key Contents		Curricular Contents		
CC1, CC2, CC3, CC7, CC8, CC9, CC11, CC16.		-Identify the topic, general idea and some extra ideas in short conversations. -Oral interaction tools: asking for offers and clarifications.		

CD2, CD4, CD5. CD7	-Research and management of linguistic information.
	-Order and sequence information using mind maps, tables and summaries.
	-Use of online dictionaries and translators.
	-Use strategies to produce written texts: paragraph order, linking ideas, etc.
	-Written and multimedia presentations.

Dimensions and Competences	Learning objectives	Assessment Criteria	AS	AN	AE	Activity number
Dimension: Oral Communication C1: Obtain information and interpret oral texts from everyday life, media and academic context	To learn about environmental problems our planet is facing and will face in a short-term future. What can we do to change our planet's future?	**Understand** the global sense of narrative, descriptive, instructive and conversational texts about everyday life and academic context and **obtain** specific information. (CA1)	Identify the topic, obtain literal info and identify the main purpose of oral texts in close and known communicative situations in which the intention is explicit and from personal and academic contexts.	Understand the general meaning of oral texts and distinguish the main and secondary ideas in close communicative situations from personal, academic or media contexts.	Interpret the explicit and implicit information from oral texts in known communicative situations and from different contexts.	Exercise 1

| C2: Plan and produce oral texts of different type and adequate for the communicative situation | To share the results from a task with the rest of the class. Express how important it is to help our planet and the effort put into the eco-friendly brand design. | **Exchange** information either personal or academic. **Give** opinion and **participate** in informal debates in economic, service transactions and interviews. (CA4) | Produce in an understandable way short and simple oral texts of different types from a previous plan. Use a wide variety of elementary lexicon from a familiar context and knowledge. | Produce in an understandable and in a sufficient correct way simple oral texts of different genres and with general support. Use a wide variety of basic lexicon referring to close experiences either personal or academic. | Produce fluent oral text with good organization and of different genres. Use a wide variety of lexicon, complex syntax and about different topics related to different fields of interest. | Task 2 and 3. |

| Dimension: Reading comprehension C4: Apply strategies of comprehension to obtain and interpret the content of written text with clear structure from everyday life, media and academic context. | To understand a text from a real source and answer some questions related to content. To acquire the knowledge in order to use future tenses in the correct way. | **Learn** and put into practice the most common strategies for text comprehension: **identify** the key information or the relevant details from the text. **Deduce** from the context the meaning of unknown words/sentences and get specific information. (CA6) | Obtain global information and acknowledge the purpose and the main ideas of a short written text with common lexicon identifying the key words and regular expressions. | Obtain literal information from simple written texts with elementary lexicon distinguishing the main and the secondary ideas and add a personal thought. | Obtain information from simple written texts that contain the topic's specific vocabulary interpreting the main and secondary ideas and add varied personal thoughts. | Exercise 2 |

Dimension: Written production C7: Plan written texts with different typology using the elements of the communicative situation	To create a variety of texts with good structure and cohesion about the environment and future issues. If you created a clothing brand, what will your commitment to the environment be?	**Use** the digital resources in a progressive and autonomous way in order to look for information, **produce** text from examples, process and enrich information in a creative way. **Send** and **receive** messages to establish personal relationships. (CA10)	Plan the production of simple written texts with a variety of frequently used lexicon and from ideas adapted to the communicative situation and with specific support.	Plan the production of simple written texts structured from the organization of ideas adapted to the communicative situation and with varied support.	Plan autonomously the production of well-structured written texts from a variety of ideas, adapted to the communicative situation and just the help of necessary resources.	Task 1, 2, 3.
Dimensions and Competences from the digital field	Learning objectives	Assessment Criteria	AS	AN	AE	Activity number

| CD2: Use text editing, multimedia presentations and spreadsheet applications to produce digital documents | Create a poster and a webpage design in digital format. Create a presentation to share the work with the rest of the class. | **Use** local and online applications to **produce** digital documents in different formats through text editing, numerical data processing and graphic representations. | Developing documents using the most basic text editing and multimedia presentations. Design of the document with a simple organization. Use of regular font and the sections are coherent. | Developing documents using the standard text editing and multimedia presentations. Design a document with an organization that makes it easier to read. Use the basic tools to change the format. | Developing complex documents using standard functions and other functions depending of specific needs. Design of a coherent document by organizing the sections and contents in a balanced fashion. Use of additional elements to have a better document format such as templates. | Task 2 and 3 |

| CD4: Seeking, checking and choosing appropriate digital information for the task being performed, considering different sources of digital media. | Search for digital information especially in the Internet which comes from a variety of formats. Information search should be planned based on objectives which will determine the type of document, source or digital media to be used. | **Use** strategies of different searches and applications. Critical assessment and coherently s**elect** the information students found in agreement with the tasks need. **Identify** meaningful key concepts and words. | Conducting basic searches, choosing relevant information considering different sources. Identify key concepts or words based on collective reflection. | Conducting advanced searches, evaluating the information critically comparing it from different sources and select it adequately. Identify key concepts and words based on shared reflection. | Conducting advanced and dynamic searches in different contexts, assisting the found information critically from different sources and choose it properly. Identify key concepts and words based on individual reflection. | Task 3 |

CD5: Constructing new personal information using information processing strategies with the support of digital applications.	Comparing already existing eco-friendly brands create a new eco-friendly brand webpage indicating what will be sold and what their contributions to help the environment are.	**Understand** and **process** information using digital devices and applications. **Apply** one's ideas to solve a real-world problem and interpret situations form everyday life.	Organize and construct new knowledge using generic digital devices. With guidance, use the most common online applications related to creating knowledge.	Organize and construct new knowledge using the basic options of specific digital devices. Use the most common online applications related to creating knowledge.	Organize and construct new knowledge combining different digital devices and using the standard options of specific devices. Use a variety of online applications related to displaying intellectual skills and creating knowledge.	Task 3

CD7: Participating in interpersonal communication environments and virtual publications to share information.	Create a webpage (Google Sites) to share with the rest of the class and world the design of an eco-friendly clothing brand.	Use virtual interpersonal communication and publication tools to communicate, present, exchange and share personal, academic and professional information.	Communicate and publish on the most common digital communication systems. Participate in web spaces (blogs, forums, etc.)	Manage interpersonal communication systems in order to communicate and publish on them using suitability criteria. Create and post different files in a web space.	Organize and manage interpersonal communication systems in order to communicate and publish on them using suitability criteria. Creates and posts different files in a web space and relate them to other spaces they created themselves.	Task 3
Dimensions and Competences from the personal and social field	Learning objectives	Assessment Criteria	Assessment indicators (using adverbs of frequency such as seldom, sometimes, usually, very often)			Activity number
Dimension: Learning how to learn	Learn how to act when doing group work and contribute	**Create** collaboratively a poster about how to help the environment	Is responsible for the tasks that are assigned to him/her			Task 1, 2 and 3.
			Has a good time-management when it comes to the task			
			Listens and respects every opinion from the group members			

C3: Develop abilities and attitudes that allow to face learning challenges throughout life.	in a positive way to the task.	and a design and multimedia presentation about a clothing brand project.	Helps others whenever they need help	
			Shares with the rest of the group his/her ideas	
			Is familiar with the topic and provides meaningful information	

Annex B. Didactic Unit.

Chard A2:

DIDACTIC TRANSPOSITION	
METHOD SELECTED: Flipped classroom, cooperative learning, Task-Based and Project-Based. RESOURCES: EducaPlay, Youtube, Google Sites, Canva, Genially, Google Presentations, PowerPoint.	
FINAL PRODUCT OF TASK 3: Invent a clothing brand and some items this brand will sell. DESCRIPTION OF TASK: Having watched a video about the fast fashion industry and the impact this on the environment, students are told to create their own clothing brand. The brand will be developed in a Google Sites and has to include at least a section which includes a brief summary about the brand, how it is supposed to help the environment, a design of the logo and a motto as well as the design of three clothing items. TASK CYCLE: Students will work in groups of 5. The first thing is to do a brainstorm and them divide the workload among the group members. The outcome will be a Google Sites about the design of an eco-friendly clothing brand and a presentation of its parts.	

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	GROUPING
LESSON 1: Let's revise! Underlying concept: discover how students will be assessed and revise vocabulary about the environment. -INTRODUCTION: Introduce the topic and the grading / assessment criteria and tools for the unit (15') -WARM-UP: How many words do we know about the environment and pollution? Work in pairs (10') Activity 1: EducaPlay challenge based on environment vocabulary (20') -CONCLUSION: what have we learnt/revised and forming assessment: further improvements (10')	Individual and group work
LESSON 2: Skills time! Underlying concept: understand oral and written texts related to the topic of the environment and complete comprehension exercises. The texts are from real life context. -INTRODUCTION (10'): Review previous vocabulary orally and explain what they will do during the lesson. Explain as well the adaptation for those with special needs. (5') -Oral comprehension: Listen to a radio program about the environment. Exercise 1: Complete the sentences. (20') -Written comprehension: Read a magazine article about the environment. Exercise 2: Multiple choice (true/false). (20') -CONCLUSION: Correct the activities and talk about further improvements. (10')	Individual

LESSON 3: What the future holds.	Group-work
Underlying concept: understand and put into practice how to express the future in different tenses. Share information with the rest of the class.	
-INTRODUCTION: Flipped classroom about the future tenses. What are future tenses? How many tenses are there to express the future? Are we familiar with the structures in affirmative, negative and question forms? (15')	
-Task 1: in multi-level groups of 5, create a mind-map which include all future tenses and 3 sentences in each one illustrating the affirmative, negative and question forms. (30')	
-SHARE THE WORK: Go around the class to see other groups' work and hand-in to the teacher. (10')	
LESSON 4: Fast-fashion Task-Based.	Group-work
Underlying concept: discover what fast fashion is and how it is this topic related to the unit. Also do short presentation in front of the class.	
-INTRODUCTION: What is fast fashion? Are you aware of the environmental problems our planet is facing? (10')	
-VIDEO: The true cost of fast fashion - The Economist (10')	
-Task 2: in multi-level groups of 5, create a poster including 4 promises to help the environment in the future. Language focus: future tenses and environment vocabulary. (20')	
-PRESENTATION: Share in front of the class what your poster includes (15')	

LESSON 5: My clothing brand Project-Based.	Individual and
Underlying concept: review previous sessions content and explain what the project will be based on and how will students be assessed.	Group-work
-INTRODUCTION: Review what fast fashion is and what we can do to change it. Introduce the guideline of the project and how they will be assessed (rubric). Also show them all the webpages and ICT resources they will need to use to complete the final task. (40')	
-GROUPING: When all this is finished, the teacher divides the class into multi-level group of 5 (5')	
-WORK: start to brainstorm. And divide the workload (10')	
LESSON 6-7: My clothing brand Project-Based.	Group-work
Underlying concept: work collaboratively in order to design their clothing brand. Also learn how to divide the workload.	
-WORK: during the two lessons students are supposed to finish all the parts of the webpage. (55' + 55')	
-Task 3: FINAL TASK. in multi-level groups of 5, create a Google Sites including different sections: Who are we?, logo and motto, commitment to the environment, three clothing items and its components.	
LESSON 8: My clothing brand Presentation.	Group-work
Underlying concept: express orally what the webpage contains. Communicate clearly and with good and appropriate body language.	
-INTRODUCTION: give students some time to do the final review for the presentation (10')	
-PROJECT PRESENTATION: A 5-6-minute presentation about their brand. All members of the group need to present at least one part. (35')	
-FEEDBACK: what they have done right and how they can improve the weak parts of their presentations (10')	

UDL: this section includes the parameter to adapt certain activities and exercises to those students who need reinforcement or special attention. It includes options for comprehension, different ways of action or expression and different ways of participation

		REINFORCEMENT	EXTENSION
EXERCISE 1: Oral comprehension		-Audio transcription. -The student will be able to reproduce the audio more times.	-Shorter sentences to understand using a more basic vocabulary. -Dyslexia student will have a worksheet with bigger text.
EXERCISE 2: Written comprehension		-Color coding and use bold and underline key words that the student need to pay attention to.	-Short sentences and the gap will only be filled with a word. -Dyslexia student will have a worksheet with bigger text.

ASSESSMENT ACTIVITIES AND TOOLS (TAUGHT CURRICULUM) INSTRUMENTS AND TECHNIQUES			
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	GRADING CRITERIA	MULTIPLE OPTIONS OF ASSESSMENT:
Activity 1- EducaPlay challenge			
	Exercise 1- Oral comprehension (test)	10 %	-Students with ADHD will be able to listen to the audio more than twice as well as provide them the transcript. The sentences form the exercise will include more basic vocabulary and structure. -Dyslexia student will have bigger text in the worksheet and the sentences will be shorter as well as with basic vocabulary.
	Exercise 2- Written comprehension (test)	10 %	-Students with ADHD and dyslexia will have a bigger font size text and with color coding on the key words. The sentences form the exercise will include more basic vocabulary and structure. -Dyslexia student will have bigger text in the worksheet, shorter and simple sentences and with more basic vocabulary.

	Task 1- Future tenses mind map	20 %	Student with dyslexia won't be penalized for typing errors.
	Task 2- How will we help the environment? Poster	20 %	Student with dyslexia won't be penalized for typing errors.
	Task 3- Eco-Friendly clothing brand	40 %	Student with dyslexia won't be penalized for typing errors.

Note: This chard shows how every session will be carried out as well as the evaluation

details.